

Towards Professionalism of Newly Qualified Teachers in Ghana: Guidelines for Effective School-based Teacher Induction Programmes in Senior High Schools

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Abstract

The existing school-based teacher induction programmes organised for Newly Qualified Teachers (NQTs) in Senior High Schools (SHSs) in Ghana has no formal policy backing its implementation resulting in disparities and inconsistencies in the type of support provided. Hence, the study sought to analyse the challenges faced by NQTs, identify limitations of the current school-based induction programmes based on the perceived support needed by the NQTs and develop effective guidelines to guide and strengthen the school-based induction programmes in Ghana. The study employed the descriptive case study method using interview, observation and document analysis to gather data from a purposive sample of forty-two NQTs (with 0 to 3 years of teaching experience) and three Assistant school heads in charge of Academic in three sampled SHSs, and one Human Resource Officer in charge of In-Service Education and Training Programmes at the Asante-Mampong Municipality in the Ashanti Region, Ghana. Data gathered for the study were analysed through qualitative thematic approach using inductive and deductive methods of analysis. In ascertaining the challenges and support needed by NQTs in relation to the demands of their professional functions, they reported having challenges with classroom management approaches, lesson notes preparation, instructional delivery, adjusting to school culture, loneliness and feeling of isolation, and work overload during their initial practice. To fill this gap and make the implementation of teacher induction in Ghana effective, the study developed a detailed guidelines which was recommended for adoption by the Ghana Education Service, Heads of SHSs and other stakeholders responsible for teacher induction in the country. The fact that both 'professional' and 'non-professional' teachers function in SHSs make this proposition critical as a means of promoting the professional growth and development of all NQTs, building the capacity of the relevant stakeholders with fresh and innovative ideas, and enhancing the capacity of NQTs to offer quality teaching and learning at the SHS level and thereby sustain secondary education effectiveness in Ghana.

Keywords: Teacher induction programmes, Newly Qualified Teachers, Induction guidelines, Senior High Schools

DOI: 10.7176/JEP/17-2-05

Publication date: February 28th 2026

1. Introduction

Teacher's knowledge and practice in the classroom are crucial elements that result in students' achievement (Wong, 2004); hence their education and training programmes are very crucial. This takes the form of all-inclusive, continuous and intensive approach to improve the effectiveness of teachers (Edglossary.org, 2013). Therefore, effective induction of Newly Qualified Teachers (NQTs) during the initial years of professional practice helps them to adjust to the teaching profession. This form of training programme further helps NQTs to deeply think about their competencies and capabilities, maintain them and develop the necessary knowledge, skills and understanding to confront the changes in this demanding society (Altun, 2011). The initial years of teaching for NQTs are a critical and demanding time because it either reinforces their beliefs that they will grow to be self-directed teachers or quit their job because they cannot cope with the pressure (Van Tonder, 2021).

1.1 Statement of the Problem

Newly Qualified Teachers (NQTs) are often found alone in the classrooms, bounded by norms of autonomy and non-interference with little exposure (Feiman-Nemser, 1996) or without any form of professional support with basic and essential activities of teaching and learning, but are blamed and queried. This has resulted in situations where critics condemn teaching as the profession that eats its young (Kuranchie, 2013), sink-or-swim in the deep-end of the pool (Wasonga, Wanzare and Dawo, 2015; Smith and Ingersoll, 2004), trial-by-fire or boot-camp experience (Marie, 2012; Ingersoll and Kralik, 2004) and lost at sea (Kuranchie, 2013; Kauffman, Johnson, Kardos, Liu and Peske, 2002). Blevins (2016) narrates that in addition to the typical problems associated with lesson notes preparation and classroom management, there is the added problem of NQTs coming into teaching from another profession, often with no prior learning in education. In Ghana, these non-professional teachers constitute about thirty percent of the entire teaching force. It is evident that NQTs who attend teacher education institutions with professional certificates also face challenges such as inconsistencies with lesson notes preparation because what is taught at teacher education institutions and during teaching practice are slightly different from what is required on field (Danso, Opoku-Asare and Asante 2022a). This explains that practical experience gained from teaching practice initiated by various teacher education institutions is not sufficient to assist NQTs become fully competent and self-directed professionals (Van Tonder, 2021). Hence, Feiman-Nemser (2001, p.1026) asserts that ‘no matter the initial education and preparation they receive, NQTs are never fully prepared for classroom realities and responsibilities associated with meeting the needs of a rapidly growing, increasingly diverse student population.’ The disparities in experience and practice can easily be avoided through rigorous induction programmes for NQTs at the initial stages of their profession (Danso et al., 2022a).

The existing school-based teacher induction programmes organised for NQTs in Senior High Schools (SHSs) in Ghana has no formal policy backing it (Kuranchie, 2013; Keengwe and Adjei-Boateng, 2012; Nyoagbe, 2010; Cobbold, 2007), a situation that has led to disparities and inconsistencies with the type, form, quantity and even specific stakeholders to lead (Danso et al., 2022a). Again, Nyoagbe (2010) lamented that the extent of support NQTs receive or perceive they have received, and the impact of the support on their performance in the classroom and school setting is questionable and should be critically studied. Studies by Kuranchie (2013), Keengwe and Adjei-Boateng (2012), Nyoagbe (2010) and Cobbold (2007) have suggested the need for the development of standardised guidelines to guide the school-based teacher induction programmes in Ghana in the absence of official policy. To fill the gap of inconsistencies and make the planning and implementation of teacher induction in Ghana effective, this study as part of broader research, sought to investigate the challenges faced by NQTs, limitations of the current programme and develop affective guidelines to guide the school-based teacher induction programmes organised for NQTs in SHSs in Ghana.

1.2 Objectives of the Study

The main aim of the study was to develop effective guideline to guide and strengthen school-based teacher induction programmes in SHSs in Ghana. The specific objectives of the study were to:

1. identify specific challenges faced by NQTs, and the kind of support needed with respect to their professional functions.
2. examine the limitations and weaknesses of the school-based teacher induction programmes organised for NQTs.
3. develop effective guidelines to guide and strengthen the school-based teacher induction programme to promote the professional growth and development of NQTs in Ghana.

2. Review of Related Literature

2.1 Pre-conceived Notions of NQTs' Competences

For NQTs, their professional learning commences as a result of a collection of principles, approaches and philosophies about teaching and learning that have been mastered through a process or the apprenticeship of observation and learning in schools during teaching practice. These conceptualised beliefs and practices contribute to their early practice as teachers which are expected to be maintained to impact on their critical reasoning and intellectual learning, and the teaching profession entirely (Cheng, Cheng and Tang, 2010). NQTs come to the classroom with pre-conceived ideas and notions of experiences gained from initial teacher education that may influence their teaching. Wasonga et al. (2015) listed the following as some of the conceptions of

NQTs' initial competence:

- Content knowledge of the subject matter to be taught.
- Knowledge of instructional strategies suitable for the subject or topic to be taught.
- Understanding of resources required to create and sustain learners' interest, and the techniques and skills needed to make use of these resources.
- The discretion and discernment to enquire about learners and the learning environment, and the disposition and direction to do so.
- The ability to understand and reflect on individual deeds, words and activities, and learners' reactions and replies to work on their instructional approaches.
- Understanding of students and their learning outcomes, progress and development, theories of learning, differentiated and inclusive learning, and critical thinking abilities.

Wasonga et al. (2015) explains that since the teaching profession usually expects to see more than the capability of NQTs, they are required to perform their duties and responsibilities effectively just as it is done by experienced teachers, irrespective of the hidden and unknown components in the profession. Aspfors (2012) adds that while experienced teachers usually confront everyday problems they are used to, NQTs normally encounter entirely new challenges they might have no idea of, resulting in frustrations. In ensuring that NQTs are adequately and fully prepared before commencing with the practicalities of teaching and learning, induction presents a preparatory and connecting bridge into full professional teaching status and expert capacity (Wanzare, 2007).

2.2 Teacher Induction Programmes

Teacher induction programmes provide NQTs with knowledge and skills to become effective teachers. These training programmes assist and serve as professional development avenues and ensure that NQTs succeed while learning on the job (Blevins, 2016). Several studies across the globe have marked teacher induction programmes as vital and means of providing both formal and informal assistance to NQTs (Marie, 2012; Britton Raizen, Paine and Huntley, 2006; Wong, Britton, and Ganser, 2005) towards improving their professional growth and development (Bush and Middlewood, 2005). Others also appreciate induction because it helps to develop and shape the behaviour of NQTs (Helms-Lorenz, Slof, Vermue and Canrinus, 2011). In Europe, many countries run centralised induction programmes coordinated by a special body which aids NQTs (Draper et al., 2004; McCormack and Thomas, 2003). Since the professional development of NQTs is mostly strengthened by experience (Flores, 2001), they get the opportunity to experience and practice different approaches which foster their growth. In Turkey, it is during induction programmes where NQTs are informed about the related legal procedures and process, and their responsibilities at all levels (Aslan and Öcal, 2012). In far Asia, countries like China and Japan regard teaching as public activity and a collective process where expert teachers support NQTs. In China, Cheng et al. (2010) explained that, since NQTs face very challenging and demanding transition because they are expected to fully perform like active professionals, their work loads are reduced during their initial practice.

A consistent induction programme has positive impact on three aspects of educational progress: retention of teachers, quality instructional and learning approaches, and learners' achievement (Niron, Yuliana, Isbianti and Rahmat 2019; Ingersoll and Strong, 2011). Marie (2012) argues that though the induction year is tedious, it is a meaningful and worthy experience for NQTs because they become fully organised for the tension and challenges that come with the profession. According to Danso et al., (2022a), for induction to be effective, all the various components of teacher induction programmes: orientation, mentoring and continuous professional development (CPD) must coexist, and that neither programme can be effective without the other.

2.3 General Challenges Faced by NQTs

Problems faced by NQTs cannot be denied, especially at this present day when massive attention has been placed on educational practices, teacher performance and students' achievement all over the world. Generally, there are similarities among challenges faced by NQTs all over the world, though there are specific challenges peculiar to NQTs' environment or subject content (Banja, 2015). Even after going through the most effective teacher

education programme, NQTs still experience frustrations and become overwhelmed and confused when expected to adjust to the nuances and peculiarities of their roles (Loughry and Normore, n.d).

During their initial practice, NQTs are regarded ‘as enviable resource of intellectual capability, able to significantly help to transform education and to meet unforeseen challenges’ (Tickle, 2000: p.2). However, unforeseen situations such as loneliness, stress, frustration and failure sets in making them vulnerable (Sasser, 2018; Feiman-Nemser, 2012). Unfortunately, when these responsibilities become a burden, it leads to situations where they leave the teaching profession (McCullum, 2014) to pursue different careers. After all, they consider their responsibilities as two jobs at a go: teaching and learning to teach (Feiman-Nemser, 2001: p. 1026). Likewise, Nyoagbe (2010) highlights the problems NQTs face through evidence from cross-country studies to include discipline in the classroom, inspiring and encouraging students to learn, assisting with individual differences among students, relating with, and conferencing with guardians, planning and giving out class exercises and assignments, procurement of logistics (instructional materials) and developing viable systems of student assessment which are similar to several challenges raised by Wanzare (2007) in figure 1.

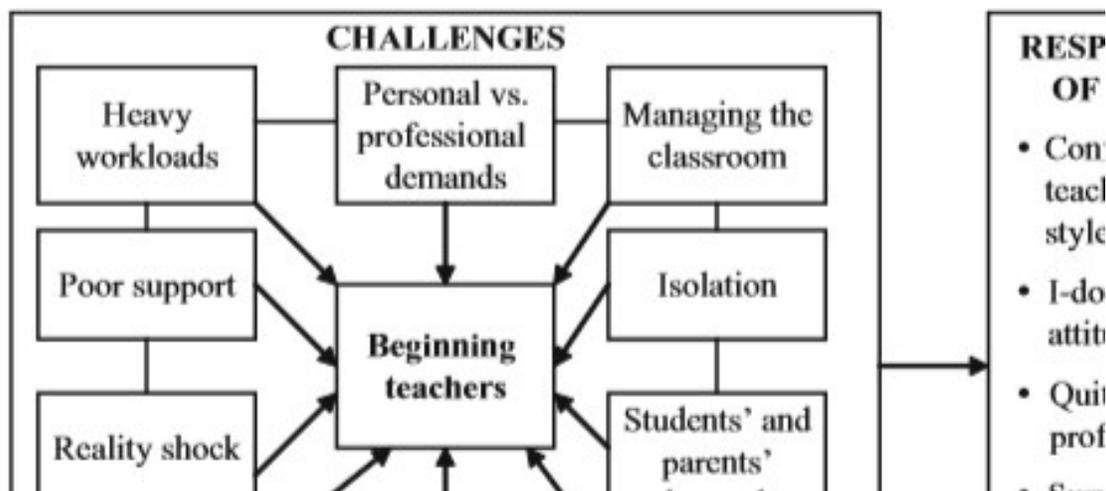


Figure 1: Challenges faced by NQTs, responses to challenges and overall effects (Wanzare, 2007).

Notable among challenges faced by NQTs are summarised by Flanagan (2006) as follows:

- a. Making the Transition: The initial years of teaching have traditionally been referred to as rite of passage into the profession (Andrea, 2010) because of the emergence in NQTs’ growth of psychological and intellectual shift from students to total professionals (Sasser, 2018).
- b. Classroom Management and Teaching Strategies: The ‘unwritten code’ of classroom management is often not easy to comprehend when getting used to a new situation, which tends to dampen their spirit (Loughry and Normore, no date). Notable among classroom management challenges include actively engaging learners during teaching, delivering lessons on set objectives and differentiating instructions to achieve learners needs (Chesley and Jordan, 2012).
- c. Relationship with Experienced Teachers and Administrators: When NQTs join a close-knit team where acquaintances and small groups are in existence or have already been formed, it is difficult for them to become part of these groups especially when they do not have in-depth understanding of the history, norms and practices of the groups (Brock and Grady, 2001). In addition, Johnson et al. (2004) narrate that experienced teachers in some situations, amass and hide teaching and learning resources including textbooks and sampled lesson notes, and later dismiss and make fun of NQTs’ practices, and interfere with their efforts to work and improve their skills.

2.4 Absence of Professional Support and Effects on NQTs’ Professional Practice

The difficulties that NQTs face have consequences on their professional practice and on learners. When the teaching profession is seen by NQTs as stressful and too challenging, they often lose interest. In cases where they decide to stay, they do not usually attach seriousness to it (Kuranchie, 2013; Akyeampong, 2002). Harju and

Niemi (2016) caution that it is critical to prepare NQTs for the challenge to adequately align their professional skills to new educational landscapes. In Ghana, the presumption is that NQTs fresh from teacher education institutions are loaded with the most current ideas and instructional strategies for which reason they hardly receive professional support. However, the transition from teacher education institutions to actual work environment is very challenging indeed (Nyoagbe, 2010). Marie (2012) and Britton et al. (2006) narrate that in the United States, the states and districts have realised the carelessness of abandoning NQTs to ‘sink or swim’, since majority who are left alone to cater for their needs usually sink. Keengwe and Adjei-Boateng (2012) also posit that because the development of teachers takes place gradually and in phases, the ‘survival of the fittest’ strategy is not suitable for the growth and development, and retention of NQTs.

Providing professional support during induction helps to bridge the gap between NQTs theoretical knowledge and practical skills which according to Wasonga et al. (2015) and Wanzare (2007), reduces regression: a situation in life which results in a drop, reversion or deterioration of individuals. This deterioration often causes poor work input resulting in low output or productivity. Practically, this regression manifests in lack of planning and preparation of lesson notes, assessing learners’ exercises and activities in a shallow way, teacher absenteeism, not refreshing one’s understanding of subject contents, not implementing the right skill and approaches, and always relying on the same or limited instructional strategies irrespective of their unsuitability for a particular topic.

Similarly, Nyaoga (2003) reveals that when teachers teach for sixteen years and above, they suffer ‘efficiency freeze’ where they do not regard the importance of basic activities such as lesson notes preparation, adapting effective teaching strategies, assessing learners’ learning outcome, etc. and not scared of the effects of their actions. Wasonga et al. (2015) adds that they develop survival mentality such as negative emotional, physical, attitudinal and behavioural challenges which include the ‘I-don’t-care’ attitudes and lackadaisical behaviour towards the profession. Marie (2012) concludes that the perception, awareness and ideology of NQTs’ teaching approaches are usually influenced by their individual backgrounds and initial skills and understanding they have gained.

2.5 Theoretical Framework

2.5.1 Social Constructivism

The foundation of this theory is the belief that knowledge is not a copy of an objective reality but rather the result the mind selects and makes sense of, and recreating experiences (Study.com, 2021). In social constructivism, understanding is socially constructed through diverse collaborations individuals have with others (Izadinia, 2016). Hence, learning occurs through social interaction and the help of others, often in a group, and the understanding as individual develops, is shaped through social interaction (Study.com, 2021).

Social constructivism works as a suitable theoretical framework because it permits for essential qualitative analysis to disclose intuitions on how people interact with the world (Creswell, 2009) as in the case of teacher induction programmes where practical knowledge is constructed through effective interaction and collaboration with colleagues (NQTs), mentors, school leaders and learners while going through the various components of the induction programmes.

- a. The orientation component ensures that NQTs are introduced to the learning community (school), acquire knowledge of the teaching profession and create constructive understanding of how to relate with, and execute tasks.
- b. The mentoring component ensures that NQTs acquire the practical skills of the profession through constant collaboration and interaction with assigned mentors, who support and direct NQTs to adopt effective instructional and classroom management strategies, among others.
- c. The CPD component ensures that NQTs join professional networks such as professional learning communities (PLC) where they meets with, and interact with individuals and groups outside their school to collaborate and share innovative ideas relevant to their professional growth and development.

2.5.2 Knowles’s Adult Learning Theory (Andragogy)

Teacher induction programmes designed to improve professional growth and development through teaching approaches are centered on andragogy, which is the method of teaching adults to learn, making their experience meaningful. Since adults are independent and have amassed experiences over the years upon which new ideas are built, they often use problem-based and collaborative approaches to learn (Knowles et al., 2014).

Knowles’s interpretation of andragogy is in line with teacher induction programmes organised for NQTs during the initial years of their practice which is built on adult learning experiences where various stakeholders come

together to plan, share ideas, knowledge, experiences and approaches to promote professional practices of NQTs. According to McCollum (2014), Knowles outlined the following features and principles for teaching adults which connect to the kind of support provided for NQTs:

- a. Adults (NQTs) should actively take part in preparation and organisation of their own teaching and learning through deep and insightful observation, intellectual and investigative approaches.
- b. Experience is one of the basic foundations of adult learning. Existing experiences and active investigative approaches bring about actual proof of experience for adult learners (NQTs).
- c. The focus of the learning experiences of adults (NQTs) hinges on learning things that have instant and direct significance to their learning process. In the case of the induction process, mentors and school leaders take time to make a direct link between the specific content of the induction programmes and the professional needs of NQTs. Thus, professional development of NQTs is not taught in isolation but in collaboration with specific needs and expected outcomes.
- d. Instead of content-based learning approach, the preference of adults (NQTs) is to learn through a problem-solving approach where there is collaboration.

2.5.3 Experiential Learning Theory

The foundation of both social constructivism and andragogy is experiential learning which is grounded on the principle that the basis for all learning is experience (Kolb, 2014). Experiential learning theory focuses on the idea that adults are shaped by their experiences, and that the best learning comes from making sense of one's own experience. Thus, learning advances from real or existing models to abstract ideas (from the known to the unknown).

The experiential learning related to the study is attributable to the fact that, teacher induction help NQTs to be vigorously involved in creating their individual knowledge by building new ideas on initial training and experience acquired at the initial teacher education programmes (during on-campus and off-campus teaching practice experiences) in a way that is important or deem comfortable to them. In this case, learners (NQTs) are not passive but active constructors and recipients of knowledge who learn by doing (practical teaching in the classroom). Hence, role-play and hands-on experiences are part of experiential learning.

3. Materials and Methods

3.1 Research Design and Sample

The research paradigm that guided this study was the Constructivist paradigm. This paradigm focuses on individuals and how they construct and create meanings of their environment or the world they live in (Creswell, 2007; Marshall, Kelder and Perry, 2005). The aim was to capture NQTs' subjective challenges and weaknesses of induction programmes organised by their schools and develop guidelines to strengthen the programme. Interactions with all respondents played vital role in understanding their perception toward the school-based induction programmes.

As a qualitative study, the descriptive case study method was employed. Its aim was to obtain reliable data by gathering data on induction activities in the natural setting of NQTs. The accessible population for the study were forty-two NQTs from three sampled SHSs, three Assistant heads of the sampled schools and one Human Resource Officer in charge of In-service Education and Training (InSET) programmes all at Asante-Mampong Municipality in the Ashanti Region, Ghana. Purposive sampling technique was used to select all three categories of respondents for the study because they were directly involved in the planning and implementation of the school-based teacher induction programmes at the SHS level.

3.2 Research Instruments and Data Analysis

Data was gathered from all categories of respondents using face-to-face group interview in a semi-structured form, direct observation and document analysis. The interview guide (attached as Appendix A) was presented to HR officer and Assistant school heads to give them time to elaborate more on the strengths and weaknesses of the induction programmes, and ways of improving them. This helped to explore evolving views and ideas which were easily tracked and monitored during observation sessions (McCollum, 2014). NQTs were directly observed during the orientation component of their induction programmes and during their initial teaching in the classroom using a set of observation checklists (attached as Appendix B). Document reviewed was the Pre-tertiary Teacher Professional Development and Management (PTPDM) of the Ghana Education Service's Policy framework (Ministry of Education, 2012).

Data was analysed through qualitative thematic approach where similar themes and patterns were identified from the collective data using inductive and deductive approach (Zoutendijk and Mpisi, 2022). Ethical considerations adhered to in this study included informed permission and approval from authorities and respondents (Manti and Licari, 2018), avoiding harm in every possible way, anonymity of the identity of respondents (Gerrad 2021) and impartiality of researcher during data representation and interpretation. Hence, respondents were asked not to indicate their names or any personal information during interview. Data were gathered between March 2023 and October 2024).

4. Results and Discussion of Findings

4.1 Demographics

4.1.1 Representation of NQTs in the Sampled Schools

NQTs from the sampled SHSs who took part in the study were 42 with break down as follows: School A: 18 (12 males and 6 females), School B: 13 (8 males and 5 females) and School C: 11 (8 males 3 females): Table 1 shows a summary of representation of NQTs.

Table 1: Representation of NQTs in Each School

School	Frequency	Percentage (%)
School A	18	42.9
School B	13	30.9
School C	11	26.2
Total	42	100

Source: Field Survey, 2024

4.1.2 Initial Teaching Status of NQTs

Table 2: Initial Teaching Status of NQTs

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

Source: Field Survey, 2024

Table 2 shows a significant number of 15 respondents representing 30% of the total NQTs' respondents who were non-professional teachers, and did not attend teacher education institutions, hence had no prior experience in teaching and its related activities. It is believed that these categories of teachers need special form of support

during their initial practice (Danso et al., 2022a).

4.1.3 Initial Academic Qualification of NQTs

On the academic qualification of NQTs, data from table 3 show that three respondents (one from each school) representing 7.1% had master’s degree while the remaining 92.9% had bachelor’s degree. The master’s degrees were obtained before their recruitment into the teaching professional.

Table 3: Initial Academic Qualification of NQTs

Qualification	School A		School B		School C		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Bachelor’s Degree	17	94.4	12	92.3	10	90.9	39	92.9
Master’s Degree	1	5.6	1	7.7	1	9.1	3	7.1
Other(s)	0	0	0	0	0	0	0	0

Source: Field Survey, 2024

This shows that all respondents were tertiary graduates and qualified to teach at the SHS level irrespective of their status as professionals or non-professionals.

4.2 Research Question 1: What were the specific challenges faced by NQTs and perceived support needed with respect to their professional functions?

4.2.1 Specific Challenges Faced by NQTs during their Initial Practice

NQTs’ initial practice is seen as a difficult period in transforming their theoretical knowledge gained at the teacher education institutions into practice. It is therefore not surprising to face challenges when the realities of teaching and learning and other extracurricular activities set in. During data analysis, common themes that came up on specific challenges faced by NQTs in the three sampled schools were:

- a. Classroom Management Practices – Classroom management issues as outlined by 31 (73.8%) NQTs included understanding the diverse needs of learners due to individual differences, establish, maintain and restore relationship with students, optimizing classroom setting to boost academic performance, giving behaviour specific praise and setting clear expectation at the beginning of the academic year. Twenty-seven (64.3%) NQTs who were professional teachers reported that, despite the education and training received at the teacher education institutions, they were still not prepared for petty challenges like disciplinary measures and classroom management. Affirming to this challenge by NQTs, Okeke and Chibiko (2018) lamented that unplanned induction programmes barely help to prepare NQTs to manage the different activities and daily challenges in the classroom. Similarly, Zoutendijk and Mpisi (2022) added that creating a conducive learning environment such as formulating disciplinary measures for disturbing behaviours in the classroom proves to be very challenging.
- b. Lesson Notes Preparation – Preparing for lessons was a major challenge faced by all 42 NQTs during their initial practice. The induction programmes only highlighted the importance of lesson note preparation rather than guiding them on how to prepare specific notes for specific subjects. Due to this, 15 NQTs (out of 18) from School A narrated that they collected sampled lesson notes from experienced teachers and copied exactly what was written. This, according to them, served as a guide in their subsequent notes’ preparations. However, petty mistakes made by experienced teachers were repeated by NQTs. For instance, a Ghanaian Language teacher (from School A) who was teaching Twi (Asante) narrated this ordeal:

'I was asked to prepare lesson notes in the local dialect without any guide from any teacher or head of department which left me at the mercy of copying from experienced teachers.'

One NQT from School B who was teaching Christian Religious Studies (CRS) narrated this:

"I collected a sampled lesson note from a colleague from another school to copy only to be prompted by the head of department that, the lesson note of that particular subject deals with 'Relevant Assumed Knowledge (RAK)' and not 'Relevant Previous Knowledge (RPK)' which I had no idea of, hence I copied blindly".

- c. Instructional Practices – NQTs complained of how to adopt and make use of diverse instructional strategies and learning techniques to help learners understand concepts and improve on their learning outcomes. Three NQTs from School A who were teaching a student with special needs (speech and hearing impairment) narrated the ordeal they passed through during their initial practices because it was difficult for them to make use of differentiated instruction or multiple instructional methods to meet the learner's needs. Affirming with this challenge, Marie (2012) adds that choosing the best teaching strategy is a great challenge to most NQTs. Five NQTs from school C explained that, at the beginning, they felt they had learnt a lot at the teacher education institutions and could easily apply them in their classroom but were found wanting when they had no idea of when to apply what (instructional strategy) at a given time and how to obtain and make use of teaching and learning resources. Khadka (2021) asserts that a basic characteristic of an effective teacher is the ability to obtain and make use of teaching and learning resources, which are primarily learned and facilitated during induction programmes.
- d. Adjusting to Schools' Culture – Another theme that came up during discussion was adjusting to the norms and practices of the school at the initial stages of practice. All 42 NQTs explained that they experienced feelings of confusion when instructed to perform tasks without explanations or instructions. In the same line, Billingsley, Griffin, Smith, Kaman and Isreal (2009) laments that the range and volume of responsibilities can feel insurmountable given that NQTs lack established routines. NQTs tend to underestimate the amount of time that is needed to complete tasks, overestimate their abilities, and hold unrealistic and idealistic expectations which makes it challenging to adjust well with the norms and practices of the school (Draper and Forrester, 2009).

In adapting to school culture, Flores and Ferreira (2009) identified three major adaptation strategies of teachers based on research carried out in the Netherlands. They found that: i) teachers who feel familiar with the existing school culture simply adopt it; ii) teachers who feel the need to demonstrate to their colleagues and learners, their ability to operate in the existing school culture before attempting to change their teaching, adapt strategically to the school culture; and iii) teachers who disagree with the existing school culture decide to follow their own pace.

- e. Loneliness or Feeling of Isolation – This challenge was confirmed by all 42 NQTs and attributed it to poor and/or lack of socialization between old and new teachers, coupled with extracurricular activities and heavy workload resulting in feeling isolation and tiredness. Two NQTs narrated that, at the initial stages of their practice, they felt loneliness was individual feeling, hence, they were shy to consult their colleagues for help until they opened up to each other. This state of uneasiness is not different when Marie (2012) explained that school leaders often mention availability of support systems, yet NQTs still encounter problems but are unable to voice out because of fear of what other teachers may think of them. This shows weaknesses in the induction and support system for NQTs.

On the issue of socialization, one NQT from School A explained that,

"due to the size and limited space available at the Staff Common Room, most of the old teachers find comfort in sitting at vantage points at the schools' compound (mostly under trees) after lessons or during break time leaving the staff room to be occupied by NQTs. Due to this, it is very difficult for us to socialize with old teachers. We only interact or socialize with our colleagues NQTs and sometimes with teachers within our departments".

Zoutendijk and Mpisi (2022) lament that familiarising oneself at a new place was another challenge for NQTs resulting in loneliness. This is often due to all the cliques and drama among experienced teachers who often act friendly on the outside but provide no form of assistance when needed. Practically, this also exposes NQTs to school politics and existing counter-productive school cultures. Van Tonder

(2021) explains that even though some NQTs can identify their vulnerability, assess their weaknesses and make conscious efforts to overcome challenges, others develop a sense of self-doubt, lack of self-confidence in their capabilities and strong feelings of incompetence to perform tasks, thereby doubting their decision to continue teaching.

- f. **Work Overload** – According to all 42 NQTs, they assumed full responsibility after the orientation session and were assigned classes for active teaching and learning to commence. It was reviewed during interview that as part of their extracurricular duties, NQTs were placed on school committees and duty roster as teachers on duty for periods not less than one week. Five respondents (three from school A and two from school B) narrated that in addition to their teaching activities, they were also appointed as form masters and mistresses to assist students. This was evident as names of NQTs were pasted on the schools' (A and B) notice boards showing the extra duties assigned to them. This meant that, NQTs irrespective of their status, assumed full role as professional teachers. This is like practices in Seychelles where NQTs are assigned full responsibilities just like other members of the staff (Marie, 2012) and in Malta where they are tasked with home classes and are supposed to join social clubs (Bezzina, 2006). With the energy and extra time required for extracurricular activities as attested by Gordon and Maxey (2000), NQTs relapsed just after a few months.

Affirming to the above challenges faced by NQTs in the sampled schools, Marcelo, Marcelo-Martínez, and Jáspez (2021) warns that the effects of not curbing these problems poses serious threat to the quality of teaching and learning resulting in attrition. In short, the shift from student-teachers to NQTs is tagged as abrupt and lonely, not gradual and supported (Feiman-Nemser et al., 2003), which is often associated with uncertainty, lack of self-confidence, nervousness and worry (Billingsley et al., 2009).

4.2.2 Perceived Support Needed by NQTs.

These are considered as factors or activities that would be beneficial during induction. During interview, NQTs narrated that about 70% of the challenges they faced during their initial practice could have been solved or curtailed through effective mentoring and administrative support.

Firstly, NQTs expected mentors to be available and supportive to them just as they are to student-teachers during teaching practice to share ideas and adjust to the job easily. Similarly, narrating the needs of NQTs, Marable and Raimondi (2007) explained that NQTs need continuous and ongoing mentoring support in a non-evaluative process where mentors would listen to their issues and provide non-judgmental feedback to increase the richness of conversations. Affirming the needs of respondents, Wood (2005) indicates that group discussions on teaching strategies and interacting with experienced teachers can have positive impact on NQTs' professional growth and development. This, according to Wong et al. (2005) shows the level of acceptance and value attached to collegial interaction and support.

Secondly, NQTs advocated for administrators to be fully involved in the induction programme with formal and periodic training activities such as school-based InSET to address their concerns. Surprisingly, Marable and Raimondi (2007) mention training in the form of on-going staff development based on specific needs as one of the primary important needs of NQTs. William (2012) concludes that there is a relationship between job satisfaction and retention of NQTs, and availability of administrative support. It was evident that teachers become satisfied with their job when school leaders practice collective decision-making and ensure effective communication skills through proper channels.

Again, all 42 NQTs narrated that in addition to the general orientation, it was important to organize subject-specific and/or departmental-based induction, where support and CPD programmes are provided based on subject areas and mode of certification in order to address their diverse needs. Like the practice in Ghana, and affirming to the needs of the NQTs, Khadka (2021) laments that NQTs in Nepal are inducted without considering their area of specialisation. All NQTs and new teachers in a district are placed in the same orientation programme led by local trainers or resource persons. Due to lack of specialization, the induction programme is often unsuccessful. Almahmoud (2020) also acknowledges the importance of subject-specific induction which should include criteria for assessment, teaching and learning resources, curriculum requirements, etc.

4.3 Research Question 2: What were the limitations or weaknesses of the school-based teacher induction programmes?

4.3.1 Weaknesses of the School-based Teacher Induction Programmes

In the absence of official policy to guide teacher induction programmes in Ghana, school management team are responsible for organisation and implementation of their schools' induction programmes (Danso et al., 2022a; 2022b). Though all 42 NQTs went through a form of induction before the commencement of teaching, interview findings reviewed that it was centered on the orientation component leaving behind the mentoring and CPD components. The orientation component of the induction sought to introduce NQTs to the schools' management team and briefed them on what was expected of them as NQTs.

A summary of the weaknesses of the induction programmes organised by the sampled schools are:

- a. All 42 NQTs explained that they were introduced during a joint staff meeting with the whole teaching staff. Apart from formal introduction of school leaders, there was no information about vision, mission and philosophy of the schools.
- b. All 42 NQTs stated that the orientation component was more of introduction of school leaders and their expectations from NQTs. The latter were not given the opportunity to talk about their experiences and expectations.
- c. Thirty-one NQTs (representing 73.8%) from Schools A and B mentioned that teacher professional code of conducts outlined by school leaders were more like warning to male teachers because it was mostly centered on students-teacher relationship.
- d. All 42 NQTs mentioned that there was nothing like formal/informal mentoring. This meant that experience teachers were not obliged to support NQTs. Those who did, performed at their own will.
- e. All 42 NQTs confirmed that they were assigned classes and responsibilities right after receiving their letters of assumption of duty from their respective schools.
- f. Again, all 42 NQTs stated that there was no official training on lesson note preparation, classroom management approaches, student disciplinary measures, etc.
- g. All 42 NQTs mentioned that they were not briefed on the SHS curriculum before being assigned classes. Due to this, contact hours for lessons kept changing.
- h. Eighteen NQTs (representing 42.9%) explained that teaching syllabus were not given to them before classes were assigned to them. Syllabus were downloaded from GES website without any form of explanations from anyone.
- i. All 42 NQTs also stated that apart from staff meetings, there were no InSET programmes designed specifically for NQTs.
- j. All 42 NQTs had no idea of specialised Professional Learning Community (PLC) programmes, and what it entailed.
- k. All 42 NQTs explained that there were no discussions on issues of assisting learners with special needs though school A had a (final year) student with special needs.

Based on the concerns raised by NQTs, the induction programmes implemented by the sampled schools can be concluded as induction into the schools instead of the profession. This, according to Marie (2012) is considered as a functionalist type of socialization where NQTs are briefed on performing their core responsibilities of teaching immediately after being introduced to the culture of the school. In this sense, the exact and/or potential needs of NQTs are not addressed during the meeting. As revealed during interview, NQTs were not given the opportunity to interact with school leaders or discuss with colleagues their professional competence and expectations as new entrants.

Almahmoud (2020) indicates that weaknesses of induction programmes to a greater extent hinge on the components that are absent in the programme. Based on the summary of experiences shared by NQTs, the

weakness of the programmes by the sampled schools was attributed to absence of mentors and lack of CPD programmes.

a. Absence of Mentors

One of the weaknesses of the programme can be attributed to lack/inadequate support (emotional, physical and professional) due to the absence of the mentoring component. Table 4 shows the response of NQTs when they were asked if they had the opportunity to formally observe experienced teacher(s) within their subject area(s) prior to teaching.

Table 4: Observation of Experienced Teacher(s) within NQTs' Subject Area(s)

School	Yes		No	
	Freq.	%	Freq.	%
School A	2	22.2	16	77.8
School B	2	15.4	11	84.6
School C	4	36.4	7	63.6
TOTAL	8	19.0	34	81.0

Source: Field Survey, 2024

Table 4 shows that only a handful of respondents (8 representing 19.0%) were privileged to observe experienced teachers within their subject area(s) in the classroom. The remaining 34 (81%) were allocated with classes and began teaching (some days) after orientation.

During interview, all 42 NQTs revealed the frustrations they went through when they were assigned classes with no support with lesson planning, students' assessments and classroom management. Nine respondents (out of the 42) explained that they sought support from colleagues in other schools, while those who attended teacher education institutions relied on previous knowledge and experiences acquired during teaching practice which were somehow different from what was expected of them as practicing teachers. A study by McCollum (2014) communicated that, as part of the mentoring component of induction, pairing NQTs up with experienced teachers (mentors) within the same subject areas sought to improve and ensure NQTs' total development. It is believed that the mere existence of mentors in schools help NQTs to seek help even when support from assigned mentors is inadequate.

a. Lack of CPD Programmes

Another weakness of the school-based induction programme was the lack of CPD programmes for NQTs throughout their initial practice. Respondents explained that they only met at the departmental level after the orientation for formal introduction. Therefore, for both professional and non-professional NQTs who could not access CPD programmes, their professional learning came to an end right after the orientation component.

Atta and Mensah (2015) stated emphatically that there is a positive relationship between teacher professional development, teaching quality and academic achievement of learners. Hence, teachers, irrespective of their professional status, need CPD programmes to help them obtain up-to-date knowledge and skills.

4.4 Research Question 3: What guidelines can be developed and used to strengthen school-based teacher induction to promote the professional growth and development of NQTs?

The education system is in a constant transformative period toward ensuring the success of the school system,

the growth of the teaching profession and achieving positive learners' learning outcome (Van Tonder, 2021). Therefore, it is important to support NQTs during their initial practice and adjust to the system using a standardized approach. In general, the lack of formal policy to guide the induction programme has created inconsistencies with implementation of induction in Ghana (Danso et al., 2022a), resulting in weaknesses in addressing challenges and needs of NQTs. Similarly, a study by Malasha (2010) as cited in Banja (2015) also observed clear inconsistencies in the induction programmes for NQTs in Zambia due to lack of policies, and guidelines to ensure standard practices resulting in shallow, contradictory and unsupportive induction programmes.

As there are too many depressing and unreliable issues in relation to the components of induction, major themes/activities and effective support platforms (Danso et al., 2022a), the study went further to develop guidelines to serve as a guide for school leaders and stakeholders to organize and implement effective induction programmes for NQTs in SHSs. The guideline was deduced from analysis of official induction models from Europe, USA (Marie 2012), Asia (Britton et al., 2006; Wong et al., 2005; Draper et al., 2004) and some African countries such as South Africa (Van Tonder, 2021; Kadenge, 2021) where there are official and standardized policies, frameworks and models guiding teacher induction programmes for NQTs. Again, documents like 'The Collective Agreement for Teaching Staff within the GES' (Ghana Education Service, 2020) as well as concerns, suggestions and recommendations from the three categories of respondents during interview sessions contributed greatly to addressing issues raised by respondents towards outlining effective guidelines to strengthen the programme. The guidelines aim to provide positive contribution to SHSs, NQTs, mentors and learners.

Table 5: Induction Guidelines for School-based Induction Programmes in SHSs.

COMPONENTS	CONTENTS/ACTIVITIES	HANDLER(S)	DURATION
Pre-Induction Training for Stakeholders	a. Brainstorming on the importance of induction programmes. b. Discussion on the content, process and duration of the training programme. c. Discussion on mentoring requirements and criteria for selecting mentors. E.g. Heads of departments and experienced teachers. d. Roles and Responsibilities of stakeholders during induction.	District/Municipal Human Resource (HR) Officer	3-5days
Orientation	a. Introduction to the community (where necessary). Example chief, community/opinion leaders, etc. b. Information on the institution – history, founder(s), founding date, initial population, current population (staff and students' strengths), list of facilities in the school, etc. c. Vision, mission, objectives, code of conducts of the school. d. Introduction of School leaders, management members and their responsibilities in the school. e. Introduction of heads of departments, and heads of other units within the	Head of school and Assistant heads (Academic, Domestic and Administration)	1 Week

	<p>teaching staff.</p> <p>f. Introduction of heads of non-teaching staff and their respective roles and offices in the school.</p> <p>g. General performance of the school. E.g. academic, social, sports, etc.</p> <p>h. Incentives, remuneration, etc.</p> <p>i. Extracurricular Activities.</p> <p>j. Tour around the school to see facilities.</p>		
	<p>k. Code of Ethics of the profession and Conditions of Service.</p> <p>l. Criteria for Academic Promotions, District/Municipal, Regional and National Awards</p>	District/Municipal HR Officer	
	<p>m. Choosing the right Teacher Union e.g. Ghana National Association of Teachers (GNAT), etc.</p>	District/Municipal Union Executives	
	<p>n. School welfare scheme and membership criteria, etc.</p> <p>o. Expectations, impressions experiences from NQTs.</p>	Assistant head (Domestic) and Welfare Executives	
Mentoring	<p>a. Getting more experienced teachers to support NQTs (if needed).</p> <p>b. Assigning mentors to NQTs based on programmes and subject-specifics.</p>	Assistant head (Academic)	Intensive for 1 semester/term and should be extended throughout NQTs' first year of teaching.
	<p>c. Understanding the SHS curriculum including contact hours, timetable, syllabus, extra-curricular activities, etc.</p> <p>d. Training on lesson note preparation, instructional strategies, classroom management and disciplinary approaches, record keeping, etc.</p>	Assistant head (Academic) and Assigned Mentors	

	<p>e. Understanding the assessment of students and the grading system in the school.</p> <p>f. Frequent monitoring and supervision of NQTs to resolve challenges they encounter in the classroom and school.</p> <p>g. Expectations, impressions and experiences from NQTs.</p>	<p>Assistant head (Academic) and Assigned Mentors</p>	
Continuous Professional Development (CPD)	<p>a. School-based In-SET programmes.</p> <p>b. Expectations, impressions and experiences from NQTs.</p>	<p>Assistant head (Academic and Administration)</p>	<p>At least once in a term or semester (per each programme) throughout their first 3 years of teaching.</p>
	<p>c. District-based In-SET programmes via on-line or in-person through workshops, seminars, conferences, symposiums, etc.</p> <p>d. Expectations, impressions and experiences from NQTs.</p>	<p>District/ Municipal HR Officer</p>	
	<p>e. Professional Learning Communities (PLC) according to subject-specifics, and creating a culture of team planning through professional dialogue and sharing of ideas, demonstration of teaching strategies, etc.</p> <p>f. Expectations, impressions and experiences from NQTs.</p>	<p>HR Officer and selected District or Zonal Subject Leaders</p>	
	<p>g. Self-Development programmes or activities. E.g. conducting research, writing articles for publications, attending conferences, etc.</p> <p>h. Expectations, impressions and experiences from NQTs.</p>	<p>NQTs</p>	

Researcher's Construct

4.4.1 Explanation of the Developed Guidelines

The first column in table 5 shows the various components of induction for the training programme, the second

column displays specific contents or activities to be discussed under the various components, and the third column shows specific stakeholders responsible for activities in column two. The fourth column displays the duration or period for the various components/activities.

- a. Pre-Induction Training for Stakeholders – According to the developed guidelines, before the commencement of the programme, the District or Municipal HR officer should perform a critical role in organizing a detailed training programme for school leaders, mentors and other stakeholders on the importance of induction, specific contents to be presented, criteria for selecting extra mentors (if needed), etc. This will enable all stakeholders to be fully engaged in the organization, implementation and evaluation of the programme. When trained, stakeholders will be well aligned and have clear knowledge and understanding of the induction programme, their responsibilities as organizers and implementers, and what is expected of them. Van Tonder (2021) explains that training stakeholders help them support and engage NQTs in diverse ways to manage the numerous and unspecified responsibilities expected of them.

The guideline entails three major components of induction deduced from literature findings and themes from responses from respondents, which are Orientation, Mentoring and Continuous Professional Development (CPD) programmes.

- b. Orientation – The orientation component basically comprise giving in-depth information about the school (history), outlining the vision, mission, objectives and code of conduct governing the school, introduction of school leaders and management members, heads of various departments in the school, heads of non-teaching staff members and their responsibilities, general performance of the school, motivations and allowances, extra-curricular activities, as well as taking a tour around to see various facilities in the school. These activities are to be conducted by the Head of school and the three Assistant heads (Academic, Domestic and Administration) who are in the right positions as ‘managers of the school’ to provide accurate information to NQTs. The orientation should also outline the Code of Ethics of the profession, Conditions of Service, Criteria for academic promotions and Criteria for selection of teachers’ awards at the district/municipal and national levels. This vital information is to be addressed by the HR officer who gets first-hand information directly from the Regional HR secretariat. Critical information on teachers’ welfare scheme and choosing the right teacher unions are to be led by the school’s welfare executives (with support from Assistant head, Domestic) and District/Municipal union heads respectively. Since, effective orientation set the minds of NQTs at rest and helps them form a positive image about the teaching profession, it is proposed to last for a period of one week.
- c. Mentoring – From the guideline, the mentoring component deals with getting more experienced teachers to support NQTs in their daily activities. The Assistant head (Academic) should be responsible for ensuring that NQTs receive adequate support by assigning them with mentors based on their specialisation. Mentors are responsible for helping NQTs understand the curriculum and supervise their lesson notes and classroom management and disciplinary approaches in the classroom, and the grading and assessment systems used by the school. To ensure the professional growth and development of NQTs, mentoring should be very intensive for one full semester and should be stretched throughout their first year of teaching.
- d. CPD – The CPD programme outlined in the guideline consists of face-to-face school-based InSET which should be led by the Assistant heads (Academic and Administration). District-based InSET programmes should also be led by District/Municipal HR Officer via online or in person through workshops, seminars, etc. To create a culture of team planning through professional dialogue and sharing of ideas, there is the need to form Professional Learning Communities (PLC) based on subject specialisations where common issues can be addressed by fellow NQTs and experienced teachers. These learning platforms should be led by representative subject leaders who will be selected by subject teachers within the district/municipal under the supervision of the district/municipal HR officer(s). Again, the guidelines indicate the need for NQTs to take part in self-development programmes such as research and publications within their field of study to promote their professional knowledge. Since the CPD component is a continuous activity, schools and district-based InSET and PLC programmes should all be organized at least once in a semester (for each training) throughout the first 3 years of their teaching. Teamwork and ongoing dialogue on practical issues, experimentation and innovation in PLC and professional networks are effective breeding grounds for teacher professional learning which is widely acknowledged by Caena (2021). In support, Almahmoud (2020) explains that NQTs are keen to receive support based on their needs during PLC programmes when subject-specific content (led by

subject coordinators) is discussed. When specific needs are addressed during PLC programmes, it can help direct the development of the induction programme to fit individual needs rather than having NQTs fit into the general induction programmes.

The guideline gives avenue for NQTs to express themselves by outlining their expectations and impressions at the end of each session. This serves as feedback to evaluate the induction programme at the end of each component. Feedback will help make amends where necessary and improve on the overall outcome of the programme. Van Tonder (2021) explains that programme evaluation is necessary for quality improvement. This includes the constant gathering of data through feedback like NQTs' expectations, impressions, experiences, satisfaction level and efficacy towards enhancing the programme. Reflecting on the induction programme at every stage of the activity should be constant practice (just as indicated in the guidelines) to inform stakeholders about activities or contents that are yielding positive results and those that do not go well for better planning (Van Tonder, 2021).

When viewed closely, the developed guidelines address the three domains of professional skills (Professional values and attitude, Professional knowledge and Professional practice) to be acquired and developed by NQTs as outlined by the National Teachers' Standards (Danso, et al., 2022b). The orientation component indicated in the guideline will assist NQTs to acquire the right professional values and attitudes and exhibit acceptable behaviour expected of them, while the Mentoring and CPD components address the professional knowledge and professional practices of NQTs during induction. The content of the guidelines when compared with the TERL-induction model by Van Tonder (2021) addresses similar components such as proficient instructional mentors, diligent principals, multimodal support structures for beginning teachers, assertive programme leaders and continuous programme evaluation.

5. Conclusion and Recommendation

With the double task of teaching and learning to teach, the learning curve is usually tough for NQTs. Findings of the study show that, while the orientation component was helpful towards understanding their duties, majority of NQTs felt that the induction programme was impractical towards helping to improve instructional and classroom management practices. Rather, it was a formality practiced by the schools. The developed guidelines seek to enhance two major areas: teacher effectiveness/professionalism and teacher retention leading to positive learning outcomes of learners.

The guidelines cover diverse areas and activities necessary to improve the quality of NQTs and what is expected of them in the schools, as well as the type of support needed to enhance their expertise and promote their professional growth and development. When adopted, the developed guideline will ensure standard practices and strengthen the school-based induction programmes. The content in the guidelines serves as capacity building for all stakeholders and will equip them with fresh and innovative ideas. It is therefore recommended for adoption by the Ghana Education Service, Heads of SHSs and other stakeholders responsible for teacher induction in the country toward enhancing the capacity of NQTs to offer quality teaching and learning of all subjects offered at the SHS level and thereby sustain secondary education effectiveness in Ghana.

Declaration of Interest

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

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APPENDIX A

INTERVIEW ONE: NEWLY QUALIFIED TEACHERS (NQTs)

Please reflect on the experience you had when you participated in induction programme in your school as a Newly Qualified Teacher and answer the following questions:

1. a. What are the challenges you are facing as a NQT during your initial practice?
b. What is your perception of what you need as support?
c. What is your perception of the support you have received from the induction programme?
2. a. How does the induction programme facilitate your professional growth?
b. What are the strengths and weaknesses of your schools' induction programme?
c. What changes would you like to see in the Teacher Induction Programme?

INTERVIEW TWO: ASSISTANT SCHOOL HEADS

As an Assistant head of school (Academic), please reflect on the experience you had when you organised induction programme for NQTs in your school and answer the following questions.

1. A. What is your perception of what NQTs need as support?
b. What is your perception of the support NQTs received from the induction programme?
c. What is your perception of the growth and development of NQTs as a result of the support provided?

- d. What is your perception of the level of support that has influenced NQTs' professional practices?
2. a. What are the strengths and weaknesses of your school's Induction Programme?
b. What changes are likely to be made in your school's Teacher Induction Programme?

INTERVIEW THREE: GES MUNICIPAL HR OFFICER

Please reflect on the experience you had when you participated in teacher induction programmes organised by SHSs within the municipal and answer the following questions:

1. Are you involved in Teacher Induction Programmes organised by schools within the municipal?
2. From your own analysis, how do NQTs' perceive the induction programme?
3. What are the weaknesses of the induction programmes organised by the schools?
4. What are some of the suggestions to help reduce the above challenges?

APPENDIX B:

OBSERVATION CHECKLIST

1. 2021/2022 Academic year orientation programme for NQTs in Schools A, B and C
2. Teaching and Learning Activities in the classroom
 - a. NQTs' attitude towards teaching
 - b. Instructional strategies employed during teaching
 - c. Classroom management approaches
 - d. Effective use of teaching and learning resources
3. Collaboration between NQTs and Experienced teachers.