
A CRITICAL REVIEW OF THE IMPACT OF INDUCTION TRAINING ON THE EFFECTIVENESS OF THE TEACHING PRACTICES

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ABSTRACT

Induction training is a compassionate process for newly recruited teachers to equip them with basic skills, knowledge, and values related with teaching and make them socialize with their profession. This research study envisioned to have a critical review of the impact of induction training on the effectiveness of the teaching practices. Focusing on objectives such as, (1.) To investigate the impact of teacher induction training programs on teachers' pedagogical skills. (2.) To find out the effect of the teacher induction training programs on teachers' class room management. Explanatory type and quantitative method were used in this study. The population of the study were newly recruited teachers of District Badin, the sample was consisting of 289 newly inducted teachers in first phase of induction training. The researcher used simple random sampling method to determine sample size. A five-point Likert scale questionnaire was applied for the data assortment. The congregated data was analyzed through descriptive and inferential statistics with the help of Statistical Package for Social Sciences 26 Version. It was revealed through the statistical analysis that the teacher induction training was compatibly constructive in the area of teachers' pedagogical skills & resolving classroom management problems as well.

KEYWORDS

Induction training, Effectiveness, Teachers, Teaching Practices

INTRODUCTION

There are numerous aspects of initiating a career that can be perplexing for the most untrained individuals. While various new teachers are worried and anxious to deal with the problems they experience in their initial stage, some of the careers place burden on their newest employees than teaching. It was enunciated by this romanticism observing that education is only a career that empowers its young to make the individuals useful for the society. Beginners initiating the teaching profession face unique issues. Almost they are handed over the challenging classes, additional classes to teach, or have more varied responsibilities that are imposed on them as compared to those having more experienced colleagues. For the professional development of freshly appointed teachers training programs are essential which are named as induction trainings. It is observed that trained teachers have ability to perform their duties very effectively in all areas of teaching and learning process. It was reported that induction training is an essential training for the newly appointed teachers to enhance their professional skills in respected subjects. With efficient induction trainings a teacher is able to bring up-to-date their knowledge and abilities with new research concerned with their profession. Innovative technology can be incorporated for the learning of children more effectively. A newly appointed teacher frequently on stage wishes to improve knowledge and become self-dependent in teaching effectively (Kitchen 2003). The lesson plan, method of presentation, learning sources (physical), approaches etc. are needed for a freshly appointed teacher for the perfect teaching process. Professionally trained individuals have responsibilities on their shoulders to transfer ideas, knowledge and skills with their expertise in multiple fields. After completion of the induction trainings the freshly inducted teachers with their class fellows collectively are involved in mutual work and share responses in between them on daily basis about their concerned fields. It is also concluded from different studies that professionally trained teachers were contemplative with teaching and learning practice and also students gain much from their learning (Brock, B. L. 1997).

The instructional process is the backbone for the educational institutions and the teacher is main pillar and component of the process. The system of Education solely depends upon the processes of teaching and learning. Knowledge and skills of a teacher are essential for the process of teaching and learning more effectively. Induction training is the subsequent assignment of these freshly employed teachers. For this, the PITE (Provincial Institute of Teacher Education) is responsible for quality assurance of these trainings. The induction trainings are purposed for providing the opportunity to teachers for improving their ability to strategy and convey the standards of teaching and learning. In Sindh province teachers are trained through training

manuals. They are trained in subjects such as; English, Social studies, Islamiat, Education and History for humanities group at school levels. Analysis, interpretation, collaboration, cooperation, discussion, critical thinking, reflection and better communication within the new teachers are promoted through activity-based manuals as to make the teaching and learning process more efficient at school levels. It can be estimated that the training manuals can facilitate teachers to improve their tutorial abilities such as teaching plans, delivery, assessment, skills for classroom management also bringing their knowledge up to date (Anoto, D. R 2018).

The remarkable and encouraging efficiency in occupation of teacher is the most chief aspect that augments teacher's academic abilities (Gilbert 2005). Teachers are engaged for succeeding generation. The achievements of a teacher are observed through the victory of the students. Professional development programs are needed to improve the professional abilities for the creation of efficient teachers. The learning is art and craft that develops over period as reported by in a study by Johnson (2002). Learn for to teach is a progressive active method for teachers that could be adopted by time. The learning occasions which are vital for a teacher's professional development are essential for a teacher's professional growth (Kelley 2004). Importance of the content of knowledge, enhanced use of technology (educational), establishment of professional development institutions, and other progressive training programs designed to resolve the classroom difficulties for new teachers are the programs for the professional development of newly appointed teachers. Opportunities are created for fresh teachers through the induction programs to acquire knowledge from greatest practices and scrutinize and redirect on their teachings.

RESEARCH OBJECTIVES

1. To investigate the impact of teacher induction training programs on teachers' pedagogical skills.
2. To find out the effect of the teacher induction training programs on teachers' class room management.

RESEARCH HYPOTHESES

1. There is no significant effect of the teacher induction training programs on teachers' class room management.
2. There is no significant impact of teacher induction training programs on teachers' pedagogical skills.

The awareness of the teachers related to the value of induction training is highlighted in this study so that the documents may share its huge contribution towards betterment in induction training. A sufficient matter related to the induction training programs of

newly recruited teachers is presented in this research study to lead the master trainers for better transformation of knowledge, skills and attitudes. It will result in better institutional outcomes. Current study will be beneficial for teachers, educators, strategy makers, manual designers, and also to the head of institutions. This study will benefit them in appreciating the real grounds. This study will be significant for researchers as well as will offer those grounds for new researches. This research study will assist education related personnel to design an efficient training program for teacher education. After reviewing the related literature, it was noted that there in Sindh province such study has hardly been done on this theme that encouraged the master trainers and newly recruited teachers to develop their skills. This study is delimited and focused on one District (Badin), out of 29 districts of Sindh. This is because of the unavailability of the resources and time to conduct research on larger area.

LITERATURE REVIEW

The teachers require training that are needed for continuing smooth teaching and learning process and could result in better students' learning outcomes. These are demands of the 21st century to meets the unique needs of teaching and delivers rigorous experiences to speedily enhance their skills and assimilate them into their classroom activities. Initially trained teachers confess that they feel unrehearsed for the actual demands of teaching (Cibulka, 2009; Duncan, 2009). Unambiguously, they feel poorly equipped with the teaching skill to handle students' adverse behavior, examine performance, along with implementing different teaching method, technique and strategies.

Prior to the 20th century, teacher induction training was arranged hourly which was based on orientation that could only reflect on the introduction of teaching rather than implication with different strategies or methods (Surender et al., 2019). Earlier in the 21st century, more planed and systematic teachers' induction programs were regulated for enhancing the teaching skills and competency that has prominently improved the institutional outcomes. Meanwhile, the induction programs have become progressively more common (Anderson, 2020). Recently, García and Weiss (2019) reported that the vast majority of teachers in their first year of teaching participated in teacher induction programs (72.7%). Of the teachers in these programs, 79.9% worked with a mentor and 91.9% completed additional professional development opportunities. It was revealed in this study that the induction training is an essential component to be focused for better institutional outcomes. Induction trainings boost up teachers' potential to perform in a better way as per the demands pf the 21st century. Induction training have a variety of induction activities such as, mentoring, orientation, new teachers' workshops and so on to help newly recruited teachers in developing and improve different areas with a number of activities based on different

strategies made prior to the teaching and learning process.

Anoto, D. R (2018) expressed that he found relatively high levels of teacher efficacy in his research study. Approximately a number of teachers testified that they found their confidence level highly improved in interacting with diverse students. Almost all teachers were well trained in their classroom management skills, moreover, they were able to deal with the students having eruptive behavior and were finally able to employ their teaching strategies as per the need of the classroom which they were lacking prior to the induction training (Anoto, D. R, 2018).

Craig McBride, (2012) revealed that those teachers who did not participate in any induction training left teaching in years two and three at nearly twice the rate of those who had induction. Similarly, teachers who had seminars or classes for beginning teachers and regular supportive communication with their principals, department chairs, or other administrators left teaching in years two and three at half the rate of those new teachers who did not have either of those induction components. Additionally, teachers who worked with a mentor during their first year of teaching left teaching in years two and three at half the rate of those teachers who did not have a mentor. Generalized induction programs utilizing each of the significant predictors are presented with the expectation that their use could decrease teacher attrition and result in greater overall teachers' effectiveness and students' learning (Craig McBride, 2012).

RESEARCH METHODOLOGY

Methodology represents the ways to conduct the research study. Explanatory type and quantitative approach were used in this study under the positivism philosophy that emphasizes on knowledge of a social phenomenon is based upon what can be observed, measured, and recorded in the same way as in natural science. Therefore, positivist researchers tend to use quantitative data. The study population was based on newly appointed public-school teachers recruited under teacher's recruitment policy 2021, participating in induction training. The population of the study was all the newly recruited teachers of Badin phase one induction training which were 289 teachers. All the teachers of phase one induction training with census survey method were selected as sample. To collect the data a questionnaire on 5 Point Likert Scale consisting of 20 items was applied. The questionnaire was developed by analyzing the literature and induction training manual. More, Opinions and proposals for conducting the study were obtained from the Heads of the Teachers' Training Institutions (TTIs). The validity and reliability of study tool was assured with the support of experts and statistical methods. A pilot study was performed on 10% of the sample from the population Subsequent to the obtained feedback the study design was adjusted and finalized for collection of data. Self-developed five point Likert

scale questionnaire was finalized for collecting data. The researcher personally visited the Teachers training institutions held meeting with teachers and distributed the questionnaire, same were recollected on subsequent visits. The collected data was analyzed systematically by graphing, tabulating with frequency, percent and mean scores along with testing the hypothesis by inferential statistics.

DATA ANALYSIS

Table 1: Item wise Analysis

Items	Rating					Total	Mean	SD
	1= SDA	2= DA	3= UD	4= A	5= SA			
Lesson Plans	0%	3%	5%	32%	61%	100%	3.25	1.383
Teaching methodology	3%	11%	8%	60%	18%	100%	3.39	1.326
Material for teaching and learning process.	1%	4%	1%	76%	18%	100%	3.25	1.434
Curriculum implication	0%	2%	3%	52%	43%	100%	3.19	1.389
Learning activities	0%	8%	0%	48%	44%	100%	3.27	1.306
Proper implementation of Content	0%	7%	7%	52%	35%	100%	3.19	1.402
Students' learning disabilities	0%	5%	16%	48%	30%	100%	3.21	1.337
Students' learning diversities.	0%	2%	11%	52%	36%	100%	3.32	1.305
Technical skills.	0%	7%	3%	59%	31%	100%	3.42	1.272
Interpersonal skills.	0%	2%	9%	53%	36%	100%	3.25	1.344
Daily diary. maintenanc	0%	1%	2%	69%	28%	100%	3.20	1.349

e								
Seating arrangements	0%	2%	7%	52%	39%	100%	3.64	1.237
Students` effective engagement	0%	1%	8%	50%	41%	100%	3.36	1.425
Group activities	0%	2%	0%	52%	46%	100%	3.29	1.426
Students` counseling and guidance	0%	6%	4%	61%	29%	100%	3.27	1.442
Overcrowded classroom management	0%	2%	3%	58%	37%	100%	3.14	1.473
Co-Curricular activities	0%	2%	3%	58%	37%	100%	3.32	1.420
Teaching strategies	0%	6%	4%	61%	29%	100%	3.49	1.331
Multigrade teaching	0%	2%	9%	53%	36%	100%	3.29	1.406
Classroom Assessment	0%	6%	4%	61%	29%	100%	3.32	1.305

The above table shows the induction training and its effectiveness on the teaching practices in the following inquired and analyzed areas such as, lesson plan suggest that 61% strongly agreed that it helped them in that particular area whereas, the mean score is 3.25 which also directed towards the agreement. Teaching methodology showed 60% agreed and the mean score is 3.39 directed towards agreement. Material for teaching and learning process showed 76% and the mean score is 3.25 directed towards agreement. Curriculum implication showed 52% and the mean score is 3.19 directed towards agreement. Learning activities showed 48% and the mean score is 3.27 directed towards agreement. Proper implementation of content showed 52% and the mean score is 3.19 directed towards agreement. Students' learning disabilities showed 48% and the mean score is 3.21 directed towards agreement. Students' learning diversities showed 52% and the mean score is 3.32 directed towards agreement.

Technical skills showed 59% and the mean score is 3.42 directed towards agreement. Interpersonal skills showed 53% and the mean score is 3.25 directed towards agreement. Daily diary maintenance showed 69% and the mean score is 3.20 directed towards agreement. Seating arrangements showed 52% and the mean score is 3.64 directed towards agreement. Students' effective engagement showed 50% and the mean score is 3.36 directed towards agreement. Group activities showed 52% and the mean score is 3.39 directed towards agreement. Students' counseling and guidance showed 61% and the mean score is 3.32 directed towards agreement. Overcrowded classroom management showed 58% and the mean score is 3.14 directed towards agreement. Co-Curricular activities showed 58% and the mean score is 3.14 directed towards agreement. Teaching strategies showed 61% and the mean score is 3.32 directed towards agreement. Multigrade teaching showed 53% and the mean score is 3.29 directed towards agreement. Classroom Assessment showed 61% and the mean score is 3.32 directed towards agreement. Above mentioned statistics represents the micro teaching aspects which are needed to be followed prominently. Moreover these training techniques help teachers in classroom management which is an essential domain to run the teaching and learning process effectively.

Table 2: Regression Analysis Table

Hypotheses	Regression Weight	Beta Coefficient	R Square	F	p-value	Hypotheses Supported
Ho	ITP → PS	1.354	.128	84.328	.000	No

P<0.05 ITP: Induction Training Program, PS: Pedagogical Skills

The above table showing the results of linear regression analysis p value .000 represent the positive impact of teacher induction training programs on teachers' pedagogical skills. It reveals that those teachers who are trained in I induction training are found more confident and their teaching results in better students learning outcomes.

Table 3: Regression Analysis Table

Hypotheses	Regression Weight	Beta Coefficient	R Square	F	p-value	Hypotheses Supported
Ho	ITP → CM	1.279	.131	85.121	.000	No

P<0.05 ITP: Induction Training Program, CM: Classroom Management

The above table showing the results of linear regression analysis p value .000 represent

the positive impact of teacher induction training programs on Classroom Management. It reveals that those teachers who are trained in induction training are found more confident and their classroom management is found more effective with disciplined environment.

FINDINGS

It was revealed through the statistical analysis that the induction training programs have positive impact on teachers' pedagogical skills. This helps teachers in interacting with students effectively on the other hand it was also revealed that the induction training programs help to grip on classroom management as well. The disruptive students' behavior and irrelevant activities can better be handled with trained teachers' classroom management skills. The results regarding effectiveness of teacher induction training program considering the lesson plan development represents that it helped them in that particular area where in the use of proper teaching methodology, preparation of learning material for teaching and learning, the sharing of the content aspects, development of learning activities, go through the curriculum document, understanding students' learning disabilities, understanding students learning diversities showed diverted towards agreement.

The results of this research h study are in line with the results of the study conducted by Conway, C. K. (2002). Beginning music teacher induction and mentor policies: A cross-state perspective that the beginning teachers training can help teachers to continue teaching and learning process effectively. The results regarding effectiveness of teacher induction training program in the area of classroom management skills, positive relationship with community, prepare and maintain daily diary, arrange inside class room seating, to engage students effectively, prepare groups in the class room effectively, manage groups in the class room and manage over crowded classes, showed diverted towards agreement.

The results regarding effectiveness of the induction training in the lesson plan development suggest that it helped them in that particular area where in the use of proper teaching methodology, Preparation of learning material for teaching and learning, the sharing of the content aspects, development of learning activities, go through the curriculum document, Understanding students' learning disabilities, understand students learning diversities. Classroom management skills, Positive relationship with community, Prepare and maintain daily diary. Arrange inside class room seating. To engage students effectively, Prepare groups in the class room effectively, manage groups in the class room, manage over crowded classes, and manage over crowded classes showed diverted towards agreement.

The results of this research study are also aligned with the research study conducted

by Johnson, H. R. (2002). Keeping new teachers in mind. Educational Leadership that the teachers trained before continuing their teaching in the classroom can make them good leaders to lead the teaching and learning process effectively. The results regarding effectiveness of the induction training in the lesson plan development agreed that it helped them in that particular area where in the use of proper teaching methodology, preparation of learning material for teaching and learning, the sharing of the content aspects, development of learning activities, going through the curriculum document, understanding students' learning disabilities, understand students learning diversities, classroom management skills, positive relationship with community, prepare and maintain daily diary, arrange inside class room seating, to engage students effectively, prepare groups in the class room effectively, manage groups in the class room and manage over crowded classes showed diverted towards agreement.

DISCUSSION

The study was planned to have a critical review of the impact of induction training on the effectiveness of the teaching. The findings of the study revealed that there is a positive impact of induction training on the effectiveness of the teaching. The induction training programs have positive impact on teachers' pedagogical skills. This helps teachers in interacting with students effectively on the other hand it was also revealed that the induction training programs help to grip on classroom management as well. The disruptive students' behavior and irrelevant activities can better be handled with trained teachers' classroom management skills. The results regarding effectiveness of teacher induction training program considering the lesson plan development represents that it helped them in that particular area where in the use of proper teaching methodology, preparation of learning material for teaching and learning, the sharing of the content aspects, development of learning activities, go through the curriculum document, understanding students' learning disabilities, understanding students learning diversities showed diverted towards agreement. Different important areas of the said training i.e. lesson planning, teaching technique, classroom management, assessment technique, interaction with students during lesson, and content knowledge were focused in this study. The practices of the teachers were also measured. It was revealed that teachers' induction training can enhance teachers' effectiveness in different areas of teaching and learning process. It helped in developing lesson plans, applying multiple teaching techniques, assessment techniques, classroom management and teachers' interaction with students during the ongoing process of teaching and learning.

It was noted in the area of classroom management that the teachers were able to create a seating arrangement for the students that was based on equality, the classroom atmosphere was calm, and the instructors offered pertinent examples throughout the

lesson regarding how the teachers started courses on time. The guiding principles of classroom management include keeping an eye on the class, deciding what information and skills are taught to the students, effectively organizing and carrying out lessons accurately, assessing student understanding, and adapting to their needs. After completing their first training, newly recruited teachers require assistance in order to deliver high-quality instruction since classes are an integral component of communities where children require palpable support and pleasant learning experiences. It is crucial to provide detailed class observation tools that gauge classroom efficiency for both purposes of assessing training efficacy and serving as a tool to support freshly minted teachers in their practice of improving instruction.

It was concluded on the basis of the analysis which unveiled that the induction training is consequently useful in the developing pedagogical skills of the teachers and to handle classroom Management effectively. It was also concluded built on the findings of the study that the perception of newly appointed teachers for the usefulness of induction training was found quite result oriented and proved to be beneficial of ongoing teaching and learning process in the institutions.

RECOMMENDATIONS

Keeping in view the research findings, it is suggested that the induction training have multidimensional effectiveness especially for newly inducted teachers so, it might be made mandatory for the newly recruited teachers before continuing teaching and learning process this will make them confident to involve in instructional process. The teachers' induction training is an essential component for being a professional as per the national professional standards for teachers in Pakistan. It is proposed that the head teachers should encourage, support and assist the newly recruited teachers to initiate their teaching practices confidently. Senior teachers should help them in managing classrooms and train them to deal with students with different aptitudes. Head teacher should motivate them as a mentor to overcome difficulties during classroom activities. The school education and literacy department should allocate more budget to the teachers' training institutions (TTIs) to promote the teachers' training standard.

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