

Views of Master Trainers about Induction Level Training of Elementary School Educators in Rawalpindi

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Abstract

The main purpose of this research paper was to explore the trainer's views on induction training. The researchers focused on Rawalpindi. Seventy-five trainers were selected from Rawalpindi. The total number of trainers in Rawalpindi was 300. Researchers prepared questioner based on the 5-point Likert scale. Cronbach's training was on planning lessons, communication skills, seating arrangements, school record keeping, and maintaining the teacher's diary. There was a lack of training in preparation of tests, use of AV aids effectively, methodology of varied subjects' teaching, papers, and assessment techniques. It is recommended to include some subject-based training courses at the induction level. Training of applicable use of AV aids needs major consideration. Appropriate training on assessment tests and essay preparation can be provided. Induction-level training lacks attention to the time management skills of novice teachers. During the training period, the time management skills of trainee teachers can be improved. Training on solo taxonomy may be provided. Time management skills of newly Alpha Reliability of the questioner was 0.85. The researchers collected the data themselves. The mean value with percentage was used for data analysis. The focus of induction level inducted teachers may be focused on training.

Keywords: Teacher Training, Induction Training, Trainers

Introduction

The socio-economic development of each country depends on its educational standard. This is a never-ending and continuous process that changes individuals' behavior by attaining definite goals within an appropriate time frame. This is the most important factor in improving personal living standards in any country. As emphasized in the National Education Policy (2015), education is the most influential element. It provides members of society with training in ideology and morality that enables them to ensure the attainment of their life goals and ways to achieve them.

Teaching is a sacred job. This profession is called the profession of prophets. Teachers are the people responsible for the transformation of important and mandatory knowledge into future generations through the formal and non-formal education system, and they are regarded as an authoritative imperative part of the full implementation of all educational reforms (Pakistan Government, 2015).

Literature Review

This is also a tool for detachment and great satisfaction (Pakistan Government, 2015). Shami, (2014) emphasized the importance of education for enhancing national economic growth because it is a vital source for the personal and social growth of members of society. Education occupies an important and critical share in changing and improving the behavior of individuals in a society.

Aggarwal (2016) pointed out that the initial process of preparing and training teachers to become teachers is called teacher education. Teacher training and education include all abilities related to knowledge and skills, and these abilities are closely related to teachers' lives. It is the sum of multi-dimensional activities, covering various characteristics of teachers' lives. It not only focuses on teaching teachers how to teach and how to master teaching methods but also helps to improve the way of thinking, to change the teacher's personality in an appropriate and ideal way, thereby enhancing the teacher's talents.

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The level of teacher education is not only essential for cultivating an individual's continuous teaching level, but also essential for training the necessary skills. These skills should guide students according to the needs of society.

The training of teachers needs to have power in chief characteristics of their professional life as theoretical knowledge, specific training in various methods, how to organize and manage learning, authority and community assistance, ethical and societal perspectives, and knowledge-based on research.

Bansal (2013) pointed out that continuous professional training is an essential prerequisite of skilled teachers because this attribute can handle the teacher's personality development, enhance his classroom management skills and help him deviate from the code of conduct. Teachers must grasp new progress not only in the professionalization of education but also in fields related to teaching progress and in fields that integrate cultural and social issues through training.

In this case, Arends (2016) pointed out that the main goal of teacher education is to prepare teachers for future classroom challenges. Rao (2014) believes that knowledge; skills and abilities are related to career development.

Mateen (2014) pointed out that after obtaining the basic professional certificate, teachers at all levels need to receive training, the main purpose of which is to enhance their knowledge and abilities to educate students more effectively. The training provided to newly selected teachers is called induction training.

Objective of the Study

To explore the trainer's views on induction level training for elementary school educators.

Research Methodology

Research Design

In this study, the descriptive method was used.

Population of the Study

The research population was all trainers in Rawalpindi. Total trainers were 300. The 25 % was taken as a sample in this study.

Sample of the Study

Seventy-five trainers were selected randomly as already mentioned under the sub-heading population. The sample was taken as 25 % of the population.

Research Instrument, Its Reliability and Validity

The researchers, after a comprehensive review of the relevant materials, developed a questionnaire based on a five-point scale. For the pre-testing, 10 trainers were selected from the Rawalpindi district. They were asked to provide their ideas to improve the questionnaire. The researchers also asked them to correct vague and difficult problems to make the problem clearer. The questionnaire was revised as per their suggestions and improved on the basis by integrating their suggested points. Cronbach Alpha Reliability of the questioner was 0.85. For validation of the questionnaire, three experts were consulted.

Collection of Data

The researchers collected the data themselves. The response rate was 100%.

Analysis of Data

To analyze the data, a mean score with a percentage was used because it is best for this type of data.

Data Analysis and Interpretation

Following is the detail of the analysis and results.

Table 1:

The quality of induction level training is satisfactory

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	36	33	1	4	1	4.32
Percentage	48	44	1.33	5.33	1.33	

The result of table 1 exhibits that mostly 92 percent of trainers opined that their inclination about "the quality of induction level training is satisfactory" was towards agreement as the Mean Score value was 4.32.

Table 2:

Trainers engage all trainees in active discussion

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	37	29	0	7	2	4.23

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Percentage	49.33	38.67	0	9.33	2.67
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The result of table 2 exhibits that mostly 88 percent of trainers opined their inclination about “trainers engage all trainees in active discussion” was towards an agreement” as the Mean Score value was 4.23.

Table 3:

Trainee teachers are properly trained in lesson planning

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	36	32	1	5	1	4.29
Percentage	48	42.67	1.33	6.67	1.33	

The result of table 3 indicates that mostly 90.67 percent of trainers opined that their inclination about “trainee teachers are trained in lesson planning” was towards agreement as the Mean Score value was 4.29.

Table 4:

Trainers provides trainees proper training of seating arrangements

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	35	32	2	6	0	4.28
Percentage	46.67	42.67	2.67	8	0	

The result of table 4 exhibits that mostly 89.33 percent of trainers opined that their inclination about “trainers provide trainees proper training of seating arrangements” is towards agreement as the Mean Score value was 4.28.

Table 5:

Trainee teachers are properly trained in solo taxonomy

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	2	7	1	32	33	1.84
Percentage	2.67	9.33	1.33	42.67	44	

The result of table 5 manifests that mostly 86.67 percent of trainers opined that their inclination about “trainee teachers are properly trained in solo taxonomy” is towards disagreement as the Mean Score value was 1.84.

Table 6:

Mentoring is provided to novice teachers

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	39	26	0	9	1	4.24
Percentage	52	34.67	0	12	1.33	

The result of table 6 manifests that mostly 86.67 percent of trainers opined that their inclination about “mentoring is provided to novice teachers” is towards agreement as the Mean Score value was 4.24.

Table 7:

Training focuses on time management skills of teachers

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	1	6	1	33	34	1.76
Percentage	1.33	8	1.33	44	45.33	

The result of table 7 indicates that mostly 89.33 percent of trainers opined that their inclination about “training focuses on time management skills of teachers” is towards disagreement as the Mean Score value was 1.76.

Table 8:

Trainee teachers are properly trained in preparation of timetable

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	35	26	1	8	5	4.04
Percentage	46.67	34.67	1.33	10.67	6.67	

The result of table 8 indicates that mostly 81.33 percent of trainers opined their inclination about “trainee teachers are properly trained in the preparation of time table” as Mean Score value was 4.04.

Table 9:

Trainee teachers are properly trained in record keeping of school

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	37	26	1	9	2	4.16

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Percentage	49.33	34.67	1.33	12	2.67
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The results of table 9 indicate that mostly 84 percent of trainers opined that their inclinations about “trainee teachers are properly trained in record keeping of school” as the Mean Score value was 4.16.

Table 10:

Trainee teachers are trained in preparing tests and papers

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	5	2	0	36	32	1.83
Percentage	6.67	2.67	0	48	42.67	

The result of table 10 manifests that mostly 90.67 percent of trainers opined that their inclination about “trainee teachers are trained in making tests and papers” as Mean Score value was 1.83.

Table 11:

Trainee teachers are trained in communication skills in teaching

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	33	31	1	6	4	4.11
Percentage	44	41.33	1.33	8	5.33	

The result of table 11 indicates that mostly 85.33 percent of trainers opined that their inclination about “trainee teachers are trained in communication skills in teaching” as the Mean Score value was 4.11.

Table 12:

Trainee teachers are properly trained in methodology for teaching different subjects

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	5	4	3	27	36	1.87
Percentage	6.67	5.33	4	36	48	

The result of table 12 manifests that mostly 84 percent of trainers opined that their inclination about “trainee teacher is properly trained in methodology for teaching different subjects” as Mean value was 1.87.

Table 13:

Trainee teachers are properly trained in maintaining teacher diary

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	29	36	0	5	5	4.05
Percentage	38.67	48	0	6.67	6.67	

The result of table 13 manifests that mostly 86.67 percent of trainers opined that their inclination about “trainee teachers are trained in maintaining teacher diary” as Mean Score value was 4.05.

Table 14:

Trainee teachers are trained to use A.V. aids effectively

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	4	6	3	31	31	1.95
Percentage	5.33	8	4	41.33	41.33	

The result of table 14 manifests that mostly 82.67 percent of trainers opined that their inclination about “trainee teachers are trained to use A.V. aids effectively” as the Mean Score value was 1.95.

Table 15:

Trainee teachers are trained in paper marking techniques

	S.A.	A	UD	D.A.	S.D.A.	Mean
Response	5	6	2	28	34	1.93
Percentage	6.67	8	2.67	37.33	45.33	

The result of table 15 manifests that mostly 82.67 percent of trainers opined that their inclination about “trainee teachers are trained in paper marking techniques” as the Mean Score value was 1.93.

Conclusion

The majority of trainers were of the view that they were satisfied with the quality of induction training. It was concluded that according to the majority of trainers they focus on lesson planning, communication skills, maintaining teacher diary, seating arrangement, indulging trainee teachers in

active discussion, provision of mentoring, preparation of time table, record keeping. The majority of trainers were of the view that training lacks in use of AV aids, paper development, and marking techniques, various subjects' methodology, solo taxonomy, time management skills.

Recommendations

Induction-level training cannot prepare tests and examination papers as these are evaluation techniques. Appropriate training on assessment tests and essay preparation can be provided.

The research results show that teachers did not provide appropriate teaching methods for different subjects in the induction training. It is recommended to include some subject-based training courses at the induction level. The use of a.v. aids is also a neglected area in training, it needs major consideration.

Induction-level training lacks attention to the time management skills of novice teachers. During the training period, the time management skills of trainee teachers can be improved.

Solo taxonomy is very essential for teachers. The study revealed that there was not focus on Solo Taxonomy. Training on solo taxonomy is provided.

Time management skills make the teaching-learning process effective. Time management skills of newly inducted teachers may be focused on training.

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