EXAMINING THE FORMS AND STRATEGIES OF TEACHER INDUCTION PROGRAMMES ORGANISED FOR NEWLY QUALIFIED TEACHERS IN SENIOR HIGH SCHOOLS IN GHANA

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Abstract:

The education system recognises the positive impact of induction on the retention and professional growth of Newly Qualified Teachers in Ghana. This points out the question of how teacher induction programmes should be planned, organised and implemented, and what it should entail. The study sought to examine the forms and strategies of induction programmes organised for Newly Qualified Teachers in Senior High Schools during their initial professional practice. Using the descriptive case study method, data was gathered from forty-two Newly Qualified Teachers, three Assistant head teachers (Academics) from three sampled schools and one municipal human resource officer, all from Ashanti-Mampong Municipality in the Ashanti Region, Ghana. Questionnaire, interview, observation and document analysis were the research instruments used. Data were analysed using inductive and deductive analysis where similar themes and patterns were identified from responses and compared with literature. Findings show that, though an induction was organised for Newly Qualified Teachers, the schools lacked formal principles to guide and regulate the school-based induction programmes. Orientation and a few aspects of mentoring were the components of the induction programmes while continuous professional development activities were totally absent. Again, the whole induction took place within some hours which put Newly Qualified Teachers at a great disadvantage of not acquiring what they need as support. While assistant head teachers and heads of department were key stakeholders responsible for the induction, the latter was Newly Qualified Teachers' point of call when faced with challenges. Since it is argued that teachers who receive the full components of induction are likely to adopt and implement effective pedagogical approaches, in the absence of formal policy to guide the planning and implementation of induction in Ghana, there is

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a need for officials at the district and municipal levels to closely monitor Senior High Schools and ensure proper organisation of their induction programmes.

Keywords: teacher induction, newly qualified teachers, senior high schools

1. Introduction

It is evident that the instructional strategies used by teachers to prepare learners are changing quickly. A significant mark of the teaching profession according to Keengwe and Adjei-Boateng (2012), is ensuring the smooth transition and success of Newly Qualified Teachers (NQTs) by connecting classroom learning to actual teaching on field. Altun, Yiğit, Özmen and Alev (2007) contend that the connection between theoretical knowledge and practical skills can only be realised by offering (NQTs) with planned and effective training in the form of teacher induction programmes that comprise diverse components and activities.

Teacher induction is regarded as the key strategy that supports NQTs to learn, develop and improve their skills over time. NQTs from the teacher education institutions posted to the classroom as professional teachers require special education and training in order to assume the role of professional teachers. Induction programmes expose NQTs with little experience in teaching to acquire new ideas, knowledge and skills that can be applied in teaching and learning, and offer positive criticism and guidance to students. As an on-going process, it contributes massively to NQTs' profession in becoming experienced individuals in teaching (Marie, 2012), and has the double purpose of assisting and guiding them to develop appropriate teaching competencies for professional and specialized growth, and also maintaining them in the profession.

Massive attention has been attached to the planning, organisation and implementation of effective teacher induction programmes by many schools in different countries to include continuous assistance with the intention to improve the quality of the profession (Sasser, 2018; Ingersoll and Strong, 2011). Ingersoll and Strong (2011) conducted a rigorous meta-analysis which concluded that empirical evidence supports the use of induction programmes for NQTs, however, the quantity, content and context of the programme should be greatly considered (Neall and Curry, 2012).

2. Statement of the Problem

The European Commission (2010) vividly narrates that a lot of attention is given to the teacher education programmes and the road leading to the professional development of teachers with little attention to the organisation and implementation of effective induction programmes intended to train and assist NQTs in their transition process. The subject of supporting teachers during their initial practice is particularly crucial and important in countries and institutions where there are reports of teacher shortages and

situations where large numbers of young, energetic and enthusiastic teachers are leaving the profession.

The education system recognises the positive impact of induction on retention and professional growth of NQTs but this brings the question of the contents and what induction should entail. It has been documented that up to one-third of NQTs quit the profession during their initial practice largely due to improper induction into the profession. Sasser (2018) explains that even though students who graduate from recognised or accredited teacher education institutions and also pass a state licensure exams are regarded as very qualified and capable individuals, it does not automatically provide assurance of the new teachers' success on the job. The truth is that preparations in the teacher education institutions are not enough for NQTs to operate as successful teachers.

Despite the widespread use of induction programmes, the features and contents of the induction programmes vary considerably (Kuranchie, 2013; Birkeland and Feiman-Nemser, 2009). In the face of all the challenges that NQTs have to put up with, it is certain that a well-structured, planned and organised induction programme is capable of addressing the concerns of NQTs. The disparities or differences in the kind of assistance received, the technique or manner in which the assistance is provided, and the general structure of the support itself result in NQTs often "*left on their own to succeed or fail within the confines of their own classroom*" (Ingersoll and Smith, 2004, p. 28).

The absence of a formal policy or framework to guide teacher induction in Ghana (Kuranchie, 2013; Keengwe and Adjei-Boateng, 2012; Nyoagbe, 2010; Cobbold, 2007) has resulted in the Ministry of Education (MoE) and Ghana Education Service (GES) tasking heads of schools to plan and organise induction programmes for NQTs in their schools to help them acquire the necessary skills and put their theoretical knowledge into practice. However, there are inconsistencies with the school-based induction programmes with respect to planning and organisation in terms of the type, content, duration and key roles of school leaders in the programmes which negatively affect the professional growth and job satisfaction of NQTs in Ghana. At the SHS level, districts/municipals and institutions rarely organize standardised induction for NQTs. The study, therefore, sought to investigate the forms and strategies of teacher induction programmes organised for NQTs in Senior High Schools in Ghana.

3. Review of Related Literature

3.1 Teacher Induction Programmes

Different countries give their NQTs effective support systems in the form of teacher induction programmes during their initial practices as professional teachers where they are supported or helped to become skilled, proficient and capable teachers (Helms-Lorenz, Slof, Vermue and Canrinus, 2011). It is therefore considered as a definite ''stage or phase in teacher development, as it involves the socialisation into the school and the profession'' (Totterdell, Woodruffe, Bubb, Daly and Smart, 2004: p.3). As a learning and

socialisation process, NQTs get to know their co-workers, learn to apply instructional approaches (Feiman-Nemser, 2001) and get to know the culture of the school in terms of beliefs and practices governing the institution (Angelle, 2006).

The process of learning about colleagues, the ethics of the profession itself and about the beliefs, values and practices of the workplace is often tiresome. Since induction is regarded as a period which requires an individual who is new in a profession to settle down (Marie, 2012) peacefully without distress, it may happen in two ways: induction can be a strategic preparatory programme with specified aims, mission, visions and guiding principles, or an incidental process, which is organised and coordinated by school leaders. Whether strategically planned or incidental, the effect or impact of induction should result in a learning process (Bush and Middlewood, 2005).

In short, Kuranchie (2013) asserts that teacher effectiveness hinges not only on the quality of instruction obtained during their initial training in teacher education institutions but also, largely on the induction training acquired during their initial professional practice as NQTs. In spite of the need for, and benefits of these programmes, a lot of distresses and worries have been cited explaining that the programmes do not usually address NQTs' professional needs hence, they are seen as a mere presentation of information, and not necessarily a support strategy. Also, the form and quality of support they get differ massively from one institution to the other (Koehler and Kim, 2012). Therefore, the European Commission Staff Working Document SEC (2010) concludes that the induction process should be perceived as a means of collective concern and value for NQTs and their schools. Hence, there should be collaboration between all parties.

3.2 Teacher Induction in Ghana

According to Nyoagbe (2010), in second-cycle (Senior High Schools) educational institutions, teacher induction is mainly institution-based in the form of one-day orientation event intended mainly to assign tasks to the NQTs and also serve as the basis for appraisal. Head teacher often introduce the NQT(s) to their colleagues at the first staff meeting of the school year emphasizing the collective philosophies, values, assumptions, beliefs, expectations, attitudes and norms that knit the school together. Some specific areas addressed by heads include how the school environment is kept, how they relate, heroes of the institution who serve as role models, beliefs and the orderly and planned procedures of daily life in the institution. NQTs work closely with heads of departments and the assistant head teacher (academics) for assignments to classes. In some cases, NQTs are also assigned additional work in the domestic department of the school. In short, the emphasis is not so much on nurturing NQTs to become better, but rather the exercise is intended to gear them up for the multifarious tasks in the school, geared toward acceptance and promotion in subsequent years to a higher position and grade.

According to the GES policy framework of the Pre-Tertiary Professional Development and Management (PTPDM) (Ministry of Education, 2012), the district/municipal directors of education in collaboration with the heads of schools have been tasked to organise teacher induction programmes to train and enact NQTs into the

teaching profession. Nyoagbe (2010) explains that the responsibility of planning and executing a teacher induction programme at the district level should rest with the Assistant Director responsible for Human Resource Management even though greater collaboration is required from all district officers. The greater part of induction work should take place in the school with the head teachers and assistant heads playing a very sustained and crucial role with support from other experienced teachers.

On the issue of induction for NQTs, the Collective Agreement for Teaching Staff (Ghana Education Service, 2020: p.17) states that:

> *"Induction and job orientation shall be provided to introduce new employees to the service; its office facilities, structure, policies, rules, procedures, work ethics and job descriptions. It is also meant to enable the employees to have a sense of belongingness to the Service and to settle down as quickly as possible".*

According to the PTPDM, the induction and initial In-Service and Education Training (InSET) programmes shall be organised within the first year for NQTs. There shall be a schedule of prescribed induction courses by the National Teaching Council to be organised by the District InSET Committee (DIC) and others at the school level by the heads of schools and their management team.

Induction shall include the following:
1) Professional code of practice,
2) Classroom management,
3) Professional standards in teaching,
4) School-community relations,
5) Assessment regulations and practice, and
6) Developing teaching and learning materials.

3.3 Components of Effective Induction Programme

Induction programmes differ according to country specifics since each programme satisfies individual beliefs and philosophies, and the specific needs of particular institutions and districts. However, there are components that are common in almost all effective induction programmes worldwide (Wong, 2004). The planning and implementation of an induction programme should be suitable in order to achieve its goals due to the specific context and demands. Thus, the kind of activities (whether compulsory or optional), the participation of teacher education institutions, and the collaboration between NQTs and experienced teachers (Mentors) among others can vary (European Commission Staff Working Document SEC, 2010) significantly between districts, regions, states or countries.

Loughry and Normor (nd) outlined a well-designed induction programme consisting of orientation, support team and evaluation of NQTs' strengths and weaknesses. This addresses an institutional-based support strategy to support NQTs, provides a means to criticise and assess them and a way to help them advance and remain

in the teaching profession. Likewise, Wood and Stanulis (2009) suggested elements such as expert and knowledgeable mentors, reflective inquiry and instructional processes, systematic and structured observations, formative evaluation, school leaders' involvement and school culture support as suitable components of an effective induction programme. Similarly, Smith and Ingersoll (2004) assert that components of effective induction programmes consist of more structured activities including orientation, workshops, teamwork, support strategies, and mentoring. Also, the Hacettepe University's (Turkey) induction programme involves three main parts: seminars, observing the lessons of mentors and team projects which are interrelated to each other (Aslan and Öcal, 2012). In addition, Kuranchie (2013) proposes for extra support such as a reduction in the timetable, observation and mentoring to be given to NQTs in Ghana during this period to help them feel relaxed at the start of their transition journey.

In summary, the California County Superintendents Educational Services Association (2016) explains that an effective teacher induction programme should consist of all the components both formal and informal which are grouped into three: Orientation (discussion of institutional policies and procedures which includes organizing activities in the classroom, identifying how and where to find instructional resources, etc.), Mentoring (where NQTs and experienced teachers collaborate and interact regularly to assess progress, deliberate on problems, observe proceedings and solicit for feedback) and Continuous Professional Development (CPD) programme (which ensures continuing learning process through, in-service training sessions and taking part in professional learning communities).

3.4 Features of Effective Teacher Induction Programmes

Generally, is it critical for various stakeholders and leaders to take into consideration the features of effective induction programmes to improve NQTs' professional growth and ensure a positive outcome. For an induction programme to succeed, it is important to look out for features which include duration, locations, the content to be discussed and methods of accountability. To enhance NQTs' knowledge, skills and classroom practices, McCollum (2014) focused on five core features to make the programme successful. These are:

  a) Content: Induction programmes organised for NQTs should not focus on general topics and specific subject matter content according to NQTs' teaching areas and syllabus, professional needs and approaches needed to execute it.
  b) Active learning: Induction improves active learning for NQTs when the mode of training and delivery creates and sustains their interest in a topic. Observation, collaboration with others and providing feedback as against just listening to a talk are ways of improving active learning among NQTs.
  c) Coherence: Stakeholders of induction programmes are to take account to ensure consistency with what NQTs learn which should also be in line with reforms and policies of the school, district and the teaching profession as a whole (McCollum, 2014).

d) Duration: For any induction programme to be successful, there should be adequate time to allow NQTs to participate in comprehensive studies, interact with others and reflect upon the acquired knowledge and skills on their own and with others. Smith and Ingersoll (2004) explain that due to the demanding nature of the teaching profession, the professional needs of NQTs, and the variety of activities and topics to be addressed, the induction process should be planned and organised for a longer duration of not less than one year with series of training sessions and workshops.

e) Collective participation: Providing NQTs with adequate time to engage in comprehensive studies is not enough. Adequate time should be dedicated to collaborative and cooperative learning where they can meet with, and study with others. This can be achieved when NQTs are grouped according to their subject specialisation and allowed to interact with colleagues with similar knowledge, skills and interest (McCollum, 2014). The best and most effective induction programmes are well-structured and serve as a link where NQTs and veteran teachers can collaborate and have a healthy discussion where everybody's view is respected. NQTs decide to stay in the teaching profession when they belong to professional learning communities or teams that have their interests at heart (Marie, 2012).

Even though the five features are essential and should be present in an induction programme, these alone cannot fully determine whether the programme will be successful and effective or not. Because of the absence of uniformity and inadequate assistance in Ghana's Senior High Schools, the needs of NQTs are usually not achieved as the programme does not focus on challenges that arise during their initial practice as professional teachers (Ingersoll and Smith, 2004). Therefore, achieving an effective induction programme needs creative brains to build an all-inclusive support strategy that comprises orientation, mentoring and ongoing CPD programmes (Kadji-Beltran, Zachariou, Liarakou and Flogaitis, 2013) together with dedicated and innovative stakeholders.

4. Aim and Objectives of the Study

The aim of the study was to examine the forms and strategies of teacher induction programmes organised for NQTs at Senior High Schools during their initial professional practice. The specific objectives of the study were to:

1) examine the forms and strategies of formal teacher induction programmes organised for NQTs.
2) identify the component(s) of induction implemented during the induction.
3) examine the specific form of support and issues discussed during the induction.
4) identify the role of stakeholders in the organisation and implementation of school-based induction programmes.

5. Research Questions

The research questions for the study were:
1) To what extent do Senior High Schools organise formal school-based induction programmes for Newly Qualified Teachers?
2) What component(s) of induction is/are implemented during the induction programmes?
3) What specific form of support and issues were discussed during the induction programmes?
4) What were the role of stakeholders in the organisation and implementation of school-based induction programmes?

6. Materials and Methods

6.1 Research Design and Sample
A descriptive case study was employed for the study. This design was ideal for outlining, describing and analysing NQTs' feeling towards the induction programme and its influence on their professional growth and development. The target population were NQTs with 0-3 years teaching experience, 3 assistant head teachers (in charge of academics) sampled from 3 Senior High Schools in Ashanti-Mampong Municipality and the municipal human resource officer (in charge of InSET). In all, 42 NQTs were purposively sampled for the study because they were regarded as new in the teaching profession and were capable to give their personal insights and experiences on the induction programmes organised for them. The Assistant head teachers were delegated by the head teachers as key stakeholders involved in the school-based induction programmes. Data were gathered in March 2021.

6.2 Research Instruments and Data Analysis
Questionnaire, interview, observation and document analysis were the instruments used to gather data for the study. Triangulation of these instruments effectively addressed validity concerns by allowing double-checking and defying inconsistencies in any of the tools. The questionnaire for NQTs was derived from a questionnaire entitled ''Teacher Induction Programme for Teacher Quality'' (TIP for TQ) developed to gather data for a larger research study. The questionnaire was validated to establish its reliability by conducting a pilot study at School A with six NQTs. Section A of the questionnaire solicited for demographics of respondents while the last section gathered data for the main study. The questionnaire was self-administered to all respondents at their respective schools which recorded 100% response rate. Likewise, face-to-face focus group interviews in a semi-structured form were conducted at the same venues after collecting the questionnaires. Since the study involved the experiences of respondents during induction, interviews were conducted to obtain NQTs' and school leaders' understanding and involvement in the induction programmes. The interview findings

greatly supplemented questionnaire data. Responses were recorded in notebooks because respondents were not comfortable with audio recordings though they were assured of confidentiality. Direct observation using an observation checklist supplemented the data. This involved observing and recording the actions and attitudes of NQTs during the orientation component of their induction and other happenings in an orderly manner. Again, the Collective Agreement for Teaching Staff (2020) was the main document reviewed for the study. Since it was a qualitative study, data were analysed using inductive and deductive analysis by identifying similar themes and patterns from the gathered data and were categorized accordingly. There are four (4) public Senior High Schools in the municipal and teachers knew most of their colleagues from other schools hence the need for confidentiality. Strict ethical consideration was adhered to as respondents were assured of total confidentiality that any information provided was for research and academic purposes hence, respondents were asked not to indicate their names and other personal information on the questionnaire and during the interview.

7. Results and Discussions

7.1 Background of NQTs
NQTs from the sampled SHSs who took part in the study were 42 in number with the breakdown as follows: School A: 18 (12 males and 6 females), School B: 13 (8 males and 5 females) and School C: 11 (8 males 3 females).

Table 1: Gender of NQTs

Gender	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	12	66.7%	8	61.5%	8	72.7%	28	66.7%
Female	6	33.3%	5	38.5%	3	27.3%	14	33.3%
Other	0	0.0	0	0.0	0	0.0	0	0.0
Total	18	100%	13	100%	11	100%	42	100%

Data from Table 1 show that majority of NQTs, 28 (66.7%) from the sampled SHSs who took part in the study were males while 14 (33.3%) were females. This data depicts the dominance of male teachers in the sampled second cycle institutions over their female counterparts.

7.2 Initial Teaching Status
Under the Ghana Education Service, teachers are classified into professionals and non-professionals based on the type of academic certificate they possess. According to Atta and Mensah (2015), there is one category of teachers who received education and training from accredited teacher education institutions and have attained the prerequisite skills and competent as professionals and trained teachers to teach (professional teachers) while on the other side, are the non-professional teachers who did not receive

professional education from teacher education institutions (had their tertiary education in a different area of study other than education) and have not acquired the professional teaching skills, experiences and certificate.

Table 2: Initial Teaching Status of NQTs

Status	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Professionals	12	66.7%	8	61.5	7	63.6	27	64.3
Non-professionals	6	33.3%	5	38.5	4	36.4	15	35.7
Total	18	100%	13	100	11	100	42	100

The data show that, 27 respondents (64.3%) were professional teachers with qualifying degrees in Education while 15 respondents (35.7%) were non-professional teachers with different degrees. These two categories of teachers, irrespective of their routes, find their way into the teaching profession to teach. At the time of the study, six respondents out of the total number of non-professional teachers were enrolled in post-graduate diploma courses to become professionals. Okeke and Chibiko (2018) rightly mention that due to the alternative certification programmes created at different levels in the education system to help lessen and improve teacher shortages, there is a high number of teachers without a background in Education working in the classroom as teachers. The significant number of non-professional teachers further highlights the need for a rigorous induction programme during initial professional practice which will serve as first-hand training for non-professional teachers and a refreshing programme for the professional ones.

Research Question 1: To what extent do Senior High Schools organise formal school-based induction programmes for Newly Qualified Teachers?

Even though all the 42 NQTs went through some form of induction before the commencement of teaching, when they were asked if the induction they went through was formal and part of their schools' academic programme, the majority, 33 (78.6%) out of the total respondents confirmed that their induction activities were formal while 9 (21.4%) said it was informal.

Table 3: Availability of Formal Induction programme for NQTs

School	Yes		No	
	Freq.	%	Freq.	%
School A	13	72.2	5	27.8
School B	9	69.2	4	30.8
School C	11	100	0	0
Total	33	78.6	9	21.4

Respondents who said 'No' explained that even though they took part in an orientation programme, they did not consider it as a formal induction programme. This result further leaves behind the question of NQTs' understanding of formal teacher induction programme in the absence of any official guiding principles, and whether the component

or specific activities organized for them by their schools qualified as formal or not. Contrary to this, interview findings from school leaders confirmed the absence of a formal teacher induction programme which affirms Kuranchie's (2013) plight and advocates for an official policy framework for teacher induction in Ghana.

The conflicting responses by NQTs and school leaders are not different when Marie (2012) reported in a 2005 group study that two out of six NQTs who were interviewed had no idea whether they went through an induction process to transition into the profession or not except for an interview session prior to allocation of classes. According to Marie, one of the respondents explicitly stated that she was not inducted in any way. The others talked about attending a two-day workshop coordinated by officials from the Ministry. In this case, the inconsistencies in the responses suggest that the concept of induction is focused on familiarisation or forming acquaintances with the administrative leaders, which is nothing extraordinary nor formal. Hence, NQTs concluded that, they did not go through induction but rather managed to adapt strategies and implemented them on their own while on the job, signifying that the whole induction process is considered as an event rather than a structured learning process for NQTs.

This, according to Kuranchie (2013), exposes NQTs to struggle to survive in the profession and they would either "swim" or "sink" throughout their initial practice. The level of contribution by these NQTs will be ineffective in contributing to the positive learning outcome for students, and the growth and development of the school community. Prexl-Krausz, Soukup-Altrichter and Buchberger (2007) reported that, even though teacher induction in Austria lacks a formal phase, schools have developed special school-based induction programmes designed to familiarize and assist NQTs to cope with the stresses that come with their responsibilities as well as with the school system. Hence, the specific kinds of support differ from school to school. Marie (2012) therefore concludes that, induction is supposed to be formalized, structured and complete learning process for new entrants.

Research Question 2: What component(s) of induction was/were implemented during the induction programmes?

Since there is no official or formal policy that guides teacher induction programmes in Ghana, its planning and implementation lie on the shoulders of school leaders and their management team. Generally, the issues that were dealt with during the induction programmes organized by the sampled schools, compared with the literature, helped to group the process into three components: Orientation, Mentoring and CPD components. This is also in line with McGeehan's (2019) study where the New Teacher Center's Comprehensive Systems of Teacher Induction commences with orientation, and continues with individual mentorship, in-service professional development and implementation of guidelines and strategies for evaluating the progress and development of new teachers by school leaders and mentors.

NQTs were asked to identify the component(s) of induction that was/were implemented during their schools' induction programmes.

Table 4: Components of Induction organised for NQTs

Component(S)	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Orientation	18	100	13	100	11	100	42	100
Mentoring	0	0.0	0	0.0	0	0.0	0	0.0
CPD	0	0.0	0	0.0	0	0.0	0	0.0

Results from table 4 show that Orientation was the only component identified by NQTs from all the three sampled schools with 100% affirmative leaving behind Mentoring and CPD components with no responses.

a. The Orientation Component

An orientation programme normally precedes any teacher induction programme where NQTs are given the privilege to acquire basic knowledge about their institutions and their immediate community (Loughry and Normore, nd). The 100% response rate shows from all indications that orientation was the only component of induction organized for NQTs in all the three sampled schools. The few days of orientation at the beginning of the academic year served as introductory programme to help NQTs familiarize themselves with the schools' culture and also help them to understand basic policies, procedures and norms governing the school. Studies have shown that briefing NQTs on classroom management approaches during orientation is very effective in preparing them for the task ahead (Flanagan, 2006). According to Kuranchie (2013), since every institution has guidelines and policies governing its existence and operations, any individual who joins the institution is fully briefed on it. Likewise, interview findings show that NQTs were briefed on the policies of the teaching profession to help them implement them successfully when the need arises. The orientation also ensured that they were well-informed about the history of the institution, institutional structures, facilities and physical infrastructure found in the institutions.

b. The Mentoring Component

Mentors' role during the induction process and their contribution toward NQTs' identity formation is what makes mentoring an important component in the induction of NQTs (Pountney and Grasmeder, 2018). Mentoring has to do with assigning experienced teachers (Mentors) to NQTs to support them when faced with challenges throughout their early years of practice. The findings of the study show that this important component was not discussed during induction and was not formally implemented or practiced throughout their initial practice. Aside the shallow discussions during orientation, assistance did not really include experienced teachers observing NQTs in their classrooms. Likewise, NQTs did not get the opportunity to observe experienced teachers within their subject area(s) before they were assigned to classes. The kind of support received was mostly limited to the filling of official documents. Marie (2012) recorded a similar incident where mentoring was found to be very active at the primary level where NQTs admitted to having mentors as compared to what takes place at the

secondary or high school level where there was no formal mentoring during induction. However, observing a mentor help NQTs to examine and thoroughly reflect on their performance during and after their teaching session. Mentoring helps to observe, search, discover, understand, deduce and give details of why, how and what takes place, which is mastered throughout the stages of their teaching.

c. The Continuous Professional Development Component

According to Atta and Mensah (2015), teaching is a multifaceted task where developing the skill to teach effectively takes a progressive approach over a period of time through motivation and support. Hence, the teaching profession hinges on a constant and life–long learning process based on on-going training and support based on professional life's experiences and practices in a form of CPD programmes. CPD support which ensures that NQTs continue to learn while on the job was not discussed and implemented during the induction programme.

The hitches identified with the school-based induction by the sampled schools were attributed to the limited time or duration of the induction programme as a result of the absence of a formal and standardised system of induction in the schools.

7.3 Duration of the Induction Programme

On the duration of the induction programme, none of the school's induction programme lasted for more than 3 days. The majority, 28 (66.7%) of the respondents mentioned that their induction lasted for some hours while 14 (33.3%) respondents said their induction lasted for 1- 3 days.

Table 5: Duration of Induction

Period of Induction	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Some hours	11	61.1	9	69.2	8	72.7	28	66.7
1 day - 3 days	7	38.9	4	30.8	3	27.3	14	33.3
3 days - 1 week	0	0.0	0	0.0	0	0.0	0	0.0
1 week - 1 month	0	0.0	0	0.0	0	0.0	0	0.0
1 month - 6 months	0	0.0	0	0.0	0	0.0	0	0.0
1 year and more	0	0.0	0	0.0	0	0.0	0	0.0

The data show that most of the induction programmes took place within some hours and sometimes extended to the next day. The duration was certainly not adequate to tackle essential issues or topics that needed to be dealt with. In situations where it was extended to days, other components of the induction programme such as mentoring and CPD were still cut off and replaced with a tour in the schools' compound. This left NQTs to 'swim or sink' throughout their teaching profession due to limited time apportioned for induction.

Researchers' view on the period of induction tends to differ. While Lynn (2002) expects induction to cover the first few years of teaching without clearly stating a time

frame, Wong, Britton and Ganser (2005) explicitly mention that the induction period should run from the first two to five years of teachers' career. Like the findings of Kuranchie (2013) where most of the inductions lasted for 1 day, none of the induction programmes organised by the sampled schools lasted for more than 2 days. The usual duration for the induction lasted within a few hours and was sometimes extended to the next day in order to take a tour around the schools' compound to see infrastructural resources. If an induction programme organized within one day is certainly not adequate to discuss critical issues needed by NQTs, how much can be discussed and absorbed by these NQTs in a period of hours or less than a day? Generally, one day or a few hours of an induction programme is not adequate to highlight on all the essential components of induction and its related activities. An attempt to cover all areas resulted in shallow discussion and limited understanding by NQTs.

Therefore, the European Commission Staff Working Document SEC (2010) proposes an induction period of not less than one year to serve as a right and obligation for NQTs. Likewise, Nyoagbe (2010) stresses that since induction is a continuous activity, it should receive the utmost attention during the first year of teaching covering the initial probationary period within the Education System (particularly in Ghana). In short, there is a lack of consistency in the duration of the induction process which put NQTs into a career where its induction is not capable of providing adequate and needed support to commence their professional lives as teachers Kuranchie (2013).

Research Question 3: What specific form of support and issues were discussed during the induction programmes?

7.4 Specific form of Support or Issues Dealt with During Induction

Respondents were asked to select the specific support or topics that were discussed during their induction programme. Questions were asked according to the basic components of induction identified in Table 4. Responses are presented in Table 6 as follows:

Table 6: Issues dealt with during Induction (totals are not equal to the number of respondents because some respondents selected more or less than one)

Specific Form of Support	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
a. Orientation								
Job description of teachers	17	94.4	11	84.6	11	100	39	92.9
GES policies (e.g. rules, regulations, terms and conditions of the teaching service)	16	88.9	9	69.2	9	81.8	34	81.0
Ethics of the profession (such as legal issues and contractual rights/ responsibilities)	13	72.2	7	53.8	9	81.8	29	69.0
Becoming oriented to the school (e.g. expectation of teachers, information about the school and its facilities)	13	72.2	8	61.5	10	90.9	31	73.8
Becoming oriented to the community	0	0.0	0	0.0	0	0.0	0	0.0

(e.g. general information about the municipal /community)							
Effective communication with parents	1	5.6	0	0.0	2	18.2	3	7.1
Interaction with colleagues and veteran (old) teachers	9	50.0	6	46.2	7	63.6	22	52.4
b. Mentoring support							
Assistance with short- and long-term lesson note preparation	12	66.7	10	76.9	11	100	33	78.6
Support in developing content knowledge	6	33.3	3	23.1	2	18.2	11	26.2
Developing a variety of instructional / teaching strategies	9	50.0	5	38.5	7	63.6	21	50
Classroom management support	10	55.6	8	61.5	4	36.4	22	52.4
Support in developing students' assessment	9	50.0	7	53.8	10	90.9	26	61.9
Finding or developing resources and materials to improve teaching	5	27.8	5	38.5	4	36.4	14	33.3
Support in learning how to differentiate instruction (e.g. assisting with special needs students)	2	11.1	0	0.0	0	0.0	2	4.8
Meeting with an assigned individual (mentor) to support me throughout the first year of teaching	2	11.1	1	7.7	0	0.0	3	7.1
Completing forms, paperwork, etc.	6	33.3	7	53.8	11	100	24	57.1
c. Professional development support							
Involvement in school-based InSET	0	0.0	2	15.4	2	18.2	4	9.5
Involvement in district-based InSET (scheduled district-wide meetings for NQTS throughout the first school year to discuss concerns).	0	0.0	0	0.0	0	0.0	0	0.0

On the orientation component of induction, the results show that 39 (92.9%) out of the total respondents from all three schools who went through induction were briefed on the job description of teachers to aid them in understanding the basics of the teaching profession and what was expected of them as new teachers. Other topics discussed were GES policies highlighting on rules, regulations, and terms and conditions of the teaching service (34 representing 81%), ethics of the profession such as legal issues and contractual rights/ responsibilities set by MoE and GES (29 representing 69%) and becoming oriented to the school with respect to history, mission, vision and objectives of the school (73.8%). However, issues on effective communication with parents were affirmed by only 3 (7.1%) respondents (one from school A and 2 from School C) while becoming oriented to the schools' community was not discussed in any of the 3 schools. These findings were not different from the findings of Kuranchie (2013) where all respondents were briefed on their job description as teachers including rules and regulations of the teaching service, interaction with colleagues and the students they will meet and work with, as well as terms and conditions of service, etc. Likewise, a significant number of 56 (68.3%) were also not briefed about the schools' communities. It is worth noting that proper briefing on the community helps NQTs to properly adjust, get acquainted and contribute to the

well-being and development of the community. A study by Marie (2012) in Seychelles though did not specify it as an orientation component, still explains similar activities where the initial stage of induction was an introduction to the school leaders, code and conduct governing the school, school curriculum and what is expected of them. Though it was specified as the ideal process, most school leaders were inactive during the induction process which is different from what policymakers expected.

Even though the mentoring component of induction was not formally discussed during the induction programme organized by the schools, some aspects or issues of mentoring were incorporated and dealt with by school leaders. Issues such as assistance with lesson note preparation (78.6% by 33 respondents) was one of the activities dealt with during induction. 26 (61.9%) respondents stated that they were briefed on how to develop and fill students' assessment form using the school's assessment software. 24 (57.1) respondents mentioned that they were briefed on how to complete forms and other paper works, and the need to attach seriousness to it. The data revealed that the induction activities covered some areas of classroom management support and developing a variety of instructional/teaching strategies by 22 (52%) and 21 (50%) respondents respectively. Important issues which were least discussed during the induction were finding or developing resources and materials to improve teaching (affirmed by 14 representing 33.3% response rate), support in learning how to differentiate instruction (e.g. assisting with special needs students) (2 representing 4.8%) and meeting with someone (Mentor) assigned to support NQTs throughout their first year of teaching (3 representing 7.1%). Even though standardized mentoring helps to identify and address the individual needs of NQTs, it is also very necessary to give room for some form of flexibility where the school system allow informal mentoring activities to offer congenial support to NQTs (Okeke and Chibiko, 2018). The mentoring component according to Jane (2007), help NQTs to discover that sharing their concerns, experiences, contributions and understanding has a positive influence on their instructional practices which help them to understand the relevance and the need to connect and share information with others, rather than working in isolation. This, according to Du Plessis (2013) affirms that indeed, the mentoring roles played by experienced teachers are crucial in helping NQTs to develop and improve their skills. Unlike in the sampled schools where NQTs were not assigned to mentors to receive support and learn from them, in New Jersey, McGeehan (2019) reports that NQTs were made to observe their mentors and three different teachers three times. During each observation session, they were advised to pay attention to different instructional approaches and classroom practices. This helped them to grasp an in-depth understanding of how to manage time with mini lessons and be reflective on their own teaching

Unfortunately, professional development support, which is a vital activity that ensures that NQTs continue to learn while on the job was not highlighted by NQTs. Issues like involvement in school-based In-Service Education and Training programmes (InSET) and involvement in district-based InSET (Scheduled district-wide meetings for NQTs throughout the first school year to discuss teaching concerns) were exempted from the

whole induction programme. Respondents had no idea of any school and district–based InSET programmes for NQTs. This was recorded as a blow considering the fact that teachers at the pre-tertiary institutions in Ghana which include teachers at the SHS level go into the teaching profession through different routes creating professional and non-professional teachers. This makes it necessary to put in place conditions and measures to ensure that both categories of teachers go through CPD programmes to help non-professional teachers to upgrade their professional knowledge and skills, provide additional and advanced learning platforms for trained or professional teachers, and further provide training in content and pedagogy to supplement the constant educational reforms and changing curriculum. Even though it is important to organize induction for all NQTs, Billingsley, Griffin, Smith, Kamman and Isreal (2009) explain that, it is necessary to intensify the process for non-professionals because NQTs who are fresh from teacher education institutions adopt and implement diverse instructional approaches and are able to effectively manage classroom activities as compared to NQTs with alternative certificates. Considering the significant number of non-professional teachers at the SHS level, especially during the 2018/2019 academic year recruitment in Ghana, and the widespread of short alternative routes, the CPD component of induction is necessary to ensure the effective use of appropriate strategies and approaches.

Interview findings from school leaders on their views of CPD as an essential component of induction revealed that their understanding of induction had nothing to do with professional development. According to one of them, the induction programme was meant to introduce NQTs to the school culture and help them to adjust to the profession while CPD was the responsibility of the human resource officer in charge of InSET at the municipal. Thus, induction and professional development activities were viewed by head teachers as two separate activities to be conducted by different stakeholders or facilitators. Likewise, the school leaders in Seychelles interviewed by Marie (2012) did not explain induction as a means of professional development to help NQTs learn about the teaching profession while on the job. This is not different from Oman where Al-Hinai (2007) adds that the basic practice of InSET in Oman is not for training purposes but geared toward informing teachers of the happenings and developments in the education sector.

Research Question 4: What were the role of stakeholders in the organisation and implementation of the induction programmes?

In understanding how NQTs were inducted during their initial practice, it was critical to identify stakeholders or handlers of the induction programmes in the sampled schools. Key stakeholders identified were head teachers, assistant head teachers, heads of department and GES municipal officials.

NQTs were asked to select the various handlers of their school-based induction programmes. Among the stakeholders, assistant head teachers were noted to be actively involved in the induction programmes in all the sampled schools. It was confirmed by 11 (61.1%) respondents from School A, 7 (53.8%) from School B and 9 (81.8%) from School

C. This was closely followed by heads of department with 6 respondents each from all the 3 schools (representing 33.3% in School A, 46.2% from School B and 54.5% from School C).

Table 7: Handler(s) of the Induction programme (totals are not equal to the number of respondents because some respondents selected more or less than one)

Handler (S)	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Head teacher	2	11.1	3	23.1	4	36.4	9	21.4
Assistant head teachers	11	61.1	7	53.8	9	81.8	27	64.3
Heads of department	6	33.3	6	46.2	6	54.5	18	42.9
GES municipal officials	2	11.1	0	0.0	0	0.0	2	4.8

The data also show that head teachers and GES officials from the municipal were the least involved stakeholders in the induction programme even though they were expected to take part in the activities. The assistant head teachers and heads of department who were identified as the handlers of the induction were known to be experienced, well trained and highly qualified school leaders with in-depth understanding on educational issues, policies and professional practices, and were therefore capable of assisting NQTs to learn and adopt basic skills required of them as new teachers. In spite of their experience and knowledge, the head teachers were supposed to shoulder this responsibility while the assistant head teachers provided support. While a cohort study in 2005 by Marie (2012) reported the absence of school leaders from induction programmes, a subsequent cohort study in 2006 saw head teachers taking the principal responsibility in induction programmes which was in agreement with the intentions of the Ministry. This was a remarkable step in addressing induction-related issues. It is very necessary to ensure effective partnership between school leaders and other stakeholders in order to promote school-based induction programmes and help achieve its mission (Du Plessis, 2013).

Under normal circumstances, Marie (2012) explains that induction is supposed to be carried out in two stages. The initial stage is to be conducted by the human resource department of the ministry where a summary of the divisions within the ministry and the terms and conditions of the profession are provided, while the subsequent one is carried out by school leaders and their management members at the school to introduce NQTs to the school's community, outline the vision, mission, objectives and policies governing the school and importantly, instructional and classroom management support. Since the organization of the induction programmes at the sampled schools (and in Ghana as a whole) were handled by the assistant head teachers (in charge of academics, domestic and administration) and heads of department, activities of both stages one and two as indicated by Marie (2012) were facilitated by the identified school leaders. This is however contrary to the findings of Kuranchie (2013) where head teachers were mostly in charge of school-based induction programmes. This shows that there is no specific individual, leader or stakeholder assigned to organize induction for NQTs in SHSs.

The findings revealed that, since the handlers (stakeholders) of the induction programme were not given any formal training to carry out this specialized responsibility, contents given out to NQTs during induction were information received through meetings and observation of activities in the schools' environment. Several literatures show that effective support that is useful for NQTs' growth occurs within the school where proximity and importance are taken into consideration. In addressing this and other related issues, Cobbold (2007) encourages that leaders and stakeholders in charge of induction programmes have to be highly experienced individuals and should be trained to understand NQTs' professional needs and challenges.

On the other hand, the municipal human resource officer (in charge of InSET) narrated that, since there are no formal criteria governing teacher induction programmes in Ghana, organization and implementation of school-based induction programme is the primary responsibility of school leaders and their management team. His outfit only attend as a resource person to throw more light on what to be presented by the school leaders. In other words, its success and failure depended on the leadership of the school. However, he affirmed that it was the responsibility of his office to plan and organize district–based induction in the form of InSET for NQTs after the school-based induction to further ensure the professional growth of NQTs but it was ineffective due to several specified challenges.

7.5 NQTs' Point of Call during Challenges

Since NQTs are bound to face challenges during their induction phase or initial practice as new teachers, it was necessary to identify their point of contact or individuals they go to when faced with challenges or problems. Data from Table 8 show that in the absence of assigned mentors, Heads of Department was NQTs' point of call or contact when faced with challenges during their induction phase. This was identified by 35 (83.3%) respondents. Quite a few, 4 (9.5%) respondents went to experienced teachers for support during difficulties while 3 (7.1%) respondents (from School A) sought for help outside the school during the induction phase.

Table 8: NQTs' Point of Call during Challenges

Individuals	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Head teacher	0	0.0	0	0.0	0	0.0	0	0.0
Assistant head teachers	0	0.0	0	0.0	0	0.0	0	0.0
Head of department	16	88.9	10	76.9	9	81.8	35	83.3
Experienced / old teacher	0	0.0	3	23.1	1	9.1	4	9.5
Colleague NQT in the school	0	0.0	0	0.0	0	0.0	0	0.0
Other (outside the school)	3	16.7	0	0.0	0	0.0	3	7.1

This shows that, even though the head teacher and assistant head teachers were the highest school leaders, none of the respondents went to them when faced with challenges depicting that, even though they were new, NQTs followed the hierarchical order to

address issues in the school. The regular support received were often centered on the filling of document/forms rather than planning and preparation of lessons, managing extracurricular activities and material/resource building for teaching and learning.

8. Conclusion

A teacher induction programme is considered as the primary mechanism that helps NQTs learn and improve their skills over time, reflect upon their competences, maintain them up to date and develop required skills and knowledge in this fast-changing society. Even though there is no formal policy governing the organisation and implementation of induction in Ghana, closely incorporating the orientation, mentoring and CPD components during the school-based induction programmes can help NQTs to a large extent. Even though mentoring helps to identify and address the individual needs of NQTs, little attention was attached to it. However, the little support on short- and long-term lesson planning/note preparation, completion of forms and other paper works, classroom management support and development of a variety of teaching strategies also helped to prepare NQTs for the task ahead. Since there were limited opportunities for CPD programmes, this component was missing from the induction programmes. Again, the lack of uniformity in duration puts NQTs into the profession whose induction either lasted for just a day or some hours with key stakeholders missing in action. This causes a great disadvantage because NQTs are not able to acquire the needed support for professional practice.

9. Recommendations

In the absence of formal or official policy to govern the planning and implementation of induction in Ghana, there is the need for GES officials at the district and municipal levels to closely monitor Senior High Schools and ensure proper planning and implementation of their school-based induction by school leaders and their management members. This will address issues on components of induction and specific contents to be dealt with, duration needed for each component and the key stakeholders and their specific responsibilities during the execution of the various components. With the opinion that induction promotes their confidence, increases the retention of NQTs and enables them to have control over their classrooms and develop leadership skills, effective planning and implementation will go a long way to enhance the quality of NQTs in SHSs and ensure their survival in the teaching profession. According to McCaughtry, Cothran, Kulinna, Martin and Faust (2005), it is worth noting that teachers who receive the full component of induction are likely to adopt and implement effective teaching attitudes and pedagogical approaches, and are capable of staying in the profession for a very long time. The aim of seeking continuity with proper planning and implementation is not merely to pave way for easy passage of NQTs into the profession but to identify or discover new teachers on a path of continuing professional development.

Conflict of Interest Statement

This study is the result of my own work except where I have acknowledged the sources quoted by means of complete references. The article is part of a major research study conducted in three sampled Senior High Schools in the Ashanti-Mampong Municipality in the Ashanti Region, Ghana.

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