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Assessing the Impact of Induction Training Programs on Job Satisfaction and Teaching Effectiveness among Newly Appointed JESTs & PSTs in District Khairpur, Sindh.

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Abstract:
This research aims at analyzing the impact of induction training program (ITP) on newly appointed teachers JESTs/PSTs in the domain of district Khairpur. As induction training is a process of equipping the basic skills, new strategies, instructional methods and pedagogies which are very closely relates to teaching learning process and also familiarize them to their profession as "Teaching is profession of prophets". This research study analyze the impacts of ITP on the new teachers' effectiveness on their job satisfaction and also improve their skills i.e. pedagogical or technological and improving their teaching practices by focusing on objectives like (1.) To investigate the impact of induction training programs on job satisfaction among newly appointed JESTs & PSTs in District Khairpur, Sindh. (2.) To assess the impact of induction training programs on teaching effectiveness among newly appointed JESTs & PSTs in District Khairpur, Sindh. (3.) To identify the strengths and weaknesses of the induction training programs for JESTs & PSTs in District Khairpur, Sindh. Mixed method (Quantitative and Qualitative method) were used in this study where survey questionnaire and conducting interviews were used as a tool for collecting data. A structured questionnaire was rolled out to 50 teachers at the selected talukas of district Khairpur and semi structured interviews were conducted with the teachers(CPs) and master trainers(MTs). The population of the research study Was the newly appointed teachers of district Khairpur who attended ITP ,50 teachers were selected as a sample by purposive sampling method to figure out sample size. A 5–point likert scale questionnaire was put into practice for the data collection. The entire data was analyzed through SPSS version 23. The statistical reliability score of Cronbach's Alpha was 0.810, verifying the reliability results. The study search out some challenges faced by the trainee teachers and the trainers of ITP .Majority of the teachers were facing same issues and challenges like insufficient training materials, short time period given for the session for the specific tasks and for extensive amount of information and activities and a big challenge observed overall the training session was the use of ICT due to lack of resources .Meanwhile ,many of those approximately 50% trainee teachers were agreed from the overall quality of induction training and 56% trainee teachers were agreed that the topics which were covered in the training were relevant to their teaching needs. However, on ground situation of the schools and system of our schools is the basic hindrance for the newly appointed teachers for implementation of all these new strategies and time based need integration of ICT in teaching learning process but by the trial step of this group is a turning point for the change of system in schools by new trained teachers of district Khairpur. These results show that in spite of some

challenges and some gaps the overall induction training program impacted positive on the newly appointed teachers' effectiveness, job satisfaction, their teaching practices and so on.

Key words: Induction training, teacher's performance, job satisfaction, Effectiveness, students, learning outcomes, and teaching practices.

Introduction

Professional competence and job satisfaction of new educators is a key aspect boosted through teacher induction training. In a country like Pakistan, especially in Sindh, the newly appointed JESTs and PSTs struggle to settle in their new position since no one is there to professionally guide them regarding this. To this end, induction training programs aim to alleviate this problem by offering relevant pedagogical methods, classroom management strategies, and familiarity with a prescribed new national curriculum framework. However, more research is still underway to find out how effective these programs are in improving job satisfaction and teaching practice. The main research question of this study is focused on the effectiveness of induction training programs on job satisfaction and teaching effectiveness of newly appointed JESTs and PSTs in District Khairpur, Sindh. Despite this, there is a lack of research on their impact on providing teachers with the skills for improving their practice, which can be beneficial along with greater job satisfaction. This study seeks to fill this void by exploring whether these programs have a positive impact on educators' professional growth and student learning outcomes. Broader findings emphasize the crucial role of teacher training programs in enhancing teaching efficacy and professional competence (Jabeen, Khalil, & Khadman, 2023); Ali & Haider (2021). According to research, induction training programs helps participating teachers to know about their tasks and boosts their confidence to deal with classroom challenges (Parveen, Cheema & Javed, 2022). But the significance of these programs in the Sindh education sector has not yet been studied. Implications of the present research would be in terms of exploring how induction training is working specifically for the newly inducted teachers in Sindh. Its findings will aid policymakers, education department, and training institutions in improving training models to better serve educators. By highlighting the strengths and weaknesses of professional development programs in education sector of Pakistan, this study would help add to the broader conversation on professional development in Pakistan's education sector.

Research Questions

1. What is the impact of induction training programs on job satisfaction among newly appointed JESTs & PSTs in District Khairpur, Sindh?
2. How do induction training programs affect the teaching effectiveness of newly appointed JESTs & PSTs in District Khairpur, Sindh?
3. What are the strengths and weaknesses of the induction training programs for JESTs & PSTs in District Khairpur, Sindh?

Objectives

1. To investigate the impact of induction training programs on job satisfaction among newly appointed JESTs & PSTs in District Khairpur, Sindh.
2. To assess the impact of induction training programs on teaching effectiveness among newly appointed JESTs & PSTs in District Khairpur, Sindh.
3. To identify the strengths and weaknesses of the induction training programs for JESTs & PSTs in District Khairpur, Sindh.

Literature review:

Training is most the significant and basic need of an employee to understand and to perform his job very effectively in any organization and to be skillful about his /her job. "Training is

the explanation of the awareness and competence of an employee for the given profession, according to Flippo. Training is the process through which an employee can be prepare for the particular jobs to implement them. According to Dale Yoder, training is the well-arranged way by which an individual get awareness and skills for a lucid aim, claims Beach (Ali & Hamza, 2018).Klein and Weaver (2000) and Hassan et al. (2011) explained that an induction program is a kind of employee training planned to familiarize newly appointed employees to their job responsibilities and to become skillful according to the organization needs. Well-mannered induction programs give fruitful results in many ways, that is; employee performance, sincerity, maintenance and participation. An Induction also refered as 'Alignment' is the organized guidance of new employees to their job and is part of training and development. The teachers need training that is most important for continuing their teaching and learning process and results to be very meaningful for student learning outcomes. These are requirements of the 21st century to assemble the needs of teaching and to deal and deliver their knowledge and experiences to their students and implement them into their classroom activities. In the beginning trained teachers reveal that they had no grip on the actual needs s of teaching (Cibulka, 2009; Duncan, 2009). For a teacher, development is most critical, especially in science and pedagogy because it may predict potential problems or the appearance of environmental change at any time (Saondi & Aris, 2010). Previously, in the 21st century, well-planned and systematic teachers` induction programs were managed for the advancement of teaching skills and competency that has outstanding results to improve the institutional and students' outcomes. concurrently, the induction programs have become dynamically widespread (Anderson, 2020) Pre-existing the 20th century, teacher induction training was planned for an hour which was based on introduction that could only deliberate on the initiation of teaching instead of implementation of their skills with unique strategies or methods (Surender et al., 2019).So we have to plan that Induction Training Programs (ITPs) that are universally more validated as one of the fruitful way of improving teachers performance and enhancing education outcomes. As already mentioned in studies, such as Fayyaz et al., (2023), Tufail et al., 2023 certified that planned ITPs improve a new teacher's skill set required to arrange a classroom and execute instructional methods effectively. Concerning to Sindh, a number of studies including Ali et al (2024) explain that comprehensive training distinctly ox impacts on the quality of teaching and the learning outcomes. These determinations suggest the significance of advancing training that will discourse the uncertainties that teacher in the domain perceive. The tendencies of induction training also have its influences on the basis of utilizing these induction training programs. Awareness of the purpose and expectations for ITPs is pivotal in building a cheerful learning environment for learners (Rind et al., 2022). Gopang and Kazimi (2022) verified thepriorty of the enthusiasm of presenting training aims in alliance with the ITP's outcomes of education and training in the domain. This type of adjustment is also valuable in the improvement of teachers' personal and professional image so that they become deliberately zealous in their professional learning. Pursuant to Muralidharan and Sundararaman (2011), ITP improve students' learning proficiency and convert their behavior to the learning, which mutually offer to higher educational quality. The concept of teacher training can also affect how teachers respond to students' learning styles (Biktimirov & Armstrong, 2015). It supports teachers in offering guideline that is encouraging to student learning and understanding progress (Bertagna, 2015). Students' response can be changed to support activity based learning and cognition thanks to teachers' instruction (Anita et al., 2015).

Research Methodology

The study uses a mixed-method research approach to evaluate the effect of induction training on job satisfaction as well as teaching effectiveness of newly inducted JESTs and PSTs working in District Khairpur, Sindh. The research design was descriptive, in which the independent variable is 'induction training' whereas 'teaching effectiveness and job satisfaction' are dependent variables. Using a purposive sampling technique, 50 newly recruited teachers were

selected from the targeted population. A survey questionnaire of 11 items (5-point Likert scale) and semi-structured interviews of 23 items were used to collect data from participants in order to gather detailed information. SPSS was used for data analysis to process quantitative responses, while qualitative data was analyzed thematically. The results witness that the majority of participants reported a positive impact of induction training on their teaching performance and job satisfaction, emphasizing its significance in professional development.

Findings

The findings of this study are presented below:

Demographic Characteristics of Participants

The demographic characteristics of the participants are presented in Table 1 and 2

Table 1: What is the age of the respondents?

		Frequency	Percent	Valid%	Cumulative%
Valid	20-25	05	10	10	10
	26-35	37	74	74	84
	36-45	08	16	16	06
	total	50	100.0	100.0	100.0

Table2: What is the level of education of the respondents?

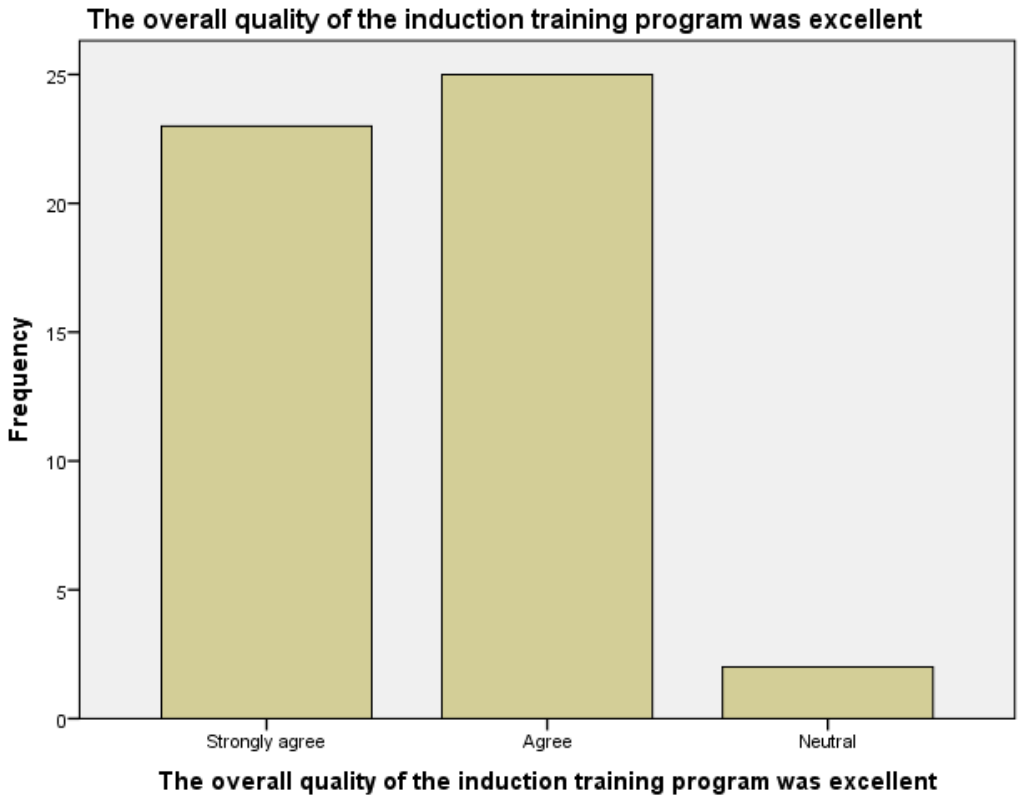
		Frequency	Percent	Valid%	Cumulative%
Valid	**Bachelor's degree**	19	38	38	38
	Master's degree	29	58	58	96
	others	02	4	4	
	Total	50	100.0	100.0	100.0

The quality of Induction Training

The results of the study indicate that the quality of induction training program was excellent. The table 05 indicating strongly agree responses of the participants.

Table 05:The Overall Quality of the Induction Training Program was Excellent

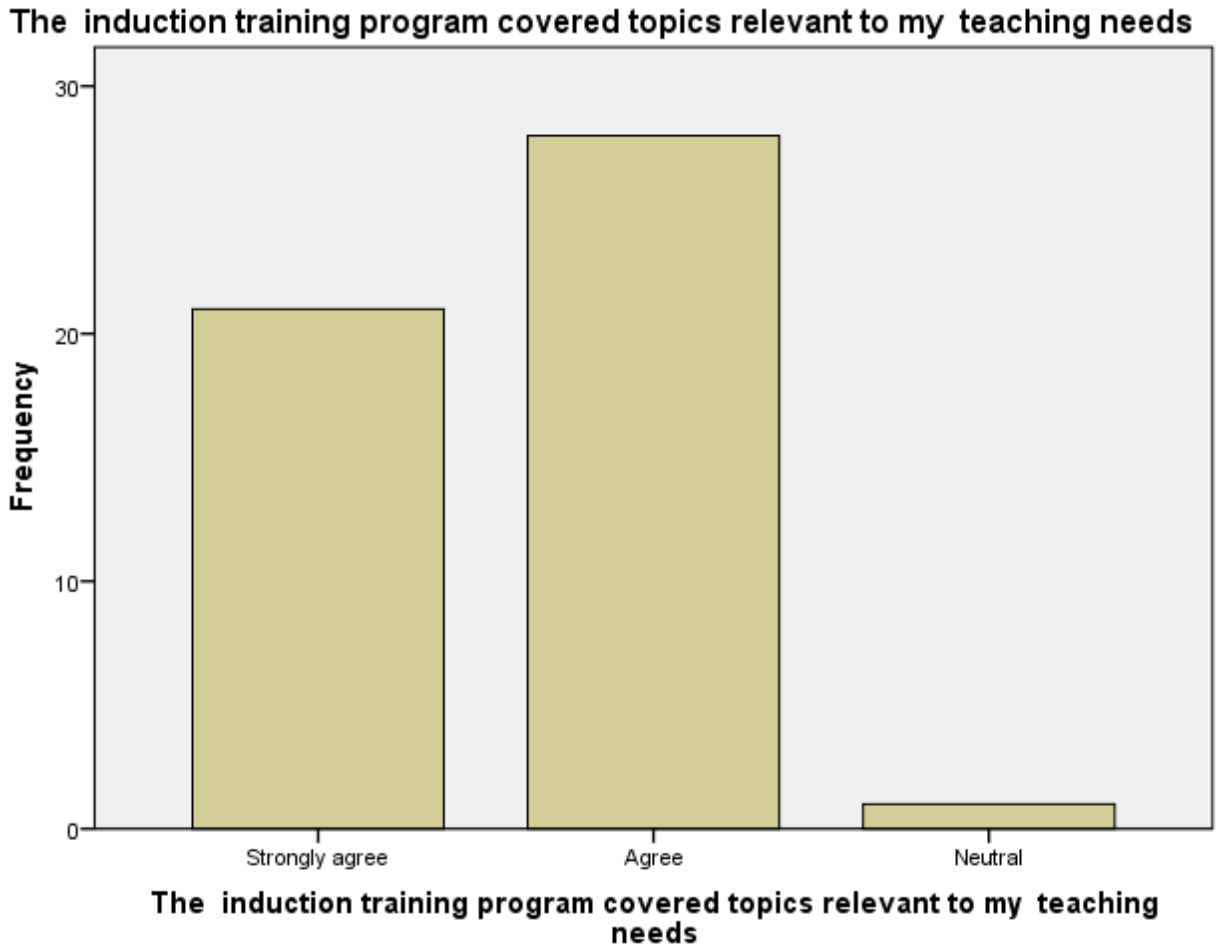
		Frequency	Percent	Valid %	Cumulative%
Valid	**Strongly agree**	23	46	46	46.0
	Agree	25	50	50	96
	Neutral	2	4	4	
	Total	50	100.0	100.0	100.0



Topics covered through induction training program related to teaching needs

The results of the study also indicate that through induction training program participants became able to covered all the topics which are related to teaching. The table no 06 shows that mostly participants agreed to the above statement.

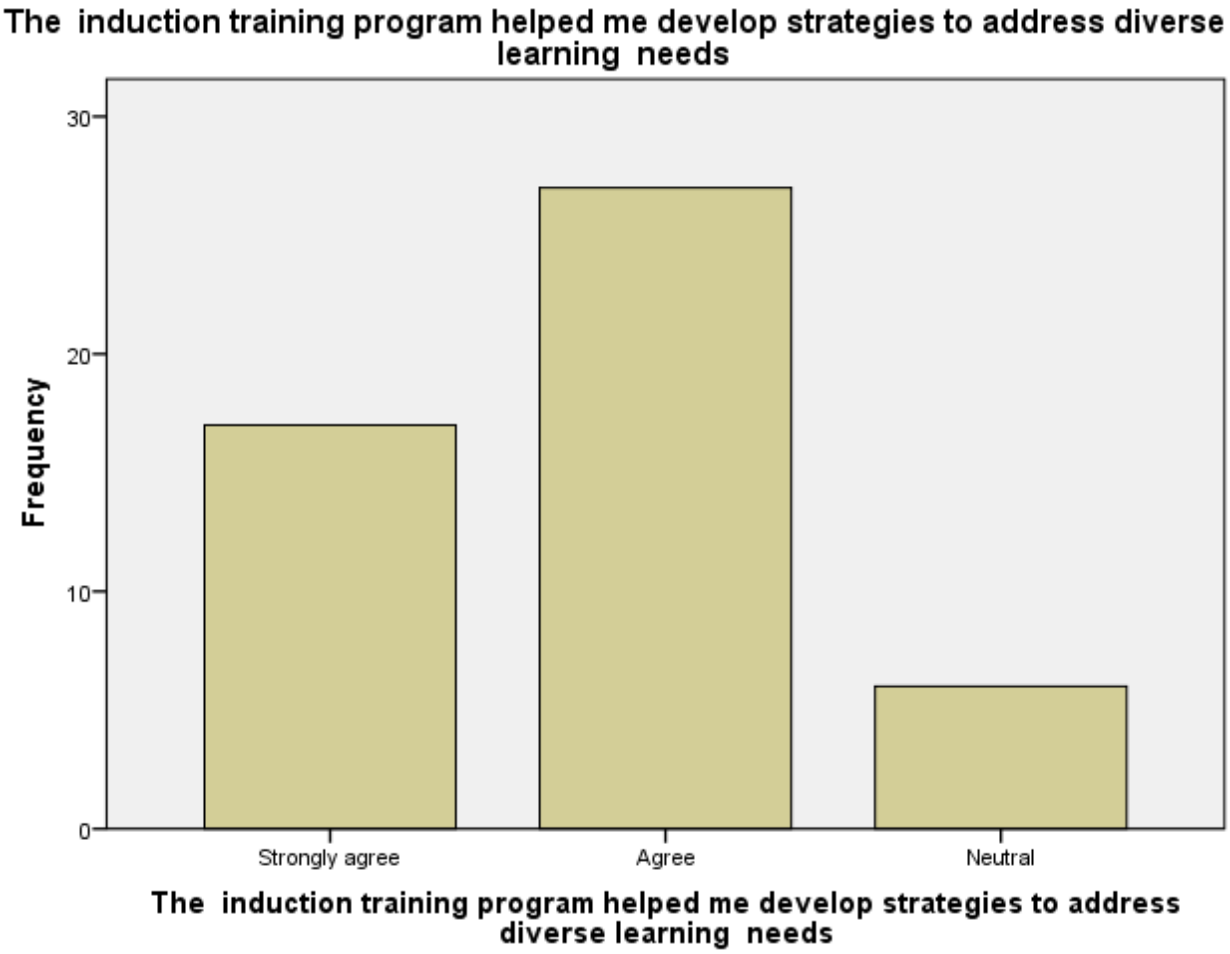
The induction training program covered topics relevant to my teaching needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	42.0	42.0	42.0
	Agree	28	56.0	56.0	98.0
	Neutral	1	2.0	2.0	100.0
	Total	50	100.0	100.0	



*** Development of the teaching strategies to addresses the diverse needs of learners***

The table no... shows that 34% participants strongly agreed that through induction training they develop different learning strategies to address the diverse classroom while 60% participants agreed with the statement and 6% participants responded neutrally.

The induction training program helped me develop strategies to address diverse learning needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	34.0	34.0	34.0
	Agree	27	54.0	54.0	88.0
	Neutral	6	12.0	12.0	100.0
	Total	50	100.0	100.0	



The findings of the study also show that most participants agreed that through induction training program they develop hand -on- activities which they utilized in their classroom. They also agreed that after attaining induction training program they can reflect on their teaching practices and also can modified learner's behavior towards learning and also developed effective lesson plans for effective teaching and learning process.

Analyzing and representing data:

The study recognized that the multigrade and monograde classrooms need the skillful teacher , an employee can never be a professionally skillful in any organization until he/she doesn't have any initial training so to overcome these issues a program being organized to provide opportunity to newly appointed teachers to be trained , to recognize their skills and to identify their job responsibilities and induction training provides a skillful ,responsible and trained teacher to the schools of district khairpur . Researcher observed by the survey that 50% teachers were agree from the quality of induction training and 56% newly appointed teachers were agreeing that induction training program covered topics relevant to their learning needs. Induction training programs also gave awareness about the use of modern technology and AI tools in education that how technology and AI tools enhance teaching and learning process and IPD provide teachers to integrate technology in teaching learning process. García and Weiss (2019) reviewed that the most of teachers in their first year of teaching participated in teacher induction programs (72.7%). So from the program some teachers, 79.9% worked with a trainer and 91.9% completed additional professional development opportunities.

Qualitative Data Analysis: Interviews:

This section presents an analysis of the qualitative data collected from newly appointed teachers PST/JEST course participant (CP) and master trainers in district Khairpur. The

findings highlight the challenges faced by the trainee in induction training program session, how induction training program impacted job satisfaction, influenced teaching effectiveness, most useful aspect of the training program, gaps and weaknesses in the training program.

Interviews –Qualitative Analysis of Data:

CPs' Perspectives:

Challenges faced by CP during training session:

Mostly teachers (CPs) faced the challenges during training session lack of digital technology resources and there was a lot of material and content given in the manual and they had limited time to complete their learning activities and tasks because it was observed from the recent induction training programs (2022-2024) that they offered a huge information in a short period of 24 days only. As one trainee teacher said "the main challenge was managing the extensive amount of information in a short period. However, the trainers were supportive and provided resources for future references". At the same time lack of digital resources is also very challenging for the trainees during attending the induction training program. Another trainee teacher replied to that question "I found the lack of digital technology resources during the session. Further, it was challenging to imply vast material with all new ideas in a limited time." Generally, it was the effect of the system of our country and management of the training programs that new teachers who attend their initial development training program faced the challenges during session in this way they cannot get benefit from certain training and cannot implement it in their professional career.

Job satisfaction:

Induction training program highly impact on job satisfaction of the teachers because by attending training session they learned and they recognize their skills hidden inside them so they highly impress from their job and they were ready to perform their job in a skillful manner after training session .they had provided the opportunities to polish their skills and creativity and training session build up their relationship with each other and foster a supportive community that enhances overall job satisfaction. In the answer of this question one teacher replied "The induction training program has significantly increased my job satisfaction by equipping me with the necessary skills and confidence to perform effectively. It made me better understand students' need."

Teaching Effectiveness:

The induction training program plays a pivotal role in the establishment of the teaching effectiveness among newly appointed teachers because they were un aware of the new teaching strategies and new instructional planning in teaching learning process .After the training session they were inspired from the learning material which were provided them in induction training and they really got a lot from induction training to make their teaching more effective .As one teacher noted that "The training has enhanced my teaching effectiveness by introducing new strategies and tools that make my lessons more engaging and interactive ."

Most useful aspect of the training program:

As per the usefulness of the training program it was obvious that overall program was very interactive and useful towards teaching learning process, it provides diverse strategies to the novice teachers to identify the learning needs of students and to recognize different learning styles of the learners and also recognize the hidden skills of themselves. But by conducting interviews from individuals it was observed that every individual has observed the most useful aspect of the training session, one teacher explained "In reference to my work and designation PST, I face the issue of time as there were multigrade students from class 1-5in one classroom and it seems quite challenging to handle and to teach them at one place. However, after this training session I become quite good at managing the time between all grades of students".

Induction training provide various methods and pedagogies to plan, to manage and to deliver their lessons in the classrooms through different hands on activities and practical work in a meaningful and in an organized manner, which was proved to be very effective for learning environment. Another response from a teacher "I found several aspects of training program.it has given to me that learning content hands on practice, it means learned through practice, exercise and projects. Training program helped me understand clear objectives and outcomes".

Gaps and Weaknesses of the training program:

Induction training program has took a positive change in teaching learning process but as per the choice of individual, every program has gaps and weaknesses, so induction training had also some gaps which were observed by the trainees and one teacher noted "In the training session I found one gap i.e. provision of ICT facilities for implementing the blended learning strategy. This confines our understanding approach for implementing it in the classroom". It is also mentioned above in the challenges that training material had a lot of information but there was a very specific time had given to accomplish their tasks and here in the reply of this question many of the teachers replied the same.

Solutions and Recommendations:

Overall training program was designed very meaningful and resulting in fruitful way but to overcome some challenges and weaknesses of the training program, every teacher had to attend IPD and CPD training program throughout his professional journey to be aware of the new strategies and integrate modern technology in their professional career because it is the basic need of 21st century learning. Furthermore, about the gaps in the training program so the managing and administrative authorities of the training program must take special steps to extend time duration of the training session and confirm avail digital technology resources at the training centres then trainees should gain a benefit from the certain training and implement their learning in their classrooms for better students' learning outcomes. Training programs also establish online communities for teachers and share resources, and establish feedback mechanism and creating mentorship programs.

MTs perspectives:

Key strengths of the induction program for JESTs & PSTs:

Each and every project or program contains some basic and important key strengths. The main key strengths of the Induction Training are mentioned below.

- Curriculum:

The induction training program covers essential topics, of curriculum such as Teaching Methods, classroom management, lesson planning, and assessment techniques means all the academic needs and patterns.

- Experience:

The Induction Training Program includes micro-teaching sessions, role-plays, and group activities, group discussions, allowing new teachers to practice their skills in a supportive environment and help the learner to improve the skills

- Mentoring and Coaching.

Experienced educators provide guidance, feedback, and encouragement, helping new teachers to build up confidence and gain competence. The Induction Training reshape and renew the ideas by friendly mentoring and healthy coaching.

- Use of 4 Cs.

Collaborative Learning Cooperative environment critical Thinking and creativity are the basic strengths of Induction Training. The program fosters a sense of community among new teachers, promoting sharing of ideas, experiences, and best practices.

All above points were noted by a master trainer who had 20 years' experience as an MT worked with highly reputed training institutions.

Induction training impact more effective in many ways but its key strengths were professional development, teaching techniques, assessment, integration of ICT in teaching learning process and classroom management. Another MT gave answer to that questions "The induction training program for new teachers is a crucial step in preparing them for the challenges of the classroom. One of the key strengths of this program is its focus on practicality. The training provides hands-on experience and practice, allowing new teachers to develop the skills they need to succeed. Experienced trainers offer guidance and support, helping new teachers to build confidence and competence".

Recommendations:

- For improving the quality of induction training programs there was some suggestions from the master trainers who conduct the sessions and these all suggestions related to the challenges and issues faced by them in conducting sessions. A Master trainer suggest "To improve the induction training program, I would recommend increasing the duration of the training to allow for more in-depth exploration of complex topics. Providing ongoing support and mentoring for new teachers would also be beneficial, as it would help them to continue developing their skills and addressing challenges in the classroom. Finally, incorporating technology into the training program could enhance its effectiveness, providing new teachers with access to a wider range of resources and support". Another respected MT suggests "Incorporate Technology-Enhanced Learning: Integrating technology-enhanced learning experiences to enhance engagement, accessibility, and effectiveness.
- Foster a Collaborative School Culture: Encouraging a collaborative school culture that supports new teachers and promotes ongoing professional development".

By addressing these areas, we can enhance the induction training program and better support new teachers in their critical first year of teaching

Discussion

The findings of this study suggest that induction training programs have a significant positive impact on job satisfaction and teaching effectiveness among newly appointed JESTs & PSTs in District Khairpur, Sindh. The results indicate that the induction training program enhanced the teachers' sense of preparedness, confidence, and motivation, leading to improved job satisfaction. The study's findings are consistent with previous research that has shown that induction training programs can have a positive impact on teacher job satisfaction and teaching effectiveness. The findings also support the idea that induction training programs can help to reduce teacher stress and anxiety, and improve teacher retention rates. Therefore, the findings of this study reemphasizes 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).

The findings suggest that induction training programs should be a priority for educational institutions, as they can play a critical role in supporting the professional development of newly appointed teachers.

Conclusion

This study aimed to investigate the impact of induction training programs on job satisfaction and teaching effectiveness among newly appointed JESTs & PSTs in District Khairpur, Sindh. The findings of this study suggest that induction training programs have a significant positive impact on job satisfaction and teaching effectiveness of newly appointed teachers. The results indicate that the induction training program enhanced the teachers' sense of preparedness, confidence, and motivation, leading to improved job satisfaction. Moreover, the training program was found to be effective in developing the teaching skills and competencies of the

newly appointed teachers, resulting in improved teaching effectiveness. The study's findings have important implications for educational policymakers, administrators, and teacher educators. The study suggests that induction training programs should be a priority for educational institutions, as they can play a critical role in supporting the professional development of newly appointed teachers. In conclusion, this study provides evidence of the positive impact of induction training programs on job satisfaction and teaching effectiveness among newly appointed JESTs & PSTs. The findings of this study can inform the development of effective induction training programs that support the professional growth and development of teachers, ultimately leading to improved educational outcomes

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