



Exploring Teachers' Perceptions Regarding Classroom Practices in the Induction Program at Primary Level

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Abstract: This study investigated teachers' perceptions regarding classroom practices in the induction program at primary level in Khyber Pakhtunkhwa (KP). The integral aim of this research was 'to investigate teachers' perceptions regarding classroom practices in the induction program at primary level'. The data was collected from 220 randomly sampled male primary schools teachers located in four tehsils of District Mardan of KP. To collect the data from the sample a questionnaire was used by the researcher. The findings of the study indicated that induction program enabled (in-service) trainees to implement the classroom management strategies, maintain discipline in classroom and teach the students confidently, to teach the students according to lesson plan, engage students in activity-based learning, provide opportunity to students for asking questions and engage students in co-curricular activities and encouraged trainees to evaluate students' performance effectively. On the basis of findings, it is recommended that such types of productive trainings shall be implemented by the Government in order to build the capacity of teachers for effective teaching and learning.

Keywords: Induction program, teachers' perception, classroom practice, In-service training

Introduction

The induction program for new teachers has become an essential aspect of the teaching profession, particularly at the primary level, where teachers require adequate support to transition successfully into their teaching careers [1]. A critical element of this program is the provision of professional development support to new teachers to help them develop effective classroom practices [2]. However, the success of the induction program is largely dependent on the perceptions and experiences of the teachers who participate in it. This paper aims to explore teachers' perceptions regarding classroom practices in the induction program at the primary level, by reviewing existing literature on this topic.

Effective induction programs have been identified as crucial in supporting new teachers in developing the necessary skills and knowledge to succeed in their teaching careers [3]. However, research indicates that the effectiveness of such programs largely depends on the support provided to new teachers during the induction process [4]. For instance, mentor teachers can have a significant impact on beginning teachers' instructional practices, particularly by providing feedback, modeling effective practices, and supporting teacher reflection [5].

In addition, the effectiveness of induction programs is particularly important in low-performing schools, where new teachers may face additional challenges [6]. Harris and Sanders [7] found that an induction program for new teachers in low-performing schools had a positive impact on teacher retention and student achievement. Moreover, they concluded that the effectiveness of the program was largely due to the support provided to new teachers during their induction.

Research has also shown that new teachers are more likely to remain in the profession if they feel a sense of success and satisfaction in their work [3]. This highlights the importance of providing support and professional development to new teachers in order to help them achieve a sense of success in their classroom practices.

Additionally, targeted professional development programs have been shown to have a positive impact on teacher instructional practices and student achievement [8]. Such programs help new teachers develop effective classroom practices by providing targeted support in the areas of classroom management, lesson planning, and instructional strategies.

Furthermore, the perceptions of new teachers regarding the induction program are critical to its success. According to Chang [4], teachers' perceptions of their teaching efficacy and the effectiveness of the induction program are interrelated. When teachers feel that the program is effective and that they have the necessary skills to teach effectively, they are more likely to have higher teaching efficacy, which can lead to better student outcomes.

Another critical aspect of the induction program is the development of a positive school culture [2]. Research indicates that a supportive school culture can enhance the effectiveness of the induction program and lead to positive outcomes for both new teachers and students [7].

: The induction program for beginning teachers has become increasingly important in recent years. A well-designed induction program can provide support and guidance to new teachers, which in turn can lead to increased teacher retention rates, improved classroom practices, and better student outcomes [4, 9]. However, there is still much to learn about how best to structure and implement these programs in order to achieve these positive outcomes [5]. In this literature review, we explore teachers' perceptions of classroom practices in the induction program at the primary level.

The Importance of Induction Programs: Induction programs are designed to provide new teachers with support and guidance as they transition into their new roles [10]. Such programs typically involve a combination of

mentoring, professional development, and other support mechanisms [11]. The primary goal of these programs is to improve teacher retention rates and increase the effectiveness of new teachers [12].

Teacher Retention: One of the primary reasons for implementing induction programs is to improve teacher retention rates [7]. High rates of teacher turnover can be detrimental to student outcomes, as it can lead to instability in the classroom and a lack of continuity in instruction [13]. Research has shown that induction programs can be effective in retaining teachers, particularly in low-performing schools [14].

Teacher Effectiveness: Induction programs can also improve teacher effectiveness. By providing new teachers with support and guidance, these programs can help teachers improve their classroom practices and better meet the needs of their students [4]. In addition, induction programs can help new teachers become more familiar with the culture and expectations of their new school, which can lead to greater job satisfaction and improved teacher retention rates [3].

Classroom Practices: The classroom practices used in induction programs can vary widely, but research has shown that certain practices are more effective than others. For example, mentoring has been found to be a highly effective component of induction programs, as it provides new teachers with one-on-one support and guidance from an experienced teacher [15]. In addition, targeted professional development can help new teachers improve their instructional skills and better meet the needs of their students [8].

In conclusion, the literature suggests that the induction program can be effective in supporting new teachers in developing effective classroom practices. Mentor teachers can have a significant impact on beginning teachers' instructional practices by providing feedback, modeling effective practices, and supporting teacher reflection. Moreover, the effectiveness of the induction program is particularly important in low-performing schools, where new teachers may face additional challenges. Providing targeted support to new teachers can improve their instructional practices and lead to increased teacher retention and student achievement. Additionally, the perceptions of new teachers regarding the induction program are critical to its success. Finally, developing a positive school culture is essential to enhancing the effectiveness of the induction program and leading to positive outcomes for both new teachers and students.

1.1 Statement of the Problem:

It is real that best teachers produce best students. Hence, performance of a teacher depends on what prepared him to be a best educator after completing education. Other things which ascertain new educators' performance are classroom management, teachers' attitude, forming friendly environment with colleagues and organization of curriculum materials. All these will be made if new educators are given induction training program before they are starting new teaching job. Holt [16] stated that IPs' assists new teachers in terms of personal needs, social interaction with colleagues and students, classroom management and organization of curriculum materials. In a

school, new selected educators are welcomed to work with colleagues to meet the already set targets of the school. But unluckily, new educators after taking charge in their teaching job are assigned with different obligations and duties but no proper training is provided to them to deal the desired tasks. For this purpose, the E&SED of KP has introduced the Teacher Induction Program (TIP) for newly hired teachers to enhance their content knowledge and pedagogical skills. The study under investigation was “exploring teachers’ perceptions regarding the classroom practices in the induction program at primary level in Khyber-Pakhtunkhwa”.

1.2 Objective of the Study

The main purpose of the study was:

To investigate teachers’ perceptions regarding classroom practices in the induction program at primary level.

1.3 Research Question

The purpose of this study was to explore teachers’ perceptions regarding classroom practices in the induction program at Primary level in Khyber Pakhtunkhwa. The study investigated the principal question:

What are the opinions of teachers about classroom practices in the induction program?

1.4 Hypothesis

Null hypothesis were tested for this study.

1.5 Delimitation of the Study

This study was delimited to male Public Sector Primary schools in District Mardan only situated in Khyber Pakhtunkhwa, Pakistan. Therefore, this study was delimited to male teachers who were newly appointed and were being trained through this program.

1.6 Conceptual Framework of the Study

Independent Variables	Dependent Variables
Classroom management	Practicality
Students activities	
Students motivation	

2 Research Methodology

2.1 Research Design

Research design consists of the research structure and techniques that are applied to conduct research. The design of the current study was quantitative in nature.

2.2 Population of the Study

All 4141 male teachers' of government primary schools of district Mardan of KP were the population of this study [17].

2.3 Sample of the Study

In District Mardan 469 male primary school teachers were appointed in 2017[17]. The researchers selected sample of 220 male teachers from Government Primary schools located in district Mardan. In this study, Multi-Stage/Cluster Sampling technique was used for data collection. There are four tehsils in District Mardan, so these tehsils were the clusters/groups for this study. Furthermore, the researchers selected 55 samples randomly from each cluster.

2.4 Research Instrument

Questionnaire is a popular data collection tool because it is easy to construct and able to collect information rapidly [18]. Keeping this in view as a guide, the researchers used questionnaire as a research instrument for this study consisting of five points Likert scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree). Research instrument was developed by the principal author after studying the related literature with the cooperation of respected supervisor (corresponding author) and coauthor. There were 10 items in the questionnaire; items (1 to 10) were related to teachers' perceptions regarding the practical use of induction program at primary level. Questionnaire was used as research instrument to collect data from the concerned participants.

2.5 Pilot Testing

A pilot study tests the instrument on a little similar sample group with the mean to make changes or final shape to the instrument [19]. In the research procedure pilot testing acts a significant role. So as to mend the credibility of the study, the researchers piloted the instrument with 20 educators. They were mentioned to give their recommendations generously for the advancement of the instrument. They were also requested to make modification in the statements. After pilot testing of the questionnaire, questionable, ambiguous, as well as negative statements were removed, as per the opinion/ suggestions of the respondents and the instrument was revised. Therefore, the final version of the instrument was developed and dully approved by respectable supervisor.

2.6 Validity

According to Cresswell [20] the authenticity of the data tool indicates the good research and valuable result. For this purpose, to decrease the menace of inside and outer validity, some points were reviewed in depth. The internal validity of a research instrument depends on the logical associations between the theories tested and the wording of the survey instrument itself. Content validity of the instrument was approved by the honorable supervisor. The

content validity of the instrument was also checked and reviewed by three experts and educationists. Further, the subject and language specialists also affirmed the validity of the instrument.

2.7 Reliability

Reliability is the similar response of the tool if it is repeated again and again under static condition [21]. Reliability is declared good if the score is near to the previous score by the same tool [22]. The inside reliability of the teacher questionnaire was dictated by comparing responses to items measuring perceptions of comparable phenomena. Cronbach's alpha ($\alpha = .898$) indicated that the thirty items questionnaire had high internal reliability.

2.8 Administration of the Questionnaire

According to Cohen et al. [23] self-administered questionnaire are of two types, i.e. (a) the questionnaires that are filled when the researcher is present at the moment of filling up the questionnaire, (b) the questionnaires that are filled when the researcher is not present. This allows respondents to fill the questionnaire in confidential and to give as much time as he/she desires to fill the questionnaire. So the first method was used for this study. Questionnaires were administered by the principal researcher.

2.9 Collection of Data

The researcher visited most of the government primary schools of the District Mardan for data collection. While in some hard areas data were collected with the co-operation of teachers. Hundred percent data were collected from the four tehsils of District Mardan.

3 Data Analysis

Score data in form of responses were gathered through the tool. And put into SPSS for statistical analyses. Simple descriptive statistics in form of percentage for each option were recorded in the table. Chi-square test was also applied as a contingency test. For statistical treatment, Chi-square as a contingency test was administered for the results.

Results:

Table No 1: Teachers' perceptions regarding the classroom practices in induction program.

Item No.	Statements	SAG	AG	UN	DA	SDA	X ² Value	P- Value
1	Induction program enabled trainee to implement the classroom management strategies.	33 (15.0%)	131 (59.5%)	13 (5.9%)	39 (17.7%)	4 (1.8%)	233.5	(0.000)

2	Induction program enabled trainee to maintain discipline in classroom.	59 (26.8%)	130 (59.1%)	8 (3.6%)	20 (9.1%)	3 (1.4%)	253.9	(0.000)
3	Induction program encouraged trainee to teach the students confidently.	80 (36.4%)	123 (55.9%)	9 (4.1%)	6 (2.7%)	2 (0.9%)	272.0	(0.000)
4	Induction program encouraged trainee to evaluate students' performance.	66 (30.0%)	122 (55.5%)	10 (4.5%)	20 (9.1%)	2 (0.9%)	228.7	(0.000)
5	Induction program enabled trainee to appreciate good performance of the students.	81 (36.8%)	124 (56.4%)	5 (2.3%)	9 (4.1%)	1 (0.5%)	281.0	(0.000)
6	Induction program enabled trainee to engage students in activity based learning.	89 (40.5%)	104 (47.3%)	13 (5.9%)	12 (5.5%)	2 (0.9%)	213.0	(0.000)
7	Induction program enabled trainee to provide opportunity to students for asking questions.	102 (46.4%)	105 (47.7%)	3 (1.4%)	7 (3.2%)	3 (1.4%)	268.5	(0.000)
8	Induction program enabled trainee to teach the students according to lesson plan.	67 (30.5%)	128 (58.2%)	11 (5.0%)	12 (5.5%)	2 (0.9%)	260.5	(0.000)
9	Induction program enabled trainee to use different teaching methodologies according to lesson.	41 (18.6%)	110 (50.0%)	15 (6.8%)	51 (23.2%)	3 (1.4%)	157.6	(0.000)
10	Induction program enabled trainee to engage students in co-curricular activities.	34 (15.5%)	134 (60.9%)	30 (13.6%)	18 (8.2%)	4 (1.8%)	242.5	(0.000)

3.1 Interpretation

In table(item 1) indicated that out of all (220) the respondents 74.5% were agreed to the statement that IP enabled trainees to implement the classroom management strategies effectively, 19.5% were disagreed and only 5.9% were remain undecided.

In table (item 2) indicated that out of all (220) the respondents 85.9% were agreed to the statement that IP enabled trainees to maintain discipline in classroom, 10.5% were disagreed and only 3.6% were remain undecided.

In table (item 3) indicated that out of all (220) the respondents 92.3% were agreed to the statement that IP encouraged trainees to teach the students confidently, 3.6% were disagreed and only 4.1% were remain undecided.

In table(item 4) indicated that out of all (220) the respondents 85.5% were agreed the statement that IP encouraged trainees to evaluate students' performance, 10% were disagreed and only 4.5% were remain undecided.

In table (item 5) indicated that out of all (220) the respondents 93.2% were agreed to the statement that IP enabled trainees to appreciate good performance of the students, 4.6% were disagreed and only 2.3% were remain undecided.

In table (item 6) indicated that out of all (220) the respondents 87.8% were agreed to the statement that IP enabled trainees to engage students in activity based learning, 6.4% were disagreed and only 5.9% were remain undecided.

In table (item 7) indicated that out of all (220) the respondents 94.1% were agreed to the statement that IP enabled trainees to provide opportunity to students for asking questions, 4.6% were disagreed and only 1.4% were remain undecided.

In table (item 8) indicated that out of all (220) the respondents 88.7% were agreed to the statement that IP enabled trainees to teach the students according to lesson plan, 6.4% were disagreed and only 5.0% were remain undecided.

In table(item 9) indicated that out of all (220) the respondents 68.6% were agreed to the statement that IP enabled trainees to use different teaching methodologies according to lesson, 24.6% were disagreed and only 6.8% were remain undecided.

In table (item 10) indicated that out of all (220) the respondents 76.4% were agreed to the statement that IP enabled trainees to engage students in co-curricular activities, 10% were disagreed and only 13.6% were remain undecided.

3.2 Findings

- i. 74.5% of the respondents were agreed to the statement that induction program enabled trainee to implement the classroom management strategies.
- ii. 85.9% of the respondents were agreed to the statement that induction program enabled trainee to maintain discipline in classroom.
- iii. 92.3% of the respondents were agreed to the statement that induction program encouraged trainee to teach the students confidently.
- iv. 85.5% of the respondents were agreed the statement that induction program encouraged trainee to evaluate students' performance.
- v. 85.5% of the respondents were agreed the statement that induction program encouraged trainee to evaluate students' performance.
- vi. 87.8% of the respondents were agreed to the statement induction program enabled trainee to engage students in activity based learning.
- vii. 94.1% of the respondents were agreed to the statement that induction program enabled trainee to provide opportunity to students for asking questions.
- viii. 88.7% of the respondents were agreed to the statement that induction program enabled trainee to teach the students according to lesson plan.
- ix. 68.6% of the respondents were agreed to the statement that induction program enabled trainee to use different teaching methodologies according to lesson.

- x. 76.4% of the respondents were agreed to the statement that induction program enabled trainee to engage students in co-curricular activities.

4 Conclusion

The study concludes that induction program enabled trainees to implement the classroom management strategies, maintain discipline in classroom and teach the students confidently, evaluate students' performance effectively, appreciate good performance of the students, engage students in activity based learning, provide opportunity to students for asking questions, teach the students according to lesson plan, use different teaching methodologies according to lesson and engage students in co-curricular activities.

4.1 Recommendations

The following recommendation has been made:

- i. On the basis of findings, it is recommended that such types of productive training shall be implemented by government in order to be build the capacity of teachers for effective teaching and learning.
- ii. The course contents of the induction program should be according to the primary level curriculum/syllabus/courses.
- iii. The internet facility must be available at all training centers, must be functional and the number of connectivity with the Wi-Fi must be increase for the trainees in order to get access to modern technology with ease.

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