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**Impact of Induction Training in Educators Professional Competency at Elementary School Level in Public Sector: An Analysis**

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**ABSTRACT**

*The study entitled, "Impact of Induction Training in Educators Professional Competency at Elementary School Level in Public Sector: An Analysis". Objectives of the study were to analyze the impact of induction training on teachers' professional competency and to identify teachers' professional needs of elementary school teachers. The study was descriptive in nature and quantitative as well as qualitative techniques were adopted. Population of the study comprised of head teachers and newly appointed elementary school educators. The cluster random sampling technique was adopted for data collection. Total sample 1162 comprised of 112 head teachers and 1050 fresh appointed elementary school educators in Punjab. The questionnaire based on closed ended and open ended questions and interview protocol was used for data collection. The validity and reliability of the tools was calculated through pilot testing. Collectively, 71.72% of respondents agreed that Induction Training for new teachers has positive impact on their professional competencies. Overall mean score 3.84 supported the results. Hypothesis of the study has been accepted because overall results of study showed positive impact of Induction Training. The study concluded that majority of fresh appointed educators responded that the induction training has significant impact on fresh educators regarding teachers training, model lessons, students assessment, teacher assessment, school evaluation, micro teaching and teachers diary. The induction training should be deliberately planned and a clear budget for the program. All new employees and those transferred to new stations/ departments or on promotion should undergo the*

*induction training process. There should be feedback on the induction training program so that employees may know how they have performed and what they need in order to improve.*

**Keywords:** Induction training, Professional competency, Students assessment, Model lesson, Micro teaching.

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## INTRODUCTION

Induction is the first step in building a two-way relationship between the organization and the employee. The transition to the new workplace is made easier and more effective for both the new employee and the employer if there is an effective induction process. Niazi (2005) provide necessary service and training in the field of education and training, so that they will be able to accept responsibility change in the assignment and location of work. It is further added that induction training may be provided on job or refresher courses orientation work shop seminars and conference etc.

Klein and Weaver (2000) and Hassan et al. (2011) described that an induction program is a form of employee training designed to introduce new employees to their roles and responsibilities, co-workers and organizations. Well-designed induction programs provide a positive return for the employer in many ways, that is; employee productivity, loyalty, retention and contribution. An Induction also called ‘Orientation’ is the planned introduction of new employees to their workplace and is part of training and development. According to the American Society for Training and Development (2006) organizations are continuously seeking ways to grow and remain competitive through training with the development of today’s global market. At the same time, giving new employees’ confidence in their decision making process for the organization as well as improving their efficiency and effectiveness are key concerns for organizations.

Figure 1:



Source: Self-created based on literature review

Bookers (2000) explored that trained teacher is more effective and thus able to plan better strategies to assist students in various aspects. This is because different training programs, particularly the Induction program make teachers able to be aware of a specified function,

enhanced vision as well. Nyambegera (2005) and Aziz and Hassan (2018) discussed that re-orientation is a program in which all employees are periodically given a refresher ‘introduction’ and should be part of follow-up. Reorientation is especially important if significant changes in organizational policies or structure have occurred.

Easel and Saah, (2009) explored the positive impact of teacher training and thus find out that such programs provide the teachers with skill, knowledge, ability and confidence. According to Batool (2008) and Iqbal et al. (2015), In-service education is very helpful in becoming democratic. In such sort of In-service programs the teacher becomes able to share information with other teachers as well.

Figure2:



Source: Self-created based on literature review

Nyambegera (2005) discussed that induction is important because it lays a foundation for the new employee’s entire career with the department. First impressions are important since they establish the basis for everything that follows. Without induction, a new employee sometimes feels uncomfortable in his or her new position and takes longer to reach his or her full potential.

McNamara (2004) expressed that though a well-thought-out induction program takes energy, time and commitment, it has been known to reduce start up-costs, reduce anxiety, reduce employee turnover and develop realistic job expectations.

All over the world organizations invest a lot of money in recruiting and training of new employees so as to help them cope with the rapidly growing competition in the global market. With such a considerable investment, induction is very crucial in ensuring that new hires settle down quickly and become productive. More precisely induction is a form of training designed to introduce new employees to their roles and responsibilities, co-workers and organization. It can also expand academic achievements and professional development of the elementary school teacher.

### Research objectives

- To identify the professional needs of elementary school teachers
- To analyze the impact of induction training in teachers professional competency

- To recommend certain measures for enhancing professional competencies of educators

**Research questions**

- What are the professional needs of elementary school teachers?
- What is the impact of induction training on teachers’ professional competency?
- Which measures are required for enhancing professional competencies of educators?

**Hypothesis**

- Induction training develop professional competencies of educators

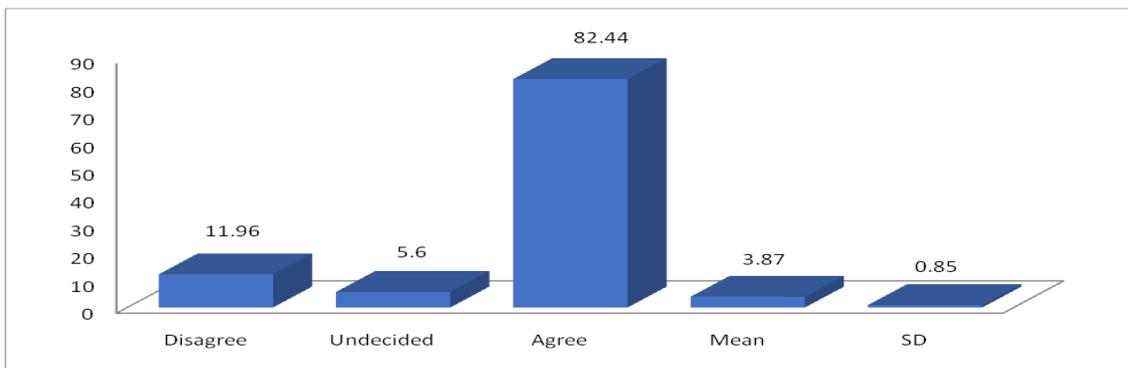
**Research Methodology**

The study was descriptive in nature and quantitative as well as qualitative techniques were adopted. Population of the study comprised of head teachers and newly appointed elementary school educators. The cluster random sampling was adopted for data collection. The data was collected from seven districts of Punjab. From each district 16 head teachers and 150 educators Total sample 1162 of the study consisted of (16x7=112) head teachers and (150x7=1050) fresh appointed elementary school educators with the same ratio of gender as well as locality. The questionnaire based on closed ended and open ended questions and interview protocol was used for data collection. The validity of research tools was ensured through expert opinion and reliability of the tools was calculated through statistical formulas.

**Data Analysis**

The collected data was analyzed through SPSS Version 22.0 using statistical formulas such as frequency, percentage, simple mean score, standard deviation etc.

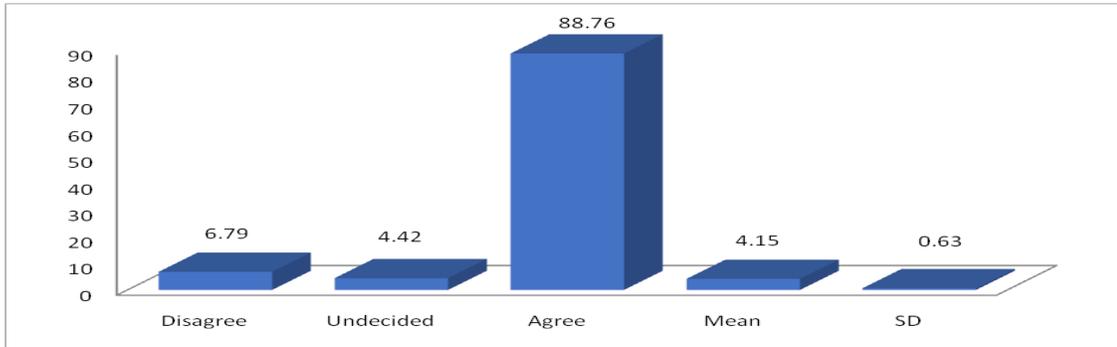
**Theme-1 Teachers’ Training**



Source: Fig.1 created through statistical analysis based on data collected through survey. The above fig. 1 shows the importance of teachers training. Data analysis showed that 82.44% of respondents agreed about teachers training while 11.96% disagreed, whereas 5.6% undecided with the theme-1. Overall majority of the respondents agreed with the theme-1 that there was a significant impact of training on educators’ professional

competency. Mean score 3.87 and SD 0.85 supported the theme-1 the impact of induction training in educators’ professional competency subsequently.

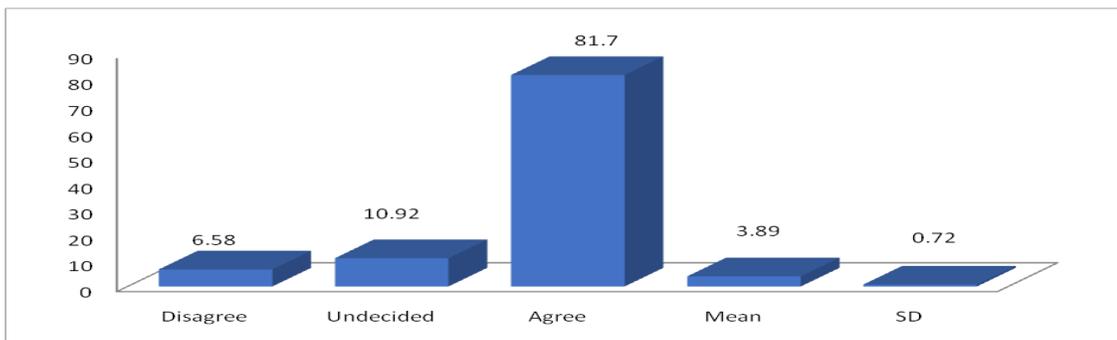
### Theme-2 Mentoring Lesson Planning



Source: Fig.2 created through statistical analysis based on data collected through survey

The above fig. 2 shows the importance of mentoring lesson planning. Data analysis showed that 88.76% of respondents agreed about mentoring lesson planning while 6.79% of respondents disagreed, whereas 4.42% of respondents were undecided about theme-2. Overall majority of the respondents agreed about theme-2 that showed that there was a significant impact of lesson planning in educators’ professional competency. Mean score 4.15 and SD 0.63 supported the theme-2 about mentoring lesson planning subsequently.

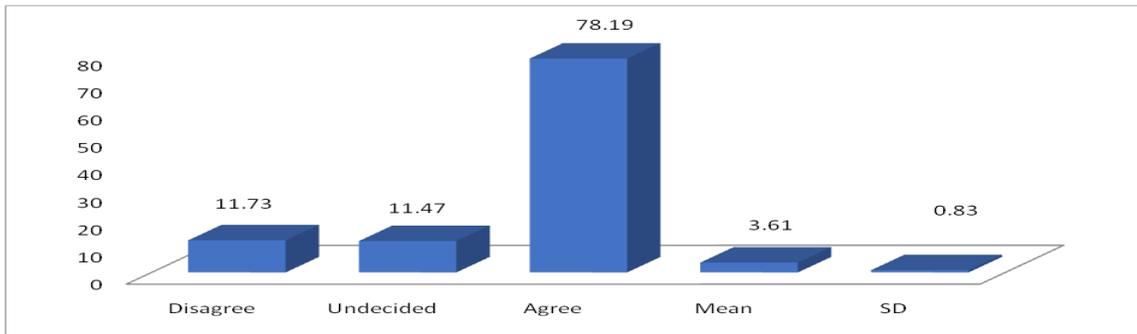
### Theme-3 Activity Based Learning



Source: Fig.3 created through statistical analysis based on data collected through survey

The above fig. 3 shows the importance of activity based learning. Data analysis showed that 81.7% of respondents agreed to use about activity based learning while 6.58% of respondents disagreed, whereas 10.92% were undecided with theme-3. Overall majority of the respondents agreed with theme-3 that showed that there was a significant of activity based learning in educator’s professional competency. Mean score 4.89 and SD 0.72 supported theme-3 regarding activity based learning subsequently.

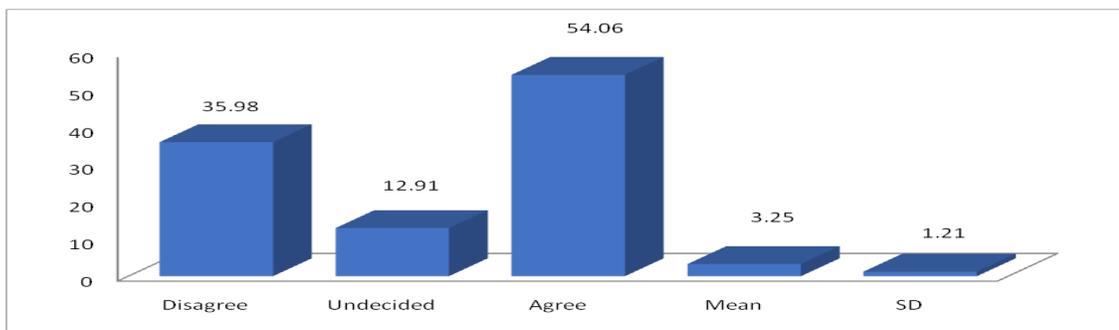
### Theme-4 Model Lessons



Source: Fig.4 created through statistical analysis based on data collected through survey

The above fig. 4 shows the importance of model lessons. Data analysis showed that 78.19% of respondents agreed about model lessons while 11.73% of the respondents disagreed whereas 11.47% of the respondents were undecided about theme-4. Overall majority of the respondents agreed with theme-4 that showed that there was a significant impact of model lessons in educators’ professional competency. Mean score 3.61 and SD 0.83 supported theme-4 regarding model lesson subsequently.

**Theme-5 Students Assessment**

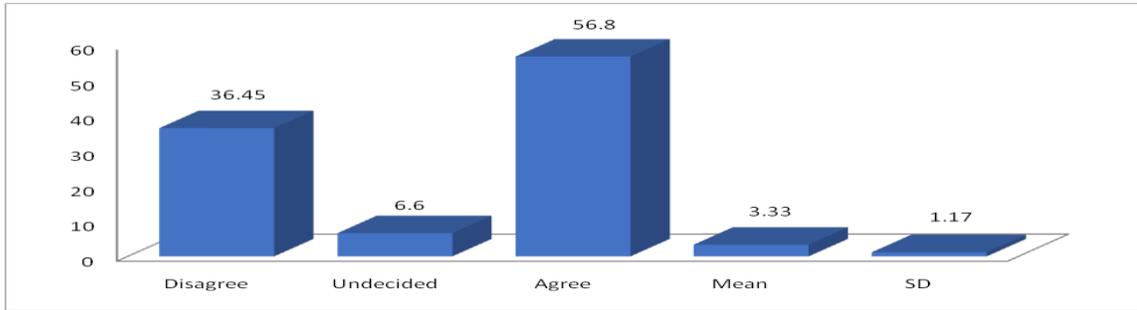


Source: Fig.5 created through statistical analysis based on data collected through survey

The above fig. 5 shows the importance of students’ assessment. Data analysis showed that 54.06% of respondents agreed about students’ assessment while 35.98% of the respondents disagreed, whereas 12.91% of respondents undecided about theme-5. Overall majority of the respondents agreed with theme-5 that showed significant impact of students’ assessment on educators’ professional competency. Mean score 3.25 and SD 1.21 supported theme-5 subsequently.

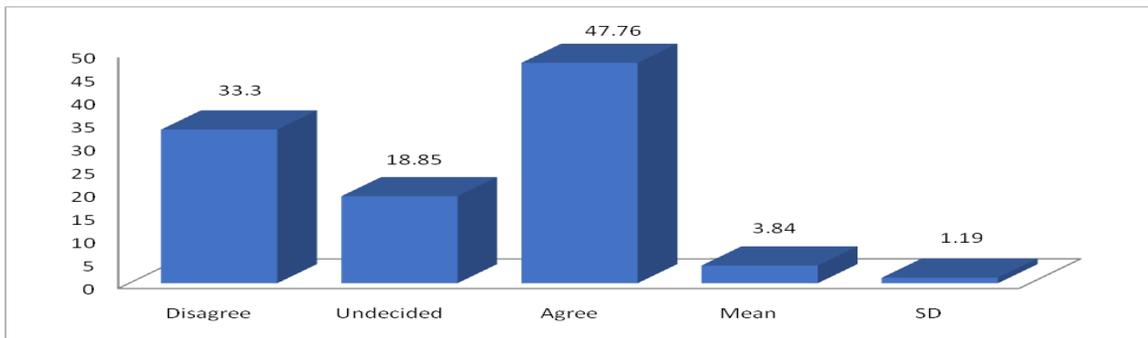
The below fig. 6 shows the importance of teachers’ assessment. Data analysis showed that 56.8% of respondents agreed about teachers’ assessment while 35.98% of the respondents disagreed, whereas 6.6% of the respondents were undecided about theme-6. Overall majority of the respondents agreed with theme-6 that showed the significant impact of teachers’ assessment in educators’ professional competency. Mean score 3.33 and SD 1.17 supported theme-6 subsequently.

**Theme-6 Teachers Assessment**



Source: Fig.6 created through statistical analysis based on data collected through survey

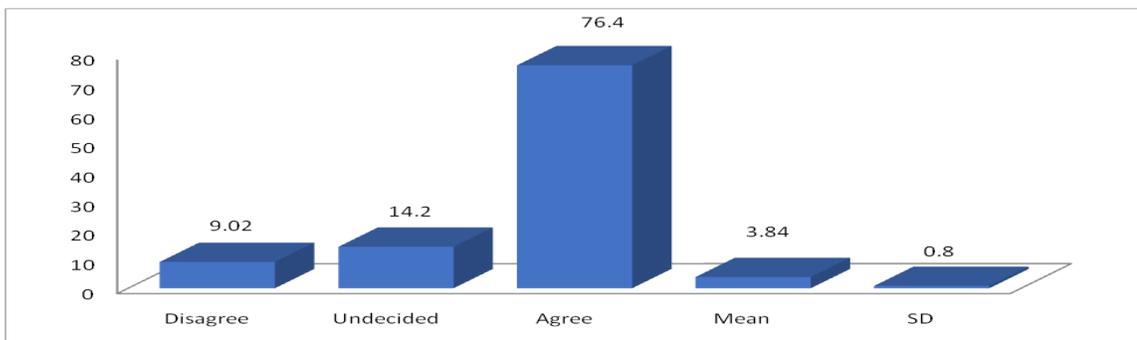
### 6.7 Theme-7 School Evaluation



Source: Fig.7 created through statistical analysis based on data collected through survey

The above fig. 7 shows the importance of school evaluation. Data analysis showed that 47.76% of respondents agreed about school evaluation while 33.3% of respondents disagreed, whereas 18.85% of respondents were undecided about theme-7 about the impact of school evaluation in educators' professional competency. Overall majority of the respondents agreed with theme-7 that showed the significant impact of school evaluation in educators' professional competency. Mean score 3.84 and SD 1.19 supported theme-7 subsequently.

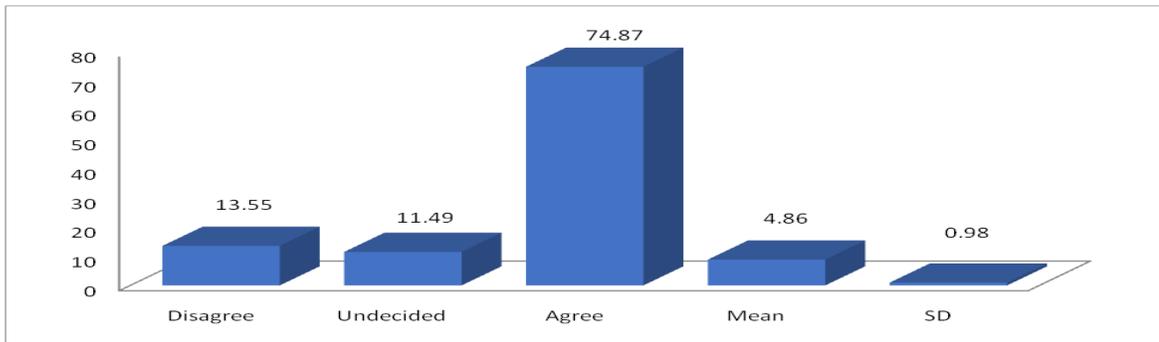
### 6.8 Theme-8 Micro Teaching



Source: Fig.8 created through statistical analysis based on data collected through survey

The above fig. 8 shows the impact of micro teaching on educators' professional competency. Data showed that 76.4% of respondents agreed about micro teaching while 9.02% of respondents disagreed whereas 14.2% of respondents were undecided about theme-8. Overall majority of respondents agreed with theme-8 that showed the significant impact of micro teaching in educators' professional competency. Mean score 3.84 and SD 0.8 supported theme-8 subsequently.

### 6.9 Theme-9 Teachers Diary



Source: Fig.9 created through statistical analysis based on data collected through survey. The above fig. 9 shows importance of updating teachers' diary. Data analysis showed that 74.87% of respondents agreed about teacher diary while 13.55% of respondents disagreed, whereas 11.49% of respondents were undecided with theme-9. Overall majority of the respondents showed significant impact of updating teachers' diary. Mean score 4.86 and SD 0.98 supported theme-9 subsequently.

The below table 1 shows overall result of the impact of induct training on fresh teachers. Data analysis showed that collectively 71.22% of respondents agreed that there was a significant impact of Induction Training in educators' professional competencies while 18.06% of respondents disagreed whereas 10.72% of respondents were undecided. Overall majority of the respondents agreed with the central theme that showed significant impact of induction training on fresh educators at elementary level. Mean score 3.84 and SD 0.92 supported the central theme. The hypothesis of study has been accepted because overall results of study shows positive impact of Induction Training.

Table 1:

#### Overall Analysis

Formula	Disagree	Undecided	Agree	Total	Mean	SD
Frequency	20	127	8	11	3.	0.
	1		3	62	84	9
			4			2
Percentage	18	10.72	7	10		
	.0	%	1.	0		
	6		2	%		
	%		2			
			%			

## **FINDINGS**

The quantitative part of findings comprised of nine themes based on closed ended questions. Theme one was related to teachers training. It showed that 82.44% of respondents agreed about the need, importance and scope of teachers training. Mean score 3.87 supported the results. Theme two was related to mentoring lesson planning. It showed that 88.76% of respondents agreed about mentoring lesson planning. Mean score 4.15 supported the results. Theme three was related to activity based learning. It showed that 81.7% of respondents agreed to use about activity based learning. Mean score 4.89 supported the results. Theme four was related to model lessons. It showed that 78.19% of respondents agreed about model lessons. Mean score 3.61 supported the results. Theme five was related to students' assessment. It showed that 54.06% of respondents agreed about students' assessment. Mean score 3.25 supported the results. Theme six was related to teachers' assessment. It showed that 56.8% of respondents agreed about Teacher assessment. Mean score 3.33 supported the results. Theme seven was related to school evaluation. It showed that 47.76% of respondents agreed about school evaluation. Mean score 3.84 supported the results. Theme eight was related to micro teaching. It showed that 76.4% of respondents agreed about micro teaching. Mean score 3.84 supported the results. Theme nine was related to teachers' diary. It showed that 74.87% of respondents agreed about teacher diary. Mean score 4.86 supported the results. As a whole, 71.72% of respondents agreed that Induction Training for new teachers has positive impact on their professional competencies. Overall mean score 3.84 supported the results. The hypothesis of study has been accepted because overall results of study showed positive impact of Induction Training.

The qualitative part of questionnaire based on open ended questions. The first open ended question was asked about factors affecting on elementary school teachers professional competency. It was affirmed that majority of respondents responded on properly model lesson planning skills, interest of teachers improved, some of them responded to enhance educational environment at school level, activity based activities should introduce more and few respondents responded assessment as well as observation skills during teaching in class improved after attend Induction training program respectively. The second open ended question was asked about issues of induction training of elementary school teachers. It was illustrated that majority of respondents responded lack of monitoring and evaluation at their institutes, language barriers, some of responded that the induction training should be arrange during the period of appointment, whereas, few of them responded lack of teachers, lack of AV-Aids and insufficient budget are the issues faced by the teachers at their schools.

## **CONCLUSIONS**

Findings of the study highlighted that majority of teachers agreed to attend the training, because induction training is beneficial for newly appointed teachers. The study concluded that majority of elementary school teachers agreed to use mentoring lesson planning. It was concluded that majority of Teachers agreed to use activity based based learning in classes, because the interest of students will be increase. The study concluded that majority of respondents agreed about model lessons, However few of them not. The study concluded that majority of elementary school teachers agreed that practically involved about students

assessment. It was affirmed that teachers agreed for teacher assessment. The study illustrated that majority of teachers are agreed regarding school evaluation. It was concluded that majority of teacher were agreed about micro teaching, whereas some of them were not agreed. The study concluded that majority of teachers agreed about teacher diary, while some of them were not using. The question was asked about suggestions for betterment of teachers' professional competency at elementary level. Majority of respondents suggested that induction training must be arranged on for fresh appointed teachers, effective monitoring as well mentoring system should be introduced, mostly of teachers suggested AV Aids and multimedia should be arranged at high schools, highly qualified teachers should be appointed, Activity based teaching/learning should be introduced, few of respondents suggested that master trainer should be well experienced as well as highly qualified.

## **RECOMMENDATIONS**

The induction training should be deliberately planned and a clear budget for the program. All new employees and those transferred to new stations/ departments or on promotion should undergo the induction training process. There should be feedback on the induction training program so that employees may know how they have performed and what they need in order to improve. The handbooks should be given during induction training programs. The managers and supervisors should be trained on how to conduct the induction training program, so as to make it effective. The induction training program must be implemented on continue basis for improving capabilities of new Government teachers for betterment of learners. The advanced level trainings should be arranged for improving modern TLP & its duration will be based on Policy makers. There should be standardized criteria for the selection of elementary school teachers. Government should provide an adequate funding and proper professional facilities in all elementary schools. Government should provide proper trainings workshops, educational meetings and developing personnel and management skills and boarding experience leading to new opportunities. Government should take the actions of sufficient budgeting, arrangement of Modern computer laboratories, workshops, maintenances of infrastructures, resolve electricity problems; the same should be monitored regularly for improving quality education. There is acute need of International Collaboration to encourage the Government sector using exchange programs with the promotion of Research, Training & Development (RTD) in the sector.

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