

## The Effects of Induction Programme on School Leadership, School Culture and Student Achievement

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**Abstract:** The research article examines the effects of the induction program on school leadership, school culture, and student achievement. The researcher employed qualitative analysis procedures. To analyze the qualitative data, the researcher deciphered the meaning underlying all the data gathered. Coding, thematic analyses, interpretations, and discussions were used to analyze the data gathered. From the findings, it was revealed that headteachers have seen some form of improvement in their administration, especially with regard to the promotion of a positive school culture, as a result of whatever form of induction they have undergone. The studies depicted that the induction of new headteachers can affect school improvement and students' achievement. Especially when they put into practice the professional skills they have acquired through the training. Secondly, data revealed that headteachers sign performance contracts in which they are expected to reach a target. Respondents attested to the fact that a well-planned induction for headteachers can bring them together and support each other to meet the targets expected of them in the district. However, based on the finding that there is limited funding and resources for induction programmes in the district, it is recommended that the district education directorate seek further sources of funding aside from government sources since reliance on the central government for funding appears not to be working. The heads of basic schools should be encouraged to make some contributions to support their training programs.

**Keywords:** induction, programme, school leadership, student achievement

### 1. INTRODUCTION

Over the past few years, a number of reports have indicated that the role of headteachers is changing and becoming more challenging and complex, especially in urban settings. This is another reason why headteachers need to be inducted into their new office and have continuous induction programmes to equip them with the expertise to meet the challenges and changing environment of their respective schools. (Thompson & Kumar, 2022)

The literature has identified the pivotal role that principals and headteachers play in developing and retaining teachers, creating a culture of learning within the school by establishing a clear school vision, and leading reform initiatives that improve student learning (Römgers et al., 2020) assert that "leadership is only second to teaching among school-related factors in its impact on student learning and that indirect and direct effects of leadership account for about a quarter of a school's total

effectiveness" (Römgers et al., 2020) argues that all principals within a district need time to construct common understandings. Like teachers, principals need time to collaborate with other principals to ensure that there is consistency throughout the district that will lead to a coherent program as students' progress through a system. This principle adduced by (Pont, 2014a) for principals is very relevant to headteachers as well. Ensuring equity in education and academic success for all students requires a highly skilled headteacher who engages others in continually improving the instructional program in order to meet the needs of students. New headteachers require particular types of support and training in order to establish themselves and function as effective leaders in their schools. In Africa, many headteachers start their appointment without any formal leadership training, and they are appointed because of their teaching record rather than their leadership potential (Mohammed et al., 2020).

Meanwhile, good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager. (Saunders & Zuzel, 2010) revealed in their study that there is limited literature on the induction of principals and headteachers in Africa. Most headteachers assume duty with little or no knowledge of their job descriptions. The result is that they tend to depend principally on experiential learning in carrying out their leadership tasks. (Popa, 2022) buttresses this point by postulating that headteachers in Ghana are often appointed without any form of preparatory training. (Saunders & Zuzel, 2010) indicated that in many educational organizations in Africa, including Ghana's educational organizations, induction is often neglected and loosely organized. Sometimes it is replaced with a brief orientation. (Çınar & Gündüz, 2023) opined that newly-appointed teachers who lead schools in rural areas of Ghana are often left to fend for themselves owing to the absence of induction programs for them. In addition, (Yadav et al., 2023) found out that some informal induction programs exist, but the procedures used are inappropriate, making them ineffective for the development of competent school leaders in Ghana. Kusi (2014) conducted a study on the induction of newly appointed headteachers in Sunyani Municipality and found that there was no formal policy on the induction of newly appointed headteachers in the municipality. Since the establishment of the Awutu Senya District Education Directorate over the past ten (10) years, several new teachers have been recruited and posted to schools as heads without any formal induction program for those headteachers.

In the 2017/2018 academic year, sources at the Awutu Senya West district education directorate indicated that fifteen new appointments to the position of headteacher were made. However, apart from a handover ceremony witnessed by an auditor and a circuit supervisor and a day's orientation organized for them, no intensive induction program was organized for them. Some of the new teachers contacted indicated that their leadership is driven by their experience in the teaching profession over the years. This does not present a good picture of educational leadership in the basic schools in the district. The reality is that whereas problems of newly appointed ordinary teachers have featured prominently in certain writings in Ghana, those of newly appointed headteachers have not been addressed. In other words, there seems to be a paucity of studies conducted on the induction of newly appointed headteachers. In Ghana, some studies on induction had been conducted in tertiary

institutions. Example (Robinson, n.d.-b) focused on the induction of newly appointed lecturers at the University of Education, Winneba. Kusi (2014) conducted a case study that focused on the induction of headteachers at Sunyani Municipality. Kusi's study could not be generalized due to the design used. In view of this, an empirical study is required to look at the relevance of headteacher induction in the Awutu Senya District. The thrust of this thesis is therefore to give a detailed explanation of a comprehensive induction program for headteachers and how it is organized productively to enrich their professional skills for the betterment of education in the Awutu Senya District.

## 2. MATERIALS AND METHODS

### Research approach

A qualitative technique allows researchers to delve into the world of human experience. The researcher wanted to evaluate the induction program for newly appointed headteachers in the Awutu Senya District. Due to the qualitative character of the investigation, an exploratory case study was used. Data was gathered through semi-structured interviews, a focus group discussion, observation, and field notes. This allowed the researcher to collect comprehensive and extensive data for the study. The ability to triangulate data by using different methods of data collection places the researcher in an advantageous position to gather the quality and rich information required for the study (McQuaid & Lindsay, 2005) and can enhance the credibility of a study (Tatipang et al., 2022). Qualitative methods are used to gain a deeper understanding of the perceptions of people regarding a particular phenomenon (Pont, 2014b). Described qualitative research as collecting data from a variety of resources, evaluating the data, analyzing evaluations to produce findings, and presenting the findings.

### Research design

Research design, according to (Tatipang et al., 2022), refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby ensuring that the researcher will effectively address the problem. Research design guides the whole process of data collection, instrumentation, and data analysis. The researcher also perceives research design as the overall approach, including procedures and methods used in the study. This is due to the fact that the research design controls and offers specific guidelines required for the study. A case study was adopted in the

study. According to (Iqbal et al., 2022), a "case study" is an in-depth study of one or more instances of a phenomenon in its real-life context that reflects the perspective of the participants involved in the phenomenon. (Robinson et al., 2008) hold that a case study approach requires the use of multiple methods to collect data, enabling the data to be validated through triangulation. (Nushi et al., 2022) also assert that the approach is action-oriented and, therefore, the findings are useful for improving practice. The researcher chose the case study approach to help her achieve the purpose of the study, which is to explore the induction programme for newly appointed headteachers in the Awutu Senya District. The case study approach permitted the use of multiple instruments for data collection to achieve the study objectives.

The study adopted a case study in line with the researcher's theoretical and philosophical positions. Ontologically, the researcher subscribed to the nominalist view of reality, which states that social reality has no external existence but is rather the result of human thinking. Epistemologically, the study is influenced by the constructivist view of knowledge, which states that meaning or knowledge is constructed but not discovered (Tatipang et al., 2022). With these theoretical positions, the study was also guided by the interpretive paradigm, which states that social reality is created jointly through meaningful interaction between the researcher and the participants (Hagenauer et al., 2022) holds that the basis of the interpretive paradigm is constructivism.

A case study as a systematic design can be prescriptive. (Hagenauer et al., 2022) defines a case study as an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case within its real-life context. A case study could be exploratory, descriptive, or explanatory. According to (Hagenauer et al., 2022), case studies are appropriate when asking "how," "why," "what," and "who" questions. In the exploratory case study, the questions answered are "how" and "what." Exploratory case studies are also appropriate when a researcher wishes to gain an extensive and in-depth description of a social phenomenon. The exploratory case study is used to assess the induction programme for newly appointed headteachers in the Awutu Senya District.

### **The setting of the Research**

This setting was chosen for the study because of the difference in academic performance between public and

private basic schools in the Awutu Senya District. Private schools in the district outperform public schools in the district. The reasons given by educational stakeholders in the district have to do with intensive supervision, proper preparation, and the monitoring of the activities of headteachers in private schools. The intensive supervision that the private schools in the district enjoy is a far cry from that of the public schools, and this caught the attention of the researcher, who decided to look into it, hence the decision to conduct the study in the Awutu Senya District. A preliminary interaction with some head teachers and district education officers informed the researcher of the existence of management deficiencies in the public schools in the district. A number of the contacted officers and headteachers blamed the poor performance of students in the district on the poor preparation of newly appointed headteachers in the district. It is a popular opinion among scholars that management efficiency is closely linked to students' academic achievement. It was on this basis that Awutu Senya district became the site for this study. This is because the recommendations in this study would be used to address the challenge of poor headteacher preparation in the district.

### **Population**

According to (Thornberg et al., 2022), "population" is the group of people the researcher wants to draw conclusions about once the study is completed. The population of the study comprised the 117 headteachers of public basic schools, 8 circuit supervisors, and the training officer in the Awutu Senya district. However, the study focused on the newly appointed headteachers of public basic schools in the Awutu Senya district. The accessible population for the research was the headteachers of selected public elementary schools in the district.

### **Sample and Sampling Techniques**

(Martín, 2019) defines a sample as a fraction of the population that has been selected to represent the population. Sampling is the process of selecting a sample. Purposive sampling was utilized for the selection of participants for the interview and the selection of schools. (Yadav et al., 2023) defines purposive sampling as a type of sampling where researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. The purposive sampling technique was employed due to the qualitative nature of the study, and this is in consonance with the views of Fraenkel and Wallen (2003), who stipulate that in almost

all qualitative research, the sampling is purposive. The population of the participants in the district is 124. A sample size of 25 participants, comprising 16 headteachers, 8 circuit supervisors, and the (1) training officer of the district, was employed in the study. The 8 circuit supervisors were selected for the focus group discussion (FGD).

### Instruments

The researcher used semi-structured interview guides and focus group discussion as research instruments for the study. Observation was also used in some parts of the research process. These are appropriate instruments for qualitative studies. (Robinson, n.d.-a) have stated that it is useful to use interviews when studying factors influencing the outcomes of teaching and learning. (Leithwood & Jantzi, n.d.) noted that this instrument allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised. Probes are either stated in advance or posed in the course of the interview, making the interview process flexible. According to Kusi (2012), semi-structured interview guides are flexible to a greater extent, they offer interviewees the opportunity to express their views, feelings, and experiences freely, and they give the interviewer the freedom to divert from the items in the schedule to seek clarifications. (Pauceanu et al., 2021) indicated that the psychologists Brigitte Scheele and Norbert Groeben developed the technique for "studying subjective theories relating to school and other professional fields." The term "subjective theories" refers to the fact that interviewees have a complex stock of knowledge about the topic under study (p. 155). A semi-structured interview provided the rich data required for the study (Gillham, 2000). Shenton (2004) suggests that data contributed by those responsible for service delivery can help enhance the contextual data relating to the area of research, and therefore it was imperative to conduct an interview with the respondents. A semi-structured interview offered participants the freedom to discuss their views from their own perspective on the induction programme for headteachers. The semi-structured interview guides were developed in line with the five research objectives of the study. Three separate interview guides were developed for the headteachers, circuit supervisors, and training officers in the district.

The interview guides for the headteachers contained 25 items, those for the circuit supervisors contained 17 items, and those for the training officer contained 15 items, which are found in the appendix. Focus group

discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction (Pont, 2020). They added that focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues.

### Data Collection Procedure

The researcher visited the research site with an introductory letter for approval from the Department of Educational Administration and Management of the University of Education, Winneba, as stipulated, and sought permission from the district director and the human resources manager, as well as from the AD supervisor from the district, to gather data on the induction programme of newly appointed headteachers. The researcher briefed selected participants on the purpose of the research. Respondents were educated on the task to be completed for a successful result. Interviews were conducted on scheduled days to gather data. The researcher gathered field data through interviews, observation, and focused group discussion among headteachers and selected circuit supervisors in the research area. The researcher gained access to the headteachers, circuit supervisors, and training officer of the district and interviewed them, as well as engaging some in group discussion. Data related to the induction programme for headteachers were derived from the responses of heads and educational officers, including circuit supervisors and the training officer in the district. Eight weeks were dedicated to the interviews. 8 weeks were spent on the interviews of the 16 headteachers, with every two headteachers being interviewed in a day. Each interview lasted an hour. The interviews for the headteachers were conducted between 9:00 a.m. and 1:00 p.m., a time almost all the headteachers agreed was appropriate for the interviews. The ninth and tenth weeks were used for the focus group discussions with the circuit supervisors and the training officer. The focus group discussion took place after a scheduled meeting involving the district education director and circuit supervisors in the district. The interview with the training officer took place on Friday of the tenth week of data collection between the hours of 11:00 a.m. and 12:00 p.m. Interviews were both manually and audio-recorded after seeking the prior permission of respondents.



### Data Analysis Procedure

As the selected design required a qualitative approach, the researcher employed qualitative analysis procedures. To analyze the qualitative data, the researcher deciphered the meaning underlying all the data gathered. Coding and thematic analyses, interpretation, and discussions were used to analyze the data gathered. Braun and Clarke (2006) present thematic analysis as a method used to identify, analyze, and report themes and patterns within a data set. They explain thematic analysis as the process of identifying patterns or themes within qualitative data. In addition, they suggest that it is the first qualitative method that should be learned as "it provides core skills that will be useful for conducting many other kinds of analysis" (p. 78). Thematic analysis helped the researcher identify themes, which are patterns in the data that are relevant to the topic under study, and use these themes to address issues related to the research to analyze, interpret, and make meaning to improve practice. Data was gathered by the researcher through interactive means. The researcher was able to immerse herself in the data to the extent that she became familiar with the depth and breadth of the content.

This was done through "repeated reading" of the data such that she could derive meaning and pattern and mark ideas for codes. This was followed by the transcription of verbal data from the interview and focus group discussion into written form. Bird (2005) considers transcription "a key phase of data analysis with interpretive qualitative methodology." (Bird, 2005:227) and recognizes interpretation as an act where meanings are created. The researcher ensured that the transcript reflected the data recorded and information gathered from the verbal account in a true reflection of its original nature. Coding was done manually. The researcher assigned codes to the data using highlights to represent features of the data and to enable the researcher to organize the data into meaningful categories. (Tuckett, 2005). The researcher sorted different codes and categorized them into themes. The themes that emerged described relevant data in line with research questions. (Suwartha et al., 2018) explain that there are no hard-and-fast rules about what makes a theme. Themes are categorized by their significance. The researcher, after coding, categorizes codes into themes that are predominantly descriptive. The findings were analyzed under major themes that emerged from the data in relation to the literature review.

### 3. RESULTS

#### The Effects of Induction Programme

Headteachers were also asked for their thoughts on how induction impacts school leadership, culture, and student success. They were asked to explain how the induction program may help them enhance school leadership, school culture, and student achievement. This section's themes covered effective administrative techniques and headteachers as instruments for boosting performance.

#### Effective administrative strategies

Highlighting on this, one of the headteachers said:

*Yes, there are so many ways that induction for headteachers affects students' achievement. The head will promote conducive environment for teaching and learning. Effective administrative strategies will be employed to deal with learners and situations as they surface and also ensure division of labour to improve students' life (Headteacher 1).*

Another headteacher expressing his view said:

*Through induction program, I will get to know in details the strategies and measures that focus on performance and higher achievement of students. It will enable me to have positive influence on students (Headteacher 2).*

#### Headteachers as instruments for improving practice

Similarly, a headteacher also commented:

*Certainly, it will lead to greater performance of both students and teachers, and effective school management on the part of the Headteacher. This leads to school improvement as we are able to offer career guidance. As a Headteacher I believe I can also be equipped with innovative ways to respond to students' needs (Headteacher 4).*

A headteacher also added that:

*Yes, an effective headteacher has greater influence on the school system. Such a person can motivate both students and staff to work assiduously. There will be a good climate in the school and school culture will improve. This eventually leads to higher students'*

*achievement and good results (Headteacher 7).*

A qualitative approach offers researchers opportunities to explore the world of human experience. The researcher was interested in assessing the induction program of newly appointed headteachers in the Awutu Senya District. An exploratory case study was employed due to the qualitative nature of the study. Semi-structured interviews, a focus group discussion, observation, and taking field notes were used as methods of data collection. This enabled the researcher to gather holistic and rich data for the study.

It is evident from the above data that headteachers perceive induction as a major tool for improving school management and administration in the Awutu Senya district. It is implied from their responses that there is a major flaw in the Ghana Education Service handing over schools to untrained leaders as this has consequences on the attainment of the goals of the schools.

They expressed that good performance in the private schools as compared to public schools is as a result of good leadership training given to private school headteachers in the form of induction.

The views the headteachers dilated stressed the need to make induction relevant to school culture. To them, induction programme should be organized in such a way that the participating headteachers would thereafter promote a positive school culture that enhances teaching and learning. In buttressing his position, a headteacher said:

*During workshops, we talk about an atmosphere that is conducive for teaching and learning. I can relate that to a great school culture. This is because in our discussions, we identify and address certain needs in the school environment. For example, fans in the classrooms, dustbins, furniture for staff, ICT centres, Basic Design Technology centers, that is home economics and pre-tech workshops, good inter-personal relationships, shared responsibility among staff etc. I believe all these foster a great school culture (Headteacher 1).*

Another headteacher expressed his view in the following words:

*Yes, I try my best. Though some of the pupils are stubborn, I try to instill discipline in them. I encourage respect for authority, punctuality and adherence to rules and regulations. Aside regular exercises and homework, the teachers and myself have come up with a well-planned Co-curricular activity in order to instill discipline in the school (Headteacher 2).*

In a similar way another headteacher opined:

*I have not gone through any comprehensive induction but the little training I have received I think helps me to promote positive school culture. I try my best to ensure safe environment for both pupils and teachers.*

*I believe that good training involving quality teaching and character formation should be of paramount importance. There must be a sense of ownership and family spirit to build school community in the school setting. For me, this is also very important. But this is not fully realized in the school setting due to limited control (Headteacher 7).*

The responses above bear eloquent testimony that these headteachers have seen some form of improvement in their administration especially with regard to the promotion of positive school culture as a result of whatever form of induction they have undergone. It is clear from the above also that, the issue of limited control in Ghanaian Basic Schools poses a threat to headteachers' ability to create a conducive environment or culture for effective teaching and learning in schools. This is because headteachers do not have the full power and means to ensure discipline, improve infrastructure and initiate policies that will fully promote a positive school culture.

The circuit supervisors interviewed were also of the opinion that induction of headteachers can affect school improvement and students' achievement. Especially when they put into practice the professional skills they have acquired through the training. Secondly, when they sign performance contract in which they will be expected to reach a target. Heads should set a target to reach performance. (Serwaa & -Boateng, 2022)

They also believe that a well-planned induction for headteachers not only in this district but also in other districts under GES and even headteachers of private

schools will enable heads of basic schools to apply principles in management and best practices in teaching and learning. Induction when properly done will strengthen professional skills and experience of the headteachers. They were also optimistic that headteachers can positively affect school improvement and student achievement. For them a headteacher who has gone through induction program will be able to manage the school well. The program will foster good relationship and collaboration among heads of schools, relationship with staff, community and students and this will eventually augur well for the students and improve their performance.

The Training Officer was also of the view that induction if well executed can affect school improvement and student achievement. When headteachers implement what they have learned in running school. By all the training they go through, the headteachers are challenged to put in practice the skills they acquire in the capacity building workshops because during such programs they sign performance contract in which they are expected to reach a target. Headteachers set a target to influence performance. A well planned and conducted induction program will enable the heads to apply principles effectively in running their schools. He reiterated that there are opportunities in this district to help meet the induction needs of heads. We can raise funds for the program.

GNAT and the District Assembly can support such a program and there are experts around to serve as resource persons. He also said that as far as school improvement is concerned, he will humbly point out that a comprehensive induction of headteachers, should not be underestimated and if possible be made mandatory for newly appointed heads of basic schools. This, he believes will make them feel motivated and help them discharge their responsibilities creditably which will ultimately lead to the students' academic achievement and school improvement.

#### 4. DISCUSSION

The findings of the present study revealed how induction programs can have a positive influence on school leadership, school culture, and student achievement. Through a comprehensive induction program, the headteacher can become a major instrument for improving students' performance. This is because induction will enable the headteacher to create a positive learning environment and instill in them innovative ways

of motivating students and staff to work hard to improve student performance. All the headteachers were of the opinion that induction offers broader knowledge of leading and managing a school. A headteacher who has gone through a comprehensive induction program will maintain a good tone and an improved school culture where there will be discipline, open administration, delegation, and decentralization, good supervision, teamwork, and will promote quality teaching and learning. They also told this researcher that the induction program is geared towards effective school management and improvement. Certainly, there will be a change in leadership style, an improved one. It is a form of upgrading for headteachers who have gone through the induction program.

The findings of the present study confirm studies on induction and school leadership and their influence on students' achievement and school improvement. This reflects the findings of (Kajela, 2020.), who, on linking school leadership to students' achievement, noted that "leadership is only second to teaching among school-related factors in its impact on student learning and that indirect and direct effects of leadership account for about a quarter of a school's total effectiveness" (p. 5). All the factors identified in the findings can be achieved through effective school leadership, which headteachers can acquire from an induction program. Headteachers perceive induction as a major tool for improving school management and administration in the Awutu Senya district. The data indicated a major flaw in the Ghana Education Service handing over schools to untrained leaders, as this has consequences on the attainment of the goals of the schools. Interviewees expressed that good performance in private schools as compared to public schools is a result of good leadership training given to private school headteachers in the form of induction. (Mohammed et al., 2020)

The school leadership literature converges on three themes that capture how principals, and for that matter, headteachers, meet the demands of school leadership today. First, effective leaders set the direction for their school through developing and articulating shared values and promoting a culture in which teachers act as a professional learning community and strive towards common goals. Secondly, these leaders share the responsibility of leading the school with others to build capacity and promote greater ownership by others for school improvement. Lastly, these leaders act as instructional leaders who relentlessly focus on student learning and effective teaching (Saunders & Zuzel, 2010).

This calls for a comprehensive review of the appointment and training of headteachers of public elementary schools.

The views the headteachers expressed stressed the need to make induction relevant to school culture. To them, an induction program should be organized in such a way that the participating headteachers would thereafter promote a positive school culture that enhances teaching and learning. This supports the views of (Suwartha et al., 2018), who noted two important aspects of the headteacher's job as it pertains to student learning: managing the curriculum in ways that promote student learning and developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students. Headteachers, as instructional leaders, are responsible for ensuring that a culture of induction and support is embedded within their schools. Similarly, Sergiovanni (2001) explains that focused school communities have strong and clear commitments to student achievement, as evidenced by headteachers' personal concern for student success. As such, headteachers must develop strong school cultures that focus on high expectations for student learning. Headteachers must then organize structures that allow teachers to work collaboratively. This can be realized only when headteachers of public schools have undergone a comprehensive induction program.

From the findings, it was revealed that headteachers have seen some form of improvement in their administration especially with regard to the promotion of positive school culture as a result of whatever form of induction they have undergone.

The studies depicted that induction of headteachers can affect school improvement and students' achievement. Especially when they put into practice the professional skills they have acquired through the training. Secondly, data revealed that headteachers sign performance contract in which they are expected to reach a target. Respondents attested to the fact that a well-planned induction for headteachers can bring them together and support each other to meet target expected of the in the district. This is supported by (Yusuf et al., 2018) who recommended that headteachers build relationships among themselves and also with other teachers because the people working within the school have a fundamental human need for trust, support, and professional interaction as a school works in unison towards improvement goals.

Induction, when properly done, will strengthen the professional skills and experience of the headteachers. They were also optimistic that headteachers can positively affect school improvement and student achievement. For them, a headteacher who has gone through an induction program will be able to manage the school well. The program will foster good relationships and collaboration among heads of schools, relationships with staff, the community, and students, and this will eventually augur well for the students and improve their performance. Principals, as instructional leaders, are responsible for ensuring that a culture of induction and support is embedded within their schools. It is their responsibility to ferret out the structure and politics of the school culture that present impediments to the successful induction of new teachers. In general, three key points have emerged with regards to the headteacher's role: working conditions for new teachers, time and resources, and a new role in induction.

A comprehensive induction program will equip heads of public elementary schools with these principles and intensively empower them to be productive headteachers to improve the school system and build a great school culture. All the headteachers interviewed agreed (Mohammed et al., 2020) that induction is part of a process of socialization that takes place in any organization. They were of the view that, in education, the process aids the assimilation of new headteachers into the culture of the school. It also helps them to assume the values and behaviors accepted by the dominant culture of the school. In other words, the socialization process and the professional culture perpetuate the existing beliefs, standards, and practices, impacting the long-term performance of the novice teacher (Feiman-Nemser, 1983; Huling-Austin, 1990), and in this case, the newly appointed headteacher.

The respondents—headteachers, circuit officers, and the training officer—were of strong conviction that the headteacher plays the most important role in establishing a culture for learning and overall school change. Their conviction is supported by the work of (Sarkodie, 2023). The respondents also agree with Lick (2000:45) that the school culture is the personality of the school. Although it is not always visible to outsiders, it remains a strong power that is always present. The headteachers said that the school culture sets values and establishes rules for how people think and behave and for what they assume to be important. They also pointed out that working conditions and school culture influence the character,



quality, and outcome of a new headteacher's early experience on the job, just as (Popa, 2022) had suggested for new teachers. All the respondents that the researcher interviewed supported the assertion made by (Landsborough Thomson, 1969). There is a significant correlation between the success of an induction program and the climate and culture of a school." Like (Yadav et al., 2023), they share the sentiment that perceptions of school culture impact the ways in which new headteachers or teachers learn and develop over time.

All the respondents did not seem to subscribe the idea that mentorship and coaching are important features of the induction process. A successful induction programme should promote mentorship and coaching however the researcher gathered that the headteachers have not imbibed this idea fully. Some think mentoring and coaching as part of the induction process are meant for teachers and not headteachers. They are of the view that the basic concept of mentoring is the pairing of an experienced teacher with a beginning teacher in order to provide the beginning teacher with support and encouragement. The experienced teacher acts as role model, and through coaching helps the newly appointed teacher develop his or her competencies, self-esteem and sense of professionalism just as (Kusrini et al., 2018) writing on the subject has suggested for teachers. (Saunders & Zuzel, 2010) defines mentoring as a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved.

## CONCLUSION

According to the research, the introduction of headteachers might affect school progress and student accomplishment. Especially when they apply the professional talents they have gained via training, data show that headteachers sign performance contracts in which they are required to meet a certain goal. Because the induction program is not planned and coordinated, essential components of induction are lacking, and key specialists will be required for a thorough induction program. In the course of conducting the interview, some awareness was created for the headteachers in the district to realize that the induction program is necessary and must be introduced and made mandatory or a requirement. Based on the finding that there is limited funding and resources for induction programs in the district, it was recommended that the district education directorate seek further sources of funding aside from

government sources since reliance on the central government for funding appears not to be working. The heads of basic schools should be encouraged to make some contributions to support their training programs.

## Author Contributions

The author confirms being the sole contributor of this work and approved it for publication.

## Conflict of Interest Statement

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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