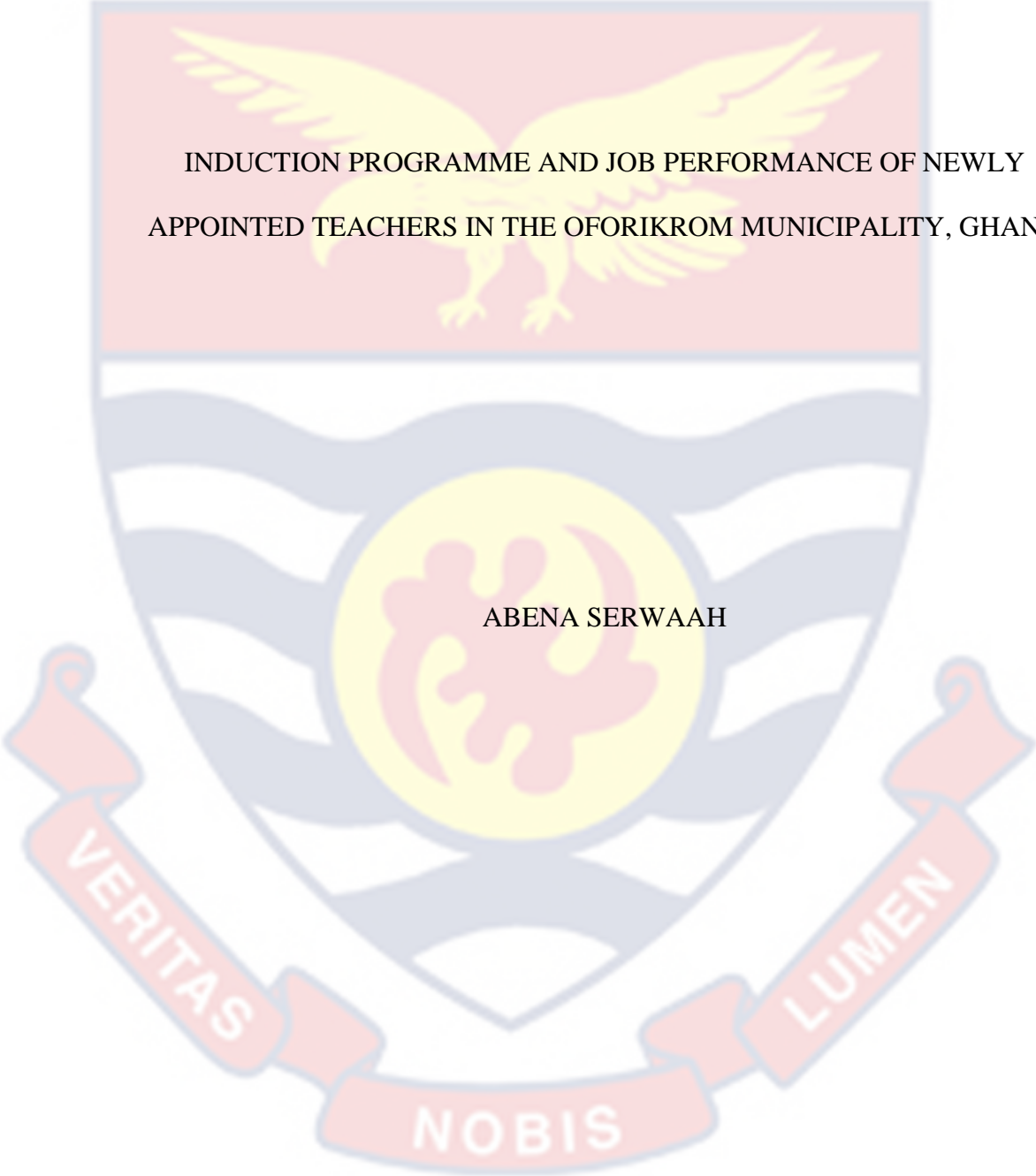


UNIVERSITY OF CAPE COAST



INDUCTION PROGRAMME AND JOB PERFORMANCE OF NEWLY
APPOINTED TEACHERS IN THE OFORIKROM MUNICIPALITY, GHANA

ABENA SERWAAH

2023

UNIVERSITY OF CAPE COAST



INDUCTION PROGRAMME AND JOB PERFORMANCE OF NEWLY
APPOINTED TEACHERS IN THE OFORIKROM MUNICIPALITY, GHANA

BY

ABENA SERWAAH

Dissertation submitted to the Department of Human Resource Management of
the School of Business, College of Humanities and Legal Studies, University of
Cape Coast in partial fulfilment of the requirements for the award of Master of
Business Administration degree in Human Resource Management

JUNE 2023

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date.....

Name: Abena Serwaah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Prof. Felix Kwame Opoku

ABSTRACT

This study assessed the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality of the Ashanti Region of Ghana. A case descriptive study research design was employed. A total of 76 respondents were selected based on a census method. Primary data were collected using structured questionnaires. Data were analysed with descriptive statistical tools using Statistical Package for Social Sciences (SPSS) version 26 analytical software. The findings indicated that, at a whole, the induction programme organised for newly recruited teachers was not very encompassing in that certain essential components were not captured. The study further revealed that the induction programme organised for newly recruited teachers in the Oforikrom Municipality was besieged with numerous challenges which often hampers the realisation of the intended performance target of the sampled schools in the Municipality. Finally, the study found that induction programme has had positive influence on job performance of newly recruited teachers across the Weweso cluster of school in the Oforikrom Municipality. The study concluded that, there is a positive influence of induction programme on the job performance of newly recruited teachers in the Oforikrom Municipality. The study recommended that Ghana Education Service together with other relevant stakeholders should devote ample time and resource towards the execution of induction programme since it has the tendency of improving job performance of newly recruited teachers.

ACKNOWLEDGEMENTS

My immense gratitude goes to my supervisor Prof. Felix Kwame Opoku, Senior lecturer at the Department of Human Resource Management who tenaciously coached me through this daunting task. The patience, devotion, discipline, and thorough tutelage all had a significant positive impact on the eventual completion of this dissertation. I am very grateful for his constructive criticisms to every detail of this dissertation.

I am equally thankful to my lovely husband Mr. Osei Kwadwo for his supports, advice and mentorship throughout my period of study at the University of Cape Coast.

I would also want to offer my heartfelt appreciation to my children Awurama Agyekum, Osei Yaw Nketiah and Michael Osei Boateng who had to endure my absence for three consecutive semesters during the course work at the University of Cape Coast.

Finally, I would want to express my gratitude to friends, family and all unidentified persons who contributed in various ways to the successful completion of this dissertation. I am really grateful.

DEDICATION

To my late mother Hilda Baryeh of blessed memory and my father Mr. David

Kofi Mensah

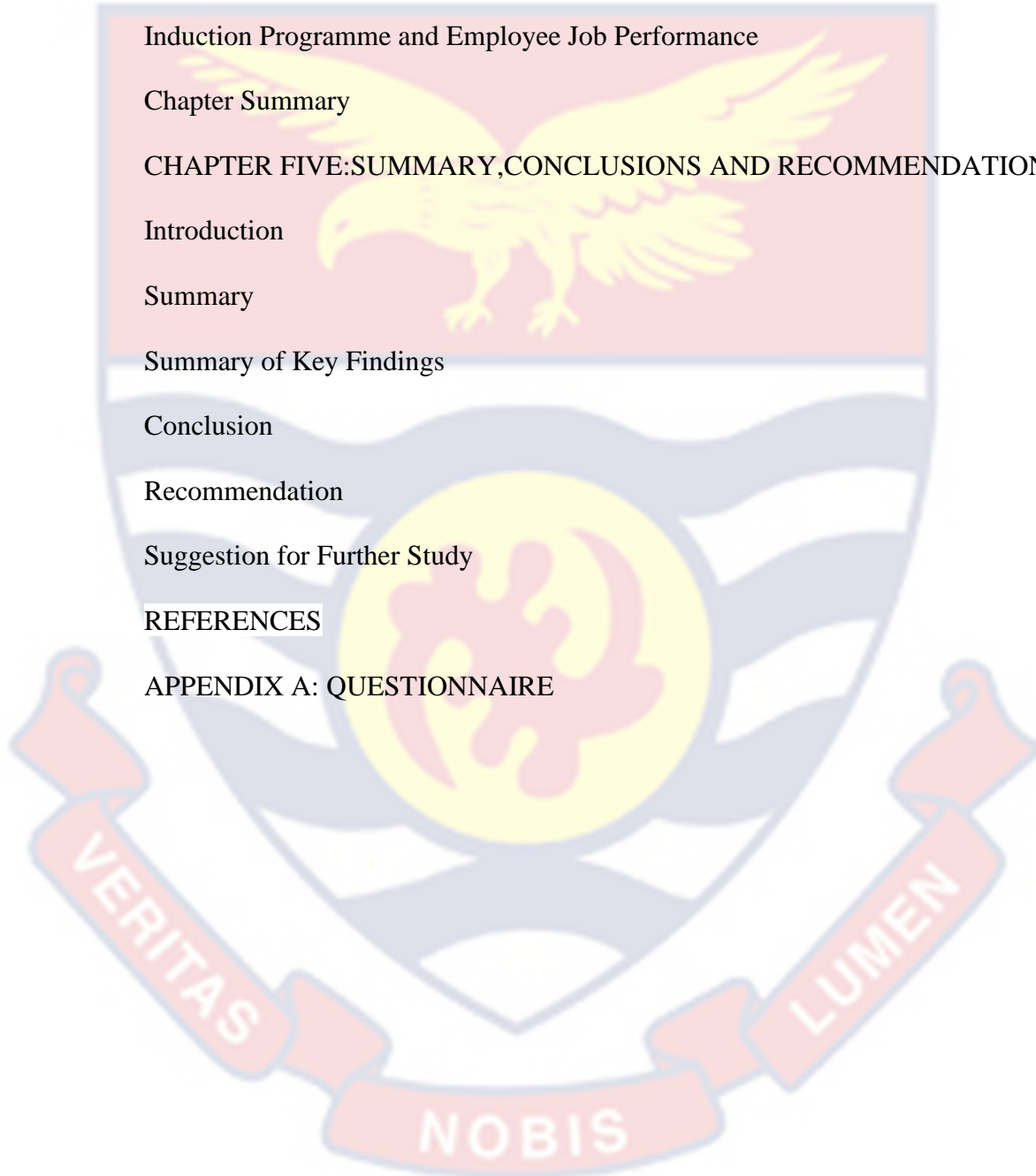


TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Introduction	1
Background of the Study	1
Statement of the Problem	5
Purpose of the Study	8
Research Objectives	8
Research Questions	8
Significance of the Study	9
Delimitation of the Study	11
Limitations of the Study	11
Organisation of the Study.	12
Chapter Summary	13
CHAPTER TWO: LITERATURE REVIEW	
Introduction	14

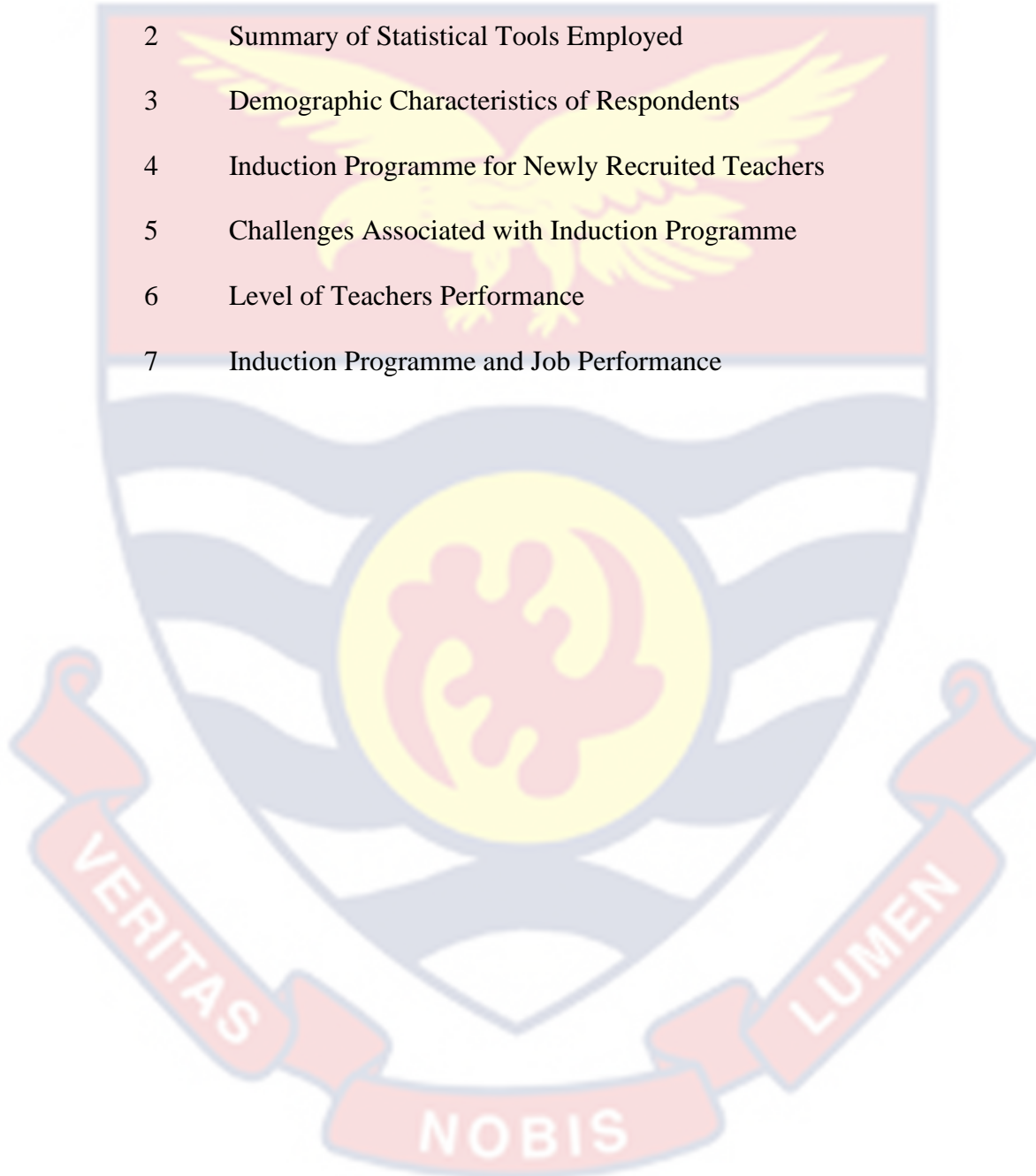
Theoretical Review	14
Concept Review	18
Empirical Review	30
Conceptual Framework	37
Chapter Summary	38
CHAPTER THREE: RESEARCH METHODS	
Introduction	39
Philosophical Paradigm	39
Study Design	42
Research Approach	42
Study Organisation	44
Population	44
Census Method	45
Data Collection Instrument	46
Pre-testing	47
Data Collection Procedure	49
Data Processing and Analysis	49
Ethical Consideration	50
Chapter Summary	51
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	52
Response Rate	52
Demographic Characteristics of Respondents	53

Induction Programme for Newly Recruited Teachers	56
Challenges Associated with Induction Programme	59
Level of Teachers Performance	63
Induction Programme and Employee Job Performance	67
Chapter Summary	71
CHAPTER FIVE:SUMMARY,CONCLUSIONS AND RECOMMENDATIONS	
Introduction	73
Summary	73
Summary of Key Findings	74
Conclusion	76
Recommendation	77
Suggestion for Further Study	79
REFERENCES	78
APPENDIX A: QUESTIONNAIRE	91



LIST OF TABLES

Table		Page
1	Computed Reliability Coefficients	48
2	Summary of Statistical Tools Employed	50
3	Demographic Characteristics of Respondents	53
4	Induction Programme for Newly Recruited Teachers	57
5	Challenges Associated with Induction Programme	60
6	Level of Teachers Performance	64
7	Induction Programme and Job Performance	68



FIGURE

Figure Page

1 Conceptual Framework Depicting the Nexus Between Induction 38

Programme and Performance of Newly Recruited Teachers



CHAPTER ONE

INTRODUCTION

The essence of employee induction has gained momentous attention among HR practitioners and scholars in recent times. In view of the heightened relevance, studies have emphasised that effective, well-planned and implemented induction programme for employees is essential to reduce exit intentions, equip employees with specific skills to improve employee's performance among others (Ghartey, 2018). This introductory chapter presents the overview of the study which includes the background to the study, a statement of the problem, purpose of the study, the specific objectives, and the corresponding research questions. The chapter further elaborates on the significance of the study, delimitation of the study, and ends with an outline of how the succeeding chapters was organised.

Background to the Study

In the contemporary world of work, the success of any organisation lies in knowledgeable, integrated and well-performing employees. It is now imperative for organisation to equip her employees with the required skills and knowledge need for the organisation to thrive (Sulemana, 2018). This makes investment in new employee induction training an inevitable activity that requires proper planning and execution. Induction training is one of the forms of training conducted by organisations for its new, transferred, re-categorized and promoted employees to help them settle quickly in their new roles and work environment (Noe et al., 2017).

The numerous definitions of induction training in extant literature seem to rely on its intended purpose.

Accordingly, Mchete (2019) sees induction training as a planned introduction of new employees to their jobs, co-workers, and culture of the organisation. Armstrong (2017) views induction training as the process of receiving and welcoming new employees when they first join the company and giving them the basic information, they need to settle down quickly and happily and start work. Mchete and Shayo (2020) view induction training as the procedure for providing new employees with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new-employee socialization process. Induction training is the planned introduction of new employees to their jobs, their workers, and culture of the organisation (Stewart & Brown, 2019). Induction training connotes the way through which organisations describe to the new employee the organisation's history, structure, fringe benefits, rules and regulations (Mchete & Shayo, 2020).

Within the Ministry of Education Policy Framework on pre-tertiary teacher professional development and management (PTTDM) programme, induction and initial INSET programme are organised within the first year for newly appointed teachers (Sulemana, 2018). The National Teaching Council (NTC) organise the induction training together with District INSET Committee (DIC) and others at the school level by heads of school and staff members. It emphasised that, the induction training and INSET programme captures the professional code of practice, classroom management, school-community relation, professional standards of

teaching, assessment relation and practice and developing teaching and learning material (Ghartey, 2018). The INSET programme also emphasized that a newly recruited teacher shall be eligible for a license, upon completion of the induction and required initial INSET Programme schedule (Sulemana, 2018). The utmost goal is to welcoming and integrate teachers into the teaching profession and enhance their performance pointed out by the theoretical, practical and integration theory (Noe et al., 2017).

An employees' job performance has been extensively used in social science research as a variable that is dependent on a multitude of factors. For instance, Farooq and Khan (2011) relate employee performance to training and feedback. They insisted on the need to arrange and adopt more effective employee training programs and techniques as well as providing feedback in order to enhance employee performance. Employees' job performance is the use of knowledge, skills, experiences and abilities, to effectively and efficiently perform the assigned task required (Mohammad et al., 2014). Several reasons for enhancing employee performance have been advanced by various scholars. Among others, employees' performance can make them become rational with regard to the cost of resources hence improving efficiency as well as enabling employees to become more productive in terms of quantity and quality of work done (Darmawan et al., 2020). Better-performing employees enable the firm to survive competition and excel in the market place due to improved customer relationships (Atatsi, Stoffers, & Kil, 2019).

An effective induction process motivates employees, broadens knowledge and skills range making them more adaptable and less likely to waste resources (Bell, Wilcoxon & Steiner, 2021). Moreover, employee induction reduces start-up costs, anxiety, and staff turnover. In addition, it saves time and helps employees develop realistic job expectations, job satisfaction, and a positive attitude to their work. Induction of new employees should be comprehensive, systematic, continuously monitored and evaluated. Induction may take a day or two in some organizations where the new employees may have interviews, participate in short courses, and receive some literature about the organisation (Skott, 2023). Induction programmes are paramount in ensuring that employees are always ready to deliver efficiently and effectively in the performance of their job (Keengwe & Adjei-Boateng, 2012).

According to the theoretical, practical and integration (TPI) theory which underpins this study, new employees can fit into an organisation and excellently perform their job if they have theoretical (T) and practical (P) skills as well as needs for interaction (I) (Mchete & Shayo, 2020). Through the process of induction which may be delivered through training, formal meetings, or lectures and reading materials and so on new employees are able to fit in fast through learning theoretically, practically and interacting with others. This theory if fulfilled supports the induction process through which new employees are integrated into the organisation to enhance performance (Michael, 2021). Zey's (1991) mutual benefit theory which is premised on the social exchange theory also alludes that employees will embrace an induction programme if the methods used and the

rationale is to develop their skills. Here more experienced or knowledgeable people guides less experienced or less knowledgeable persons in the exchange relationship (Sulemana, 2018).

Globally, extensive research has done on induction training and employee job performance across several organisations and educational institutions in particular (Keengwe & Adjei-Boateng, 2012; Mabaso, 2012; Runola, 2013; Wachira & Waiganjo, 2014; Slaughter, 2016; Phoeth Nduku, 2017; Sulemana, 2018; Viljanen, 2018; Agbo, 2020; Mchete & Shayo, 2020). Most of the forementioned studies hugely concentrated on factors influencing induction programmes and the effectiveness of induction programmes. The forgoing background impetus have lured the researcher's interest to investigate the challenges associated with the organisation of induction programmes for newly appointed teachers and how it influences the job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality of the Ashanti Region of Ghana.

Statement of the Problem

The utmost goal of induction is to reflect the values of an organisation to the new recruits. When induction is lacking or when it is done badly implemented it creates goal incongruence and vague perception in the minds of the new employee about the task to be executed (Mchete & Shayo, 2020). Organisations invest a lot of money in recruiting and training of new employees so as to help them cope with the rapidly growing competition in the global market (Agbo, 2020). With such a

considerable investment, induction is very crucial in ensuring that new hires settle down quickly and become productive in the execution of their work. It is empirically established that induction programme has significant influences on the performance of newly appointed teachers (Kwao, 2019; Sing & Vadivelu, 2016; Wanjala & Kimutai, 2015). Yet, formal induction programmes for newly teachers have been a neglected area of educational policy across the globe (Keengwe & Adjei-Boateng, 2012).

Many organisations including those in the educational sector face challenges on how to organise effective induction training to provide employees with the resources they need to be productive on the job (Kearney, 2021). Many organisations do not have specific objectives for their induction programmes (Loveless, 2010). Other challenges of induction include lack of time, management neglect of induction as a policy, lack of cooperation among members, and lack of financial resources and giving too much information in a short time during induction training (Sulemana, 2018). This makes new employees overwhelmed and develop intentions to exit the organisation. This slows the progress of the work and sometimes goals are not even achievable by the organisation as expected (Ghartey, 2018). Contextually and spatially, none of the foresaid studies investigated the challenges organisations encounter in their bid apply an induction programme, let alone consider the influence of induction training on the job performance of employees and the performance of the organisation in entirety

Relatedly, Ghana, like any other African country, does not have a specific formal teacher educational policy on induction of newly appointed teachers

(Keengwe & Adjei-Boateng, 2012). Although induction programmes are encouraged it is usually informal, sporadic and takes the form of workshops and seminars on ad hoc basis. The decision to induct newly appointed teachers are left to the discretion of head teachers as and how they deemed it fit (Akyeampong & Lewin, 2012). Others are of the view that induction and in-service training are the same, and this might be part of the reasons for the refusal of policy makers to come out with guidelines on proper induction for newly appointed teachers in Ghana (Sulemana, 2018). Although some schools devote a day or two to welcome newly appointed teachers, this is inadequate to acquaint them to the new work environment, leading to performance deficiencies (Ghartey, 2018).

The Weweso cluster of schools are among the least performing schools in Oforikrom Municipality in terms of teacher performance (GES, 2016; Adentwi & Baafi-Frimpong, 2010). As this problem may be attributed to the absence of induction training for the teachers. Some extant literature attribute poor teachers' performance to numerous factors such as job stress, reward system and work life balance, training poor or lack of induction programme among others (Mchete & Shayo, 2020; Keengwe & Adjei-Boateng, 2012; Parveen et al., 2022). Induction training and employee job performance is rarely explored in extant literature. Given the plethora of studies on this contentious theme, particularly in Ghana limited attention has been devoted to examine induction programmes, the associated challenges and how it influences the job performance of newly appointed teacher, let alone consider the Weweso cluster of schools Oforikrom municipality as case study.

Purpose of the Study

The purpose of the study is to assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality of the Ashanti Region of Ghana.

Objectives of the Study

To address the overall aim of the study, the researcher crafted the following specific objectives to guide the study. Specifically, the study sought to:

1. Examine induction programme organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality.
2. Investigate the challenges associated with the organisation of induction programme for teachers at Weweso cluster of schools in the Oforikrom Municipality.
3. Assess the level of performance of newly recruited teachers Weweso cluster of schools in the Oforikrom Municipality?
4. Assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality.

Research Questions

To address the foregoing research objectives, the researcher found answers for the ensuing research question.

1. What induction programmes are organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality?
2. What are the challenges associated with the organisation of induction programmes for teachers at Weweso cluster of schools in the Oforikrom Municipality?
3. What is the level performance of newly recruited teachers in the Weweso cluster of schools in the Oforikrom Municipality?
4. What are the effects of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality?

Significance of the Study

The findings of the study will be of immense significance to many different stakeholders. First, it is expected that the findings of this study will enable the Ghana Education Service to formulate policies on proper induction programme for new employees for heads of schools to follow rigorously. The Ghana Education Service (GES) can rely on findings to make scientifically informed decisions as to how to manipulate the predictors (induction programme) considered in the study to improve the level of job performance of newly appointed teachers. Similarly, the findings will provide enough evidence on how management can justify its investments in induction programme to improve the job performance of teachers. All insignificant indicators can be seen and worked on accordingly by management of the Ghana Education Service (GES). The findings of the study will help to equip

educational authorities with requisite skills and competencies in carrying out induction programmes.

Again, the findings of this study may be useful for HR practitioners as it will provide information about the measurement of the constructs and how these constructs could be manipulated to produce a desired state of output in work settings. Also, students and researchers may also tap into the rich information that this study will bring onboard at the end of the study. The study will serve as a source of literature regarding the interrelationship among induction programme and employee performance. It will also provide research gaps that can be explored by students and researchers alike to better build knowledge concerning the association between induction programme and job performance of employee. Human resource practitioners may also see how the manipulation of the predictors of induction programme can actually impact of job performance and this could serve a guide to proposing solutions to another organisation.

Delimitation of the Study

The study assessed the influence of induction services on job performance of teachers at Weweso cluster of schools in the Oforikrom Municipality. The study concentrated on selected component of induction programme proposed by Mondy (2005) which was not conclusive in capturing what the study sought to unpack. Further research should therefore be conducted to establish whether there exists a relationship between other between the respective component and employee job performance. The Weweso cluster of schools provides educational services to an

estimated 7000 (Ghana Education Service, Enrolment Report, 2022). The study employed the explanatory research design backed by the quantitative research approach to address the study objectives. Geographically, the study was conducted in the Oforikrom Municipality, which one of the forty- three district in the Ashanti region of Ghana. As a result, generalisation of the study findings across another jurisdiction was restricted. Finally, future researchers should consider a mixed method to examine the nexus between induction programme and employee's job performance to provide a clearer understanding of the issues on the ground as the researchers through qualitative studies will uncover the explicit views on the phenomenon.

Limitation of the Study

The researcher encountered some challenges in the process of conducting the study. A target population of 76 was considered. The census method of sampling would be employed implying that all the targeted respondents partake in the study. The work was so involving that the researcher needed to visit schools that fall under the Weweso cluster of schools in the Oforikrom Municipality couple of times to abreast herself with the operations of the respective schools. Another constraint that the researcher encountered was during the actual data collection exercise was that some of the employees were unwilling to divulge information pertaining to their workplace environment thinking the information given out might be used for audit purposes against them. Structured questionnaire was self-administered to the respondents to gather the primary data for further data

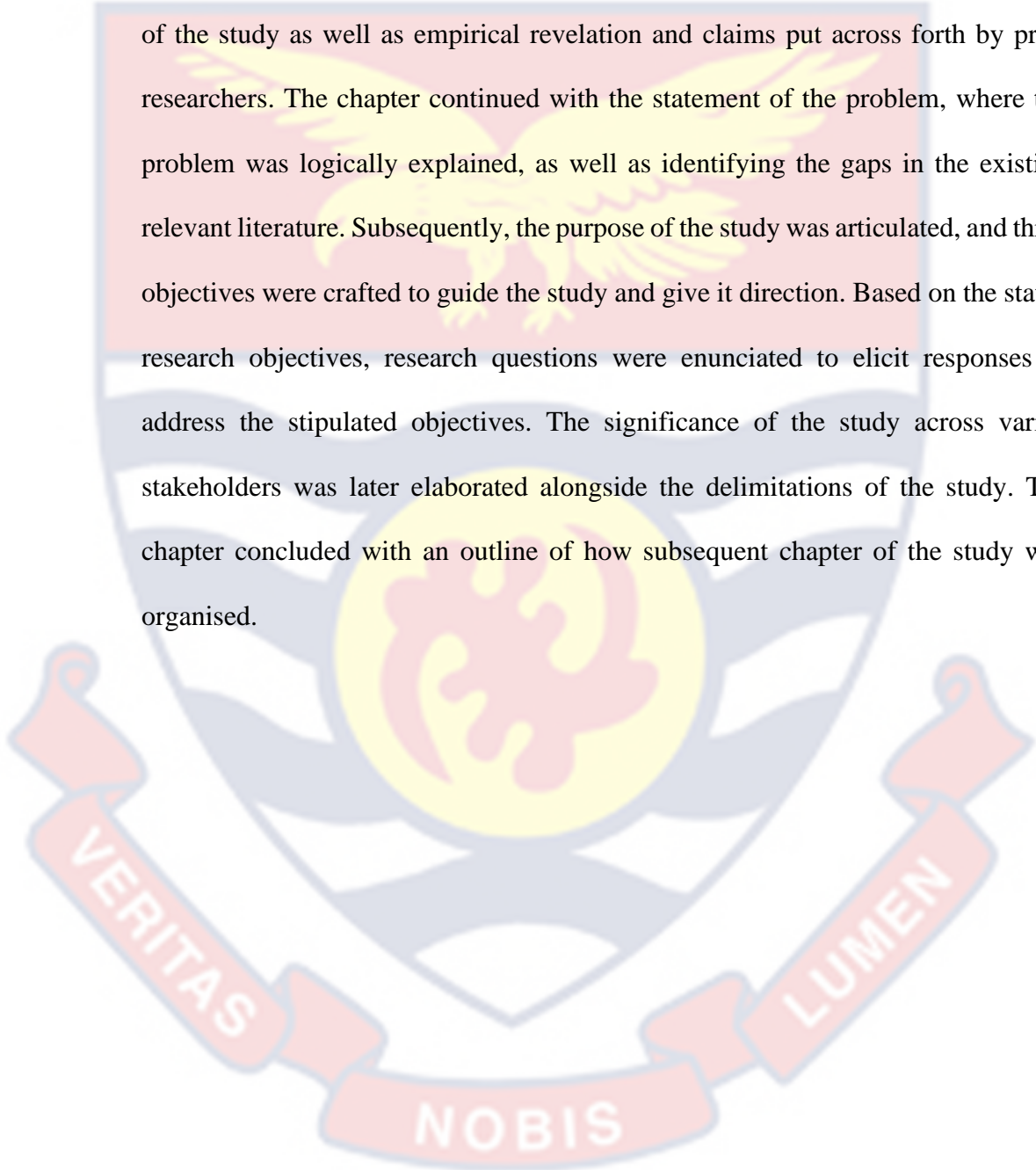
processing and analysis through the use of Statistical Package for Social Sciences (IBM-SPSS Version 26.0). Both descriptive and inferential statistical tools such as (mean, standard regression, frequency and percentage) regression and descriptive statistics will be used to analyse the specific research objectives of the study. The findings will be presented on Tables and Figures.

Organisation of the Study

The study is organised into five chapters. Chapter one contains the introduction, which includes background of the study, problem statement, objectives of the study, research questions, hypothesis of the study, significance of the study; delimitation of the study, definition of terms and the organisation of the study. Chapter two reviews the literature of the study. The chapter therefore looks at the concepts and definitions that the author has chosen for the study. These include the concept of induction programme and employee job performance. Chapter three looks at the research methodology. Areas like data collection methods, sample technique would be looked at. Chapter four entailed the research findings, analysis of the data collected and presentation of results. Chapter five is the final and concluding part of the research and this presents summary, conclusion and recommendations on the research topic. The bibliography of books and materials consulted will feature as well as appendices of the research.

Chapter Summary

The chapter began with a background to the study, where the researcher showed the relevance of the study by elaborating on the theoretical underpinnings of the study as well as empirical revelation and claims put across forth by prior researchers. The chapter continued with the statement of the problem, where the problem was logically explained, as well as identifying the gaps in the existing relevant literature. Subsequently, the purpose of the study was articulated, and three objectives were crafted to guide the study and give it direction. Based on the stated research objectives, research questions were enunciated to elicit responses to address the stipulated objectives. The significance of the study across varied stakeholders was later elaborated alongside the delimitations of the study. The chapter concluded with an outline of how subsequent chapter of the study was organised.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed relevant literature on induction programmes and job performance of employees. The review began with theoretical underpinnings which covered the TPI theory of induction (Adam, 2010), and the Michael Zey's Mutual Benefits Theory (Zey, 1991). Some of the concepts discussed in the chapter are; induction programmes, challenges associated with employee induction programme, the concept of job performance, and the influence of induction programmes on the job performance employee. The chapter also presents a conceptual framework to analyse the relationship between induction programmes and job performance of employee. Relevant and related empirical studies were also reviewed to understand the current concept considered for the study and also to enable the researcher to identify relevant gaps as well inform the selection of an appropriate methodological approach for the study.

Theoretical Review

Several theories such as the Adult Learning Theory, the theoretical, practical and integration (TPI) theory of induction, the Wong's Theory, the Michael Zey's mutual benefits theory have been advanced to explain induction programme and job performance of newly recruited employees (Beyers & Nkoana, 2016). The Adult Learning Theory is premised on six main principles that, adults are internally motivated and self-directed, they bring their life experiences and knowledge into

the learning experiences, they are goal oriented, they are relevancy oriented, are practical, as learners' adults like to be respected (Slaughter, 2016). The TPI theory of induction also holds that induction programme should meet other needs of the workers specifically interaction needs that exist among the new employees through the necessary socialization processes leading ultimately to employee integration (Adam, 2010).

The Wong's theory on the other hand, contends that excellent performance of new recruited teachers begins with a solid induction programme (Ghartey, 2018). Without such a programme, new teachers may simply perpetuate the status quo by teaching as they were taught, thus threatening a cyclic reproduction of educators who do not consider specific educational contexts (Maruhi, 2018). Finally, Michael Zey's mutual benefits theory also asserts that the exchange of material and social resources is the basic form of human interaction proposes that social behaviour is the outcome of an exchange process (Wachira & Waiganjo, 2014). Social exchange theory suggests that people weigh benefits against the costs of relationships (Mchete & Shayo, 2020). In the present study the TPI theory of induction and Michael Zey's mutual benefits theory were employed because they explain the study variables and have been extensively used by prior researchers. The ensuing section elaborates in detail the positions of these theories in relation to the general purpose of the study.

Michael Zey's Mutual Benefits Theory

The Michael Zey's Mutual Benefits Theory was employed as complementary theory to cater for the deficiencies in the TPI theory of induction to explain the reciprocal exchanges process that should accompany induction programmes. Michael Zey proposed the Mutual Benefit Theory in the year 1991 to explain the reciprocal benefit employees enjoys in social relationships (Wachira & Waiganjo, 2014). The mutual benefits theory was developed from the social exchange theory propounded by Peter Blau in the year 1964. The social exchange theory has a central premise, which asserts that the exchange of material and social resources is the basic form of human interaction (Viljanen, 2018). As indicated in the social exchange theory, employee (newly recruited teachers) weigh benefits against the costs of relationships (Maruhi, 2018). Moreover, the theory proposes that social behaviour is the outcome of an exchange process. This exchange process seeks to maximize benefits and minimize the associated costs. According to Zey, employees get into a relationship and remain in the relationship as long as the individuals in the relationship continue to benefit (Sulemana, 2018). Moreover, the organisation where the mentor and the mentee interact, benefits from this relationship (Blau, 1964).

In Zey's mutual benefit model, there are three major beneficiaries of mentorship relationship. The relationship binds or exist between the mentee, the mentor and the organisation as a whole. According to Michael Zey's Mutual Benefits Theory, a successful mentorship relationship will create a sense of belonging to the organisation, loyalty, reduce anxiety, and support the new

employee (Nkoana, 2010). Moreover, mentorship functions include teaching, psychological counselling and personal support, organisational intervention, and sponsoring and that each function to some extent benefits the new employee and has some risks to the mentor (Phoeth- Nduku, 2017). The mutual benefit theory, which is based on the social exchange theory, was found to be suitable for this study, as the study seeks to examine the influence of induction programmes on the job performance of newly appointed teachers at Weweso Cluster of Schools in the Oforikrom Municipality of the Ashanti Region of Ghana.

TPI Theory of Induction

The TPI theory of induction was propounded by Adam in the year 2010. The theory explains how an organisation structures its socialization which in other words can be referred to as on boarding or induction. The theory explains the ways through which employees acquire knowledge, skills and behaviours that enable them to become effective members of the organisation. The TPI theory therefore refers that new employees need to develop theoretical (T) and practical (P) skills to enable them to perform their new jobs. They also need to satisfy needs for interaction and integration (I) are key to successful job performance of new recruited employees (Parveen et al., 2022).

As per the theory, three conditions must be fulfilled for one to fit in an organisation and the theory is an important approach to understanding integration and socialization effects on new employees. Through the process of induction which may be delivered through training, formal meetings, or lectures and reading

materials and so on new employees are able to fit in fast through learning theoretically, practically and interacting with others. This theory supports the induction process through which new employees are integrated into the organisation (Phoeth- Nduku, 2017). The TPI theory of induction holds that induction training should, include development of theoretical and practical skills. In addition to these skills requirements according to TPI-Theory, induction should also meet other needs of the workers specifically interaction needs that exist among the new employees through the necessary socialization processes leading ultimately to employee integration (Kebenei, 2014).

One of the tenets of TPI-Theory (Viljanen, 2018) as already shown is the need for new employees to interact both among themselves and with existing employees as a prerequisite for integration. Such interaction occurs through various socialization processes initiated by the organisation (Mchete & Shayo, 2020). In relation to this theory, employees will produce their best work and achieve the objectives of the organization once well inducted. Because they feel of belonging and valued hence own and embrace the organisation. They will produce their best thus enhancing the success of the organisation which is the ultimate purpose in all organisation. Their feeling of belonging will give them job satisfaction, self-efficacy and hence low rate of attrition and excellent job performance.

Conceptual Review

This section of the study reviewed relevant literature on induction programme and employee performance. Some of the concepts reviewed are the

concept induction, induction programme, components of induction programme, and challenges associated with induction programmes. The researcher proceeded with a review of the concept of employee performance. This was followed by a review of extant literature regarding the influence of induction programme on employee job performance. Detailed explanation of the concepts were captured in ensuing paragraphs.

Employee Induction

Induction has come to mean different things depending on the context in which it is applied. The concept induction basically involves description of procedures, how things are done, introductions to peers, facilities, structures, facilitating interpersonal acceptance (Maruhi, 2018). It further encompasses meeting the need for socialization and organisational social activities, the employment situation, knowledge of how the job fits into the organisation, department goals and the need that employees should take part in the overall achievement of organisational goals (Whisnant et al., 2005). The induction programme was first developed in the United States during the 1970s and have continued to gain popularity across many organisations (Wachira & Waiganjo, 2014). An induction is a programme in which all employees are periodically given a refresher 'introduction' and should be part of follow-up. Induction programme is especially important if significant changes in organisational policies or structure have occurred (Suleman, 2018). When an organisation acquires a controlling stake

or merges with another one, induction of employees of both firms may be necessary because of changes in operating relationships and policies (Kebenei, 2014).

In many organisations internal candidates and existing employees deployed to new roles run the risk of being overlooked when it comes to induction (Maruhi, 2018). It can be assumed that they are already familiar with organisational culture and knowledge. However, any person starting a new role should be provided with information and support to prepare them for changing duties or more senior responsibilities. Induction is a never-ending process of 'introducing' both old and new employees to the current state of the organisation (Runola, 2013). An induction programme, is the planned introduction of new employees to their workplace and is part of training and development. According to Mchete and Shayo, (2020) induction as the process of familiarizing new employees with the organisation and the job. Induction as the beginning of training or the final stage of selection process. Induction programs are intended to help new employees to settle into their new jobs (Phoeth Nduku, 2017).

One of the reasons why people leave organisations is that they are not given proper induction since commencing a new position with a new organisation can be a daunting process, because there are new colleagues, supervisors and managers to meet, new processes to become familiar with, new offices and buildings to navigate, new software to master, employment conditions to understand and a new job to learn (Kebenei, 2014). Most employees start a new job feeling a bit uneasy about meeting their supervisor and co-workers and measuring up to their duties and

expectations (Mchete & Shayo, 2020). They are often anxious to prove themselves and to 'fit in' at the workplace.

They also have many questions about their new work environment and wonder whether they can really do the job. Supervisors however, often expect new employees will know what to do or will learn very quickly (Suleman, 2018). Therefore, it is very important for all new employees to participate in a solid induction program to ensure good start, to avoid potential miscommunication and to make the job more manageable (Akech, 2016). Induction is the first step in building a two-way relationship between the organisation and the newly recruited employee. The transition to the new workplace is made easier and more effective for job performance through induction (Maruhi, 2018).

Components of an Induction Programme

According to Ministry of education (2016), there is no stated policy on induction in Ghana since it is an informal, sporadic, through workshops and seminars on an ad hoc basis. Although induction programmes are encouraged at tertiary as well as basic school level by educational heads. Yet, the present induction programmes for newly appointed teachers in Ghana lay emphasis on the role of a teacher like being a good instructor, a practical teacher, and teach facilitator (Suleman, 2018). This study draws on the components of induction programme proposed by (Mandy, 2005). The component induction programme employment situation, company policies and rules, compensation, benefits,

corporate culture, team membership, employee development, dealing with change and socialization. The subsequent paragraph explains them into details.

Every organisation require that new employees become productive as quickly as possible. Therefore, specific information about performing the job may be provided at an early point in time when new employees join the organisation. Knowledge of how the job fits into the departmental and the company goals tend to illustrate its importance and provide meaning to the work (Mabaso, 2012). Every job within an organisation must be performed within the guidelines and constraints provided by policies and rules. Work must be performed within the values and philosophies of the organisation (Suleman, 2018). Employees must understand these to have a smooth transition to the workplace. Since this information can be quite detailed, common practice is to include it in the form of an employee handbook or locate this information where it is easily accessible.

Employees will have a special interest in obtaining information about the reward system of their new organization. This information is usually provided during the recruitment and selection process but a review of the data in some detail is appropriate during induction (Phoeth Nduku, 2017). Corporate culture also known as organisational culture is an interdependent set of beliefs, values, ways of behaving and tools of living that are so common in a community that they tend to perpetuate themselves sometimes over long periods of time (Viljanen, 2018). The firm's culture reflects in effect, "How we do things around here." This relates to everything from the way employees dress to the way they talk. Organisations have a number of ways to communicate their culture and knowledge of it is critical to a

new employee's induction, otherwise one might not fit (Wachira & Waiganjo, 2014). A new employee's ability and willingness to work in teams is almost likely determined before he or she is hired (Slaughter, 2016). In induction, the importance of becoming a valued member of the organisation team may be emphasized. It is imperative that team spirit be instilled in each employee and the sooner the better.

Employee development is increasingly becoming a do-it-yourself process. However, some organisation provide assistance in this area. Employees should know exactly what is expected of them and what is required by the organization for advancement in the job or for promotion (Beyers & Nkoana, 2016). An individual's employment security is increasingly becoming dependent upon his or her ability to acquire needed skills and knowledge that are constantly changing. Thus, employees should be kept aware of organization sponsored development programs and those available externally and they should receive encouragement to take advantage of any appropriate opportunities (Sulemana, 2018).

New employees are likely to settle in more quickly and enjoy working for the organization if the process of socialization takes place smoothly. The social aspects of work relationships with colleagues are very important for many people. The extent to which employees can directly influence the quality of socialization may often be limited but it is a feature of introduction to the organisation to which they should pay attention as far as possible during the induction program which are concerned with reception, documentation to workplace formal induction course and informal training activities (Mchete & Shayo, 2020). To reduce anxiety that new employees may experience, attempts should be made to integrate the persons into

the informal organisation (Whisnant et al., 2005). Introducing the new employee to presumed informal group leaders, involving the new employee in the organization's social activities and so forth, can do this (Suleman, 2018). Obviously, the choice of the person is important because a poor selection could lead to confusion or to the employee receiving inaccurate information.

Challenges Associated with Induction Programmes

Induction programmes are important for all kinds of organisations. Yet, human resource departments face challenges on how to organize effective induction training to provide employees with the resources they need to be successful (Kearney, 2021). Induction programmes are faced with four major challenges. The first is the lack of clearly stated goals and objectives, many organisations do not have state specific objectives for their induction programmes (Loveless, 2010). Alhamad (2018) identified three basic reasons why induction programs missed their goals. The first was lack of planning, disillusionment about the new employees and the feelings of new employees that they simply did not fit into the company. Delivery of appropriate and accurate information to new employees is another challenge associated with induction programme (Hudson, 2012).

In some cases, organisation dedicate limited time to employee induction which may not be to equip the new hires with all that is required of the employees in the new organisation (Suleman, 2018). More often, employees felt that they did not get enough information or the amount of data overwhelmed them. According to Maloch et al. (2022) many new hires thought that induction was overwhelming,

boring, and/or too simplistic. Tahir et al. (2014) stated that supervisors who are entrusted with the job are not trained or considers the programme a burden or are too busy. When supervisors lack the training to undertake the induction programme, they are likely to give new employees too much information in a short time, overload them with forms to complete, employees are pushed into a job with a sketchy induction this may make employees develop wrong perception (Armstrong, 2011).

Another challenge has to do with balancing the variety of needs and expectation of employees with those of the organisation (Mchete & Shayo, 2020). Balancing the different needs and maximizing satisfaction for both sides is a problem for induction programme (Suleman, 2018). Again, how to lessen new hires' anxiety and make them feel welcomed into the new organisation usually neglect the emotional investment associated with induction (Armstrong, 2011). However, previous research showed new hires also required help in setting up new relationships and in lessening the anxiety and stress that accompanied the newcomer experience (Alhamad, 2018). To satisfactorily address the above challenges, identification of induction goals and learning materials becomes imperative (Kearney, 2021). The preceding section review literature on employee performance.

Employee Job Performance

Employee performance is described by Mchete and Shayo (2020) as the evaluation results that indicate whether performance goals have been met,

surpassed, or not. Similar to this, Lqbal et al (2015) goes on to define performance as the degree to which employees' work outputs and tasks meet predetermined standards or organizational performance requirements. Performance refers to how much a team member contributes to the achievement of the overall organizational goals. Performance is defined by Ainsworth and Purss (2009) as a distribution of results attained.

Employee performance, according to scholars like Elnaga and Imran (2013), is about rating a person's actual results and talents. Following Okoth and Oluoch (2019), good performance is correlated with high service delivery or offering quality, whereas bad performance is correlated with low service offering quality. Employee performance, then, can be summed up as the relevant expectations for employee actions and how well those activities are carried out (Lăzăroiu, 2015). As a result, managers regularly evaluate each employee to pinpoint areas that require development. Effectively, an employee's performance might be good or bad depending on what they do or do not do.

Objective-subjective and financial-nonfinancial viewpoints such as sales and profit, return on profit, quantity and quality of production, efficiency, and effectiveness can be used to evaluate an employee's performance (Ainsworth & Purss, 2009). According to Mchete and Shayo (2020) a customer visit can be utilized as a foundation to objectively assess service performance. Productivity was proposed as a performance metric encompassing both efficiency and effectiveness by (Lăzăroiu, 2015). Other research has identified work satisfaction, organizational commitment, and intention to stay as performance indicators (Zaim et al., 2021).

Additionally cited by Elnaga & Imran (2013) were employee productivity, job satisfaction, and safety. In essence, performance evaluation metrics must be precise, simply stated, pertinent to the tasks performed by employees, attainable, and adhere to the SMART criteria for defining targets. Employee performance in this study is therefore defined as the calibre of job output, intention to stay, work efficiency, and work effectiveness.

Scholars like Darden and Babin (2019) argue that employee performance is about rating the actual outcome and abilities of a person. Zaim et al (2021) attribute good performance to high quality of service delivery or offering while poor performance is associated with low quality of service offering. In conclusion, employee performance is simply the related expectations in terms of employee activities and how well those activities are performed (Zaim et al., 2021). As a result, supervisors make assessments of all staff periodically to identify areas that need improvement. In effect, the performance can be positive or negative and it's basically what an employee does or does not.

Employee's performance can be seen through objective-subjective and financial-non-financial perspectives such as sales and profit, return on profit, quantity and quality of output, efficiency and effectiveness (Elnaga & Imran, 2013) Zaim et al (2021) cited that for standard authority, customer visit can be used a basis to determine objectively determine service performance. Pangastuti et al (2020) also mentioned productivity as a performance measure encompassing both efficiency and effectiveness. Other studies have found organisational commitment, intention to stay and job satisfaction as a measure of performance (Alhamad, 2018).

Further, Elnaga and Imran (2013), document that employee performance is higher in happier, well trained and satisfied workers and the management find it easy to motivate high performers to attain firm targets. An employees' job performance is measured through the process known as performance appraisal. There are several different approaches for measuring performance, including ranking employees, rating their work behaviours, rating the extent to which employees have desirable traits believed to be necessary for job success like leadership, and directly measuring the results of work performance e.g., productivity (Lăzăroi, 2015). The appraisal system must give employees specific information about their performance problems and ways in which they can improve their performance. An appraisal provides a clear understanding of the difference between current performance and expected performance, identify the causes of the performance discrepancy, and develop action plans to improve performance through induction (Zaim et al., 2021).

Induction Programme and Employee Job Performance

An excellent employee performance means that the employees are able to perform their duties efficiently and effectively, meeting the demands of their job objectives (Viljanen, 2018). For organisation to harness excellent employee performance, it ought to institute induction programmes at the early working life of employees. Induction programmes enables employees adapt to their new task

quickly and easily hence reduce trepidation and anxiety about the new position and the environment (Wachira & Waiganjo, 2014). Beyers and Nkoana (2016) alludes induction programmes provides a healthy environment for employees, which reduces stress and enhances satisfaction, commitment and effectiveness (Asfaw, et al., 2015).

According to Kim et al (2015) effective orientation programme equips employees with the basic skill and knowledge on the job which reduce confusion and help employees to be productive in the execution of the task (Mabaso, 2012). Induction programmes help employees to acclimatize organisational values and culture with their mind-set and attitudes (Maruhi, 2018). Employees who understand the demands of their organisation improve their performance by performing their duties effectively and efficiently. According to Mchete and Shayo, (2020) induction programmes lay the foundation for the new employee's entire career with the department. First impressions are important since they establish the basis for everything that follows. Without induction, a new employee sometimes feels uncomfortable in his or her new position and takes longer to reach his or her full potential (Runola, 2013).

Specifically, induction is important in the following ways among other things, it provides the new employees with concise and accurate information to make one more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job; contributes to a more effective and productive workforce; and promotes communication between the supervisor and the new employee; improves employee retention and job performance (Mabaso,

2012). A well-thought-out induction programme takes energy, time and commitment, it has been known to reduce start up-costs; proper induction can help the employee get “up to speed” much more quickly, thereby reducing the costs associated with learning the job (Wachira & Waiganjo, 2014).

Induction programme reduce employees’ anxiety whiles on the job. Absence of induction programme will make employees experience anxiety that can impede his or her ability to learn to do the job (Akyeampong, 2017). A proper induction programme helps to reduce anxiety that results from entering into an unknown situation and helps provide guidelines for behavior and conduct, so that the employee does not have to experience the stress of guessing in the performance of their work (Slaughter, 2016). Again, employee turnover increases as employees feel they are not valued or are put in positions where they cannot possibly do their jobs. Induction programme shows that the organisation values the employees and helps provide tools necessary for succeeding in the job; save time for supervisors and co-workers (Ghartey, 2018).

Well initiated induction programmes, the less likely supervisors and co-workers will have to spend time teaching the new employee. Induction programme enables employees develop realistic job expectations, positive attitudes and job satisfaction as the employees learn as soon as possible what is expected of them, and what to expect from others, in addition to learning about the values and attitudes of the organisation (Ghartey, 2018). Induction programme also helps in clarifying the psychological contracts with implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from

their employer (Akech, 2016). It accelerates progress up the learning curve and improves employee job performance. Employee take time to reach the required level of performance if they are not taken through an induction process (Mabaso, 2012). The length of the learning curve and the rates of learning vary but it is important to provide for it to take place in a planned and systematic manner from the first day, to maximize individual contributions as quickly as possible (Maruhi, 2018).

Empirical Review on Induction Programme and Employee Performance

This section of the study reviewed literature on induction programmes and job performance of employees. The review took into consideration the methodological approach, the analytical tools, and software employed as well as the findings that emerged and the conclusion drawn from each study. The researcher carried out the empirical review enable her identify relevant gaps in literature and as well inform the selection of an appropriate methodological approach that best suit the present study. The empirical review enables the researcher to validate the findings of the study in relation to the available scholarships on the theme. The researcher orders the review from the most recent to the least recent in a sequential manner as it ensues.

Mabaso (2012) investigated the effectiveness of induction programme for newly appointed staff at Coastal College in Kwa-Zulu Natal. The study employed survey method to administer the questionnaire to all 45 target respondents using census method. The study adopted the quantitative research method with pre-coded

close ended questions. Gathered data were analysed using SPSS version 26 with both inferential and descriptive statistics as statistical tools. All the 45 questionnaires were fully answered and returned to the researcher resulting in the attainment of 100% response rate. The study found that newly recruited teachers experience numerous problems with the induction training programmes instituted by the college. The study also found that the induction training programmes was not evaluated and improved regularly (Mabaso, 2012) These challenges culminated into the poor performance among newly appointed lecturers. The study recommended that, for the Coastal College should ensure new lecturers are treated with dignity and are allowed the opportunity to display their strengths and the knowledge they bring to college by implementing an effective induction programme (Mabaso, 2012).

Wachira and Waiganjo (2014) examined factors influencing the implementation of induction programmes in public secondary schools in Kamukunji district in Nairobi County. The study employed a descriptive research design to investigate problem and drew respondents for the study using stratified random sampling technique respectively. The descriptive research design allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification. Primary data for the study were gathered using both self-administered, semi-structured questionnaires. IBM-SPSS analytical software and statistical tools such as percentages, means, standard deviations and frequencies were employed to address the stipulated objectives.

The found that factors such as, financial resources, inductors and inductees' workload, transformational leadership style and induction methods influences implementation induction programmes in public schools to a great extent. The study further established that, newly recruited teachers receive little or no assistance in the performance of their work which usually lower their productivity. The study recommended that school management should provide comprehensive induction programmes that will support new teachers and retain them in the teaching profession. Again, new teachers should be allowed to formulate their own coping strategies and to grapple with the challenges they encounter during their first year of teaching on their own (Wachira & Waiganjo, 2014).

Akech (2016) assessed the effectiveness of induction programmes for newly appointed teachers in Kongwa district. The study employed the mixed method approach to address the study objective. The participants of the study were made up of twenty-five new teachers; four heads of school; eight heads of department and one district education officer were selected using simple random sampling and purposive sampling technique respectively. Primary data for the study was gathered through questionnaires, interview. The qualitative data for study was analysed using SPSS whilst the qualitative data were analysed thematically. The study revealed that educational stakeholders had minimal awareness about the induction programmes for newly appointed teachers. The study further established that the existence of strengths of induction programmes help new teachers feel free in their new environment and as well minimize collision among organization members (Akech, 2016). Additionally, the study found that the induction programmes for

newly appointed teachers in Kongwa district are faced with numerous challenges such as lack of blueprint and funds to facilitate the induction program practices. Based on the forgoing findings the study recommended that there should be a blueprint to guide the practice of induction programs; provision of enough funds to facilitate the induction programs (Akech, 2016).

Sulemana (2018) assessed the effects of induction training programme on newly recruited teachers in the Kpandai district. The study employed both qualitative and quantitative research approaches coupled with descriptive survey designs. Primary data for the study was gathered using questionnaires, interviews and observation. The study sampled fifty newly recruited teachers who have serve not more than three years, five headmasters from twenty-five basic school within the Municipality. In addition, one DDE and five frontline deputy directors of the directorate were purposively sampled for the study. The analysis of the gathered data was done using IMB-SPSS, Version 16, whilst the data for data from the focused group and interviews were subjected to narrations and description based on the themes.

The study found that, induction programme as important in the professional life of newly appointed teacher. Because it enables them performance better in their knowledge impartation profession. Based on the findings the study recommended that schools should organize an induction training programmes at least once a term for the newly recruited teachers. The study further recommended that government through the Ghana Education Service (GES) should include induction programme

in the academic calendar and also bring experts to come and take the newly recruited teachers through the programme Sulemana, 2018).

Ghartey (2018) investigated the influence of induction programmes on the job performance of employees at Ghana library Authority. The study employed a multistage sampling technique to select respondents. The first stage sampling was used to select five regional libraries using simple random sampling technique. The second stage sampling also selected two hundred and forty-one respondents from regional Libraries in Ghana were simple randomly sampled. Statistical tools such as descriptive and regression were used to address the study objectives. The findings revealed a positive effect of employee induction programmes on job performance. Specifically, the study found a significant effect of self-directed induction, mentored induction and formal induction programmes on employee job performance. The study recommended that management of Ghana Library Authority should improve the induction programmes.

Agbo (2020) assessed the impact of induction on job performance of employee of the Abia State Polytechnic. The study employed a quantitative method and correlational design to analyse the relationship between induction and employee job performance. Primary data for the study were gathered using structured questionnaire. A sample size of 80 employees of the Abia State Polytechnic were drawn from a target population of 100 using Yamane sample size determination formula. The gathered data were analysed using IBM-SPSS Version 26 to address the stipulated objectives. Both inferential (correlation) statistics and

descriptive statistics (mean, standard deviation) were employed as Statistical tools to address the specific objective of the study.

The study established that induction programmes have positive relationship with employee's job performance ($r=0.662$, $p=.000$) which was strong relationship the organizational performance was significantly and positively related with each other with ($r= 0.144$, $P = 0.000$). Based on results the researcher accepted the alternate hypothesis and rejected the null hypothesis. The study recommended that Seminars and workshops should be organized for the human resource department on the importance of systematic approach of induction and proper procedure to follow in identifying skill gaps in the various departments (Agbo, 2020). Also, the heads of department at the Abia State Polytechnic should be sensitized on the importance of sending the right employee on induction and training programmes.

Mchete and Shayo (2020) examined the influence of induction training programmes on the performance of new employees at the Open University of Tanzania. The study employed an explanatory case study design using qualitative data collected through interviews from both employees and management personnel from the Open University of Tanzania. A sample size of 19, comprising nine management staff and ten subordinate staff were engaged in the study. The study found that induction training is of great value to the University as it serves to inform new staff of the important aspects of their new working environment. Based on the findings the researcher recommended that, University management should provide enough support and exert their full power on induction training programme and

allocate reasonable and realistic budget for its implantation. Additionally, there should be a continuous follow-up to get feedback from the trainees on induction training programmes. Finally, adequate time should be allocated to induction training to allow the programme to cover all aspects of the newly employees working life (Mchete & Shayo, 2020).

Lessons Learnt from the Literature Review

From the empirical revision it came to light that, prior researcher in their quest to explain the induction and job performance nexus have employed numerous theoretical framings based on their philosophical orientations and the key axioms of these theories in relation to their study objective. This insight enabled the researcher to align the study variables with the appropriate theories that best explains the objective of the study. Again, the researcher learnt that newly recruited employees adapt to their new task quickly and easily hence reduce trepidation and anxiety about the new position and the environment when appropriate induction programmes are designed for them. Methodologically, prior researchers have employed both qualitative and qualitative to investigate induction and job performance phenomenon with varied statistical tools. The decision to approach the study quantitatively was premised on the works of prior researchers. The foregoing lessons provide the theoretical stands for conducting the present study as an effort to examine the influence of induction programme on the job performance of teachers at Weweso cluster of schools in the Oforikrom Municipality in the Ahanti region of Ghana.

Conceptual Framework

Based on the overall rationale for conducting study, the proposed nature of interrelationships among the constructs, the theories supporting the study, this conceptual framework was developed. The interrelationship among the major constructs is presented on Figure 1.

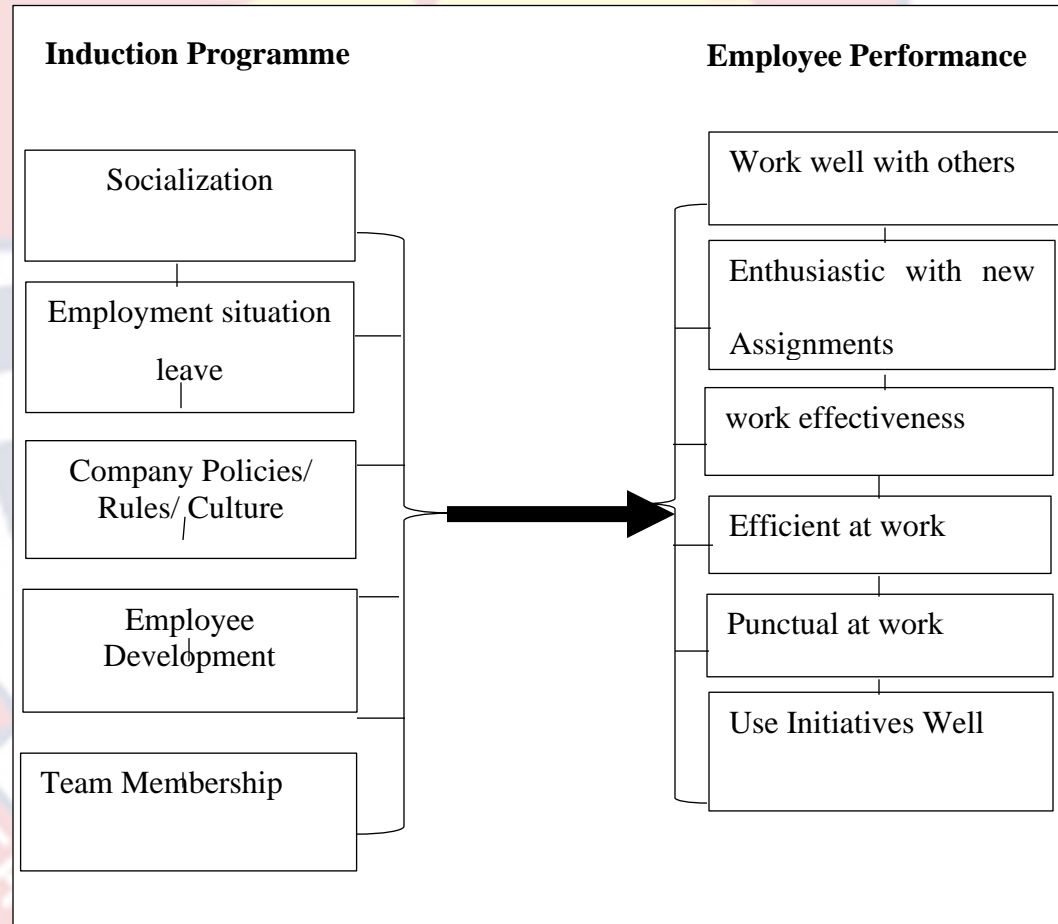


Figure 1: Conceptual Framework depicting the nexus between Induction Programme and Job Performance of Employees

Source: Author's Own Work (2022)

Conceptually, the study proposes that there is some relationship between the independent variables otherwise predictors (induction programmes) job

performance of teachers at Weweso cluster of schools in the Oforikrom Municipality. It also asserts that; induction programmes have the capacity to predict a positive change in job performance of teachers at Weweso cluster of schools in the Oforikrom Municipality. Holistically, the study proposes that induction programmes is significant positive predictors of job performance of teachers at Weweso cluster of schools in the Oforikrom Municipality. On the other hand, deficiency in the predictors is also expected to reduce of teachers at Weweso cluster of schools in the Oforikrom Municipality.

Chapter Summary

Many of the available literature allude that induction programme influences the level of job performance of an employee. The chapter discussed the theoretical underpinning of the study and as well carried out an empirical review of related, challenges associated with induction programmes literature on induction programme influences and job performance of an employee to enable the researcher to identify relevant gaps in the extant literature and also enable the researcher select an appropriate methodology that is suitable for the study. The empirical review was carried out to enable the researcher validate the finding that will emerge from the present study. Finally, the researcher developed a conceptual framework based on the inferences from the literature review and the relationship of the study variables to offer a pictorial explanation of the relationship that exists between the induction programme and job performance employee of teachers at Weweso cluster of schools in the Oforikrom Municipality.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter explains the research procedure adopted for the study. It describes the research design, population and the sampling techniques used for the study. Other components of the chapters include the development of research instrument for collecting the data, research instrument, fieldwork, ethical consideration and the plan for analysing the data collected

Philosophical Paradigm

Several perspectives have influenced the structure, process and direction of knowledge production in social science. According to Saunders et al (2015) five major philosophies such as positivism, critical realism, interpretivism, postmodernism and pragmatism have shaped social science research over the years. The authors posited that each of the research philosophies has something unique and valuable to contribute to the knowledge production process undertaken by the researchers. Therefore, the type of philosophy held by individual researchers will often lead to embracing a strong qualitative, quantitative and mixed-methods approach in their research (Creswell, 2014).

On the basis of the forgoing philosophical orientation the present study is grounded in the postpositivist research paradigm, which argues that the idea, and even the particular identity of a researcher influences what they observe and therefore impacts upon what they conclude. The postpositivist pursue objective

answers by attempting to recognise, and work with, such biases with the theories and knowledge that theorists develop. Again, postpositivist relates to the philosophical system that embraces issues that can be scientifically verified and hence provide a basis for generalisation. This means that positivists focus on procedures that lead to the generation of facts uninfluenced by human interpretation (Saunders et al., 2007).

Postpositivist believe that it is through a scientific research approach that researchers can unravel the objective truth existing in the world. In addition, Sekaran and Bougie (2016) advanced that positivists usually believe in the thoroughness and replicability of research work, the reliability of observations, and the generalizability of research observations. In respect of the preceding, positivists usually rely on large samples and quantitative techniques for data analysis. The proponents of Postpositivist rely on deductive reasoning to state theories that they can examine through fixed, predetermined research design and objective measures (Sekaran & Bougie, 2016). Saunders et al. (2007) advanced that the positivist paradigm supports studies that are quantitative in nature. The assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically. The chosen philosophical paradigm was suitable for the study because the stipulated hypotheses that were tested through TPI theory of induction and the Michael Zey's Mutual Benefits theory respectively.

Study Design

For this study a descriptive survey research was employed. The study had a broader purpose of examining the induction programmes are organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality, the associated challenges and the influence of induction programme on job performance of newly appointed teachers in the Oforikrom Municipality. The study in part adopted the descriptive survey design because it allowed for the gathering of opinions, beliefs, or perceptions about a current issue from a large group of people (Apuke, 2017). Also, it was employed to analyse the influence of induction programme on job performance of newly appointed teachers. The main thrust of descriptive survey design was to collect appropriate data which work as a base for getting results and drawing conclusion. In descriptive surveys, the events or conditions either exist or have occurred and the researcher merely selects the relevant variables for the analysis of the relationships and reports the way things are (Akhtar, 2016). The research designs were therefore suitable for the study because data was collected through questionnaire, to answer the research questions.

Research Approach

According to Neuman and Robson (2014) there are three broad approaches of research, namely; quantitative, qualitative and mixed methods. While quantitative approach enables the researcher to examine associations between variables, qualitative approach deals with small aspects of social reality (Ofori & Dampson, 2011). Saunders et al. (2015) advanced that the difference between

quantitative methods of research and qualitative methods of research may be influenced by the nature of data used for the study. Whereas numeric data is used in quantitative research, non-numeric data is utilised in the case of qualitative research. Neuman and Robson (2014) posited that the two approaches can also be differentiated in terms of the procedure used in data collection and analyses. For example, whereas in quantitative research method, questionnaire is predominantly used by researchers for data collection and also analysing data quantitatively, in qualitative research method, interview is used by researchers for data collection and the analysis is done qualitatively.

Sekaran and Bougie (2016), and Saunders et al. (2015) indicated that the third approach which is mixed method is merely a combination of the earlier two approaches. The authors further asserted that whilst the quantitative research method permits the generalisation of the sample results to the entire population, qualitative research method is not for the generalisation of the sample results to the entire population. The current study employed the quantitative research approach. This is due to the nature and purpose of the study. The current study demands that researcher collect numerical data that would be analysed quantitatively. The current study also demands that the study's result is generalised on the entire population. Tashakkori and Teddlie (2010) averred that quantitative methods are often considered as deductive in nature because inferences from tests of statistical hypotheses result to general inferences about characteristics of a population. Lincoln et al (2011) are also of the view that quantitative approach to research is directed towards the development of testable hypothesis and theories which are

generalisable across settings. The forgoing rationale informed the choice of quantitative research approach over the qualitative research approach.

Study Organisation

The study was conducted across the Weweso cluster of basic schools in the Oforikrom Municipality. The Oforikrom Municipality is one of the forty- three district in the Ashanti region of Ghana. Originally, it was a sub-metropolitan district council within the Kumasi Metropolitan Assembly until 15th March 2018, when it was elevated to municipal assembly status to become Oforikrom Municipal District. The Municipality is located in the central part of the Ashanti region and has Oforikrom as its capital town. Specifically, this study was conducted across all the thirty-seven (37) basic schools in the Weweso and Oforikrom municipality in the Ashanti region of Ghana respectively. For this study both male and female heads and their assistant with permanent employment in the Oforikrom Municipality was included.

Population

The aggregation of cases that meet a designed set of criteria connotes a population of a study (Pandey & Pandey, 2021). The population of a study is seen as a set of elements, events, people, or group of items under a research-based investigation (Beins, 2017). According to Snyder (2019) population is the target group about which the researcher is interested in acquiring information and drawing conclusions. The target population of this study are both heads and deputies of the

Weweso cluster of schools in the Oforikrom Municipality regardless of their religion, language. The total number of heads and deputy heads of the Weweso cluster of schools according to the (GES, Staff Records, 2022) stood at 76 from 37 basic schools in the Oforikrom Municipality in the Ashanti region of Ghana.

Census Method

A census method is an approach to data collection where the researcher collects data related to the problem under investigation by covering every subject or units of the population or universe (Saunders, Lewis & Thornhill, 2016). For instance, for this study the researcher wants to examine the induction programme of a cluster of schools in particular Municipality. Through census method the researcher collected data on the nature of the induction programme mated out to newly recruited teachers and how that influence their job performance from all the sampled schools in the Municipality. This method implies a complete enumeration of the population. Therefore, Census of population is the most essential method of statistical enquiry. A sample of seventy-six (76), which comprised the entire population of the heads and assistant heads of Weweso cluster of schools in the Oforikrom Municipality participate in the study. This means that a census technique was adopted in the study. A census method allows for all the units of the analysis to be included in the study to offer more opportunity for all to participate in a given study (Sekaran & Bougie, 2016).

Data Collection Instrument

Self-administered structured questionnaires were used to collect data from the respondents. A questionnaire is a set of questions with a definite purpose designed for a target group of people to be administered by themselves within a particular time frame. Brown (2014) state that, questionnaire guarantees high efficiency in data collection and high generalizability of results over the more intensive research designs. Questionnaire is chosen for the data collection because it is a self-reported measure which guarantees confidentiality. It is also more likely to elicit truthful response with regard to the information required from the respondents. The questionnaire was designed in a brief simple language devoid ambiguity to attract respondent's interest and ease their understanding. The questionnaire consisted of different types of questions. And each was tailored based on the objectives outlined for the study.

The questionnaire was developed using existing scales developed by prior researchers. The induction programme questionnaire was adapted from the scale developed by (Mondy & Noe, 2005) and employee job performance was adapted from (Ellinger, Ellinger, Yang and Howton, 2002). These scales have been reported to have high reliabilities and have been recently used by other researchers in the study. In Agbo (2020); Mchete and Shayo (2020), Sulemana, (2018), Ghartey (2018) study, Cronbach's Alphas for the constructs and sub constructs of the induction programme and employee job performance loaded above the 0.70 reliability threshold. Moreover, the instrument covered sections A-D where section A collected respondents' characteristics, section B and C comprising induction

programme and employee job performance respectively. The last section D captures question on the challenges associated with the implementation of induction programme.

Pre-Testing

Pre-tests are required ahead of a main survey for the following reasons. Firstly, they ensure that instructions, questions and scale items are clear. They further help potential respondents to comprehend the questions and respond appropriately. Finally, they help researchers to do away with any questions that may offend potential respondents. In line with this, after approval of the questionnaire by supervisor, the researcher engaged in pre-testing on ten (10) substantive head and deputy heads of basic schools in the Ayeduase Municipal Assembly. This site for the pre-test was selected because of proximity to researcher and its similarity with the main study area; all being part of educational structure. The outcome of the pre-testing indicated the instructions and scale items was clear to the respondents. This enabled the researcher to maintain or modification of all scale items on the instrument.

Reliability is a key component to be considered when evaluating a particular instrument. According to Bless and Higson-Smith (2000), reliability is concerned with consistency of the instrument. An instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. Reliability means dependability or consistency (Creswell, 2014). It indicates the likelihood that a given measurement technique was repeatedly yield the same

description of a given phenomenon. The role of reliability is to minimise the errors and biases in a study (Fitzner, 2007). In line with the foregoing, Cronbach's Alpha coefficient, as depicted in Table 1, was generated on the pre-test data so as to validate the internal consistency of the study elements. It has been revealed in the earlier researches that reliable scales are those with Cronbach's Alpha coefficient of 0.70 or more (Pallant, 2020). Based on this threshold, it can be concluded that all the study's constructs have good internal consistency.

Table 1: Computed Reliability Coefficients for the Pre-Test Data Collected

Dimensions	No. of items	Cronbach Alpha
Socialisation	3	0.783
Employment Situation	3	0.882
Employee Development	3	0.764
Team Membership	3	0.781
Policies/ Rules	3	0.876
Employee performance	12	0.785
Induction programme (Overall)	15	0.827

Source: Field survey (2022)

Furthermore, validity of an instrument, on the other hand, refers to how well an instrument measures the particular concept it supposed to measure (Bryman, 2016). They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed

relevant literature to determine how earlier researchers as recommended by Bryman (2016) have measured the constructs employed for the study.

Data Collection Procedure

The designed questionnaires were administered to the heads and assistant heads of Weweso cluster of schools in the Oforikrom Municipality for the purpose of collecting the data. A letter of introduction was presented to the heads of basic schools within the Oforikrom Municipality, to allow for data collections as part of measure to ensure ethical standards was fulfilled. The distribution and collection of the questionnaire was done personally by the researcher and collected from the respondents within three weeks. Drop and pick technique was employed to improve the response rate.

Data Processing and Analysis

The responses from the questionnaires were edited, coded and entered into Statistical Package for Social Science (SPSS version 26.0) for the analysis. Statistical tools such as mean, standard deviations were employed to address the objectives of the study. The choice of the tool was based on its efficacy in examining the relationships between variables considered in the study. Again, for the specific objectives, means and standard deviation was used for analysis of objectives one, two and third. The ensuing table summarizes the statistical tools that was employed to address each of the study objectives.

Table 2: Summary of Statistical Tools Employed

No	Objectives	Statistical Tools
1	Examine induction programmes organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality.	Descriptive Statistics eg. mean; standard dev.
2	Investigate the challenges associated with the organisation of induction programmes for teachers at Weweso cluster of schools in the Oforikrom Municipality.	Descriptive Statistics eg. mean; standard dev.
3	Assess the level of performance of newly recruited teachers Weweso cluster of schools in the Oforikrom Municipality	Descriptive Statistics eg. mean; standard dev.
4	Assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality	Descriptive Statistics eg. mean; standard dev.

Source: Author's Own Construct (2022)

Ethical Consideration

Ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities (Plaisance, 2006). It is therefore important that everyone who is engaged in research should be aware of the ethical concern (Rubin & Babbie, 2016). The researcher avoided as far as possible violation of ethical principles in the conduct of the study. Edginton et al (2012) have

identified the basic ethical consideration for research as; respondents being fully informed about the aims, methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. The rationale for the study, assurance of confidentiality and the right of withdrawal was explained to the participants. First of all, the researcher took ‘a letter of introduction from the department of human resource management detailing the researcher’s intention to conduct the study and presented to the heads of schools in the Oforikrom Municipality to allow for data collection. The researcher in the conduct of this study also educated the participants concerning the details needed for the study, the reasons why the information are being gathered, the rationale, as well as the way in which they were expected to participate.

Chapter Summary

This chapter has provided information as to the research design appropriate for the study, how the primary data for the study was collected, organised, analysed and presented for easy comprehension. This chapter also presents information on the scientific approach to adopt in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study was conducted to assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality of the Ashanti Region of Ghana. This chapter presented the findings of the study based on the stipulated objectives and research questions of the study. This chapter first presents and discusses the findings regarding the demographic characteristics of the respondents that were surveyed. Followed by the analysis of main objectives of the study in chronological manner. The findings were reported using descriptive statistics such as frequency, percentage, mean and standard deviation. These statistical tools were appropriate due to the nature of analysis required to address the study objectives. The findings were chronologically presented and fully discussed in relation to the stipulated objectives as it ensues.

Response Rate

According to Mugenda and Mugenda (2003), a response rate represents the number of respondents who actually participated in a given study. The authors claimed that, a response rate of 70% and above is excellent and suitable for analysis, 60% is very good, and 50% is good and below 50% is not appropriate for quantitative research analysis. However, this study attained a responses rate of 100% in that the responses from all the 76 respondents were used for the analysis.

Based on the criterion of the aforesaid researchers, the obtained response rate was appropriate and applicable for the study.

Background Characteristics of Respondents

Before reporting on the main objectives of the study, the demographic characteristics of the respondents comprising gender, age, level of education and number of years worked and their designation or rank in the schools were presented as shown in Table 3.

Table 3: Background Characteristics of Respondents

Variable	Option	Frequency (N)	Percent (%)
Gender	Female	30	39.47
	Male	46	60.53
Age Bracket	26-35years	5	6.58
	36-45years	32	42.11
	46-55years	25	32.89
	Above 56years	14	18.42
Level of Education	Cert 'A' / Diploma	4	5.27
	Bachelors' degree	42	55.26
	Postgraduate degree	30	39.47

Years Served	5 – 10 years	22	28.94
	11 – 15 years	34	44.74
	Over 16years	20	26.32

Designation/ Rank	Assistant head teacher	38	50
	Head teacher	38	50
Total		76	100

Source: Field survey (2023)

From the results in Table 3, out of 76 respondents, 60.53percent or a majority were males as compared to the female counterpart of 39.4753percent. The disparity between male and female may be attributed to fact there were more male head / assistant teachers compared to their female counterpart. This revelation could suggest that there is lack of affirmative action policy in the appointment of head and assistant head teachers in the Oforikrom Municipality. Otherwise, it could be insinuated that some female heads did not avail themselves during the data collection exercise. however, the disparities did not affect the respondents' knowledge on induction programmes and its effects on employee job performance across the Weweso Cluster of schools in the Oforikrom Municipality. Employee job performance is therefore not dependent on gender but on how effective induction programs are.

With respect to the age distribution of the respondents, the results indicate that the highly represented age group were those in the 36-45 age brackets

42.12percent. This was followed by those in the brackets of 46-55, 32.90 percent. The third represented age group were those between 56 and above, 18.42%. The least group was those between 26-35years (6.58%). The age distribution showed that head and deputy head teachers in the Oforikrom Municipality are relatively in their active working years which is good for the development of the educational sector and Ghana at large. The highest represented academic qualification of both head and assistant teachers across the sampled schools was bachelor's degree (55.26%); this is followed by those holding postgraduate degrees 39.80percent. Those holding Certificate 'A' or diploma constituted (28.94%). It suffices to say that all the sampled respondents were capable of understanding and answering the questions elicited through the structured questionnaire.

Regarding the number of years, the respondents have served in the Weweso Cluster of schools in the Oforikrom Municipality, majority of the respondents worked between 11–15 years, 44.75percent, followed by those within 5–10years 28.95percent. Also, head and deputy teachers who have served for 16years and over constituted 26.32percent. This suggest that all the sampled respondents have gained substantive job and institutional knowledge which can be transferred to new recruited teachers to warrant the desired academic performance. The study sampled an even number of (50%) each of substantive head and assistant head across the Weweso Cluster of schools in the Oforikrom Municipality. Although there were some disparities in terms of the gender distribution.

Induction Programme for Newly Appointed Teachers

The first objective of the study was to examine the nature of induction programme organised for the newly recruited teachers across the Weweso Cluster of schools in the Oforikrom Municipality. The assessment proceeded with the checks on the normality of the data collected on the variable. According to Pallant's (2020) criteria for assessing normality, skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated in a study. A check (Table 4) shows that there were no issues of normality or discrepancies in the data. This means that, the indicators of induction programme were rated normal and that further analysis was carried out. The objective was therefore, analysed using the mean values generated for the subscale constructs. The overall assessment of the objective was done using a scale ranging from 1 to 5 with 1 to 2.9 denoting disagreement and 3 to 5 denoting agreements to the statement as applied by (Mchete & Shayo, 2020; Wachira & Waiganjo, 2014).

Table 4: Induction Programme for Newly Appointed Teachers

	Mean	Std.	Skewness	Kurtosis		
	Deviation					
	Statistic	Statistic	Statis	Std.	Statis	Std.
			tic	Error	tic	Error
In this school, induction programme covers how employee's knowledge of the job fits into the school goals	2.6800	1.19494	1.010	.260	1.330	.514
In this school, induction programme covers how work are carried out in line with the values and philosophies of the school	3.2600	1.16879	.571	.260	.099	.514
In this school, induction programme includes furnishing employee with information about their reward system.	2.3900	.98365	.595	.260	.368	.514
In this school, induction programme emphasizes the relevance of employee team membership.	3.4500	1.14040	.148	.260	-.654	.514
In this school, induction programme stresses on employee skill development programmes.	2.4600	1.20118	.334	.260	.257	.514

In this school, induction programme covers involving new teachers in social activities and informal group.	3.4800	1.22664	.723	.260	.960	.514
Induction Programme	2.3285	1.27433	.484	.260	.984	.514
Valid N (listwise)						

Source: Field survey (2023)

From the table, a number of questions adapted from Mondy (2005) were used to examine the nature and the form with which induction programmes were carried out for newly recruited teachers take. The results suggest that newly recruited teachers are not fully enlightened on how their knowledge fit into the school's overall goals and aspirations ($M=2.6800$, $SD=1.19494$). The majority of the respondents assented that, the induction programme carried in the school aligns with core values philosophies of the school were ($M=3.2600$, $SD=1.16879$). Again, majority of the respondents concurred that induction programme does not include furnishing newly recruited teachers with information about their reward system ($M=2.3900$, $SD=.98365$). With respect to team membership, majority of them again opined that induction programme emphasizes the relevance of employee team membership ($M=3.4500$, $SD=1.14040$). Most of respondent alluded that induction programme carried out by the school does stress on employee skill development programmes ($M=2.4600$, $SD=1.20118$). On the issues of socialization majority of the respondent confirmed that induction programme carried out by the school sought to engage new teachers in social activities and informal group ($M=3.4800$, $SD=1.22664$). Finally, the induction programme

carried out by the Weweso Cluster of schools was not encompassing enough to issues of such skill development opportunities, furnishing employees with relevant information, knowledge fit consideration among others ($M=2.3285$, $SD=1.27433$).

In support of the study findings, Sulemana (2018) concurred that, all-encompassing induction programme equips newly employees with all the relevant information required to execute their assigned responsibilities. And to achieve this reasonable and realistic budget should be allocated towards the implantation of induction programme. Wachira and Waiganjo (2014) also opined that when newly recruited teachers receive little or no form of induction in the performance of their work their productivity declines. Similarly, Akech (2016) disclosed that the existence of all inclusive of induction programmes help new teachers feel free in their new environment and as well minimize collision among members of the organisation. Thus, GES should investigate further to understanding what form induction programme should take and devote the necessary resources towards its implementation. Again, induction programme should be designed in all-inclusive manner to cover all relevance issues critical to the performance of newly recruited employees.

Challenges Associated with Induction Programme

The second objective of the study was to investigate the challenges associated with induction programme for newly teachers at Weweso cluster of schools in the Oforikrom Municipality. The assessment proceeded with the checks on the normality of the data collected. A check as shown in Table 5 shows that there

were no issues of normality or discrepancies in the data. This means that, the indicators of measuring the challenges associated with induction programme were rated normal and that further analysis was granted. The main result of the objective were presented in Table 5 using the scores of the means and standard deviation. The relevant mean values presented in Table 5 were interpreted using mean values obtain from five-point Likert scale items. The mid-point for the scale of agreement or disagreement to a statement ranged from 1 to 5 with 1 to 2.9 denoting disagreement and 3 to 5 denoting as applied by prior researcher (Agbo, 2020; Sulemana, 2018).

Table 5: Challenges Associated with Induction Programme

	Mean	Std.	Skewness	Kurtosis		
	Deviation					
	Statistic	Statistic	Statistic	Std.	Statis	Std.
				Error	tic	Error
Inappropriate dissemination of information on induction programme to new teachers	3.0465	1.40509	1.010	.260	1.330	.514
Failure to balance the needs of the employee against the needs of the schools	3.4070	1.52144	.571	.260	.099	.514
Inadequate knowledge and clearly stated goals on induction	3.4535	1.50025	.595	.260	.368	.514

Limited time allocated for the conduct of induction	3.4070	1.71071	.148	.260	-.654	.514
Absence of professional responsible for inducting new teachers	3.4630	1.02690	-.657	.260	-.437-	.514
Lack of blueprint to guide the process of induction	3.5420	.96277	-.284	.260	.629	.514
Poor communication between school leadership and education officers concerning induction	3.4667	1.12565	-.503	.260	-.487	.514
Valid N (listwise)						

Source: Field survey (2023)

As presented in Table 5, the majority of the respondents indicated that newly recruited teachers are not furnished with appropriate and accurate information on the induction programmes ($M=3.0465$, $SD=1.40509$). Also, the sampled schools face the issues of finding an even balance between the needs of the newly recruited teachers and that of the school ($M=3.4070$, $SD=1.52144$). Again, it was found inadequate knowledge and clearly stated goals concerning induction ($M=3.4535$, $SD=1.50025$). The study further established that Weweso cluster of schools devote limited time to the conduct of induction for newly recruited teachers ($M=3.4070$, $SD=1.71071$). The sampled schools also lacked trained professional to induct newly recruited teachers on how they are expected to

perform ($M=3.4630$, $SD=1.02690$). Similarly, there was lack of blueprint to guide the induction process across the Weweso cluster of schools ($M=3.5420$, $SD=.96277$). Respondents further disclose that poor communication between school leadership and municipality education officers concerning induction ($M= 3.4667$; $SD= 1.12565$).

The find echoes claims of Mchete and Shayo (2020) who identified that factors such as the inadequate dissemination of induction programme and what it seeks to offer, inadequate time allocated for the induction programme constrains the induction programme. Also, Wachira and Waiganjo (2014) averred that poor communication between leadership and the inductees, lack of professional to handle induction exercise. Sulemana (2018) hinted that on issues such as diversifying of the organizational structures, lack of qualified staff to undertake induction, lack of structured ways of conducting induction, time consuming and that induction is costly in terms of training and stationery as the key challenges facing the organisation and execution of an induction programme. Holistically, the results in Table 5 suggests that induction programme carried out for newly recruited teachers of the Weweso cluster of schools in the Oforikrom Municipality is besieged with numerous challenges that harpers it intended purpose. This is because the mean value of all the indicators measuring the challenges associated with induction was found within the 3.00 to 5.00 mean score arrange denoting agreement to the itemized questions.

Level of Performance of Newly Recruited Teachers

This section analysed the third objective on level of performance newly recruited teachers in the Weweso cluster of schools in the Oforikrom Municipality in the Ashanti region. Employee performance variable was measured using 12 items. The responses were measured numerically such that SD = Strongly Disagree, D = Disagree, N= Neutral, A= Agree and SA = Strongly Agree to the issues. The main variables were evaluated in terms of descriptive statistics such as frequencies, percentages, mean and standard deviation. The relevant mean values presented in Table 6 were interpreted using mean values obtain from five-point Likert scale items.

Prior to the analysis of the objective, an assessment of the normality of the subscale constructs defining employee performance were carried out to determine how well the data explained the stipulated objective. According to Pallant's (2020) criteria for assessing normality, Skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated in a study. A quick glance of Table 6 confirmed that, the data was normal for constructs considered for employee performance in the study. The objective was therefore, analysed using the mean values generated for the subscale constructs. The overall assessment of the objective was done using a scale ranging from 1 to 5 with 1 to 2.9 representing low levels and 3 to 5 representing high levels of a variable as applied by Dess, Lumpkin and McFarlin (2005).

Table 6: Level of Employees Performance

	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Demonstrates effective positive client service	2.8400	.61804	1.010	.260	1.330	.514
Present at work always	2.9522	.65157	.571	.260	.099	.514
Punctual at work	2.9017	.69148	.595	.260	.368	.514
Demonstrates willingness to learn new skills	2.9053	.78124	.148	.260	-.654	.514
Enthusiastic with new Assignments	2.8856	.87905	.484	.260	.984	.514
Shares of information	2.1847	.67294	.245	.260	1.022	.514
Develops professional working relationships with co-workers	2.1835	.68291	.823	.260	-.863	.514
Use Initiatives Well	2.9122	.70386	.737	.260	.653	.514
Maintains professional working relationships with co-workers	2.9467	.66291	.669	.260	.477	.514

Performs the full range of duties and responsibilities associated with the job	2.5682	.52235	.844	.260	.592	.514
Meets deadlines in a timely and efficient manner	2.441	.7964	.549	.260	-.873	.514
Uses resources well	2.664	.9123	.899	.260	.774	.514
Develops and implements effective solutions	2.921	.8376	1.102	.260	.812	.514
Performance Teachers	2.83235	.87442	.886	.260	-.714	.514
Valid N (listwise)						

Source: Field Survey (2023)

The results in Table 6 as per the guidelines of Dess et al. (2005) suggests that there was low level of teacher performance across Weweso cluster of schools in the Oforikrom Municipality in the Ashanti region ($M=2.83235$, $SD=.87442$). This is because the mean value of staff performance was found below the mean score range 3-5 for determining higher levels of a construct. Specifically, respondents alluded that the demonstration effective positive client service is low ($M=2.8400$, $SD=.61804$). Respondents claimed they are not punctual at work always ($M=2.9522$, $SD=.65157$). Again, the study established that teachers across Weweso cluster of schools in the Oforikrom Municipality in the Ashanti region do

not demonstrates willingness to learn new skills ($M=2.9017$, $SD=.69148$). The results suggest that the level of enthusiasm of teachers across Weweso cluster of schools in the Oforikrom Municipality towards new assignments are low ($M=2.9122$, $SD=.70386$).

Also, the surveyed teachers do not use initiatives well across their respective school ($M=2.9122$, $SD=.70386$). Relatedly, employees declined on the statement that they maintain professional working relationships with co-workers ($M=2.9467$, $SD=.66291$). Respondents disclosed that performance the full range of duties and responsibilities associated with the job is low ($M=2.5682$, $SD=.52235$). Similarly, the surveyed employees were disclosed that they are do not meets deadlines in a timely and efficient manner ($M=2.441$, $SD=.7964$). Again, have consistently do not met their performance target and career development deliverables ($M=2.921$, $SD=.8376$).

The findings echo the claims of Pangastuti, Sukirno and Efendi (2020) who posited that absence of collaboration, teamwork improper lines of communication among co-workers in an organisation has the tendency to derailing employee performance. The study findings contradict the revelations of Mchete and Shayo (2020) who averred that proper work attitudes such punctuality, judicious use of resource and proper collaboration among employees are requisite for improving organisational performance. The study findings also contest that of Wachira and Waiganjo (2014), discovered factors such as information sharing, judicious use of entrusted organisation resources as enhancers of both employee performance. In the view of Akech (2016) timeliness on the part of employees in the executions of

assigned task boost their task performance outcomes and that of the organisation at large. The implication of this findings requires GES and other relevant stakeholders should adopt policies to sustain and enhance employee performance to warrant the desired academic performance.

Influence of Induction Programme on Job Performance of Newly Appointed Teachers

This section was designated to analyse the fourth objective which sought assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality. Preceding this analysis, a preliminary assessment of normality of the constructs adapted to measure the influence of induction programme on job performance of newly recruited teachers across the Weweso cluster of schools in the Oforikrom Municipality. Normality assessment is done to ensure that the data collected for further analysis is evenly distributed and not tainted with extremities and outliers. According to Pallant's (2020) criteria for assessing normality, Skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated. Table 6 shows there were no issues of normality or discrepancies in the data. This means that, the indicators of turnover intentions were rated normal and that further analysis was granted. The main finding of the objective were presented in same table, Table 6 using the means scores and standard deviation.

Table 7: Induction Programme and Job Performance

	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
Induction programme has enabled me to improve my job skills	3.5000	1.02908	.502	.260	-.302	.514
Induction programme has enhanced my capacity to take new responsibilities	3.4222	1.07628	-.697	.260	-.144	.514
Induction programme has improved my problem-solving skill	3.2346	.95744	.906	.260	.883	.514
Induction programme has enhanced my personal career development	3.0185	1.1345	-.993	.260	.143	.514
Induction programme has reduced job-related stress	3.5778	.95624	-.608	.260	-.128	.514

There are differences among teachers who have undergone induction programme and those who have not	3.3889	1.18085	-.246	.260	-.756	.514
Induction programme has contributed to cooperation among teachers	3.5617	1.05702	-.548	.260	-.219	.514
Induction programme has made clear the responsibilities of the teachers hence reducing conflicts in school	3.5494	1.08664	-.496	.260	-.419	.514
Induction programme has enhanced professional rules adherence	3.5741	1.14102	-.223	.260	-1.004	.514
Induction programme has improved work relations among the teachers	3.4507	1.00354	-.567	.260	1.246	.514
Valid N (listwise)						

Source: Field survey (2023)

The findings in Table 7 revealed that induction programme has enabled them to improve their job-related skills ($M=43.5000$; $SD=1.02908$). Similarly, the surveyed respondents disclosed that induction programme has enhanced their capacity to take new responsibilities ($M=3.4222$; $SD=1.07628$). With regards to

problem solving skills, the respondents claimed that induction programme has improved their problem-solving skill and capabilities ($M=3.2346$; $SD=.95744$). Further on this, emphasised that induction programme has enhanced their personal career development ($M=3.0185$; $SD=1.1345$). Again, the respondents averred that induction programme has the tendency of reducing job related stress ($M=3.5778$; $SD=.95624$).

Respondents hinted that organisation of induction programme has brought clear differences between teachers who have undergone induction programme and those who have not in terms of job performance ($M=3.3889$, $SD=1.18085$). The surveyed respondents confirmed that induction programme has contributed to cooperation among teachers ($M=3.5617$, $SD=1.05702$). Respondents further disclosed that induction programme has brought clarity of the responsibilities among teachers and reduced conflicting roles in school ($M= 3.5494$; $SD=1.08664$). Induction programme has enhanced professional rules adherence among newly recruited teachers ($M= 3.5741$; $SD= 1.14102$). Finally, respondents submitted that induction programme has improved work relations among the teachers in the school ($M= 3.4507$; $SD= 1.00354$). The foregoing findings imply that the conduct of induction for new recruit in the Oforikrom Municipality has had a positive job performance impact on the teachers regardless of the challenges associated with the induction process.

The study findings corroborate that of Ghartey (2018) who found a positive impact of induction programme on employee job performance. It echoes the claims of Mchete and Shayo (2020) who established positive effects of between induction

programme the performance of new employees at the Open University of Tanzania. Similarly, Agbo (2020) established positive nexus between induction programs job performance of employee of the Abia State Polytechnic ($r=0.662$, $p=.000$). Also, Sulemana, (2018) gathered evidence on the effects of induction training programme on newly recruited teachers in the Kpandai district and found that induction programme as important in the professional life newly appointed teacher, in that it makes the teacher performance better in their knowledge impartation process. Akech (2016) established that the existence of strengths of induction programmes help new teachers feel free in their new environment and as well minimize collision among organisation members

Chapter Summary

The chapter discussed the results of the study which begun with the demographic characteristics of the respondents followed by the main findings of the study. In the results, it came to light that the males head and assistant head teachers were more than the females across the Weweso cluster of schools in the Oforikrom Municipality. Also, most of the sampled heads and assistant heads were within their active working ages which was a good indicator for educational development and nation building. The findings of the results showed that the induction programme organised for newly recruited teachers across the Weweso cluster of schools in the Oforikrom Municipality was not all encompassing as far the development and performance of the newly recruited teachers are concerned. Also, it was concluded that conduct of induction programme across the Weweso

cluster of schools was besieged with numerous challenges which defeated its intended purposes and finally, the study found positive influence of induction programme on employee job performance.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter presents the summary, conclusion and recommendations based on the key findings of the study. The chapter suggestions for further research based on the limitation of the study.

Summary

Using all the seventy-six heads and assistant heads of the Weweso cluster of schools in the Oforikrom Municipality were engaged as respondents of the study. A 5-Likert scale type questionnaire was used to gather data from the sampled respondents. To analyse the specific objectives of the study, different statistical tools were employed. Descriptive statistics such as mean and frequencies and percentages were utilised to address the demographic characteristics, where for objective one, two and three were addressed using mean and standard deviation as statistical tools. Prior to the analysing the main objective of the study Moreover, the study conducted a preliminary assessment of the normality of the data collected for constructs of the study after running commentary of the demographic characteristics of the respondents. The assessment showed that data was normal and was furthered applied for advanced analysis of the objectives of the study. The study was primarily designed to assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the

Oforikrom Municipality in the Ashanti Region of Ghana. To achieve the overall purpose of the study, the study pursued the following specific objectives;

1. Examine induction programmes organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality.
2. Investigate the challenges associated with the organisation of induction programme for teachers at Weweso cluster of schools in the Oforikrom Municipality.
3. Assess the level of performance of newly recruited teachers Weweso cluster of schools in the Oforikrom Municipality
4. Assess the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality.

Summary of Key Findings

With regards to the first objective of the study on nature of induction programmes organised for newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality. The findings indicated that, at a whole the induction programme organised for newly recruited teachers was not very encompassing in that certain essential components are ignored. The sampled respondents indicated low levels of agreement to almost all the constructs (employment situation, company policies/ rules/ culture, employee development, team membership) that were adapted to measure the nature of induction programme organised for newly recruited teachers in the municipality.

For the second objective of the study, it was found that, the induction programme organised for newly recruited teachers in the Oforikrom Municipality was besieged with numerous challenges which often hampers the realization of the intended performance target of the sampled schools in the Municipality. The employees indicated high levels of agreement to most of the constructs that were adapted to measure the challenges associated with conduct of induction programme across the sampled schools in the municipality. Means and standard deviation values were used in assessing the challenge as applied in extant literature.

With the third objective of the study, it was found that, the level of performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality is low. Majority of the respondents indicated that, they are not very timeous in executing assigned task and that they possess the skills required in carrying out the respective responsibilities. Also, they do not exercise adequate control over the task assigned them at the assembly. The findings revealed that performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality exhibited counterproductive performance behaviours such truancy, which has the tendency to mar the overall teacher performance and academic performance of teachers.

The final objective which addressed the influence of induction programme on job performance of newly appointed teachers at Weweso cluster of schools in the Oforikrom Municipality. The study found that induction programme has had positive influence on job performance of newly recruited teachers across the Weweso cluster school in the Oforikrom Municipality. Although the execution of

the induction programme is revealed to have been entangled with numerous challenges.

Conclusions

Based on the key findings and implications drawn, the study made the following conclusions;

- With the first objective, the study concluded that, the induction programme organised for newly recruited teachers in the Oforikrom Municipality was not encompassing enough in that certain component of the induction programme was not included. The encircling nature of the induction programme organised for the newly recruited teachers has the tendency affecting employee performance negatively.
- Concerning the second objective of the study, it was concludes that the induction programme organised for newly recruited teachers across the Weweso cluster of schools in the Oforikrom Municipality was confronted with numerous challenges, which stagnate the realization of the intended purpose. Paramount challenges revealed in the study were administrative challenges, inadequate time and resource allocated for the conduct of the induction programme, poor communication and between school heads and inductees among other hampers the organisation of induction for new teachers in the Oforikrom Municipality.
- Finally, in the third objective, the study conclusion that, there is a positive influence of induction programme on the job performance of newly

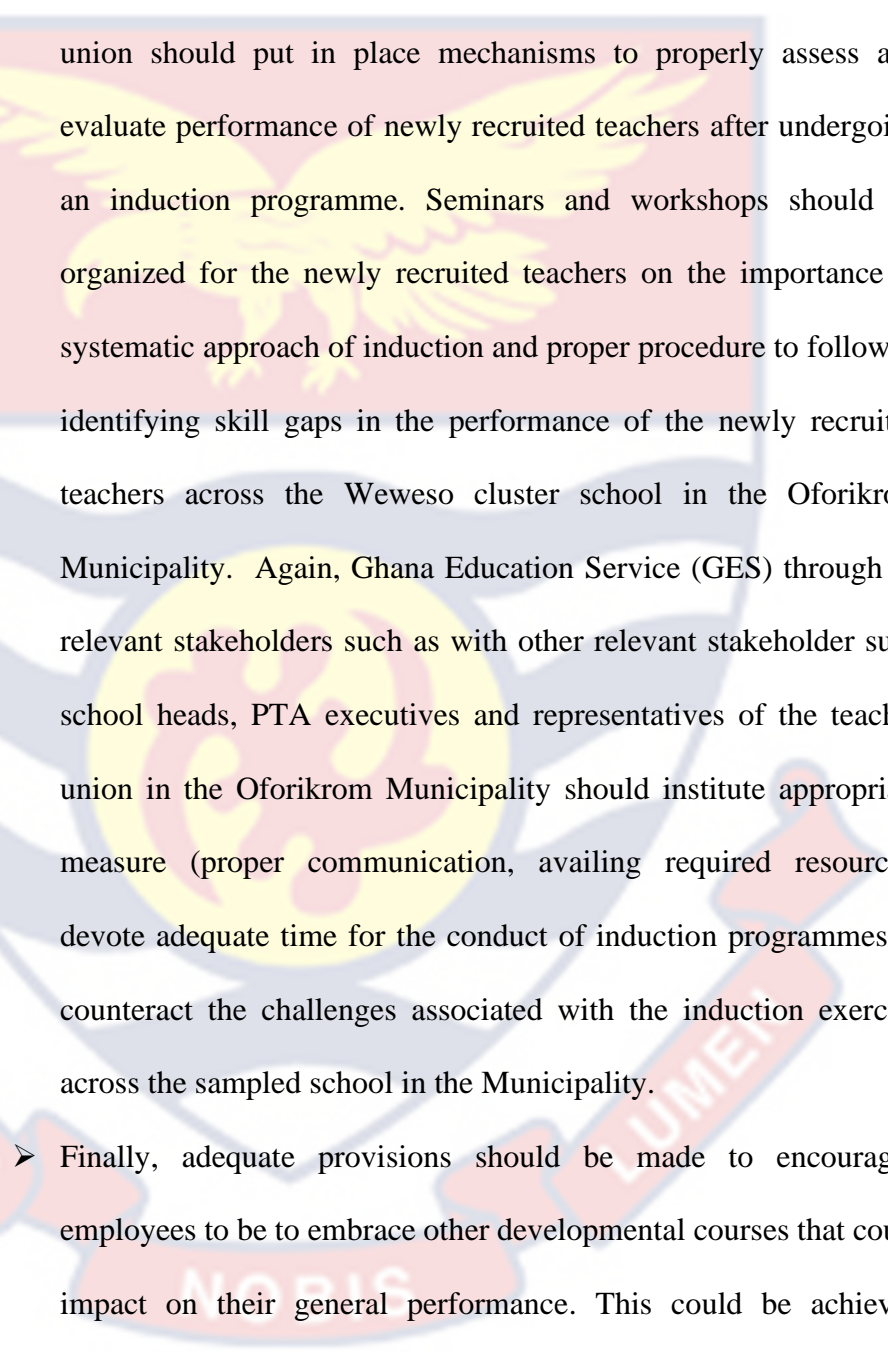
recruited teachers in the Oforikrom Municipality. Through induction new employees are able to adapt well to the work environment. However, the inability of management to devote the resources needed to carry out induction across the sampled schools in the Oforikrom Municipality has negative repercussions on the job performance of new teachers.

- Generally, the study concluded that proper and all-encompassing induction programme improves employee performance as evidenced across the Weweso cluster of schools in the Oforikrom Municipality in the Ashanti region of Ghana.

Recommendation

Based on the strength of the research findings and conclusions drawn, the following recommendations were made;

- The study recommends that the heads of Weweso cluster school in the Oforikrom Municipality through the Ministry Education, the Ghana Education Service together with teacher Unions should design an all-encompassing induction programme. This has the tendency of preventing demotivation among new teachers when it comes to the execution of their assigned mandates. The rationale is to instil a sense of awareness of the induction policies and enable them expend all their expertise in the execution of the assigned duties in the school.

- 
- The logo of the University of Cape Coast is a watermark in the background. It features a shield with a yellow eagle with spread wings at the top. Below the eagle is a yellow circle containing a red and white symbol. At the bottom of the shield is a red banner with the Latin motto 'VERITAS LIBERABIT VOS'.
- The study recommends that the Ministry Education, the Ghana Education Service together with other relevant stakeholder such school heads, PTA executives and representatives of the teacher union should put in place mechanisms to properly assess and evaluate performance of newly recruited teachers after undergoing an induction programme. Seminars and workshops should be organized for the newly recruited teachers on the importance of systematic approach of induction and proper procedure to follow in identifying skill gaps in the performance of the newly recruited teachers across the Weweso cluster school in the Oforikrom Municipality. Again, Ghana Education Service (GES) through its relevant stakeholders such as with other relevant stakeholder such school heads, PTA executives and representatives of the teacher union in the Oforikrom Municipality should institute appropriate measure (proper communication, availing required resources, devote adequate time for the conduct of induction programmes to counteract the challenges associated with the induction exercise across the sampled school in the Municipality.
 - Finally, adequate provisions should be made to encouraged employees to be to embrace other developmental courses that could impact on their general performance. This could be achieved through designing flexible work schedules that permit employees to balance their career development agendas with demands of their

work. Induction should be deliberately planned and a clear budget allocated for the implementation of the programme.

- The Ghana Education Service together with all relevant stakeholders ensure the integration of employee career development plans, employment situation, compensation and benefits among others in the design of the induction programme to enhance employees job performance. The implication of these findings is that when Ghana Education Service together with other relevant stakeholders devote much time and resource towards the execution of induction programme it has the tendency of improving employee job performance

Suggestion for Further Study

The study was conducted using six component of induction programme adapted from (Mondy, 2005) which may not be encompassing enough to profile a generalised result regarding induction and employee job performance. Geographically, the study was conducted across only the Oforikrom Municipality, which is one out twenty-one Municipality in the Ashanti Region of Ghana further studies should consider a number of Municipality or other institutions to make the results on this phenomenon more generable. Methodologically, future researchers should consider a mixed method to examine a phenomenon like this. This will provide a clearer understanding of the issues on the ground as the researchers through qualitative studies will uncover the explicit views of respondents on the influence of induction programme and employee job performance issues.

REFERENCES

- Adentwi, K. I., & Baafi-Frimpong, S. (2010). *Principles, practices and issues in teacher education*. Kumasi: Ebens Press.
- Agapay, A. G., Bingcang, Y. D., & Endozo-Larce, A. (2013). Teacher induction program for basic education teachers: Challenges and opportunities. In *the Dubai International Conference in Higher Education 2013* (p. 102). Universal-Publishers.
- Agbo, M. U. (2020). Impact of induction on employee's performance in an organization: A Study of Abia State Polytechnic, Aba, Abia State, Nigeria. *International Journal of Educational Research and Management Technology*, 5(1), 21-29.
- Aguinis, H. (2009). An expanded view of performance management. *Performance management: Putting research into action*, 1-43.
- Ainsworth, S., & Purss, A. (2009). Same time, next year? Human resource management and seasonal workers. *Personnel Review*.
- Akech, J. (2016). *Assessment of the Effectiveness of Induction Programs for Newly Appointed teachers in Kongwa District* (Doctoral dissertation, The Open University of Tanzania).
- Akhtar, D. M. I. (2016). Research design. *Research Design* (February 1, 2016).
- Akyeampong, K. (2017). Teacher educators' practice and vision of good teaching in teacher education reform context in Ghana. *Educational researcher*, 46(4), 194-203.

Akyeampong, K., & Lewin, K. (2012). From student teachers to newly qualified teachers in Ghana: Insights into becoming a teacher. *International Journal of Education Development*, 5, 339-352.

Alhamad, R. (2018). Challenges and induction need of novice English as a foreign language teacher in Saudi Arabia. *International Journal of Education and Literacy Studies*, 6(1), 50-63.

Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.

Armstrong, M. (2011). *Armstrong's handbook of strategic human resource management*. Kogan Page Publishers.

Armstrong, M. (2017). *Armstrong on reinventing performance management: Building a culture of continuous improvement*. Kogan Page Publishers.

Atatsi, E. A., Stoffers, J., & Kil, A. (2019). Factors affecting employee performance: a systematic literature review. *Journal of Advances in Management Research*.

Beins, B. C. (2017). *Research method: A tool for life*. Cambridge University Press.

Bell, J., Wilcoxon, C., & Steiner, A. (2021). Teacher induction that works: Empowering, retaining, and developing teacher leaders. In *Empowering Formal and Informal Leadership While Maintaining Teacher Identity* (pp. 227-257). IGI Global.

Beyers, L. J. E., & Nkoana, P. M. W. (2016). Evaluation of the University of Limpopo's Induction Program. *International Journal of Educational Sciences*, 12(3), 235-240.

Blau, P. M. (1964). Justice in social exchange. *Sociological inquiry*, 34(2), 193-206.

Bless, C., Higson-Smith, C., & Kagee, A. (2000). Fundamentals of social research methods. *An African perspective*, 3.

Brown, S. J. (2014). *Evidence-based nursing: The research-practice connection*. Jones & Bartlett Publishers.

Bryman, A. (2016). *Social research methods*. Oxford university press.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Darmawan, D., Mardikaningsih, R., Sinambela, E. A., Arifin, S., Putra, A. R., Hariani, M., ... & Issalillah, F. (2020). The quality of human resources, job performance and employee loyalty. *International Journal of Psychosocial Rehabilitation*, 24(3), 2580-2592.

Earley, P., & Kinder, K. (1994). *Initiation rites: Effective induction practices for new teachers*. Windsor: NFER.

Edginton, M., Enarson, D., Zachariah, R., Reid, T., Satyanarayana, S., Bissell, K., ... & Harries, A. D. (2012). Why ethics is indispensable for good-quality operational research. *Public Health Action*, 2(1), 21-22.

- Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W. (2002). The relationship between the learning organization concept and firms' financial performance: An empirical assessment. *Human resource development quarterly*, 13(1), 5-22.
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European journal of Business and Management*, 5(4), 137-147.
- Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far east journal of psychology and business*, 5(1), 23-33.
- Fitzner, K. (2007). Reliability and validity a quick review. *The Diabetes Educator*, 33(5), 775-780.
- Ghana Education Service (2010). *Headteachers' handbook*. Accra: GES.
- Ghartey, E. S. (2018). *Employee orientation and performance at Ghana Library Authority, Ghana* (Doctoral dissertation, University of Cape Coast).
- Glickman, C. D., Gordon, P. S., & Jovita, M. R. (2010). *Supervision and instructional leadership* (5th ed.). New York: Upper Saddle River.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Hedges, J. (2002). The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International Journal of Educational Development*, 22(3-4), 353-366.

- Hudson, P. (2012). Beginning teachers' achievements and challenges: Implications for induction and mentoring. In *Proceedings of the 2012 Annual Australian Teacher Education Association (ATEA) Conference, Glenelg (Australia), Australian Teacher Education Association (ATEA), s/pp*
- Iqbal, N., Anwar, S., & Haider, N. (2015). Effect of leadership style on employee performance. *Arabian Journal of Business and Management Review*, 5(5), 1-6.
- Iqbal, N., Anwar, S., & Haider, N. (2015). Effect of leadership style on employee performance. *Arabian journal of business and management review*, 5(5), 1-6.
- Kearney, S. (2021). The challenges of beginning teacher induction: A collective case study. *Teaching Education*, 32(2), 142-158.
- Kebenei, E. J. (2014). Effects of induction programs on employee job performance in eldoret water and Sanitation Company limited. *Unpublished dissertation for the award of Master of Science Degree in Human Resource Development Moi University.*
- Keengwe, J., & Adjei-Boateng, E. (2012). Induction and mentoring of beginning secondary school teachers: A case study.
- Koranteng, S. (1995). *Procedure in the organization of training*. Accra: GES
- Lăzăroiu, G. (2015). Employee motivation and job performance. *Linguistic and Philosophical Investigations*, (14), 97-102.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical research* (Vol. 108). Saddle River, NJ, USA: Pearson Custom.

Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. sage.

Loveless, C. P. (2010). New school counselor perceptions of their mentoring and induction programme. *Georgia school counselor's association journal*, 17(1), 26-33.

Mabaso, C. M. (2012). *The effectiveness of an induction programme for newly appointed staff at Coastal KZN FET College* (Doctoral dissertation).

Mabaso, C. M. (2012). *The effectiveness of an induction programme for newly appointed staff at Coastal KZN FET College* (Doctoral dissertation).

Maloch, B., Mosley Wetzels, M., Tily, S., Daly, A., Atkinson, J. M., & Krafka, C. (2022). Mentoring in a University-based induction program. *The Teacher Educator*, 1-21.

Mankoe, J. O. (2007). *Educational administration and management in Ghana*. Accra: Progress Stars Printing Press.

Maruhi, L. W. (2018). *Factors affecting employee induction process at headquarters of equity bank limited, Kenya* (Doctoral dissertation, University of Nairobi).

Mchete, T. J. (2019). *Effectiveness of induction training on employee's performance in Public Universities: Case study of the open University of Tanzania* (Doctoral dissertation, The Open University of Tanzania).

Mchete, T., & Shayo, F. (2020). The role of induction training on performance of new employees at workplace: Case study of the Open University of Tanzania. *International Journal of Business Management and Economics Review*, 3(01).

Michael, M. N. (2021). Staff induction and employee turnover in advertising firms in Kenya.

Mohammed, M., Awais Bhatti, M., Rageh Ismail, A., & Pandiyan Sundram, V. (2014). Effects of personality traits (big five) on expatriates' adjustment and job performance. *Equality, Diversity and Inclusion: An International Journal*, 33(1), 73-96.

Mondy, B. P. (2005). *An investigation of the impact of the key components of the induction programme on the new teacher retention in Chitwan district, Nepal* (Doctoral dissertation, Itä-Suomen yliopisto).

Mondy, R. W., & Noe, R. M. (2005). *Human resource management*. Pearson Educación.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative & qualitative approaches* (Vol. 2, No. 2). Nairobi: Acts press.

Neuman, W. L., & Robson, K. (2014). *Basics of social research*. Toronto: Pearson Canada.

Nkoana, P. M. W. (2010). *Evaluation of the University of Limpopo induction programme* (Doctoral dissertation, University of Limpopo).

Noe, R. A., Tews, M. J., & Michel, J. W. (2017). Managers' informal learning: A trait activation theory perspective. *International Journal of Training and Development*, 21(1), 1-17.

Nsubuga, Y. K. (2003). *Development of secondary education in Uganda: Prospects and challenges*. Uganda: SEIA.

- Oduro, G. K. T. & MacBeath, J. (2003). Traditions and tensions in leadership: The Ghana experience. *Cambridge Journal of Education*, 33(3), 441-455.
- Oduro, G. K. T. (2003). *Perspectives of Ghanaian headteachers on their role and Professional Development: The case of KEEA District primary schools*. An Unpublished Ph.D. thesis. University of Cambridge.
- Ofori, R., & Dampson, D. G. (2011). Research methods and statistics using SPSS. *Amakom-Kumasi: Payless Publication Limited*.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.
- Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- Pangastuti, P. A. D., Sukirno, S., & Efendi, R. (2020). The effect of work motivation and compensation on employee performance. *International Journal of Multicultural and Multireligious Understanding*, 7(3), 292-299.
- Parsloe, A. (2008). A novice teacher: Implications for programmes for new teachers. *Journal of Teacher Education*, 42(3), 342-351.
- Parveen, S., Cheema, A. B., & Javed, M. F. (2022). Induction training for developing teachers' responsibility acceptance. *Pakistan Social Sciences Review*, 6(2), 503-510.
- Phoeth Nduku, K. Y. U. L. E. (2017). *An assessment on the effect of in-service training on employees' performance. A case of secretaries in Baringo County, Kenya* (Doctoral dissertation, Kisii University).

Plaisance, P. L. (2006). An assessment of media ethics education: Course content and the values and ethical ideologies of media ethics students. *Journalism & Mass Communication Educator*, 61(4), 378-396.

Pollard, L. (2005). Induction guidelines for your new staff. *International Journal of Educational Development*, 10(1-2), 33-39.

Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.

Runola, J. (2013). Employee induction: developing an induction process for a company providing services in sports and leisure time activities.

Saunders, M. N., Lewis, P., Thornhill, A., & Bristow, A. (2015). Understanding research philosophy and approaches to theory development.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.

Skott, C. K. (2023). A networked understanding of new mathematics teachers' learning, when participating in a lesson-study induction programme. *International Journal for Lesson & Learning Studies*, 12(1), 65-77.

Slaughter, E. (2016). *A case study of learning during induction at a local authority's children and young people's service* (Doctoral dissertation, University of East Anglia).

Slaughter, E. (2016). *A case study of learning during induction at a local authority's children and young people's service* (Doctoral dissertation, University of East Anglia).

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.

Stewart, G. L., & Brown, K. G. (2019). *Human resource management*. John Wiley & Sons.

Sulemana, A. D. A. M. (2018). *Examining the effects of induction training programs on newly recruited teachers in the Kpandai district* (Doctoral dissertation).

Tahir, L. M., Said, M. N. H. M., Ahmad, R., Daud, K., Sumitono, B., & Yusoff, S. (2014). Exploring the induction program for novice teachers. *Life Science Journal*, 11(8), 394-406.

Teddlie, C., & Tashakkori, A. (2010). Overview of contemporary issues in mixed methods research. *Sage handbook of mixed methods in social and behavioral research*, 2, 1-44.

Teddlie, C., & Tashakkori, A. (2010). Overview of contemporary issues in mixed methods research. *Sage handbook of mixed methods in social and behavioral research*, 2, 1-44.

Viljanen, K. (2018). Impact of employee induction programme on performance and development: case Sector Alarm.

Wachira, E. N., & Waiganjo, E. W. (2014). Factors affecting implementation of induction programmes in Kenya's public secondary schools: A survey of secondary schools in Kamukunji district, Nairobi County. *International Journal of Academic Research in Business and Social Sciences*, 4(10), 16.

Whisnant, E., Elliott, K., & Pynchon, S. (2005). A Review of literature on beginning teacher induction: Centre for strengthening the teaching profession.

Zaim, H., Ramadani, V., Dinibutun, S. R., Gërguri-Rashiti, S., & Said, D. S. (2021). Knowledge management and human resources performance: evidence from Turkish family businesses. *Journal of Family Business Management*.



APPENDIX-A

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Sample Questionnaire

I am a postgraduate student of the above University researching the topic *“Induction Programme and Job Performance of Newly Appointed Teachers in the Oforikrom Municipality”* as part of the requirements for the award of Master in Business Administration (MBA) degree in Human Resource Management. It will be highly appreciated if you could spend some minutes of your valuable time to answer the following questions. Information provided for this study will be used solely for academic purposes and treated with utmost level of confidentiality. Thank you for assenting to partake in the study.

PART A: BACKGROUND CHARACTERISTICS OF RESPONDENTS

Please tick as appropriate and applicable []

1. Respondents Gender

Male [] Female []

2. Indicate your age bracket

26-35years [] 36-45years [] 46-55years [] Above 56years []

3. What is your highest level of education?

HND/ Diploma [] Bachelors' [] Postgraduate []

4. Number of years Served in the School?

5 – 10 years [] 11 – 15 years [] Over 16years []

5. What is your designation/ rank in this school?

Head teacher [] Assistant head teacher [] Acting head teacher []

PART B: INDUCTION PROGRAMME

Indicate the extent to which the following components of induction programme apply to your school? Using the scale 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA), rate your level of agreement with each of statement by ticking (√) in the most appropriate column.

	Induction Programme	SD	D	N	A	SA
		1	2	3	4	5
1	In this school, induction programme covers how employee’s knowledge of the job fits into the school goals					
2	In this school, induction programme covers how work are carried in line with the values and philosophies of the school					
3	In this school, induction programme includes furnishing employee with information about their reward system.					

4	In this school, induction programme emphasizes the relevance of employee team membership.					
5	In this school, induction programme stresses on employee skill development programmes.					
6	In this school, induction programme covers involving new teachers in social activities and informal group.					

Adapted from Mondy (2005)

PART C: CHALLENGES ASSOCIATED WITH INDUCTION PROGRAMME

Please tick (√) the appropriate number on the Likert scale to rate the challenges associated with conduct of induction programme for newly trained teachers in the Oforikrom Municipality: Where, 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

	Challenges associated with induction Programme	SD	D	N	A	SA
		1	2	3	4	5
1	Inappropriate dissemination of information on induction programme to new teachers					
2	Failure to balance the needs of the employee against the needs of the schools					

3	Lack of knowledge and clearly stated goals concerning induction					
4	Limited time allocated for the conduct of induction					
5	Lack of re-orientation when new teachers are transferred to new stations					
6	Lack of professional responsible for inducting new teachers					
7	Lack of blueprint to guide the process of induction					
8	Poor communication between school leadership and district officers concerning induction					

Adapted from Wachira and Waiganjo (2014) and Akech (2016)

SECTION C: EMPLOYEE PERFORMANCE

Your response to the following indicators measures the extent to which you perform your job as a result of induction programme in place. The responses will be measured numerically such that one (1) represents the least agreement to the issues while five (5) represents the highest level to the issues.

Performance Indicators	1	2	3	4	5
Demonstrates effective positive client service					
Present at work always					

Punctual at work					
Demonstrates willingness to learn new skills					
Enthusiastic with new Assignments					
Shares of information					
Develops professional working relationships with co-workers					
Use Initiatives Well					
Maintains professional working relationships with co-workers					
Performs the full range of duties and responsibilities associated with the job					
Meets deadlines in a timely and efficient manner					
Uses resources well					
Develops and implements effective solutions					

PART D: INDUCTION PROGRAMME AND JOB PERFORMANCE

Please tick (✓) the appropriate number on the Likert scale to rate the extent to which induction programme affect job performance of newly recruited teachers in the Oforikrom Municipality: Where, 1 = Strongly Disagree (SD) 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

	Induction Programme and Job Performance	SD	D	N	A	SA
		1	2	3	4	5
1	Induction programme has enabled me to improve my job skills					
2	Induction programme has enhanced my capacity to take new responsibilities					
3	Induction programme has improved my problem-solving skill					
4	Induction programme has enhanced my personal career development					
5	Induction programme has reduced job-related stress					
6	There are differences among teachers who have undergone induction programme and those who have not					
7	Induction programme has contributed to cooperation among teachers					

8	Induction programme has made clear the responsibilities of the teachers hence reducing conflicts in school					
9	Induction programme has enhanced professional rules adherence					
10	Induction programme has improved work relations among the teachers					

Adapted from Mabaso (2012); Wachira and Waiganjo (2014)

THANK YOU FOR YOUR TIME, GOD BLESS YOU!

