

Using the National Teachers' Standards to Assess the Influence of Induction Programmes on the Professional Growth and Development of Newly Qualified Teachers in Ghana's Senior High Schools

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Abstract

The connection between theoretical knowledge gained at teacher education institutions and practical skills on field can only be completed by offering NQTs with effective training in the form of induction to help them develop professional knowledge, skills and understanding to confront the expectations of the profession. The absence of formal policy to guide induction in Ghana has resulted in inconsistencies and difficulties in assessing the effect of the programme on NQTs' professional growth. The study sought to assess the influence of school-based induction programmes on the professional growth and development of NQTs using the National Teachers' Standards as the assessment yardstick. Descriptive case study design was employed for the study using questionnaire, interview, observation and document analysis as instruments to gather data from forty-two NQTs in three sampled Senior High Schools in Ashanti-Mampong Municipality in the Ashanti Region, Ghana. Data obtained were analysed using inductive and deductive analysis where similar themes and patterns were identified and analysed. The findings of the study show that, professional values and attitudes was the main skill acquired by NQTs attributing to the fact that the induction programme focused on orienting NQTs to understand the general ethics and culture of the profession, rather than serving as a training programme to equip them with on-the job training. Hence, induction had little influence on NQTs' professional knowledge and professional practices. Even though the training programme was rated as effective in orienting NQTs, it had no influence on their decision to remain in the teaching profession because it was less effective in helping them acquire and utilize professional skills and knowledge. Improving on quality and standards of practice, stakeholders of induction programmes should give NQTs the opportunity to explicitly express what they require as professional support and work towards improving that skill to ensure total growth and development, and survival in the teaching profession.

Keywords: Teacher induction programmes, National Teachers' Standards, Newly Qualified Teachers, Professional growth and development

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1. Introduction

There is a global acceptance that teachers contribute positively toward students' performance (Wenglinisky, 2000) and success (Wong, 2004). They are considered as the schools' ultimate strength, hence, effective growth and development of the school depends on effective teacher growth and development (Bullough, 2009). Recently, educational policies have dedicated extra attention on the quality of teachers in the form of professional development to improve students' learning and achieve expected standards of performance. Teaching as a profession thrives on professional development approaches that prepare, assist and maintain teachers in the school system (Kuranchie, 2013). A significant mark of the teaching profession according to Keengwe and Adjei-Boateng (2012), is ensuring the smooth transition and success of Newly Qualified Teachers (NQTs) by connecting classroom learning during teacher education and training to actual teaching on field through effective induction programmes.

Effective induction help NQTs to adjust to the teaching profession at the initial stage, acquire competences and capabilities, maintain them and develop the necessary knowledge and understanding to confront the changes in the profession (Altun, 2011). In order to ensure the effectiveness and influence of the induction programme on the professional growth of NQTs, the Ministry of Education in Collaboration with Ghana Education Service (GES) and the National Teaching Council have developed the National Teachers' Standards (NTS) as professional tool to guide teachers (old and NQTs) and stakeholders in education to identify in clear and precise terms, what teachers are expected to know and be able to do, qualities they are expected to possess and behaviours they are supposed to exhibit, and serve as a yardstick to measure the professional growth and development of NQTs at different stages of their career.

Since induction is regarded as a key strategy that support and provide NQTs with the exact knowledge and

skills to become effective classroom and subject teachers, the Standards set the minimum knowledge, skills, values, attitude, conduct, rights and obligations expected of a teacher working in all levels of the education sector. These standards inform teacher development and set out levels of practice of old and NQTs.

1.1 Statement of the Problem

When NQTs are recruited and posted to their places of work, meaningful assistance is supposed to be provided to make them familiar with their assigned duties. Just employing and assigning teachers to the classroom cannot guarantee their contentment and happiness, and give off their best (Kuranchie, 2013). Even though the education system recognises the positive influence of induction on the professional growth and development of NQTs, such support systems are rarely seen.

There is a very typical situation in Ghana where quite a number of NQTs who are recruited as teachers are non-professionals and often lack the practical aspects of the teaching profession and its related activities. When they are posted to schools as either classroom or subject teachers, they are expected to exhibit certain qualities, and perform primary duties which include lesson notes preparation, classroom management, socialising with the school community (observing and discussing teaching with colleagues), among others. Though Blevins (2016) explains that teacher induction programme is one aspect of the support and development structure, it should take place in a way that is useful to NQTs involved. Several literatures have progressively highlighted on the significance for studies to explore intensely into the development of professional knowledge, skills and practice (Mena, Hennissen & Loughran, 2017).

In Ghana, teacher induction programmes vary according to schools and district/municipal due to lack of formal policy to guide its practice (Kuranchie, 2013; Keengwe and Adjei-Boateng, 2012; Nyoagbe, 2010; Cobbold, 2007). Since the growth and development of all teachers are monitored and assessed based on rubrics outlined by the NTS, the Ministry of Education through the GES has tasked the districts and municipals, and heads of schools to plan, organise and induct NQTs to acquire the requisite professional skills as outlined by the NTS. But little attention is attached to the influence of induction programmes on the professional growth and development of NQTs even though it is clearly stated in the Pre-tertiary Teacher Professional Development and Management (PTPDM) of the GES's Policy Framework (Ministry of Education, 2012). The need to ascertain the significance of the induction programme in helping NQTs to acquire and improve on their professional skills during their initial years of practice demanded for a thorough analysis. The study therefore sought to assess the influence of the induction programme on the professional growth and development of NQTs using the National Teachers' Standards as a yardstick and point of reference.

2. Review of Related Literature

2.1 Teacher Induction Programmes

According to Wong (2004), induction is a complete and all-inclusive activity planned to train, help and maintain NQTs for the first one to three years of their career, and continue to develop them through lifelong learning programmes in the academic, teaching standards and vision of a district. Kuranchie (2013) and Smith and Ingersoll (2004) describe teacher induction as a programme which offer assistance in the form of orientation, support and guidance to NQTs during their initial transition into the teaching profession.

Aspfors (2012) outlined three different description of teacher induction. Firstly, the concept of teacher induction is geared towards a distinctive stage in the development of the teacher throughout the initial year of their career. It is therefore seen as a crucial time in their developmental process of learning to teach, hence, also referred to as transition phase. Secondly, the idea of teacher induction stands for the activities that describe and depict the socialisation of teachers into their career. Thirdly, it stands for formal induction programmes, planned to assist NQTs during their initial practice. It can form part of the initial teacher education, hence compulsory in order to become a fully certified teacher, or activities geared toward the professional growth and development of NQTs. Therefore, Britton, Raizen, Paine and Huntley (2006) regard induction as an integral aspect of a continuum which begins with NQTs recruitment, training, how they sustain and support their progress through to their assessment or evaluation, and continuous professional development.

The European Commission SEC (2010) explains that teacher induction programmes can either be formal or non-formal. The formal types of induction is often compulsory or obligatory for NQTs in order to attain a license for practicing as a teacher. The aim for formal induction is not only to assist NQTs but also to protect and ensure their worth to be given full license to teach. The non-formal is usually optional depending on the readiness or willingness of NQTs. Though it is non-formal, it is still geared towards assisting NQTs during their transition period from novice to experts. However, The Alberta Teachers' Association (nd) describes the non-formal induction as unreliable since experienced teachers are reluctant to actively take part and NQTs are also hesitant to ask questions that relates to their professional needs for fear of being ridiculed. As a transition from classroom learners to professionals, NQTs also get assistance and direction to help get used to the roles and responsibilities that comes with the teaching profession. This is a distinctive and decisive point in the growth and advancement

of a teacher's professional knowledge and skills as it spreads beyond the first year of their career, and takes place in three phases namely: survival/discovery phase, experimentation/consolidation phase, and mastery/stabilization phase which offer first-hand assistance to NQTs by achieving their current needs, and directing their progress during their transition into the profession (Flanagan, 2006).

2.2 Dimensions of Support for NQTs during Induction

According to Eisenschmidt (2006), for formal induction, dimensions of support is focused on three areas which are considered as the major elements for every comprehensive induction programmes which aims to offer support in all these areas. The three dimensions of support for NQTs are distinguished as: personal dimension, social dimension and professional dimension which are interpreted based on NQTs' needs.

Personal dimension of support covers the stages of improvement of a personal identity as a teacher which comprise the growth and advancement, and expansion of individual beliefs, practices and standards for students and co-workers, the expansion of educators' understanding and opinion on teaching and its related activities, their responsibilities in these activities, the improvement in individuals' lifelong learning, etc. Personal dimension also cater for the emotional feelings and perceptions of NQTs' self-efficacy and self-confidence. Studies have revealed that NQTs are faced with lots of challenges as they commence with their initial practice in the teaching profession. This often leads to loss of self-esteem, tension and nervousness which force NQTs to doubt their own competency and capability as educators. Personal dimension of support helps with the survival, and assist NQTs to cultivate and improve on their personal identities. In creating personal support, assistance from mentors and colleagues, having a safe and conducive environment, and having a reduced workload are vital areas that needs to be considered for the holistic growth of NQTs.

The social dimension of support ensure that NQTs grow and turn out to be effective members of the school enterprise or school community by ensuring that the culture of the school such as beliefs, standards, norms, practices, rules and regulations, and institutional structures laid down by the institutions are clearly understood, accepted and followed. The social dimension also ensures teamwork and cooperation with fellow NQTs, experienced teachers, school administrators, parents and the community where the school is situated to encourage and foster constructive criticism and discussion of ideas. NQTs mostly have a feeling of belongingness in a group that welcomes innovative and new ideas which are often implemented in activities.

The professional dimension of support ensures that NQTs' competence such as instructional strategies, content management, classroom approaches, etc. are developed. This starts from the initial teacher education and the break is connected through to the continuous professional development activities. This form of support does not only support the skill, competence, and proficiency of NQTs but also assist to promote effectiveness and professionalism in the school community. Rudiments of professional support include experts' contributions and exchange of practical knowledge and experiences through workshops, seminars, etc. which offer new and innovative ways for NQTs to learn in diverse ways.

2.3 Importance of Teacher Induction Programmes

Different countries give their NQTs effective support systems during their initial practice as professional teachers where they are supported to become skilled, proficient and capable teachers (Helms-Lorenz, Slof, Vermue and Canrinus, 2011). The importance of teacher induction programmes cannot be overemphasized and it cuts across different aspects. The major areas are:

a. Improving Teacher Retention and Attrition: The subject of supporting teachers during their initial practice is particularly crucial and important in countries or institutions where there are reports of teacher shortages and situations where large numbers of young, energetic and enthusiastic teachers are leaving the profession. Unlike many other professions, the teaching profession does not have an official and sequential form that ensures that teachers develop and advance into their professional responsibilities. The demanding nature of their duties bring about a break or professional gap between the initial stage of the continuum where they are groomed and supported in a conducive learning environment at the teacher education institutions and the total change over to full time teaching with no assistance or support. The professional gap is worsened in schools where NQTs are expected to work individually in the confine of their classroom settings which leads to feeling of loneliness. As a learning and socialisation process, NQTs get to know their co-workers, learn to apply instructional approaches (Feiman-Nemser, 2001) and get to know the culture of the school (Angelle, 2006).

b. Teacher Quality and Professionalism: According to the continuum of life-long learning, completion of the initial teacher education opens a new door of practical learning in the form of induction for NQTs which ensure further acquisition of practical skills and knowledge. At the initial stages of their practice, NQTs have high expectations and are ever prepared and eager to learn and incorporate innovative ideas into their classroom activities. Hence, if they are properly trained and supported during their transition period, they are likely to experience major improvement in activities in the school (Breux and Wong, 2003). In some institutions, NQTs are considered as repertoires of innovative and fresh ideas because they are new from the teacher education

institutions and possess modern teaching approaches while other schools consider them as new and inexperienced to implement skills and ideas, so they are immediately oriented into the school system to learn the norms and practices of the school without exploring their innovative ideas (Moore Johnson, 2004). However, induction programmes when effectively planned and organised by schools, help to develop the culture of learning where NQTs are guarded and supported to nurture their acquired skills and ideas, and relate them with the norms and practices of the school in order to achieve positive learning outcome. This does not put emphasis on supporting only NQTs but also serve as a learning phase for experienced teachers to upgrade their ideas, skills and practices which in effect, create a culture of learning within the school (European Commission SEC, 2010). After participating in induction programmes, NQTs are able to exhibit potentials such as lesson planning, instructional delivery, using effective classroom management approaches, differentiating instructions to meet special needs of learners, exhibiting high level of content knowledge and critical thinking skills, etc. (California County Superintendents Educational Services Association, 2016).

c. Feedback for Initial Teacher Education – In view of the continuum of life-long learning, induction serve as a connection between initial teacher education and continuous professional development of NQTs. During their initial years of practice, NQTs attest to the efficacy and value of their initial training acquired, and use it as a yardstick to evaluate the impact of the initial training of their current professional practices. Hence, induction offer constructive and effective feedback to the teacher education institutions on the effectiveness of their initial training programme in preparing student-teachers to become professional teachers. This creates a link for teacher education institutions to be actively involved in district and/or school-based induction programmes, where feedback helps them to update or refresh their core curriculum to bridge the gap between theoretical knowledge and practical skills.

In short, Duodu (2002) asserts that teacher effectiveness hinges not only on the quality of instruction obtained during their initial training in teacher education institutions but also, largely on the induction training obtained during their initial professional practice as NQTs. Induction is therefore viewed as a continuous activity which is considered as the initial module of a lifelong professional development activity (Wong 2004). In this case, effective induction programme has positive impact on NQTs' growth, development and performance (Marie, 2012).

2.4 Professional Development Needs of NQTs

It has become an accepted view that there is the need to support and help NQTs' to develop professional skills and capabilities because going into a new occupation like teaching usually comes with nervousness, stress and anxiety. The process of learning about colleagues, ethics of the profession itself and about the beliefs, values and practices of the work place is often tiresome. Avalos (2011) explains that professional development needs of NQTs is about learning how to learn and turning their acquired knowledge and understanding into practice to achieve positive learning outcome depicting the multifaceted process of the profession.

CPD programmes specifically designed for the NQTs should entail frequent meetings and interactions throughout the academic year to deliberate on issues like instructional approaches, classroom management practices, assessment and evaluation as well as provide moral support and socialization (Flanagan, 2006; Breux & Wong, 2003) to NQTs. Thus, professional development programmes should be geared towards promoting the application of knowledge and problem solving which present experiences that NQTs are required to work to solve (McCollum, 2014).

2.5 The National Teachers' Standards (NTS) in Ghana

The Government of Ghana is aware of the fact that the quality of the education system cannot exceed the quality of teachers. According to the Ministry of Education through the National Teaching Council, the expectations of stakeholders are guided by standards. Standards are specific expectations of knowledge and skills to be acquired and demonstrated by teachers. They are used as checkpoints by institutions and inspectorate bodies for training programmes such as the teacher induction programmes. The National Teachers' Standards for Ghana: Guidelines (2017) has been developed as a professional tool to guide teacher educators, new teachers, teacher trainees and other stakeholders in education to identify in clear and precise terms what teachers are expected to know and be able to do, qualities they are expected to possess and behaviours they are supposed to exhibit. In a sense, the Standards set the minimum set of knowledge, skills, values, attitude, conduct, rights and obligations expected of teachers working in all levels of the education sector. These standards inform teacher development and set out levels of practice of teachers, and inform their development during their first year as NQTs in their induction year in schools. It also provide the framework for future professional and career development for all teachers.

The NTS is classified into three main domains (with sub-divisions) of interest in which stakeholders including all NQTs are expected to develop and make progress during their induction year. They are: professional values and attitudes of teachers, professional knowledge and professional practice. It is expected that stakeholders who implement teacher induction programmes ensure that the systematic growth and

development of NQTs are directed by these standards. The domains and their characteristics comprise what teachers should value, know and do, and intersect with one another to develop a teacher competent (NTS Guidelines, 2017).



Figure 1: Domains of the Teaching Standards in Ghana (NTS Guidelines, 2017).

a. Professional Values and Attitude

Professional values and attitude is an integral aspect of the NTS. It helps to form and define the professional identity of teachers. They underpin professional knowledge and professional practice in the Standards because the progress of professional values and attitude, and the exhibition of acceptable behaviour are key issues in the teaching profession. Hammer (2000) explains professional values and attitude as a predisposition, feeling, emotion or thought that sustains the principles and standards of the teaching profession. They are adopted beliefs or general principles which govern and judge the ideas, actions, practices and events. It relates to the development of individual's professional identity, social norms, ethics and practices of the school and the teaching profession. Therefore, NQTs in Senior High Schools are obliged to exhibit knowledge and understanding with Ghana's system of education and main policies which guides it, have in-depth knowledge and understanding of the legal and ethical teacher codes of conduct of the GES. These values are interconnected to promoting harmony, social abilities, cooperation and incorporate learning objectives to assist NQTs develop individual and collective skills needed for the profession. To win trust and admiration as found in other professions, it is important for NQTs to develop the right professional values, attitude and behaviour.

b. Professional Knowledge

It is evident that the prime reason for assessing or evaluating an induction programme is to look into, and understand the level at which the induction programme assist NQTs to form their professional knowledge, and the impact it has on actual teaching and their professional growth and development. Thus, how professional knowledge is acquired, discussed, shared and criticised is the main tool that makes an induction programme essential for implementation (Mena, García, Clarke, & Barkatsas, 2017). A significant characteristic of promoting the professional learning of NQTs is embroiled in making the unspoken (tacit) knowledge clear and understandable (explicit), which brings to light a clear understanding about teaching (Loughran, Keast, & Cooper, 2016). Professional knowledge of practice comprises a collection of acquired knowledge, skills and abilities related to content, instructional approaches, management practices and use of technologies which require NQTs to make critical decisions in order to assist students (Mena et al., 2017). Koehler and Mishra (2008) have described this knowledge of practice as Content Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge. Koehler and Mishra further explained that the acquisition of knowledge of practice is a systematic means through developmental stages from novice, beginner, competent, proficient to expert approach where it is presumed that, learning to teach moves from lower stages of proficiency to higher ones over a time frame of not less than a decade. The gradual development from a novice to the level of an expert depends on regular continuous professional development programmes during the induction phase which require constant self and supported training sessions for a duration of one to three years to be fully ready to understand the teaching profession.

c. Professional Practice

Professional practical courses are prepared based on classroom management, teaching and learning materials, among others. With hands-on experience, NQTs learn to incorporate concepts, experiences and skills to develop teaching and learning resources, organise suitable activities in combination with critical thinking events to engage students of different age groups and collate their responses to facilitate their learning processes. Practical activities include practical learning, lessons planning to promote students' interests and implementing innovative approaches for teaching, relying on less or no cost teaching and learning resources, gathering and demonstration

of samples of usual or regular resources together with local knowledge available using reports, journals, magazines, newspapers, documents, atlas and other activities in the classroom. After this activity, NQTs can engage in different exercises like reflective observation, thinking and discussion.

2.6 Research Questions

The research questions for the study were:

1. What professional skills (based on the NTS) were acquired by NQTs during their induction programmes?
2. What were the benefits and outcome of the induction programme on the professional growth and development of NQTs?
3. How did the professional skills acquire during induction influenced NQTs' decision to remain in the teaching profession?

3. Methodology

3.1 Research Design and Sample

The descriptive case study was employed for the study. This is because it was ideal in describing and analysing the influence of the school-based induction on the professional growth and development of NQTs. The target population for the study were NQTs with 0-3 years teaching experience sampled from three (3) Senior High Schools in the Ashanti-Mampong Municipality in the Ashanti Region. In all, forty-two (42) out of the total number of forty-nine 49 NQTs were purposively sampled because they were regarded as new and the main recipient of the school-based teacher induction programmes, and were in the position to provide in-depth and practical information on the influence of the programme on their professional growth. The data were gathered in March 2021.

3.2 Research Instruments and Data Analysis

The study employed questionnaire, interview, observation and document analysis as the research instruments used to gather data with the intention of examining vital documents, observe the behaviour of respondents and interview them. The questionnaire was derived from a questionnaire entitled "Teacher Induction Programme for Teacher Quality" (TIP for TQ) developed to gather data for a larger research study. The questionnaire was piloted in School A using six (6) NQTs to establish its validity and reliability. The first section of the questionnaire sought for demographics of respondents while the subsequent parts solicited for data for the main study. The questionnaire recorded 100% response rate because it was self-administered to all NQTs at their respective institutions. This was followed by face-to-face semi-structured focus group interviews which were recorded in notebooks. Interviews were conducted to obtain NQTs' perception and influence of the induction on their professional growth and performance in the teaching profession. Direct observation using an observation checklist recorded the actions and attitudes of NQTs during the orientation component of their induction and subsequent behaviours in the classroom which provided first-hand information and encounter with NQTs. The National Teachers' Standards for Ghana: Guidelines (2017) was the main document reviewed for the study. For qualitative study, data obtained were analysed using inductive and deductive analysis to identify similar themes and patterns from the data which were later grouped accordingly. Strict ethical consideration was adhered to as respondents were assured of total confidentiality that any information provided was for research and academic purposes hence, respondents were cautioned not to indicate their names and other personal information on the questionnaire and during interview.

4. Results and Discussions

Demographics

NQTs from the sampled Senior High Schools who took part in the study were 42 in number: School A 18, School B 13 and School C 11.

Age of Newly Qualified Teachers

Table 1 shows that 25 (59.5%) of the NQTs were between the ages of 26 to 30 years, 10 (23.8%) were between the ages of 21-25 years while seven (16.7%) were between the ages of 31-40 years.

AGE	SCHOOL A		SCHOOL B		SCHOOL C		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
21-25 years	4	22.2	2	15.4	4	36.4	10	23.8
26-30 years	11	61.1	9	69.2	5	45.5	25	59.5
31-40 years	3	16.7	2	15.4	2	18.1	7	16.7
41 years and above	0	0.0	0	0.0	0	0.0	0.0	0.0
Total	18	100	13	100	11	100	42	100

Table 1: Age of NQTs

This data shows the youthful nature of NQTs who were recruited within the last three years. With support from veteran (experienced) teachers during induction, these young and vibrant NQTs can perform their professional roles efficiently and effectively in their respective schools.

NQTs' Professional Teaching Experience

At the time of the study, 26 (61.9%) of the NQTs had 2-3 years of professional teaching experience while 11 (26%) respondents had 1-2 years teaching experience. The remaining 5 respondents (11%) were very new with 0-1 year teaching experience.

NUMBER OF YEARS OF PRACTICE	SCHOOL A		SCHOOL B		SCHOOL C		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
0-1 year	3	16.7	1	7.7	1	9.1	5	11.9
1-2 years	4	22.2	4	30.8	3	27.3	11	26.2
2-3 years	11	61.1	8	61.5	7	63.6	26	61.9

Table 2: Professional Experience of NQTs

Results of the study show that, the implementation of the free Senior High School programme in 2018 contributed to the high number of teachers who were recruited during the 2018/2019 academic year and, have had 2-3 years teaching experience at the time of the study followed by those recruited during the 2019/2020 academic year.

Research Q 1: What professional skills (based on the NTS) were acquired by NQTs during their induction programmes?

In determining the professional skills acquired by NQTs during their induction programmes, three domains of the National Teachers' Standards were identified as basic skills required of initial teachers by the Ministry of Education and NTC, and were outlined for respondents to select among the professional skills, the one they acquired and/or developed during induction.

Professional Skills	SCHOOL A		SCHOOL B		SCHOOL C		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Professional Values and Attitude	13	72.2	11	84.6	10	90.9	34	81.0
Professional Knowledge	7	38.9	8	61.5	5	45.5	20	47.6
Professional Practice	6	33.3	8	61.5	6	63.6	20	47.6

Table 3: Professional Skills acquired by NQTs during Induction (totals are not equal to the number of respondents because some respondents selected more or less than one)

As indicated by respondents in table 3, professional values and attitude was the basic skill acquired and developed by NQTs during their induction programme. This was evident as 34 respondents (81%) attested to this, and it is greatly attributed to the fact that the school-based induction programme organised by the sampled schools focused on orienting NQTs to understand the general ethics and culture of the teaching profession, and what was expected from them as NQTs rather than serving as a training programme to equip them with on-the-job training. Interview findings also show that teacher identity was one basic professional attitude that was developed by NQTs which helped them through their initial professional lives. Agreeing to this, Pountney and Grasmeyer (2018) narrate that understanding and awareness of professionalism, knowledge of how to exhibit professional values and attitude correctly and the practical skills that assists them to perform their roles, are the practical experiences NQTs acquire and develop for their professional growth. Asptors (2012) adds that positive values and attitude within the profession helps NQTs to learn and develop intellectual skills and steadily form individual teacher identity. Again, there is a great sense of enthusiasm in the attitude of most NQTs as they get on very well with their students, and gain their trust and confidence which are all geared towards improving their self-esteem. Angelle (2006) narrates that NQTs familiarize themselves by identifying and becoming acquainted with the mission, vision, objectives and culture of the school, adopt measures to deal with them, and further, develop their individual identities without being disillusioned.

The study also shows that professional knowledge was affirmed by 20 respondents (47.6%) with the explanation that, it was considered as a basic skill acquired by NQTs from teacher education institutions hence, the induction programme did not highlight on 'untested or unreliable' skill set of NQTs. Contrary to this, Okeke and Chibiko, (2018) believe that NQTs commence their teaching profession with in-depth theoretical understanding of subject matter as compared to 'untested and/or unreliable' instructional strategies and shallow lesson planning skills. However, what makes an induction programme important for effective learning is the level of development of professional knowledge and how they are exhibited (Mena et al, 2017) by making the tacit knowledge explicit, and further uncovering the intellectual understanding about teaching that comprises the pedagogical reasoning of the 'what, how and why' of teaching (Loughran et al., 2016). However, this professional skill was least considered during the school-based induction programme but was gradually acquired and improved by NQTs while learning on the job.

With the same response rate as professional knowledge, professional practical skills was acquired by 20

(47.6%) respondents. Practical skills like lesson note preparation, instructional strategies, and classroom management approaches were considered as basic skills learnt during initial teacher education hence, were not discussed into details during the induction programme. However, Asptor (2012) laments that NQTs often show signs of inadequacy and unpreparedness at the initial stage of teaching due to too much theoretical knowledge which cannot be compared with the practical experience. Since the college education does not provide NQTs with the actual situation on field, it is natural to feel worried and stressed out when they experience pressure from heavy work load coupled with lack of teaching and learning resources. It is therefore the duty of the institutions to guide NQTs on how to improve and transform their theoretical knowledge into practical approaches in the real school setting. NQTs explained that basic professional practices looked easy to be implemented on the surface but when faced with the actual classroom situation, its application became difficult. For instance, NQTs narrated that facing students each morning during the first three months was one of the difficult times hence, they often thought of innovative ways to start and end lessons successfully. Asptors (2012) describes such situation with learners as difficult, and teachers try to be extremely good and too lenient from the onset which later affect classroom management and disciplinary measures especially with large class size. It is vital for NQTs to understand that induction is more than simply adjusting to the teaching profession, they also need to adopt and develop strategies or measures capable of helping them for several years and throughout their professional lives (Feiman-Nemser, 2001a).

Research question 2: What were the benefits and outcome of the induction programmes on the professional growth and development of NQTs?

NQTs' were asked to rate the benefits and outcome of their school-based induction programmes on their professional growth and development. The highest range of each group or category were highlighted in the explanatory notes below.

Professional Skills	1- Least Effective		2- Somewhat Effective		3-Effective		4- Very Effective		5-Most Effective	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
<i>a. Professional Values and Attitudes</i> Has helped me to critically and collectively reflect to improve teaching and learning, lifelong learning and CPD.	3	7.1	3	7.1	19	45.2	12	28.6	4	9.5
Has helped me to understand legal and ethical teacher codes of conduct.	2	4.8	4	9.5	21	50.0	13	31.0	0	0.0
Has helped me to develop a positive teacher identity and professionalism about teaching	3	7.1	2	4.8	18	42.9	10	23.8	6	14.3
Has helped to reduce my feeling of isolation as a NQT, provided opportunities throughout the school year to discuss my classroom concerns with others.	2	4.8	5	11.5	15	35.7	18	42.9	0	0.0
Has helped me engage positively with colleagues, learners, parents, school management, committees and wider public as part of collaboration and a community of practice.	2	4.8	7	16.7	12	28.6	18	42.9	1	2.4
<i>b. Professional Knowledge</i> Has helped me with comprehensive knowledge of the official curriculum, including learning outcomes.	3	7.1	13	31.0	15	35.7	14	33.3	3	7.1
Has helped me to secure Content Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge for the school and the level I teach in.	5	11.5	5	11.5	13	31.0	17	40.5	0	0.0
Has helped me to understand how learners develop and learn in diverse contexts and apply this in my teaching.	3	7.1	8	19.0	9	21.4	17	40.5	3	7.1

Professional Skills	1- Least Effective		2- Somewhat Effective		3-Effective		4- Very Effective		5-Most Effective	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Has helped me to take account of, and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.	3	7.1	11	26.2	11	26.2	13	31.0	2	4.8
<i>c. Professional Practice</i> Has helped me to plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of my teaching.	4	9.5	1	2.4	19	45.2	15	35.7	0	0.0
Has helped me to create a safe and encouraging learning environment.	3	7.1	7	16.7	11	26.2	18	42.9	0	0.0
Has helped me to manage behaviour and learning with small and large classes.	2	4.8	5	11.5	19	45.2	8	19.0	5	11.5
Has helped me to employ a variety of instructional strategies that encourage learners' participation and critical thinking.	1	2.4	6	14.3	15	35.7	15	35.7	2	4.8
Has helped me to pay attention to all learners, especially students with Special Educational Needs, ensuring their progress.	8	19.0	7	16.7	9	21.4	10	23.8	5	11.5
Has helped me to set meaningful tasks that encourage learner collaboration and lead to purposeful learning.	2	4.8	9	21.4	12	28.6	13	31.0	2	4.8
Has helped me to explain concepts clearly using examples familiar to learners.	1	2.4	6	14.3	12	28.6	14	33.3	5	11.5
Has helped me to produce and use a variety of teaching and learning resources including ICTs to enhance learning.	4	9.5	12	28.6	7	16.7	12	28.6	4	9.5
Has helped me to integrate a variety of assessment modes into teaching to support learning.	3	7.1	10	23.8	11	26.2	14	33.3	1	2.4
Has helped me to listen to learners and give constructive feedback.	2	4.8	6	14.3	13	31.0	13	31.0	5	11.5
Has helped me to use objective criteria referencing to assess learners.	2	4.8	6	14.3	20	47.6	10	23.8	1	2.4
<i>d. General</i> Has helped me to remain in the school.	2	4.8	6	14.3	20	47.6	9	21.4	2	4.8
Has helped me to remain in the teaching profession.	1	2.4	8	19.0	15	35.7	10	23.8	5	11.5
None of the above (in this section).	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4: Rating the benefit and outcome of the induction programme on the professional growth and development of NQTs (totals are not equal to the number of respondents because some respondents selected more or less than one)

On the professional values and attitudes of NQTs, 21 (50%) respondents indicated that the induction was effective in 'helping them to understand legal and ethical teacher codes of conduct'. 'Critically and collectively

reflect to improve teaching and learning, lifelong learning and CPD’ was affirmed by 19 (45.2%) respondents and ‘developing a positive teacher identity and professionalism about teaching’ was also affirmed by 18 (42.9%) respondents. Again, 18 (42.9%) respondents affirmed that the induction was very effective and ‘has helped to reduce their feeling of isolation as NQTs, provided opportunities throughout the school year to discuss their classroom concerns with others’ and ‘has helped them to engage positively with colleagues, learners, parents, school management, committees, Parent-Teacher Associations and wider public as part of collaboration and a community of practice’ which has helped to improve on their growth and development.

On the professional knowledge of NQTs, 17 (40.5%) respondents said the induction programme was very effectively in helping them to ‘secure Content Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge’ as well as ‘understand how learners develop and learn in diverse contexts and apply this in their teaching’. ‘Knowledge of the official curriculum, including learning outcomes’ and taking account of, and respects for learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching’ were affirmed by 14 (33.3%) and 13 (31.0%) respondents respectively.

On professional practice, NQTs affirmed that the induction programme was effective in ‘helping them to plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching’, ‘to create a safe and encouraging learning environment’, ‘to manage behaviour and learning with small and large classes’, ‘to employ a variety of instructional strategies that encourage learners’ participation and critical thinking’, ‘to set meaningful tasks that encourage learner collaboration and lead to purposeful learning’, ‘to explain concepts clearly using examples familiar to learners’, ‘to integrate a variety of assessment modes into teaching to support learning’, ‘to listen to learners and give constructive feedback’, and ‘to use objective criteria referencing to assess learners’. A considerable number of 12 (28.6%) respondents affirmed that the induction was somewhat effective in helping them to produce and use a variety of teaching and learning resources including ICTs, to enhance learning while 8 (19%) respondents said the induction was least effective in helping them pay attention to all learners, especially students with special educational needs, ensuring their progress.

Generally, items under professional values and attitude recorded higher ratings as compared to items under professional knowledge and professional practice. Forrester and Draper (2007) narrate that it is evident that professional formation and professional development are features of teacher professionalism which is dependent on the connection between initial teacher education and initial practice as NQTs. However, Banja (2015) posits that not all experiences of NQTs have incredible influence on both their personal and professional lives during their initial years of teaching. NQTs are mostly restricted with the use of practical skills such as specific teaching strategies in their classrooms simply because they are new from either teacher education institutions or non-teacher education institutions with minimal or no pedagogical knowledge and skills (Breux & Wong, 2003). However, it is believed that, after going through formal teacher induction programmes, they acquire basic skills needed for professional teaching and learning, and for their survival in the profession.

Research question 3: How did the professional skills acquire during induction influenced NQTs’ decision to remain in the teaching profession?

In reducing teacher attrition, it was important to ascertain how the kind of support rated as most effective (in table 4) influenced NQTs’ decision to remain in the teaching profession for the next five years.

RESPONSE	SCHOOL A		SCHOOL B		SCHOOL C		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Least Effective	7	38.9	5	38.4	2	18.2	14	33.3
Somewhat Effective	6	33.3	4	30.8	2	18.2	12	28.6
Effective	5	27.8	3	23.1	6	54.5	14	33.3
Very Effective	0	0.0	1	7.7	1	9.1	2	4.8
Most Effective	0	0.0	0	0.0	0	0.0	0	0.0

Table 5: The level of influence of the induction on NQTs’ decision to remain in the teaching profession.

On the level of influence of the induction on NQTs’ decision to remain in the teaching profession, while 14 (33.3%) respondents pinned it as effective, 2 (4.8) respondents said it was very effective and had positive influence on their decision to continue teaching. The data also show 12 (28.6%) respondents who said the induction was somewhat effective hence, had little influence on their decision making while 14 (33.3%) respondents were not pleased with the induction and pinned it as least effective and had absolutely no influence on their decision to remain in the teaching profession. A negative response from a whopping number of 26 (61.9%) respondents show a big loop hole in the induction programmes that were organized by the sampled Senior High Schools in the municipality. Generally, one of the importance of induction for NQTs is geared toward maintaining teachers to reduce the rate of teacher attrition and to improve on teacher effectiveness, and teaching and learning which are well addressed by several studies (Ingersoll & Kralik, 2004; Smith & Ingersoll 2004; Darling-Hammond, 1997) as critical in the teaching profession. According to Lopez, Lash, Shields, Schaffner and Wagner (2004), even though there is a positive relationship between participation in a teacher induction programme and teachers’ remaining in the same school and/or the teaching profession, the findings

however, show that retention of teachers relied on NQTs' self-motivation and personal decision to remain in their current schools (sampled schools) and in the teaching profession. Generally, NQTs agreed that the little information they received during the orientation programme was somewhat valuable even in the absence of other support systems like mentoring and continuous professional development programmes. But it had little or no influence on their decision to stay as teachers or in the teaching profession.

One NQTs from School B narrated this:

"I applied for teaching as a temporal job and had the intention to look for a different job after a year or two, but I have come to appreciate the need to impart knowledge to learners through interactions and motivation from some colleagues I came with. I think professional learning communities in the form of collegial collaboration can serve as a source of motivation and support to others who feel the same way I used to".

Another teacher from School A also made this Comment:

"Remaining in the teaching profession has nothing to do with the orientation programme I went through when I commenced teaching. In fact, I nearly resigned at the initial stage (within six months) because I was frustrated about the heavy workload with weekly lesson note preparation, teaching, marking exercises and assignments, extra-curricular activities which demanded that I reported to school very early and closed late (before and after normal school hours), with no support or motivation from school administrators except constant queries. I was eager to either get a transfer to a different school or resign and find a new job. The mentality of resigning changed when I reflected on my self-identity, came to accept that each task comes with challenges which needs to be overcome no matter what happens. Then, I found solace in the positive outcome of my students' performance".

Another female NQT from School A also explained that,

"As a non-professional teacher, I nearly gave up if not for the support I received from my parents who were both retired head teachers. They provided me with sampled lesson notes and scheme of works from their previous schools as a guide during my initial practice..... Again, some of my colleague NQTs (in my school) who were professionals from teacher education universities also provided assistance in diverse ways..... Notwithstanding, I still have the desire to gather enough funds, establish my own business in addition to the teaching, then later quit the teaching profession and enter into full time entrepreneurship".

This shows the time teachers invest or attach to looking for future careers rather than enhancing their professional skills as reported by Forrester and Draper (2007) and OECD (2005). In short, even though the induction programme was helpful in developing their professional skills, professional values and attitudes was the major skill acquired and strengthened by NQTs because it was more of an 'information-giving' activity rather than a training programme leaving behind critical skills like professional knowledge and professional practice.

5. Conclusion and Recommendation

The study shows that little experiences in the lives of teachers have remarkable impacts on their individual and professional lives, as does the initial years of practice. It was ascertained that, after going through the few components of the school-based teacher induction programmes, NQTs were able to acquire professional values and attitude in the form of understanding the ethics and conducts of the profession and creating their individual professional identities. Professional knowledge of having in-depth theoretical understanding of subject matter and professional practices such as lesson note preparation, instructional strategies, and classroom management approaches were considered as basic skills learnt during initial teacher education hence the school-based induction programmes did not highlight on these skills but were gradually learnt by NQTs while on the job and put into practice for their survival in the teaching profession. Even though majority of NQTs have developed the passion to stay in the teaching profession in the next 5 years, there are others who are still unsure and not convinced of their interest in the profession.

Improving on quality and standards of practice is the hall mark of every induction programme because it has a great influence in ensuring the growth and development of NQTs. Therefore, it is important for stakeholders of the induction programmes to allow NQTs the opportunity to explicitly express what they require as professional support and work towards improving that skill. Many NQTs become frustrated because they are unable to implement professional knowledge and skills learned at their initial teacher education institutions. Allowing some degree of flexibility creates room for personal reflections, corrections, professionalism and teacher identity formation towards their holistic growth and development.

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