AKENTEN APPIAH-MENKAH UNIVERSITY OF SKILLS TRAINING AND ENTREPRENUERAL DEVELOPMENT, KUMASI

THE INFLUENCE OF INDUCTION SYSTEM ON THE PERFOPRMANCE OF PUBLIC BASIC SCHOOL TEACHERS IN THE WA MUNICIPLAITY

AYISHA HARUNA

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A Project Report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah-Menkah University of Skills Training And Entrepreneurial Development -Kumasi, in partial fulfillment of the requirements for award of the Master of Arts (Educational Leadership) degree.

OCTOBER, 2023

DECLARATION

STUDENT'S DECLARATION

I, AYISHA HARUNA, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:……. DATE:……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the Akenten Appiah-Menkah University of Skills Training And Entrepreneurial Development, Kumasi.

SUPERVISOR'S NAME: DR KOFI YEBOAH ASIAMAH

SIGNATURE:……. DATE:……

DEDICATION

I dedicate this work to my late mother Hajia Halimatu Sadia Issah, whose profound influence and enduring encouragement guided my academic pursuits. Your legacy lives on in my work and in my heart.

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ESP	-	Education Strategic Plan
NTC	-	National Teaching Council
TSC	-	The Teacher Service Commission
GES	-	Ghana Education Service
D/A	-	District Assemble
R/C	-	Roman Catholic
SPSS	-	Statistical Package for Social Sciences

ABSTRACT

The research explores the complex relationship between basic school teachers' productivity and efficiency and their induction methods. Data was collected from 51 teachers in public basic schools using a quantitative approach and descriptive design. The study focused on the factors that are critical to teacher development, the effect of induction on long-term performance, and the impact of various induction systems on instructional strategies and student outcomes. The results show that although most teachers had impressive credentials, their experiences with induction programmes differed greatly. There were many structured training programmes, professional learning communities, and mentorship programmes; each had a distinct effect on the effectiveness and satisfaction of teachers. Interestingly, there was a positive correlation found between high interaction frequency and improved teaching strategies, higher teacher satisfaction, and better academic performance as well as overall student development. The study comes to the conclusion that, even with a promising number of qualified teachers, there are still significant gaps in induction programmes, especially when it comes to customization and needs alignment. The study emphasises the necessity of ongoing assessment and flexible, individualised assistance. To ensure the well-being of teachers, recommendations include work-life balance promotion, individualised induction programmes, opportunities for continued professional development, and active teacher involvement in programme enhancements. In order to better understand the relationship between effective teacher induction programmes and student learning outcomes, more research is encouraged. This presents a promising path for future advancements in education.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Concerns about the quality of education in Ghana, especially in public basic institutions, have grown over the past few years. The Wa Municipality has struggled to give its pupils a high-quality education, much like many other regions across the nation. This issue is largely a result of a dearth of resources, poor infrastructure, and qualified instructors, among other things. The teacher is crucial to the operation of the school and the delivery of instruction. The head of the school must develop, in cooperation with the staff, a warm and supportive environment that will aid in the smooth transition of new teachers from university setting to the actual classroom environment. From the moment a new employee joins the company, they should be helped to gradually adapt to the environment until they reach a stable stage. The superintendent of the school is not excluded from this critical role in this process (Correa & Wagner, 2011). The Ghanaian government has implemented an induction program for new instructors as one method of addressing this issue. The system is made to help new teachers gain the skills and information necessary to deliver high-quality instruction to their students as well as the support and guidance they need to be successful in the classroom. According to Melton (2019), the teaching profession is extremely complex compared to other professions and is marked by a potential for ongoing anxiety on both a personal and professional level, especially in the first years.

Galyin et al., (2021) define induction as the process of incorporating a new employee into the team and serving as one of those crucial first impressions. Even experienced instructors who are familiar with the culture and goals of the school may find that

induction is effective. Introducing someone to your school's procedures is all that constitutes induction; instruction is not always required. At this point, the focus is on introducing the school and its unique characteristics rather than the actual instructing process. The newly hired teachers must rapidly prove themselves as a valuable employee. Never assume that an instructor will transition into a new position smoothly and without incident (Lewin & Stuart, 2003).

It is absolutely incorrect to assume that experienced teachers have prior job experience, and this fact must not be disregarded when delivering high-quality instruction. One error people make is assuming an employee knows how to do his or her work without providing any training. Galyin et al. (2021) add that induction aids new students in assimilating into a strong and well-formed unity already present in the school. Therefore, it's important to foster a sense of belonging and integration for new employees. Similar to this, the better acquainted people are, the more likely it is that they will be aware of each other's skills and talents as well as what is required of them to improve the standard of instruction and education in our schools.

It is paramount that each organization put together an induction plan for the new staff members as a way to aid in the new teacher's seamless integration into the organization. Inductions are typically disregarded, which prevents new teachers from having access to information about a variety of factors, including the school environment, local culture and geography, socioeconomic activities of the populace, ethnic context, and community expectations for the school (Nkwamu, 2009).

Therefore, it is unacceptable that Ghanaian head teachers frequently receive fresh educators from the school district education offices and assign them to classrooms right away without giving them the appropriate induction. Most of the time, when individuals accept appointments, whether they are new or on transfer, they are formally introduced to the staff members and asked to begin working (Lewin & Stuart, 2003). The employee is then left to his or her fate to figure out how to do the work by making mistakes. Due to this, the job moves along very slowly and is occasionally even beyond the organization's expectations. The researcher's interest in the Basic School teachers' induction in the Wa Municipality was sparked by these and other reasons.

1.2 Statement of the Problem

To enhance the quality of instruction in public basic schools, the Wa Municipality has adopted the induction system, which is a crucial part of teacher development. Concerns have been raised about its efficacy in raising pupil achievement, retaining newly hired teachers, and improving teaching quality. It helps to integrate new employees and might even be effective for instructors who are familiar with the culture and goals of the institution (Correa & Wagner, 2011; Galyin et al., 2021).

Nevertheless, the management strategy for induction is largely ignored. The Ghanaian government has made attempts to raise the standard of instruction in public basic schools, but there are still many issues that need to be resolved. The lack of efficient induction methods for new teachers is one of the major issues. (Keengwe & Adjei, 2012). The claims made by Cobbold support what Lewin and Stuart discovered. In a study on teacher education policy and practices in four low-income nations, Ghana, Malawi, Trinidad and Tobago, Lewin and Stuart (2003) found that none of the countries

had a formal policy for induction of newly hired teachers, and that the choice of how to properly introduce new teachers was left to the discretion of head teachers.

Many newly hired teachers in the Wa Municipality lack the necessary support and direction to succeed because they are not properly prepared for the difficulties they will face in the classroom. The standard of education in public basic schools may be significantly impacted by this lack of support and direction. New teachers may find it difficult to successfully manage their classrooms, create effective lesson plans, and deliver the kind of instruction required to help students thrive without the proper training and assistance.

Public basic schools are critical in building children's educational foundations in the Wa Municipality. However, these schools' performance has been a source of worry. While many factors influence school performance, the induction system, which includes orientation and assistance for incoming teachers, is sometimes disregarded. This system's success can have a substantial impact on a teacher's capacity to adapt and succeed in their profession, impacting overall school performance. Despite its significance, there has been little study into the impact of the induction system on school achievement in Ghana. The purpose of this research is to address the gap by analysing how the induction system impacts the performance of public elementary schools in the Wa Municipality.

1.3 Aims and Objectives

The main aim of this study is to investigate how induction methods affect the productivity and efficiency of teachers in elementary schools. The study specifically seeks to:

1. Pinpoint the essential elements of induction systems that support basic school teachers' professional growth and job satisfaction.
2. Look into the relationship between basic school teachers' long-term performance and retention rates and the length and intensity of their induction processes.
3. Contrast and compare various induction systems' effects on the teaching methods and overall performance outcomes of basic school teachers.

1.4 Research Questions

The is guided by the following research questions:

1. What are the essential elements of induction systems that support basic school teachers' professional growth and job satisfaction?
2. What is the relationship between basic school teachers' long-term performance and retention rates and the length and intensity of their induction processes?
3. How can various induction systems affect the teaching methods and student results of basic school teachers?

1.5 Significance of Study

This research is noteworthy for a number of reasons.

1. First, it will offer insightful information about the Wa Municipality's induction method and how well it prepares new teachers for the classroom. By using this data, the induction process can be improved and new instructors will be given the assistance and preparation they require to succeed.
2. Second, the study will aid in determining how the induction method has affected the standard of instruction in the public elementary schools in the Wa Municipality. Using this data, strategies can be created to raise the standard of instruction in these

institutions and guarantee that students are receiving the instruction they require to thrive.

3. Finally, the research will advance our understanding of teacher preparation and professional growth in Ghana. It will give useful knowledge of the difficulties new teachers in the Wa Municipality face and the methods that can be employed to aid in their professional growth.

1.6 Limitations of Study

The Wa Municipality was the sole focus of the research, and it may not be generalizable to other regions in Ghana or other nations. For the research, only public elementary schools in the Wa Municipality were utilized. The study's conclusions, however, can offer information and suggestions that can be applied to enhance the induction procedure and support the professional growth of new instructors in other parts of Ghana and elsewhere.

1.7 Definition of Terms

Induction system:

A process designed to support and guide new teachers as they enter the teaching profession.

Public basic schools:

Primary and junior high schools that are funded and managed by the government.

Wa Municipality:

A local government area in the Upper West Region of Ghana.

Teacher induction:

The process of preparing individuals to become effective teachers through formal education and professional development.

Professional development:

Ongoing training and education that teachers receive to improve their knowledge, skills, and effectiveness in the classroom.

1.8 Scope of Study

The introduction, statement of the issue, purpose of the study, research questions developed to guide the study, importance of the study, study scope, study limitations, and study organization are all covered in Chapter One. In Chapter 2, the theoretical and empirical literature survey of other authors on the subject will be covered. This part also discusses the literature on the frequency of inductions as well as the elements of induction and the reasons why inductions are not properly held in our schools. In Chapter 3, the methodology for the study which covers the research design, population, sample, and sampling techniques will be presented. The chapter will also cover the research instrument, pre-testing, the data gathering process, and data analysis. The topics to be covered in Chapter 4 include the study's findings, discussions of those findings, and an examination of those findings. Then finally, the summary, conclusion, recommendations, and ideas for additional research will be detailed in Chapter 5.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents a review on teacher induction examines how new teachers are supported and developed, and the effects of induction programs on retention, effectiveness, and student achievement. It provides an overview of current knowledge and identifies key issues for future research.

2.1 The Concept of Teacher Induction

The act of formally introducing new teachers to the classroom is known as teacher induction, and it is an essential part of the educational system (Kearney, 2014; Callahan, 2016; Galyin et al., 2021). It serves as a type of professional development meant to assist teachers in becoming successful educators. This procedure normally lasts for the first couple of years of a teacher's employment and equips them with the materials, opportunities, and guidance they need to succeed in the classroom. The main goal of teacher induction is to make entering the teaching profession easier and provide new teachers the tools they need to succeed. To tackle the high turnover rates that afflict the teaching profession, teacher induction programmes were created for a number of reasons (Wilkinson, 2009). Many new teachers quit their jobs within their first few years, according to research (Marabel et al., 2007; Buchanan et al., 2013; Dias-Lacy, Samantha, & Guirguis, 2017; Hernandez, Daniela, & Jamie, 2022). This is because they feel overworked and unsupported. By providing direction and emotional support, teacher induction addresses this issue and increases the likelihood that new instructors will remain in the field.

When it comes to classroom management, instructional tactics, and curriculum development, new teachers frequently confront a steep learning curve. According to Stanulis et al. (2009), teacher induction programmes offer educators the training and guidance they need to build engaging and successful learning environments. The development of mentor-mentee connections, which are essential for professional progress, is encouraged by teacher induction (Sowell, 2017). Experienced teachers act as mentors for their mentees, offering advice, sharing best practises, and guiding. These connections help people feel like they belong in the educational community and build a strong professional network (Sowell, 2017).

Technology integration and educational techniques are constantly developing in the sphere of education (Abbitt, 2011). In order to help new teachers, adapt to and succeed in a dynamic educational environment, teacher induction makes sure they keep up to date on the most recent trends, research, and innovations in the field of education. The learning results of students are significantly impacted by effective teachers. Teacher induction indirectly leads to better student achievement and success by providing new teachers with the resources and information they need to succeed (Prince et al., 2007).

2.2.1 Features of Effective Teacher Induction Program

The word "induction" refers broadly to the measures taken to help instructors adjust to a new work environment and culture. To serve the greatest number of pressing requirements before the start of the school year, a stand-alone programme should be prioritised. The creation of a strong teacher induction programme may facilitate the transfer for new employees by providing them with the space, relationships, and support they require to succeed.

The provision of mentoring and coaching is one of the tenets of a successful teacher induction programme (Glassford et al., 2007; Sowell, 2017). To offer continuous advice and assistance to rookie teachers, experienced educators often referred to as mentors are linked with them. These mentors are an invaluable source for new teachers, providing expertise about curriculum, classroom management skills, and instructional practises. Mentors may give new instructors individualised input and help them solve particular issues they may have through regular one-on-one sessions and classroom observations (Sowell, 2017). For rookie instructors to develop, observation and feedback in the classroom are essential. Mentors or instructional coaches frequently watch newly hired instructors in action and offer helpful criticism (Ovando, 2005). These observations assist brand-new teachers in honing their instructional techniques, putting in place efficient classroom management techniques, and improving their teaching abilities. In addition, new teachers are given the opportunity to take charge of their professional growth through self-reflection and goal-setting based on observation feedback (Ovando, 2005).

The greatest way for new teachers to hone their teaching techniques and keep current with educational best practises is through ongoing professional development. According to Howe (2006) and Martin, Buelow, and Hoffman (2016), effective teacher induction programmes include a variety of professional development opportunities that are targeted to the requirements of incoming educators. Workshops, seminars, and training sessions on subjects including pedagogy, evaluation techniques, and subject-specific content knowledge may be included in these possibilities. New teachers receive the skills they need from professional development to offer high-quality instruction and adjust to shifting educational environments. A wider professional network is

encouraged for new teachers to interact with via effective teacher induction programmes (Wong, 2004). This frequently entails joining professional associations, going to educational conferences, and attending gatherings where educators may network. Creating professional networks enables novice teachers to have access to beneficial materials, be exposed to cutting-edge teaching techniques, and get assistance from more seasoned colleagues.

Workshops and orientation sessions are essential elements of teacher induction programmes. These workshops assist new instructors adjust to their new workplace by introducing them to the policies, practises, and culture of the school. Critical educational subjects including diversity and inclusion, special education, and technological integration are also covered in workshops and seminars. New teachers who take part in these workshops get a comprehensive grasp of the educational environment and their place within it (Curran & Goldrick, 2002; Wong, 2004; Wilson, 2008).

Effective teacher induction programmes promote collaborative learning (Park et al., 2014). Opportunities for close collaboration with their colleagues are provided for new teachers, building a feeling of neighbourhood and shared knowledge. Teams organised by grade level or subject make it easier to share ideas, resources, and best practises. Collaboration helps new teachers improve professionally while also fostering a welcoming and inclusive school climate (Leithwood, Jantzi, & Steinbach, 2021).

Effective teacher induction programmes acknowledge that every new teacher has particular professional objectives, abilities, and shortcomings (Cherubini, 2007). Consequently, the creation of individualised assistance plans is a common component

of these programmes. Specific goals, deadlines, and milestones for professional development are outlined in these programmes. New teachers' goals are regularly checked to ensure they are being met, and changes can be made to the support plan as necessary. Effective teacher induction programmes take into account new teachers' long-term career objectives and demands for professional development (Ewing, Manuel, 2005). Although the initial induction phase is important, these programmes also stress the need of continuing development after the induction phase. This long-term view helps beginning instructors imagine a fruitful and satisfying career in teaching.

The effectiveness of programmes for teacher induction depends heavily on administrative assistance. Principals and other administrators at schools are crucial in ensuring that new teachers have access to the tools, materials, and technology they require. Additionally, they convey precise expectations and offer direction about district and school rules. In order for new teachers to succeed, administrative assistance promotes a supportive environment (Glassford et al., 2007; Kutsyuruba, 2020). It may be emotionally difficult to teach, especially at the beginning of one's profession. Effective induction programmes place a high priority on emotional and well-being assistance in recognition of this. For managing stress and avoiding burnout, they offer tools and advice. It's essential to promote a positive work-life balance if you want to keep teachers motivated and dedicated to their careers.

Effective teacher induction programmes must include assessments and evaluations. To gauge the program's efficacy and development, evaluations are carried out on a regular basis (Wood & Stanulis, 2009). It is gathered feedback from mentors and new instructors to determine opportunities for programme development. The programme is

updated to match the changing requirements of new teachers and is in line with best practises for teacher induction thanks to data-driven decision-making.

Technology integration is a crucial component of teacher induction in the current digital era. Effective programmes guarantee that new instructors receive instruction on how to utilise software and hardware for instructional purposes. They promote the use of technology in class preparation and delivery, giving new teachers the tools, they need to engage students in creative ways (Sugar, 2005).

2.2.2 Methods and Metrics of effective Induction Programs

Teacher induction programmes aim to increase new teachers' retention and effectiveness while easing the transition from training to the classroom. Depending on the objectives and results that are important, several techniques and metrics are employed to evaluate the efficacy of these programmes. Depending on the objectives and results that are important, several techniques and metrics are employed to evaluate the efficacy of these programmes. Surveys, interviews, observations, portfolios, and information on student performance are a few examples of frequent procedures. Teacher satisfaction, self-efficacy, retention rates, instructional quality, and student learning outcomes are a few typical measures. These techniques and metrics can offer insightful input that can be used to enhance teacher induction programmes after they have been designed. For instance, surveys can gauge the attitudes and perceptions of brand-new teachers and their mentors; interviews can offer in-depth insights into the difficulties and successes of brand-new teachers; observations can gauge the effectiveness of teaching practises and provide feedback; portfolios can demonstrate the growth and development of brand-new teachers; and student achievement data can show the effect of brand-new teachers on student learning (Boyd et al., 2009).

2.3 The Relationship between Teacher Induction and Student outcomes

Improving student outcomes, which may be evaluated by academic performance, engagement, motivation, and behaviour, is one of the key objectives of teacher induction. The link between teacher induction and student results, however, is neither clear-cut nor easy to understand. Both teacher induction and student results can be influenced by a variety of variables, including the school climate, teacher and student characteristics, curriculum, assessment, and policy. It is crucial to look at the data to determine how and when teacher induction influences student results.

One of the most important ways that teacher induction influences student results is through improved teaching methods. Professional development elements are frequently included in induction programmes to assist new teachers in improving their pedagogical practises, classroom management abilities, and curriculum design skills (Stanulis et al., 2009). As a result, they are able to teach their pupils more effectively, meet their different learning requirements, and provide fun learning experiences for them.

For the purpose of fostering a positive learning environment, effective classroom management is crucial. Classroom management tactics are frequently included in teacher induction programmes, giving new instructors the skills, they need to set clear objectives, uphold discipline, and foster a pleasant learning environment (Gaddy, 2020). Students are more likely to pay attention, participate actively, and do better academically when they feel comfortable and involved in the classroom.

Differentiation and personalised learning are additional crucial components of teacher induction programmes. In order to better address each student's requirements, new instructors can use these techniques, which acknowledge that kids have different

learning styles, abilities, and problems (Sheve et al., 2010; Antonova & Bontchev, 2019). Students benefit from higher academic achievement and advancement regardless of their particular learning characteristics.

Effective teaching is based on building strong relationships with students and teachers. Programmes for new instructors that promote open communication, trust, and respect for one another are known as teacher induction programmes. Students are more motivated to perform well in school and participate actively in the learning process when they believe that their teachers appreciate and encourage them (Bartell, 2004).
A comprehensive study by Ingersoll and Strong (2011) found strong evidence that teacher induction improves student results, particularly in reading and mathematics. The research also discovered that thorough, intense, and long-lasting induction programmes have the strongest influence on teacher performance. This means that the programmes must have a number of components, be long-term (at least two years), and offer enough time and funding for assistance. The review also asserted that through lowering teacher turnover, raising teacher commitment, and improving teacher quality, teacher induction can indirectly affect student outcomes.

Not all research, meanwhile, have shown that teacher induction improves student results. Depending on the nature and calibre of the induction programme, the outcome measures utilised, and the analysis techniques, several studies have revealed conflicting or null results. For instance, Glazerman et al. (2010) showed that a federally financed induction programme had no appreciable benefits on student success or teacher retention after two years. The programme, according to the authors, was not carried out faithfully or vigorously, and the outcome measurements were insufficiently sensitive to pick up on minute impacts.

Only if the induction programmes are well-designed, well-implemented, and well-evaluated will teacher induction have a beneficial impact on student outcomes. Teacher induction is a complicated and dynamic process that needs careful preparation, monitoring, and modification rather than a one-size-fits-all approach. Along with other elements of the educational system, such as curriculum standards, assessment procedures, and accountability regulations, teacher induction should be coordinated with these elements as well. As a result, teacher induction can assist new instructors in developing into proficient educators who can promote the learning and achievement of their students.

2.4 Effect of Teacher Induction System

2.4.1 The Role of Teacher Induction in Fostering the Professional growth of New Educators

The practise of guiding, assisting, and mentoring new educators when they join the field is known as teacher induction. It seeks to assist people in acquiring the abilities, information, and attitudes necessary for efficient instruction and learning. Induction programmes for new teachers can help them advance professionally in the following ways, according Aritino (2012), Israel et al. (2014) and Gratacos et al. (2023):

- Increasing their self-efficacy and sense of competence as educators, this can boost their drive and effectiveness in the classroom.
- Giving them feedback and constructive criticism from mentors, peers, and supervisors with plenty of experience so they can recognise their strengths and places for development.

- Introducing them to various teaching techniques, approaches, and tools, this can expand their range of instructional tactics and improve their pedagogical topic understanding.
- Encouraging them to engage in collaborative inquiry with other educators and reflect on their own practise, which can help them develop their ability to think critically and solve problems.
- Making it easier for them to fit in with the school's culture and community, this can strengthen their sense of devotion to their career and sense of belonging.

Teacher induction is an important part of teacher education and professional development because it has a big influence on the quality of teaching and learning in schools. It can also have an impact on new educators' retention and attrition, as well as their job happiness and well-being. As a result, all stakeholders involved in education, including policymakers, administrators, teacher educators, mentors, co-workers, and students, should view teacher induction as a priority and a duty.

2.4.2 The role of Mentors, Experienced teachers or Induction Specialist in providing Guidance and emotional support to new teachers

Mentors, experienced teachers, or induction experts play an important role in new teachers' professional growth and retention by giving guidance, counsel, and emotional support (Fulton, 2005; Israel et al., 2014). In their initial years of teaching, new instructors frequently confront several problems and difficulties, such as classroom management, curriculum planning, assessment, differentiation, and teamwork. Stress, solitude, frustration, and exhaustion are all possible (Nahal, 2010).

By giving them continual feedback, coaching, modelling, resources, and chances for reflection and learning, mentors, experienced teachers, or induction experts may assist new teachers in overcoming these obstacles (Vikaraman, Mansor, & Hamzah, 2017). Additionally, they may assist brand-new educators in developing fruitful connections with pupils, peers, parents, and administrators. They may also aid brand-new teachers in gaining self-awareness, self-assurance, and educational efficacy. Mentors, seasoned educators, or induction experts can increase the standard of instruction in classrooms and assist to bettering student results by doing this.

Because they provide individualised and continuing support that can help new instructors get through the difficulties and disappointments of teaching, one-on-one mentoring relationships are particularly crucial for them (Marble et al., 2007; White et al., 2010; Bressman et al., 2018). Mentors may impart their knowledge and experience to novice instructors, offer them helpful criticism and advice, set an example of good teaching techniques, and motivates them to reflect on their own instruction. As well as fostering a positive outlook towards learning and progress, mentors may assist new teachers in feeling a sense of pride and confidence in their job (Bickmore et al., 2010).

Additionally, one-on-one mentoring relationships may be advantageous for mentors, students, and new instructors alike. By engaging in collaborative inquiry and debate, as well as by learning from the views and inquiries of new teachers, mentors can accelerate their own professional development (Moir, 2009). Teachers that are more competent and driven to succeed will be able to provide students greater learning chances and outcomes. As a result, one-on-one mentoring relationships are an important resource for society as a whole and the educational system.

2.4.3 Effective Teacher Induction and Teacher Retention

The capacity to maintain instructors in the field for a long time is defined as teacher retention according to Buchanan et al. (2013). Effective teacher induction and teacher retention are strongly correlated, according to research and practise. The obstacles and difficulties new teachers have during their first few years in the classroom, such as classroom management, curriculum preparation, instructional tactics, assessment, teamwork, and professional development, may be solved with the use of an efficient teacher induction programme (Stanulis et al., 2009). Effective teacher induction may also strengthen new teachers' commitment and drive to remain in the field by fostering sense of belonging, competence, contentment, and confidence in them (Day et al., 2006). The loss of teachers from the profession due to many causes, such as discontent, burnout, stress, personal concerns, or career change, can be decreased through effective teacher introduction (Scott, 2019). For students, schools, and the education system as a whole, teacher turnover has detrimental effects, including decreased student achievement, greater expenses, lower morale, and lower educational quality (Marinette, 2017). Therefore, good teacher induction is advantageous for students, schools, society, as well as new instructors.

2.5 Challenges and Strategies

2.5.1 Challenge and Barriers that Educational Institutions Face when Implementing Teacher Induction Programs

Programmes for new teachers' induction are created to help them make the transition from pre-service education to in-service practise. They seek to improve the calibre, retention, and professional growth of teachers. However, when executing teacher induction programmes, educational institutions may run into a number of difficulties and obstructions. Some of these difficulties and obstructions include:

- **Limited resources and finance**

In order to provide new teachers coaching, training, mentorship, and assessment, teacher induction programmes need sufficient finance and resources (Banville, Dominique, & Rikard, 2009). However, many educational institutions struggle to commit enough money and resources for teacher induction programmes due to tight budgets and conflicting priorities. As a result, some schools or districts may not have any induction programmes at all, provide new teachers with low-quality or inconsistent induction support, or perhaps none at all (Horn et al., 2002).

- **Poor leadership and collaboration**

Administrators, mentors, coaches, and other stakeholders must exercise strong leadership and collaborate on teacher induction programmes. The structures and procedures for successful leadership and cooperation that support the design, execution, and assessment of teacher induction programmes may be lacking in some educational institutions. According to Fantilli et al. (2009), this might lead to unclear goals, responsibilities, expectations, and accountability for induction assistance as well as disputes and opposition among stakeholders.

- **A lack of coherence and alignment**

The curriculum, standards, assessment, and professional development policies and practises of the educational system should be linked and consistent with teacher induction programmes (Wilson, 2011). However, certain educational institutions may have difficulties in ensuring that teacher induction programmes are aligned and coherent with the larger educational setting. In terms of what new instructors are expected to teach, learn, and accomplish, this may cause confusion, inconsistency, or contradiction (Canrinus et al., 2017).

- **Insufficient difference and diversity**

The requirements, backgrounds, experiences, and interests of incoming teachers should be taken into consideration by teacher induction programmes. To fulfil the unique requirements of incoming instructors based on their subject areas, grade levels, school circumstances, or personal qualities, certain educational institutions may find it challenging to offer tailored induction support. This might lead to generic or inappropriate induction support that ignores the special difficulties or chances that new instructors face.

2.5.2 Strategies for overcoming the Challenge and Barriers that Educational Institutions Face when Implementing Teacher Induction Programs

To Educational institutions must take a planned and comprehensive approach to teacher induction programmes in order to overcome these obstacles and problems. This implies that they must:

- Ensure that teacher induction programmes have enough financing and resources by promoting their significance and advantages, looking for outside grants or partnerships, or reallocating already-existing finances or resources.
- Create efficient leadership and collaboration structures and procedures for teacher induction programmes by including all pertinent parties in the decision-making process, outlining their responsibilities, offering them support and training, and promoting a climate of trust and respect.
- The curriculum, standards, assessment, and professional development policies and practises of the educational system should be aligned with the teacher induction programmes to ensure their alignment and coherence with the larger educational context. They should also be periodically reviewed and updated based on feedback and empirical data.

- Offer diverse and tailored induction support to new teachers by evaluating their individual needs, preferences, strengths, and areas for development; matching them with qualified mentors or coaches; providing a range of learning opportunities; and adjusting the induction support's content and delivery to their particular contexts.

2.6 The Role of Educational Policies and Government Initiatives in shaping Teacher Induction Programs

Teacher induction programmes aim to increase new teachers' retention and effectiveness while easing the transition from training to the classroom. The function and characteristics of teacher induction programmes have been affected by diverse educational policies and government efforts in a variety of circumstances. The "Teacher Education Reform Project" was established in Ghana in 2018 to reform teacher training. The initiative went into action in 2018 when the nation's colleges of education accepted their first group of 4-year degree candidates. The initiative intends to raise the standard of pre-service teacher education, support school-based professional development, and implement a teacher induction programme and licence exam. For newly certified teachers in their first year of teaching, the teacher induction programme is anticipated to offer coaching and mentoring support (Buabeng et al., 2020).The Government of Ghana has initiated key education reforms to transform teaching and learning and improve educational outcomes under the Education Strategic Plan (ESP 2018-2030), which was approved by the cabinet in November 2018. This plan sets out the vision and policies for realizing the ambition of transforming Ghana into a 'learning nation' (Buabeng et al., 2020).

A further effort is the “National Teaching Council (NTC)”, which was created by the Education Act 2008 (Act 778) and is responsible for registering and licencing teachers in Ghana. The NTC is in charge of creating criteria for teacher induction programmes and making sure that these programmes are appropriate for incoming teachers (Buabeng et al., 2020). To address the difficulties in teacher education and development, particularly those faced by teachers, the “Integrated Strategic Planning Framework for Teacher Education and Development” was established in South Africa in 2011. In addition to providing guidelines for the orientation programme for newly appointed and promoted teachers, the framework emphasises the introduction into the profession as a crucial stage of the teacher education continuum. The goal of the orientation programme is to make sure that new teachers have a seamless transition into their new school and the educational system in general. The orientation programme covers details on the South African educational system, the legal system, the curriculum, assessments, learner assistance, teacher development, school administration, and professional ethics (de Clercq, Francine, & Phiri, 2013).

The Teacher Service Commission (TSC) in Kenya has put in place an introduction programme for incoming teachers to aid in their professional growth. This programme offers new teachers guidance, instruction, and support to help them develop into successful teachers (David et al., 1013). The Federal Ministry of Education in Nigeria has also started a number of measures to help the nation's teacher induction programmes. By giving new teachers the assistance they require to be successful in the classroom, these efforts seek to enhance the quality of teaching and learning (Ejima & Okutachi, 2012).

The “National Commission on Teaching and America's Future” has pushed for thorough induction programmes that incorporate mentorship, professional development, cooperation, and evaluation in the United States. According to the commission, induction programmes can raise student achievement, boost teacher quality, and decrease teacher attrition. To promote incoming teachers' professional development and competency, Nepal's “Teacher Service Commission” has suggested a teacher induction programme. Initiation, peer support, mentorship, school visits, workshops, and assessment would all be included in the programme. The programme would seek to address issues with classroom management, curriculum implementation, assessment, and pedagogy that new teachers encounter (Wood, 2005).

A national framework for teacher induction has been created in Australia by the “Australian Institute for Teaching and School Leadership”, which describes the tenets, benchmarks, and components of successful induction courses. The framework places a strong emphasis on the necessity for induction programmes to be customised to the needs of specific instructors, schools, and environments. The framework also recommends that induction programmes engage a variety of parties, including mentors, school administrators, co-workers, and outside partners (Kearney, 2014).

2.7 Empirical Reviews on Teacher Induction

In the Amamisie Central District of the Ashanti Region, the induction system and its effects on public basic schools were the focus of a research by Agyekum (2018). Identifying training and induction programmes at these institutions, figuring out what makes induction practises unsuccessful, and evaluating the benefits of effective induction programmes on teaching and learning were the goals. Quantitative data was

gathered using a descriptive survey approach with 82 respondents as the overall sample size, comprising 41 head teachers and 41 assistant head teachers. According to the survey, the majority of respondents had professional diplomas, bachelor's degrees, or master's degrees, which demonstrated their high level of expertise. The survey also discovered that different introduction and training programmes were set up in the schools. The majority of respondents thought the training and induction programmes in the study area were somewhat effective, but work overload, member discord, a lack of an induction policy blueprint, financial restrictions, unfavourable school conditions, and antagonistic community attitudes were some reasons why training and induction was ineffective. A positive school climate, teacher retention, early collegiality, effective integration of new employees, maximum effectiveness, and the provision of training tools and other needs were all outcomes of effective organised training and induction programmes, according to the study Other significant outcomes of these programmes were ensuring a healthy school environment and culture, giving new teachers training resources, and helping them comprehend the terms and circumstances of their employment**.**

Although there has been much written about teacher induction, few thorough studies have examined the impact of induction on teacher quality and retention. This was the conclusion reached by Lopez, Lash, Schaffner, Shields, and Wagner (2004) after reviewing 89 studies (3 experimental, 41 quasi-experimental, 22 qualitative, and 23 reviews of research). For a number of reasons, including the absence of a definition of core factors, reliance on self-reporting, the use of just one outcome measure, and a large number of potentially confounding variables, the studies examined by Lopez et al. were poor. Lopez et al. were unable to draw the conclusion that teacher induction programmes had an effect on teacher quality or retention due to these limitations.

To evaluate the effects of thorough induction, teachers were observed over a three-year period. There was no difference in student success or teacher retention after a year of thorough indoctrination. However, third-year student success increased for teachers who had three years of thorough introduction. The outcome was the same as raising a student from the reading 50th percentile to the reading 54th percentile and the maths 58th percentile. According to Glazerman et al. (2010), there was no effect on teacher retention.

The purpose of Abrafi's (2011) study was to look at the difficulties new instructors in the Suame Circuit encountered during their induction. The study targeted all teachers in the eight elementary schools that make up the Suame Circuit and employed a descriptive research design with a quantitative approach. 162 participants, including teachers and head teachers, were chosen using the census sample approach. According to the research, newly hired instructors were trained on a variety of topics, including the teacher's role in the school system, how to prepare lecture notes, service requirements, and how to resolve conflicts. The induction programme strengthened professional development, helped new teachers adjust to the workplace, increased their subject-matter expertise, gave them access to the essential training materials, ensured a pleasant learning environment in the classroom, and encouraged early collegiality among teachers in the professional community. The Suame Circuit faced difficulties with the induction of new teachers, though, including a lack of time to plan the programme, poor communication between school leadership and district officials, a lack of a blueprint for the procedure, a lack of funding for carrying it out, a lack of seriousness when delivering the induction, and a lack of cooperation among participants. According to the study's findings, the Suame Circuit's induction

programme significantly increased teachers' professional development, successful integration, teaching confidence, and early teacher collegiality. The programme still faces difficulties such a lack of funding, poor communication between district officials and school leadership, and limited time.

In the Mbeya area, the Nkwamu (2009) research evaluated the efficacy of a two-year programme versus an introductory programme for secondary school teachers. 14 secondary schools from six districts participated in the study, along with newly hired staff members, headmasters/mistresses, tutors, school inspectors, and pupils. Data were gathered through surveys, observation logs, documentary reviews, and interviews. According to the study, both programmes gave instructors information, attitudes, and a professional code of conduct that were reflective of how well they performed during the teaching and learning process. However, it was discovered that the two-year training programme was more professional in focus, which made the trainees more productive than those taught under the introduction programme. The study suggests that in order to increase the number of student teachers enrolled, the growth of secondary schools should also coincide with the extension of teachers' colleges. Furthermore, the in-service training for induction-trained instructors has to place more of an emphasis on diploma programmes.

In Windhoek, Namibia, Robert conducted a research in 2014 on rookie teachers' opinions on school-based induction programmes with the goals of evaluating the programmes' efficacy, identifying their nature, examining their opinions, and identifying the assistance required. Eight new instructors and four department heads participated in the study, which used in-depth interviews, documentation analysis, and

observations. The findings demonstrated the need of a school-based induction programme for new teachers' adjustment to their new setting. The study suggested starting these programmes sooner rather than waiting for inexperienced teachers to make mistakes.

Ingersoll and Strong (2011) looked at 15 papers published between the middle of the 1980s and 2010. Only studies with comprehensive descriptions of the techniques, data sources, sample sizes, procedures, and outcomes were considered, as well as research that compared outcome data for participants and non-participants. A series of studies that looked at at least one feature of teacher induction programmes were produced as a consequence of the parameters. Overall, the studies supported the assertion that induction programmes increase new teachers' commitment, work satisfaction, and retention. The training provided to new instructors during their induction period also helped them improve their classroom management, questioning techniques, and ability to keep pupils on topic. This is significant as new instructors have reported having difficulties adopting instructional techniques and managing the classroom (Cochran-Smith & Zeichner, 2005). On academic success assessments, pupils whose instructors took part in teacher induction programmes performed better than students whose teachers did not. As a consequence of this study, more research is required to determine the type, length, and level of induction that yields the greatest outcomes. The cost-benefit analysis of induction programmes for districts also need more investigation.

Perry and Hayes (2011) conducted a two-group comparative research of teacher induction procedures using a matched group of 44 newly recruited K–6 teachers in one district (22 in the treatment group and 22 teachers who supplied a matched comparison). A teacher orientation programme was attended by the teachers in the treatment group.

A questionnaire about their familiarity with the district's educational practises and policies was completed by all of the study's instructors. Before the school year began, there was an initial induction procedure, and during the course of their first two to three years, there was continual professional development. Training, teamwork, coaching, and trips to model classrooms were all part of professional development. Teachers were better able to use assessment findings to enhance instruction and raise student success in their third year of the programme. There was no difference between participating instructors and non-participating teachers in other areas. Both groups of instructors showed no differences in their capacity to interact with children and parents, comprehend classroom management strategies, track student improvement, and apply research-based practises between their first and third years of teaching. The findings showed that for induction to properly integrate instructors into a district and realise the benefits of the programme, it must be a multiyear, thorough process. The research did not cover the cost-benefit analysis of this programme.

2.8 Summary

Teacher induction is a crucial aspect of the educational system, aiming to help new teachers become successful educators. It provides them with necessary tools, support, and guidance to address high turnover rates and ensure they feel supported and well-prepared. Effective induction programs include mentoring, professional development, workshops, collaboration, individualized assistance plans, administrative support, and emotional well-being. These components create a nurturing environment for new teachers, fostering their professional growth and developing into proficient educators.

Research suggests that well-designed and comprehensive teacher induction programs can positively impact student outcomes. These programs contribute to better teaching methods, classroom management, differentiation, and strong teacher-student relationships. Mentors, experienced teachers, or induction specialists play a crucial role in providing guidance and emotional support to new teachers, helping them navigate the challenges of their profession.

Effective teacher induction programs are closely linked to teacher retention, as they help retain educators in the profession, reducing turnover rates and benefiting students, schools, and the education system. However, educational institutions face challenges such as limited resources, poor leadership, lack of coherence, and insufficient differentiation. To overcome these challenges, institutions must prioritize funding, establish strong leadership structures, align with broader educational policies, and offer tailored support to new teachers.

Government initiatives and policies also play a crucial role in shaping teacher induction programs. Empirical reviews show mixed results, with some studies showing positive impacts on teacher quality, retention, and student outcomes, while others highlight limitations and the need for more research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides an overview of the study's population and sample, data collecting tools, techniques, and data analysis tools. Examining how the induction system affects the performance of public elementary schools in the Wa Municipality was the goal of this study.

3.1 Research Approach

The researcher adopted a quantitative technique with a descriptive design. The arranging of settings for data collection and analysis in a way that tries to combine relevance to the study objective with efficiency in method is how Kothari (2004) defined research design. This basically answers the questions of what, when, why, and how the study was conducted base on Ary, Jacobs, and Razevieh's (2002) assessment. In order to reach relevant findings, descriptive research answers research questions about the state of the subject of study and paints a picture of the specifics of a scenario.

The descriptive survey approach was deemed appropriate for this study because it has the benefit of obtaining insightful data from a sizable population and also made it possible for the researcher to gather comprehensive and precise responses on the difficulties in integrating newly hired teachers into public basic schools in Wa West municipality.

3.2 Population of Study

All of the teachers working in the public elementary schools in the Wa Municipality were the study's target group. There are 1,470 teachers working in 313 public basic schools in the Wa Municipality, according to figures from the Ghana Education Service (GES, 2023). A representative sample of teachers was chosen from various schools and circuits using a stratified random selection approach. The eight circuits in the Wa Municipality were used by the researcher to first split the population into strata. The schools in the Vieri circuit were used for this survey. The basic schools in this circuit includes;

- Nerikuteng Primary School
- Vieri Methodist Primary School
- Berinyasi D/A Primary School
- Varimpere Methodist Primary School
- Diesi D/A Primary School
- St. Mary's R/C Primary School
- Bongberi D/A Primary School
- Wolonyiri R/C Primary School

3.3 Sample Size and Sampling Technique

3.3.1 Sample Size

According to Kusi (2012), a sample is a chosen subset of the population of interest and is made up of all the persons in the population that the researcher is interested in learning more about. An updated list of every teacher employed by the public basic schools in the Vieri circuit was collected from the Wa West Education office in order to establish the study's proper sample size. The total population was 78 teachers.

Using Cochran's (1977) formula; N / (1 + N * e^2)

where; N=population size

n=sample size

e=margin error

$$n = {}^{78}/_{1 + 78\ (0.05)^2}$$

$$n = 51$$

The sample size chosen for this survey was 51 with a confidence level of 95% and margin of error 5%.

3.3.2 Sampling Technique

The simple random sample method was utilized in this survey to select the 51 teachers from all the public basic schools in the Vieri circuit. The simple random sampling method is a probability sampling method that involves selecting a subset of participants from a population. By using this method, each member of the population has an equal chance of being selected for the survey. Any research done on this sample should have high internal and external validity and be less susceptible to research biases like sampling bias and selection bias because it uses randomization.

3.4 Data Collection Instrument

A questionnaire was the primary tool utilised in this study to gather data. Sections A and B made up the two sections of the questionnaire. The demographic questions in Section A was based on the respondents' gender, age, educational background, teaching experience, school, and circuit. The induction system and its impact on the performance of the public basic schools in the Wa Municipality was the topics covered in Section B of the questionnaire. The inquiries were based on the study's goals and research

questions. The questions included close-ended questions and a five-point Likert scale, with 1 being the strongest disagreement and 5 being the strongest agreement.

3.5 Validity of Research Instrument

Validity refers to how well the test items chosen best illustrate the material that is meant to be covered. The researcher used content validity, which is concerned with how thoroughly a test or assessment instrument examines the topic, construct, or behaviour it is intended to measure. Employing a specialist in a particular topic will be the traditional method of determining content authenticity. To ensure the validity of the instrument, the researcher consulted experts in the area, particularly the researcher's supervisor. This required adjustment, and changes to the study instrument improved and increased validity as a result.

3.6 Data Collection Procedure

In order to carry out the study, the researcher sought approval from the GES and the headteachers of the chosen schools. After that, the researcher visited every school and gave the sampled teachers the questionnaires. The researcher collected the administered questionnaires from the teachers after they have completed the forms.

3.7 Data Analysis

This stage includes tasks like editing, coding, entering data into computers, and checking the accuracy of the data to be entered so that errors and omissions could be corrected. The Statistical Package for Social Sciences (SPSS) software version 2.0 was used to enter the data into the computer and results presented on tables and graphs with frequencies, percentages and mean in line with the study questions.

3.8 Ethical Consideration

Respondents were directly informed of the study's aim and objectives. The responders' permission was formally obtained in advance. The respondents were additionally guaranteed that the information they submit will remain private because the study's findings would only be utilised for academic research. In addition, the researcher assured the respondents about their personal safety and that they have the option of participating in the study or not. After the respondents fill the questionnaire, every completed questionnaire will be gathered by the researcher on the same day.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the data analysis and discussed them. The survey received 51 valid replies from teachers, or a response rate of 100%. The study assessed the responses according to the research objectives as well as the demographic details of the study participants. Tables and diagrams were used to present the study's data.

4.1 Demographic Characteristics

This section presents the demographic characteristics of the respondents that participated in the survey. The characteristics included the gender, age, level of education, professional status and number of years the respondents have been in service.

Table 4.1: Gender

Gender	Frequency	Percentage
Male	16	31.4
Female	35	68.6
Total	**51**	**100.0**

Source: Fieldwork, (2023)

A total of 51 respondents answered and out of this number 35 of them were males corresponding to 68.6%. The number of females was 16 (31.4%). There was gender disparities in schools, as seen by the comparatively low proportion of female students in basic schools. This could be because there were formerly less options for female education.

Table 4.2: Age of Respondents

Age group	Frequency	Percentage
20-30years	26	51.0
30-40years	23	45.1
41-50years	2	3.9
Total	51	100.0

Source: Fieldwork, (2023)

Majority (26) of the respondents were between the ages of 20-30 years taken up 51% of the respondents. The number of teachers between the ages 31-40 was 23 (45%). The least was recorded by ages 41-50 with only 2 teaches (3%). None of our participants was more than 50 years old in this study.

Table 4.3: Educational Level

Educational	Frequency	Percentage
Diploma	17	33.3
Bachelor's Degree	33	64.7
Masters	1	2.0
Total	**51**	**100**

Source: Fieldwork, (2023)

The results showed that 33 (64.7%) of the participants have a bachelor's degree from school. This was followed by 17 (33.3%) for diploma holders and 1 (2%) were master degree holders. This indicates that every respondent was qualified to take part in the study due to their professional backgrounds and credentials.

Table 4.4: Number of years in service

Number of years in service	Frequency	Percentage
1-5years	32	62.7
6-10years	16	31.4
More than 10 years	3	5.9
Total	**51**	**100**

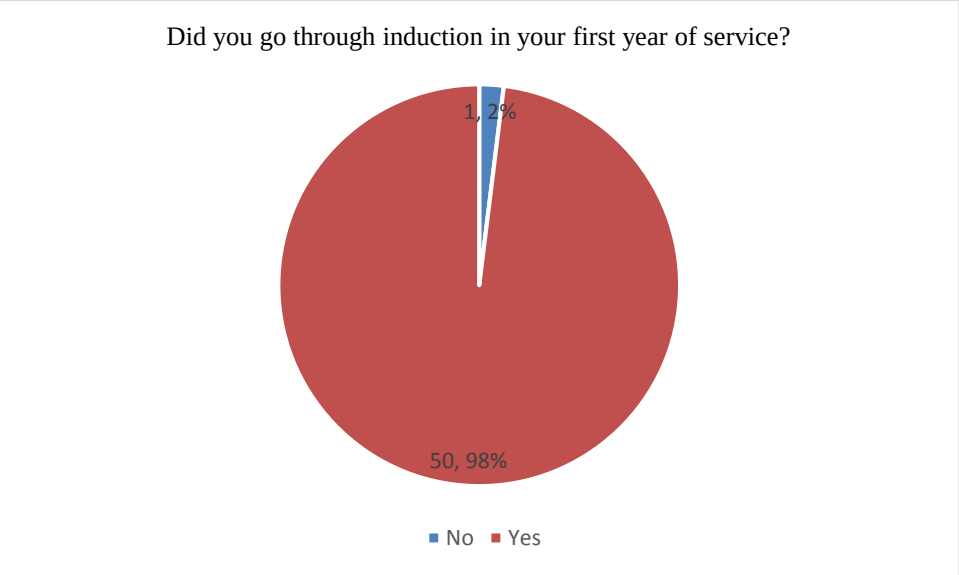
Source: Fieldwork, (2023)

All the respondents that took part in the survey said they were all trained teachers with different years of experiences. Majority, 32 corresponding to 62.7% of the teachers surveyed had been in service for 1-5years. The number of teachers who had been in service for 6-10years was 16 (31.4%). Only 3 (5.9%) had been in service for more than 10years.

4.2 How the various Induction Systems Affect the Teaching Methods and Student Results of Elementary School Teachers

How the various induction systems such as structured training modules, professional learning communities, and mentorship programs, affect the teaching methods and student results of basic school teachers were investigated in this study. The results are analysed and discussed in this section.

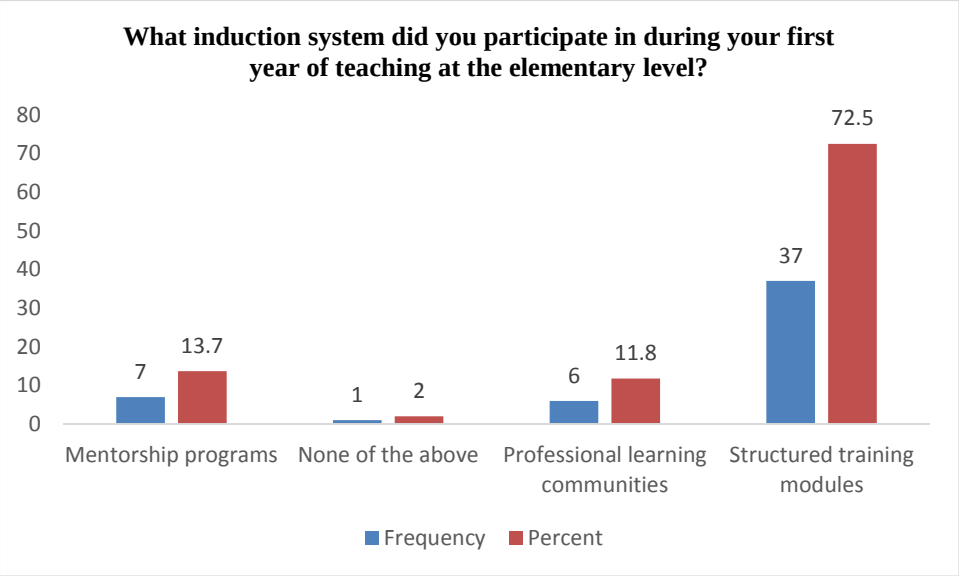
Figure 4.1: Did you go through induction in your first year of service?



Source: Fieldwork, (2023)

The respondents were asked whether or not they took part in induction program in their first year of service. Almost all the teachers, 50 said yes corresponding to 98% of the total survey taken. Only 1 (2%) answered no to this question. This is a good indication that the culture of induction system is still in place in most basic schools.

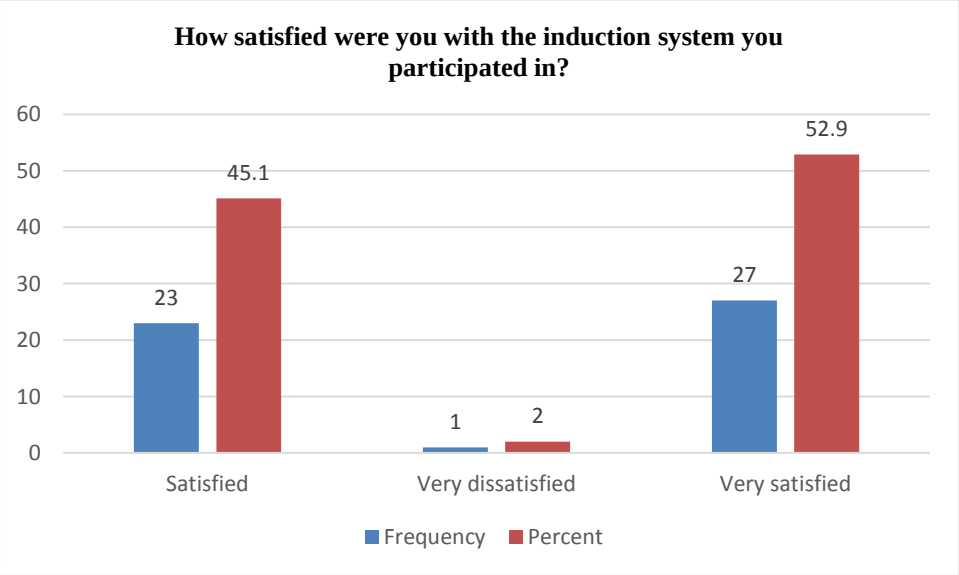
Figure 4.2: What induction system did you participate in during your first year of teaching at the elementary level?



Source: Fieldwork, (2023)

From Figure 4.2 above, majority 37 (72.5%) of the teachers indicated that they had gone through structured training modules. About 6 (11.8%) indicated that they had a professional learning communities induction system and 7 (13.7%) said they had mentorship programs. Only 1 (2%) indicated that they did not go through any induction program during their first year of teaching. Johnson, Kraft, and Papay's (2012) research, which revealed that access to professional development opportunities and other working conditions can have a major impact on teacher satisfaction and student accomplishment, lends credence to this result. According to Ingersoll and Strong (2011), starting teachers can enhance their confidence and motivation in the classroom, acquire new tactics and approaches, and receive feedback through the provision of organised training modules, professional learning communities, and mentorship programmes. These programs give new teachers insightful advice and support to help them advance their careers and enhance their way of teaching (Darling-Hammond et al 2017).

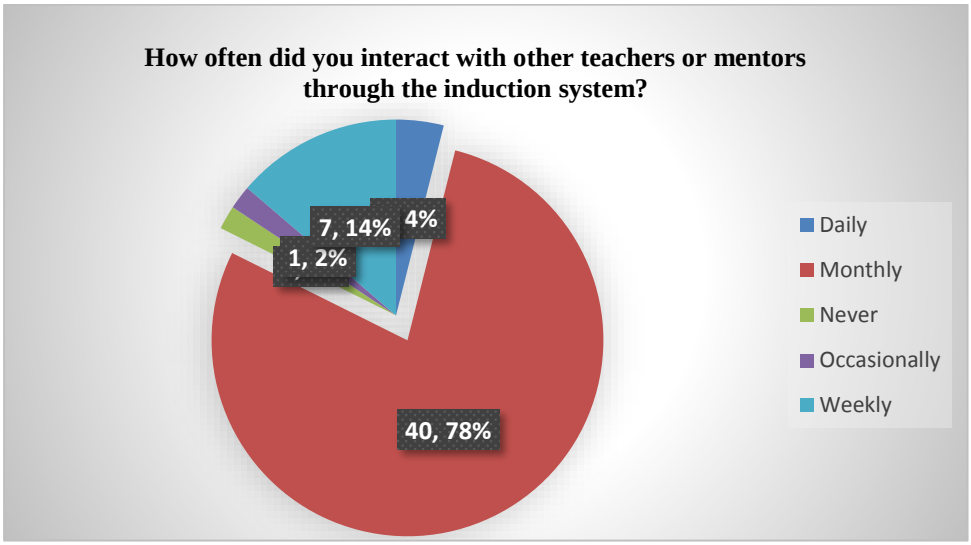
Figure 4.3: How satisfied were you with the induction system you participated in?



Source: Fieldwork, (2023)

The respondents were asked how satisfied they were with the induction system they had in their first year. Almost all the teachers indicated they were either very satisfied or had a moderate level of satisfaction with the induction program corresponding to 27 (52.9%) and 23 (45.1%) respectively. Only 1 teacher corresponding to 2% said they were very dissatisfied with the induction program. This shows that the majority of teachers had a favourable experience with their induction programme According to earlier research, successful induction programmes can increase teacher retention and student achievement (Darling-Hammond et al., 2017; Helms-Lorenz et al., 2016).

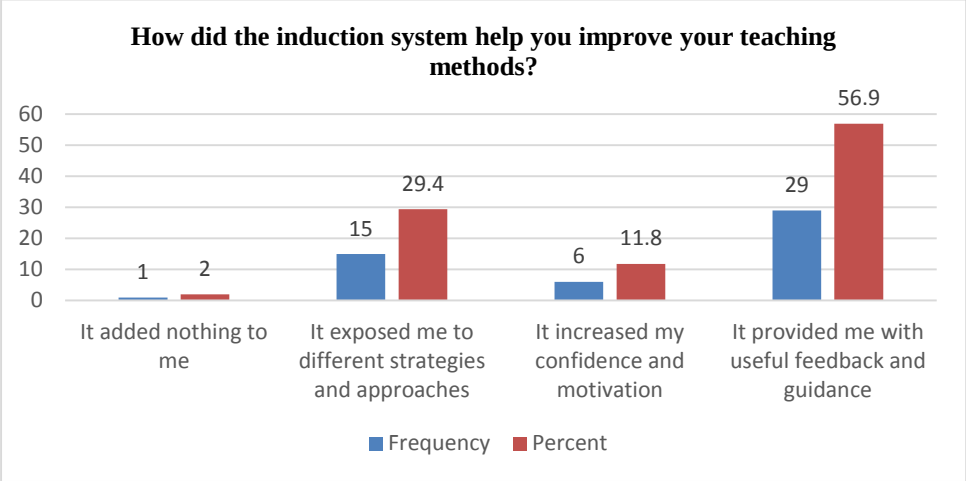
Figure 4.4: How often did you interact with other teachers or mentors through the induction system?



Source: Fieldwork, (2023)

Majority 40(78%) of the respondents indicated that they had monthly interactions with other teachers or mentors through their induction program. This is followed by 7 (14%) for those that had weekly interactions and 2 (4%) for those that daily interactions. The least was 1 (2%) corresponding to both occasional interactions and those that did not have any interactions with other teachers or mentors during their induction program.

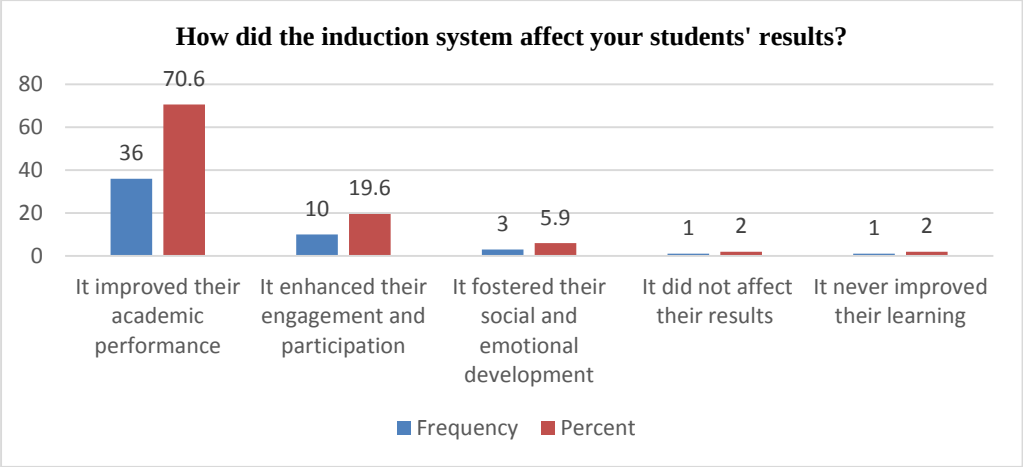
Figure 4.5: How did the induction system help you improve your teaching methods?



Source: Fieldwork, (2023)

The respondents were asked how the induction system improved their teaching methods. Majority 29 (56.9%) said it provided them with useful feedback and guidance. This is consistent with earlier studies showing that helpful feedback can greatly improve strategies for teaching (Archer et al., 2016). About 15 (29.4%) said it exposed them to different strategies and approaches whereas 6 (11.8%) said it increased their confidence and motivation. A study by Pianta et al. (2014) revealed similar results, emphasising the value of exposure to a variety of teaching approaches for professional development. According to Nolan and Molla (2017), confidence has an impact on how effective a teacher can be.

Figure 4.6: How did the induction system affect your students' results?



Source: Fieldwork, (2023)

When asked how the induction system affected their students results, 26 (70.6%) said it improved their academic performance, 10 (19.6%) said it enhanced their engagement and participation and 3 (5.9%) said it fostered their social and emotional development. A corresponding value of 1 (2%) each indicated that it did not affect their students results and it never improved their learning. This is consistent with a large body of research that indicates a positive correlation between student achievement and effective teaching strategies (Akram, 2019; Cordero & Gil-Izquierdo, 2018; Muñoz et al., 2013).

4.3 The Essential Elements of Induction Systems that Support Basic School Teachers' Professional Growth and Job Satisfaction

This section provides analysis of the findings from the investigation on the essential elements of induction programmes designed to improve basic school teachers' job satisfaction and professional development.

Table 4.2: What are the essential elements of induction systems that support basic school teachers' professional growth and job satisfaction?

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
The induction systems provided me with adequate mentoring and coaching from experienced teachers.	23.5	9.8	3.9	23.5	39.2	3.45
The induction systems helped me develop my pedagogical skills and content knowledge.	19.6	15.7	3.9	13.7	47.1	3.53
The induction systems offered me opportunities for collaboration and networking with other teachers.	29.4	3.9	3.9	15.7	47.1	3.47
The induction systems addressed my specific needs and challenges as a basic school teacher.	15.7	15.7	3.9	23.5	41.2	3.59
The induction systems enhanced my motivation and commitment to teaching.	15.7	21.6	21.6	0	41.2	3.51
The induction systems contributed to my professional growth and job satisfaction.	17.6	17.6	3.9	13.7	47.1	3.55
The induction systems are aligned with the curriculum and assessment standards of the school.	19.6	15.7	2.0	15.7	47.1	3.55
The induction systems were responsive to feedback and evaluation from the teachers.	19.6	15.7	2.0	15.7	47.1	3.55
The induction systems were supported by adequate resources and incentives from the school.	23.5	13.7	-	5.9	56.9	3.59
The induction systems were consistent and continuous throughout the school year.	19.6	15.7	2.0	15.7	47.1	3.53

Source: Fieldwork, (2023)

A total of 32 (62.7%) of participants (39.2% Agree and 23.5% Strongly Agree) thought the induction systems' mentoring and coaching was sufficient. Nonetheless, a sizable percentage of respondents, 17 (33.3%) (9.8% Disagree + 23.5% Strongly Disagree) either disagreed or strongly disagreed. According to a study by Martyn (2023),

continuous personalised mentoring greatly increased the self-assurance and efficacy of newly hired teachers in the classroom.

The majority (31) of participants stated that the induction systems helped in the development of their pedagogical skills and content understanding (47.1% Strongly Agree + 13.7% Agree). Still, there was space for improvement, as 18 (35.3%) (19.6% Disagree + 15.7% Strongly Disagree) expressed a less favourable opinion.

Approximately 32 (62.8%) of participants stated that the induction systems offered them opportunities to network and collaborate with other teachers (47.1% Strongly Agree + 15.7% Agree). Nonetheless, 17 (33.3%) (29.4% Disagree + 3.9% Strongly Disagree) expressed dissatisfaction, indicating the need to improve cooperative learning opportunities. In a study on teacher collaboration, Hargreaves (2021) emphasised the value of planned cooperative activities for improving instructional strategies. Fantilli & McDougall (2009) looked into the difficulties new teachers faced in learning pedagogical skills and discovered that tailored support was crucial.

The induction procedures, according to 33 (64.7%) of participants (23.5% Strongly Agree + 41.2% Agree), addressed the specific needs and challenges that basic school teachers face. Nonetheless, 16 (31.4%) (15.7% Disagree + 15.7% Strongly Disagree) disagreed, indicating that induction programme customization for individual needs have to be improved. Darling-Hammond (2017) highlighted the value of customised professional development in a study. The needs of teachers vary depending on the subjects, experience levels, and demographics of their classrooms. For induction programmes to be effective, they must be specifically designed to meet these needs.

Some of the respondents 19 (37.3%) (15.7% Disagree + 21.6% Strongly Disagree) expressed unhappiness, despite the fact that 23 (41.2%) Strongly Agree + 21.6% Agree) said the induction systems enhanced their motivation and commitment. This implies that there is a need to investigate effective ways to increase motivation. According to Deci and Ryan's Self-Determination Theory, people become motivated when their psychological needs for relatedness, competence, and autonomy are met. Programmes for induction that are effective should be created to meet these needs (Ryan & Deci, 2017).

About 31 (60.8%) of participants thought that the induction systems had a positive impact on their professional development and job satisfaction (47.1% Strongly Agree + 13.7% Agree). Nevertheless, 18 (17.6%) Disagree + 13.7% Strongly Disagree) expressed their lack of conviction, highlighting the necessity of additional improvements. According to research by Ingersoll and Strong (2012), professional development programmes work best when they are long-lasting, intense, and academically and subject-matter-focused. The fact that 31.4% of participants expressed dissatisfaction may point to a mismatch between the requirements for successful professional development as stated in Ingersoll and Strong's research and the design of the induction programme.

As with the preceding factors, 31 (62.8%) of respondents (47.1% Strongly Agree + 15.7% Agree) thought the induction programmes complied with the curriculum and evaluation guidelines of the institution. Nonetheless, concerns were voiced by 18 (35.3%) (19.6% Disagree + 15.7% Strongly Disagree), suggesting that alignment has to be improved. Research was done on the alignment of teaching and learning

objectives by Meyers and Nulty (2009). Their findings highlight how crucial it is for curricula, teaching methods, and assessment techniques to all be clearly aligned for effective education. The significance of curriculum, instruction, assessment, and professional development alignment is covered by Fullan (2007). Programmes that are effective make sure that these components work together harmoniously.

Similar to other aspects, 32 (62.8%) of participants (47.1% Strongly Agree + 15.7% Agree) thought the induction systems were responsive to teacher feedback and evaluation. However, 18 (35.3%) (19.6% Disagree + 15.7% Strongly Disagree) expressed dissatisfaction, indicating a need for better responsiveness to teacher input. Donaldson and Marnik's (2012) research highlight the significance of teacher participation and voice in educational decision-making processes. A healthy school climate and greater job satisfaction can result from teachers feeling heard and seeing their recommendations put into practise.

The majority 32 (80.4%) thought the induction systems were supported by adequate resources and incentives from the school. The 19 (5.9%) indicating disagreement suggests there is a small but significant portion dissatisfied with the resources and incentives provided. Adequate resources, such as instructional materials, classroom technology, and professional development opportunities, were found to be critical elements in teacher job satisfaction and retention in a study conducted by Darling-Hammond et al. (2017). Dissatisfaction in this area may indicate perceived inequalities among teachers or inadequacies in the distribution of resources.

Similar to other aspects, 32 (62.8%) of participants (47.1% Strongly Agree + 15.7% Agree) thought the induction systems were responsive to teacher feedback and evaluation. However, 17 (35.3%) (19.6% Disagree + 15.7% Strongly Disagree) expressed dissatisfaction, indicating a need for better responsiveness to teacher input.

4.4 The Relationship between Basic School Teachers' Long-Term Performance and Retention Rates and the Length and Intensity of their Induction Processes

This section delves into an important component of the educational system: the complex relationship that exists between the length and severity of an induction programme, retention rates, and the long-term performance of basic school teachers.

Table 4.3: What is the relationship between basic school teachers' long-term performance and retention rates and the length and intensity of their induction processes?

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
I was satisfied with the quality of the induction process I received.	17.6	15.7	3.9	21.6	41.2	3.53
The induction process helped me to improve my teaching skills.	23.4	11.8	2.0	15.7	47.1	3.51
The induction process prepared me well for the challenges of teaching.	15.7	15.7	3.9	17.6	47.1	3.65
The induction process provided me with adequate feedback and support.	21.6	13.7	-	17.6	47.1	3.55
The induction process enhanced my confidence and self-efficacy as a teacher.	17.6	15.7	-	29.4	37.3	3.53
The induction process increased my motivation and enthusiasm for teaching.	27.5	5.9	3.9	11.8	51.0	3.53
The induction process influenced my decision to stay in the teaching profession.	25.5	7.8	2.0	17.6	47.1	3.53
I would recommend the induction process to other teachers.	21.6	9.8	3.9	19.6	45.1	3.57
I think the length of the induction process was appropriate.	25.5	7.8	3.9	13.7	49.0	3.53
I think the intensity of the induction process was appropriate.	17.6	15.7	3.9	17.6	45.1	3.57
I think the content of the induction process was appropriate.	17.6	17.6	2.0	13.7	49.0	3.59
I think the delivery method of the induction process was appropriate.	19.6	13.7	2.0	11.8	52.9	3.65
I intend to stay in the teaching profession for at least five more years.	13.7	19.6	2.0	13.7	51.0	3.69
I am satisfied with my current teaching position and school environment.	11.8	19.6	3.9	21.6	43.1	3.65
I have a clear career path and development plan as a teacher.	11.8	17.6	5.9	21.6	43.1	3.67
I have a good work-life balance as a teacher.	19.6	11.8	5.6	13.7	49.0	3.53

Source: Fieldwork, (2023)

A total of 32 (62.8%) of participants expressed satisfaction with the quality of the induction procedure they underwent (41.2% Strongly Agree + 21.6% Agree). About 17 (33.3%), however (17.6% Disagree + 15.7% Strongly Disagree), expressed their dissatisfaction. Darling-Hammond (2017) highlighted the significance of excellent

induction training. In addition to providing assistance, these programmes ought to be all-inclusive and cater to the various needs of novice educators.

The vast majority of participants, 32 thought that the induction procedure had improved their teaching abilities (47.1% Strongly Agree + 15.7% Agree). Still, 18 (35.2%) (23.4% Disagree + 11.8% Strongly Disagree) did not find the argument convincing. Proven tactics and continuous assistance are the main components of successful programmes. It's possible that the induction process did not adequately address the unique teaching challenges of 35.2% of participants, as indicated by their disagreement.

The induction process, according to 33 (64.7%) of participants (47.1% Strongly Agree + 17.6% Agree), adequately prepared them for the challenges of teaching. This suggests a generally favourable opinion, emphasising preparedness for the classroom. Most, 33 (64.7% Strongly Agree + 17.6% Agree) thought they received enough assistance as well as feedback from the induction procedure. According to a study by Ingersoll and Strong (2011), new teachers' confidence and level of preparation were greatly impacted by the support they received. Mentorship and customised support induction programmes are in line with the positive feedback that participants have provided.

About 34 (66.7) of participants said that going through the induction process had improved their self-efficacy and confidence as teachers. But 17 (33.3%)(17.6% Disagree + 15.7% Strongly Disagree) did not experience this change, suggesting that there is still more work to be done in boosting teachers' self-efficacy and confidence. Most participants, 32 (51.0%) said that the induction procedure had increased their passion and excitement for teaching. This implies a noteworthy enhancement in the

teachers' motivation levels. Teacher confidence can be greatly impacted by providing customised mentoring and support during the induction period, as demonstrated by earlier research (Ingersoll & Strong, 2011). Furthermore, research, such as that conducted by Day & Gu (2007), indicates that professional development opportunities and supportive work environments are frequently linked to increased passion and excitement for teaching.

The introduction process was perceived by nearly half of the participants 33 (47.1%) as having an impact on their decision to continue working as teachers. Further efforts are required to retain teachers during the induction process, as seen by 17 (33.3%) (25.5% Disagree + 7.8% Strongly Disagree) who were not positively influenced. Because teacher attrition frequently occurs during this time, prior research has highlighted the significance of administrative support and mentorship in keeping teachers during their early years (Buchanan et al., 2013; Long et al., 2012; Brown & Wynn, 2009).

Approximately 33 (45.1%) of participants said they would recommend the induction procedure to other educators. Even though this is fewer than half, the percentage of teachers who are willing to support the programme is still quite high. Research indicates that instructors who have a positive induction experience are more likely to recommend the programme to their colleagues, highlighting the importance of ongoing programme evaluation and improvement (Ingersoll & Strong, 2011).

Most participants, 32 (62.7%) thought the induction process was a suitable length of time. This implies that the majority of teachers felt at ease during the program's duration. Approximately 30 (62.7%) of participants thought the induction process's intensity was adequate (17.6% Strongly Agree + 45.1% Agree). This suggests that

people are generally satisfied with the program's breadth and depth. In a similar vein, 30 (62.7%) of participants (17.6% Strongly Agree + 49.0% Agree) thought the induction process's content was suitable. This indicates that most teachers found the program's content to be well-received. The induction process's delivery method was deemed appropriate by the majority of participants, 34 (64.7%) (19.6% Strongly Agree + 52.9% Agree). This shows that the way the material was taught and presented was satisfactory.

The majority of participants, 33 (64.7% - 51.0% Agree + 13.7% Strongly Agree) intended to continue teaching for a minimum of five more years. This suggests that these teachers have a deep dedication to their work. In line with their intention to stay, 33 (64.7%) of participants expressed satisfaction with their current teaching position and school environment (21.6% Strongly Agree + 43.1% Agree). This implies that they are happy in their jobs and duties. Research has demonstrated the importance of job satisfaction and dedication to the field in lowering teacher turnover rates, as demonstrated by studies like Park and Johnson (2019) and Larkin (2015). These teachers' profound devotion is encouraging because it shows that they are driven to make a long-term impact on the educational system.

A significant portion of respondents, 33 (62.7% - 49.0% Agree + 13.7% Strongly Agree) felt they had a good work-life balance, which is important for teachers' well-being. Teachers' long-term job satisfaction and professional growth depend on having a clear career path and development plan, which most respondents 23 (64.7% - 21.6% Strongly Agree + 43.1% Agree) felt they have. The positive correlation between job satisfaction and teacher retention in studies like Timms and Brough (2013) suggests

that teachers who are happy with their roles and workplace are more likely to stay in the profession.

4.5 Summary

Chapter 4 of a study examines the impact of teacher induction programs on long-term teacher performance and retention rates. The study found that 98% of respondents participated in induction programs during their initial year of service, with structured training modules being prevalent. These programs significantly shaped teaching methods and improved student outcomes, with most teachers reporting enhanced academic performance. However, concerns were raised about the adequacy of mentoring and the customization of induction initiatives. Job satisfaction and work-life balance were found to be crucial for teacher retention, with content teachers expressing a strong intention to continue teaching. The chapter also emphasizes the importance of aligning induction programs with individual teacher needs to ensure long-term effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of the study's findings. It also presents conclusions drawn from the study and recommendations based on the results.

5.1 Summary of Findings

This section provides a summary of the finding for the study. The study analyzed 51 respondents, with 68.6% males and 31.4% females. The majority were aged 20-30, with 64.7% having a degree. Most teachers were trained, with 62.7% having 1-5 years of experience, 31.4% having 6-10 years, and 5.9% having more than 10 years. The participants' demographics provided a complex picture. There were clear gender differences, and the past record suggested that women had fewer educational options. Nonetheless, the respondents' educational backgrounds were encouraging. A sizable majority held degrees, demonstrating a highly qualified group of teachers.

5.1.1 How the various induction systems affect the teaching methods and student results of elementary school teachers

This study investigates the impact of induction systems on the teaching methods and student results of elementary school teachers. The majority of teachers participated in induction programs in their first year, with a majority (72.5%) having gone through structured training modules, 11.8% having professional learning communities, and 13.7% having mentorship programs. Access to professional development opportunities and working conditions significantly impacts teacher satisfaction and student

accomplishment. The majority of teachers were either very satisfied or had a moderate level of satisfaction with their induction program. The majority of teachers had monthly interactions with other teachers or mentors through their induction program, with the least percentage (2%) indicating occasional interactions.

The induction system improved teaching methods by providing useful feedback and guidance, exposing teachers to different strategies and approaches, and increasing confidence and motivation. The study found that the induction system improved students' academic performance, engagement, and social and emotional development, with a positive correlation between student achievement and effective teaching strategies.

5.5.2 The essential elements of induction systems that support basic school teachers' professional growth and job satisfaction

The study analyzed the effectiveness of induction programs for basic school teachers' job satisfaction and professional development. The majority of participants (62.7%) believed the mentoring and coaching provided was sufficient, but 33.3% disagreed or strongly disagreed. The majority of participants believed the induction systems helped develop pedagogical skills and content understanding, but there was room for improvement. The majority of participants believed the induction programs addressed the specific needs and challenges faced by teachers, but 31.4% disagreed, suggesting the need for personalized professional development. Some respondents expressed dissatisfaction with the induction programs, indicating a need for further improvements. The majority of participants believed the induction programs complied with the institution's curriculum and evaluation guidelines, but concerns were raised about

alignment. The majority of participants felt the induction systems were supported by adequate resources and incentives, but a small portion expressed dissatisfaction with these aspects.

5.1.3 The relationship between basic school teachers' long-term performance and retention rates and the length and intensity of their induction processes

The induction program for basic school teachers has a complex relationship with retention rates and long-term performance. 62.8% of participants expressed satisfaction with the quality of the induction procedure, while 33.3% expressed dissatisfaction. The majority of participants believed the induction process improved their teaching abilities, but there is still room for improvement. Most participants felt the induction process adequately prepared them for the classroom, with 64.7% believing they received enough assistance and feedback. However, a significant percentage of participants did not experience this change, indicating the need for further efforts. The introduction process also impacted nearly half of the participants' decision to continue working as teachers, with 45.1% of participants recommending the program to others. Most teachers intend to continue teaching for at least five more years, and a good work-life balance is crucial for their well-being.

5.2 Conclusion

Teacher induction programmes are essential entry points for both student achievement and professional development in the field of basic school education. This study paints a complex picture by exploring the nuances of these programmes and the teachers who participate in them. Even with a pool of highly qualified teachers, basic school teacher induction programmes continue to face obstacles. The study identifies areas for

improvement, particularly in customization, alignment with individual needs, and responsiveness to teacher feedback, even though the broad participation in these programmes is encouraging. Positive effects on confidence, self-efficacy, and teaching skills show the programmes' potential and help to retain teachers over the long run.

The success of these initiatives depends critically on the provision of tailored and responsive support as well as the integration of teacher feedback. To ensure that these programmes continue to evolve and to guide ongoing improvements, ongoing research and evaluation are crucial. Ultimately, more successful teacher induction programmes can result from equal opportunity and addressing the issues raised, supporting the professional development and contentment of basic school teachers.

5.3 Recommendations

Based on the results of this research, the following recommendations can be made;

- Investments in individualised induction programmes that address the unique requirements of each teacher should be made by educational institutions such as schools.
- Programmes for induction ought not to be restricted to the first year of employment but conducted throughout a teacher's career to provide opportunities for ongoing professional development.
- Research should be funded by educational institutions and policymakers in order to continuously assess the efficacy of induction programmes and actively gather teacher feedback so that decisions about programme enhancements can be made with knowledge.
- Teachers' opinions should be heard and their suggestions should be taken into consideration in a supportive work environment that schools should cultivate.

- Teachers' long-term job satisfaction and well-being depend on having a healthy work-life balance, so efforts should be made to manage workloads, encouraging administrative rules, and mental health support programmes.
- Further Research should be conducted to examine whether there is a direct link between student learning outcomes and successful teacher induction programmes.

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APPENDIX

QUESTIONNAIRE FOR RESPONDENTS

Dear, Sir/Madam

I am a graduate student at the Akenten Appiah-Menkah University of Skill Training and Entrepreneurial Development. I am conducting a research on the influence of induction system on the performance of public basic schools in the Wa Municipality. Please be aware that you have been chosen as a survey responder. Your replies and identify will not be shared; this study is conducted solely for academic purposes. Kindly take ten minutes to complete this questionnaire.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick the appropriate box

1. Gender
    A. Male ( )
    B. Female ( )
2. Age Group
    A. Less than 20 ( )
    B. 20-30 ( )
    C. 21-40 ( )
    D. 41-50 ( )
    E. Above 50 ( )
3. What is your highest academic qualification?
    A. Certificate ( )
    B. Diploma ( )

C. Bachelor's Degree ( )

D. Masters ( )

E. PHD ( )

4. Professional Status

A. Trained ( )

B. Untrained ( )

5. Number of years in the service

A. Less than a year ( )

B. 1-5 years ( )

C. 6-10 years ( )

6. Did you go through induction in your first year of service?

A. Yes ( )

B. No ( )

SECTION A: How can various induction systems, such as structured training modules, professional learning communities, and mentorship programs, affect the teaching methods and student results of elementary school teachers?

1. What induction system did you participate in during your first year of teaching at the elementary level?

A. Structured training modules

B. Professional learning communities

C. Mentorship programs

D. None of the above

E. Other (please specify)

2. How satisfied were you with the induction system you participated in?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

E. Very dissatisfied

2. How often did you interact with other teachers or mentors through the induction system?

A. Daily

B. Weekly

C. Monthly

D. Occasionally

E. Never

4. How did the induction system help you improve your teaching methods?

A. It provided me with useful feedback and guidance

B. It exposed me to different strategies and approaches

C. It increased my confidence and motivation

D. It did not help me improve my teaching methods

E. Other (please explain)

5. How did the induction system affect your students' results?

A. It improved their academic performance

B. It enhanced their engagement and participation

C. It fostered their social and emotional development

D. It did not affect their results

E. Other (please describe)

The statements listed below involves various issues on induction systems. Please indicate your level of agreement with the following statements about the induction systems in your school, using a scale from 1 (strongly disagree) to 5 (strongly agree).

SECTION B: What are the essential elements of induction systems that support basic school teachers' professional growth and job satisfaction?

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. The induction systems provided me with adequate mentoring and coaching from experienced teachers.					
2. The induction systems helped me develop my pedagogical skills and content knowledge.					
3. The induction systems offered me opportunities for collaboration and networking with other teachers.					
4. The induction systems addressed my specific needs and challenges as a basic school teacher.					
5. The induction systems enhanced my motivation and commitment to teaching.					
6. The induction systems contributed to my professional growth and job satisfaction.					
7. The induction systems are aligned with the curriculum and assessment standards of the school.					
8. The induction systems were responsive to feedback and evaluation from the teachers.					
9. The induction systems were supported by adequate resources and incentives from the school.					
10. The induction systems were consistent and continuous throughout the school year.					

SECTION C: What is the relationship between basic school teachers' long-term performance and retention rates and the length and intensity of their induction processes?

	Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
11. I was satisfied with the quality of the induction process I received.				
12. The induction process helped me to improve my teaching skills.				
13. The induction process prepared me well for the challenges of teaching.				
14. The induction process provided me with adequate feedback and support.				
15. The induction process enhanced my confidence and self-efficacy as a teacher.				
16. The induction process increased my motivation and enthusiasm for teaching.				
17. The induction process influenced my decision to stay in the teaching profession.				
18. I would recommend the induction process to other teachers.				
19. I think the length of the induction process was appropriate.				
20. I think the intensity of the induction process was appropriate.				
21. I think the content of the induction process was appropriate.				
22. I think the delivery method of the induction process was appropriate.				

23. I intend to stay in the teaching profession for at least five more years.				
24. I am satisfied with my current teaching position and school environment.				
25. I have a clear career path and development plan as a teacher.				
26. I have a good work-life balance as a teacher.				

THANK YOU FOR PARTICIPATING