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Induction Training Program and its Impact on the Job Performance of Secondary-level Teachers in Punjab, Pakistan

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Abstract

The Induction Training Program (ITP) was launched by the government of Punjab, Pakistan, to induct required skills and knowledge among newly inducted secondary-level teachers and enhance their job performance. The present study was conducted to determine the level of job performance of teachers once they had completed ITP. This study was conducted in Sargodha Division, and all the secondary-level teachers in the division made up the total population of the study. This quantitative study was carried out through a survey research design. Primary data were collected through a self-constructed questionnaire built on a 5-point Likert scale. In its findings, the study found a significant impact of ITP on teachers' job performance ($r = 71$, $p < .000$). The study found no significant difference between two categories of male and female teachers on competency, TP, STB, and JP ($p > .05$). In addition, a significant difference was found on the said variables based on teachers' academic qualifications and their job experience ($p < .001$). In conclusion, trained teachers through ITP showed an increase in their work performance, which also varied by teachers' academic qualifications and their job experience.

Keywords: induction training, teacher, student, job performance, secondary school, education

Introduction

Teacher induction training is an important activity for developing capable and competent teachers. In contrast, for newly trained teachers who are stepping into the fray of the profession, much is expected as well as much in terms of responsibilities (Abdullah et al., 2024a; Idris et al., 2021). At the beginning of their careers, they build crucial relationships with students and colleagues and acquire skills that will empower, guide and inspire the next

generation. However, it is at this stage that one needs to build their professional identity and educational philosophy. The establishment of an ITP indicates its importance in supporting, guiding and nurturing professional growth among teachers. While an ITP provides teachers with structured training and resources, it also enables them to make a difference in the lives of students and the broader educational context. This essential support is essential as it enables teachers to respond to the challenges facing modern education and to participate constructively in shaping future generations (Mabaso, 2012).

The education sector is of utmost importance in any country, especially in Pakistan. It can be said that this sector is the bed of grass on which the future nation will walk. Teachers are very important in this regard as they play a major role in shaping young minds, helping them grow intellectually, and building strong characters for their students. A prominent example of this is the establishment of the Punjab Induction Training Program in 2009. Here, there is a great emphasis on recognizing the important roles that teachers play in the educational network (Parveen et al., 2022). By making this program mandatory for new teachers, the Punjab Teacher Education Task Force was very clear in ensuring that teachers get the support, training, and resources they need to succeed in the classroom. This was complemented by a four-week professional development program designed by the Department of Social Development to equip them with relevant tools to further the region's interest in having competent, motivated, and well-equipped teachers to deliver quality education with positive impact on their students (Akhtar & Qureshi, 2021). Investing in teacher development brings dual benefits – thriving the education system in Punjab and enhancing the learning levels of its children in order to build a more educated and prosperous society (Abdullah et al., 2023a; Khanam et al., 2022).

The induction training program equips new teachers with the attitudes, behaviours, and skills necessary for effective practice; therefore, evaluating its impact on job performance is essential. According to Ingersoll and Smith (2004), "induction training is a critical milestone in a smooth transition to new teaching jobs." However, the bottom line is: How can induction training for new teachers be fine-tuned to better prepare them for the tasks?

The current research aimed to investigate the effectiveness of induction training program in exerting influence on new secondary school teachers' new teaching behaviours. The research addressed this major concern regarding teacher preparation programs to improve teachers' readiness to inspire, teach, and guide students better. In this way, the efficiency of the education system will increase due to the better performance of the current education system. To delve deeper into this issue, the following research questions were formulated:

- Is there any significant impact of ITP on teachers' job performance?
- What is the difference in perception between male and female teachers about the impact of ITP on teachers' job performance?
- Is there any significant difference on ITP and job performance of teachers based on their job experience?
- Is there any significant difference on ITP and job performance of teachers based on their academic qualification?

Literature Review

An induction programme is more than just orientation – it is a powerful process of support and assistance that continues long after the first year of teaching is over. This entry-level induction programme includes all the important aspects of professional development, curriculum planning, mentoring and more, and should therefore be available to new teachers to enable them to succeed in their teaching careers (Idris et al., 2021). This will be important for the effective induction of the teaching profession and sustained retention of teachers, especially in schools where evaluation is on implementation. This will be important for effective mentoring of the teaching profession and sustainable retention of teachers, especially in schools where evaluation is based on implementation. Such programmes will create an encouraging and nurturing environment that will create a sense of belonging, facilitate professional growth, and increase the likelihood of maintaining dedication to the teaching profession (Yilma, 2015). In this regard, well-organised mentoring courses are important components of sector stability and indirectly of teachers' continuing professional development, which contributes to the quality of education provided to students (Desquina, 2014).

The second element should include active involvement from school leadership, where the principal himself should be involved in providing guidance, demonstrating leadership, and finding ways to communicate. Indeed, strong instructional support, professional standards, and extensive ongoing professional development are important aspects of a successful induction program. An induction program actually helps new teachers transition smoothly into the new role in a dynamic, learning-friendly classroom environment where professional growth can take place. This benefits both the teacher and the student in achieving better teaching outcomes as well as increasing the overall quality of teaching (Sadig et al., 2017).

Professional expectations are essential to any ITP because they provide new educators with a clear path to follow as they begin their teaching careers. Research indicates that these expectations should include three essential components: foundational, structural, and instructional. Foundational expectations set the program's overall vision and goals, while structural expectations outline the particular roles and responsibilities of program participants (Abdullah et al., 2024b; Ingersoll & Smith, 2004). Instructional expectations, on the other hand, cover a variety of teaching process elements that guarantee new teachers are ready for their classroom duties. These professional standards ought to be seen as more than merely recommendations; rather, they ought to be viewed as the foundational elements of the program for the induction of new teachers. Such programmes may give a solid footing to educators by equipping them with clear and articulate expectations in those three areas. This would therefore enable the educators to be competent and confident to serve in their new positions, which will consequently increase both their performances and the general instruction standards in class (Abdullah & Ali, 2024; Bickmore & Bickmore, 2010).

For professional development to be effective, it must fulfil certain requirements, which are essential to a teacher's career. It must be easily available, individualized, continuous, and address the difficulties that instructors confront in the actual world. Teachers must have access to tools and the opportunity to regularly update and develop their abilities, given the dynamic nature of the education sector (Abdullah, 2024; Laghari et al., 2023). As such, an official induction program is an essential component of a teacher's introduction into the teaching

profession. It offers a structured support framework that goes beyond simple mentorship to include other components like curriculum planning help and continuous professional development (Wong, 2004). Teachers and the students they work with will eventually profit from the incorporation of all these elements into the induction process, which gives educators the tools they need to not only start their careers effectively but also adapt and flourish in a constantly changing educational environment (Khan et al., 2023; Bickmore & Bickmore, 2010).

The idea of teaching performance is complex and includes a number of important elements. Strong interpersonal skills, including interactions with students and parents as well as mastery of instructional techniques, are critical components of a teacher's efficacy (Wechsler et al., 2012). The key features of the teacher's personality and style include teaching skills and capabilities, techniques of teaching, instructional techniques, and pedagogical skills. A good teacher has high expectations, encourages group activities between the students, and stresses time consciousness. They offer useful feedback, motivate the students, and gradually assimilate students into the learning process. All these features together advance the capacity of both the teachers and the students, and education becomes effective and rewarding.

Hypotheses

- H_1 - There a significant impact of ITP on teachers' job performance.
- H_2 - There is a significant difference in perception between male and female teachers about the impact of ITP on teachers' job performance.
- H_3 - There is a statistical significant difference on ITP and job performance of teachers based on their job experience.
- H_4 - There is a statistical significant difference on ITP and job performance of teachers based on their academic qualification.

Methodology

Method and Design

This study utilized a survey research design under a quantitative research method to generate information regarding teachers' perceptions of how ITP impacted their job performance. Quantitative research strategy was employed as it focuses more on the collection of data from a large population towards statistically valid conclusion.

Participants and Sampling

The complete research population consisted of all public male and female secondary school teachers in Sargodha Division, which includes 411 male and 389 female schools spread over four districts. To provide a realistic and relevant inquiry into the perspectives and experiences of these teachers, the study had to depend on representative surveys and sampling methodologies due to the sheer number and dispersal of the target group. Sargodha division consisted of 4 districts: Sargodha, Bhakkar, Mianwali, and Khushab. The division had a total of 2495 male and 1886 female secondary school teachers. Further details of the district-wise population have been included in Table 1.

Table 1

District-wise Population Size

Districts	Secondary Schools (Male)	Secondary Schools (Female)	Male Teachers	Female Teachers
Sargodha	154	178	932	782
Khushab	87	81	512	419
Mianwali	91	72	564	334
Bhakhar	79	58	487	351
Total	411	389	2495	1886

According to L.R. Gay's recommendations, which state that for study populations larger than five thousand, a sample of 400 respondents is usually seen as very sufficient (Mills & Gay, 2019). In order to do this, 400 school teachers who had completed induction training were chosen using a stratified random sampling technique. The sampling procedure ensured that all the districts in the research area were incorporated along with male and female educators. The sample was drawn disproportionately where equal sample size from male and female teachers and from all the districts were taken irrespective of the population size. Specific details about the sample composition are explained in Table 2, which helps in establishing a proper understanding of the distribution and demographics of the participants under study.

Table 2

District-wise and Gender-wise Sample Size

Districts	Male Teachers	Female Teachers	Total
Sargodha	50	50	100
Khushab	50	50	100
Mianwali	50	50	100
Bhakhar	50	50	100
Total	200	200	400

Instrumentation

Since there was no easily accessible standardized tool, two carefully crafted questionnaires were created by the researcher and used as the research tools for this study. The first scale was about the ITP, which had three sub-scales, i.e., competencies (five items), teaching practices (five items), and shaping teaching behaviour (five items). The second scale was about teachers' job performance, which had 12 items. In total, there were 27 items, and all were built on a 5-point Likert scale. This tool's meticulous design made it possible for the study to collect the precise data and viewpoints needed to properly examine how the ITP affected instructors' performance on the job. Comments by the experts were quite helpful in ascertaining that the research instrument was valid and of good quality. Experts had continuously been contacted with this validation process in relation to the wording and structure of each item and new additions suggested as possible. To preclude contamination of the process, a follow-up group of thirty secondary school teachers was purposely selected for pilot testing procedure. This allowed the possibility of testing whether or not the questionnaire had been meaningful to use and whether, within the respondents' control, it had elicited reliable answers. The data gathered during the pilot testing stage proved quite crucial in the enhancement of the reliability and accuracy of the questionnaire, which in turn energized the research tool to provide ample availability of credible and precise information for the main study. The Cronbach's alpha

coefficient strictly evaluated the internal reliability of the research instrument once the pilot testing was over. The final research instrument was prepared by retaining only those items that showed a reliability coefficient of 0.70, so that the utmost accuracy and consistency in data gathering were ensured.

Data Collection Procedure

Before conducting data from schools, the researcher approached the District Education Officer (DEO) of each district of the Sargodha Division to take ethical permission and procedure. The questionnaires were directly given to male respondents through the personal contacts, but for the schools having female populations, a female representative was designated so that it becomes easier to deliver and collect the questionnaires from them. Informed consent was taken from each respondent before data collection in order to ensure that taking part was strictly voluntary and inform the respondents that the highest level of secrecy and anonymity had been maintained. The researcher distributed 407 questionnaires among the teachers and received 404 questionnaires back. The data from 387 questionnaires was found to be suitable for analysis, as some questionnaires were excluded from the analysis process because they had a great deal of missing data.

Data Analysis Procedure

In order to facilitate the analysis intended to derive the study's conclusions, the collected data underwent meticulous collection, arrangement, and tabulation as a last step in the research process. The analytical tool used was version 20 of the Statistical Package for the Social Sciences (SPSS). The mean and percentage were used in the descriptive analysis to give a thorough summary of the data. Regression analysis, a type of inferential analysis, was used to forecast how well educators will perform on the job in relation to their induction training. In addition, one-way analysis of variance (ANOVA) was used to evaluate teachers' judgments of the Induction Training Program (ITP) based on their work experience and academic qualifications, and independent sample t-tests were utilized to compare the opinions of male and female respondents. Notably, strict requirements for data normality, variance homogeneity, and group independence were satisfied prior to using parametric tests, guaranteeing the validity and dependability of the statistical analyses.

Results and Discussion

Results

Respondents' academic qualifications and their work experience were brought into analysis in order to determine whether teachers' level of job performance varied by their qualifications and experience. One-way analysis of variance (ANOVA) statistics given in Tables 10 and 11 can further provide information about it. In terms of academic qualification, 65.4% of respondents had qualifications up to masters, 28.9% up to MS/MPhil, and only 5.7% of the respondents held PhD degrees. For job experience, 29.5% of teachers had worked up to 10 years, 45.7% up to 20 years, and 24.8% had served as teachers for more than 20 years.

Table 3

Demographics

Variables	n	%
Academic Qualification		

Up to Ma/MSc	253	65.4
Up to MS/MPhil	112	28.9
Up to PhD	22	5.7
Job Experience		
Up to 10 Years	114	29.5
Up to 20 Years	177	45.7
Above 20 Years	96	24.8

Note. $N = 387$.

Table 4

Levene's Matrix

Variables	F	p
Competency	.079	.723
TP	.072	.761
STB	.091	.789
JP	.112	.621

Levene's test was run as an assumption to determine the homogeneity of variance between two groups, male and female teachers, before executing an independent sample t-test. Table 4 shows significant values of all variables greater than .05, indicating no violation of homogeneity between two groups.

Table 5

Rotated Factor Loading

Items		Factor loading			
		1	2	3	4
Factor 1. Competency (C)					
C4.	ITP increases effectiveness of teaching techniques.	.84			
C1.	ITP minimizes transition difficulties.	.81			
C2.	ITP maximizes teachers' retention.	.77			
C3.	ITP is helpful in using technologies in teaching.	.76			
C5.	ITP polishes teachers' personal tendencies.	.71			
Factor 2. Teaching Practices (TP)					
TP1.	Advanced teaching strategies are introduced in ITP.		.91		
TP4.	Advanced teaching skills are introduced in ITP.		.88		
TP5.	ITP advances class management strategies.		.86		
TP3.	ITP helps in choosing a suitable teaching method.		.86		
TP2.	ITP helps learn how to shape teacher-student interaction.		.80		
Factor 3. Shaping Teaching Behaviour (STB)					
STB3.	ITP helps in setting challenges in students' learning.			.89	
STB1.	ITP facilitates how to improve students' writing skills.			.86	
STB2.	ITP teaches how to improve students' communication skills.			.84	
STB4.	ITP facilitates how to solve students' academic problems.			.79	
STB5.	ITP helps teachers in achieving high academic standards.			.78	
Factor 4. Job Performance (JP)					

JP1.	After ITP, teachers can critically analyse students' work.	.91
JP4.	After ITP, teachers can adopt co-operative learning strategy.	.89
JP5.	After ITP, teachers assess the students' well in time.	.88
JP3.	Teachers can estimate amount of time to be spent on a task.	.85
JP2.	After ITP, teachers can teach student time management skill.	.83
JP7.	After ITP, teachers can complete teaching activities in time.	.80
JP6.	After ITP, teachers can improve students' weakness fluently.	.77
JP10.	After ITP, teachers can encourage students' active learning.	.76
JP11.	An ITP teacher can relate outer events to class teaching.	.75
JP12.	Teacher can teach students through a real-life situation.	.72
JP8.	An ITP teacher can teach students using stimulation.	.71
JP9.	An ITP teacher can have diversity of teaching strategies.	.70

Table 5 shows the exploratory factor analysis (EFA) matrix. The statistics indicate that all the items were loaded under their respective factors. It also shows reasonable consistency among the items, leaving a positive sign of measurement validity and reliability.

Table 6

Correlation Matrix

	Variables	1	2	3	4
1	Competency	-			
2	TP	46***	-		
3	STB	51***	63***	-	
4	JP	41***	57***	39***	-

Note. *** $p < .01$.

After exploratory factor analysis (EFA), correlation can be a suitable method that can help identify how much relationship among the factors of a specific construct exists. It also helps to understand how convergent all the factors are to each other in order to measure the targeted variables. Table 6 shows that variables of ITP and job performance are significantly correlated ($p < .01$).

Table 7

Grouped Frequencies

Variables	M	SD	Skew	Kurt	Range	Items	α
Competency [a]	3.34	0.68	0.57	0.41	1-5	5	.79
TP [a]	2.93	1.02	0.17	0.29	1-5	5	.83
STB [a]	3.47	0.51	0.61	0.37	1-5	5	.80
JP [b]	3.76	0.47	0.68	0.60	1-5	12	.73

Note. [a] ITP scale, [b] Job performance scale. Overall reliability coefficient (α = 0.79).

Table 7 reveals the grouped frequency distribution of scales and sub-scales. The scale of teachers' competency exhibited (M = 3.34, SD = 0.68), indicating that ITP helped teachers increase their competency. Findings revealed that ITP also helped in enhancing teachers' teaching practices (M = 2.93, SD = 1.02), while their teaching behaviour was also shaped by ITP (M = 3.47, SD = 0.51). In the end, the statistics revealed that teachers' ITP increased their job performance (M = 3.76, SD = 0.47). In addition, the values of skewness and kurtosis

indicated a normal distribution of the data. The reliability coefficient values of all scales remained >.70, indicating strong internal consistency among the items and their specific factors.

$$Z_{skewness} = \frac{\text{skewness}}{\sqrt{\text{s.e. skewness}}} \qquad Z_{kurtosis} = \frac{\text{kurtosis}}{\sqrt{\text{s.e. kurtosis}}}$$

Table 8

Linear Regression Analysis for Impact of ITP on Job Performance

Variables	B	β	F	t	SE
Constant	9.41***				.32
Induction Training Program (ITP)	.82***	.72	28.42	4.31	.17
R	.78				
R^2	.71				

***$p < .001$.

Table 8 shows statistics from simple linear regression, which was conducted in order to make a statistical prediction about whether there was a significant impact of teachers' ITP on their job performance. According to the statistics, the predictor (ITP) caused 71% variation in the outcome (job performance) variable (r = 71). The study found significant covariation between two variables (B =.82, β = 72). In essence, the study hypothesized significant chances of an increase in job performance as a result of getting induction training (p <.000).

Table 9

Comparison Between Male and Female Teachers on Competencies, TP, STB, and JP

Variable	Male Teachers		Female Teachers				
	M	SD	M	SD	t (274)	p	Cohen's *d*
Competency	3.36	0.52	3.32	0.59	0.16	.79	0.07
TP	2.96	0.61	2.90	0.57	0.21	.64	0.10
STB	3.43	0.45	3.51	0.39	-0.29	.42	-0.18
JP	3.77	0.32	3.75	0.30	0.13	.83	0.06

Table 9 presents independent sample t-test statistics for the mean comparison between male and female teachers on competency, teaching practice (TP), shaping teaching behaviour (STB), and job performance (JP). The statistics revealed no statistically significant difference between male teachers (M = 3.36, SD = 0.52) and female teachers (M = 3.32, SD = 0.59). In terms of TP, male teachers exhibited scores (M = 2.96, SD = 0.61) that were not more significant than those of female teachers (M = 2.90, SD = 0.57). No significant difference was found among male teachers (M = 3.43, SD = 0.45) and female teachers (M = 3.51, SD = 0.39), while no significant difference was also found among male teachers (M = 3.77, SD = 0.32) and female teachers (M = 3.75, SD = 0.30) on the variable of JP. Cohen's *d* values indicated no significant difference in size among the variables. Overall findings hypothesized that there was no statistically significant difference among male and female teachers on competency, TP, STB, and JP (p >.05).

Table 10

One-way ANOVA for Competencies, TP, STB, and JP based on Respondents' Qualification

Variable	Up to M.A		Up to M. Phil		Up to PhD				
	M	SD	M	SD	M	SD	*F* (1, 274)	η^2	Post-Hoc

Competency	2.95	0.75	3.26	0.54	3.81	0.37	22.31***	.58	1<2<3
TP	2.89	0.57	2.53	0.63	3.37	0.41	24.54***	.61	1>2<3
STB	3.01	0.66	3.95	0.30	3.45	0.40	29.23***	.72	1<2>3
JP	3.29	0.59	3.77	0.47	4.22	0.24	19.83***	.57	1<2<3

***$p < .001$.

Table 10 presents one-way ANOVA statistics for mean comparison on competency, teaching practice (TP), shaping teaching behaviour (STB), and job performance (JP) based on teachers' academic qualifications. The statistics revealed statistically significant differences on competency based on teachers' qualifications, up to M.A. (M = 2.95, SD = 0.75), up to MPhil (M = 3.26, SD = 0.54), and up to PhD (M = 3.81, SD = 0.37). In terms of TP, qualification up to M.A. (M = 2.89, SD = 0.57), up to MPhil (M = 2.53, SD = 0.63), and up to PhD (M = 3.37, SD = 0.41). On STB, qualification up to M.A. (M = 3.01, SD = 0.66), up to MPhil (M = 3.95, SD = 0.30), and up to PhD (M = 3.45, SD = 0.40). In terms of JP, qualification up to M.A. (M = 3.29, SD = 0.59), up to MPhil (M = 3.77, SD = 0.47), and up to PhD (M = 4.22, SD = 0.24). The statistics revealed eta values (η^2 <.40), indicating a moderate effect size. Overall findings hypothesized that there was a statistically significant difference in teachers' perceptions of competency, TP, STB, and JP, based on their academic qualifications (p <.001).

Table 11

One-way ANOVA for Competency, TP, STB, and JP based on Respondents' Job Experience

Variable	Up to 10 Years		Up to 20 Years		Above 20 Years				
	M	SD	M	SD	M	SD	F (1, 274)	η^2	Post-Hoc
Competency	3.31	0.54	2.88	0.69	3.83	0.29	20.64***	.61	1>2<3
TP	2.57	0.79	2.80	0.67	3.42	0.55	26.24***	.54	1<2<3
STB	3.40	0.51	3.00	0.58	4.01	0.30	25.74***	.49	1>2<3
JP	3.75	0.42	3.42	0.49	4.11	0.33	23.04***	.63	1>2<3

***$p < .001$.

Table 11 presents one-way ANOVA statistics for mean comparison on competency, teaching practice (TP), shaping teaching behaviour (STB), and job performance (JP) based on teachers' job experience. The statistics revealed statistically significant differences in competency based on teachers' job experience up to 10 years (M = 3.31, SD = 0.54), up to 20 years (M = 2.88, SD = 0.69), and above 20 years (M = 3.83, SD = 0.29). In terms of TP, job experience up to 10 years (M = 2.57, SD = 0.79), up to 20 years (M = 2.80, SD = 0.67), and above 20 years (M = 3.42, SD = 0.55) On STB, job experience up to 10 years (M = 3.40, SD = 0.51), up to 20 years (M = 3.00, SD = 0.58), and above 20 years (M = 4.01, SD = 0.30). In terms of JP, job experience up to 10 years (M = 3.75, SD = 0.42), up to 20 years (M = 3.42, SD = 0.49), and above 20 years (M = 4.11, SD = 0.33). The statistics revealed eta values (η^2 <.40), indicating a moderate effect size. Overall findings hypothesized that there was a statistically significant difference in teachers' perceptions of competency, TP, STB, and JP based on their job experience (p <.001).

Discussion

This research aimed to determine the extent to which ITP affected the performance of newly appointed secondary-level teachers. It strove to find out if the programs were strong enough in keeping new recruits' behaviour aligned with what was expected of them. This end required

consideration of the teaching competence, teaching strategies, expectations of student behaviour in class and from the teacher to the students, and the timetable, feed-back, and engagement of the students. The study adds value to the understanding of how ITP can better prepare educators for their roles and raise the standard of education through offering insightful information about how new teachers in secondary education are shaped by matters of skills, behaviour, and interaction.

This research contained extreme evidence of the extremely positive responses and results of ITP for school teachers. The proper attitudes of the teachers with mutual consent revealed how much importance they gave to these programs. Learning diverse teaching skills, knowledge of teaching, and application of effective teaching methods not only served teachers in their jobs but also enriched the way of teaching. On the other hand, positive impacts of such programs on cooperation between teachers and students suggest how important these programs are for the development of an attractive climate of learning. The results of this study in general confirmed the well-known crucial role ITP plays in the continued professional development and effectiveness of teachers in education. These results are consistent with those of Pack (2017), who believed that clear professional expectations, instructional support, and opportunities for further professional development are the three main components of ITP. At another place, Yilma (2015) concluded that by providing guidance and assistance to educators, ITP seek to foster a positive and empowering environment. Consequently, this contributes to the rise in the quantity of educators who stay committed to their professions in teaching. This study also emphasized how ITP had a significant impact on modifying the work habits of instructors and, consequently, enhancing the quality of teaching. These programs were quite instrumental in assisting the teachers to ensure that students received stimulating but challenging learning experiences. It also assisted the participants to improve their writing and communication skills. The yardstick of the effectiveness of the programs was also premised on the fact that the participants achieved higher levels of academic levels when they left the programs. ITP played a critical role in improving the calibre of teaching and learning in educational institutions by promoting these constructive changes in instructors' attitudes about teaching and their classrooms. Supporting these findings, Bickmoe and Bickmore (2010) stated that ITP encouraged teachers to have the skills necessary to not only launch their careers successfully but also to adjust and thrive in an ever-evolving educational environment. (Mabaso, 2012) argued that as educators set out to shape students' brains and leave a lasting impact on education, the ITP helped, guided, and supported their professional growth.

Based on their perceptions, the newly hired instructors have a very positive opinion of how ITP has impacted their capacity to carry out their professional tasks. These programs, such as goal setting, improvement of writing, problems discussion, and provision of support were found to be absolutely indispensable towards improving performance in a number of aspects of teaching and learning. Teachers understood the importance of this kind of training in helping students analyze their own work critically, teach time management techniques, finish lessons on time, and effectively address their areas of weakness in order to foster active learning. Additionally, the practical and significant character of these programs is demonstrated by their capacity to integrate real-life circumstances into their teaching techniques and tie external events to classroom instruction. Such findings are well-bound and highlight the tremendous importance of induction training for newly appointed instructors in making them aware of the right

information and facilities to deliver lively and effective instruction. Wong (2004) followed a similar trend, concluding that the systematic framework of support offered by the ITP extends beyond basic mentoring and includes other elements like help with curriculum preparation and continuous professional development. In one more place, Bickmore and Bickmore (2010) stated that by defining clear and comprehensive standards in these three areas, teacher induction programs may provide educators with a solid foundation. As a result, they will be able to take on their new responsibilities with competence and assurance, which will eventually raise their performance and the calibre of education in the classroom.

The findings suggest that the data best describe the notion of the fact that induction training significantly improves work performance. In addition, based on educational and professional history, this study established statistically significant differences in competency judgments made by instructors, teaching practices, interactions among teachers and students, and work performance. The aforementioned findings highlight the need for customizing induction training curricula to accommodate the diverse requirements and backgrounds of educators. They also underline professional development as a process that continually improves the performance of teachers in class. The outcomes above are echoed by Sadiq et al. (2017), who concluded that aside from helping a novice teacher socialize into his job, ITP produces a constructive learning environment that is developmental in nature within the context of the learning environment in the class. This tends to set the bar and the level of service performance of education higher; this is helpful both to teachers and students.

Conclusion

This study offered strong proof of the extremely beneficial effects that ITP had on teachers working in classrooms. Teachers' positive attitudes and unanimity in agreement highlight the importance they place on these initiatives. The programs provided instructors with a wide range of teaching abilities, knowledge, and efficient teaching techniques that not only increased their efficacy but also had a good impact on their teaching approaches. Additionally, the activities were essential in fostering a positive learning environment by strengthening the bonds between teachers and students. These findings highlighted the vital role that ITP played in fostering ongoing professional development and teacher efficacy within the educational system, which in turn helped to improve teaching quality by influencing teachers' work habits. The work of the program has also been amplified by its support to educators in developing interesting and challenging learning environments, enhancing students' writing and communication skills, and alignment with higher academic standards. This work also established how feedback constituted a crucial part of professional growth and how essential it was to understanding and furthering much about teaching and learning. Finally, the study showed that newly hired teachers placed a high value on the contribution that ITP made to providing them with the abilities and information needed to teach effectively. This highlighted the usefulness and importance of these programs in preparing teachers for their positions in the educational system.

Recommendations

The following suggestions can be made in light of the text's conclusions and revelations:

- Education establishments may keep funding and growing their induction training initiatives for newly appointed educators. These courses have to be thorough, including

a variety of instructional strategies and effective methods, to guarantee that educators are adequately equipped for their positions.

- Schools may emphasize the value of cultivating healthy connections between instructors and students, especially in light of the favourable effects of induction programs on teacher-student interactions and the learning environment. Modules on creating strong relationships between teachers and students have to be included in training programs.
- Educators may see their first training as a first step toward ongoing professional development. To encourage educators to take an active role in these kinds of endeavours for the duration of their careers, it is important to highlight the benefits of these programs.
- Motivate teachers to share effective teaching strategies and tactics with one another. In order to foster a culture of ongoing learning, educators who have benefitted from induction programs have to be encouraged to talk to their peers about their experiences and successful tactics.
- Utilize participant input to regularly evaluate the efficacy of ITP, and modify the materials and techniques to conform to changing standards and requirements for education.
- The importance of ITP may be emphasized by educational policymakers and administrators, who may also set aside funds to guarantee their universal accessibility and efficacy.

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