
IMPACT OF LEADERSHIP INDUCTION TRAINING ON HEADTEACHER'S MANAGEMENT SKILLS: A QUALITATIVE STUDY IN SINDH, PAKISTAN

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ABSTRACT

Professional skills and experiences are acquired through different kinds of training such as inductive training which has a significant impact on the head teacher's management skills. This type of management and professional experience was provided to newly appointed headteachers in 2017 in Sindh, Pakistan. This experience has shaped management attitudes about job skills, rules and regulations, and requirements of the job assignment according to modern lines. Recognizing its importance and significance Sindh government made training compulsory for all newly appointed headteachers of the school education and literacy department. The objectives of this research are to explore the impact of Induction Training on the head teacher's administrative management skills, how it remained helpful in bringing about desired results, and its strength and weakness in acquired experiences in professional practices. This research study is qualitative by method and descriptive in purpose. The population of the current research study was 937 headteachers from Sindh and the Sample was selected from 15 well-experienced headteachers having vast knowledge about administration. The purposive Sampling technique was observed in the current study. The design of this research study is phenomenology, the lived experiences about the phenomenon. The data were collected through a semi-structured interview protocol. The thematic analysis was made, and the themes were generated. The findings of this study have emerged from the themes that learning experiences have a great impact and significance on head teachers' management skills, likewise 1-through inductive training 2-developing inclusive and conducive environment 3-

human resource and management, and 4-learning outcomes in basic education through Planning & Development, Administrative Management, and academic development. This study is helpful and effective for leadership development and management of schools in Sindh, Pakistan.

KEYWORDS

Inductive training, management skills, professional practices, leadership development

INTRODUCTION

Induction training is a type of training, which was first time arranged for the newly recruited headteacher before they joined their assigned schools. It was in an organized manner to give formal innovative professional leadership experiences to the head of the institutes (Hannah, Isabel , & Herman , 2019). The program designed for this training has important components of management, as well as professional skills, consisting of four modules. Module-A comprises Planning & Development, Module-B relates to Administrative Management, and Module-C is concerned with Academic Management Module-D is concerned with Financial Management. In this way, all four modules cover management and leadership attitudes and experiences. These are professional practices that can provide support and strength to the management skills (Zemichael, 2018). An organizer of the institute is generally called a leader or an administrator and manager. Management is the process of managing or running the institute properly and smoothly. The task of a leader is usually to maintain the school environment in a way to organize, plan and run the administration in an effective manner (Wiley, 2017). The first and foremost quality of effective and steadfast leaders is to deliver knowledge, behavior, and a sense of responsibility not only to the students but also to the teachers and overall staff of the school. Delivering quality education is the prime duty of an effective leader. The responsibility of education is to provide awareness, source of knowledge, creative thinking, discussion and debate, logical reasoning, and elevating learning abilities with keen interest and effective manner (Wiley, 2017). For effective school leadership, different sorts of learning experiences are necessary to cope with a challenging and fast-changing world. Innovative leadership experiences are essential for an efficient and effective leader. The inclusive and modern professional practices may be enunciated as a sort of experience that is provided at the beginning of the career to the fresh appointed individual to orient and to provide knowledge to the individual about the job environment, its description, even job ethics, values, about job laws and procedures (Hannah, Isabel , & Herman , 2019). Inductive training prepares the learner to execute, plan and run the administration according to his abilities and assigned roles and responsibilities appropriate to the employer. Professional practices help headteachers to improve their teaching practice, and acquire new knowledge, skills, professional responsibilities, and innovative ideas to cope with the students in a real learning situation. In addition to it, providing support

to make them unite the learning community, share individual experiences, and work in groups to develop a culture of collaboration towards a common goal of improving the quality of education (Adeola Folasade, Symphorosa, Jenny, & Toyin Mary, 2019). The mutual support, collaboration, and learning experiences are improving professional development to enhance and boost the capacities and capabilities in managing institutes.

LITERATURE REVIEW

Inductive training

The formal professional skills and attitudes which are achieved through the treatment is a kind of support even training. This sort of support provides strength and courage to the leader in enhancing leadership and management skill (Lochmiller, 2013). Inductive training is the formal process of providing skills, competencies, and attitudes to the person to understand basic concepts of the related field. To fulfill such concepts and new ideas to the individual to provide the knowledge and understandings according to the growing needs of the field is termed training, and it is the basic requirement of every employee. Innovative professional experiences are the series of expertise, instructions, methods, and techniques merged into the context and provided to the novice trainee to make them expert and creative thinkers to solve the problems related to the field (Louis, 2015). Inductive training encourages the trainee to cope with the situations and face the problems related to a particular field. It is the process to nurture the individual to seek new and innovative strategies and techniques according to the particular field for job satisfaction, job description with job rules, and regulations. There are different forms of learning experiences like professional development courses, refresher courses, in-service training, pre-service training, etc, which are provided to the trainees from time to time to convey the progress related to the field.

Leadership development in education

Education aims to develop skills and attitudes among learners, in this way it brings new ideas and creativity of invention, ultimately its impact on life which makes it easy, comfortable even luxurious. Education requires changing the human being in a better way, it teaches many desirable behaviors that are needed to shape and pattern human beings (Aronowitz, 2004). Education is regarded as a tool for reducing poverty, ignorance, social and political injustice, and imbalance in society. The main purpose of education is to increase economic development, create a flexible and healthy environment, and promote stimulating competition among nations (Memon, 2007). It is education that sows the seed of proper and better living standards, through a well-educated intellectual, ethical, passionate, and socially developed society.

On the whole, education assimilates and inculcates among the learner's moral values,

the dignity of work, political and religious tolerance, quality of leadership, and harmony through education (Nnorom, Nwankwo, & Ezenwagu S, 2020). Vision and mission: leaders first and foremost ability try to develop a vision and mission statement of the assigned institution, they are expected to understand the importance of developing a vision that can be communicated to all stakeholders and applying the vision to shape all the actions and activities accordingly. Effective administrators are expected to involve parents and society in all decision making and all the instructions should be communicated to the public. Education is the source of knowledge, awareness, a sense of responsibility, perceiving and grasping the situations and responding with reasoning, and having a creative approach to develop self and society through innovative ideas and recreation (Afzal, Farooq, Ahmed, Begum, & Qudus, 2010). Efficient and effective leaders should have effective instructions, and should be aware of learning and motivational theories and professional development according to the current and changing situations. The main role of the head teacher is the learning leader, someone who models and gives shape and structure even learning opportunities for the teachers and students. The important task of the head teacher is to convey modern educational trends and information and practices to the teachers (Hannah, Isabel , & Herman , 2019). The job of the head teacher has become increasingly important in modern years, with a more complex and growing school context, so professional development has become incumbent for the head teachers for the acquisition of strategies, competencies, and skills in the related field (Bush. b, 2018.).

RESEARCH OBJECTIVES

1. To evaluate the effectiveness of the inductive training program provided to head teachers.
2. To investigate head teachers' perceptions about their inductive training.
3. To explore the applicability and effectiveness of inductive training of head teachers' management skills.
4. To identify the strategies used by these head teachers after receiving this training.
5. To identify strengths and weaknesses of the inductive training program for head teachers.

RESEARCH QUESTIONS

1. What are the perceptions of head teachers about their inductive training program?
2. How effective and applicable have the inductive training been in bringing about the desired results?
3. What are the strategies used by head teachers' to implement their management skills?
4. What are the strengths and weaknesses of the inductive training on head teachers' management skills?

RESEARCH METHODOLOGY

This research has been taken as qualitative by method and descriptive in purpose or nature. The qualitative study is an in-depth study (Liamputtong & Ezzy, 2005). The design for this study is phenomenology, the lived experiences about the phenomenon. A qualitative study format allows for deeper investigation into the problem and through the use of data collection methods such as open-ended interviews, through this process the participants can disclose heart-touching information about the problems, trends in thought, and opinions can be discovered. It includes the research questions, a discussion of data collection, and analysis of data, along with a description of the research participants through the interview questions. The qualitative research study poses questions that provide clarity to the interpretation. In a qualitative research study, participants play a key role, because the research study revolves around the responses of the research participants. Charmaz (2014), stated that qualitative study involves interactive strategy going back and forth between data and analysis.

Population

The population is the group that is the main focus of a researcher's interest to observe for research purposes. According to Creswell (2012), the population is the group of personnel with some common attitudes that the researcher can recognize from the study. The qualitative research study is the systematic investigation of a visible and observable phenomenon through statistical and quantifiable techniques from selected groups and subgroups of the population of the research study. The population of this research study is 937 headteachers of Sindh, Pakistan.

Sample

Sample is a group from which the researcher collects data for research; from participants for the purpose. A sample is a sub-group of the target population that the researcher plans to conduct a study that can be observed to the target population. The sample is a subset of the population: while the sample size is the number of individuals accessed in a sample. In an ideal situation, the sample can be selected which is representative of the entire population. It is a sub-group of the case of some population of possible cases (Hill, 1998). The selection of participants and the research site is essential to understanding the central phenomenon under the study. Sampling involves selecting the sample that will be analyzed and generalized to the whole population (Bhattacharjee, 2012). The researcher starts to conduct the sampling process by going where the participants are likely to be. Bhattacharjee (2012), defines sampling as a numerical procedure of selecting a sample from the population with the intention to conduct research through observation and statistical conclusions about that population. The literature identifies several qualitative sampling techniques, so the researcher must select to identify a sampling strategy. The researcher must select a population and sample with intensive care. The sampling technique is applied to the site and

individuals. To select people or sites which can best help to understand the central phenomenon, and to develop a comprehensive understanding that might provide useful information that might give voice to the “silent people” that might help people to learn about the phenomenon to develop the brief and comprehensive perception that might give fruitful information. According to Miles & Huberman (1994), the sample is explicit about what you want to study and why. The sample of the current research study is obtained from the targeted population. The sample of the current research study is fifteen head teachers, well experienced and well aware of the phenomenon. In the qualitative, particularly non-numerical, data is observed to study elements in their natural sense. It provides assistance to interpret and measure how these elements affect humans and other living things. Generally, there are three main types of qualitative sampling techniques, which are: Purposive sampling, Quota sampling, and Snowball sampling.

Purposive sampling

This is the qualitative sampling technique that predetermines criteria about the phenomenon whosoever has specific and deep knowledge about the phenomenon, so the purposive sampling technique was selected for the data collection in the current research study.

Process of data analysis

The process of data analysis in qualitative research is very in-depth and comprehensive; the researcher has taken great pains for this procedure. The researcher transcribed audio recordings of the interviews; the researcher read transcripts and made notes in the margin. Transcription is the process of converting audio or video recording into text data and information. For data analysis, first of all, coding has been done. Coding is the process of highlighting important points, words, phrases, or sentences. Those codes have been then put into themes. Both emerging and existing themes are used. The description and themes represent the finding through textual and visual presentations. Those themes are put into categories which are followed by report writing (Creswell, 2012). Verbatim quotations have also been used as often the strength of arguments cannot be represented through categories, frequencies, or keywords.

Describing and developing themes from the data

The whole process of data gathering up to collection and analysis is rigorous and all the steps must be adopted to obtain genuine accurate and authentic results.

Participant interview

The head teachers in this study were asked questions in a semi-structured format, the interview protocol. The interviews are shared by answering the research study's

questions. The fifteen interviews were conducted with interview protocol to know the participants' in-depth knowledge of the topic.

FINDINGS AND DISCUSSION

The process of data analysis was initiated with coding; it is concerned with the main themes that emerged from the data. The first theme was that during the induction training multiple types of support were provided to head teachers who have actively performed four years as headteachers. This multiple support which all fifteen head teachers shared that professional and management support helped them during their four-year job. The inductive training has facilitated them to cope with administrative issues. Another support mentioned by all fifteen headteachers was management skills, which they lacked before induction training (the leadership and management skills) that also helped them to run the administration. During the interview, they recognized that along with professional development they were taught management skills that they acquired during the leadership induction training, they argued that “it was the need of the day” Journal was used during the semi-structured interviews to jot down all main ideas and key points related to the study. Another journal was used to record ongoing key thoughts and ideas throughout the study. Both journals were kept locked in a safe used only for research purposes and journals were destroyed after the study. The process of coding helps to locate themes in research by focusing on classification and categorization. Glesne (2006), expressed that, Coding is a progressive process of sorting and defining even defining and sorting out fragments or points of collected data that apply to the research purpose. To ensure the themes are accurate, member checks were conducted to assure consistency between researcher and participants. More than 40 open codes were created to organize transcript selection for open coding and axial coding then open coding was narrowed down to fewer than 10. Constant comparison strategies were used to identify themes and finally essential themes were developed /generated for the study. The main challenges were the acceptance of already available in-charge heads, who were creating many problems for the new headteachers but it was the benefit of leadership induction training that they became able to face these challenges. All the headteachers have argued that “if we had not gone through leadership inductive training”, it would be very difficult for us to cope with the situations that arise from time to time.

The findings of the study were drawn from the analysis of the answers of the respondents. The study revealed strength in inductive training on head teachers; management skills, and this research study has great significance for providing leadership skills. The management skills experienced by 15 successful headteachers who had undergone leadership inductive training surfaced as important in developing the transformational leadership skills of the 15 headteachers in the study. The organizational socialization theory is merged as the theoretical framework for this

study, the study illustrates the process of transition and offers support for early-career leaders (St. Amour, 2019; St. Amour, 2019). It resembled this study and emerged as one of the important themes of the study that provided help and support for leadership inductive training programs. The objectives of the current research have been fulfilled and achieved, the purpose was served for what they were formulated. The findings of the current research study exhibited that in the inductive training the strategies adopted remained helpful and effective in improving the management skills of the head teachers. Findings were according to the results of the study (Hannah, Isabel, & Herman, 2019). In the analysis of the qualitative study, the same truth was apparent by the head teachers that the leadership induction training remained helpful in removing weaknesses of head teachers through numerous strategies through the main targeted modules Planning & Development, Academic Management, Administrative Management, and Financial Management. It remained fruitful to equip the overall management skills of the head teacher in Sindh, Pakistan. About the effectiveness of the program “Mr. Abdul, Younis, Ahmed, Rose, Petal, Q, R, S, T, and U advocated that the leadership induction training remained very effective in its proposed aims and objectives”, it covered all the aspects of managerial skills. The majority of the head teachers remained in favor of the learning phase, but they remained dissatisfied with its implementation phase. They strongly argued and recommended that there should be a follow-up study to know about the strengths and weaknesses of the program (Eller, 2010). All the experienced head teachers were selected for the interview; they argued that experiences acquired from inductive training were very much beneficial and effective in achieving the desired objective. Various strategies were adopted in fulfilling the objectives of the study, in all four modules addressed during the learning experiences, they remained a little bit dissatisfied with the financial management, although it was addressed but was not implemented during four years of experience. (Mr. V, W, X, Y, & Z admitted that “the leadership induction training were a milestone for our management and leadership skills”, all the fifteen head teachers advocated the learning experiences acquired through inductive programs are fruitful in developing administrative and management skills among them). To understand the views of head teachers about the inductive training majority of them argued that “through inclusive and conducive learning environment the learning outcomes in basically improved” (Lochmiller, 2013). The awareness of the head teachers about the strategies during the leadership induction training that remained effective is Blooms Taxonomy, its Domain of learning such as cognitive, affective, and psycho domains are administered logically. Numerous different strategies were also identified by the research participants such as cooperative and collaborative learning, project-based learning method, debate, demonstration, discussion, and presentation. They demonstrated learning experiences are included jigsaw technique, panel discussion, pair work, group work, lesson plan technique KWL, and three Ps (preparation, presentation, and product) “All the research participants collectively confessed that these strategies were

very effective”.

The conclusion is obtained from the findings of the study, so it is concluded that inductive training has a great potential for the administration and management skills of the head teachers, these acquired attitudes are effective and essential professional practices.

RECOMMENDATIONS

The current research study is phenomenology in design that expressed the actual experiences of the respondents. The respondents agreed that no appointment should be made without pre-appointment induction training. It should be mandatory for all, especially for leadership and management of head teachers of Sindh as well as all over Pakistan. The recommendations are made on the result of the analysis.

It is recommended that the inductive training which provides management skills should be mandatory for all, especially for head teachers because they should be aware of all administrative management, academic management, planning and development, and financial management of the organization as well as institution.

The experienced head teacher can provide quality education and improve the skills and attitudes of teachers and other staff, so it is recommended that inductive training should be mandatory for all leaders of educational institutions.

The foremost aspect of leadership and management skills is implementation and outcome, so it is recommended that what was delivered during the inductive program should necessarily be implemented.

Further study is recommended with the topic “attitudes of the successful managers” those attitudes are essential for future study.

It is emphasized and strongly recommended that inductive training along with management skills must be arranged every year after having merged modern and innovative managerial skills.

The inductive training and professional practices should be according to modern lines and international norms of management.

The current research remained effective and has great significance and advocate appropriate guidance for the planners and policymaker and it's further improving inductive training and professional practices.

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