



## Perceptions of newly posted teachers about their pre-service preparation in Kumasi Metropolis of Ghana

Isaac Atta Kwenin<sup>1</sup>  
Kwame Nkrumah<sup>2</sup>

<sup>1</sup>isaac.kwenin@ucc.edu.gh  
<sup>2</sup>kwame.nkruman@ucc.edu.gh

<sup>1,2</sup>University of Cape Coast, Ghana

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### ABSTRACT

This study investigated newly posted public basic school teachers' perceptions of their preservice preparation. The study was guided by Schlossberg's theory of transition. The descriptive cross-sectional survey design was chosen for this study. All 322 newly posted teachers in public basic schools in the Kumasi Metropolis of the Ashanti Region, Ghana, were included (census) in the study. A questionnaire was used to collect data from the teachers. The questionnaire with a Cronbach alpha reliability test of a .799 coefficient was used for data collection. Appropriate ethical guidelines, including verbal and oral informed consent, were sought prior to data collection. The Test Analysis for Surveys (TAFS) was used for analyzing the data using descriptive and inferential statistical tools. The study revealed that preservice teacher preparation programs are directly related to knowledge and skills these newly posted teachers need to teach effectively. It was concluded that the newly posted teachers perceive their preservice training as adequate and impactful during their first year of posting into their schools. This adequacy resulted from the effectiveness of their preservice training in pedagogy and pedagogical content knowledge, class management techniques, and class control techniques. It was recommended that principals of the colleges of education and district/municipal/metropolitan education directorates should collaborate with the Ghana Education Service and the Ministry of Education to institute proper and formal induction and orientation programs for newly posted teachers within their first year of posting to properly integrate them into the classroom.

**Keywords:** Newly Qualified Teachers, Pedagogical Content Knowledge, Quality Teaching, Teacher Effectiveness, Teacher Efficiency, Trainee-Teacher

### I. INTRODUCTION

The quality and teaching competences of newly qualified teachers have been a subject of discussion over the years (Darling-Hammond, 2017). This is because the quality and teaching competences of newly qualified teachers have been found to influence students' academic performance. In Ghana, teacher ineffectiveness has been a major concern among stakeholders due to poor academic performance of public basic school students in the Kumasi Metropolis. This has largely been attributed to teacher quality and teaching competence of newly posted teachers. Newly posted teachers usually face several challenges in connection with their new position. These challenges may relate to their self-efficacy, teaching profession, class control and class management, translating the content knowledge into reality, etc. These newly posted teachers are recruited to reduce the teacher-pupil ratio at the basic level of education in Ghana. Like any other beginning teacher, these teachers bring with them varying experiences and backgrounds including knowledge of the content, knowledge of the pedagogy, pedagogical content knowledge, knowledge about classroom management and class control skills which were obtained from their preservice preparatory program before they transit to the real classrooms. Since they have less than two years of teaching experience with less real-life experience in the teaching field and little knowledge of solving a wide range of practical problems, they usually get frustrated transiting from their preservice training institutions to the real classroom. As a result, most newly posted basic school teachers complain that their college education did not adequately prepare them for the actual teaching profession (Darling-Hammond, 2017).

As a result, the newly posted teachers develop varying perceptions regarding the effectiveness of their preservice preparation in the general teaching methods, classroom management skills, assessment techniques, improvisational techniques, and co-curricular activities and how these contribute to their success in their new post. These situations may arise due to absence of proper induction programs and the fact that the training setting is different from the classroom setting. These situations will likely make the newly posted basic school teacher ineffective in their teaching practices. These perceptions need to be confirmed empirically by assessing the effectiveness of basic school teachers' preservice



preparation and training. Besides, previous researches have addressed several aspects of teachers’ preservice preparation such as field experiences and dispositions, classroom management (Klopfer, 2014), technology competency (Goedde, 2016), teacher preparedness and efficacy (Cleveland, 2018; Hudson, 2019), instructional quality (Senyamator, 2018), trainees’ efficiency (Amoono, 2019), and effectiveness of teaching practices (Fuudia, 2019).

Deductions from the works of Senyamator (2018), Amoono (2019) and Fuudia (2019) reveal apparent knowledge gap in the prior research concerning newly posted pre-service teachers in the Kumasi Metropolis perceptions about their preservice preparation. Also, these studies in the field of teacher education were conducted in other parts of Ghana such as Cape Coast (Amoono, 2019) and Accra (Senyamator, 2018) Metropolis, all in Ghana. None of these studies focused on the Kumasi Metropolis, an area which according to Saani (2016), stakeholders are constantly complaining about the competencies and effectiveness of newly posted. In addition, the researchers identified methodological gap in the prior research. There is a lack of quantitative research designs in the study of teacher preservice preparation programs. The current study made use of descriptive cross-sectional survey design and quantitative approach to understand better the link between teachers’ preservice preparation and competencies. While research on newly qualified teachers inundates the teacher education literature, little is known about newly posted public basic school teachers’ perception about their preservice preparation, especially with regard to their content knowledge, pedagogical knowledge, assessment techniques, and collaborative skills, and how well they are prepared to handle a range of classroom management situations. Therefore, this study investigated newly posted public basic school teachers’ perception of the adequacy of their preservice preparation in terms of pedagogical content knowledge, classroom management techniques and collaborative activities, and also to investigate newly posted basic school teachers’ perception about challenges they encounter during their first year of appointment.

**1.1 Research Questions**

- i. What is the perception of newly qualified public Basic School teachers about adequacy of their preservice preparation?
- ii. What are the challenges faced by newly qualified teachers during their first three years of teaching?

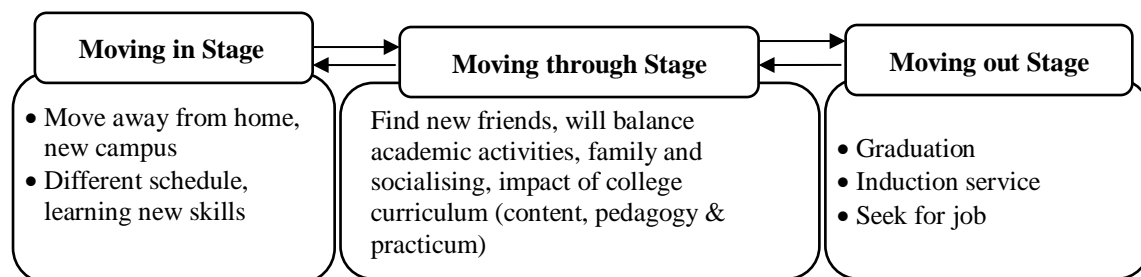
**II. LITERATURE REVIEW**

**2.1 Theoretical Review**

**2.1.1 Schlossberg’s Theory of Transition**

The theoretical review of the study was based on Schlossbergs’ theory of transition. Schlossbergs’ theory of transition attempts to describe an extraordinary complex reality that accompanies and defines the ability of human beings to cope with changes in their lives. The theory simplifies the transition people experience by identifying the type of transition, the degree to which their lives have been transformed, and the resources people can apply to make it an accomplishment (Regeluth, 2017)). A transition is defined as an event or non-event that alters the individual’s perception of self and of the world, that demands a change in assumptions or behaviour, and that may lead either to progression or to deterioration. According to Regeluth (2017), transitions consist of a series of phases: moving in, moving through and moving out. Figure 1 presents the transition process pictorially.

Moving in is the phase in which people move into a new condition and need to become familiar with rules, regulations, norms, and expectations of the new system. In the context of the current study, it can either refer to the stage where qualified senior high school graduates enter into teacher preservice institutions or where newly qualified teachers graduate and are posted to the teaching field as fully-fledged professional teachers. To survive, they should be able to adapt and be familiar with the rules, regulations, norms and expectations of the school, community and the teaching profession.



**Figure 1**  
*The Transition Process*

Source: Adapted from Schlossberg (as cited in Regeluth, 2017)



Moving through is the period that is characterized by the assimilation of the new rules, regulations, norms, and expectations; moving out is the period of ending one series of transitions and beginning to anticipate what comes next. According to Regeluth (2017), people can start in either the moving in or moving out phases. The theory also looks at the certainty that accompanies and defines the human ability to effectively deal with change. The potential resources or shortfalls the person brings in coping with the transition can be grouped into four major categories called the four systems (4Ss): support, situation, self, and strategies (Regeluth, 2017). The 4Ss system identifies the features common to all transition events and non-events. However, some dissimilarity may appear. Some of the mystery can be taken out of change. The features in each of the Ss are an intertwined set of variables that help in identifying the potential resources or deficits, with the goal of facilitating optimal adaptation to change.

The first 'S' is situation which refers to the persons' condition at the time of the transition and relies on the following factors and questions: (1) trigger (What initiated the transition?); (2) timing (How does the transition relate to one's social clock?); (3) control (what aspects of the transition can one regulate or manage?); (4) role change (Does the transition call role change?); (5) duration (Is the transition permanent or temporary?); (6) previous experience with a similar transition (How has the individual experienced a related transition before?); (7) concurrent stress (What and how great are the stresses confronting the individual now, if any?); and (8) assessment (Does one perceive the situation positively, negatively, or benign?). Each person going through the transition will have a unique situation due to a multiplicity of personal factors (Robey & Sori, 2015). The second 'S' is self which refers to what the person brings to the transition. It is explained that people cope and receive transition based on a range of interrelated personal factors, including: socioeconomic status, gender, age/stage of life, state of health, ethnicity, ego development, commitment and values, spirituality, and overall outlook (optimism and self-efficacy).

The relationship between these aspects of self can be complex and professionals need to address the factors most relevant for the person in transition. The third 'S' stands for support which is composed of three segments: types, functions, and measurement. The types of support people in transition receive are social support, and four types are identified: intimate relations, family unit, networks of friends, and institutions and communities (Robey & Sori, 2015). According to Robey and Sori, the functions of social support are an incorporation of one or more of the following: affection, affirmation, aide, and honest feedback. The last 'S' stands for strategies. There was no single magical coping strategy but rather, the person who flexibly uses lots of strategies will be better able to cope. Schlossberg's theory suggests three types of strategies: those that change the situation, those that change the meaning of the situation, and those that manage the stress of the transition. In addition to the three categories previously stated, people may also use four coping modes: information seeking, direct action, inhibition of action, and intra-psychic behaviour. In applying Schlossberg's transition theory, the eventual goal is for the person in transition to move to adaptation.

Looking at the applicability of Schlossberg's transition theory to teacher preservice preparation in the 21<sup>st</sup> century skills in the context of Ghanaian teacher training institutions (Colleges of Education), one may say that the three phases in the theory are of relevance to the current study. First, at the moving in stage, the individual moves from home or senior high school environments to the teacher training institutions or campuses. It should be noted that at this stage of transition, students who were once final year students and next in command in their former institutions so far as power structures and the prefectorial system in their previous schools are concerned, are now expected to play various subordinating roles under the supervision and instructions of their predecessors or final year students or better still, other people in authority who constitute the power structures of the college.

The 'moving through stage' which is marked by finding new friends, balancing work (including both formal and informal curricular activities) family and socializing, would assist this study in understanding how the individual in this case the teacher cohabitates with people from all walks of life that they may come into contact with in any new environment they find themselves as well as how the core business of the association is balanced with pleasure to nurture the teacher holistically towards the task (effective teaching) ahead. The last phase, the 'moving out phase' which is marked by graduation and its subsequent job seeking is employed by this study in understanding how the teacher trainee is well prepared to understand the task ahead and whether these preparation assists in grooming the trainee to become easily integrated into the professional culture of teaching. At this phase, the student teacher has successfully sailed through the training program and is ready to function as a fully-fledged teacher in his or her community of practice. In addition to the indicators the theory highlights under this stage, it is worth-mentioning that in studying the effectiveness of preservice teacher institutions, indicators such as the methodology to which the trainees are introduced, the proper coverage of the content of respective courses, knowledge of classroom management, assessment procedures and collaborative skills could be of prime concern as trainees move through their training program.

For the purpose of this study, the theory provides six major areas to look at when assessing the effectiveness of preservice teacher institutions. These areas pedagogical content knowledge, classroom management, assessment techniques, guidance and counselling, collaborative activities, and school infrastructure. The assertions show that for college students in transition to become well-adjusted in their new academic environments and successfully pursue their programs and become accomplished professionals, they need a massive institutional support. The theory supports the



current study as the effectiveness of preservice teacher institutions in Ghana with regard to teacher preparation is going to be assessed from the perspectives of newly qualified teachers in the Kumasi Metropolis, Ghana.

## 2.2 Empirical Review

### 2.2.1 Teacher Preparation in Ghana

Education is a condition for development and the teacher is the ultimate decider of its reality in Ghana. Teacher preparation, mentoring and motivation are critical factors in enhancing quality education which is capable of enhancing meaningful development. It is not, therefore, surprising that teacher preparation is on the priority list of national educational programs of most countries including Ghana (Mutaka, 2018).

The vision of teacher education in Ghana is to lay the foundation for quality teaching and learning outcomes through competency-based preparation of teachers (Ministry of Education [MoE], 2019). It is expected that this vision will ultimately contribute to the goals of the Education Sector Plan (ESP) and Sustainable Development Goal Four (SDG 4), and will lead to the improvement of learning outcomes, especially at the pre-tertiary levels (Fuudia, 2019). Also, the mission of teacher education is to provide a comprehensive teacher education program through preservice and in-service training that would produce competent, committed and dedicated teachers to improve the quality of teaching and learning in Ghanaian schools.

Some of the training institutions in Ghana (basically, University of Cape Coast and University of Education, Winneba and their affiliate Colleges of Education) that have been given the mandate to train and prepare teachers professionally focused purely on content, pedagogies of teaching and assessment practices that are tailored to the needs of the children (Amoono, 2019). Amoono added that methods of teaching at the preservice teacher preparation programs continue to be directed towards practices of regular schools. Consequently, teachers do not teach towards differential and multicultural learning outcomes since approaches adopted by many teachers in Ghana tend to be exam-driven.

Enrolment into initial teacher training colleges in Ghana, under the educational Act of 1961, was undertaken by the Teacher Education Division of the Ghana Education Service (GES). The preservice teacher preparation in Colleges of Education used to take three years leading to the certificate "A" three-year post-secondary (Nkrumah, 2012). Also, from 2009 – 2012, the initial teacher preparation took the same three years but led to the award of diploma in education. Currently, these institutions have been upgraded to tertiary institution status and they are now using four academic years to prepare teachers for the various pre-tertiary levels of education (Kindergarten, primary and Junior High School) in Ghana.

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 in the content areas mainly occurs in the first two years of the program while the third and fourth years are used for providing the preservice teacher with the relevant pedagogical content knowledge and teaching practices. It is during the teaching practice period that the student-teacher assumes the role of an actual classroom teacher to work with children. The teaching practice enables the preservice teacher to translate the content acquired into practices through the selection of appropriate techniques and teaching and learning resources (Amoono, 2019). The teaching practice helps the student-teacher to form a sound philosophy of education. The preservice teacher also has a chance to put together his/her skills and ideas into a whole to enable him/her to be a successful teacher. It also helps the preservice to gain insights into the actual problems of classroom teaching.

### 2.2.2 Subject matter coursework

Teachers should have content knowledge that is deeper than that of a "mere subject matter major" including specific sections of content area courses for teacher candidates that will promote deeper understandings of content than general subject matter courses (Allen, 2015). In reality, teacher candidates primarily fulfil their subject matter coursework requirements outside of a school of education, in courses intended for a broad student audience, rather than in courses designed for teacher candidates to develop this deep content knowledge. Research provides some support for the importance of subject matter knowledge, but little detail to indicate how much subject matter coursework is most beneficial, or at what point diminishing returns set in (Engel, 2017). This shows that subject matter expertise may be a necessary, but not sufficient, condition for teacher effectiveness; pedagogy coursework must supplement subject matter coursework.

### 2.2.3 Pedagogical coursework

Pedagogical coursework is primarily designed to increase preservice teachers' pedagogical knowledge and pedagogical content knowledge. Coursework in methods for preservice teachers has been linked to increased subject knowledge for teaching, a subject specific area of pedagogical content knowledge, and to student understanding and achievement (Ezenwafor & Akpobome, 2017). Unfortunately, there is limited support for the importance of pedagogical coursework in the preparation of effective teachers, particularly for subject-specific courses like the pedagogy of instruction and there is some evidence for a negative relationship between pedagogy coursework and teacher



effectiveness (Gunarathne et al., 2020). As a whole, research on pedagogical coursework is unclear as to what types and amounts may be beneficial for student understanding and achievement.

#### 2.2.4 Classroom Management

Preservice training and professional development are two ways by which teacher candidates and teachers acquire skills. Preservice refers to a form of training for teacher candidates that aim to provide curriculum, content, and pedagogical knowledge as well as classroom management/technical skills (Kamens, 2017; Loupas et al., 2017). Ideally, teachers should receive some type of classroom management training prior to entering the teaching profession and additional classroom management development after they have started to teach. Each method of knowledge acquisition offers a valuable opportunity to help teachers acquire classroom management skills. A key feature in the effective functioning of a classroom is the ability of the teacher to competently manage students' behaviour. This management includes the efforts that teachers apply to foil the occurrence of problem behaviour as well as how they respond to and intervene once problem behaviour has ensued (Cangelosi, 2017). As such, classroom management makes for a complex component of the teaching process. It is little wonder that teachers who are new to the profession constantly find classroom management as an area of great concern (Vrettos, 2018). However, even though experience generally improves confidence in one's ability to manage the classroom, classroom management remains a priority for experienced teachers (Papanastasiou, 2016).

According to Hediye (2015), teacher preparation in classroom management strategies is as equally important as their preparation in content knowledge and pedagogical content knowledge. According to Wragg (2018), classroom management is among the most important skills preservice teachers learn, yet they may receive inadequate preparation to effectively manage students' behaviour. According to Jones and Jones (2018), most newly qualified teachers needed professional development in the area of classroom management in order to handle and manage student misbehaviour. In a study of 869 teachers of primary education, Obwoya (2019) found that teachers were not offered classroom management training to address the misconducts or the opportunity to establish a rapport with the students, which might help them better address student behaviour.

#### 2.2.5 Technology Coursework

Given the ubiquity of technology and a recent federal focus on equipping all classrooms with appropriate educational technology and making sure teachers are trained on the advantages of such technology, some teacher preservice preparation programs require their teacher candidates to take a separate course like "Computer Application in Education," while others infuse technology throughout professional education coursework (Muzaffar et al., 2023; Yai & Wang, 2017). Research suggests that if instruction on using educational technology is to impact practice, it should be integrated throughout a teacher preservice preparation program, rather than in a discrete class, including integration into early field experiences and student teaching (Purdy, 2017). These interventions will help the trainee-teacher acquire the requisite knowledge, skills and competencies to teach in this 21<sup>st</sup> century world.

### III. METHODOLOGY

#### 3.1 Research Design

The descriptive cross sectional survey design was deemed the most appropriate. This type of design involved systematic gathering of data about individuals and collectivists in order to test hypotheses or answer research questions concerning the current status of the subject of the study at one time (Jain, 2019; Yin, 2018). Thus, the researchers gathered data just once to deal with the research questions. The adopted design created room for the researchers to study phenomena in their natural settings in order to make sense of it with regard to the objective meanings people give to them. The design helped to achieve the purpose and to draw meaningful conclusions from the study.

#### 3.2 Study Area

Kumasi Metropolis is the biggest metropolitan assembly in the Ashanti Region. The Ashanti Region has thirty administrative districts, with Kumasi Metropolis being one of them. Under the Local Government Law 1988, NDPC Law 207, which amended the Local Government Act 462, 1993, the Kumasi Metropolis was founded in 1995 by Legislative Instrument 1614. (Ghana Statistical, 2014). It is 250 to 300 meters above sea level and is found between latitudes 6.350N and 6.400S and longitudes 1.300W and 1.350E. The Metropolis borders Kwabre East and Afigya Kwabre Districts to the north, Atwima Kwanwoma and Atwima Nwabiagya Districts to the west, Asokore Mampong and Ejisu-Juaben Municipality to the east, and Bosomtwe District to the south (Ghana Statistical Service, 2014). The Kumasi Metropolis is around 270 kilometers north of Accra, Ghana's capital, with a surface area of 214.3 square kilometers, accounting for about 0.9 percent of the region's land area and housing 36.2 percent of the people (Ghana Statistical Service, 2014). With a population of more than 2.5 million people, the Metropolis is Ghana's second most



populous Metropolis, behind Accra (Ghana Statistical Service, 2014). The Metropolis is divided into ten (10) Sub-Metropolitan District Councils, which are Asokwa, Suame, Bantama, Kwadaso, Manhyia, Oforikrom, Subin, Asawase, Tafo, and Nhyiaso as of 2014. (Ghana Statistical Service, 2014).

### 3.3 Target Population

All the 322 newly posted teachers in the Kumasi Metropolis who had successfully completed College of Education Program and have been teaching for not more than one year (2024-2025) constituted the population of the study. All the teachers were included (census) in the study due to their small size.

### 3.4 Data Collection tools and Procedures

The questionnaire was used to collect data for the study. In order to ensure the validity and reliability of the research instrument, the researchers ensured that the items in the questionnaire covered all the domains that it purported to measure. The questionnaire was made available to experts and professionals who helped in shaping it with the view of establishing content validity. With regard to face validity, the researchers ensured that the questionnaire measured what they appeared to measure. Construct validity, on the other hand, was ensured by making sure that the instrument related to the theoretical constructs that it purported to measure.

### 3.5 Data Analysis

Factor analysis was performed to ensure construct validity of the questionnaire. This analysis was conducted using the results of the pilot study which was conducted on 45 newly qualified teachers (with not more than one year teaching experience) in the Ejisu Juaben Municipality of Ashanti Region of Ghana. With the help of the Predictive Analytic Software (PASW) Version 26.0, the researchers used a Cronbach’s alpha reliability coefficient to measure the internal consistency of the questionnaire. The Cronbach alpha reliability coefficient obtained from the questionnaire was .799. The Test Analysis for Surveys (TAFS) was used for analyzing the data using descriptive and inferential statistical tools.

### 3.6 Ethical Concerns

All relevant ethical considerations by the Department of Business and Social Sciences Education of the University of Cape Coast, Ghana were adhered to. The researcher clearly defined the purpose of the study and assured participants’ confidentiality and anonymity. Lastly, the researchers issued the participants an informed consent letter before initiating the data collection process.

## IV. FINDINGS & DISCUSSION

### 4.1 Perception of Newly Qualified Public Basic School Teachers about Adequacy of their Preservice Preparation

This research question focused on the perceptions of newly qualified public Basic School teachers (with not more than one year teaching experience) about the adequacy of their preservice preparation based on the pedagogical content knowledge and classroom management. Respondents were of the view that their preservice preparation program provided them adequate pedagogical content knowledge ( $M = 3.37, SD = .59$ ). Similarly, respondents agreed that their College provided them with adequate knowledge about the selection of suitable and appropriate techniques ( $M = 3.43, SD = .50$ ).

**Table 1**

*Respondents’ View on their Preservice Preparation with Regard to Pedagogical Content Knowledge*

Statements	Mean	SD
My preservice preparation program provided me with a good foundation in teaching at the basic level	3.37	.59
My teacher education program equipped me with varieties of teaching methods	3.54	.50
My college familiarised me with the Basic School Curriculum	3.43	.50
My college preparation helped me to present lessons in a logical manner	3.51	.50
My college prepared me in how to use TLMs to enhance students’ understanding of lessons	3.66	.48
Mean of means (pedagogical content knowledge)	3.50	.40

Furthermore, respondents strongly agreed that their respective Colleges preparation has equipped them with skills in presenting lessons in a logical manner ( $M = 3.51, SD = .50$ ) and use TLMs effectively to enhance students’ understanding ( $M = 3.66, SD = .48$ ). Again, the respondents strongly agreed that their teacher education program equipped them with varieties of teaching methods and strategies ( $M = 3.54, SD = .50$ ) for effective teaching.

Overall, newly qualified public Basic School teachers in Kumasi Metropolis perceived the pedagogical content knowledge received during preservice training as adequate ( $M = 3.50$ ,  $SD = .40$ ) impacting their current teaching practices positively. This means that the newly posted teachers are satisfied with the pedagogical content knowledge they received from their Colleges of Education and therefore have positive perception about the training they received.

**Table 2**

*Teachers' View on their Preservice Preparation in Terms of Classroom Management*

Statements	Mean	SD
My college gave me enough tuition on classroom management skills	3.32	.54
My college prepared me on how to handle a class with high enrolment figures	3.22	.58
My college prepared me on how to handle students with problematic behaviours	3.45	.50
My college preparation equipped me with the relevant knowledge for enhancing students' engagement	3.33	.50
My college trained me on how to use instructional techniques to manage disruptive student's behavior	3.29	.47
Mean of means (classroom management)	3.32	.39

$N = 315$   $M = \text{Mean}$   $SD = \text{Standard Deviation}$

The views of the respondents are in line with the assertions of Shah and Alam (2012) who posit that preservice teacher education provides the vital pedagogical content knowledge, skills, and competencies to enable teachers play their roles as curriculum facilitators and information givers. McNeill and Knight (2013) placed more value on the development of teachers' pedagogical content knowledge. Therefore, creating room for preservice teachers to be prepared well during their preservice preparation with regard to pedagogical content knowledge is not contested. Again, the findings are consistent with the assertion that teacher training institutions ensure that their programs increase preservice teachers' pedagogical content knowledge which enables students to apply the knowledge they are learning (Miesner et al., 2019).

The next facet of preservice preparation of teachers considered was classroom management. The respondents were of the view that their preservice training gave them enough tuition on classroom management skills ( $M = 3.32$ ,  $SD = .54$ ), prepared them on how to handle a class with high enrolment numbers ( $M = 3.22$ ,  $SD = .58$ ) and also prepared them on how to handle students' misbehaviours ( $M = 3.45$ ,  $SD = .50$ ). Furthermore, they agreed that their initial preparation equipped them with the relevant knowledge for enhancing students' engagement ( $M = 3.33$ ,  $SD = .50$ ) and also trained them on how to use instructional techniques to manage disruptive student's behaviour ( $M = 3.29$ ,  $SD = .47$ ).

Generally, the results show that respondents perceived the training received in their respective colleges of education with regard to classroom management as adequate and effective. Thus, through their training, they are able to handle their classes, students with problematic and disruptive behaviours to enhance students' engagement and learning. A key feature in the effective functioning of a classroom is the ability of the teacher to competently manage student behaviour. This management includes the efforts that teachers apply to foil the occurrence of problem behaviour as well as how they respond to and intervene once problem behaviour has ensued.

Hediye (2015) discovered that preservice teachers identified learning classroom management strategies as equally important in their preparation as experience in the classroom, observation of effective teachers, and content pedagogy. Brandt (2017) and Helms-Lorenz et al. (2017) both indicated that trained teachers are able to demonstrate effectiveness in their classroom management through training obtained from their preservice preparation. Kamens (2017) also posits that preservice training and professional development are two ways by which teachers acquire good classroom management and pedagogical skills. Ideally, teachers should receive some type of classroom management training prior to entering the teaching profession and additional classroom management development after they have started to teach. Each method of knowledge acquisition offers a valuable opportunity to help teachers acquire classroom management skills. According to Charles and Senter (2018), effective preservice and professional development opportunities contain certain components that help teachers develop the ability to organise classrooms and manage behaviours of their students in order to produce positive educational outcomes. The findings corroborate with that of Amoono (2019) who posits that throughout Ghana most teacher training institutions have meaningful required classroom management courses listed within their programs. Kyriacou (2019) posits that possessing organisational and planning skills are vital to effective classroom management in getting students highly involved and in being proactive towards students' behaviour. Ideal professional development should include proactive classroom management strategies (Wong & Wong, 2020).

#### **4.2 Challenges Faced by Newly Qualified Teachers during their First Three Years of Teaching**

The rationale of the second research question of the study was to examine the challenges faced by newly qualified teachers during their first one year of teaching.

**Table 3***Perceived Challenges Faced by Newly Qualified Teachers*

Statements	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
The durations for induction programs organised by Ghana Education Service for beginning teachers are too short	15	4.8	39	12.4	215	68.2	46	14.6
The schools fail to support new teachers in terms of orientation programs, induction programs as well as lack of proper transition measures	44	14.0	235	74.6	28	8.9	8	2.5
I have difficulty in discussing professional development issues with my headmaster	59	18.7	239	75.9	13	4.1	4	1.3
Experience/old teachers relate to each other very well more than they do with newly recruited staff	60	19.0	230	73.0	21	6.7	4	1.3
My headmaster discriminates against newly qualified teachers in allocating learning resources	55	17.5	225	71.4	23	7.3	12	3.8
Experienced teachers on my staff do not want to share professional ideas with newly qualified teachers	65	20.6	208	66.1	31	9.8	11	3.5
My headmaster hates to see me enrolled on a professional development program	61	19.4	162	51.4	66	21.0	26	8.2
My headmaster cares less about my economic challenges	62	19.7	205	65.1	35	11.1	13	4.1
The reputation of a previously engaged teacher in my class makes it very difficult for me to win the trust of my learners	65	20.6	229	72.7	18	5.7	3	1.0
My suggestions are always rejected during staff meetings	63	20.1	231	73.3	13	4.1	8	2.5

The results revealed that the duration for induction programs organized by GES for newly posted teachers is too short. The results further revealed that the schools the teachers are posted to usually fail to provide the needed support in terms of orientation programs, induction programs as well as lack of proper transition measures. However, majority (73.0%) of the respondents disagreed that experienced teachers relate to each other very well more than they do with newly recruited staff. Besides, majority (88.9%) of the respondents disagreed that their respective headteachers discriminate against newly qualified teachers in allocating learning resources. In addition, majority (66.1%) of the respondents disagreed that old teachers on their staff do not want to share professional ideas with newly qualified teachers.

Similarly, the combined percentage show that majority (71.1%) of the respondents disagreed that their respective headteachers hate to see them enrolled on a professional development program. Majority (65.1%) of the respondents further disagreed that their headteachers care less about their economic challenges. Also, majority (72.7%) respondents disagreed that the reputation of a previously engaged teacher in their class makes it very difficult for them to win the trust of their learners. Equally, majority (73.3%) of the respondents disagreed that their suggestions are always rejected during staff meetings. The findings show that newly qualified teachers in Kumasi Metropolis face fewer challenges in their work in the various schools, particularly regarding interpersonal and social challenges with headteachers and colleagues.

The findings are incongruent with the existing literature. An aspect of the teacher education literature that deals with newly posted teachers supports the argument that the initial years of teaching is fraught with myriad of problems/challenges (Amin & Rahimi, 2018; Jeronimus et al., 2019; Senom et al., 2019). In their first years, research indicates that novice teachers are overwhelmed by the responsibility of both teaching and learning to teach, all while navigating unfamiliar problems of practice (Amin & Rahimi, 2018; Senom et al., 2019).

The findings further corroborate with Peterson's (2018) and Saric and Steh's (2019) studies which indicate that newly qualified teachers face challenges usually when they are assigned to larger classes, more students with special needs, co-curricular activities, and classrooms with fewer resources. Consistent with Amin and Rahimi (2018) findings, Senom et al. (2019) also asserted that during this demanding time, novice teachers most satisfied with the quality of their teacher preparation make decisions to remain in the profession. Those teachers who are less satisfied typically leave the profession, thus contributing to the high attrition rates among novice teachers. These findings create urgency for understanding the effectiveness of teacher preparation programs and the impact of preparation on teacher and student outcomes.

The findings are in line with that of Boakye and Ampiah (2017) whose study revealed that newly qualified teachers faced the following problems among others: (1) lack of resources for teaching and learning, (2) time management, (3) deficiency in content knowledge, (4) their students' inability to understand the lessons taught, (5) student indiscipline, (6) lack of their students' interest in science, and (7) their inability to complete the topics in the



syllabus. According to Boakye and Ampiah, the challenge of lack of resources and deficiency in content knowledge cut across all the newly qualified teachers. Some of the methods that they used to solve their challenges are (1) improvising equipment, (2) modifying their teaching and (3) talking with parents.

Again, the views of the respondents are consistent with the submission of Arnett-Hartwick and Cannon (2019) who investigated problems faced by technology education novice teachers in Illinois, USA. They reported that the challenges ranged from struggling with classroom management issues, coping with lesson planning, managing student behavior and learning to cope with their new workload. However, they also face additional unique challenges, such as navigating inter-cultural relationships with colleagues, and balancing their new working lives with their demanding home live.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusion

The newly posted teachers perceive their preservice training as adequate and impactful during their first year of posting into their schools. This adequacy is created by the effectiveness of their preservice training which adequately prepared them in pedagogy and pedagogical content knowledge, class management techniques, class control techniques. The preservice teacher training and preparation programs can therefore be said to be directly related to knowledge and skills these newly posted teachers needed to function effectively in teaching at the basic school level in Ghana, especially within their first year of posting. The duration of teaching practicum also adequately mentored these teachers with the relevant skills and expertise needed for the real classroom teaching practices. However, the absence of proper induction programs negatively affects the transition of these newly posted teachers into the real teaching situation.

### 5.2 Recommendation

Principals of the colleges of education and District/Municipal/Metropolitan Education Directorates should collaborate with Ghana Education Service and the Ministry of Education to institute proper and formal induction and orientation programs for newly posted teachers within their first year of posting to properly integrate them into the classroom. By identifying best teaching practices and challenges, this study can inform teaching methods and approaches that could best be applied by novice teachers in the real classrooms. Also, addressing the challenges confronting novice teachers can help enhance newly posted teachers' retention, especially, during the first few years in school.

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