



**EVALUATING THE EFFECTIVENESS OF INDUCTION TRAINING
PROGRAM PHASE-IV OF PRIMARY SCHOOL TEACHERS**

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ABSTRACT

The study was conducted to investigate the effectiveness of the teacher induction training program in the District of Swabi. The major objectives of the study were; (i) to explore the impact of induction training program, and (ii) to find the motivational level of the trainee teachers. On the basis of the above objectives, the following questions were fabricated, (i) how does the induction program phase IV improve the pedagogical skills of new appointees? And (ii) how does the induction program phase-IV impact the motivational level of trainee teachers? The population of the study was all the female teachers (437) who were nominated for induction training. The sample comprised of 50 female teachers attending induction training program in phase IV of district Swabi. The study was quantitative in nature. The data was collected through a closed-ended questionnaire, so the research design was descriptive. The collected data were analyzed by using percentage. The study concluded that the training design, learning facilities, training process, and training outcome are having a significant effect. It was all concluded that the training design, learning facilities, training process, and training outcome had a significant effect on the pedagogical skills and motivation of the respondents. It is therefore, recommended that all the new inducted teachers should be given compulsory induction training to improve teaching learning process. The study will be significant for teachers, management of education policy maker.

Keywords: Teacher Induction Training, Pedagogical Skills, Professional Development, Effectiveness.

Introduction

The induction program for newly recruited teachers in the Elementary and Secondary Education Department (ESED) plays a crucial role in their professional development. District Swabi, located in Khyber Pakhtunkhwa, Pakistan, has implemented such programs to enhance teaching quality. However, the effectiveness of these programs remains under-researched. This study aims to evaluate the induction program's impact on teachers' performance, classroom management, and overall job satisfaction.

Statement of the Problem

This study was conducted to examine the effectiveness of these programs in improving elementary teacher professional development in Pakistan.

Objectives of the Study

The objectives of this study were:

1. To explore the impact of induction training program for improving pedagogical skills of participants.
2. To find the motivational level of participants.

Limitations of the Study

- (i) The study was delimited to District Swabi only.



(ii) Potential bias in self-reported data.

Research Questions

1. How does the induction program phase IV improve the pedagogical skills of new appointees?
2. How does the induction program phase IV impacts the motivational level of newly appointed teachers?

Significance of the Study

This study is significant for policymakers and decision-makers in education. It highlights the importance of improving the effectiveness of teacher induction training programs in Pakistan to align with sustainable development goals. The findings can help training institutions refine their designs and modules to enhance training outcomes.

Literature Review

Induction Training

The induction program for newly recruited teachers in the Elementary and Secondary Education Department (ESED) plays a crucial role in their professional development. Pakistan, has implemented such programs to enhance teaching quality. However, the effectiveness of these programs remains under-researched.

Need of Induction Training

Idris et al. (2021) highlight that induction programs often focus on subject instruction rather than professional development, suggesting a misalignment with national standards. This implies that teachers may not react positively if the program does not meet their professional needs. Garcia et al. (2019) discuss how teachers who are better integrated into their new environment tend to feel more competent. If the induction program fails to adequately address teachers' reactions and needs, it may not effectively support their professional growth. In addition, educators who had received support from their leaders had close relationships with their peers and appeared to be united in their pursuit of a shared goal for the education of students. They added that starting instructors are drawn to a performance-oriented culture when they have sufficient administrative support, which raises the expectation of higher student accomplishment (Wang, 2004; Halford, 1999). Beginners should pick up effective teaching techniques that help the community adjust to the transition (Wang, 2004)

Review of Related Researches

Fernandez-Garcia et al. (2019) point out that induction training aims to support professional growth and expand teachers' knowledge. If these programs do not yield significant results in improving professional development, the hypothesis would be supported. Wang (2004) and Britton et al. (2003) suggest that despite extensive training, induction programs often fall short of bridging the gap between theory and practice. This indicates that the results of these programs might not significantly impact teachers' professional development. According to Irinaga-Bistolos et al. (2007), an effective mentoring relationship with new teachers should include the following qualities: In line with the opinions of Irinaga-Bistolos et al. (2007), Fransson & Gastafsson (2008) made a compelling case for the inclusion of mentorship support in thorough orientation courses, which are directly related to new teacher retention. They also examined three obstacles to a fruitful mentoring relationship: time restraints; mentors' inexperience; and mentors' egos or disputes with rookie teachers (Lindgren, 2005).



Research Methodology

Population of the Study

The population consisted of 437 female teachers teaching in the girls primary schools in district Swabi. The study focused specifically on teachers who participated in the Induction Program Phase IV.

Sample Size

A sample of 50 teachers from the Induction Program Phase IV was selected as a sample of study through convenient random sampling technique.

Data Collection Tools

A questionnaire was developed to assess perceptions of the female teacher about induction training program.

Data Collection Procedure

Researchers visited training center to collect data from the selected teachers. Permission was obtained from school authorities prior to data collection. The purpose of the study was explained to participants before distributing and collecting the data.

Data Analysis Tool

Data was analyzed through percentage.

Data Analyses

Table 1 Impact of induction program on the pedagogical skills of teachers

Sr#	Description	Agree	Neutral	Disagree
1	The induction program improved my classroom teaching skills	45(90%)	3 (6%)	2 (4%)
2	The training content was relevant to my teaching needs	41(82%)	6 (12%)	3 (6%)
3	The program helped me understand curriculum requirements	35(70%)	5 (10%)	10 (20%)
4	I received adequate mentoring support during induction	39 (78%)	6 (12%)	5 (10%)
5	The program prepared me for real classroom challenges	37 (74%)	6 (12%)	7 (14%)
6	The duration of induction was sufficient	35 (70%)	5 (10%)	10 (20%)
7	Training materials provided were useful	45 (90%)	2 (4%)	3 (6%)
8	My teaching confidence improved after induction	35 (70%)	5 (10%)	10 (20%)
9	The program helped me adapt to school environment	18 (36%)	10 (20%)	22 (44%)
10	I would recommend this induction to new teachers	43 (86%)	2 (4%)	5 (10%)

Table 2 Impact of induction program on the motivation of teachers

Sr#	Description	Agree	Neutral	Disagree
1	The induction increased my motivation to teach	35 (70%)	5 (10%)	10 (20%)
2	I felt valued as a teacher during the program	45 (90%)	2 (4%)	3 (6%)
3	Trainers were supportive and encouraging	22 (44%)	3 (6%)	15 (30%)
4	The program increased my job commitment	45 (90%)	2 (4%)	3 (6%)
5	I received recognition for my participation	13 (26%)	5 (10%)	22 (44%)



6	The program inspired me to improve teaching methods	40 (80%)	2 (4%)	8 (16%)
7	I felt more connected to teaching community	45 (90%)	2 (4%)	3 (6%)
8	My job satisfaction increased after induction	45 (90%)	3 (6%)	2 (4%)
9	This program will help my career growth	46 (92%)	2 (4%)	2 (4%)
10	I feel more enthusiastic about teaching now	42 (84%)	4 (8%)	4 (8%)

Summary

The study was conducted to investigate the effectiveness of the teacher induction training program in the District Swabi KPK. The objectives of the study were to explore the impact of induction training program on pedagogical skills of teachers and to find the motivational level of the teachers. The study was quantitative in nature. The data was collected through a closed-ended questionnaire, so the research design was descriptive. The population of the study was all the female teachers (437) who were nominated for induction training. The sample comprised of 50 female teachers attending induction training program in phase IV of district Swabi. The collected data was analyzed by using percentages.

Conclusion

a. Conclusion about Pedagogical Skills

Majority of teachers improved their classroom teaching skills and agreed that training content was relevant to their teaching needs. Induction training program helped most of the teachers to understand the curriculum requirements. Majority of the teachers received adequate mentoring support during induction training program and got prepared for real classroom challenges. Most of the teachers agreed that duration of the induction was sufficient and training materials were useful. Confidence of majority teachers got improved and induction training was recommended for new teachers. Majority of the teachers held that induction training program did not help them to adapt in school environment.

b. Conclusion about Motivation of Participants

Majority of the teacher perceived that motivation of the teachers for teaching increased. Majority of the teachers expressed that induction training was valuable, more enthusiastic, and it was helpful for the connection of teaching connected to community. The program inspired most of the teachers to improve teaching methods. The training increased the job commitment and job satisfaction of most of the teachers. The program helped most of the teachers in their career growth. The trainers were supportive and encouraging for most of the teacher. Majority of the teachers did not received recognition for their participation.

Recommendations

Majority of the female teachers perceived that induction training program did not help them to adapt in school environment. Therefore, it is recommended that teachers should be encouraged to adapt to the school environment during induction training program. In this way the objective of the training can be achieved in true sense by implementing these in school environment.

Most of the female teachers perceived that they did not receive recognition for their participation during induction training program. Therefore, it is recommended that teachers should be motivated by recognizing their teaching in the induction center. Teacher may be awarded for their best teaching. In this way, this recognition will be helpful for them to enhance their performance.



Recommendations for Future Researchers

The sample size of the present study was limited. Future studies may be conducted covering all the participants of the three years.

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