UNIVERSITY OF CAPE COAST

ADJUSTMENT CHALLENGES FACED BY NEWLY TRAINED TEACHERS

IN BASIC SCHOOLS IN THE AWUTU-EFUTU-SENYA DISTRICT OF

GHANA

BY

JOSEPH JUSTICE BAIN-DOODU

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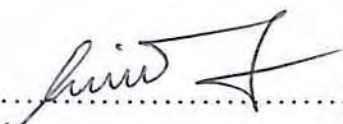
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DECLARATION

Candidate's Declaration

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

Candidate's Signature.. Date 23/03/09

Name: Joseph Justice Bain-Doodu

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.

Supervisors Signature....................... Date: 19 – 08 – 09

Name: Dr. Y. A. Ankomah

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ABSTRACT

The study was designed to investigate challenges that newly trained teachers face at their first stations in basic schools. Since the role of the teacher in human resource development is very valuable, anything that adversely affects his/her performance should not be left to chance. Purposive sampling technique was adopted in selecting both headteachers and the newly trained teachers for the study.

All the eight educational circuits in the Awutu-Efutu-Senya District were covered. Questionnaires that were used to gather the data from the respondents consisted of both open-ended and closed-ended items. The research instrument was pilot-tested on newly trained teachers and their heads in the Agona Swedru Municipality. This miniature study assisted in detecting and removing ambiguous and irrelevant statements and the reliability of the instrument. The reliability co-efficient of the instrument was found to be r=7.25. The final data collected for the study were analysed using SPSS software package and presented in percentages and frequency distribution.

The main findings that emanated from the study were that the newly trained teachers had adequate orientation in their respective schools and that they did not face social challenges. However, the new teachers faced some economic and professional challenges in their schools. It is, therefore, recommended that P.T. A.'s and S.M.C.'s should assist newly trained teachers in their schools financially and the G.E.S. should also pay such teachers' travelling allowances to them. Again, heads of the basic schools should help new teachers to secure reference books to help make their teaching easy.

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DEDICATION

I dedicate this work to my dear wife Mrs. Elizabeth Bain-Doodu.

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is an undisputed fact that the general goal of education is the development of persons to equip them with knowledge and skills so that they can contribute effectively to the development of the society. The Teacher Education Division of the Ghana Education Service is charged with the responsibility of providing pre-service training. The main goal for the Division is to develop the teacher to provide quality teaching and learning at the basic school level.

To achieve this goal, certain priority targets have been put in place including;

a)   To improve the pre-service training of the teacher;

b)   To improve on the performance bases of the tutors in the colleges; and

c)   To target school based in-service training for basic school heads and teachers.

According to Farrant (1992), teacher education is essentially a period of orientation of taught and outlook on education. It is sometimes regarded as just a period for learning the techniques of teaching. If this is true, then the products are merely performing hyenas, able to do their work without a reason except that of trying to please their masters. Student-teachers should be trained to form habits which will make them capable not only in teaching but also in their ability to shoulder responsibility, take initiative, assist those in need and lead lives which

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are good examples to others. Once it is appreciated that educators are to produce thinking teachers, the battle is almost won.

To produce thinking teachers, educators are themselves to practise what they teach, using the methods they advocate making their students think, experiment, criticize, evaluate and act in accordance with their beliefs. They should encourage experiments, and direct students to sources of information.

All the thirty-eight public teacher training colleges in Ghana under the able guidance of the Institute of Education of the University of Cape Coast have to, a greater extent, meet those conditions outlined by Farrant (1992). To improve on the pre-service training of the teacher, the Teacher Education Division has entered into collaboration with the Institute of Education of the University of Cape Coast and, University of Education, Winneba, to update the existing curriculum to improve methodology. In addition to subjects taught in the training colleges, professional courses and teaching practice for all the teachers are run to equip the professionals with expertise. The pre-service training exposes teachers to the introduction of formal education since beginning of the Castle schools by the missionaries. Teachers are also taught Educational Acts and some current educational policies in Ghana. This course enables the student-teacher to have an idea about educational efforts in the country. This helps the teacher to identify strengths and weaknesses in education and also work to improve the situation.

Introduction to Educational Administration taught as a course in the training colleges, exposes teachers to classroom management and control, school records and others. This exposure helps the teacher to acquire educational

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management skills (Erikson, 1972). School and Society deal with topics like school-community relations and bodies that are agents of social change in the communities. It equips the teacher with the awareness that affords him/her the opportunity to learn to promote cordial relationship between the community and the school. Child development and learning techniques are also learnt in the colleges. This helps the teacher to understand how children grow and learn. Teachers undergoing professional training are also introduced to the art of teaching. They are taught lesson notes preparation and other issues relating to teaching practice. The other component in the professional preparation is the provision of practical experience for the teacher. This consists of observational teaching practice at the end of the second year for one year. Life in the teacher training colleges is a preparatory period for the teacher to have a foretaste of life after college. It helps the teacher to manage his financial resources so as to be able to cater for his needs.

Induction training does not seem to be well organized for teachers after colleges. This important programme is often overlooked by the District Education Offices. Additionally, it is expected that the new teacher will contribute to the main purpose of a nation's educational system to train its future citizens to be imbued with attitudes and skills that will help them to make intelligent decisions and to be responsive to the fast moving dynamic world around them (Bobson, 1999). An educated person, indeed, is capable of improving himself to realize his full potential and enable him reach where he otherwise would never have reached. This is why educational issues have to be taken seriously.

The role of the teacher in the implementation of any educational policy is unique. No matter how excellent an educational policy is, it is the teacher who has to translate it into reality. If the teacher misunderstands or misinterprets the educational policy, it will fail. The teacher is central in the teaching and learning process. Schools may have the teaching resource such as appropriate and adequate teaching and learning materials, buildings, furniture and active pupils or students, but if the teacher is not well composed to organise these human and material resources in a way that will benefit society, the objectives of the educational system will not be achieved.

In a keynote address titled "Zero Tolerance for Educational Failure" delivered at the National Delegates Conference of Ghana National Association of Teachers (GNAT) on 10th January, 2002, Anamuah-Mensah made an oberservation that "the result of the Criterion Referenced Test (CRT) administered to primary six pupils showed that within the period 1992-1997, only small proportion of them attained the mastery score in the test. On the literacy test, only 3.3% of the public school pupils attained the criterion scores of 60%. The analysis showed that 7.2% of urban public school pupils attained the pass score as against 1.3% for rural schools. The 2001 BECE results indicated that 7,000 candidates did not pass a single subject and many rural schools scored zero percent (Anamuah-Mensah, 2002).

Many countries report that teachers express a strong preference for urban postings. In Ghana, for example, over 80% of teachers said they preferred to teach in urban schools (Akyeampong & Lewin, 2002). Government, parents and

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other stakeholders in education are worried about teachers' refusal to accept postings to rural areas and the poor performance of pupils.

From the above, it could be inferred that the composure and the environment in the professional development of the teacher cannot be underestimated. It is claimed that some challenges are responsible for the refusal of teachers in accepting postings to new stations and their poor performance at their new stations. This has attracted the interest of the researcher to conduct an investigation to find out what challenges these may be.

Statement of the Problem

The Teacher Education Division of the Ghana Education Service in collaboration with the Institute of Education, University of Cape Coast runs a curriculum that is intended to produce competent professional teachers for effective teaching and learning in the basic schools. The Parent Teacher Association and the School Management Committee also help new teachers posted to their schools by providing accommodation and other facilities to help them adjust to the new environment. In spite of these assistance provided, sometimes the new teacher faces some frustrations in the field which affect his/her work. This, in recent time, has raised public concerns. The researcher begins to wonder whether this is as a result of lack of orientation or socio-economic factors that affect the new teachers. It is based on these concerns that the study has been designed to investigate challenges faced by newly trained teachers in the Awutu-Efutu-Senya District.

Objectives of the Study

The objectives of the research ways to

i)   Identify the types of orientation the teachers receive in addition to their professional training.

ii)   Find out challenges new teachers face and the effects these challenges have on them.

iii)   Find out how the challenges could be overcome.

Research Questions

The study was guided by the following questions:

1)   What kind of orientation do newly trained teachers receive after posting?

2)   What social and economic challenges do newly trained teachers face?

3)   What professional challenges do newly trained teachers face?

4)   What are the effects of the challenges newly trained teachers face?

5)   In what ways can the challenges be overcome?

Significance of the Study

A work of this nature has a lot of significance to the provision and delivery of basic education in the economy. Firstly, the findings of the study discloses some teething challenges that new teachers face when first posted to their schools. These would enable policy makers to take urgent and appropriate steps to help new teachers to adjust well at their stations.

Secondly, the findings would inform planners of teacher education programmes about the various challenges new teachers face when posted to

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schools and to determine how they could redesign their programmes to train student-teachers in a manner that would make them adjust easily on the field. Thirdly, the study draws attention to the valuable issues that are raised on strategies that some schools adopt to help make their teachers adjust in their schools. Other schools can adopt such strategies to help make their new teachers feel at ease in their stations.

Finally, the findings of the study would add to the current stream of adjustment challenges of newly trained teachers posted to basic schools literature. They would contribute to enhancing pre-service teacher education programme in the country.

Delimitations

This study was restricted to the Basic Schools in the Awutu-Efutu-Senya district of Ghana. The study concentrated on challenges faced by newly trained teachers. The headteachers who had newly trained teachers on their staff were chosen for the study. Only newly trained teachers who have been on the field for less than a year were selected for the study. The study focused on areas such as kind of orientation given to new teachers, social, economic and professional challenges new teachers face in their schools and the effects of these challenges on their performance.

Limitations

The use of only new teachers and their heads might have affected the generalization of findings. The items on the questionnaire might not be able to elicit all the required information. This might have affected the results of the study.

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Definition of Terms

(a)   Adjustment: This refers to the ability of newly trained teachers to be fit for their job or adapt to their new teaching environment

(b)   Challenge: This refers to the initial experiences, difficulties and problems newly trained teachers encounter at their work place. It could arise in the classroom, from the teaching/learning process, the new environment, accommodation, salary etc.

(c)   Newly trained teachers: They are teachers who have completed the 3-year diploma in the Training Colleges in the country and have spent not more than one year on the field.

(d)   Professional Challenges: These refer to the incompetencies and inadequacies ensuing from the pre-service training received by newly trained teachers.

(e)   Economic Challenges: These are issues which affect the finances and the provision of services needed by the newly qualified teacher.

(f)   Social Challenges: These are related to the interpersonal relationship problems newly trained teachers encounter in dealing with teachers, headteachers, pupils and the community as a whole.

Organization of the Study

This study is organized into five chapters. Chapter One is the introductory chapter which covers the background to the study, statement of the problem and purpose of the study. It also covers the research questions, significance of the study, delimitations, limitations as well as definition of terms. Chapter Two

covers the related literature review. It discusses theoretical concepts of the topic and empirical studies conducted related to the subject under consideration.

Chapter Three deals with the methods and techniques that were used to gather data for the study. It covers population for the study, sample and sampling technique, research instrument, pilot-testing of instrument, data collection procedure and data analysis plan. Chapter Four of the study is devoted to the presentation and discussion of the findings. Chapter Five, the final chapter, deals with the summary of the findings, conclusions drawn from the study, recommendations made, and areas for further research

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter aims at reviewing what various writers and researchers have written and done about teacher education. The review concentrates on the concept of teacher education, purpose of education, the scope of teacher education, the relevance of teacher education, professional preparation of the teacher, pre-service training, project work in training colleges, orientation programme for new teachers, challenges that new teachers face, professional challenges, socio-economic challenges of new teachers, views of headteachers about newly trained teachers' professional and personal attitudes, and mentorship of newly trained teachers, and summary of the chapter.

The Concept of Teacher Education

Several explanations of the concept of teacher education exist. Husen and Tostiethwaite (1985) state that teacher education is teacher development. They identify three types of teacher training to consist of pre-service, induction and in-service training. They also identify general education, mastery of a specific subject knowledge and methodology of teaching the specific subject as the components of teacher education.

Ansu (1995) outlines two major aspects of teacher preparation. These include academic and professional preparations. According to him, to qualify as a professional teacher from any teacher training institution in Ghana, the student-

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teacher must be well educated in what he is going to teach; and must have undergone a professional preparation that will give him special competencies in the art of teaching.

However, Adentwi (2005) identifies the teacher training process to consist of three major components. These are academic, professional and social preparation. To him, the academic preparation component involves deliberate interaction with the subject matter of the various disciplines or taught courses; the professional aspect consists of tuition in education as a taught course and various practical teaching experiences contrived to give trainee teachers practical insight into teaching as an area of professional practice, while the social preparation consists of the exposure to the norms, rules, regulations and aspects of the sub-culture of the teacher training colleges and universities through their active involvement in the social life in the campuses.

Good and Morkel (1959) identify teacher education institutions as those educational institutions concerned with the conduct of activities regarded as significant in the professional education of teachers and whose programmes are given appropriate recognition by state agencies that certify teachers. These are teachers' colleges, university colleges and universities that have teacher education programmes.

Holden (1991) criticizes the form of teacher education to the effect that much of it, often, is passive. To him, theory is poured into unresponsive ears and the lesson does not reach the mind. Application of knowledge by teachers becomes a problem. He observes that teacher trainers are the last to follow their

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advice and the activity they advocate in their trainees' classes is often absent from their own.

Renes (1970) emphasizes that what is taught and particularly how it is taught at the pre-service institution greatly influence future career of teacher training college products. He believes that the manner of teaching at the training college influences students' professional efficiency as they teach at the basic school level. To him, if teachers work in an institution as a team, and are dedicated, hardworking, resourceful and imaginative, they can cause their clients to be positively affected. He notes further that the way and manner tutors go about their work and the degree of their commitment to duty in the colleges go a long way to determine their students' ability to assume full classroom responsibilities.

According to Nacino-Brown, Oke and Brown (1990), the success or dismal failure of the curriculum depends on the teacher. To them, therefore, the most important person in the curriculum implementation process is the teacher. The teacher is the king-pin of the educational situation; he makes or breaks educational programmes. This makes it imperative to give the right kind of education to teacher trainees during their training in order to function effectively after school.

Purpose of Teacher Education

A conference on Teacher Education held by UNESCO in 1968 in Paris outlined the global purposes of teacher education programme as follows, to:

a)   Develop in each student teacher general education of academic and professional nature, as well as personal culture (principles and philosophy

of life and the ability to teach and educate others).

b)   Develop in the individual the awareness of the principles, which underline good human relations within and across national boundaries, a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress.

a) Develop in the individual a sense of initiative, creativity and the capability of adapting to rapid social and technological changes as well as the capability of interpreting changes to the pupils by continuing his own personal education throughout his professional life.

Adentwi (2005) refers to the New Structure and Content of Education for Ghana of 1974 as having the following purposes and objectives for teacher education:

a). To give teachers a sound basis in the content of the courses at the levels at which they will be teaching.

b). To give teachers sound professional skills that will enable them to guide children to learn.

c).To give teachers manual skills to enable them to interest the children in the acquisition of basic vocational skills.

d).To inculcate in teachers the qualities of leadership – the type of leadership that will enable them:

i)   to create favorable conditions in which children learn with pleasure, and with ease;

ii) to prove themselves acceptable to the community; and

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iii) integrate the school with the community

A critical look at the two sets of purposes of teacher education, global and national reveals that the objectives of teacher education in Ghana are solidly based on the global purposes of teacher education outlined by the UNESCO. One difference noticed in the objectives of teacher education in Ghana is the fact that in the 1987 educational reforms, teacher education was supposed to equip teachers to help use education as tool for national development through self-reliance and community involvement.

Adentwi (2005) points out that the concept of life-long education implicit in the global goals of teacher education is not given full emphasis in Ghana's objectives of teacher education. However, he asserts that equipping teachers to serve as curriculum facilitators necessarily means that they must keep themselves abreast of changes taking place in society that has implications for the education of children, and this in effect means pursuing life-long education either by means of in-service education and training (INSET) or through self instruction.

The Scope of Teacher Education

Agyeman (1993) views teacher education as a special kind of apprenticeship in which the future of the teacher in the training college is trained to master three forms of cognitive skills; namely,

i)   the subject to be taught by the student teacher when he becomes a teacher

ii) the philosophy of the teaching profession, and

iii) the code of ethics of the profession.

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To Agyeman (1993), these three forms of cognitive skills correspond to the academic, pedagogical and normative contents of the teacher education programme. Teacher education is therefore expected to prepare the future teacher to master the discipline of the subject(s) he will teach, the methods and techniques of teaching these subjects as well as the rules and regulations that govern the teacher and his relationships with his pupils and their parents.

Adentwi (2005) criticizes the "apprenticeship" view of teacher education. To him, the view loses sight of the fact that proper teacher education must emphasize the acquisition of positive attitudes to life generally and positive attitudes to the teaching task which is experienced through the "hidden curriculum"; while pure apprenticeship training usually tends to focus on the acquisition of dexterity in specific manipulative skills.

Holden (1991) suggests that in designing teacher-education programmes, we have at least to consider two important variables: the teacher trainee himself and the situation he is being prepared for. To her, if we look closely at these variables, we should be in the position to design programmes more relevant to particular group of teachers.

Siastenin (1989) criticizes teacher education institutions whose products find it difficult imparting what they have learnt in teacher training colleges to their pupils. He compellingly calls on teacher training college managers (Principals) to provide a firm theoretical and scientific bases that make the teacher effective to convey his knowledge to his pupils. He contends that no matter how learned a person is, if he is not trained in the methodology of teaching, he should

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not be allowed to teach.

This view is challenged by Williams (1979) to the effect that inexperienced and untrained teachers have done a splendid job in more than just a child-care sense. This raises questions indeed about the appropriateness of the structure and content of traditional teacher training programmes to the actual classroom job of the teacher.

Duodu (2002) citing Wooding is of the view that a complete teacher is a combination of virtues which include the ability to sustain the interest of children from varied intellectual backgrounds and intelligence quotients (IQs), scholarly knowledge of varied school subjects and ability to establish cordial working relations with colleagues.

Duodu (2002) believes that effective teacher education depends on the quality of instruction given in a training college. He also warns that the process of selecting tutors and the induction services conducted for them go a long way to determine the quality of instruction given in the institutions.

It is believed that efficient teacher performance depends on supervision and evaluation of his work by both his colleagues and superiors. Tanner and Tanner (1980) state that supervision is concerned with professional growth from the vantage point of curriculum development. According to them, the objective of supervision is to help teachers to function at the top level of professionalism. They observe that the person who performs supervisory duties in an institution is the head of the school.

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Jacobson (1973) lends support to the above view. He recognizes the principals as instructional leaders in every institution. They have the duty to supervise the work being done and ensure that activities are carried out in line with set standards. They also take steps to correct teachers who are not doing well. Individual and group supervisions are very important in the teacher education programme since it is at this point that feedback from the classroom and from other experiences are best exploited. Feedback provides opportunity to introduce changes and developments in the programme.

Abosi and Brookman-Amissah (1992) believe that curriculum supervision should cover all activities that are planned, implemented and evaluated in the school. The aim should be to develop the cognitive, psychomotor and the affective domains of the learners' personalities. They contend that the administrative responsibility of the institutional head is to ensure that time tables, course contents, syllabuses and textbooks are available in the institution. They continue that the head is also to supply learning materials such as pieces of chalk, dusters, and notebooks for lesson plans, lesson forecasts and record of work which constitute the tools of the work.

Abosi and Brookman-Amissah (1992) urge heads of institutions to encourage their tutors to attend subject association meetings to update their knowledge in their various disciplines. They argue that institutional heads have compelling task to ensure that instruction is appropriately appraised. It is their opinion that instructional appraisal should comprise the organization of institutional programmes such as test, quizzes, class exercises and examinations

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which should be scored and records properly kept. They contend that a good supervisor should make sure that questions set reflect the content of the syllabus covered because the aim of the appraisal is to find out weaknesses to be corrected in the teaching and learning processes in the institution.

Abosi and Brookman-Amissah (1992) again advise the school/college supervisor to select, attract, motivate, supervise, and maintain good teaching staff relationship. The head is expected to run in-service courses for his teachers and on the basis of his appraisal, recommends teachers for promotion and transfers. They conclude that achievements and failures in the institution depend on the effectiveness or otherwise of the institutional head.

Cangelosi (1991) considers that effective instructional supervision should be concerned with improving the instructional practices to make the teacher effective in the classroom. The content of the instructional practices determines the quality of professional teachers produced by the teacher training colleges.

The Relevance of Teacher Education

Teacher education is an endeavour that aims at developing skills, attitudes, and behaviour and practices of teachers in order to produce children who would have healthier and satisfying life. Holden (1991) commenting on the relevance of teacher education said, if a country has no institution, college of higher education, polytechnic or university department which caters for the professional qualification of intending teachers, there is bound to be complex problems of pre and in-service teacher training in that country.

Duodu (2002) warns that the absence of teacher training colleges in Ghana would mean the recruitment of expatriates to manage and teach the entire curriculum of both the basic and secondary education levels in the country. He suggests that the curriculum of the colleges and the universities need to be evaluated to cater for the ever-changing needs of the society.

Contributing to the topic, Adentwi (2005) raises a number of points and principally among them is the fact that the relevance of teacher education lies in the fact or perception that the quality of a nation's school depends on the calibre of teachers employed in its classrooms. He believes that good teachers, all other things being equal, would help to provide quality education.

Adentwi (2005) is of the opinion that we live in a world where change is not only a fact of life but changes take place with amazing rapidity everyday with serious repercussions for society. It stands to reason, therefore, that every society should give its teachers the kind of skills and competencies that would equip them to effectively manage the consequences of such changes in the schools. Again, he is confident that effective teacher education would equip teachers to create the necessary environment within which learners would be instigated and supported to learn by and for themselves. Effective teacher education provides the vital mental frame of reference; pedagogical skills and competencies to enable teachers play their roles as curriculum facilitators and information givers.

Furthermore, Adentwi (2005) passionately explains that effective teacher education is essential in providing the orientation and interpersonal skills that teachers require to interact with their pupils/students and others. Teacher

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education in the form of in-service education and training is essential to ensure continuity and reinforcement of training throughout the teacher's career. Adentwi concludes that teacher education in the Ghanaian context is essential to equip the teacher for his expected roles in school-community relations.

Professional Preparation of the Teacher

Adentwi (2005) spells out three approaches to teacher preparation in Ghana namely; pre-service, in-service and administrative process. These processes ensure that teacher trainees and qualified serving teachers are equipped with pedagogical skills, teacher leadership skills and other professional competencies. Klu (1997) also posits that teacher education is in three phases which are pre-service, induction and in-service. He advises that all of them must be serious carried out to enable teachers to always be abreast of the demands of their job.

Pre-Service Training

Recruitment into initial teacher training colleges is undertaken by the Teacher Education Division of the Ghana Education Service in Ghana. The pre-service teacher preparation used to take three years leading to the certificate 'A' three-year post secondary (Duodu, 2002). Now, the initial teacher preparation takes the same three years but leading to the award of diploma in education. In the course of the training, student-teachers are given adequate preparation in the subject areas to be taught after completion of training. The training mainly occurs in the first two years of the course while the third year is used for out-segment teaching practice.

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According to Adentwi (2005), normally, teacher trainees receive rigorous intellectual training in the disciplines of leverage over and above what the students/pupils already have so that they would be able to provide the necessary guidance required of them. In addition to their core and elective subjects, teachers in training colleges are exposed to other subjects to give them broad background knowledge, which goes a long way to enhance their effectiveness on the job.

Adentwi (2005) explains that as part of the teacher preparation process, trainee teachers are subjected to all kinds of assessment, that is, formative and summative assessments. Formative assessment consists of quizzes, mid-term examinations, assignments, tests, group projects, term papers, and end-of-term examinations, which aim at providing remediation to shortcomings in students learning and improving the instructional process generally.

On the other hand, Adentwi (2005) continues that the summative assessment of the trainee teacher takes the form of end of year external examinations in the training colleges and end of semester examinations in the case of the universities. The summative assessment processes are used for administrative purposes in the promotion of trainee teachers across the grade-levels, placement of teachers and certification of teachers.

The teacher preparation process demands in-depth knowledge in the methodologies of the courses taught. According to Duodu (2002), this equips the student-teacher with the skills needed in the teaching/learning enterprise.

Kyriacou (1998) commenting on the importance of teaching skills says, the essence of being an effective teacher lies in knowing what to do to foster

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pupils' learning and being able to do it. To him, effective teaching is primarily concerned with setting up a learning activity for each pupil which will bring about the type of learning the teacher intends. Duodu (2002) is of the view that the teaching skill of the teacher is acquired during the teaching practice, and when the student-teacher assumes the full responsibility as a qualified teacher.

Recently, with the introduction of the new policy in teacher training colleges, otherwise known as the IN-IN-OUT programme, the third year of the teacher trainee is spent outside the college for professional practice training.

Several scholars in education have expressed their views and observations about the professional training (teaching practice) of teacher trainees. According to Ansu (1995), teaching practice aims at giving professional preparation to teacher trainees and to prepare them adequately to absorb some of the shocks they will face as first time teachers. It also intends to equip them with special competencies in the art of teaching. He lists some of the shocks that confront teacher trainees on practice as poor chalkboard writing, the docility of children in class, having to employ appropriate questioning techniques, copious assignments to mark and controlling unruly class behaviour of children.

Burr, Harding and Jacob (1950) assert that teaching practice is one of the important programmes in the training of teachers. It is during the teaching practice period that the student-teacher assumes the role of an actual classroom teacher to work with children. It enables the teacher trainee to put into practice the techniques learnt during methodology classes. The teaching practice helps the student-teacher to form a sound philosophy of education. He also has a chance to

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put together his skills and ideas into a whole to enable him to be a successful teacher. It also helps the student-teacher to gain insights into the actual problems of classroom teaching.

Furthermore, Burr et al (1950) state that teaching practice helps students to acquire the abilities and skills inherent in actual teaching situations and brings the student-teacher into intimate control with children. To them, it is a period the trainee teacher begins to develop learning experiences with children and for children, to guide children in various aspects of growth and development, to learn more about how children as individuals and as groups behave, react and achieve in school situations. They argue that teaching is an art that must be acquired through experience and continuous practice.

Stones and Morrison (1972) explain teaching practice as a means whereby students undergo the professional preparation necessary to equip them with special competencies that distinguish them from untrained teachers. They agree that the student-teacher had gone to learn his methodology very well before he goes on teaching practice. To them, the techniques of teaching are acquired through observation, imitation and practice.

Brown (1975) suggests that student-teachers should not be allowed to tackle full scale classroom teaching until they have proven competence in basic teaching skills. According to him, without the mastery of the skills needed to teach, one cannot conquer the twin problem of controlling and motivating learners.

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Ryan and Cooper (1975) explain that other professions have built into their training programmes opportunity for "safe practice". This means that other professions have devised means of giving practical training to their apprentices with minimum amount of risk. They indicate that the law student has his "moot court", while the medical student has his "cadever" (corpse for practice) and his rounds in the clinic. They observe that micro-teaching is given as a safe device to prepare the student-teacher for teaching. Under micro-teaching, the student-teacher is made to teach a small size of class. For example, a class of thirty students is divided into five groups. One student acts as a "teacher" and teaches to be observed by the other students. This teaching can take place within the basic school using school pupils. Each student teaches for a brief period of about five minutes and teaches a small aspect of a lesson such as introduction of a lesson or questioning in a lesson. By this method, student-teachers learn skills of teaching in bits.

According to Duodu (2002), micro-teaching is one good method to be adopted in preparing professional teachers without much risk. He believes that it is normal for the training colleges to send their students to observe classroom teachers in schools attached to their colleges. Subject teachers also organize demonstration lessons using pupils in practice schools for their students to observe.

Watson and Osibodu (1987) recognize learning to teach by teaching friends as another wise device for equipping student-teachers with the skills and techniques of teaching. They refer to this type of teaching as peer-teaching. This

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works on the same principle as the micro-teaching. In this method, one student assumes the position of a "teacher" while the others act as "pupils". It is recognised that role-playing like this gives the students valuable insights into some of the emotions experienced by practising teachers. Peer-groups teaching provides practice in mechanics of giving a lesson such as writing on the chalkboard, talking clearly to pupils, asking questions and listening to students' questions.

Watson and Osibodu (1987) confirm that student-teachers who are prepared through micro and peer teaching perform better during teaching practice than those prepared through demonstration lessons and classroom observations used in isolation.

Adentwi (2005) observes that practice teaching provides very interesting experiences for student-teachers because it offers them opportunity to practise some of the ideas they have acquired during their teacher training experience. Adentwi thinks that techniques learnt at college will make clear to the trainee what to do but it is practice alone which tells the trainees how to do such a thing.

Gower and Walters (1983) opine that one can learn a lot about teaching by discussing and talking about materials and techniques but one cannot really learn teaching without practising it. They explain that student-teachers get enthused about the opportunity to act as curriculum facilitators and instructors after many years of acting as receivers of information as pupils and students.

According to Adentwi (2005), for school authorities, practice teaching affords them the opportunity to assess how effective their instructional efforts

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have been in terms of equipping their students to take up the duties and responsibilities of teaching. Practice teaching also provides school authorities the chance to provide remediation for observable shortcomings of student teachers before they assume full responsibility for their classes after they have been certified as fully qualified teachers. He concludes that practice teaching is a vital aspect of teacher education which demands full co-operation of the college/university authorities, tutors, student-teachers and co-operating schools to achieve its purposes.

Mensah (1991), however, unearths some problems with the organization of teaching practice. He highlights the co-operation that should exist among educational authorities, basic school teachers, training teachers and student-teachers. He recognizes some of the problems to be; lack of pre-observation and post-observation conferences by tutors and the monopoly of training colleges acting as if they alone hold the key or the professional training of the student-teachers. He challenges the assumption that anybody teaching in the training college is competent enough to supervise teaching practice.

Mensah (1991) suggests that teaching practice observation programme should incorporate pre and post-observation techniques. He considers it necessary that the training of teachers should be a joint or co-operative venture between the training colleges and the schools which will eventually use their teachers. It is necessary for the Ghana Education Service to release its supervisors to help with the supervision of teaching practice. He contends that adequate preparation should be given to all tutors in training colleges, particularly new and inexperienced ones

to acquaint themselves with the observation of practising student-teachers during teaching practice period.

It is clear that some authors list different purposes for practice teaching largely because school systems tend to have different teacher training needs. Notwithstanding, Adentwi (2005) thinks that the following purposes of practice teaching outlined by Olaitan and Agusiobo (1992) appear to be quite inclusive of purposes of practice teaching in many developing countries. To help the student-teacher to:

a) apply principles of learning to a particular situation to bring about meaningful changes in the experiences of learners;

b) identify objectives of teaching and to see the relationship of a day's lesson to the long-ranged plans for a week or a term;

c) organize syllabus contents around major concepts and generalizations in the development of segmental learning in a unit or course of study;

d) use knowledge of human growth and development of children and adolescents in providing effective teaching-learning situations;

e) become familiar with a variety of instructional materials and resources, evaluate and select those that are appropriate for the objectives in a teaching unit lesson;

f) identify factors that influence the effectiveness of the teaching-learning process and find ways to direct or control them;

g) apply the principles of evaluation and use the results of evaluation as a means of improving instruction;

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h) develop efficient and effective practices for carrying out the routine management of a classroom;

i) establish rapport and appropriate means of interaction with individuals and small or large groups; and

j) have the opportunity to participate in community activities which will enhance the professional growth of a teacher.

Mensah (1991) thinks teaching practice provides opportunities for student-teachers to develop and evaluate their competencies in the major areas of teaching. Specifically, he is of the opinion that practice teaching should help the student teacher to:

a) appraise basic professional qualifications for teaching,

b) apply and test his professional knowledge, understanding, and skills.

c) participate in and assume responsibility for teaching responsibilities in public school teaching.

d) have direct contact with examples of the major phases of public schools' operations.

e) develop both personal and professional competencies under optimum conditions.

f) evaluate his competencies and readiness to enter the profession.

g) prepare to meet types of demand he will face as a beginner.

Gower and Walters (1983) on their part think that teaching practice is expected to;

i) provide the trainee with an opportunity to try out techniques;

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ii) create a situation of gradually increasing freedom within which the trainee can progress from simple to complex teaching;

iii) provide trainees with an opportunity to have teaching evaluated and constructively criticized;

iv) provide trainees with exposure to real learners, their learning problems and the affective factors which influence such learning;

v) instill in trainees some criteria for self-evaluation;

i) help trainees develop their own style of teaching; and

ii) allow trainees to stimulate or approach the real teaching situation under sympathetic supervision.

Mensah (1991) has made a number of significant observations about the problems of teaching practice in initial teacher training colleges in Ghana. He observes that student teachers are not usually exposed to the wide spectrum of administrative work and co-curricular activities that they will be required to perform when they pass out as qualified teachers. As a result, their level of professional competency will be limited to only what they learn during practice teaching.

In addition, Mensah (1991) observes that sometimes some student teachers do not take the teaching practice exercise seriously. Such student-teachers neglect their duties when the supervisor is out of sight and only pretend to be serious when the supervisor(s) drop in. Furthermore, he notes that the college organizing the teaching practice may be located at a place where there are not sufficient numbers of schools within the catchment area where the student-teachers may

undertake the exercise. Under such circumstances, student-teachers are posted to distant places to undertake the teaching practice exercise at their own cost. Supervisors are sponsored by the college to travel over long distances to observe and assess the student-teachers thus adding to the financial burden of the college concerned.

Adentwi (2005) observes that prolonged teaching practice tends to make student-teachers less responsive to innovative teaching styles and very ready to persist in copying and imitating familiar teaching styles prevalent in the schools. This is attributed to the fact that the training institutions often do not succeed in changing the students' perceptions of teaching as they undergo different experiences at school. A second reason is that student-teachers often tend to be more concerned with survival in the teaching situation and building self-confidence by following the safe practices, which they observe in the schools/

The foregoing views are perhaps corroborative of an earlier observation by Denscombe (1985) that though teachers tend to be given so much exposure to "progressive" notions on classroom behaviour management, they nevertheless resort to the "hidden pedagogy" when they are faced with practical classroom problems. In the view of Denscombe (1985), this is because probationary teachers and teachers on practice quickly realize that their experience at college in the techniques of effective discipline is woefully inadequate. Thus, they tend to behave in much the same way as their more experienced colleagues, as far as classroom discipline is concerned in order to survive in the teaching profession.

A national survey conducted in Canada confirms that maintaining classroom discipline is one of the terrible problems of many student-teachers on teaching practice. Several researches conducted within institutions and in depth analysis of students' reflective essays revealed that on the learning experiences of the student-teachers which prepare them for the practicum, despite rating "instruction in disciplinary methods" as essential, less than half the students had received instruction in that area (Bessai & Edmonds, 1997).

Mensah (1991) cautions that we should not expect the personal and professional competencies acquired in a pre-service programme to be adequate for a life time teaching. The teacher is not finished in his learning when he begins to teach. He must seek to add knowledge when he teaches. The well-prepared teacher is the one who knows the limits of his initial preparation and can develop himself to meet more challenging requirements through in-service education.

Project Work in Training Colleges

In the training colleges, final year students are made to write a project intending to solve a problem or finding an answer to a perplexing situation. It also gives them the opportunity to apply the knowledge they have acquired in research methodology and education in general. Duodu (2002) believes that project work in training colleges is another area where student-teachers are educated to have the necessary research techniques to enhance their knowledge about what they teach.

Agyeman (1991) encourages teacher training colleges to give training in research methods to their students to enable them undertake research in education

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from scientific point of view. His concern is about the near dearth of training in educational research in Ghana's educational system. He argues that teacher trainees lack knowledge of research findings because they do not read published research works in education so they clinch to one method of teaching without experimenting with other quality good methods. Furthermore, he suggests that since schools do not exist in a vacuum, there should be research into the relationships that exist between educational systems and their social and cultural environments.

According to Dixit (1991), training colleges' curriculum demands inclusion of research in teacher education. In her view, this means linking research with the teacher as a researcher. To this end, the teacher must be equipped with the necessary research techniques in the classroom and to enhance his knowledge about what he teaches, the method he uses, and the relevance of his work to the community at large. She contends that classroom teaching should be based on research, analytical enquiry and self-reflection. She continues that these are the only strategies which can make a teacher a life-long learner as he handles his classroom activities with an ever- enquiring mind.

Antwi (1989) contends that one of the marks of a profession is the ability of the profession to conduct researches into its specialized field and to document the findings in the professional journal for all to read. He laments that not much research has been done in Ghanaian schools. He invites Ghanaian teachers to engage in classroom research involving methods of teaching specific topics, for teaching to be accorded the appropriate recognition as a profession.

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Mason and Rudd cited in Abosi and Brookman (1992) explain that underlying field investigations is the familiar scientific method of stating the problem, surveying relevant literature, formulating hypothesis, gathering and analyzing data as well as drawing conclusions. They argue that geographical learning will be enhanced through direct first hand contact with the phenomenon under study. They continue that students must have the opportunity to investigate geographical problems directly from the field and through secondary information just as the researcher does – to observe, to question, to hypothesis, to examine and to explain. This calls for disciplined students who will be able to develop the capacity for co-operation, among others.

Orientation Programme for New Teachers

Usually, the first few days at school are the most difficult days for new teachers. There are so many things that the teacher does not know about the community around the school, the school itself, the pupils, fellow teachers, teaching/learning materials, and work procedure generally.

According to Jarvis (1990), the second phase of teacher education is induction. Induction could also be referred to as "orientation" or "socialization". Musaazi (1984) explains that 'orientation', 'socialization' and 'induction' are terms used in the school context to mean the process whereby newly appointed teachers are helped in meeting their needs for security, belonging, status information and direction in both the job and the school community. He adds that orientation means more than just making the new teacher feels at home in a stage and unfamiliar environment.

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Adentwi (2005) argues that merely placing teachers on jobs which they are best fitted will not assure that they will be happy and satisfied with their work and give off their best. It is essential that the administration takes pains to see to their welfare needs in order to enhance their morale and effective productivity on the job.

In support of the above view, Musaazi (1984) advocates that orientation must be designed in such a manner that it enables the teacher to achieve job satisfaction and makes use of his abilities to achieve the goals of the school. It is important that every single teacher that is recruited is given an orientation or induction as soon as he takes appointment. Rebore (1982) further explains that orientation is the process by which newly appointed workers are given guided adjustment to their job and its environment. In other words, induction is the process designed to acquaint newly employed individuals with the school system and the relationships he must develop to be a successful employee.

Musaazi (1984) outlines five duties that the school head ought to do upon the arrival of a new teacher at the school. The school head or his deputy has to provide the new teacher with information about the school. This is usually contained in the school handbook which set out all the school's policies and procedures.

1) The new teacher should be made aware of the terms and conditions of employment, including his teaching load, the health services in the school, working hours, extra duties, and in-service training requirements.

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2) He should be given information about the community in which the school is situated. For instance, he should know the geography of the area, transport facilities, the customs and taboos which affect teachers, religious organizations such as churches and mosque, the people, and other organizations and the attitude of the community towards the school.

3) The new teacher must be educated about the school he has come to serve. He must, for example, know its facilities like library, playgrounds, sports and equipment, staff help for new teachers, values, practices and operating procedures, rules and regulations and also, the general academic performance of pupils should be explained to the new teacher.

4) The new staff member needs to know his fellow teachers-their professional interests, the clubs to which they belong, social and recreational activities and their school responsibilities.

5) The new teacher should be introduced to the pupils/students and the non-teaching staff.

Adentwi (2005) also outlines five objectives that a well-organized orientation programme is intended to achieve:

1) It instills a feeling of belonging in the newly employed teacher and makes him feel at home in the school or Education District in which he works.

2) It helps to "indoctrinate" the new teacher to have the right attitude

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towards his job and right sense of responsibility.

3)   It helps him to know how he fits into the overall structure and thus to develop self-motivation towards making a meaningful contribution to the school or Education District.

4)   It provides the vital sparks for enjoying a loyal and lasting relationship of collegiality with other members of the school or Education District. An interpersonal relationship among work group or unit members is crucial for the survival of new teachers.

5)   It helps to inspire the new teachers towards excellence in performance.

Adentwi (2005), however, laments that in spite of the importance of orientation as outlined above, it is one of the personnel functions that is often neglected or loosely organized in the education system either due to ignorance of the importance of this function on the part of school heads, or its neglect suits their capricious whims. He observes that school heads need to be trained to continue the orientation process at the school level so that the untold problems of the new teacher would be reduced, if not prevented.

Rebore (1982) describes two major categories of information needs of the new teacher during orientation namely;

1)   Informational needs

2)   Personal adjustment needs

He explains that in the area of informational needs, the new teacher would need to be informed about the objectives, policies, programmes, rules and regulations of the school system, the entire set up of the school, that is, the

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structure of departments, levels of authority, responsibility and accountability. The new teacher, he continues, would need to be told the conditions of service, salary, promotions, transfers, leave of absence, benefits and services. It should also include information about facilities available and how they could be obtained, nature of job to be performed and its demands in terms of responsibilities and duties, knowledge of the publics of the organization and other interest groups.

In the personal adjustment component of the orientation, Rebore (1982) details the relationship of the newly employed to his immediate work group. He suggests that the objective should be to ensure that new employee has positive interaction with the school head, colleague teachers, the students, the students' parents and other non-teaching staff with whom they would come in contact with in their daily activities.

Adentwi (2005) offers support to Rebore's (1982) views in saying that the new employee needs to be properly adjusted to his immediate department or work group not only because he needs to feel loved and accepted by his fellow workers but more importantly because so much of school work is performed in interaction and co-operation with other people.

Adentwi (2005) further outlines the typical methods that could be employed in the orientation of teachers as lecture, guided-tours, employee handbook and seminars. He maintains that it is the responsibility of the personnel department to initiate, carry out and monitor the planned orientation of the newly recruited teachers at the district level. However, the immediate heads of

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departments or unit supervisors are charged with equal responsibility to ensure that newly employed teachers are given orientation.

Rebore (1982) concludes the importance of orientation by saying that "too many potentially capable teachers, including many who have devoted years of preparation to their careers, resign their positions and give up teaching because of an unnecessarily unpleasant and frustrating initial experience in a school that lacks an effective comprehensive orientation programme" (pg. 154). He adds that the consequence is unfortunate both for the young teacher and society, which loses the valuable services of a trained teacher.

Challenges that New Teachers Face

According to Hover (2003), beginning teachers face series of sudden and dramatic changes as they make the transition from pre-service student to first year teacher. He asserts that research education documents a myriad of challenges that many beginning teachers may face. These include the following: heavy teaching loads, multiple preparations, the least "desirable" classes, extra curricular duties, few instructional resources, little collegial support, discipline issues, professional isolation, inadequate salaries, high parent expectations, poor administrative support, unfamiliarity with routines and procedures and a mismatch between their expectations of teaching and the realities of the classroom.

The above view is supported in a research findings conducted by North Central Regional Technology in Education Consortium (2005) on the technology challenges during teachers' induction years. It reveals that new teachers face a variety of issues and concerns during their first year. They may be afraid to ask

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for help from veteran teachers or from the principal or administrator who hired them, for fear of seeming unqualified. New teachers, fresh off the heels of their pre-service training and field experiences, are also idealistic, have high standards for themselves, and have high expectations for their job. Many will begin their careers with the belief that teaching is an easy profession and that they have the power to change education. It concludes that the challenges and stresses of the first year can shatter the new teacher's unrealistic optimism and result in reality shock. This collapse of high ideals can leave the new teacher feeling disappointed and discouraged.

Farrell (2006) shares his experience as a substitute teacher by saying that teaching can be lonely and at times a profession where the other teachers close their doors and rarely talk with one another because of the workload. He admitted, "I have found that in many schools the teachers who have the same grade level often operate on an independent basis. Problems and issues are often dealt with on their own, whether the issues are about the children or their parents" (p. 1).

Professional Challenges

Induction into teaching is a critical phase in beginning an effective teaching. During this period, the need to have and use textbooks and reference materials that suit the level of their pupils would be intimidated. Textbooks are very vital to teaching and learning. That is why Fodah (1990) averred that textbooks are designed to enhance classroom learning. Teachers are therefore needed to expose students to textbooks to exercise positive influence on them.

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Yet, some schools do not have them which prevent students from achieving much in this academic world (Udenwa & Ikonta, 2008).

According to Hover and Yeager (2003), observation data of Angela's teaching a first year teacher in history revealed a heavy emphasis on lecture, outlines and textbook reading. She used very few of the methods she learned at the college in her teaching approach. Additionally, she used her story of the past to present content to students, infused her instruction with moral lessons for students, and controlled the conclusions drawn by students in order to ensure that they learned her interpretation of history. Findings in the study clearly pointed to the fact that Angela's instructional decision making was influenced by the belief in the inability of the students to do the right interpretation.

Similar observation of three teachers revealed that they predominantly relied on lectures and textbooks to develop curriculum and instruct students. Coverage of content appeared to be their major concern. Instructional approaches discussed in their methods course, for example, primary documents, teaching historical inquiry tended to fall by the wayside, as the three teachers focused on covering the information presented in the textbook and dealing with pressures imposed by department heads and end of term examinations.

Akyeampong (2003) in a survey on the instructional strategies used by newly trained teachers revealed that they made least use of the lecture method and role-play. The survey also indicated that most newly trained teachers (75%) found lesson notes preparation a useful activity. However, interview evidence suggests that lesson notes preparation is often seen as fulfilling a bureaucratic

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teaching requirement and that with time less professional significance is attached to it. According to Fobih, Akyeampong and Koomson (1999), although Ghanaian teachers may continue to write lesson notes, their motivation for doing so is fuelled by official requirements. For example, one of the preoccupations of circuit supervisors when they visit schools is the inspection of the teachers' lesson notes, without much professional evaluation of its role in actual classroom teaching.

Akyeampong (2003) indicated that in the area of assessment methods used in teaching, the following trend was realised, short-answer items (75%), multiple choice and filling the blanks (65%), essay questions (58%), and practical work (52%). True or false items (34%) and prospects (35%) were less frequently used. Akyeampong's opinion is that "percentages may simply represent preferences and not necessarily be indicative of actual practice. Hedges (2002) notes in his fieldwork that teachers sometimes end their lessons with exercises or tests as an evaluation of teaching objectives. Extended forms of assessment such as essay tests seem less practised, perhaps because of pupils' English language difficulties.

The above view that pupils having difficulty in the English Language was found to be true in Akyeampong's (2003) research. According to him, newly trained teachers repeatedly attributed pupils' poor performance to low proficiency in English. Hedges (2002) studies reveal a tendency for beginning teachers to blame external factors for pupils' poor performance, although some admitted poor teaching was also responsible. Other reasons cited are teaching above pupils' level, poverty, pupils' absenteeism and house chores prevented pupils from

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achieving in school. Some teachers alluded to 'hereditary' factors and witchcraft. Hedges accepts the fact that these may be isolated perceptions, but blamed it on failure of training college tutors to help prospective teachers to understand the task of teaching as solving problems, and to encourage them to take more responsibility for improving pupils' learning and performance.

Cheng (2003) agrees that some of the failures of the teachers could be attributed to their training. A research into professional challenges faced by Chinese teachers in English revealed that a group of secondary school teachers of English were less prepared in their subject matter knowledge. This group of teachers (72.3%) had been in the teaching profession for more than ten years. Cheng continues that majority of them (78.7%) only started to learn English when they reached Grade 7, and were taught predominantly by grammar and translation method, both of which factors could have serious implications on their English proficiency and their teaching in the classroom. The English language ability, subject content knowledge and language awareness, and pedagogic content knowledge in English should have been emphasized for pre-service teacher education before they entered the teaching profession.

According to Akyeampong (2003), one beginning teacher during his research indicated that English teaching methodology taught at college failed to show adequately how to address problems of reading. The problem could be that the methodologies learnt at college were fixed and abstract, and unable to respond to the real and complex problems of teaching. This, according to Akyeampong, is illustrated in the comment of one newly qualified teacher who had learnt to be

more flexible in applying a teaching method for English reading in an in-service course. From his training, he had learnt that the correct approach was to teach "the key words before giving model reading lesson. But, he had found it more appropriate for the two to go hand in hand because it gives the opportunity to explain the words in content and not in isolation" (p. 7).

In Akyeampong's (2003) research findings, about 60% of the beginning teachers maintained that more time was needed to study Science, Mathematics, English and Teaching Practice. Majority of the teachers (70%) felt colleges need to focus more attention on methods (pedagogy) and practical work. More teaching of subject methodology was rated as the most important thing that could improve the college course as many as 98% considered this as either "very important" or "important". Provision of instructional materials such as textbooks and instructional aids were highly rated as the most needed inputs to improve training. Akyeampong believes that improvement in pupils' performance would depend on the following:

1. Provision of reading materials and other textbooks to pupils to encourage reading.

2. Teachers to give more exercises - class work and homework to pupils.

3. Encourage pupils to speak the English language.

4. Teach to the level of pupils, that is, teachers need to tailor their lessons to pupils' level of understanding.

One major challenge of beginning teachers is management of class and pupils' behaviour. Hover (2003) explains that new teachers worry about

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behaviour management and appear afraid to "lose control". In a study he conducted, a new teacher frequently answered her own questions, instructed her students on what conclusions to draw, and did not allow students to engage in open-ended discussion or to generate their own responses to questions that could potentially encourage critical thinking. In his report, new teachers expressed their frustrations due to excessive talking and socializing by pupils which affect the progress of work in the classroom. Some teachers claimed students threatened to kill them.

Farrell (2006) shares the opinion that new community and new classroom often lead to challenges that confronts first year teachers. Dealing with students' behavioural issues and learning problems bring about growing awareness of realities of teaching which are followed by feelings of loneliness, ineffectiveness and alienation from the profession. Additionally, new teachers often find themselves assigned to the most troubled schools and the most difficult students without any real support from the school and staff. According to the research, the result is that statistically about fifty percent of teachers leave the profession after five years of teaching. They feel like they have been thrown into deep water without a life preserver. They become reluctant to ask for help and feel they are responsible for their own students and what transpires on everyday basis.

However, some new teachers are able to effectively make use of the instructional strategies and competencies learnt at college. Igwe and Ikonta (2008) found in a study that newly trained teachers are quiet abreast and informed about the importance of instructional materials. This is a good development for teacher

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education since the use of instructional material ensures teaching and learning because they increase learning positively and also compliment the efforts of teachers.

Socio-Economic Challenges of New Teachers

Many countries report that teachers prefer urban postings to rural ones. In Ghana, for example, over 80% of teachers prefer to teach in urban schools than in rural schools (Akyeampong & Lewin, 2002). One of the concerns about working in rural areas is that the quality of life is not as good as in the urban towns. Teachers have expressed concerns about the quality of accommodation in rural areas, the classroom facilities, the school resources and the access to leisure activities (Akyeampong & Stephens, 2002). These put most newly trained teachers off in accepting postings to deprived areas.

Mulkeen (2006) outlines that new teachers refuse postings to rural areas because they have to make long journeys to visit a doctor, to collect pay, to engage in in-service training or to visit their families. In addition, teachers have to walk long distances to school due to lack of transportation. This makes them arrive at school late and exhausted. These things go a long way in frustrating teachers' efforts in imparting knowledge in classroom as well as other school activities they have to take part. Accordingly, Mulkeen suggests that teachers in general should be provided with housing incentives to make them accept rural postings. Contributing to the above view, Akyeampong (2003) confirms that community support in the form of providing accommodation and other facilities will make the transition to teaching more comfortable and make new teachers

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adjust to teaching early.

Another challenge that newly trained teachers encounter is the opportunity for professional advancement particularly those who find themselves in the rural areas. Hedges (2002) holds the view that urban areas offer easier access to further education. He adds that the teachers in rural areas are less likely to have opportunities to engage in other developmental activities, or in national consultation or representative organisations. He points out that there is a profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education, you become "a village man" a term which strongly conveys the perceived ignorance of rural dwellers in the eyes of some urban educated Ghanaians.

Newly trained teachers have often found it difficult adjusting into their communities. Akyeampong (2003) enumerated some social challenges encountered by newly trained teachers as relations with colleagues, language barrier difficulties with the communities in which they taught and relations with the pupils. He explains that newly trained teachers experience some difficulties with parents and pupils.

However, according to Akyeampong (2003), most new teachers explained they had positive relationships with the communities in which they worked. This could be taken as an indication of general constructive community participation in the welfare of beginning teachers. In the survey, majority of the beginning teachers expressed positive sentiments about their initial adjustment.

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Hedges (2002) shares different view from that of Akyeampong (2003). According to him, closer exploration of the lives of some newly trained teachers suggests a rather different picture of difficult adjustment to teaching. But he admits that this may be a reflection of differences in the experience of teachers working in urban or rural districts respectively. A comparative study of teachers in rural and urban areas made him conclude that adjustment to teaching depends very much on where a beginning teacher is posted to, with rural areas presenting the most challenging circumstances to newly trained teachers.

Late payment of salaries to newly trained teachers has been identified to be the worst encountered problem in the life of a teacher. Akyeampong (2003) is of the opinion that if there should be any support for beginning teachers in dealing with the problems of adjustment, then it must importantly be in the area of late payment of salaries. He points out that teachers in less effluent communities may not be able to engage in additional work, as others seem to be able to do to supplement their income or support them whilst waiting for delayed salaries. Most of them find difficulty in feeding themselves.

Mulkeen (2006) contributes to the debate by asserting that one of the causes of teacher absenteeism is late payment of salaries. He argues that teachers in small rural schools commit fewer hours to classroom teaching in favour of their private work, for instance, gardening perhaps as a means of supporting themselves.

Bennell (2004) explains that even in the urban areas new teachers as well as experienced teachers engage in selling food and drinks to their pupils during

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school time due to salary problems. Akyeampong (2003) sums up that challenges faced by newly teachers thus, "there is no doubt that if beginning teachers find their early career experiences traumatic, they will lose interest in teaching, and even if they stay in teaching for some time, they will probably not give their best" (pg. 72).

Views of Headteachers about Newly Trained Teachers' Professional and Personal Attitudes

Headteachers admit that newly trained teachers have some professional and personal attitudes toward teaching due to competence and initial adjustment challenges. In a research conducted by Akyeampong (2003), most headteachers identified the following as persistent problems that they encountered with new teachers:

1. Reporting late to assume duty (when first posted).

2. Unwillingness to participate in extra-curricular activities of the schools.

However, they realized such attitudes might be the result of the difficult circumstance of teaching, for example, finding suitable accommodation, and late payment of salaries. They lamented that between four to five months new teachers do not receive their salaries on assumption of duty. This, they argue, affects teachers' morale, commitment and classroom effectiveness.

According to some heads, some teachers adjust better to teaching and its attendant problems than others. They observed that some new teachers in their schools were punctual and performed their professional responsibilities creditably despite financial difficulties they were facing. They added, "it is unclear what

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helped these to cope better than others" (p. 72).

In Akyeampong (2003), heads argue that the most important personal qualities teachers needed to possess were dedication, punctuality, respect and professional capability. The heads felt the current crop of beginning teachers often lacked these qualities. They expected beginning teachers to enter the profession with fresh ideas from college about teaching but found that many lacked these qualities. Some headteachers suggested that lack of commitment and dedication to the profession by some newly trained teachers was because they lacked vital innate professional qualities fundamental to a teacher's survival in the profession. This is illustrated by one head teacher's observation. "One thing I have observed is that some of them are not born teachers. I believe that they would leave the teaching service very soon because they find it to be very tedious work" (p. 72). Headteachers were of the opinion that students do not enter training college willingly as in the former days. Some enter teaching because they do not have a choice, others use it as a signboard and leave the service, but some are indeed 'born teachers'.

Akyeampong (2003) argues that the judgment of the headteachers about new teachers could be based on their own subjective criteria and may have overlooked important considerations for overall judgment on teacher quality. He, however, concludes that it is difficult to discern much about the professional competence of newly trained teachers from the headteachers' perspective. One thing that is clear is that new teachers face hardship as they try to settle into teaching and this exerts a toll on their commitment to teaching. No doubt, this

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has implication for their level of effectiveness in the classroom.

Mentorship of Newly Trained Teachers

Mentoring is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved (Sullivan & Glanz, 2000).

Mentors support the being of their protégé, providing advocacy, counseling, help, protection, feedback, and information that they would otherwise not have. Beach and Reinhartz (2000) state that mentors should be respected teachers, trustworthy and committed to the process. They need to believe in personal and professional development. Smith (2002) concludes that supportive and trusted relationships are "paramount" to successfully assisting novice teachers in adjusting to the teaching requirements.

According to Farrell (2006), new teachers today need support, information, preparation and guidance. Also, they need mentors to steer them to enable them to be clear of potential disasters and remind them of their reasons for choosing the teaching profession. It continues that mentoring is a critical factor in eliminating feelings of isolation experienced by first-year teachers. Mentoring encourages the development of the mentor/mentee relationships that address the challenges first year teachers' experience. Mentors need to be concerned, helpful and a source of unconditional support to the mentees.

According to Akyeampong (2003), his research revealed that some headteachers provide the most professional support to teachers in the first year.

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The newly trained teachers indicate that the teachers were the most helpful in adjusting to classroom teaching. However, the consistency of the support was weak, as heads only occasionally offered tip and advice as and when newly trained teachers approached them for assistance.

Yarrow (1999) emphasizes the need for mentorship for beginning teachers. According to him, mentorship models are efficient method of providing support for inexperienced teachers as they avoid the problems of transport and allow regular contact. The advantage of mentoring is that the support is provided by teachers with daily classroom experience, and may be seen as more useful by the inexperienced teachers. Farrell (2006) postulates that a support network where new teachers meet weekly to exchange ideas about different lesson plans is more helpful in addressing the challenges of beginning teachers.

National Commission on Teaching and America's Future (2003) suggests that one strategy for supporting new teachers to face adjustment challenges is to grow them to discuss issues. In the research findings, the beginning teachers confessed that in addition to strengthening their abilities to organise curriculum, their meetings helped them to present the frustrations they faced from administrative demands to problems of their students. The Commission continues that Teacher Education Departments have a moral responsibility to continue to support their alumni after graduation as they struggle to stay afloat in schools. They should be made to meet to examine knowledge and their own experiences critically, which will help teacher education institutions to develop curriculum grounded in the experiences and challenges of the beginning teachers.

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Again, the commission adds that teacher education programmes should be made to provide this kind of ongoing support for a number of reasons. First, to establish relationship with students they have prepared to go into the field. This relationship will be enhanced if teacher educators continue to be by the side of new teachers as they enter the profession.

Secondly, teacher educators' role should not be evaluators, rather to support and push new teachers in directions they themselves have identified as essential to their personal philosophy of teaching. It concludes that new teachers need continued support as they enter the field and begin the real work of teaching.

Summary of the Chapter

Teacher education in the country is the responsibility of the Teacher Education Division of G.E.S. in collaboration with the Institute of Education of the University of Cape Coast. All the 38 teacher training colleges are mandated to produce professional teachers who are capable of employing the knowledge, skills and competencies they acquire during training to produce students, who think, experiment, constructively criticize, evaluate and act in accordance with the beliefs and values of the society. The teachers are expected to direct students to sources of information that demand critical appraisal, selection, and evaluation, and who are able to put conclusions to the text of the environment in the real school. Not all, teachers are expected to produce cultured people who are also competent, reflective, concerned and participatory citizens who are able to apply their knowledge under changing circumstances.

Due to their valuable contribution to the development of these resources, student-teachers are taught various courses such as development of education in Ghana, introduction to educational administration, introduction to school and society, educational psychology, general methods of teaching and methodologies of teaching the specialized subjects. Student-teachers are also introduced to rules and regulations as well as the codes of ethics of the profession to regulate their lives and their work. All these prepare student-teachers' cognitive, affective and psychomotor domains to be useful to themselves and the community they would serve as a whole.

However, when these teachers take their first appointment, they often face social, economic, and professional challenges. It is view of the foregoing that the study became necessary. Relevant literature on challenges faced by newly trained teachers in basic schools is reviewed. The literature review centred on economic, social, and professional challenges as well as pre-service teacher preparation.

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CHAPTER THREE

METHODOLOGY

This chapter deals with the methodology of the research. It discusses the research design, the population, the sample as well as the sampling technique used in the study. Additionally, it deals with the research instrument, pilot-testing, data collection procedure and data analysis plan and ethical considerations.

Research Design

The study is a descriptive survey design. Descriptive design is chosen for this study since the researcher is interested in finding out the opinions of newly trained teachers and administrators on the challenges newly trained teachers encounter and their effects on their performance, and professional growth and development.

Descriptive survey is commonly conducted to establish the nature of existing conditions, and may be used to explore the causes of particular phenomena. Additionally, Aborisade (1997) states that a survey research is one in which the researcher is interested in studying certain characteristics, attitudes, beliefs, motivation, behaviours, opinions and others of a group of people or items.

In a survey, the researcher is interested in studying characteristics of a population such as challenge people face, attitude of people and others. One can only measure challenge through its expression in what a person does or says (Oppenheim, 1992). According to Gatumu (1998), inference is given as the main

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means of tapping challenges and attitudes. The descriptive design is chosen because of the advantages it offers. It produces a good amount of responses from a wide range of people. At the same time, it provides a meaningful picture of events and helps to explain opinions and behaviours on the basis of data gathered at a point in time. Again, in-depth follow-up questions can be asked and items that are unclear can be explained to the respondents using descriptive design.

However, there is the difficulty of ensuring that the questions or statements for the respondents using the descriptive survey design are clear and not misleading. This is because survey results vary significantly depending on the exact wording of questions and statements. It may also produce unreliable results because they often delve into private matters that people may not be truthful about. In spite of the disadvantages, the researcher considers the descriptive survey as the most appropriate design for carrying out the study on adjustment challenges newly trained teachers face in the Awutu-Efutu-Senya District because it provides meaningful picture of events and attempts to explain opinions and behaviours of people based on the data gathered at a point in time.

Population

The target population for the study was made up of all new teachers and headteachers of all basic schools in the Awutu-Efutu-Senya District. Statistics obtained from the Awutu-Efutu-Senya District Directorate of Education for the 2006/2007 academic year indicated that there were 93 primary schools, and 68 junior high schools in eight circuits.

Borg and Gall (1989) maintain that the important point to keep in mind is to be aware that in research, different causal levels can be investigated and therefore one should select a level that is appropriate to the research problem that interests the researcher. This accounts for why this all important topic was chosen for study.

The population of teachers and headteachers was 1,278, made up of 1,119 teachers, and 159 headteachers. The accessible population consisted of 72 new teachers and 45 headteachers in the basic schools in the Awutu-Efutu Senya District.

Sample and Sampling Technique

Purposive sampling was adopted in selecting the sample for the study. All the eight educational circuits namely; Awutu/Kasoa, Bawjiase 'A', Bawjiase 'B', Bontraso, Samya, Jei-Krodua/Kasoa, Winneba East, and Winneba West were all covered. The study was about newly trained teachers and therefore all those teachers who fell under that category were purposely and automatically selected for the study.

The head teachers of the newly trained teachers were also purposively selected to confirm the answers and statements of their teachers. In all, 72 teachers and 45 headteachers were sampled. A total of 117 respondents were thus selected form the sample size.

Research Instrument

Research data were collected through the use of questionnaire. The questionnaire is more commonly used in quantitative research, because it is

standardized and highly structured. The general purpose of the questionnaire was to elicit teachers' opinions and establish a profile of early experiences and practices of newly trained teachers in the Awutu-Efutu-Senya District. The work of Bobson (1999) was considered during the development of the questionnaires. Opportunity for written responses was provided in some parts of the survey, requesting respondents to share any other comments the issue under consideration. Specifically, two sets of questionnaires were developed to gather information from the respondents. One set for the newly trained teachers and the other set was for the heads. Virtually, all the questionnaires contained the same information. Section 'A' on the instrument dealt with bio-data of the respondents while Section 'B' covered social and economic challenges. Section 'C' elicited information on professional challenges they faced while Section 'E' dealt with effects of the challenges on their performance.

Pilot-testing of Instrument

According to Best and Kahn (1998), validity and reliability are essential to the effectiveness of any data-gathering procedure. On the basis of this, some course mates of the researcher and his supervisor went through the instrument several times with the sole aim of improving the instrument and establishing its high face and content validity. Also, the survey instrument was pilot-tested on some headteachers and newly teachers in Agona Swedru District which was not chosen for the main study. This district is in the same area with Awutu-Efutu-Senya district and therefore shares similar characteristics. The purpose of the pilot-testing was to have knowledge about the strengths and weaknesses of the

research instrument in order to make the necessary improvement prior to the main study. The reliability co-efficient of the instrument was found to be r=7.25 which was deemed to be high for the actual study. The respondents of the miniature study were also given the chance to offer recommendations and suggestions and this helped immensely in improving the instrument for the main study. Questions that were confidential, ambiguous or unclear were deleted. The instrument was finally adopted for the main study.

Data Collection Procedure

A letter of introduction was obtained by the researcher from the Director of the Institute for Educational Planning and Administration, University of Cape Coast, to the District Director of Education, Winneba seeking permission to conduct the study in the district. The Director accordingly wrote to the schools chosen for the study to give the researcher their maximum co-operation and support. In each school, the researcher introduced himself and showed the District Director's letter to the headteacher who subsequently introduced the researcher to the staff. In each school, participants were told the purpose of the study before the instrument was administered.

The researcher distributed the questionnaire to participants and assured them of the anonymity of the exercise. The researcher subsequently explained the items to give clear understanding to respondents. A week interval was given to the respondents to fill the questionnaire. After a week, all the questionnaires were retrieved for analysis.

Data Analysis Plan

The field data were first edited and scrutinized to ensure consistency in the responses provided by the respondents. An overview of the open-ended responses was also done so that responses that expressed similar ideas but were worded differently were written out and assigned codes. All the questions in the questionnaire were coded and analyzed. The data were analyzed using the Statistical Package for Social Sciences (SPSS). The process included the definition of variables, keying in data (codes) and editing the data for missing values and filling in the same. The data analysis took the form of frequency and percentages.

Ethical Considerations

Ethnical guidelines were followed to ensure that all the participants involved in the study were treated with respect and consideration. Every effort was made to ensure the confidentiality and anonymity of the participants, including the information they provided.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents analyses and discussion of field data on challenges newly trained teachers face. Data were collected from 117 respondents including 72 teachers and 45 headteachers in the basic schools in the Awutu-Efutu Senya district. Frequencies and percentages were used to present data in tabular form. The results of data gathered were presented under two categories of respondents namely: teachers and headteachers. The discussion has been organized under five main headings. These are:

(1)   Demographic data of teachers.

(2)   Orientation teachers receive.

(3)   Social challenges

(4)   Economic challenges.

(5)   Professional challenges.

(6)   Effects of the social and economic challenges.

Demographic Data of Teachers

The demographic data of the teachers such as sex, age and number of months taught were analyzed. These information were used to enable the researcher know the type of respondents involved in the study. The first part of the analysis deals with sex of teachers for the study. The results are presented in Table 1.

Table 1

Sex of Teachers

Sex	N	%
Male	33	45.8
Female	39	54.2
Total	72	100.0

As shown in Table 1, 45.8% (33) of the teachers were males and 54.2% (39) were females. The analysis means that there was not much gender difference in new teachers in the basic schools in the Awutu-Efutu Senya district.

Age of Teachers

The newly trained teachers were asked to indicate the age range in which they belong. Table 2 provides the details.

Table 2

Age Distribution of Teachers

Age	N	%
20 – 25 years	70	97.2
26 – 30 years	2	2.8
Total	72	100.0

The results from Table 2 indicate that a considerable number of teachers, 70 representing 97.2% fell within the range of 20 – 25 years. Only 2.8% fell within the range of 26 – 30 years. This means that majority of the newly trained

teachers are very young and this is due to the cutting down of the duration of schooling in the country. It also means that majority of the new teachers would be with the service for long who would help produce human resource of the country.

Number of Months Taught

The responses of newly trained teachers on the number of months taught since posted are indicated in Table 3.

Table 3

Number of Months Taught

No. of months	N	%
10 months	6	8.3
11 months	66	91.7
Total	72	100.0

The data in Table 3 reveal that the largest percentage of the newly trained teachers (91.7%) had taught for 11 months while only 8.3% had 10 months teaching experience. The analysis means that majority of the teachers have been in the teaching profession for almost one year and are expected to have experienced challenges in their respective schools. The data also indicate that some of the new teachers did not report at their stations on time.

Answers to the Research Questions

Research Question 1: What kind of orientation do newly trained teachers receive after posting?

This section presents analysis and discussion of the responses on orientation given to new teachers by heads of basic schools. This question was posed to find out whether new teachers in the district have been receiving orientation when they were posted there. Each respondent chose from two options, that is, whether agree or disagree with the statement.

Teachers' views on orientation received are presented in Table 4.

Table 4

Orientation Teachers Received

	Agree		Disagree		Total
	N	%	N	%	%
Location of school facilities	64	88.9	8	11.1	100
School rules and regulations	65	90.3	7	9.7	100
Introduction of staff and pupils	68	94.4	4	5.6	100
Introduction to opinion leaders	10	13.9	62	86.1	100

From Table 4, majority of the teachers 64 (88.9%) 'agreed' that they were shown where school facilities were while 8 (11.1%) said they were not shown where to locate school facilities. It could be seen from the analysis that majority of the newly trained teachers were given orientation on where to locate facilities in the school. This implies that new teachers will be able to adjust to the school

environment easily and teach with sound mind. This finding is in line with Musaazi (1984) postulation that new teachers must be educated about the school and its facilities.

On school rules and regulations, Table 4 reveals that 90.3% of the teachers were made aware of the school rules and regulations while only 9.7% 'disagreed' with this. The results imply that heads make available school rules and regulations to teachers when they first arrive at the school premises. This would enable teachers work in line with the rules and regulations in the school. This finding also is in agreement with Musaazi (1984) that school rules and regulations should be explained to new teachers.

As indicated in Table 4, an investigation into whether newly trained teachers were introduced to the staff and pupils of the school revealed that majority of the teachers 68 (94.4%) answered in affirmative while only 4 (5.6%) 'disagreed'. It could be deduced from the analysis that heads introduce new teachers to the inmates of the school. This would enable new teachers to know people they were going to work with. They would also make them feel welcome and know whom to contact when they encounter any difficulty. Rebore (1982) supports this finding when he said that the school should ensure that new employees have positive interaction with the pupils, teaching and non-teaching staff whom they would come in contact with in their daily activities.

However, as high as 86.1% disclosed that they were not introduced to some opinion leaders in the community while 13.9% said that they were introduced to opinion leaders in the community. The results mean that the heads

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did not introduce their new teachers to opinion leaders in their communities in which they teach. This practice would prevent new teachers from getting the needed and rich information they may need from the community to enhance their teaching. This contradicts Musaazi (1984) who states that the new teacher should be made aware of the people in the community in which the school is situated.

Research Question 2: What social and economic challenges do newly trained teachers face?

Teachers were asked whether they encounter social and economic challenges when posted to their new school. The challenges are discussed under the following:

1) Economic

2) Social

Teachers' views on economic challenges they faced were elicited. Table 5 shows the findings.

Table 5

Economic Challenges

	Agree		Disagree		Total
	N	%	N	%	%
Late payment of salary	28	38.9	44	61.1	100
Unpaid traveling and transport claims	37	51.4	35	48.5	100
Inability to provide needs	43	59.7	29	40.3	100

The data in Table 5 reveal that 44 representing 61.1% of the teachers 'disagreed' that their salaries were paid late while 28 representing 38.9%

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answered in affirmative. The results mean that new teachers' salaries were not delayed and this tends to make teachers have stable mind to deliver lessons as expected. This finding contradicts Hedges (2002) assertion that late payment of salaries to newly trained teachers is rampant and has been identified to be the worst encountered problem in the life of teachers. It also contradicts Acheampong (2003) observation that late payment of salaries makes teachers report to duty late.

On payment of transport claims, 37 (51.4%) of the teachers 'agreed' that transport claims were not paid while 35 (48.6%) responded that they were paid. From the foregoing, it is evident that few teachers had their transport claims paid. This implies that pressure will mount on the scanty salaries teachers receive and eventually lead to hardship.

Similarly, majority of the teachers 59.7% (43) 'agreed' that they were unable to provide their needs while 40.3% (29) 'disagreed' to the assertion. It could be inferred from the analysis that most new teachers struggle to make ends meet in their new stations. This will not make teachers stable and teach but rather move up and down in search of additional money to add to what they have. This finding is in agreement with Akyeampong (2003) that most teachers find it difficult feeding themselves.

Social Challenges

Social challenges prevent many teachers from focusing on the teaching work and staying at their first stations for quite a long period. The researcher therefore attempted to find out some of the social challenges new teachers

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encounter in their new schools. Data in Table 6 present responses of teachers on the social challenges.

Table 6

Social Challenges

	Agree		Disagree		Total
	N	%	N	%	%
Conflict with school head	1	1.4	71	98.6	100
Conflict with some members of the community	2	2.8	70	97.2	100
Long distance to school	28	38.9	44	61.1	100
Lack of electricity	23	31.9	49	68.1	100
Lack of decent accommodation	28	38.9	44	61.1	100
Lack of places of convenience	31	43.1	41	56.9	100
Lack of potable water	30	41.7	42	58.3	100
Family problem	5	6.9	67	93.1	100
Station far away from hometown	43	59.7	29	40.3	100

The results in Table 6 reveal that 98.6% of the new teachers stressed that conflict did not exist between them and their heads. As much as 97.2% of them again confirmed that they have never had conflict with some members of the community. It could be deduced from the analysis that teachers and their heads as well as the community members worked together in peace and harmony without having any ill-feeling for each other. This will help them to work towards the

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realization of the goals of the school. This is in line with Akyeampong (2003) finding that teachers had positive relationship with communities in which they worked.

Furthermore, over 38.9% of the teachers 'agreed' that new teachers made long distance from their various homes to school while 61.1% 'disagreed' with the statement. The analysis means that majority of the teachers did not make long distance to school. This implies that teachers will report to duty on time to avoid waste of instructional hours. This finding is not in line with Mulkeen's (2006) finding that teachers walk long distance to school due to lack of transportation.

Again, over 68.1% of the teachers 'disagreed' that they did not have electricity in their new stations and 31.9% answered in affirmative. It could be deduced from the analysis that some of the new teachers do not have electricity. This will not help them to conduct enough research on topics they are supposed to teach and achieving objectives set will not be materialized.

Moreover, majority of the respondents 'disagreed' that they did not have decent accommodation with 61.9% confirming it, while 38.9% 'agreed' that they lacked decent accommodation. It could be deduced from the analysis that decent accommodation was not a problem to most new teachers. This may attract more teachers into the schools in the district and would also enhance good academic performance of pupils.

A follow up question was asked on whether teachers lack decent place of convenience and 56.9% 'disagreed while 43.1% 'agreed' to the statement. The figures mean that new teachers have decent places of convenience. Also, 58.3%

of the teachers 'disagreed' that they lack potable water and 41.7% indicated that they had. This means that potable water was not a problem to most new teachers. This would make teachers accept postings to such areas.

The findings in Table 6 reveal that over 93.1% of the teachers reported that they did not have family problems while 6.9% 'agreed' that they had. It could be deduced from the analysis that majority of the new teachers did not have family problems when posted to their new station. This would enable them to be stable and help the school to achieve its set goals.

Moreso, over 43 representing 59.7% of the teachers 'agreed' that their new stations were far from their hometown while 40.3% 'disagreed'. It could be inferred from that analysis that new teachers are posted to far away places where visiting family members takes a longer distance. This problem would lead to high teacher turnover in such places. This finding supports Mulkeen (2006) finding that teachers make long journey to visit family members.

Research Question 3: What professional challenges do newly trained teachers face?

Teachers were asked to mention some of the challenges they encounter in the course of their work which makes their work less effective. This was intended to find out whether new teachers face professional challenges at their new stations. Table 8 provides some of the challenges.

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Table 7

Professional Challenges

	Agree		Disagree		Total
	N	%	N	%	%
Lack of reference books	49	68.1	23	31.9	100
Lack of stationery	28	38.9	44	61.1	100
Inability to organise pupils' activities	4	5.6	68	94.4	100
Class management	3	4.2	69	95.8	100
Inadequate TLM	11	15.3	61	84.7	100

From Table 7, majority of the respondents (68.1%) 'agreed' that lack of reference books was the major challenge they faced while 31.9% of them 'disagreed' that reference books were not available. It could be deduced from the analysis that newly trained teachers do not have reference books to facilitate their teaching and this would prevent them from getting access to the required information they were supposed to use in teaching. This finding shows that students would find it difficult achieve the dreams as Fodah (1990) stated that textbooks are the rock for major academic work.

A follow-up question was posed as to whether the teachers lacked stationery in the school, about 81.1% of the teachers 'disagreed' that getting stationery was a problem to them and 38.9% also 'agreed' that lack of stationery was a challenge they faced in the school. The scores mean that stationery was not a challenge they faced in teaching in their schools.

Further, on the question of teachers' inability to organise pupils activities, as much as 94.4% of the teachers 'disagreed' that they were unable to organise pupils' activities. Only 5.6% confessed that they were unable to organise pupils' activities. This means that the new teachers did not have problem in organizing pupils' activities. This confirms Igwe and Ikonta (2008) finding that new teachers are informed of the use of instructional materials.

Also, as high as 95.8% of the teachers 'disagreed' that they were unable to manage their classes while 4.2% attested that managing class was a problem. The findings show that class management was not a challenge they faced. This would ensure smooth delivery of information to pupils. Hover's (2003) finding runs counter with this finding that class management is one of the major challenges of beginning teachers.

Teachers were asked as to whether they had inadequate teaching learning material (TLM), about 84.7% of the teachers 'disagreed' that inadequate teaching learning and materials was a challenge they faced. Only 15.3% 'agreed' to the statement. It could be inferred from the discussion that newly trained teachers have enough teaching learning materials to enhance teaching. This would extend their students' horizon of experience (Erickson, 1972).

Research Question 4: What are the effects of the challenges newly trained teachers face?

Teachers were asked to express their views on the effects of the social and economic challenges they faced on their performance. Table 7 provides a summary of their views.

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Table 8

Teachers' Views on the Effects of the Challenges

	Agree		Disagree		Total
	N	%	N	%	%
Low output of work	9	12.5	63	87.5	100
Lateness	18	25.0	54	75.0	100
Absenteeism	3	4.2	69	95.8	100
Tiredness	6	8.3	66	91.7	100
Financial problem	7	9.7	65	90.3	100

From the results in Table 8, the social and economic challenges did not make teachers produce low output of work with 87.5% of the respondents confirming this. Only 12.5% of them 'agreed' that the challenges resulted in low output of work. The analysis means that the presence of social and economic challenges did not prevent teachers from producing high output of work. The implication is that teachers will work as expected and a lot of topics will be covered resulting in good academic performance of pupils.

As high as 75% of the teachers 'disagreed' that the social and economic challenges made them reported to school late. Only 25% of the teachers 'agreed' that they were late to school due to these challenges. This means that teachers reported to work on time despite the challenges they faced. This implies that wastage of instructional time which was caused by lateness was not there.

Over 95.8% of the teachers 'disagreed' that the challenges made them

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absent themselves from school while 4.2% 'agreed'. This means that majority of the teachers did not absent themselves from school in spite of these challenges. The implication is that a lot of teaching and learning activities could take place.

As much as 66 representing 91.7% of the teachers 'disagreed' that the challenges made them tired and 8.3% 'agreed' that they became tired when faced with these challenges. From the analysis, it could be seen that the challenges did not make teachers tired. This implies that the number of periods teachers were supposed to teach could be exhausted.

Teachers' views were sought on whether the challenges made them encountered financial difficulty. Over 90% of the teachers 'disagreed' that the challenges made them encountered financial difficulty. Only 9.7% 'agreed' with the statement. The analysis means that majority of the teachers did not face financial difficulties. This implies that teachers would focus much attention on instructing pupils without any interruption.

Research Question 5: In what ways can the challenges be overcome?

Teachers' views were sought on how to overcome the challenges they faced. Table 9 presents the findings.

Table 9

Ways of Solving the Challenges

	Agree		Disagree		Total
	N	%	N	%	%
Improvise teaching aids	59	81.9	13	18.1	100
Sort help from stakeholders	48	66.7	24	33.3	100
Consult other staff members	68	94.4	4	5.6	100
Spend time working	2	2.8	70	97.2	100

From Table 9, majority of the teachers (81.9%) 'agreed' that teachers should improvise teaching learning materials while 18.1% 'disagreed' that teachers should improvise materials for teaching.

As much as 66.7% suggested that teachers should sort help from stakeholders when they face some challenges in the school and 33.3% 'disagreed' with the statement. Over 94.4% of the teachers suggested that teachers should consult other members of staff when they face challenges. This implies that teachers would be free from the stressful conditions they may find themselves.

Approximately 97% of the teachers 'disagreed' that they spent some time working when faced with challenges in the school. This means that volume of work will be left undone and this can result in anxiety and stress among teachers which could also affect delivery of instruction to pupils.

Heads of School

Forty-five (45) heads of basic schools were used in the study. These were the heads of the schools where the new teachers were posted to. Their views on the challenges newly trained teachers face were sought to enhance the discussion.

Heads were asked to indicate the problems newly trained teachers faced in their schools. The problems were discussed under the following sub-headings:

1)   Professional
2)   Economic
3)   Social

Economic Problems

Heads' views on economic problems teachers face were sought and the details are stated in Table 10.

Table 10

Economic Problems

	Agree		Disagree		Total
	N	%	N	%	%
Late payment of salaries	8	17.8	37	82.2	100
Unpaid traveling and transport claims	9	20.0	36	80.0	100
Unpaid bills/unable to meet their needs	18	40.0	27	60.0	100

The findings from Table 10 revealed that 82.2% of the heads reported that new teachers' salaries were not delayed while 17.8% of them said the salaries were paid late. This finding was confirmed by the teachers.

About 80% or majority of the heads 'disagreed' that traveling and transport claims were not paid to teachers. This finding runs counter with views elicited from teachers. This contradiction in the views of the new teachers and their heads may be due to the heads' lack of interest in the welfare of their teachers. From Table 10, majority of the heads 'disagreed' that newly trained teachers bills were not paid or unable to meet their needs while 40% answered in affirmative. This finding is in agreement with the responses provided by teachers.

Social Problems

Heads were asked to indicate the kind of social problems their newly trained teachers faced. Table 11 shows heads' responses.

Table 11

Social Problems

	Agree		Disagree		Total
	N	%	N	%	%
Conflict with heads	-	-	45	100	100
Conflict with some members of the community	2	4.4	43	95.6	100
Conflict with staff members	1	2.2	44	97.8	100
Long distance to school	25	55.6	20	44.4	100
Lack of potable water	22	48.9	23	51.1	100
Lack of electricity	21	46.7	24	53.3	100
Lack of decent accommodation	19	42.2	26	57.8	100
Lack of places of convenience	27	60.0	18	40.0	100
Lack of transportation	23	51.1	22	48.9	100

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Table 11 indicates that all the heads 'disagreed that teachers had conflict with them. This finding was strengthened by teachers. The highest percentage, 95.6% of the heads 'disagreed' that teachers had conflict with some members of the community. This finding was confirmed by teachers. Over 97.8% of the heads were of the opinion that teachers had no conflict with staff members and this was confirmed by the teachers.

With respect to long distance to school, majority of the heads (55.6%) 'agreed' that teachers made long distance to school while 44.4% of them 'disagreed'. This finding is not in line with findings teachers indicated. On the question of potable water, 51.1% of the heads said that teachers did not have problem with potable water and 48.9% 'agreed' that teachers had problem with potable water. This is in agreement with the finding teachers indicated.

About 53.3% of the heads confirmed the claim of newly trained teachers that electricity was not a problem. Lack of decent accommodation attracted the highest percentage of 57.8% indicating heads disagreement and 42.2% of the heads 'agreed' that it was a problem. This confirmed teachers' responses.

As many as 60% of the heads claimed that teachers had problems with place of convenience, but 40% of them 'disagreed'. This finding was different from finding indicated by teachers. On lack of transportation, 51.1% of the heads 'agreed' that teachers face transportation while 48.9% said that teachers did not face transportation problem. This is not in agreement with findings indicated by teachers.

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Professional Problems

Heads' views on professional problems that newly trained teachers faced were sought. The results are provided in Table 12.

Table 12

Professional Problems

	Agree		Disagree		Total
	N	%	N	%	%
Lack of teaching learning materials	28	62.2	17	37.8	100
Lesson notes preparation	4	8.9	41	91.1	100
Cumulative assessment work	8	17.8	37	82.2	100
Lack of reference book	32	71.1	13	28.9	100
Class management	5	11.1	40	88.9	100

As indicated in Table 12, 62.2% of the heads claimed that teachers did not have teaching learning materials while 37.8% agreed that they had. The inferences that can be drawn are that teachers lack teaching learning materials and this was confirmed by the teachers.

On the question of lesson notes preparation, majority of the headteachers (91.1%) responded that teachers had no problem with lesson notes preparation and only 8.9% confessed that they had problem. Again, 82.2% of the heads 'disagreed' that cumulative assessment work is a problem while 17.8% said they had problem in cumulative assessment work.

Results in Table 12 show that teachers did not have reference books and this attracted 71.1% responses while 3 representing 28.9% 'disagreed' that lack of

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reference books was a problem. This means that teachers did not have reference books. This finding was confirmed by the teachers in Table 8. About 88.9% of the heads said that they did not have problem with class management and only 11.1% claimed they had problem. It could be said that the teachers were able to manage their classes to ensure effectiveness in teaching. Both teachers and heads shared similar view.

Effects of the Problems

Heads were asked to state some of the effects of the problems on the teachers work. Results are displayed in Table 13.

Table 13

Effects of the Problems

	Agree		Disagree		Total
	N	%	N	%	%
Lost of interest in teaching	44	97.8	1	2.2	100
Absenteeism	35	77.8	10	22.2	100
Lateness	33	73.3	12	26.7	100

From Table 13, 97.8% of the majority of the heads stated that newly trained teachers lost interest in teaching as a result of the challenges that confronted them. About 77.8% of the teachers absent themselves from school when they face some of these challenges, the heads indicated. This would result in low performance of pupils since teachers would not be able to cover the syllabus.

Again, over 73.3% of the heads 'agreed' that lateness was common among the newly trained when faced with these challenges. This implies that the number of periods the teachers were supposed to teach would be reduced. The pupils too would report to school late since they learn from teachers. Heads' views on the effects of the challenges teachers faced were not in agreement with that of teachers.

Induction

Heads' views were solicited on whether they organized induction for newly trained teachers. Table 14 provides the findings.

Table 14

Induction

	Agree		Disagree		Total
	N	%	N	%	%
Introduction of staff	43	95.6	2	4.4	100
Introduction to school management committee	23	51.1	22	48	100
Introduction to opinion leaders	10	22.2	35	77.8	100
Introduction to school rules and regulations	41	91.1	4	8.9	100
Location of school facilities	43	95.6	2	4.4	100

The data analysis in Table 14 indicates that heads introduced teachers to the other inmates of the school and this attracted 95.6% of the views of heads. This confirms teachers' assertion in Table 4. As much as 51.1% of the heads 'agreed' that newly trained teachers were introduced to school management

committee as well.

Furthermore, 77.8% of the heads 'disagreed' that teachers were introduced to the opinion leaders in the community. The analysis means that teachers were not given much exposure to opinion leaders in the community who could help them when they faced problems in the community in which they work. This confirms the newly trained teachers' views in Table 4.

On introduction of teachers to school rules and regulations, as high as 91.1% of the heads 'agreed' that they did. Teachers' finding in Table 4 confirms this finding. Also, 43 representing 95.6% of the heads responded in affirmative that teachers were shown where the facilities of the schools were. This confirms the newly trained teachers' responses in Table 4.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the main findings that emerged from the study and the conclusions drawn. It also covers the recommendations made and areas suggested for further study. The aim of the study was to examine the challenges that newly trained teachers in Awutu-Efutu-Senya district face. The study focused on orientation they are given, social, economic and professional challenges the teachers face. The study involved only newly trained teachers and their headteachers.

The study was carried out in 68 junior high schools and 93 primary schools in the Awutu-Efutu-Senya district. Descriptive sample survey was employed to conduct the study. The reason for the choice of this design was that the study was to investigate respondents' view about the issue. Purposive sampling technique was used to select the respondents for the study. One hundred and seventeen (117) respondents comprising 45 headteachers and 72 newly trained teachers were involved in the study.

The main instrument that was developed to gather data for the study was questionnaire which was made up of mainly closed-ended and open-ended questions. The instrument was scrutinized by some colleagues and the researcher's supervisor and also pilot-tested with the aim of ensuring high validity and reliability. The reliability co-efficient was $r=7.25$. In all, five research

questions were posed to guide and direct the study. The data collected were analysed using percentages and frequency distribution.

Summary of the Findings

The findings that emerged from the study were grouped under social, economic, and professional challenges, effects of the challenges, and orientation new teachers received.

Social Challenges

It was found from the study that newly trained teachers stayed far from their schools and therefore made long distances before they got to the school. They indicated that teachers did not have good places of convenience in their schools. However, they did not have conflict with their heads and members of the community, they did not have electricity, accommodation, water, places of convenience and family problems

Economic Challenges

On economic challenges, it was realised that traveling and transport claims were not paid to newly trained teachers and this poses a challenge to them. The study also revealed that teachers were unable to provide their needs probably due to scanty salaries they receive and unpaid claims. Notwithstanding, it was found out that there was no delay in the payment of salaries to the newly trained teachers. This was due to the new arrangement where newly trained teachers continue to draw their allowances they were being paid at college until their correct salaries are paid to them.

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Professional Challenges

On professional challenges, it was found out that the teachers lacked reference books in the school. It was revealed that the teachers lost interest in teaching as a result of the challenges they face. It also came to light, however, that the new teachers did not lack stationery, the capacity to organize pupils' activities, the capacity to manage their classes and did not lack teaching/learning materials. In view of that, these things did not pose as challenge to them.

Orientation

On orientation for teachers, the study revealed that headteachers in the district organised intensive and effective one for their teachers. They were shown the locations of various school facilities available, introduced to members of staff they were going to work with as well as the pupils they would be handling.

The study, however, disclosed that the new teachers were not introduced to opinion leaders in the communities in which they teach. It took them a very long time before they got to know even their P.T.A executive members.

Effects of the Challenges on their Performance

It was realised from the study that teachers believed that the few economic and professional challenges they faced did not adversely affect their performance. They claimed that the challenges did not make them give low output of work, late to school, absent from, tired at school and faced financial problem. They indicated that they overcame the problems, because they sought help from stakeholders like heads, parents and others. They also consulted other staff members when they faced some challenges and improvise materials to teach to fill

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the gap of inadequate reference books.

Conclusions

Based on the main findings of the study, the following conclusions can be drawn: From the findings of the study, it can be concluded that newly trained teachers in the district are given effective orientation in order to make them settle down well for smooth academic work. This largely has resulted in the newly trained teachers not having social challenges in their schools in the district. What the heads only fail to do is to extend the orientation to the introduction of their new teachers to opinion leaders in their communities to make their stay more comfortable.

It can also be concluded that the new teachers faced financial difficulties due mainly to unpaid traveling and transport claims. Since most of them did not hail from the district and that had to transport their luggage from far places, they exhausted all that they had on them and found it difficult to make ends meet. Also, delay in putting them on their right scale and had to rely on the allowances paid to them compounded their problem.

It can again be concluded that the new teachers faced difficulty with getting reference books to enhance teaching and learning. This made them to rely on their previous notes and professional experiences to make their pupils understood their topics. This would put a lot of pressure on the new teachers which had the tendency to derail their efforts to make the pupils understand things quickly. This has serious implication for academic work.

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Finally, it can be concluded that the effects of the challenges on newly trained teachers may seem minimal, yet the lost periods can not be regained. The teachers may not be able to make up lost periods they used to move up and down to chase their claims and looked for money somewhere in order to survive and teach.

Recommendations

From the findings and conclusion drawn, the following recommendations are made.

Social Challenges

It is recommended to heads of basic schools to extend their orientation for newly trained teachers by introducing the teachers to opinion leaders including P.T.A. and S.M.C. executives. These personalities would help make new teachers feel more comfortable in the communities.

Economic Challenges

It is recommended that the school management committee and the P.T.A should set up a common fund that could be used to pay new teachers when the salaries are delayed. These monies should be taken back when their salaries are paid by Controller and Accountant General

The district director could also negotiate with financial institutions to secure soft loans to help pay new teachers when the salaries are delayed and the money could be deducted from their salaries when they are paid. On transport claims, it is being recommended that the district directors should spend time to work on them quickly so that they could be paid on time to minimize the financial

constraint they go through in the initial stages of their stay.

Professional Challenges

It is recommended that the Curriculum and Research Development Unit of Ghana Education Service should supply adequate reference books to enable teachers deliver lessons more effectively. Headteachers should also convince P.T.A to buy some books to supplement what the central government supplies to schools.

Suggested Areas for Further Research

The study revealed a number of challenges faced by newly trained teachers. The researcher wishes to suggest that a study should be conducted to find out how the new teachers adjust to these challenges. The study was conducted in one district and it is therefore suggested that the same study should be replicated in a whole region to confirm or refute the findings of the study.

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APPENDIX A

ADJUSTMENT CHALLENGES FACED BY NEWLY QUALIFIED
TEACHERS IN BASIC SCHOOLS IN THE AWUTU-EFFUTU SENYA
DISTRICT OF GHANA

QUESTIONNAIRE FOR TEACHERS

Please give the appropriate information with a tick [√] where boxes are provided and short answers where broken lines are provided

This study seeks to investigate the adjustment challenges faced by newly qualified teachers in the Awutu Effutu-Senya District. Some of the questions are open ended, meaning the respondents have to supply their own answers. The others are close ended, implying that the respondent will have to tick [~] in the box, an option appropriate to his/her opinion on the issue raised. Respondents are assured that information supplied will be used for academic work only and will be treated confidentially.

DEMOGRAPHIC DATA

1.   Sex: Male [ ]   Female [ ]

2.   Age: 20-25 [ ]   26-30 [ ]   31-above [ ]

3.   State the number of months you have taught since your posting as a newly qualified teacher.

    ....

    ....

    ....

4.   Have you encountered any social and economic problems as a newly qualified teacher? Respond to these statements on your feelings by ticking under the appropriate and correct response

ECONOMIC		**Agree**	**Disagree**
a.	Late payment of salary	[ ]	[ ]
b.	Unpaid traveling and transport claims	[ ]	[ ]
c.	Inability to provide needs	[ ]	[ ]

SOCIAL		Agree	Disagree
a.	Conflict with school head	[ ]	[ ]
b.	Conflict with some members of community	[ ]	[ ]
c.	Long distance to school	[ ]	[ ]
d.	Lack of transportation	[ ]	[ ]
e.	Lack of electricity	[ ]	[ ]
f.	Lack of accommodation	[ ]	[ ]
g.	Lack of convenience	[ ]	[ ]
h.	Lack of portable water	[ ]	[ ]
i.	Family problem	[ ]	[ ]
j.	Station far away from	[ ]	[ ]

Others (specify)...

....

5. State the effects of the problems(s) identified in question four:

....

....

....

6. What problems do you face in your continuous assessment duties?

		Agree	Disagree
a.	Marking of exercises	[ ]	[ ]
b.	Filling continuous assessment forms	[ ]	[ ]
c.	Conversion of marks to 30% and 70%	[ ]	[ ]
d.	Others (specify) ....

....

7. How do you overcome the problem(s) encountered in question six?

....

....

....

8. Lesson notes preparation is key in a teachers professional duty. Identify any problems you encounter in performing this duty.

		Agree	Disagree
a.	Lack of reference material	[ ]	[ ]
b.	Lack of stationary	[ ]	[ ]
c.	Inability to organize pupils activities to achieve desired objectives	[ ]	[ ]
d.	Inability to write evaluation	[ ]	[ ]
e.	Others (specify)..		

9. How best do you think the problem can overcome?

....

....

....

10. What problem(s) have you faced in your teaching?

		Agree	Disagree
a.	Class management problems	[ ]	[ ]
b.	Inadequate teaching/learning materials	[ ]	[ ]
c.	Inability of pupils to understand the English language	[ ]	[ ]
d.	Others (specify)..		

11. The head of the school made you aware of the following on arrival.

		Agree	Disagree
a.	Location of facilities in the school	[ ]	[ ]
b.	School rules and regulations	[ ]	[ ]
c.	Introduction to staff and pupils	[ ]	[ ]
d.	Introduction to some opinion leaders in the community	[ ]	[ ]
e.	Others (specify)...		

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12. The inability of your school head to take you through the above orientation poses challenge to you.   **Agree**   **Disagree**

                               [   ]   [   ]

13. If agree, what were the challenges?

....

....

....

14. Are there any other problem(s) you encounter as a newly qualified teacher that you would like to mention?

....

....

....

15. How is your school work affected by that?

....

....

....

APPENDIX B

ADJUSTMENT CHALLENGES FACED BY NEWLY QUALIFIED TEACHER
IN BASIC SCHOOLS IN THE AWUTU-EFFUTU-SENYA DISTRICT OF
GHANA

QUESTIONNAIRE FOR HEADS OF SCHOOL

Please your assistance for the completion of this questionnaire will be very much appreciated. Be assured that information provided will be solely for academic research work.

This study seeks to investigate the adjustment challenges faced by newly qualified teachers in the Awutu Effutu-Senya District. Some of the questions are open ended, meaning the respondents have to supply their own answers. The others are close ended, implying that the respondent will have to tick [~] in the box, an option appropriate to his/her opinion on the issue raised. Respondents are assured that information supplied will be used for academic work only and will be treated confidentially.

1.   Have you, been receiving newly qualified teacher in your school in the past five years.   Yes   [ ]   No   [ ]

2.   If yes has any of the following problem(s) been reported to you or have any of them faced such challengers.

PROFESSIONAL: Agree

    Disagree

a.   Lack of teaching/learning materials   [ ]   [ ]

b.   Lesson note preparation   [ ]   [ ]

c.   Cumulate assessment work   [ ]   [ ]

d.   Lack of reference books   [ ]   [ ]

e.   Class management   [ ]   [ ]

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ECONOMIC		Agree	Disagree
a.	Late payment of salary	[ ]	[ ]
b.	Unpaid traveling and transport claims	[ ]	[ ]
c.	Unpaid bills	[ ]	[ ]

SOCIAL		Agree	Disagree
a.	Conflict with school head	[ ]	[ ]
b.	Conflict with any teacher	[ ]	[ ]
c.	Conflict with some members of community	[ ]	[ ]
d.	Long distance to school	[ ]	[ ]
e.	Lack of portable water	[ ]	[ ]
f.	Lack of electricity	[ ]	[ ]
g.	Lack of decent accommodation	[ ]	[ ]
h.	lack of convenience	[ ]	[ ]
i.	Lack of transportation	[ ]	[ ]

OTHERS		Agree	Disagree
a.	Lost of interest in teaching	[ ]	[ ]
b.	Station far away from hometown	[ ]	[ ]
c.	Family problems	[ ]	[ ]

3. What problems do the newly qualified teachers on your staff face in their teaching?

		Agree	Disagree
a.	Class management	[ ]	[ ]
b.	Lack of adequate teaching/learning materials	[ ]	[ ]
c.	Inability of pupils to understand their language	[ ]	[ ]
d.	Others(specify)..		

4. What efforts do the problem(s) confronting the newly qualified staff have on their total output of work as teachers?   **Agree**   **Disagree**

a. Absenteeism from school   [ ]   [ ]

b. Cumulative assessment difficulties   [ ]   [ ]

c. Lateness to school   [ ]   [ ]

5. The school organize induction programme for the newly qualified staff by taking them through the following:

a. Introduction to staff and pupils   [ ]   [ ]

b. Introduction to school management committee   [ ]   [ ]

c. Introduction to opinion leaders in the community   [ ]   [ ]

d. Introduction to school rules and regulations   [ ]   [ ]

e. Showing him/her the location of the facilities   [ ]   [ ]

6. State any problems that you would like to mention about your newly qualified teacher(s). ....