

Outcome of Induction Training Programs on Teachers' Efficacy at Elementary School Level in Sindh

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Abstract

This research aims at examining the effects of Induction Training Programs (ITP) on the performance of teachers in basic schools in Sindh province of Pakistan. Of the teachers, 367 were sampled and given questionnaires that established the relationship between the ITP factors of methodology, training area, rationale, and evaluation on teachers' effectiveness. The outcomes reveal significant relations between different aspects of ITP and the growth of teaching efficiency. Some potential educational policy and, practice implications are mentioned for enhancing educational achievement: structured teachers' induction training.

Keywords: Induction Training Programs, Teachers' Effectiveness, Elementary Education, Sindh, Methodologies, Training Areas

Introduction

Education quality or the type and quality of learning and the kind of early learning systems imparted in the elementary schools hugely affects the students in general ability and performance. Teacher experience is one of the quality determinants of an educational process and a direct relationship between teacher effectiveness and learner outcomes (Fayyaz et al., 2023). Education scenario and challenges in Sindh-Pakistan include; hazardous emergent challenges among which a few are insufficient qualified teacher and inadequacy of training programs. Induction Training Programs (ITPs) has come out as abstract interventions focused on preparing new teachers with all the tool and capacity that they need to implement in their practice (Ali et al., 2024). The purpose of this research study will be to find out impact that these induction programs impose on the qualities of the teachers at the elementary level in Sindh.

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Induction training process covers various aspects which focus on the helping newly inducted teachers in their transition with teaching profession as outlined below; As for the criteria, there is training methodology, training area, reasons, and assessment that are crucial to successfully complete these programs (Gopang & Kazimi, 2022). Studies have shown that the low knowledge of comprehensive induction programmes can contribute to the increase in teacher performance and the improvement of student results (Ali et al., 2024; Tufail et al., 2023). It is, therefore, important to understand how factor such as these affects teacher performance, as this information forms the basis of the training paradigms in Sindh. In light of these considerations, this study is guided by four main objectives: In order to evaluate results of applied induction training methodologies in terms of measures of teachers' performance, determine the effectiveness of distinct training domains, and examine the purpose of these programs and the evaluation procedures. Thus, it intends to make a theoretical as well as empirical contribution to the literature on the training of teachers in the context of Pakistan and offer practical recommendations to the stakeholders concerned.

According to literature, induction training helps increase teacher efficacy and advance educational performance (Singh et al., 2021). Although the subject of ITPs is widely acknowledged as important, few academic publications examine its effective application and results in the context of Sindh's schools. This gap shows the need for extensive investigation of efficacy of these programs and their subcomponents. The outcomes of this study will give rich information regarding the utility and role of ITPs and their impacts on educational setting of Sindh.

Objectives

- 1.To assess the extent to which the induction training methodologies accredit the level of effectiveness of teachers in the classroom.
- 2.To measure the impact and fitness of specific training areas within induction programs on teachers' performance.
- 3.To make further observations about the logic of induction training programmes and the relationship that they bear with the teachers' productivity.
- 4.To carry out a study on the effectiveness of the evaluation of induction training programs that affects teachers' performance.

Literature Review

This we can establish that Induction Training Programs (ITPs) are generally well accepted as one of the useful way of increasing teachers productivity and improving education performance. As highlighted earlier, studies such as Fayyaz et al., (2023), Tufail et al., 2023 proved that structured ITPs enhance a novice teacher's skill set needed to manage a classroom and implement instructional methods competently. With regard to Sindh, a number of studies including Ali et al (2024) show that extensive training differentially influences the quality of teaching and the learning outcomes. These findings imply the importance of enhancing training that will address the concerns that teacher in the region experience.

The approaches used in the delivery of ITPs reveal a critical determinant of their success. Specific education development approaches like skills-training workshops, peer coaching,

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and evaluation, significantly enhances the teaching competency of the teachers (Gopang & Kazimi, 2022; Shah et al., 2021). For example, Tufail et al. (2023) revealed ways of enhancing teachers 'participation for better students' performance noting that induction programs enhanced when interactive teaching techniques were used. Such methodologies do not only improve the confidence of the teachers but also helps build practical skills needed in teaching. First, the set of special teaching areas that is taught in ITPs is important as the approach to teachers' professional development. The literature review shows that concentrating on certain domains including teacher's behavior related to classroom management, instructional process, and knowledge of content professional development can improve the quality of teaching (Qaisra & Haider, 2023). In their work, Ali et al. (2024) concluded that professional development areas emphasized on by teachers, provided increased job satisfaction combined with better performance among the teachers involved. It is thus important that ITPs take maximum input which will fit the teachers' demands to the maximum.

The nature of induction training also has its impact on the justification of using these induction training programs. Knowledge of the goal and anticipations for ITPs is vital in creating a positive learning climate for educators (Rind et al., 2022). Gopang and Kazimi (2022) recognised the importance of the passion of delivering training goals in conjunction with the ITP's objectives of education and training in the region. This kind of alignment is also useful in the enhancement of teachers' personal and professional identity so that they become purposefully active in their professional learning.

Moreover, the form of evaluation procedures applied to general induction training programs can be important in the assessment of the programs' effects on the teachers. Evaluation models help educational institutions to assess the performance of teachers hired from other institutions and/or make the necessary amendments on the training programs (Khan et al., 2024). Based on the fact that various ITPs are still in the developmental stage, Tufail et al. (2023) pointed out that the assessment and feedback processes help achieve their relevance and effectiveness. This continuous evaluation does not only improve the quality of training but also encourages reflective practice amongst teachers.

Related to ITPs, there is increasing awareness of its effectiveness, yet, its effectiveness in Sindh has not had direct research studies. Some of the recent works have stressed the importance of the limitation of the theoretical studies and called for more focus on the investigations of the components that comprise ITPs and their effects on teachers' performance (Singh et al., 2021). This research gap therefore provides a chance to fill this gap, provide useful information to assess the strengths and weaknesses of these induction training programs and indeed guide the formulation of policies for enhancing the quality of education within the region.

Hypothesis

1. **H1:** There is a positive relationship between induction training methodologies and teachers' effectiveness.
2. **H2:** Specific training areas within induction programs significantly enhance teachers' effectiveness.
3. **H3:** A clear rationale for induction training programs is positively correlated with teachers' effectiveness.

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4. **H4:** Evaluation processes of induction training programs significantly impact teachers' effectiveness.

Research Design

This research employed a quantitative research method to conduct an ex-post facto study on the impact of Induction Training Programs (ITPs) on teachers' performance. Consequently, the population for this study included all indurate Elementary School Educators (ESEs) enrolled in different districts of Sindh province who have attended at least one induction training session. The target population of respondents was 367 ESEs and population sampling was done based on the guidelines provided by Gay (1996) to obtain a random sample. The sampling technique employed in the selection process was a multistage random sampling in order to increase the likelihood of articles accessing the diverse educational profile present in the province. To collect information about the induction training programmes and the teachers' efficiency, a self designed questionnaire was used. This instrument was constructed from experimental statements that represented the variables captured in the conceptual framework of the study. The rationale for the study aimed at identifying the specific characteristics of the ITPs and the aspects of methodologies, the areas of training along with rationale and evaluations of the ITPs' effects on the teachers' performing efficiency. In order to test the reliability and validity of the instrument developed, the pilot test was conducted in an effort to minimize the error rate in data collection.

The quantitative data collected were then analyzed using Statistical software known as Statistical Package for the Social Sciences (SPSS). Several analysis tools – descriptive statistics, correlation analysis, and reliability tests – were used to assess the relationship that exists between the induction training factors and teachers' effectiveness. The analysis has thus set out to establish trends with potential implications for educating practices and policies for Sindh.

Data Analysis of Demographic Profile

The demographic characteristics of the respondents of this study Include (367) ESEs from the Sindh province is summarized giving key findings regarding the respondents. By age distribution, the largest group is composed of actually 30-39 year (30%) while the second largest group is aged 40-49 years (25.8%). This suggests that the sample is dominated by moderate experienced teachers in the population group. The marital status data indicates that majority of respondents are people with family obligations since the highest percentage, 54.4% are married. Moreover, most of the respondents, especially those who are into teaching have at least a Bachelor's degree (57.1 %) the result indicates a thorough academic background, which are essential for teaching.

Table 1.0 Demographic Profile of Respondents

DEMOGRAPHIC VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
AGE	20-29 years	75	20.4%
	30-39 years	110	30.0%
	40-49 years	95	25.8%
	50 years and above	87	23.6%

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MARITAL STATUS	Single	130	35.4%
	Married	200	54.4%
	Divorced/Widowed	37	10.1%
QUALIFICATION	Bachelor's Degree	210	57.1%
	Master's Degree	120	32.7%
	M.Phil/PhD	37	10.1%
YEARS OF EXPERIENCE	Less than 1 year	50	13.6%
	1-5 years	150	40.8%
	6-10 years	95	25.8%
	More than 10 years	72	19.6%
TOTAL		367	100%

The years of experience variable gives additional information to the respondents' experience showing that about 40.8% of them has 1-5 years experience in teaching. This experience level has raised the possibility that those teachers are relative new or fairly experienced in their teaching careers which will bring a different perspective to the induction training programs they underwent. In general, demographics denote ranging age, marital status, qualification, and experience which may affect perceptions and practice concerning the induction training programs among the educators. Knowledge of these demographics is crucial to the analysis of the study outcomes and their implications for teacher outcomes in the context of Sindh education.

Scale Reliability Test

Table of Cronbach's Alpha in relation to measurement of internal consistency The results of the Cronbach's Alpha test presented in the table capture internal consistency for each of the independent variables in relation to ITPs as well as the dependent variable, Teachers' Effectiveness. The Cronbach's Alpha individually applied to the methodologies, training areas, rationale, and evaluation, as these stand as the four independent variables, are all 0.78 – 0.85 While the study by Kibria et al., (2024) makes clear that an Alpha value of 0.7 or above is significant, it can be seen that all four variables exhibit acceptable reliability levels. Notably, the methodologies variable has the highest internal consistency coefficients ($\alpha = 0.85$) pointing to the fact that all the items in this factor are highly related and reflect a stable factor. The rationale variable, despite taking slightly lower value of 0.78 is also reasonable enough to establish the reliability of the training content as well as its perceived relevance to the trainers.

Table 2.0 Cronbach's Alpha Test Results

<i>Variable</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Independent Variables</i>				
<i>Methodologies</i>	5	0.85	3.52	0.65
<i>Training Areas</i>	4	0.80	3.48	0.70
<i>Rationale</i>	3	0.78	3.60	0.62
<i>Evaluation</i>	4	0.83	3.55	0.67

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Dependent Variable				
<i>Teachers' Effectiveness</i>	12	0.82	3.60	0.58
Total Scale	28	0.90	3.53	0.61

The dependent variable, Teachers' Effectiveness, obtained a Cronbach alpha estimate of 0.82 indicating that the instrument used to measure how effective teachers are immediately after their induction training is highly reliable. This value shows that the tools used to measure the competence of a teacher will be correct and will help to determine the effectiveness of the training. Moreover all the independent and dependent variables comes to Total Scale, gets a quite high Cronbach 'Alpha' coefficient. 0.90 show high internal reliability of all the variables of the conducted questionnaire. Such high reliability on the part of the scales strengthens the results of this study and provides confidence in those that will be obtained as a result of data analysis.

Correlation Test Via SPSS

The results of the correlation test enable the understanding of various relationships of the independent variables concerning Induction Training Programs (ITPs) and Teachers' Effectiveness as the dependent variable. Hypothesis 1 is supported by results displayed by each of the independent variables, where Methodologies yielded the highest correlation with Teachers' Effectiveness with a correlation coefficient of 0.60 ($p < 0.01$). This means that as the methodologies used in the training improves, then the improved exam performers are the teachers overall. The Training Areas also show, or = 0.55, $p < 0.01$) and Evaluation ($r = 0.62$, $p < 0.01$) have significant correlation with Teachers Efficiency and thereby, it is concluded that considerable training in Training Areas enhances teacher performance.

Table 3.0 Correlation Test Results

<i>Variable</i>	<i>Methodologies</i>	<i>Training Areas</i>	<i>Rationale</i>	<i>Evaluation</i>	<i>Teachers' Effectiveness</i>
Methodologies	1.00	0.45**	0.40**	0.50**	0.60**
Training Areas	0.45**	1.00	0.38*	0.42**	0.55**
Rationale	0.40**	0.38*	1.00	0.35*	0.50**
Evaluation	0.50**	0.42**	0.35*	1.00	0.62**
Teachers' Effectiveness	0.60**	0.55**	0.50**	0.62**	1.00

The values represent Pearson correlation coefficients between the variables.

Asterisks denote the significance level of the correlations: $p < 0.01$ (indicated by **) and $p < 0.05$ (indicated by *).

In addition, the relationships between the independent variables are significant and present various interactions that may affect the results of the training activities. For example, the average score of the six Works is obtained by multiplying the correlation between Methodologies and Evaluation ($r = 0.50$, $p < 0.01$) which shows that it is probable that good training methodologies are associated to superior evaluation systems. Likewise, in case of Training Areas a positive significant relationship has been found with Evaluation with correlation coefficient of 0.42 significant at 0.01 level, suggesting that relevant training

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content is crucial for constructing effective evaluation climate. These studies as reinforce the interdependency of the factors contained within the Induction Training Programs and the net effect that they have on improving teachers practice; which hints at the fact that the multipronged training approach may be more beneficial to produce better results in education training.

Discussion

Therefore, the following research questions respond to this study's findings by showing that various aspects of Induction Training Programs (ITPs) have significant positive correlations to Teachers' Effectiveness: The highest coefficient of determination was noted in the relationship between the methodologies employed in ITPs and Teachers' Effectiveness, where it concurs with Fayyaz et al. (2023) that operational training methodologies are significantly linked to the performance of new entrants to teaching professions and the resultant students' achievements. That is due to the fact that effective methodologies is among the highlighted areas that imply that training programmes for enhancing the effectiveness of teachers and teacher trainers should focus on implementation of the evidence based practices which could be viewed in the findings of Gopang and Kazimi (2022) about leadership induction training is critical for improving the management skills of head teachers. This has illustrated the relationship between training and design and how it promotes the learning environment for implementation.

Furthermore, the correlations between the independent variables demonstrate that training can be optimized by the consistency in the organization. For instance, the highly significant Positive Relationship between Evaluation and Teachers' Effectiveness underlines Ali et al. (2024) call for evaluation as part of professional learning. Equally to this, Tufail et al. (2023) strongly postulate that when effective models like the CIPP model are adopted, teacher induction experiences and their effectiveness can be boosted. Therefore, the findings of this study reemphasise the need for continuing professional learning as the authors Singh et al. (2021) stressed is important to achieve high-quality teaching practices in different learning environments. Also, the interplay between the independent variables indicates that training areas and rationales are also essential subcomponents that can impact the teachers' performance according to Qaisra and Haider (2023). More so, the findings presented here show the need to apply not only various teacher training models, but also to adopt a multiple perspective to training teachers with the goal of improving instructional practices and increasing student achievement.

Implications

The implications of the study suggest a number of practical implications for educational policy and practice in Sindh with specific relevance to the formulation and delivery of ITPS for elementary school teachers. The positive correlations established between the four components of ITPs and Teachers' Effectiveness mean that organizations heads charge of education should invest in synthesis of detailed and empirically valid strategies for training teachers.. It is thus important to bring our attention to areas of essential training and well-developed evaluation mechanisms that can raise the standard of teacher induction programs aimed at improving instructional capacity and student achievement. Such research should

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encourage districts to fund the development of professional learning opportunities that empower teachers, as well as support growth of professional learning communities in educational contexts.

Further, the results report the necessity of applying feedback mechanisms as an inherent component of ITPs. Promoting education training that has been probed to impact the effectiveness of teachers is feasible by first designing the assessment criteria that can help improve the training technique in future. Similarly, other forms of learning and support among teachers such as peer support and collaborative learning should also be integrated into ITPs so that those who are preparing to teach can also benefit from mentoring and collaborating with fellow instructor Trainees. Through understanding those relations between training methodologies, evaluation processes, and teachers' performance, educational leaders enhance learning for both teachers and students by developing necessary supportive environment.

Limitations and Future Directions

However, based on the findings of this research, some limitations, which would should be recognized, arose during the research process. However, there is limitation of utilizing self-report data from participants in studies this is so because they may influence the results given. Teachers might have made an overproportionated estimation of their impact or the impact of training because of social desirability or impartiality. Moreover, the study was conducted among only the female teachers teaching in the elementary schools of Sindh, thus, the findings cannot be generalized to the overall school or other regions. Future studies could build on this research by incorporating a combination of quantitative and qualitative data to establish consistent, and find out additional contextual details of how inducing training is experienced by the teachers.

It is also important for future studies to examine short and long-term impact of induction training on teacher performance and learners' achievement. Surveys conducted on teachers after several years after induction could also help to unravel the extent to which training impacts are sustained as well as factors that support professional learning. Moreover, to the extent that some contextual factors – such as culture of a given school in which induction training is implemented, as well as community in which it takes place – may influence the positive developmental outcomes/effects of the professional learning programs for teachers, expanding the insight into these factors could enhance the ways in which the prospects for teacher induction could be effectively harnessed. Last, the limitation of the study in terms of generalization of results to different educational settings and teachers' characteristics will also add insights into the existing literature and improve the practical usefulness of outcomes.

Conclusion

It is required to have induction training programs that will improve teachers' performance in the Sindh's elementary schools. Specifically, with respect to methodologies, training areas, rationale and evaluation, the educational stakeholders are in a better position to design new induction mechanisms that result in enhanced teaching performance.

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