

Induction of Newly Posted Teachers in Basic Schools and Its Implications for Teacher Retention in the Komenda Edina Eguafo Abirem Municipality, Ghana

Patience Sika Ansah

University of Cape Coast, College of Distance Education (CoDE), Cape Coast

Abstract

The thrust of the study was to assess the induction of newly posted teachers in basic schools and its impact on teacher retention in the Komenda Edina Eguafo Abirem (KEEA) Municipality. To achieve this, descriptive research design (Mixed-methodology) was employed. Data were collected from 220 teachers and administrators from the District. Questionnaire with a reliability coefficient of .82 were used to obtain data from the respondents. Quantitative data were coded and analysed using descriptive statistics (frequencies and percentages) and inferential (multiple regression and chi-square test). The qualitative data were also analysed in themes to support the quantitative data. The study revealed that organisation of induction programmes for newly posted teachers have not been an integral component of teacher development in the district, although some attempts have been made in this regard. It was again revealed that generally, the induction programmes have been largely delivered in response to teachers' emerging pedagogical needs, it has had important impact on the teachers. It was therefore, recommended that there should be introduction of mentor-mentee relationship in the District to facilitate the induction programme. Also, investment of induction should be much emphasis by the government. Thus the government should envisage and articulate future induction development scenarios through the development of a medium-long term new teacher induction infrastructure development plan.

Keywords-Induction, Newly Posted Teachers, Teacher Retention, Teacher Development

Introduction

Generally, human resource training and development has been viewed as one of the core fundamentals in developing quality workforce in every sector and that there is a close correlation between the availability of development opportunities in an organisation and the performance of the people working with it. According to Flippo (2008), development has to do with the increase of skills through training that is necessary for proper job performance. To ensure quality education, there is the need to provide sustained and continuous competent teachers who are able to steer the educational development of students. However, one of the most important challenges in the field of education is developing a qualified workforce and creating work environments that sustain special educators' involvement and commitment. In this regard, Smith-Davis (2000) noted that for more than two decades, issues related to training and teacher career development have been of concern to policymakers and administrators who work to recruit and retain educators.

Perhaps not surprisingly, teaching has also traditionally been characterised as an occupation with high levels of attrition among newcomers (Lortie, 2005). Of course, all organisations and occupations experience some loss of new entrants, either voluntarily because newcomers decide not to remain, or involuntarily because employers deem them to be unsuitable. Moreover, some degree of employee turnover, and job and career change is normal and inevitable. However, teaching has relatively high turnover compared to many other occupations and professions such as lawyers, engineers, architects, professors, pharmacists and nurses (Ingersoll & Perda, 2010) and teacher turnover is especially high in the first years on the job.

Wong (2002) noted that the success of an induction programme is measured by the retention rate of teachers. Therefore, the more quality components of induction experienced by a new teacher, the lower the probability of turnover. Thus the more components of induction experienced by a newly posted teacher, the lower the predicted probability of turnover (Menchaca, 2003). This suggests that a good teacher induction programme has the potential to increase the retention rate of new teachers and improve the quality of the instruction they deliver.

Statement of the Problem

Training programmes play a crucial role, as it is through training that teachers' skills and attitudes can be changed for their own betterment. Therefore, training programmes are of vital importance to teachers and to governments to pass on the latest innovations in teaching methods/strategies and new curricula (David, 2001). While much attention has been given in the professional literature and public debate on low teacher retention, others have attributed it to the lack of opportunities to allow teachers to professionally develop themselves (Billingsley, 2004).

In recent years, much attention has been given to the quality of teacher education programmes and to conditions for effective programmes for continuous professional development whereas less attention has been

given to the design of effective induction programmes that support teachers in their transition from their initial teacher education into working life in schools (Adentwi, 2005). Thus, the issue of support of teachers in their induction phase is of particular concern in a context of shortages of teaching skills.

In Ghana, for example, it is noted that although the Ministry of Education and the Ghana Education Service do not have an official policy on teacher induction, they advise heads of institutions to give induction to new members of staff (Ministry of Education, 1994). However, Lortie (2005) noted that teaching, however, has traditionally not had the kind of support, guidance and orientation programmes, which is collectively known as induction, for new employees which is common to many skilled blue and white collar occupations and characteristic of the traditional professions.

Additionally, even though the concept of induction has lasted for long time, the literature on the impacts of induction for newly posted teachers on teachers' retention is still scanty. In the Komenda Edina Eguafo Abirem (KEEA) Municipality, observation and the available literature further suggests that although schools within the Municipality are having some degree of difficulty in attracting new teachers (Yeboah, 2012), the impact of induction programmes for newly posted teachers on the retention of teachers is yet to be verified systematically by any empirical approach in the Municipality. Against these backgrounds, it is important to assess the induction of newly posted teachers in basic schools and its implications for teacher retention in the Municipality.

Research Questions

The following research questions were formulated to guide the study:

1. What are the induction programmes available for newly posted teachers in the KEEA Municipality?
2. How effective are these programmes for the newly posted teachers in the KEEA Municipality?
3. What are the intentions of newly posted teachers to quit the teaching profession in the KEEA Municipality?

Significance of the Study

A lot of efforts have been exerted by government through the Ghana Education Service in attracting and maintaining quality staff in the educational sector. However, interventions in retaining newly posted teachers using induction programmes are limited (Yeboah, 2012). In this regard, this study would be useful in providing important information on the human resource that is supposed to drive the educational sector of the country. Specifically, the study is useful to government and other stakeholders in the educational sector such as the Ministry of Education (MOE), the Ghana Education Services (GES) as well as Unit Schools on the alternative approaches in administering induction training to teachers especially the newly posted.

Additionally, this study brings to bear the relevance of these training programmes on the career retention of the teachers to help contribute to policy on how to rectify anomalies with regard to the administration of induction training programmes for newly posted teachers. Thus the implications of this study for policy making is that the findings of the study will serve as a case study that will guide authorities, stakeholders and/or policy makers in the educational sector in the adoption of a formal policy or framework on induction of newly posted teachers in the country. This is necessary to contribute to the national discourse or debate on the strategies, policies or measures that should be put in place to retain newly posted teachers in the teaching profession. The findings from the study would also give some directional indicators for future research regarding training development policy of the Ghana Education Service and teacher career development. Thus the study would add to the existing literature on induction of newly posted teachers and teacher retention to serve as a useful guide and reference material for researchers, scholars and academicians.

Literature Review

Mobley Model of Turnover

Mobley (1977) introduced a heuristic model that describes the process of turnover, as well as new constructs involved in the process. In Mobley's model, the withdrawal decision process that leads to turnover is linear in that each stage affects the next stage. The process begins with a negative evaluation of one's current job. The negative evaluation leads to dissatisfaction with the job, which in turn initiates thoughts of quitting. If the evaluation of the utility of seeking out alternatives is greater than the utility of staying in the current job, jobs search results. Once alternatives are encountered, the person evaluates and compares them to the current job; if an alternative is favoured over the current job, the decision to quit is made.

The most important contribution of this model is the inclusion of the intermediate cognitive and behavioural processes involved in the satisfaction-turnover relationship. For example, important constructs such as the utility of job-seeking, the utility of staying, the job search, and the comparison between the current job and the possible alternatives are introduced. Previous models of job retention do not consider these intermediate processes, which may help to explain why these models lack the power to accurately predict turnover.

Mobley, Griffeth, Hand and Meglino (2009) proposed that job satisfaction, expected utility of the present job, and expected utility of alternatives are the main antecedents of search and quit intentions, which in turn lead

to turnover. In this case, however, these cognitive judgments are not required to develop in subsequent stages, and they have direct effects on the turnover behaviour. In addition, non-work values (e.g., centrality of the job in comparison to other life domains) and responsibilities (e.g., family obligations) are identified as factors important to the prediction of search and quit intentions.

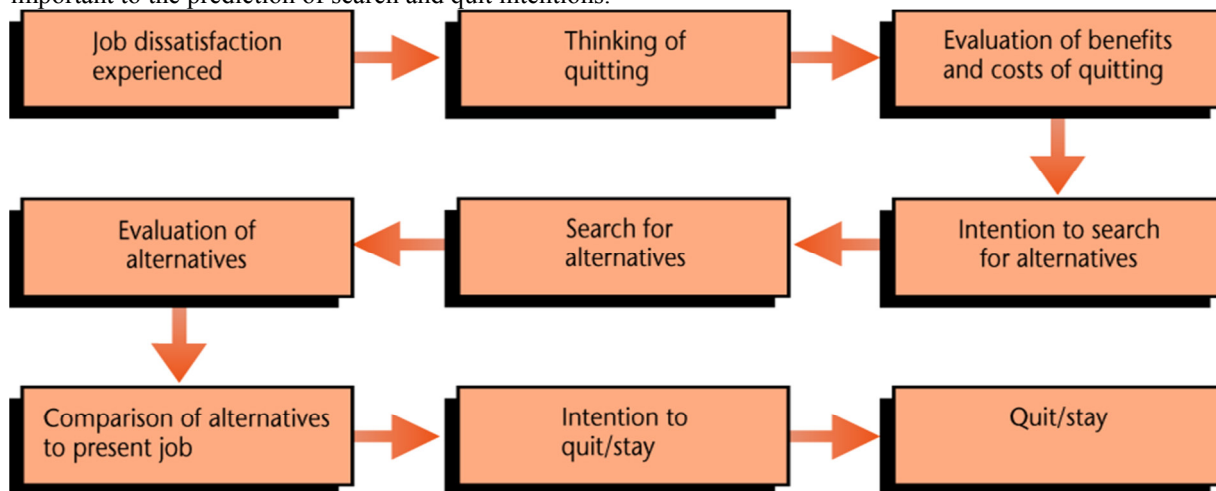


Figure 1 shows the theoretical framework of Mobley Model of Turnover

The labour force that possesses the knowledge and skills needed for innovation and productivity growth is the cornerstone of success for societies living and working in today's knowledge-based, globalised environment (Sakamoto & Powers, 2005). The economic prosperity and functioning of a nation depends on its physical and human capital stock. Whereas the former has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly figuring in the research of social and behavioural sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity.

The theoretical framework most responsible for the wholesome adoption of education and development policies has come to be known as human capital theory. Based upon the work of Sakamoto and Powers (2005), Psacharopoulos and Woodhall (2007), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. In other words, human capital theorists argue that an educated population is a productive population. According to Babalola (2003), the rationality behind investment in human capital is based on three arguments:

1. That the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations;
2. That new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; and
3. That people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.

According to Cunningham (2008), this theory roots from branch of economics, that is Labour Economics. The theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 2004). In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education and training) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output (Cunningham, 2008).

The human capital model suggests that an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment. Individuals are assumed to invest in training during an initial period and receive returns to the investment in subsequent periods. Workers pay for training by receiving a wage which is lower than what could be received elsewhere while being trained. Since training is thought to make workers more productive, workers collect the returns from their investment in later periods through higher marginal products and higher wages.

Human capital models usually decompose training into specific training, which increases productivity in only one firm, and general training, which increases productivity in more than one firm. Purely, general training is financed by workers, and the workers receive all of the returns to this training. In contrast, employees and employers will share in the costs and returns of specific training. Despite these differences between general and specific training, the model predicts that both forms of training lower the starting wage and increase wage growth.

This theory applies to the concept of newly posted teacher induction because, the trains the teacher (human capital) who is therefore expected to produce in return. As earlier stated by Becker (2004), human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, thus raising workers' future income by increasing their lifetime earnings (Becker, 2004). If induction programmes are developed for newly posted teachers, their skills will increase and there is a high level of increased productivity on the part of teachers and extreme beneficial for employers.

The theory also suggests that the professional development of teachers is conducted on the assumption that improved teacher capabilities, e.g. in integrating educational technologies into their teaching, will in turn improve student learning outcomes (Moyle, 2007). However, critics have criticized this theory on a number of accounts. Block (1990) criticised human capital theory as an impoverished notion of capital. It is unable to understand human activity other than as the exchange of commodities and the notion of capital employed is purely a quantitative one. This misses the point that capital is an independent social force where the creation of social value comes about through its capital accumulation and continual transformation through the circulation of commodities. According to McIntyre (2002), even though the idea of induction for newly posted teachers for their career development is a good one, there are still a few limitations with regards to the theory.

This theory is most applicable to positions requiring a lesser amount of training or education. Bouchard (2008) stated the reason to be that enough time is needed by an employee to invest in increasing their human capital needs to be supplemented by on-the-job experience and productivity. It is not possible for an employee to devote years of time to a great number of lengthy, advanced education degree programmes and still get the work experience and compensatory productivity they need in each area of study. Similarly, employers cannot afford to educate their staff in many disciplines requiring advanced knowledge and skills, without compromising productivity of the company. There is also a chance that the employee will leave the company where he/she acquired human capital skills and leave for another company that requires expertise. This particular factor makes employers reluctant to train employees.

The Concept of Teacher Training and Development

According to Knowles (1992), in the past, there were people who argued that teachers did not need training and that what they learned on the job was of greater value than anything taught in college. Today, few people would support this view, for teaching has become a much more professional job, with the teacher called upon to perform roles and skills that need precise preparation and training. Learning to teach is a complex affair. Research suggests that teachers' classroom practice is more than a function of the content of teacher education programmes, and that teachers' personal socio-historical past, beliefs and values play a large part in shaping their classroom behaviour and practices (Wideen, Mayer-Smith & Moon, 1998).

Thus despite the complexity of becoming a teacher, teacher training programmes can become mechanisms for directly shaping the kind of teachers expected in a society. However, since prospective teachers already come into training with very strong notions of what teaching is, emanating from their prior background experiences (Akyeampong & Stephens, 2002), the task of teacher education to effect desirable change becomes an even bigger challenge. If poorly conceptualised and structured, it can only serve as a weak intervention layered between the life history of being a student and the socialisation process of the school (Wideen et al., 1998).

Study leave is regarded as an important part of teachers' development. According to Gersten et al. (2001), study leave opportunities referred to the degree to which teachers perceive that they have opportunities to grow and advance professionally, while Fraser (2001) argued that the purpose of study leave is to provide teachers with an extended period of time uninterrupted by teaching or service responsibilities during which they will enhance and increase their knowledge of and expertise in their disciplines. This is to enhance their abilities as scholars and teachers. In a study of teacher attrition in three urban systems, Gersten et al. (2001) found that study leave has an indirect effect on teachers' intent to leave and a direct influence on teachers' commitment to the profession.

Overview of Teacher Retention

The ability to develop successful schools is directly related to the ability to attract and retain quality teachers (Goodlad, 2004). Thus, the retention of teachers in public schools has been a continuing concern for educators in recent years. Significant numbers of teachers leave the teaching force each year. The need to replace large numbers of the teachers at a school has a negative effect on the educational programme. The issue of teacher retention becomes even more critical when added to the condition of teacher shortages (Norton, 1999). Certo and Fox (2002) were of the view that the teacher shortage problem is being misdiagnosed as a "recruitment" problem when it is really a "retention" crisis.

For example, teachers new to the profession tend to be less sure of how their ideology compares with that of others and whether or not the working conditions are compatible with their expectations for their life's work (Inman & Marlow, 2004). Inman and Marlow (2004) reported that the majority of beginning teachers view job

security as a positive factor for remaining in the profession. Similarly, Cochran-Smith (2004) reported that for teachers to stay in teaching, they need school conditions that provided opportunities to work with other educators rather than in isolation and advancement opportunities.

Compared to other professions, the employee attrition rate is disproportionately higher in education, and it is especially so among novice teachers (Liu & Meyer, 2005). It is estimated that 25 percent of the students who complete a teacher-training programme never become teachers or leave the profession within the first five years (Chapman & Hutcheson, 2008). Professional socialisation, the process whereby the new teacher learns about and becomes a part of the school, influences not only teacher quality but also longevity (Angelle, 2006).

Regarding the “novice teacher”, new teachers should be the focal group to study when addressing the retention of teachers. Historically, beginning teachers are the most likely to leave the profession (National Education Association, 2004). Teachers, quite often, feel discouraged early in their careers. Some new teachers feel unsupported by colleagues and administrators (Ingersoll, 2001; National Commission on Teaching and America’s Future, 2003), while others feel overwhelmed in their new assignment (O’Neill, 2004).

According to Watson (2000) research shows that while all teachers can be at risk for leaving the profession for numerous reasons, teachers new to the profession are at the greatest risk for leaving. New teachers leave at a faster rate than middle career path teachers do. Similarly, Kavenuke (2013) also put to bare that young teacher who does not have adequate experience in the teaching profession have been deemed to be most likely to leave teaching for one reason or another. The oldest and most experienced teachers have the lowest probability of leaving teaching unless they have reached retirement age.

According to Bracey and Molnar (2003), fewer state-specific certification laws would facilitate teacher transfers and the re-entry of those returning after an absence from the profession. Offering sign-up bonuses and forgivable loans, as well as portable seniority guarantees can increase the attractiveness of the teaching profession. Wider collaboration between community colleges and Colleges of Education would facilitate the entrance of minority students into the profession.

Concept and Definition of Teacher Induction Programmes

Induction begins on the first day the new employee is on the job (Rogers & Olmsted, 2007). This type of training is aimed at acquainting the new employee with the organisation and its personnel. Concerning the characteristics of a new employee, Van Dersal (2006) noted that when people start to work in an organisation for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do, and whom they will work with. They are likely to be more attentive and open-minded than experienced employees. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

Teachers are identified as the most important factor influencing the quality of education in schools (Barber & Mourshed, 2007). Therefore, for policy makers working on improving educational systems, it is important to develop policies that support the professional development of teachers. According to Klu (2007), teacher education is in three phases, namely, pre-service, induction and in-service, all of which must be seriously executed to enable the teacher to be abreast of the demands of the job. Duodu (2002) also postulates that effective teacher education depends on the quality of instruction given in training institutions and the induction given to them at their new stations. On the other hand, Smith and Ingersoll (2004) distinguish teacher induction from pre-service preparation and in-service training, and regard teacher induction as a support for the transition into full professional teacher status and survival of a novice teacher.

Additionally, European Commission Staff Working Document SEC 538 final (2010) indicates that professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. Generally, this lifelong process is divided in specific stages. The first stage concerns the preparation of teachers during initial teacher education, where those who want to become teachers, master the basic knowledge and skills. The second stage is the first independent steps as teachers, the first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase, while the third phase is the phase of the continuing professional development of teachers that have overcome the initial challenges of becoming a teacher.

According to European Commission Staff Working Document SEC 538 final (2010), all teachers will go through these phases. However, the quality of their development will depend strongly on the support that is given to them in each of these phases. In recent years, much attention has been given to the quality of teacher education programmes and to conditions for effective programmes for continuous professional development whereas less attention has been given to the design of effective induction programmes that support teachers in their transition from their initial teacher education into working life in schools. Thus, the issue of support of teachers in their induction phase is of particular concern in a context of shortages of teaching skills and, in some countries, of large numbers of young teachers leaving the profession.

Induction must, furthermore, build on efforts of initial teacher education (Hargreaves & Fullan, 2000).

Teacher induction as defined by Huling-Austin (1990) is a planned programme intended to provide some systematic and sustained assistance, specifically to beginning teachers, for at least one year which offers ethical, professional, and personal assistance. Thus teacher induction is a systematic organisational effort to help new teachers adjust readily and effectively to their new assignments, while realising personal and professional fulfilment.

Wrong (2003) further expatiated on the definition of induction as reviewed by Huling-Austin (1990) as the process of preparing, supporting and retaining new teachers. Thus induction is a comprehensive, multiyear process designed to train and acculturate new teachers in the academic standards and vision of the district. This suggests that induction includes all the activities and processes necessary to successfully induct a novice teacher into the profession in order to develop a skilled professional (Sweeny, 2008). In the United States of America, for example, induction is referred to as orientation.

Factors that Influence the Implementation of Induction Programmes for Newly Posted Teachers

According to Bush and Middlewood (2005), it is evident that, unless leaders and managers show their belief in the importance of induction, it may be ineffective. It is also important to note that the whole staff should be responsible for inducting a new teacher and that the sole responsibility does not lie with the induction tutor (Bubb & Early, 2007). Additionally, Joiner and Edwards (2008) identify the following aspects which must be considered when devising an induction programme. They are tailored induction programme, climate and culture, and financial and human resource cost.

Tailored Induction Programme

Joiner and Edwards (2008) emphasise the importance of addressing the “true needs of the teachers within an individual school division” and warn against a “one-size fits all” approach. In order to devise an induction programme that will provide a solution to the attrition rate, an initial evaluation needs to be conducted to determine the reasons for teachers leaving the profession or a particular school. After obtaining information about the characteristics and needs of each beginning teacher, induction programmes should be customised and individualised, whenever possible, to meet the unique needs of each teacher (Joerger & Bremer, 2001).

Financial and Human Resource Cost

School managers must realise that planning, adapting and implementing a high quality induction programme is a costly exercise, and therefore, they should carefully consider the needs of their teachers as well as the best way to spend the money they have to provide quality induction support and activities (Joiner & Edwards, 2008). On the other hand, induction and other support measures for beginning teachers will require an investment of adequate financial and time resources. For beginning teachers, it is essential that they have a reduction in their workload, without reducing their salaries. This reduction is necessary not only because during the first years of teaching, lesson preparation will take much more time, but also to make it possible for beginning teachers to take part in the induction programme.

In addition, the involvement of teacher education institutes in support programmes for beginning teachers will also require an investment of financial and time resources. If these resources are not available, the feedback loop between initial teacher education and the experiences of beginning teachers in their induction periods will be weak (European Commission Staff Working Document SEC 538 final, 2010), thus if issues of financial and time resources are not addressed, the induction programme will lack effectiveness.

Interest and Attitude of the New Teacher

According to Shulman (2004), another potential obstacle to the success of teacher induction methods is the interest and attitude of the new teachers themselves. Teachers’ learning will be a function of their status on the following three interdependent factors: vision, motivation or commitment, and ability, both cognitive and practical.

Impacts of Induction of Newly Posted Teachers on Teacher Retention

A good teacher induction programme has the potential to increase the retention rate of new teachers and improve the quality of the instruction they deliver (Huling-Austin, 1990; Lawson, 1992). Organised induction assistance programmes serve to help in the retention of promising beginning teachers, many of whom leave teaching in frustration during their first years on the job (Viadero, 2005). According to Joerger and Bremer (2001), teachers involved in induction programmes have more positive attitudes toward teaching and plan to continue in the profession longer than those who have not participated in induction programmes.

Thus, Wong (2012) noted that the success of an induction programme is measured by the retention rate of teachers. Therefore, the more quality components of induction experienced by a new teacher, the lower the probability of turnover. For example, ninety-five percent of beginning teachers who are nurtured through an

induction programme experience success during their initial years (Menchaca, 2003).

Similar to Menchaca (2003), Smith and Ingersoll (2004) reported that the more components of induction experienced by a novice teacher, the lower the predicted probability of turnover. Liu and Meyer (2005) reported that teacher induction programmes were correlated with high teacher morale and career commitment. Thus, professional development opportunities are a key factor in a teacher deciding to remain in teaching (Yost, 2006).

Empirical Review

Related Works on Teacher Induction and its Effect on Teacher Retention

In 2005, Kapadia, Coca and Easton (2007) evaluated district-wide induction programmes in the Chicago public schools. Thus, Kapadia et al (2007) analysed data for 1,737 novice teachers, representing 72 percent of the first and second year teachers employed in the district in 2005. The researchers divided the levels of induction and mentoring support that each teacher received into three groups: weak, average and strong. Interestingly, even though induction was compulsory in the school district, about one-fifth of the teachers reported that they were not involved in any induction programme. Mentoring was an important component, especially at the elementary level, but comprehensive induction, comprising multiple supports, had the most effect on intentions to remain in the same school.

Marie (2012) also researched on discovering if and how Newly Qualified Teachers (NQTs) were inducted and supported during their first years of teaching. The findings revealed that induction in the Seychelles is incidental, lasting for about a week. The head teachers play a pivotal role in welcoming new teachers only and the subject leaders play the dual role of mentors and assessors. The induction process is not successful because school leaders lack the expertise to design, implement and evaluate their induction programmes (Marie, 2012).

In Ghana, Kuranchie (2013) carried out a study to unearth how pre-tertiary institutions carried out their induction practices. The population of the study comprised new teachers in the Sunyani East and West Educational Districts and the target group was the teachers who had not served for more than five years. In all, eight senior high schools and 16 basic schools were randomly selected. The study indicated that majority of the new teachers did not receive induction upon assumption of duty, the duration of the induction exercise for those who received it was very short and most issues supposed to be dealt with during teacher induction programmes were not covered during the induction exercises.

Methodology

This study employed both qualitative and quantitative strategies (Mixed-methodology). According to Jennifer and Mihas (2013), the term, "mixed methods" usually refers to contexts in which a researcher collects, analyses, and integrates both qualitative and quantitative data within a single study. The study population included newly posted teachers from the college of education who are novices to the teaching profession as well as new to the school environment who needs to be provided with essential information. The District Director of Education, the head of Human Resource as well as the heads of the participating schools are targeted for data on the induction programmes available in the District for newly posted teachers as well as their effectiveness for newly posted teachers.

The purposive sampling method was used in the sampling of the key informants (management of GES including the District Director, Human Resource Manager and head schools) of the GES District Directorate of Education. According to Boachie-Mensah and Seidu (2012), purposive sampling technique allows the researcher to choose subjects that will best serve the purpose of his or her study. Thus purposive sampling allows for the selection of subjects who are more likely to provide the right information for the study.

The stratified sampling method was used to sample schools across the six educational circuits. The sample size for this study is determined using the Slovin Formula (Umar, 2000), stated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= sample size

N= population size (Number of newly posted teachers)

e=significance level in percentage of error that is allowed is five percent

$$n = \frac{839}{1 + 839(0.05)^2}$$

$$n = 270.9$$

Thus a sample size of 271 newly posted teachers were selected to participate in the study. In other words, working at a 95 percent confidence interval and a five percent margin of error, a sample size of 271 was considered adequate in generating valid and representative findings. However, after the field work, 220 questionnaires were returned resulting in response rate of 81.2 percent.

Structured questionnaires were used to obtain quantitative data while one on one interviews were used for gathering qualitative data. Structured questionnaires are used as the main tool for data collection from the teachers. In this study, the researcher used open-ended interviews to collect data from the key informants using an interview schedule.

Results and Discussion

To achieve the purpose of the research questions, descriptive statistics (frequencies and percentages) and inferential statistics (multiple regression and chi-square test) was deemed appropriate for the analyses. The findings are presented as below.

RQ 1

Table 1-Information provided on the induction programme for the Teachers

Information provided on the induction programme	Freq.(No.)	Percent (%)
1. A tour of the school	23	10
2. The vision and mission of the school	45	20
3. Policies and procedures	46	21
4. Roles and responsibilities of the teacher	34	15
5. Resources and school activities	56	25
6. Record keeping	26	12

Source: Field data, (2017) (n=220)

Table 1 sought to determine the Information provided on the induction programme for the Teachers. The results shows that Resources and school activities is more provided for the teachers. This recorded a frequency and percentage of 56 (25%). Policies and procedures was also identified as adequate for the teachers. A frequency and percentage of 46 (21%) gives evidence to that effect. The findings is confirms the comments of Steyn and Schulze (2005) who posited that the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping.

To support the findings with the responses from the key informants, one of the stated clearly that: even though, the induction program cover many aspect and provide many information for the teacher, however, the concentration usually fall on the key one such as resources and school activities and policies and procedures.

The study further analysed the proportion of teachers who have benefited from the induction programmes. The results are depicted in Table 2.

Table 2-Benefits of the Induction Programmes

Responses	District		Circuit		School	
	No.	%	No.	%	No.	%
Yes	115	52.3	53	24.1	85	38.6
No	105	47.7	167	75.9	135	61.4
Total	220	100	220	100	220	100

Source: Field data, (2017) (n=220)

The results in Table 2 shows that half (52.3%) of the respondents benefited from induction programme at the District level which implies that there is some growing interest in the orientation for novice teachers as observed by Ingersoll and Smith (2004). However, at the Circuit and School levels, less than half of the respondents benefited from induction programmes. At the Circuit level, 75.9 percent have never benefited from any induction programme suggesting that circuit officers have not made much effort in getting their newly posted teachers inducted. At the school level, similar trends are observed although about 38.6 percent of the head teachers have made some attempts to get their newly posted teachers inducted.

The findings from the quantitative data was supported by the interview guide responses. The less effort by some heads of schools in organising the induction programmes could be explained by the assertion that some do not have the requisite skills in organising induction programmes: One of the newly posted teachers lamented that the head teachers even do not know how to organize the induction programme. However, a major issue which emanated from the interviews with the head teachers in relation to their inability to organise induction programmes for newly posted teachers was limited resources including funds. One of the head teachers stated: Organising an induction programme for newly posted teachers is not that easy since the purpose could be for orientation or performance or both. In relation to orientation, we usually do not need any resources. However, in terms of the performance component, you usually will need some instructional materials which in most cases we do not have.

In this regard, the study investigated the stakeholders who organised the induction programme, the purpose of the training as well as the relevant information provided at the training.

Table 3-Satisfaction of Newly Posted Teacher about the Induction Program

Responses	District		Circuit		School	
	No.	%	No.	%	No.	%
Very satisfying	24	10.9	14	6.4	50	22.7
Satisfying	151	68.6	128	58.2	120	54.6
Not Satisfying	45	20.5	78	35.4	50	22.7
Total	220	100	220	100	220	100

Source: Field data, (2017) (n=220)

Table 3 aggregate the satisfaction of newly posted teacher about the Induction Program on the District, Circuit and School level. The results shows that at the school level, teachers express much satisfaction on the induction program as compare to the District and the School level. A total frequency and percentage of 170 (77.3%) (Very Satisfaction + Satisfaction) at the school level gave evidence to that effect. The Circuit level recorded a higher percentage of dissatisfaction of the induction program. That is 78 representing 35.4%.

From the findings, it can be stated generally that the induction programmes have played a role in improving the self-confidence of the newly posted teachers as noted by Joerger and Bremer (2001). Furthermore, the description of the experience of the newly posted teachers as satisfactory as a result of the induction programme could be explained by Wong (2012) that induction programmes develop within the teacher a sensitivity and an understanding of the community as well as their passion for lifelong learning and professional growth

RQ2

Table 4-Effectiveness of Induction Programme for Teaching Outcomes

Responses	Frequency (No.)	Percent (%)
Very Effective	109	88.6
Effective	12	9.8
Not effective	2	1.6
Total	123	100

Source: Field data, (2017) (n=220)

Table 4 shows that almost 90 percent (88.6%) of the respondents who benefited from the induction programmes rated the programmes as very effective in enhancing their teaching outcomes. This meant that even though the induction programmes seem to focus more on orienting the newly posted teacher to the school environment as compared to enhancing their performance, they programmes have been very effective in the teaching outcomes of the teachers. The findings support the assertion of Darling-Hammond (2003) who posited that induction programmes improve the instructional skills of newly trained teachers.

After eliciting from the teachers on the over effectiveness of the induction programme, the researcher further find out the effectiveness of specific inductive programme to the teachers. To achieve this, Multiple Regression was deemed appropriate for the analysis.

Table 5- Multiple Regression Analysis of the effectiveness of the Induction programme

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig. value	Collinearity Statistics	
	B	Std. Error	Beta (β)			Tolerance	VIF
(Constant)	20.3	3.069		6.61	.000		
Skills Development	.966	.140	.479	6.91	.000	.770	1.29
Technological Orientation	1.53	.104	.234	14.7	.000	.832	1.20
Performance Increase	1.77	.134	.440	13.2	.000	.790	1.26
Educational Orientation	1.27	.133	.303	9.56	.000	.873	1.14

a. Dependent Variable: Effectiveness of the Induction Programme ** Significant at p=0.05 (2-tailed) (n=220)

Source: Field data, (2017)

Table 5 presents the SPSS Coefficients Model for the different variables understudy. It contains the correlations for the independents variables (skills development, technological orientation, performance increase and educational orientation). All the four independent variables are statistically significant: Skill Development (*p-value* = .000), Technological Orientation (*p-value* = .000), Performance Increase (*p-value* = .000) and Educational Orientation (*p-value* = .000). When evaluating the standardized beta values, the greatest influences upon the dependent variable are in the following order: Skills Development ($\beta = .479$), Performance Increase ($\beta = .440$), Educational Orientation ($\beta = .303$) and Technological Orientation ($\beta = .234$).

That notwithstanding the above evidences gathered from the quantitative analysis, the results from the interview complement the results. For example one of the respondents gave structural evidence that; We try to

provide all the programs for our teachers to meet their needs to aid in their teaching, however, evidence shows that the programme have more impact on their skills development and educational experience. The findings from both the quantitative and qualitative data is in line with that of Kempen (2010) who asserted that performance improvement of induction programmes aim at improving the instructional effectiveness of beginning teachers and these may include Skills Development, Performance Increase and Educational Orientation.

RQ3

Table 6-Resignation Intention of Respondents

Resignation intention	Frequency (No.)	Percent (%)
Want to leave GES	115	51.8
Keep working as a teacher	64	29.1
I regret becoming a teacher	42	19.1
Total	220	100

Source: Field data, (2017)

(n=220)

As contained in Table 6, a little over half (51.8%) of the respondents indicated that for the next few years, they would like to leave the teaching profession in their schools but due to the lack of alternatives, they are compelled to remain. The results further shows that almost 30 percent want to keep working in the teaching profession. Forty two (42) of the teachers representing 19.1 indicated that they have regret becoming a teacher. From the interviews with the key informants, it was also clear that there is some level of attrition among the new teachers. This was evident when the District Director lamented that:

Even though the rates are not that high, sometimes you feel that if the opportunity is created for the newly posted teachers to leave the profession, some will readily opt out. This makes the induction relevant in at least minimizing their initial challenging in the profession.

The finding and the view of the director is incongruent with the submission of Lortie (2005) who asserted that teaching has traditionally been characterised as an occupation with high levels of attrition among newcomers. Relating the 29.1 percent of the respondents who want to leave but due to the lack of alternatives are compelled to remain to Mobley Model of Turnover, it implies that once alternatives are encountered and the alternatives are favoured over the current job (teaching for the new teacher), the decision to quit could be made. One the head masters gave a different view that leaving intention of the teachers had nothing to do with the induction programme and that they just are not intoned with the teaching profession. One of the teachers indicated:

Some of the teachers would like to leave because teaching is not their field, they just got into the profession by circumstances such as lack of funds for pursuing tertiary education, poor academic record as well as lack of better job offers in the country.

The study further examined the resignation intention of the respondents across their demographics in other to see whether these demographic variables are related to respondents' resignation intention. The results are depicted Table 7.

Table 7-Resignation Intention across Demographics

Demographic Variables	Chi-square (χ^2)	(df)	Sig.
Gender	0.037	1	0.847
Years of teaching	1.823	3	0.010
Education	0.228	3	0.973
Teaching in the district	4.614	3	0.202
Teaching in the school	5.647	2	0.059

Source: Field data, (2017)

** Significant at p=0.05 (2-tailed)

(n=220)

As presented in Table 7, it is noted that the number of years of teaching in the school had a marginal significant impact on their resignation intention ($p \leq 0.05$). That is ($\chi^2 = 1.823$, $df = 3$, $n = 220$, $p = 0.010$). In other words, in the exception of the number of years of teaching in the school, none of the demographic characteristics of the respondents influenced their intention of quitting from the teaching profession. Gender having an insignificant effect on the resignation intention of the respondents meant that the resignation intention is independent on gender.

The findings in variance with the submission of Tabs (2004) who asserted that male teachers are more likely to depart than are female teachers. Furthermore, Johnson and Birkeland (2003) posited that a woman is more likely to remain in public school teaching than a man. The inconsistencies in the results as compared to this study could be explained by the variation in the study population. This study focused on newly posted teachers to the teaching profession while Tabs (2004) and, Johnson and Birkeland (2003) concentrated on teachers who have been in the profession for some time. The results is again consistent with the arguments of the human capital theory that younger teachers are more likely to leave. This was supported and explained by the assertion of one of the head teachers who said that:

For the newly posted teachers, they are just moving from one school to the other, because they think they are still energetic and have more years to retirement. This is not so for those who have spent much years in the profession, they prefer to remain in one school provided they are at least satisfy with the working conditions. Yes, I can say that the attrition rate among the newly posted teachers who are just a year or two is higher as compared to those who have spent like three years and above.

Using number of years of teaching in the current school as an indicator of experience, and that teachers who have been in the school for long time are experienced to the school environment. The findings are consistent with the comments of DeAngelis and Presley (2010) who posit that teachers with less experience in their profession are more likely to leave the profession than their counterparts because the experience ultimately keeps teachers in the classroom. Teachers with long teaching experience are more likely to remain as indicated by the findings could be explained by Shen's (2007) assertion that new teachers possess less pedagogical knowledge than their more experienced colleagues, hence are more likely not to remain.

In this regard, it was important to specifically examine the key reasons surrounding the resignation intention of the respondents. The key issue emanated was neglected by the system. Some of the respondents were of the view that they are made to feel neglected and not been cared for by the system since they are new in the system. One of the respondents lamented:

You are made to feel like a stranger to the system and not sure of what to do, where to find relevant information and sometimes even who to fall on in terms of challenges.

The findings are consistent with the comments of Cobbold (2007) who posited that many beginning teachers think they are neglected by the system once they are posted to schools. Such neglect according to Ingersoll and Smith (2004), is unsuitable for the success and retention of beginning teachers.

Key Findings

1. It was revealed that comparatively, induction programs are not available for newly posted teachers, however, teachers indicated that they much satisfied at the school than the District and Circuit level
2. Further analysis shows that the available induction information for the newly posted teachers concentrate much on the Resources and school activities and policies and procedures.
3. While little over half of the respondents have benefited from induction programme at the District level, the majority have not benefited from any induction programme at the Circuit and School levels respectively.
4. Generally, the respondents largely complained of the infrequent and inadequate organisation of induction programmes for them.
5. However, almost all the respondents were of the view that it is important for every newly posted teacher to be given an induction programme.
6. The most important impact derived from the in-service training programme is the development of the skills of the teachers in relation to their teaching profession and the improvement in the skills of teachers necessary in being successful in the assigned teaching environment.
7. However, the training programmes have not had any important impact in making them technologically oriented.
8. Majority of the respondents would like to leave as teachers at the District, Circuit and School level in the Municipality.
9. In the exception of the number of years of teaching in the school, none of the demographic characteristics of the respondents influenced their intention of quitting from the teaching profession.
10. Major reasons for the resignation intentions of the respondents included being neglected by the system and poor inter-personal relationship between GES and the new teacher.

Conclusions and Recommendations

Based on the findings of the study, conclusion can be drawn that the organisation of induction programmes for newly posted teachers have not been an integral component of teacher development in the district, although some attempts have been made in this regard. Generally, although the induction programmes have not been largely delivered in response to teachers' emerging pedagogical needs, they have had important impact on the teaching outcomes of the teachers. The lack of expertise to design, implement and evaluate their induction programmes among head teachers coupled with limited resources are major challenges in undertaking induction programmes in the District. In relation to the induction programmes and teacher retention, it is concluded that the more quality components of induction experienced by a new teacher, the lower the probability of turnover. Thus although the intention of the newly posted teacher to resign from the teaching profession is significantly influenced by the organisation of induction programme, there are other important factors that influence the resignation intention of the newly posted teacher. It is recommended that the District Director of Education in collaboration with the head teachers should introduce mentor-mentee relationship where experienced teachers

are made to mentor newly posted teachers. Generally, the mentors are to serve as confidants and not evaluators, concerned only with helping mentees to ultimately impact on their teaching outcomes. However, new teachers must feel confident in expressing doubt or admitting mistakes to experienced teachers, without fearing embarrassment or repercussions.

Training and capacity building schemes through seminars, conferences, and academic institutions is an essential ingredient to provide head teachers with new induction techniques and methodologies necessary for the successful implementation of teaching outcomes. In this regard, the In-service Training Department of the GES through the District Director of Education is encouraged to invest in the career development of its head teachers in relation to the organisation of induction programmes for newly posted teachers. Prior to such training, it is important that training needs assessments of the head teachers are performed. This is essential to customised and individualised, whenever possible, to meet the unique needs of each head teacher. It is however, important that management evaluate the impact of these training programmes on new teachers teaching outcomes through the use of impact assessment methodologies such as observations, questionnaire, and work sample among others.

References

- Adentwi, K. I. (2005). *Curriculum development: An introduction*. Bingham, Oxo: Wilas Press Limited.
- Akyeampong, K., & Stephens, D. (2002). Exploring the backgrounds and shaping of beginning student teachers in Ghana: Toward greater contextualisation of teacher education. *International Journal of Educational Development*, 22(3-4), 262-274.
- Angelle, P. S. (2006). Instructional leadership and monitoring: Increasing teacher intent to stay through socialisation. *NASSP Bulletin*, 90(4), 318-334.
- Baah, Y., Otoo, K. N., & Osei-Boateng, C. (2009). *Teacher attrition in Ghana*. Ghana National Association of Teachers and Teacher Educational Workers Union, Accra.
- Babalola, H. (2003). *Economic growth and human development*. Nsukka: University Press.
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. London: McKinsey and Company.
- Becker, G. S. (1994). *Human capital* (2nd ed.). New York, NY: Columbia University Press.
- Billingsley, B. (2004). Promoting teacher and retention in special education. *Journal of Learning Disabilities*, 37(5), 370-376.
- Block, J. (1990). A contrarian view of the five factor approach to personality, *Psychological Bulletin*, 17, 226-229.
- Boachie-Mensah, F., & Seidu, P. A. (2012). Employees' perception of performance appraisal system: A case study. *International Journal of Business and Management*, 7(2), 73-88.
- Bouchard, Jr. T. J. (1998). Genetic and environmental influences on adult intelligence and special mental abilities. *Human Biology*, 70, 257-279.
- Bracey, G. W., & Molnar, A. (2003). *Recruiting, preparing, and retaining high-quality teachers: An empirical synthesis*. Policy Brief Series: EPSL-0302-102-EPRU. Tempe, AZ: Educational Policy Research Unit.
- Bronchi, C. (2003). *The effectiveness of public expenditure in Portugal*; Economics Department Working Paper. OECD.
- Bubb, S., & Earley, P. (2007). *Leading and managing continuing professional development*. London: Sage.
- Bush, T., & Middlewood, D. (2005). *Leading and managing people in education*. London: Sage.
- Castillo, J. J. (2009). *Convenience sampling*. London: Sage Publication.
- Castronova, K. (2002). *Public expenditure and human development in Nigeria*. Selected papers for 2002 Annual conference of the Nigerian Economic society (NES). Ibadan: Polygraphics Ventures Ltd.
- Certo, J. L., & Fox, J. E. (2002). Retaining quality teachers. *High School Journal*, 86(1), 57-75.
- Cobbold, C. (2007). Induction for teacher retention: A missing link in teacher education policy in Ghana. *Postgraduate Journal of Education Research*, 8(1), 7-18.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55(4), 295-299.
- Crepaz, O., & Moser, S. (2004). *The impact of public expenditure on education results*. African Region Human Development Working paper series, World Bank.
- Cunningham, I. (2008). Sweet charity! Managing employee commitment in the UK voluntary sector. *Employee Relations*, 23(3), 226-239.
- Darling-Hammond, L. (2003). Access to quality teaching: An analysis of inequality in California's public schools. *Santa Clara Law Review*, 43, 101-239.
- David, De Vaus (2001). *Research design in social research*. Thousand Oaks, CA: Sage Publications.
- Duodu, K. G., Nunes, A., Delgadillo, I., Parker, M. L., Mills, E. N. C., Belton, P. S., Taylor, J. R. N. (2002). Effect of grain structure and cooking on sorghum and maize in vitro protein digestibility. *Journal of Cereal Science*, 35, 161-174.
- Flippo, E. B. (2008). *Personnel management*. New York: Mc. Grow-Hill.

- Gersten, R., Keating, T., Yovanoff, P., & Harniss, M. K. (2001). Working in special education: Factors that enhance special educators' intent to stay. *Exceptional Children*, 67, 549-553.
- Goodlad, J. I. (2004). *A place called school: Prospects for the future*. New York: McGraw Hill.
- Hargreaves, A., & Fullan, M. (2010). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Huling-Austin, L. (1990). *Teacher induction programmes and internships: Handbook of research on teacher education*. New York: Macmillan.
- Ingersoll, R. (2003). Is there a shortage among mathematics and science teachers? *Science Educator*, 12(1), 1-9.
- Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605-615.
- Joerger, R. M., & Bremer, C. D. (2001). *Teacher induction programmes: A strategy for improving the professional experience of beginning career and technical education teachers* (Report No. RR1009). St. Paul, MN: National Research Centre for Career and Technical Education, University of Minnesota.
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Joiner, S., & Edwards, J. (2008). Novice Teachers: Where are they going and why don't they stay? *Journal of Cross-Disciplinary Perspectives in Education*, 1(1), 36-43.
- Kapadia, K., Coca, V., & Easton, J. Q. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago public schools*. Chicago: Consortium on Chicago School Research, University of Chicago.
- Kavenuke, P. (2013). What is it that keeps good teachers in the teaching Profession: A reflection on teacher retention. *International Journal of Social Sciences and Humanities*, 4(1), 165-175.
- Knowles, J. G. (1992). Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies. In I. F. Goodson (Ed.), *Studying teachers' lives* (pp. 99-152). New York: Teachers College Press.
- Knowles, J. G., & Cole, A. L. (1996). Developing practice through field experience. In F. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 648-688). San Francisco, CA: Jossey Bass.
- Lawson, T. E. (1992). *The competency initiative: Standards of excellence for human resource executives*. Minneapolis, MN: Society for Human Resource Management.
- Lortie, D. (1975). *School teacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Malhotra, N. K., & Birks, D. F. (2003). *Marketing research an applied approach* (2nd ed.). London: Pearson Education Limited.
- Mcintyre, T. L. (2002). A model of levels of involvement and strategic roles of human resource development (HRD) professionals as facilitators of due diligence and the integration process. *Human Resource Development Review*, 3(2), 173-182.
- Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62(2), 237-240.
- Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86, 493-522.
- Moyle, P. B. (2007). *Inland fishes of California revised and expanded*. Berkeley (CA): University of California Press.
- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage Publications.
- O'Neill, D. K. (2004). Acting and planning on a false belief: Its effects on 3-year-old children's reasoning about their own false beliefs. *Developmental Psychology*, 40, 953-964.
- Psacharopoulos, G., & Woodhall, M. (1997). *Education for development: An analysis of Investment choices*. New York: Oxford University Press.
- Robin, H. R., Chen, X., & Geis, S. (2000). *Progress through the teacher pipeline: 1992-93 college graduate and elementary/secondary school teaching as of 1997*. Statistical Analysis Report. Washington, DC: National Centre for Education Statistics.
- Rogers, F. E., & Olmsted, A. G. (1957), *Supervision in the cooperative extension service*. Madison, WI: National Agricultural Extension Centre for Advanced Study.
- Shen, J. (2007). Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools. *Educational Evaluation and Policy Analysis*, 19(3), 276-283.
- Shulman, L. S. (2004). *Toward a pedagogy of substance: In teaching as community property*. San Francisco, CA: Jossey Bass.
- Smith, T., & Ingersoll, R. (2004). The impact of induction and mentoring on beginning teacher turnover in high and low poverty schools. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

-
- Steyn, G. M., & Schulze, S. (2005). The induction of inexperienced teachers: Problems and needs. *Acta Academica*, 37(3), 234-259.
- Tabb, E. D. (2004). *Teacher attrition and mobility: Results from the teacher follow-up survey 2000-01*. Washington, DC: U.S. Government Printing Office.
- Viadero, D. (2005). Uniform effects: Schools cite benefits of student uniforms, but researchers see little evidence of effectiveness. *Education Week*, 24(18), 27-29.
- Watson, T. J. (2010). Critical social science, pragmatism and the realities of human resource management. *The International Journal of Human Resource Management*, 21(6), 915-931.