



RESEARCH PAPER

Induction Training for Developing Teachers' Responsibility Acceptance

Salma Parveen¹ Ahmad Bilal Cheema² Muhammad Farooq Javed³

1. M. Phil. Scholar, Department of Education, University of Sargodha, Punjab, Pakistan
2. Assistant Professor, Department of Education, University of Sargodha, Punjab, Pakistan
3. M.Phil. Scholar, Department of Education, University of Sargodha, Punjab, Pakistan

DOI

[http://doi.org/10.35484/pssr.2022\(6-II\)43](http://doi.org/10.35484/pssr.2022(6-II)43)

PAPER INFO

ABSTRACT

Received:

February 17, 2022

Accepted:

May 10, 2022

Online:

May 12, 2022

Keywords:

Elementary School Educators, Induction Training, Quality of Education, Responsibility Acceptance, Teachers Training

***Corresponding Author**

salmamalikbkr@gmail.com

Teacher induction training is a vital aspect of formal education system to equip newly inducted teachers with necessary conceptual and pedagogical capacities to improve academic and professional proficiency of novice teachers as indicator of success of the activity. In professional journey, besides conceptual understating of the content, there are several emotions attached with the people and environment that transform a new graduate into a professional teacher. This study aims to explore the impact of induction training on Teachers Responsibility Acceptance regarding students' motivation, achievement, using suitable instructional tools and building relationship with students in academic setting. A sample of 200 newly inducted Public Elementary School Educators comprising of 143 female and 57 male educators was selected through multi stage sampling technique. Teacher Responsibilities Scale (TRS) was used to collect data on responsibility acceptance of teachers. The data were analysed by using paired samples t-test, and One-way ANOVA. The result indicated that induction training caused significant improvement in responsibility acceptance in newly inducted teachers and was beneficial of both male and female teachers with varied academic and professional qualification.

Introduction

Education plays a basic role in progress and prosperity of any nation. It is a continuous cognitive process through which learning, aptitudes, information and experiences are moved from one age to next age. Every society develops formal education system for imparting necessary knowledge and skills to its younger generations in accordance with its political, economic and social foundations (Samuel, 2013). Education and teaching both are closely linked together, even they are symbolised as two sides of a same coin (Khorram-Manesh et al., 2020). In formal education system, the teachers play vital role by being a change agent in a nation, and without talented and capable teachers all the educational struggles become useless (Stronge & Tuckler, 2003). No matter parents, students, institution and administration all play very important role in educational process but generally it is considered that teachers are mainly responsible for all type of educational outcomes because sense of

responsibility of teachers influences their education practices, psychological well-being and ultimately their students' performance and learning (Lauermaann, 2013).

Teacher's training programs are carried out before and during job so that the teacher become able to use appropriate methods along with technology and contribute to the creation of a new knowledge. Teacher training enhances the students cognitive learning strategies by encouraging the adoption of deep learning approach (Noah & Olusola, 2015), ultimately improving student academic achievements (Zachary et al., 2016). Teachers' training enhances the students' learning abilities intelligence, academic achievements and motivation to learn (Shaymaa, 2017; Tate et al., 2005) and link their knowledge with real life situations (Peña, 2009) being active learners (Webster-Stratton et al., 2011; Merchant et al., 2014). The teacher's training programs provide platform for the teachers to enhance their effectiveness in instructive and professional attitude towards teaching (Merriam, 2001), conceptual clarity of subject matter, adopting suitable procedures for learning, communication skills and tools for affective and behavioural development of the learners (Batte et al., 2003; Díaz et al., 2015).

Induction training is comprehensive in nature and is conducted to train the newly recruited educators to enhance their knowledge about school environment, relationship with the other staff and the rules and regulations of the education department. It also provides a direction to the educators to shape their attitude and set their expectations to meet the goals of the organization (Asare-Bediako, 2008), through proper counselling (Desurmont et al., 2008) because they are less experienced to several academic, social and professional demands (Wechsler et al., 2012). Novice teachers are trained by the effective induction training to perform their role in a complex and demanding era by support, guidance and orientation toward the system and their role (Anthony et al., 2011). This mode of teacher training is based on the command of subject matter, improving knowledge about the psychology of the students to perform better in their studies, boost newly recruited educators' productivity and confidence through building up their self-esteem, team spirit, and enthusiasm (Yilma, 2015).

Similar to the other professionals, educators additionally need to refresh their knowledge and abilities on educational module, brain science, and education technique for the students and new research on education and learnings. The teachers who have a great quality and competency of education and skilfulness in teaching are more effective to improve the teaching profession and the improvement in attitude of teachers boost up their competency in delivering of knowledge by the training (Megginson, 2006; Bartell, 2005). Newly recruited educators are not so well versed to motivate students and to manage the classroom properly to attain their goals (Ingersoll and Smith, 2004). But they need some support to understand individual personality differences in students, react and perform rationally. They need to have ability to develop set up a healthy and friendly relationship with other staff members. This gives help in reducing teachers' hesitation, feeling of loneliness and inequalities between expected and existing classroom realities through providing induction trainings to newly teachers (Bartell, 2005; Pack, 2017).

Induction of teacher is a process which helps to achieve goals, policies, procedures and values and organizational culture as well as integrating the new teachers to existing staff and system (Wong, 2004; Bickmore & Bickmore, 2010). As for as schools are concerned, induction training is held due to efforts of schools so

that the newly recruited educators may adjust in new environment of schools quickly and they may further contribute in welfare of school (Mabaso, 2012). For new educators induction training is like manual book, involving people and practical work to train newly recruited teachers and achieve new goals catering problems and concerns of teachers (Doerger, 2003) and community. The quality of classroom accountability and students achievement directly relates to quality of induction training (Goldrick et al, 2012). Induction training helps to improve the skills of newly recruited teachers for maintaining the discipline and effective question techniques. Effective induction training has a vast role not only dealing with teaching tips but also addressing the curriculum and instructional issues. The induction training May also helpful for attaining communication skills with parents and students progress report.

Novice teacher need emotional support to let them regulate to the multi-dimensional professional atmosphere (Dishena, 2014). Induction training helps to boost up the adjustment procedure of the teachers in their working area, because it becomes a tool to familiarize newly appointed educators with the community, school, learners and staff. Newly recruited teachers feel uneasy and stressful while starting their career. In school education department, it's helpful to prepare the teachers for the challenges of the job, and helpful in teacher retention in schools (Glazerman et al., 2010). It gives personal support to teachers in managing stress and persisting proper relation with the class (Mishra et al., 2016).

From the last decade the educationist are stressing to re-conceptualize the ways and manners in which we trained perspective teachers. Effective induction training programs can help the perspective teachers to meet the challenges of modern era. Furthermore well design and effectively implemented induction training programs can help novice teachers to improve their practice by applying critical knowledge learned in induction training to the real life situations (Mishra et al., 2016).

Duration and format of induction training a variety across the countries. In China it may extend from first three years to five years of their services. In US these are mostly subject specific. In Pakistan, Education is provincial matter and during the present decade teacher hiring policies in Pakistan have adopted various models ranging minimum qualification of academic degree with professional degree to only having academic degree qualification. In this scenario a sound induction training is needed to prepare novice teachers not only for their academic working but also transforming them into being responsible for their role and professional development. Generation of responsibility acceptance in teachers through induction training may become a key factor to build responsive teaching learning environment where teachers can feel and own their professional journey

In Pakistan, the Directorate of Staff Development Lahore, presently renamed as Quaid-e-Azam Academy for Educational Development (QAED) is considered important and valid in providing services in the field of in-service teachers' training. The institution since its beginning it is contributing positively in the development of quality education in the Punjab by working as a change entity. The Government has appreciated teacher development by modernizing a specific role for the QAED as an organization solely responsible for communicating and assuring teacher development in the province.

Material and Methods

Aim of this causal comparative research was to assess effect of induction training on responsibility acceptance in newly inducted teachers in school education department of Punjab. The population of this particular study was all newly recruited educators male/female Secondary School Educators (ESEs) of province Punjab. Data were collected from QAED cluster training centres. A sample of 200 (143 female and 57 male) from two tehsils Bhakkar (125) and Mankera (75) were selected of district Bhakkar through multistage sampling technique. Data were collected before and after taking induction training in self-reported format from newly recruited educators. Teacher Responsibility Scale (TRS) by Lauremann (2013) was used as research tool for data collection. Response format was 11-point scale which label from zero (not at all responsible) to hundred (completely responsible).

Teacher Responsibility Scale consists of 21 items representing five areas of responsibility: responsibility for student motivation, student achievement, self-confidence, relationship with students and teaching. The comparative fit index (CFI), Tucker Lewis index (TLI), the root mean square error of approximation (RMSEA), the standard root mean square residual (SRMR) were used by author to evaluate the fit of tested models and overall eight items and one factor responsibility for self confidence was excluded. In present study data was collected on 21 item scales but analysis was made on 13 items and four scales as Fani Lauremann(2013) also suggested better to use 13 items instead of 21 items.

The scale was pilot tested on 50 newly inducted teachers. Mean of the scale was 126.63 with S.D 16.63 with reliability coefficient 0.903. The teacher responsibility scale comprised of 13 statements in which three statements measured the Responsibility for student motivation with reliability coefficient 0.779 ,Four statements measured Responsibility for student achievement with reliability coefficient 0.785, Three statements measured the Responsibility for positive relationships with students with reliability coefficient 0.865 and three item measured Responsibility for best possible instruction with reliability coefficient 0.910.

Results and Discussion

To find out the effect of induction training on responsibility acceptance of newly inducted teachers, the survey data were analysed through statistical tool of SPSS by using independent sample t-test. The mean score were compared to find the final results. Demographic aspects were also taken into account while analysing the data.

Independent sample t-test was applied to compare mean score of responsibility acceptance of newly recruited educators before and after induction training.

Table 1
Mean score of responsibility acceptance of elementary school educators before and after induction training.

Group	N	Mean	SD	t	df	Sig. (2 -tailed)
Before Induction Training	200	61.77	12.16	62.998	199	0.000
After Induction Training	200	138.24	13.31			

The table 1 statistically depicts that mean score after induction training (m=138.24) was significantly greater ($t=62.998$, $df =199$, $p=0.000$) from mean score before induction training (m=61.77) within newly recruited educators. According to the results shown in the table, it is concluded that the effect of induction training on the responsibility acceptance of newly recruited educators is significantly greater after induction training.

Paired Sample t-test was applied to compare the mean score of responsibility acceptance of newly recruited educators having different gender before and after induction training.

Table 2
Comparison of male and female elementary school educators regarding responsibility acceptance

Group	N	Mean	SD	t	df	Sig. (2 -tailed)
Male	57	138.9500	12.944	.605	197	0.546
Female	143	137.7815	13.645			

The table 2 statistically depicts that mean score of male (m=138.9500) was not significantly different ($t=.605$, $df =197$, $p=0.546$) from female (m=137.7815) within newly recruited educators. Table depicts that no significant difference was found the responsibility acceptance of male and female teacher after induction training.

Paired sample t-test was applied to compare the mean score of responsibility acceptance for student motivation, student achievement, best possible instruction and positive relationship due to induction training.

Table 3
Comparison of mean scores of component factors of teacher responsibility acceptance due to induction training

Domains	Group	N	Mean	SD	t	df	Sig. (2 -tailed)
Student Motivation	BIT	200	9.69	3.75	34.790	199	0.000
	AIT	200	21.78	3.11			
Student achievement	BIT	200	16.70	4.94	44.177	199	0.000
	AIT	200	36.34	4.31			
Best possible instruction	BIT	200	16.10	4.85	44.483	199	0.000
	AIT	200	36.74	4.71			
Positive relationship	BIT	200	18.89	5.28	34.790	199	0.000
	AIT	200	43.39	5.18			

BIT: Before Induction Training

AIT: After Induction Training

The table 3 statistically depicts that mean score for student motivation of post-test (m=21.78) was significantly different ($t=34.790$, $df =199$, $p=0.000$) from pre-test (m=9.69) within elementary school educators. Mean score for student achievement of post-test (m=36.34) was significantly different ($t=44.177$, $df =199$, $p=0.000$) from pre-test (m=16.70) within elementary school educators. Mean score for best possible instruction of post-test (m=36.74) was significantly different ($t=44.483$, $df =199$, $p=0.000$) from pre-test (m=16.10) within elementary school educators. Mean score for positive relationship of post-test (m=43.39) was significantly different ($t=34.790$, $df =199$, $p=0.000$) from pre-test (m=18.89) within elementary school educators.

According to the results shown in the table, it is concluded that the induction training significantly improved responsibility acceptance of elementary school educators for student motivation, student achievement, best possible instruction and positive relationship.

Conclusion

Results of this study confirm that newly recruited educators have improved their sense of accepting responsibility of academic activities due to induction training, which can improve students' academic performance. Studies by Freiberg (2002) and Glazerman et al., (2010) argued that the induction training plays a vital role to increase the teachers' performance and output in relevant skills in long. He further states that the induction training's have been proved helpful in executing their responsibilities i.e. classroom management, students' discipline, subject mastery and students' assessment.

Four domains of teacher responsibility were explored for the possible change in them, due to induction training. The study found that induction training improved teacher responsibility acceptance for students' motivation, achievement and positive relationship with students and adopting best possible instruction. Study results by Shaymaa et al.,(2017) and Tate et al, (2005) claimed that induction training enhances the responsibility acceptance of newly recruited educators for students' abilities and construct intelligence, academic achievements and motivation for students. According to Nadeem et al. (2013) a lot of factors like motivation, qualification, experience, training and aptitude of teachers also affect teachers' performance in connecting to students learning outcomes. Study results by Noah and Olusola (2015) and Zachary et al. (2016) stated that induction training enhances the students' cognitive learning strategies encouraging the adoption of a deep learning approach and have been shown to be effective in enhancing students' achievement.

This finding is consistent with Lauremann (2013) who found no significant difference in responsibility acceptance of male and female teachers.it is also reflected that the induction training was of general nature and not focussed to any gender of the teachers, or no gender specific issues were included.

The level of personal responsibility acceptance of newly recruited educators is not affected by demographic like gender. Results regarding no gender effect on personal responsibility acceptance are also supported by results of Kafshgar (2013) that except one factor of teacher responsibility scale i.e teaching, there was no significant difference in regard of their sense of responsibility between male and female newly inducted teachers. The same findings observed by Lauremann work (2013) found no significant difference with regard to gender for responsibility acceptance.

Recommendations

The present study was limited in its scope. It is recommended to triangulate the quantification of this construct by incorporating qualitative tools such as interviews and observations from educators and students. Further studies may also be conducted to investigate the impact of induction training on other related constructs like self-efficacy, attitude, interest and anxiety of newly inducted teachers.

References

- Anthony, G., Haigh, M., & Kane, R. (2011). The power of the 'object' to influence teacher induction outcomes. *Teaching and Teacher Education*, 27(5), 861-870.
- Asare-Bediako, K. (2008). *Professional Skills in Human Resource Management*, 2nd Edition, Asare Bediako and Associates, Kasoa, Ghana.114-116.
- Bartell, C. A. (2005). *Cultivating high-quality teaching through induction and mentoring*. Corwin Press.
- Batte, M. T., Forster, D. L., & Larson, D. W. (2003). An assessment of student acceptance and performance in distance education with two-way interactive compressed video. *Review of Agricultural Economics*, 25(2), 524-539.
- Bickmore, D. L., & Bickmore, S. T. (2010). A multifaceted approach to teacher induction. *Teaching and teacher education*, 26(4), 1006-1014.
- Desurmont, A., Forsthuber, B., & Oberheidt, S. (2008). *Levels of Autonomy and Responsibilities of Teachers in Europe*. Eurydice. Available from: EU Bookshop.
- Díaz, A., Nussbaum, M., Ñopo, H., Maldonado-Carreño, C., & Corredor, J. (2015). Orchestration: Providing teachers with scaffolding to address curriculum standards and students' pace of learning. *Journal of Educational Technology & Society*, 18(3), 226-239.
- Dishena, R. N. (2014). *Novice teachers' perceptions of school-based induction programmes at selected primary schools in Windhoek, Namibia* (Doctoral dissertation, University of South Africa).
- Doerger, D. W. (2003). The Importance of Beginning Teacher Instruction in Your School. *IEJLL: International Electronic Journal for Leadership in Learning*. 7 (21):1-13
- Freiberg, H.J. (2002). Essential skills for new teachers. *Educational Leadership*, 59 (6):56-60.
- Glazerman, S., E. Isenberg, S. Dolfin, M. Bleeker, A. Johnson, M. Grider, and M. Jacobus. (2010). *Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study*. (NCEE 2010-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance
- Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of state policies on teacher induction*. Santa Cruz, CA: New Teacher Center
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter?. *NASSP bulletin*, 88(638), 28-40.
- Khorram-Manesh, A., Carlström, E., Hertelendy, A. J., Goniewicz, K., Casady, C. B., & Burkle, F. M. (2020). Does the prosperity of a country play a role in COVID-19 outcomes?. *Disaster medicine and public health preparedness*, 1-10.
- Lauermann, F. V. (2013). *Teacher Responsibility: Its Meaning, Measure, and Educational Implications* (Doctoral dissertation). University of Michigan. Ann Arbor, MI.
- Mabaso, C. M. (2012). *The effectiveness of an induction programme for newly appointed staff at Coastal KZN FET College* (Doctoral dissertation).

- Megginson, D. (2006). Mentoring in action: A practical guide. *Human Resource Management International Digest*, 14(7)
- Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., & Davis, T. J. (2014). Effectiveness of virtual reality-based instruction on students' learning outcomes in K-12 and higher education: A meta-analysis. *Computers & Education*, 70, 29-40.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, 2001(89), 3.
- Mishra, R.C., Sharma Promila & Bansal, Harish, (2016). *International Encyclopaedia of Education: Teacher Training concepts*. Vol: 15., APH Publishing corporation.
- Noah, L. S., & Olusola, O. A. (2015). Impacts of Pedagogical Agent Gender in an Accessible Learning Environment. *Journal of Educational Technology & Society*, 18(4), 401-411.
- Pack, K. (2017). *Examining the Evolution of a Teacher Induction Program in a Diverse, Urban, Southeastern School District* (Doctoral dissertation, University of South Carolina).
- Peña-López, I. (2009). *Creating effective teaching and learning environments: First results from TALIS*. Paris: OECD.
- Samuel, L. (2013). *The American middle class: A cultural history*. Routledge.
- Shaymaa, E. S., Kazumasa, G., & Tsunenori, M. (2017). Comment Data Mining to Estimate Student Performance Considering Consecutive Lessons. *Journal of Educational Technology*, 20(1), 73-86.
- Stronge & Tuckler., (2003). *Handbook on teacher evaluation. Assessing and improving performance*. Larchmont, NY: Eye on Education
- Tate, T. L., Thompson, R. H., & McKerchar, P. M. (2005). Training Teachers in an Infant Classroom to Use Embedded Teaching Strategies. *Education and Treatment of Children*, 28(3), 206-221.
- Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The incredible years teacher classroom management training: the methods and principles that support fidelity of training delivery. *School Psychology Review*, 40(4), 509-529.
- Wechsler, M. E., Caspary, K., Humphrey, D. C., & Matsko, K. K. (2012). Examining the Effects of New Teacher Induction. *Teachers College Record*, 114(14), 387-416. <https://doi.org/10.1177/016146811211401408>
- Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP bulletin*, 88(638), 41-58.
- Yilma, E. A. (2015). *Induction and socialization process and its impact on newly recruited staffs in Dashen Banks SC* (Doctoral dissertation, St. Mary's University, Ethiopia).
- Zachary, W., Eleazar, V., & Wilfred, W. (2016). The Impact of Simulated Interviews for Individuals with Intellectual Disability. *Journal of Educational Technology & Society*, 19(1), 76-88.