

Measuring the Effectiveness of Induction Training for Elementary School Teacher in Punjab

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Abstract

Teacher training has an effective role in professional development of the newly inducted elementary school educators. High-quality induction programs can overcome challenges faced by new inductees. The study measured the effectiveness of induction training for elementary school teacher in Punjab offered by Quaid-e-Azam Academy for Education Development. All the teachers who got the induction training in 2018 were taken as the population of the study. The sample consisted upon the 244 teachers selected randomly from four Districts of Punjab. A self-developed questionnaire was used to collect the data. The study found that training design and the available recourses were very good. The study also determined factors like process of the training enriched with integration of theory and skills, and training duration was appropriate. It is also concluded that ICT component needs more attention as need of technology advancement. The outcomes of training were satisfactory and fulfill the needs of newly inducted elementary school teachers. No proper mechanism of follow-up was found. It is recommended that more time and money should be invested in these trainings. School head and/or senior colleagues may be assigned the responsibilities of mentoring these novice teachers once they are posted in their respective schools.

Keywords: Novice teachers; induction level training; elementary school teachers; school education department Punjab

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Introduction

Education is an important element to form a well-organized society. For developing countries, education is perhaps the only hope for the recovery of failing societies. Majority of social evils can be eliminated through quality education and living standard of the people can be raised through it (Abbas, 2019). Education system can only be successful if students are provided quality education which is dependent on the quality of its teachers. The success levels of students can be enhanced by providing positive classroom learning environment which an active teacher can ensure by implementing and relating many strategies (Rizwan, 2019). The role of teachers is significant and valuable in provision of quality education and makes students' lives amazing by setting conducive environment. They are not only responsible for delivering knowledge to the students but also shaping them into better citizen of the country. They are answerable for providing formal and informal activities that can help students to enhance their learning. The level of teacher comprehension is the source of students for knowledge and capability, So many factors influence teacher ability that improper recruitment, bad working environment, less return has negative impact on the novice teachers teaching (Khan, 2014).

The major challenge is to select persons with good teaching aptitude and then refine their teaching skills through trainings. The selection of a teacher should be based on their educational background, experience and teaching certification and their classroom teaching is mandatory to evaluate in practical way to check outcomes, proficiency, and responsibility. Teachers need proper time to reflect, or rebuild their thinking to develop a strong pedagogical relation between theory and practice. (Maynes, 2017). But the question is how to uncover and prepare them. In Pakistan, teachers' services are confirmed after a certain period of time without considering their performance during probation period. Teachers in Punjab get a permanent position after a three-year probationary period; almost everyone is confirmed without measuring their performance. Then the solution is to give them intensive training to motivate new educators to be better teachers (Cranston, 2012)

Induction training is a process to train newly recruited elementary school teachers for improving their capacity, enhance their knowledge and teach them necessary pedagogical skill for achieving their everyday jobs in a successful way. Induction approaches and procedures are there to enhance the basic philosophies of teaching skills. The theory of induction training of newly inducted teachers has been to predate the problems a newly inducted teacher will be facing during the first few years of induction and try to provide them material and knowledge. The retention of teachers in the profession is based on how skillful and quicker they are (Gill, 2010).

In any instuitation, training should categorically be an essential part of the newly recruited elementary school teachers. Training helps beginner teachers to learn and adjust in new environment and play their due role. Induction training is the process of bridging the gap between theoretical knowledge (extended during teacher preparation) with the actual settings of classroom teaching. Training alternatively is the procedure of constructing specific talents essential to carry out the teaching profession. Training results in visible improvement in teachers' performance and provide them with the required support to adjust in the live school environment (Finefter-Rosenbluh, 2016).

Teacher training mainly focuses on teaching techniques and methodologies, pedagogical skills and practices. The conducive environment, teamwork and motivation may improve the teaching objectives. Shifting from teacher's training creating sustainable knowledge and teaching transformative pedagogy planning (Kostoulas-Makrakis, 2010). When the number of teachers is very big, then how we can modify trainings? Almost 80,000 teachers are inducted in government sector during last ten years. Conventional training program in Pakistan were common. Professional development covers the pedagogical training skills, knowledge acquisitions, competency of all-important accepts of effectiveness of training (Abbott, Guisbond, Levy & Sommerfeld, 2014).

The idea of evolving induction Training of novice teachers was examined to support novice teachers coming into the profession Effectiveness of induction training can be achieved with the help skilled and well systematized and efficient teachers for the attainment of quality education (Bliss, 2013). The teacher framed the live of the student because he is the educational leader. He /she can bring a positive change in as well as can shape the classroom environment. He can also plays a vital role in the progress of country as well as responsible for unsucces of student. Now the question is, "How these role models should be trained?" (Doyran, 2012).

Effective teacher training is an on-going process which needs hand on practice and proper feedback and make available suitable time and follow-up support. Fruitful induction training implicates teachers in learning activities that can be easily performs with student in actual classroom setting and inspire the progress of newly inducted teachers. There is increasing attentiveness in emerging schools as learning societies and introducing new ways for teachers to share their proficiency and practice more steadily with other national and international school (OECD, 2009).

Effectiveness of newly inducted teachers must be built on curricular and instructional approaches that have a high possibility of heart-rending student learning,

and students' ability to learn and processes of teacher learning were promoted through the professional learning experience (Joyce & Showers, 2002).

Improvement in teaching and the betterment of students' learning are good indicators identify effectiveness of induction training of elementary teachers. With this reference Guskey (2000) explain that the vital objective of teachers training always sort profounder instructors' information and pedagogics. Bottomless knowledge resolve towards successful training and eventually tip to enhanced pupil knowledge. Important indicators for effective teacher induction training are induction training (ii) real time need analysis trainin and imparting in-service training with the scheduled intervals state that effectiveness of teacher training emphasizes the requirements of the newly inducted teachers by accompanying organized need based training (UNESCO, 2006).

The National Educational Policy (1998-2010) and (2017-2025) have highlighted a number of issues like obsolete training modules, training design, overburdened teachers, Non expediency of induction training lack of professional development duration certification insufficient finance some other issues faced by our education system (Government of Pakistan, 2017). Quaid-e-Azam Academy for Educational Development (QAED) heretofore named as Directorate of Staff Development (DSD) was rationalized with redefined tasks and roles. It was designated as the solitary organization for synchronized actions to transmit into teacher professional development. The vision of QAED is to improve a knowledgeable, dedicated, inspired, skilled and uprightly sound team of education staffs to make sure the transfer of top-quality education to the all public school of the Punjab (QAED, 2018).

The Government of Punjab took initiative to start the induction training for newly inducted teachers in 2010. The government is spending millions of rupees on mandatory induction level training for newly inducted teachers. This study was planned to measure the effectiveness of the induction level trainings as perceived by the beginner teachers. It was conducted to find out the effectiveness of induction training in Punjab as perceived by the elementary school teachers.

Methodology

Survey method was used to conduct this study which was descriptive in nature. Quantitative research technique was used where a self-developed questionnaire was used to collect the data. As this study targeted the novice teachers who were teaching at elementary classes, so we are basically concerned with Elementary school teachers. The effects of the induction training were measured. Only the teachers who have attended the latest induction training held in 2018 were taken as the population of the study.

Random sampling technique was used to select the sample from the given population. Multistage sampling was used to select the sample. There are 5,096 elementary teachers in Punjab who received induction training in 2018. There are 36 districts in Punjab. Out of these 36 districts, Four District were be selected. Fifty SESEs (ESTs) recruited in 2018 were selected randomly.

The study aimed to measure the effectiveness of induction training of elementary school teachers of Punjab. For this purpose, the researcher herself developed a questionnaire. It was consisted on 47 items and 6 factors namely: training design, Learning Facilities at Training Venue, training process, training outcomes, after training professional abilities and feedback & support.

Data was collected from newly inducted elementary school teachers who got training in 2018 by using a standardised self developed questionnaire. Validity of questionnaire was sured by consulting three experts of university of education and allama iqbal open university. Reliability of the questionnaire was measured on 47 items by utilizing Chronbach alphah in SPSS 23, Its value was 0.863.

Results

All the collected data through questionnaire were entered in SPSS to measure the effectiveness of induction training. Descriptive statistics were calculated, and items wise means and standard deviations were measured.

Table 1
Perception of ESTs about the Induction Training Design

No.	Statements	Mean	SD
1	The objectives of the training were in accordance with my professional needs.	4.22	0.72
2	The modules of training referred to the problems faced by teacher.	3.90	1.02
3	I was involved in training need analysis process.	2.07	1.08
4	My training need was addressed in training.	4.00	0.91
5	The training was offered to me at an appropriate time of my career.	4.09	1.01
6	The period of training was suitable.	3.81	1.10
7	Almost all the require components had been included in the training.	3.71	1.04
8	Trainees were encouraged to participate during session.	4.19	0.75
9	Training timetable was properly shared to the trainees.	4.05	1.49

The responding teachers believed the induction training was in accordance with their professional needs (Mean = 4.22, SD = 0.72); they were encouraged to participate in the training activities (Mean = 4.19, SD = 0.75); and they were offered the training at an appropriate time of their careers. They also agreed that duration of training was appropriate (Mean = 3.81, SD = 1.10) though they were not involved in the need analysis process (Mean = 2.07, SD = 1.08).

Table 2

Perception of ESTs about the Learning Facilities at Training Venue

No.	Statements	Mean	SD
1	Training material was helpful for projects and activities.	4.21	0.87
2	Multimedia was used during classroom activities as per requirement of topic	3.79	1.21
3	Helping Resources were available for activities	3.83	0.98
4	Training module was provided to every teacher.	3.90	1.01

The teachers opined that relevant material for activities (Mean = 4.21, SD = 0.87), training modules (Mean = 3.90, SD = 1.01), and helping resources (Mean = 3.83, SD = 0.98) were provided during their induction training. Multimedia was also available and used at the training venue (Mean = 3.79, SD = 1.21)

Table 3

Perception of ESTs about the Training Process

No.	Statements	Mean	SD
1	Trainees were actively involved in the training practice.	4.18	1.23
2	Trainers checked understanding of the trainees and provided comment frequently	3.97	0.89
3	Resource persons was strong grasp over content knowledge	3.81	0.85
4	Resource persons always satisfied participants' queries.	3.87	1.01
5	Provincial QAED staff remains involved in confirming the least standards of the training.	3.95	0.89
6	Only lectured method was used by trainers	3.35	1.69
7	I trained required computer skills during training	3.74	0.89
8	Concept and abilities both were incorporated in the training.	3.86	1.12
9	I was trained how to assess learners.	3.99	0.93

An overwhelming majority of the newly inducted teachers were satisfied with the process of the induction training. According to them, they were involved in training activities (Mean = 4.18, SD = 1.23); trainers monitored and provided proper feedbacks (Mean = 3.97, SD = 0.89); the monitoring staff remained present at the venue (Mean = 3.95, SD = 0.89); resource persons had a strong grip on their topics (Mean = 3.81, SD = 0.85) and they always answered trainees' queries (Mean = 3.87, SD = 1.01). During the

training, the trainees enhanced their IT skills (Mean = 3.74, SD = 0.89) and assessment techniques (Mean = 3.99, SD = 0.93).

Table 4

Perception of ESTs about the Training Outcomes

No.	Statements	Mean	SD
1	The training will be helpful for me in future.	4.32	0.89
2	Induction Training was enough to meet my professional needs	3.97	1.04
3	Compulsory training for every newly inducted teacher /Educational Mangers.	4.14	0.99
4	Induction Training helped to comprehend job description, Role and responsibilities.	4.10	0.87
5	I acquired knowledge and pedagogy skills through training	4.33	1.87
6	I learnt how to prepare the lessons Plan	3.9	1.00
7	Quality assurance staff used to involve in confirming the smallest standards of the training.	4.35	6.22
8	The induction training periodically evaluated and improved	3.91	0.94

The novice teachers respond that induction training will be helpful for them in future. (Mean = 4.32, SD = 0.89); Induction Training was enough to meet professional needs (Mean = 3.97, SD = 1.04); It was suggested that training should be compulsory for every newly inducted teacher /Educational Mangers as well (Mean = 4.14, SD = .99); The induction training periodically evaluated and improved (Mean = 3.91, SD = .94). Quality assurance staff used to involve in confirming the smallest standards of the training (Mean = 4.35, SD = 6.22). But they were not properly taught how to prepare the lessons plan (Mean = 3.91, SD = 1.00)

Table 5

Perception of ESTs about the Professional Efficacy after Training

No.	Statements	Mean	SD
1	I am able to deal with the students having different abilities.	4.27	1.21
2	I am able to manage stress while teaching in class	4.25	1.34
3	I am able to manage students' inability to understand the lesson taught	4.17	.82
4	I can manage low-cost no cast material for classroom activities.	4.07	1.00
5	I am able to manage behavioral issues of student	4.00	1.00
6	I can easily manage my time	4.20	1.39
7	I am able to do task other than teaching	4.19	1.50
8	I need support in planning lesson	3.99	1.61
9	I am able to define SLOs in class	4.00	.87
10	I am able to select appropriate teaching strategies	4.05	.87

11	I am able to manage classroom	4.07	.84
12	I am able to handle discipline in classes	4.23	1.55

The newly inducted teachers were asked their perceptions about professional efficacy after the training. Table 5 shows that the respondents were able to deal with the students having different abilities. ($M = 4.27$, $SD = 1.21$) And able to manage stress while teaching in the class ($M = 4.22$, $SD = 1.34$). According to them, they were able to manage students' inability to understand the lesson taught (Mean = 4.17, $SD = 1.34$) Because of Training they were able to manage behavioral issues of student and manage class as well (Mean = 4.07, $SD = 0.84$); They were enough trained to manage low-cost no cast material for classroom activities (Mean = 4.07, $SD = 1.00$); Many of the respondent were able to select appropriate teaching strategies and can easily define SLOs in class (Mean = 4.05, $SD = .87$) Furthermore all training activities were good but still they need more support in planning lesson (Mean = 3.99, $SD = 1.61$)

Table 6

On Return of your School after Training did you Receive Support/Follow Up

No.	Statements	Mean	SD
1	Guidance and support from Head Teachers were provided to me	3.85	1.14
2	Assigned a senior as a mentor for help to in teaching	3.18	1.27
3	Observation of classes by a senior teacher	2.93	1.32
4	Feedback provided to me by observing person	2.88	1.86

Table 6 reflects teachers' perception about support / follow-up after joining their respective schools. Majority of the novice teachers were provided guidance and support from Head Teachers ($M = 3.85$, $SD = 1.14$). Mostly Respondent also agreed that assigned senior as a mentor for help to in teaching ($M = 3.18$, $SD = 1.27$). Besides that observation of classes by a senior teachers were not in practices ($M = 2.93$, $SD = 1.32$). It was also highlighted from respondent that feedback were not provided to me by observing person ($M = 2.88$, $SD = 1.86$).

Discussion

The study was designed to measure the effectiveness of induction training of elementary school teachers in Punjab. Experts have measured the effectiveness of training programs according to the achievement of objectives and goals of training programs. The results of the study also indicated that majority of the teachers think the induction training was aligned with their professional needs, Inductees were encouraged to participate in training activities and they got the training at right time of their careers. Effectiveness of training can directly be facilitated by the following; trainee's awareness

of objectives of training courses, training design and application of training, skills and knowledge in schools. (AlYahya, 2013) They also agreed that duration of training was appropriate though they were not involved in the need analysis process.

Much literature reviewed on teacher induction training, Masters and Rowley (2014) proposed that quality induction of novice teachers should have vision, formal commitment and support, quality mentoring and classroom-based teacher learning, a reduced teaching timetable without affecting salary, access to proper support together with opportunities to relate theory to practice in a systematic way. Further, based on the result resource persons had a strong grip on their topics and they always answered trainees' questions. During the training, the trainees enhanced their IT skills and assessment techniques

All over the world, support for teachers at induction level is through training need assessments and training design for providing skills and content knowledge. The novice teachers responded that induction training will be helpful for them in future to meet their professional needs. It was suggested that training should be compulsory for every newly inducted teacher /educational managers as well the induction training was periodically evaluated and improved by quality assurance staff. But they were not properly taught how to prepare the lesson plans.

The newly inducted teachers were investigated about their professional efficacy after the training and the respondents were able to deal with the students having different abilities and stress they feel to deal while teaching in the class. According to them, they were able to manage students' inability and they were also able to understand and manage behavioral issues of student in class (Faez, 2012). Furthermore, all training activities were good but still they need more support in lessons plan.

The soul of every training program is based on support/follow up of which trainees received after training at real classroom and school setting. Majority of the novice teachers were provided guidance and support from head teacher and they were assigned a senior as a mentor to help in teaching. Observation of classes by a senior teacher was not routine practice. It was also highlighted from respondent that feedback was not provided to me by observing person. An overwhelming majority of the newly inducted teachers were satisfied with the process, monitoring but need to provide proper feedback. Most of these new teachers have never set up and managed a classroom without the help of senior teacher. They faced difficulty to apply what they have learned to a totally new setting (Millinger, 2004).

Conclusion

Teacher training was designed to attain the objective of valuable learning. Preparation of teachers through inducted training for better future generation which was sound in with better behavior, attitudes, skills and knowledge to complete such multidimensional tasks of learning and teaching. Teacher's induction training is considered to be important for teacher in adjusting in new job and helpful for professional development. Induction training is helping hand for retention and sustainability of teachers in this profession. It is not only valuable for teachers but for those students who are directly affected by teacher skills and knowledge, so effectiveness of training is effective. A review of literature has recognized three main elements that encourage teacher Training to be reflected quality education. Teaching method, and give importance in professional practice to Inductees during training. Real classroom practices were essential to these novice teachers. It is important that the teacher education program emphases on a more flexible approach to teacher training of future development.

Recommendation

It is proposed that more budgets provided to the training institutions for enhancing the training standard. Head Teachers support and feedback should be provided. Assign a senior as mentor to overcome difficulties during classroom teaching. At least six month training program can be offered to inductees two months in academy for teaching content and learning pedagogical skills and four month practices in real class room environment. Training need was address and Relevancy of content and practices should need to address properly, training effectiveness for teacher adjustment in school. Feedback by Head Teachers and training academy provided at least for one year for sustainability of teacher training.

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