

The Call for Official Policy on Teacher Induction in Ghana: Revisiting the Issue

Alfred Kuranchie (Mr)
Faculty of Education, Catholic University College of Ghana
P. O. Box 363, Fiapre-Sunyani
Email: kuranchiealf@yahoo.com

Abstract

Whilst training institutions provide theoretical knowledge and pedagogical skills that teachers need to use when they assume duty, support mechanisms through induction need to be offered to make them ready for the teaching task. The study sought to unearth how pre-tertiary institutions carried out their induction practices. Descriptive survey design was adopted for this study. The data generated were analysed using descriptive statistics. Questionnaire was the main instrument used to gather data from the subjects of the study. The study illuminates 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. It is crystal clear that most of the schools do not set in place measures to ensure that this all- important step in a teacher's career is executed effectively. It is reasoned that there is the need for the sector ministry to have an official policy on teacher induction for the schools. Such an induction regime should clearly indicate the issues to be dealt with, duration and the officers to prosecute the programme. To this end, the education authority and the various heads of schools should provide support for new teachers on regular basis, and participation should be made mandatory for all new entrants into the profession. A better co-ordination between the various strands of teacher education from pre-service training, through initial career support to in-service professional development is what the teaching service needs in order to meet the challenges it is confronted with teacher satisfaction, commitment and retention.

Key words: training institutions, induction, handlers, duration, contents of induction schemes and official policy.

Introduction

There is a general belief that teachers play a very critical role in the achievement of quality education. To connoisseurs of education, the success or failure of education curriculum greatly depends on the teacher since he is the single most important person in its implementation. The teacher is, therefore, a king-pin in the implementation of educational programmes since they make or break education programmes (Nacino-Brown, Oke & Brown, 1990). The importance of the teacher in quality education delivery underscores the need for commitment of both material and financial resources to the preparation of teachers. Teacher development starts at the training institution and continues throughout working life. Klu (1997) posits that teacher education is in three phases which are pre-service, induction and in-service all of which must be seriously executed to enable the teacher to be abreast with the demands of his 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. Smith and Ingersoll (2004), on their part, 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.

The first few days at the new station are the difficult days for new teachers partly because they are unfamiliar with the community, the school, the students, fellow teachers, teaching and learning materials and work procedure generally. New entrants are likely to encounter difficulties arising from ignorance of what their new duties entail including lack of confidence. The difficulties that new teachers encounter do have repercussions on the students, the schools and teachers as individuals. If beginning teachers find their early career experiences traumatic, they will lose interest in teaching. Even if they stay in teaching, they would probably not give off their best (Akyeampong, 2003). Nonetheless, in the teaching service, new entrants are usually left on their own to succeed or fail. They become "lost at sea" (Kaufman, Johnson, Kardos, Liu, & Peske, 2002). The apparent lack of professional and practical support for new entrants has made some observers to criticize teaching as "the profession that eats its young" and in which the initiation of new members is a "sink or swim" affair (Smith & Ingersoll, 2004).

Some nations, however, seem to have realized the negative effects of this unfortunate development and are making frantic efforts to revise the trend. Teacher induction which hitherto received little attention worldwide is now being recognized in most advanced nations as a vital means to making new teachers succeed on their job. Those countries seem to recognize teacher induction as a critical component of a comprehensive approach to

teacher development. This underscores the reason for policy makers to focus on induction programmes as part of broader educational reform initiatives (Humphrey, Adelman, Esch, Reihl, Shields & Tiffany, 2000). In many American states and some European countries, induction is related to specific new standards of performance expected of new entrants to the profession; indeed participation in induction programmes is made a requirement for teacher licensure and certification (Totterdell, Budd, Woodroffe & Hanrahan, 2004). Villani (2002) asserts that the idea that beginning teachers require a well structured system to support their entry into the profession has moved from the fringes of the policy landscape to the centre where serious attention is paid to it. Induction and the associated practices of supporting and sustaining new teachers have become important themes for inquiry and deliberations at annual conferences in those jurisdictions.

The practice of giving induction to new teachers seems to be quite different in most developing countries. A study into teacher education policy and practice in four developing countries in Africa (Ghana, Malawi, Lesotho, and Trinidad and Tobago), for instance, unveiled that none of the countries had a formal policy for induction of newly qualified teachers and that any decision to orient new teachers was left to the whims and caprices of head teachers, with varying degrees of support from class teachers (Lewin & Stuart, 2003). These authors observed that the conspicuous gap in teacher induction policy in those countries could render the outcomes of pre-service preparation ineffective and possibly induce teacher attrition. In Ghana, it is up to the individual heads to draw and facilitate their own induction programmes for their new teachers as they deem appropriate. Little is known as to whether the heads of schools perform this administrative role as there is no policy on induction binding them to do it.

Problem statement

It is unequivocally clear that Ghana has made giant strides in producing and enhancing the quality of teachers in the basic and secondary schools. At least, most schools have a good number of quality teachers on roll. The colleges of education and some universities (both public and private) in the country run various courses to prepare qualified and professional teachers for these levels of education. The University of Cape Coast, the University of Education, Winneba (public owned), the Catholic University College of Ghana and the Valley View University (private owned) have fashioned a good number of full time and part time programmes that seek to give teacher trainees sufficient professional training for their job. The colleges of education offer full time courses to churn out diplomats.

The teaching profession flourishes on professional development strategies that prepare, support and retain teachers in the school system. When teachers are posted to their places of work, meaningful support is supposed to be given to make them familiar with their job. Merely placing teachers on the job will not assure that they will be happy and satisfied with their work and thereby give off their best (Adentwi, 2005). Induction serves as an appropriate link in the teacher development process and impacts on new teachers' expertise, professional development, job satisfaction and retention rates. Teachers tend to respond positively to the demands of their job when adequate orientation is given to them. This induces them to stay in the job (Ingersoll & Kralik, 2004). School authorities design orientation programmes that would make new teachers achieve job satisfaction and make them use their abilities to achieve the goals of the school (Musaazi, 1984). 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 (MoE, 1994). There is, however, paucity of empirical evidence to demonstrate the extent to which the heads of schools heed to the advice. The desire to fill the lacuna necessitated this study to investigate the extent to which pre-tertiary educational institutions organise induction for their new teachers. Specifically, the intent was to ascertain the duration, contents and beneficiaries' satisfaction of the programmes.

Literature review

The concept of induction

Induction is a process designed to acquaint newly employed individuals within a school community, the school district and with their colleagues. The programme so designed should have objectives that reflect the needs of the employee and the philosophy and objectives of the institution (Rebore, 1982). It is a means to getting adapted to a new situation, position or environment. Smith and Ingersoll (2004) use "teacher induction" as a collective term to describe "programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job. As a form of professional development, an effective induction programme is well structured, comprehensive, involve many people and components, and usually continue as a sustained process for the first two to five years of a teacher's career (Wong, Britton & Ganser, 2005).

The duration for teacher induction varies from the architects of this concept of teacher development idea. While some suggest a few days for new entrants, others opine that induction should run into years. Smith and Ingersoll (2004) assert that due to the wide range of issues to be included in the induction programme, it should range from a single orientation meeting at the start of a school year to more structured activities, including workshops,

collaborations, support systems, and mentoring, for several years. During this period, new entrants receive additional support, such as a reduced time table, observation and mentoring.

Relevance of teacher induction

In order to achieve optimal success in the classroom, beginning teachers need support so that they can be effective teachers. This opportunity offers them the chance to seek support based on their professional and practical needs. Whisnant, Elliot and Pynchon (2005) in a review of literature on teacher induction identified five areas of potential impact namely reduction of attrition; reduction in the costs of attrition; increased job satisfaction; enhanced professional growth; and development of a tiered professional career model. The professional support offered teachers helps in transition from being a student-teacher to a professional-teacher. Many new entrants who do not benefit from induction find the transition from institution of training and teaching difficult to adjust. Studies have unraveled that many beginning teachers struggle in their initial teaching career when they are not provided with sufficient professional support through inductions (Akyeampong, 2003; Bleach, 2001). Induction gives new entrants the opportunity to learn and appreciate their own strengths and weaknesses. It also offers them the opportunity to recognize from the start the talents, skills and experiences that their job roles require.

Ingersoll and Kralik (2004) indicate that several studies have established that there is a strong link between induction and teacher retention. The authors analysed 10 studies and found empirical support for the assertion that assistance for new teachers have a positive impact on teachers and their retention. In a similar study, Kelley (2004) found high retention rates, with 94 % of participants who benefitted from induction still teaching after four years. Teachers who experienced no induction were more likely to exit teaching than teachers who experienced it. Kelley (2004) also asserts that induction provides opportunities for new teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one's profession. Organisations largely depend on their staff being able to work together, liaise and co-operate with others. Smith and Ingersoll (2004) found that the largest reductions in teacher turnover were associated with activities that tied new teachers into a collaborative network of their more experienced peers. Induction programmes help new staff to become known among other staff members and quickly integrate with the work environment. Wong (2002b) contends that teachers remain in the profession when they feel successful, supported, and part of a team working towards the achievement of a common goal. To Musaazi (1984), induction helps new teachers in meeting their needs for security, belonging, information and direction in both the job and the school community. Induction aid to create and sustain collegiaship among staff.

Induction also contributes to ensuring job satisfaction among new entrants. Effective induction gives the necessary information about their job which leads to job satisfaction. Although induction programmes vary, reflecting cultural, social and economic differences, their effects are many which include reduced attrition; improved job satisfaction; enhanced professional development and improved teaching and learning (Howe, 2006). Effective orientation programmes undoubtedly help make new teachers to achieve job satisfaction and make them use their abilities to achieve the goals of the school (Musaazi, 1984).

Components of teacher induction programme

Teacher induction programmes are supposed to be comprehensive and systematic to address the needs of the beneficiaries. Musaazi (1984) outlines some duties that ought to be provided the new teacher when he assumes duty: the terms and conditions of employment including teaching load, working hours, extra duties, the health services in the school and in-service training requirements; information about the school community; information about the school and its facilities; and introduction to fellow staff and students. It is observed that every organisation has its own policies that it pursues and every member who joins the organisation is made aware of them. The new entrant needs to be abreast of the policies of the service he has just joined so that he would be better positioned to help successfully implement them. The Ghana Education Service, for instance, has innumerable policies that the new teacher needs to know. Best employment practices also require that new recruits ought to be educated on the terms and conditions of their appointments. In view of that, during induction, employers have to explain every bit of their conditions of service to their new employees. Like all other employees, people taking up new appointments with the GES need to know the terms and conditions of the service. They need to be educated on the pay structure, appraisal, promotion, holidays, sickness, grievance procedure, discipline procedure, training and development among others.

There has evolved codes of conduct that all teachers are supposed to conform to and the new entrant needs to be educated on these during his early days in the service. Staff of the GES are governed by a code of conduct and discipline embodied in a document called the Code of Professional Conduct. The document is meant to "inspire public confidence in teachers to whom is entrusted the physical, mental and moral up-bringing of children" in all educational institutions in Ghana (MoE, 1994, p33). Also, during induction, teachers ought to be informed of their job description. It is usually taken for granted that teachers learn everything about their job while in training institutions. Wong and Wong (1998) lament that teaching is the only career where employees are

required to fulfill a set of duties while trying to determine what those duties are and how to perform them. The lack of support to the teachers has been grounded in the belief that teachers have learned all they need to know during their training.

During induction, the new teacher also ought to be briefed about the school and its facilities. He needs to be informed of the history of the school, organization structure and facilities available in the school. He needs to be taken round the school and shown buildings like the classroom and administrative block, the library, the assembly hall, the science laboratory, lavatories, the urinal and the playing field (Rebore, 1982). The induction process should also include general information about the community in which the school is situated. The new member of staff should be presented with information about the economic, social, cultural, ethnic and religious make-up of the community in which he will reside. When new entrants are well schooled on the community, they would be able to contribute to creating good school-community relationships. Collaboration between schools, training institutions and the community makes for a solid foundation from which new teachers have the potential for success (Moirs, 2003).

The new teacher is also expected to be introduced to the colleagues he is going to work with to foster positive relationship among them. Quality collegial support is an important aspect of an appropriate induction programme for teachers. Since the work of the teacher greatly depends on the teacher's ability to work together, liaise and co-operate with other members of staff, the induction should be well-planned to accelerate the development of this crucial ability of new entrants to enable them integrate into the work environment. Teacher induction promotes team building and team learning which engender improvement in the school's performance and the overall learning environment. Feiman-Nemser (2001) acknowledges the importance of introducing new teachers to their colleagues to aid in developing habits of critical collegueship. The new entrant is also expected to be introduced, very early, to the students he is going to teach and the entire student body to ensure co-operation and sanity in the school.

Research Questions

The following questions were derived from literature to guide the study:

- i) To what extent do the pre-tertiary institutions organise induction for their new teachers?
- ii) How long did the induction last?
- iii) What issues are dealt with during the induction exercise?
- iv) How do the beneficiaries rate the induction exercise?

Methodology

Research design and sample

The study design used for the research was descriptive survey. The population of the study composed of new teachers in the Sunyani East and West Educational Districts. The data were gathered in July and August 2010. The target group was the teachers who had not served for more than five years. Teachers who were less than five years were presumed to be in a positive to remember vividly what happened to them when they assumed duty as new entrants into the teaching profession. The pre-tertiary institutions in the districts were randomized and 50% of them were selected. In all, eight (8) senior high schools and 16 basic schools were randomly selected. In the selected schools, 206 teachers who had served less than five years were purposively sampled for the survey.

Instrument and data analysis

Survey questionnaire was the solitary instrument developed to gather data from the respondents. The researcher-developed questionnaire entitled "Assessment of Induction Practices of Pre-tertiary Institutions" (AIPPI) was validated after which its reliability was estimated before it was administered. Section "A" of the instrument elicited bio-data of the respondents while Section "B" focused on the main issues for the study. To ensure high validity of the instrument, two seasoned researchers proof-read the instrument while a pilot study was conducted in four basic schools and two secondary schools to collect data to estimate the reliability of the instrument. Cronbach alpha was used to estimate the reliability of the instrument and it was found to be $r = 0.75$. The instrument for the main study was administered personally at the respondents at their various schools. The respondents were requested to fill them in the presence of the researcher and that engendered a very high return rate of 100%. The data were analysed using SPSS and descriptive statistics such as frequencies and percentages were used for the research questions.

Results

Research Question 1: To what extent do the pre-tertiary institutions organise induction for their new teachers?

This question was crafted to ascertain whether the new teachers enjoyed induction when they assumed duty. Their responses are presented in Table 1.

Table 1: Induction for new teachers

Response	Freq.	Percent (%)
Yes	82	39.8
No	124	60.2
Total	206	100

The results in Table 1 show that while 82 (39.8%) of the respondents received induction, as many as 124 (60.2%) did not enjoy induction. A disproportionate chunk of the respondents did not receive any form of induction when they first assumed duty as teachers. This evidence suggests that most new teachers in the schools do not usually receive the level of support they needed to function effectively in their roles through induction. Hence, they did not enjoy practical and professional support that would catalyze their movement into professional teacher status.

These teachers would have to struggle to survive in the profession and they would either “swim” or “sink”. Such are teachers who tend to mess up in some activities in the initial stages of their working lives. As revealed in several studies, new entrants into the teaching service who did not receive sufficient professional support through effective induction had to struggle in their first few years of teaching and dealing with the reality of classroom issues referred to as “praxis shock” (McCormack & Thomas, 2003, Appleton & Kindt, 2002, Kelcherman & Ballet, 2002, Bleach, 2001). Such educators might not be able to contribute meaningfully to the development of school-community relationship due to their inadequate knowledge in the affairs of the communities they reside in.

The respondents were asked to indicate those who handled the induction exercise organized for them. This question was intended to ascertain whether special officers who were well-versed in educational issues offered this service to the novice teachers. Cobbold (2007) recommends that providers of teacher induction programmes should be of high quality such as experienced educationists who understand the needs of beginning teachers and the broader context of teaching and its challenges. Their responses are shown in Table 2.

Table 2: Handlers of the induction exercises

Handler	Freq.	Percent (%)
Head	50	61.0
Assistant head	8	9.7
Senior house staff	6	7.3
G. E. S.	18	22.0
Total	82	100

The data in Table 2 demonstrate that the induction exercise for 50 (61.0%) of the respondents was handled by the heads of the schools while eight (9.7%) of the respondents' induction exercise was handled by assistant heads of the schools. Six (7.3%) of them also had their induction exercise being handled by senior house staff. Finally, 18 (22.0%) had their induction exercise handled by officials from the educational directorate. It is realized that majority of the heads handled the induction programmes themselves. The results imply that there is no specific officer(s) designated to offer induction exercise for new teachers posted to the pre-tertiary institutions in the area although most of the heads carried out that responsibility.

The results, nonetheless, demonstrate that majority of the officers who handled the induction exercises seem to be very experienced and may be well-versed in educational issues, teaching and its challenges. This stems from the fact that in the Ghana Educational System, one becomes a head of a basic school or a secondary school if he is at least a Principal Superintendent or an Assistant Director respectively. These ranks are attained after serving for more than two (2) decades. Educationists would amass the needed knowledge and experience during the twenty (20) years in service to be able to execute their professional responsibilities expeditiously and efficiently. The process of selection of heads of schools in this jurisdiction also entails competitive and rigorous interview. The system allows qualified applicants who have held positions like Guidance and Counseling Co-ordinator, Senior house master, or Assistant headmaster from any part of the country to apply for consideration. One does not have to be a teacher in a school to have the opportunity to head it. All other things being equal, applicants who emerge victorious to head the schools should be experienced enough to provide the needed leadership, supervision and direction for the progress of the institutions. Their stock of experience would enable them perform the task well if the durations were long.

Research Question 2: How long did the induction last?

The respondents were requested to indicate the duration of the induction exercise. This question was posed to verify whether there is uniformity in the duration of induction programmes in the schools. The responses are displayed in Table 3.

Table 3: Duration of the induction exercise

Duration	Freq.	Percent (%)
1 day	38	46.3
1 week	30	36.6
Some hours	10	12.2
1 month	4	4.9
Total	82	100

It is noted in Table 3 that of the 82 new teachers who received induction, the majority of them 38 (46.3%) had it in a period of one day. Those whose induction took place within a period of one week were 30 (36.6%). Ten (12.2%) had induction exercise that lasted for some hours while four (4.9%) had an induction exercise for a month. This means that most of the inductions were conducted for a period of one day. Certainly, a day's induction programme is woefully inadequate to exhaustively deal with all the essential issues that the inductees needed to be exposed to. Handlers of a day or some hours' induction programmes may not be able to deal with all the essential components of the programme to benefit the participants. Those who may dare cover or touch on all the issues may not be able to exhaustively and accurately deal with them as they would rush through them to the detriment of the inductees.

It is also unequivocally clear that there is no specific duration for the induction exercise for the new teachers in the schools. The induction exercises lacked uniformity in duration. The situation puts the new entrants into the profession whose induction either lasted for just a day or some hours at a great disadvantage of not being exposed to all that they needed as outlined by Musaazi (1984) to start their career on a good note.

Research Question 3: What issues are dealt with during the induction exercise?

The respondents were asked to indicate the issues that were dealt with during their induction exercises. This was to ascertain the components of their induction programmes. The responses are presented in Table 4.

Table 4: Issues dealt with during the induction exercise

Issues	Responses				Total	
	Yes		No		Freq.	%
	Freq.	%	Freq.	%		
Job description of teachers	82	100	-	-	82	100
Rules and regulations of the teaching service	64	78.1	18	21.9	82	100
Interaction with colleagues and students	60	73.1	22	26.9	82	100
Ethics of the profession	42	51.2	40	48.8	82	100
GES policies	40	48.8	42	51.2	82	100
Terms and conditions of service	36	43.1	46	56.9	82	100
General information about the community	26	31.7	56	68.3	82	100
Information about the school and its facilities	20	24.4	62	75.6	82	100
Mentoring	14	17.1	68	82.9	82	100

Table 4 depicts that all the 82 (100%) respondents who received induction were educated on what they were supposed to do in their schools as teachers. Implicit in the responses is that what their job entailed was clearly made known to them. This is a very good development as it has the tendency for the new entrants to be alive with their responsibilities. The data also show that 64 (78.1%) of the teachers were informed of the rules and regulations of the teaching service. Table 4 also demonstrates that 60 (73.1%) of the new teachers were introduced to their colleagues and the students they were going to respectively work with and teach. This activity is very essential in the life of new staff since it brings about effective co-operation among staff. This platform greatly accelerates the development of inter-personal relationship among new and existing staff. It is also seen in Table 4 that 42(51.2%) of the respondents were exposed to the ethics of the teaching profession while 40 (48.8%) did not have that opportunity.

The number of respondents who were educated on the GES policies during the induction was 40 (48.8%). This implies that more than half (42 or 51. 2%) of the new entrants were not briefed on the GES policies. The data in the table further demonstrate that while 26 (31.7%) of the respondents were given information about their schools' communities, as many as 56 (68.3%) were not educated on the communities they were to stay in and work. Regrettably also, only a paltry 14 (17.1%) of the new entrants had mentors to learn from when they started duty as teachers. A whopping 68 (82.9%) of the new staff did not have the privilege to learn from the experienced and long serving members of staff. The responses therefore portray that most of the issues that were supposed to be dealt with during induction to provide practical and professional support to the new entrants were not covered. This may be attributable to the short duration of the exercises in most of the schools.

Research Question 4: How do the beneficiaries rate the induction exercise?

Table 5 shows the responses provided by the respondents when they were requested to indicate their satisfaction or otherwise of the induction they received when they assumed duty as novice teachers.

Table 5: Rating of the induction programmes

Response	Freq.	Percent (%)
Not satisfactory	6	7.3
Somehow satisfactory	64	78.1
Satisfactory	12	14.6
Total	82	100

The data in Table 5 clearly show that majority, 64 (78.1%), of the teachers who received induction gave average rating to the induction they received and 12 (14.6 %) of them were very satisfied with it. Six (7.3%) of the respondents, however, were dissatisfied with the induction exercise. It is inferred from the responses that the induction for the new teachers was not the best since most of the beneficiaries gave it average rating.

Conclusion

The study has disclosed that majority of the heads of schools do not heed to the advice of the Ministry to conduct induction for their new members of staff. Most of the new entrants did not receive induction upon assumption of duty. This is the case apparently because the advice is not a policy that binds them to execute that administrative duty. Again, the duration of the induction programmes was very short and this may have accounted for the limited number of issues that were dealt with during the exercises. Thus, the new entrants who were privileged to benefit from induction had it for a short period which did not afford them the opportunity to be exposed to all the essential components of an effective teacher induction. Their programmes clearly suffered depth and coverage which would not adequately help prepare the novice teachers for their work. The handlers and the contents of the induction programmes of the schools varied considerably. This may be due to the absence of directive on how it should be done, how long it should last and who should perform it. There were no standards to follow and the programmes differed from school to school. Professional development activities that the induction programmes entailed were not comprehensive enough to give the new teachers all that they needed to start their professional career on a good footing. Teachers who did not experience adequate relevant induction had low job satisfaction and were less committed to their job. Unfortunately, the innocent students may bear the brunt of the resultant effects of this situation as the dissatisfied teacher would not give off best in the performance of his duty.

The author, therefore, adds his voice to the clarion call for the formal introduction of induction in teacher education in Ghana (Cobbold, 2007). Teacher induction should be made a policy which would make it mandatory for all heads of schools to comply with. The formal teacher induction policy should explicitly specify the duration, those who should actually handle it and the contents that all new entrants must be exposed to, to ensure uniformity and standardisation. The contents should reflect the professional needs of the new entrants to facilitate their adjustment into the profession. The planning and implementation of the induction programmes should be a coordinated and collaborative endeavour between the GES, teacher organisations and relevant stakeholders at the school level where the key factors influencing new teachers' experience will be covered (Johnson et al, 2005). If it becomes a policy, its violation would attract sanctions which will hopefully make heads of schools adhere strictly to it.

References

Adentwi, K. I. (2005). *Principles, practices and issues in teacher education*. Kumasi: Cubic Osono Press.
 Akyeampong, K. (2003). *Multi-Site teacher education research project (MUSTER) Ghana study*. Washington D. C.: World Bank.
 Appleton, K. and Kindt, I. (2002). Beginning elementary teachers' development as teachers of science. *Journal of Science Teacher Education*, 13 (1), 43 – 61.
 Bleach, K. (2001). *The induction and mentoring of newly qualified teachers: A new deal for teacher*. London: David Fulton Publishers.
 Cobbold, C. (2007). Induction for teacher retention: A missing link in teacher education policy in Ghana. *Postgraduate Journal of Educational Research*, 8 (1), 7 – 18.
 Duodu, F. W. K. (2002). *Teacher education in Ghana*. Accra: Charis Publications.
 Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103 (6), 1033 – 1055.
 Humphrey, D. C., Adelman, N., Esch, C., Reihl, L. M., Shields, P. M., and Tiffany, J. (2000). *Preparing and supporting new teachers: A literature review*. Washington D. C.: SRI International.

- Johnson, S. M., Berg, J. H. and Donaldson, M. L. (2005). Who stays in teaching and why: A review of the literature on teacher retention. The project on the next generation of teachers. *Harvard Graduate School of Education*.
- Ingersoll, R. M., and Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver, CO: Education Commission of the States.
- Kauffman, D., Johnson, S. M., Kardos, S., Liu, E., and Peske, H. G. (2002). Lost at sea: New teachers' experiences with curriculum and assessment. <http://www.gse.harvard.edu/>. Retrieved on 15/08/10.
- Kelley, L. M. (2004). Why induction matters. *Journal of Teacher Education*, 55(5), 438 - 448.
- Klu, J. (1997). Development of teacher education. *International Journal of Educational Research*, 1(2), 45-49.
- Kelchterman, G. and Ballet, K. (2002). The microploitics of teacher induction: A native biographical study on teacher socialisation. *Teacher and Teacher Education Journal*, 18, 105 – 120.
- Lewin, K. M., and Stuart, J. S. (2003). *Researching teacher education: New perspectives on practice, performance and policy*. Brighton: DFID.
- Ministry of Education (MoE) (1994). *Head teachers' handbook*. Accra: Ministry of Education.
- Moir, E. (2003). Launching the next generation of teachers through quality induction. *Paper presented at the State Partners Symposium of the National Commission on Teaching and America's Future*.
- McCormak, A. and Thomas, K. (2003). Is surviving enough? Induction experiences of beginning teachers with a New South Wales context. *Asian-Pacific Journal of Teacher Education*, 31 (2), 125 – 138.
- Musaazi, J. S. C. (1984). *The theory and practice of educational administration*. London: Macmillan Publishers.
- Nacino-Brown, R., Oke, F. E., and Brown, D. P. (1990). *Curriculum and instruction: An introduction to methods of teaching*. Hong Kong: Macmillan Education Unit.
- Rebore, R. W. (1982). *Personnel administration in education*. New Jersey: Englewood Cliffs.
- Smith, T. M., and Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Totterdell, M., Bubb, S., Woodroffe, L., and Hanrahan, K. (2004). *The impact of induction programmes on the enhancement of teacher expertise, professional development, job satisfaction or retention rates: A systematic review of literature on induction*. London: EPPI-Centre.
- Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Thousand Oaks, CA: Corwin Press.
- Whisnant, E., Elliott, K., and Pynchon, S. (2005). *A review of literature on beginning teacher induction*. Centre for Strengthening the Teaching Profession.
- Wong, H. (2002b). Induction: The best form of professional development. www.NewTeacher.com (27/08/10).
- Wong, H. K., Britton, T., and Ganser, T. (2005). What the world can teach us about new teacher induction. *Phi Delta Kappan*, 86(5), 379-384.
- Wong, H. and Wong, R. (1998). *The first days of school*. CA: Harry K. Wong Publications, Inc.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

