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# IMPACT OF THE INDUCTION TRAINING ON TEACHING SKILLS OF NEWLY APPOINTED PRIMARY SCHOOL TEACHERS IN DISTRICT THARPARKAR

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## ABSTRACT

*Teachers' professional skills significantly contribute to the quality of education being provided. In this regard professional development of teachers at the early career level defines the path and power of teaching.This research paper examines how induction training affects the teaching abilities of primary school teachers in District Tharparkar, Pakistan with special reference of lesson planning, classroom management and child psychology. By adopting the quantitative research design, 302 teachers were surveyed using structured instruments and simple linear regression was used to establish the role played by each training component in teaching skills. The results showed that the positive induction training effect was statistically significant in all areas. Classroom management training showed the most significant effect ($R^2 = 0.209$, $p < .001$), then child psychology training ($R^2 = 0.144$, $p < .001$) and lesson planning training ($R^2 = 0.114$, $p < .001$). These findings indicate that induction training offers the necessary skills to teachers in planning lessons, classroom management and the psychological needs of students. The research paper puts emphasis on the importance of well-organized induction programs when it comes to teacher effectiveness and better learning conditions. It also has implications on policies that can be enacted to improve teacher preparation especially in rural and resource starved contexts.*

***Keywords:*** *Induction training, lesson planning, classroom management, child psychology, teacher effectiveness, Tharparkar.*

## INTRODUCTION

Pakistan School teacher induction training is essential so that new teachers can successfully go through the mazes of teaching career. The systematizing process once offers the educator the methodological and pedagogical skill to effectively operate in the classroom and gives rise to a solid sense of child psychology that is instrumental in successful interactions in the school environment. These induction programs have been found to strongly influence the quality of teaching, job satisfaction, and the overall quality of education, which facilitate a positive learning environment and help teachers grow professionally (Butt et al., 2020; Khanam et al., 2020; Zakiah et al., 2021; Butt and Farooq, 2020).

Induction training is a system with a systematic procedure through which various plans are formulated to meet the requirements of new teachers. To ensure that the induction training is pertinent to the aims of professional development of teachers, first, needs assessments are conducted to identify some

areas in which help is required. Such a systemic character is also necessary because in the absence of the precise structure, the new teachers will tend to find it rather hard to carry out their responsibilities in the most efficient manner possible, which may lead to the underperformance of teaching. Induction training provides a two way relationship that exists between the organization and the employee, which fosters job loyalty and productivity. It has been established that the new teacher with an extensive induction training program will feel more comfortable with his or her work, and the practice shock that many new teachers have to deal with is removed (Ingersoll and Strong, 2011; Butt et al., 2020; PJE, 2023).

In addition, lesson planning is a fundamental material that is supposed to enhance teaching-learning process. It is a comprehensive guideline to the teacher on how they can teach with accuracy and also focusing on their planning in teaching. A well-constructed lesson plan may assist educators in eliminating many classroom issues, including learning differences and behavioral peculiarities of students. Extensive literature suggested that successful teaching revolves around different pedagogical approaches and the lack of reliance on a single method, which ultimately produces a more successful interaction with students and increased learning outcomes (Ali, 2018; Zakiah et al., 2021; Ingersoll and Strong, 2011).

The induction programs are well made and very comprehensive to watch over special challenges that a first-time teacher is likely to encounter. As per the recent studies, classroom management skills of the teachers who have undergone organized training on induction are much superior, which proves extremely beneficial in shaping a nurturing environment that allows students to succeed in school (Butt and Farooq, 2020; Khanam et al., 2020; Butt et al., 2020). The barriers to the educational process could be removed with the assistance of the introduction of novice teachers into the specific training program, providing the environment within which the interests of students and the desired behavior will be easily achieved (Dishena and Mokoena, 2016; Al Abri et al., 2022).

The Pakistani based studies support the argument that better outcomes can be achieved by students when the induction training programs are successful. As an example, educators with a history of exposure to rigorous programmes in induction will often report having been equipped with better skills in the domains of lesson planning and the maintenance of desirable classroom climates, which are positively linked to higher scores on student achievement measures (Butt and Farooq, 2020; Butt et al., 2020; PJE, 2023).

Additionally, new methods of teaching planning which are consistent with systematic instruction delivery ideas should be adopted as well. These inventions help teachers to suit the needs and interests of the learners in addition to the teaching methods responding to the demands of contemporary needs of education standards. The research confirms the need to offer teachers adaptive tools, and it implies that adaptive approaches to the design of lessons are to be implemented in organized induction programs (Perveen, 2022; Danso et al., 2022).

After a short duration of time, induction training process ought to be assessed with the aim of establishing the effectiveness of the induction training process. Regular feedback is also useful in helping educational authorities to make improvements on programs to open up fruitful professional development opportunities that boost the degree of skills and knowledge base among teachers (Pozo-Rico et al., 2023). It has been established that dynamism to revise and modify training modalities contributes a lot in training the sustainability and performance of the induction programs in ensuring that the new teachers can adapt to the dynamics of the classroom environment.

Closely related to the effectiveness of induction in teachers, there is the induction experience of newly inducted teachers. A study carried out by Ingersoll and Strong shows that the relationship between the participation in structured induction programs and the improvement of the teaching practices is strong. The overall classroom management, good tasks involvement of the teachers involved in such programs as well as the well

planned lesson competencies are normally aligned with the learning objectives of the students (Ingersoll and Strong, 2011). Extensive educators support teachers through programmatic help that is essential in mentorship in both personal and professional fulfillment in the initial years of teaching (Kaya and Baki, 2023; Kidd et al., 2015).

The vital aspect is that the general objectives of these training programs have to be in line with the general education policies so that they can be sustainable and applicable in the Pakistani education system. The National Education Policy also puts emphasis on the need to restrain teacher proficiencies through systematic structures of induction, which do not just conform to educational requirements, but also satisfy the professional needs of educators (Butt et al., 2020; Butt and Farooq, 2020).

Stakeholders in the educational sector, who are policymakers and administrators, ought to be multidimensional in their endeavour to come up with effective induction training programs. It involves applying the effective models of cross-cultural induction keeping the local scenarios in focus. The experiences gained in the course of the recent study show that the distance between the theoretical framework and the practical implementation can be bridged with the assistance of the corresponding induction programs. More frequent reviews and modifications according to the needs of the specific learning institution will make them more effective in modern educational institutions (TONDER, 2021; Khanam et al., 2020; PJE, 2023).

There is also a need to deal with the potential variations in experiences and results of male and female educators when they undergo induction procedures. It has also been found that gender can also influence training effectiveness and the subsequent application of the knowledge. The rise in the percentage of satisfied female teachers will mean that gender-sensitive induction training will have to be developed (Ali, 2018; Al Abri et al., 2022).

Lastly, professional bonding and mentoring that is formed in the induction training are essential due to the new educators joining the teaching fraternity. Cooperation and learning facilitated in the positive mentor-mentee relationship is very much needed in development of coherent and supportive teaching culture. The information about the leadership models that may be used to make head teachers effective mentors may affect the effectiveness of the induction programs in schools significantly (Gopang, 2022; ÇÖKÜK, 2017).

In conclusion, systematic induction training that has been introduced to school teachers in Pakistan offers a starting point to attain competent teachers that can address the prevailing educational requirements. These programs are able to facilitate teacher performance and student learning outcome leading to the provision of high quality education in the area due to their concentration on pedagogy, classroom management, lesson planning, emotional intelligence, and mentorship. The lack of sensitivity of efficient induction education has the potential to inhibit teacher retention and student achievement so, the urgent need of holistic, accommodating, and dynamic models in Pakistani schools.

**Statement of the Problem**

In the light of the potential contribution such programs may have to the teaching performance, the impact of induction training on the teaching competence of inducted primary school teachers in District Tharparkar is a pressing area of study. It is also a very important transition process, in which the novice teacher is made ready critical pedagogical concepts and classroom management skills needed in the classroom that correlate with theory (Khanam et al., 2020; Butt and Farooq, 2020). Moreover, having a mentor at this stage may greatly boost the confidence and competence of new teachers, which can overcome some of the difficulties, including the practice shock that many first-time teachers experience, although some studies report that induction programs tend to focus on the easier to teach aspects, neglecting the depth of engagement with the diversity of classroom life (Kane and Francis, 2013; Dishena and Mokoena, 2016). Research shows that properly organized induction programs result in better instructional practice, such as lesson planning and strategies to

engage the students, which are essential to address diverse classroom settings (PJE, 2023; Zeb et al., 2022). Nevertheless, the absence of uniformly high-quality induction supports across the educational institutions tends to lead to inconsistent training experiences and eventually influence the teacher readiness to their job (Waheed et al., 2021; Butt et al., 2020). This poses an interesting opportunity to systematic assessments of induction training programs to guide policy and practice in Tharparkar and other situations.

**Research Objectives**

Based on the significance of the research study, the following main objective was formulated.

1. To explore the impact of training in lesson planning on teachers' planning skills.
2. To assess the impact of training for classroom management on teachers' classroom control.
3. To examine the impact of training on child psychology on teachers' understanding of students.

**Hypotheses**

Based on the research objective, the following hypotheses have been developed.

1. $H_{a1}$: There is an impact of training in lesson planning on teachers' planning skills.
2. $H_{a2}$: There is an impact of training for classroom management on teachers' classroom control.
3. $H_{a3}$: There is an impact of training on child psychology on teachers' understanding of students.

- **Literature Review**

Teacher induction is a very important aspect of professional effectiveness of the teacher especially in acquisition of the requisite teaching skills including lesson planning, classroom management as well as knowledge about child psychology. It has also been established that effective induction training could be used to advance the competence of recruited educators and provide them with the means of working with the new job. In resource-starved environments such as Sindh, Pakistan, especially in rural regions such as District Tharparkar, there are numerous obstacles that impede effective execution of these training programs, which affects the general teacher development. In addition, local contextual issues that are pertaining to such programs greatly influence their results.

**Induction Training Effectiveness.**

The induction training also comes in handy to complement the required instructional abilities of the new teachers. The research demonstrates that the well-designed programs can significantly help to enhance the skills of planning the lessons, the strategies of classroom management and the knowledge of child psychology of an educator, thereby, positively influencing student performance (Negassa and Engdasew, 2017). In order to emphasize the significance of training, Santos and Teixeira indicate that it aids educators to build their understanding of policy and pedagogical concept, which could be implemented in rural learning settings (Santos and Teixeira, 2024).

The experience of real life, the working with rural classrooms contributes to a better knowledge about the needs of local students, their culture, and the problems peculiar to these classes. As an example, as Matsumoto et al. explain, rural experiences can contribute to heightening teacher preparedness by enhancing positive class environments that induce learning (Matsumoto et al., 2010). Such practical training is not only applicable to the acquisition of lesson planning and management skills, but also to the process of fostering a sense of belonging and confidence in novice teachers that is essential to professional development (Ferreira, 2015).

Induction training may also be used to decrease the early career anxiety of new teachers, boost their confidence in their instructional abilities, and enhance job satisfaction with their work since they are unable to cope with several classroom interactions. The fact that support systems created during the course of induction training have a positive impact on the development of pedagogical skills, as well as the relationships of the educators themselves in the school communities, creating supportive networks that serve as the key to professional efficacy,

has been pointed out in one of the studies (Negassa and Engdasew, 2017).

**Difficulties in the Induction Training in Sindh, Pakistan.**

Induction training in Sindh also has a number of challenges particularly in rural regions like Tharparkar. Few resources, bad infrastructure and structure imbalances can cripple these training programs. Salifu suggests that teachers are more reluctant to work in rural settings and this constitutes a cycle that shapes the availability of skilled teachers in rural settings (Salifu, 2020). This urban inclination in postings may lead to a skew in human capital of education that can lead to the provision of poorly trained or unregulated learning in the rural schools.

Moreover, lack of facilities required to deliver the intensive training programs, access to teaching materials, and inability to follow the training process are also major hindrances. Another problem which increases this issue is that professionally trained mentors and facilitators are not enough, and future teachers may not receive the necessary guidance and support (Brown et al., 2017). The consequences of these problems are significant, such as high turnover of teachers and the inability to learn in students of such under-resourced areas.

The distinction between the urban and rural education development in Pakistan can be identified with the socio-economic factors that have a direct influence on the quality of teacher training and their availability. As disclosed by Kaye et al. rural placements are likely to be breeding ground where cultural shocks and isolation are likely to take place and this has adverse effect on the process of adaptation and development of new teachers (Kaye et al., 2010). The lack of willingness of teachers to work and be developed under such conditions is bound to cause the cycle of poor educational support of students.

**Induction Training and Teacher Development.**

Not only is the nature of induction training acquisition of teaching skills, but in that it affects pedagogy, level of confidence and job satisfaction, it is a very vital part of overall teacher development. Well-constructed induction programs do not only prepare the beginner teachers to confront the teaching problems immediately, but also help them develop a solid professional identity. The collaboration between new teachers during their first year of training fosters community that has been identified to improve the overall schooling system in schools (Ferreira, 2015).

Furthermore, the practical outcomes of these programs, in turn, contribute to the general increase in pedagogical skills, which, on the other hand, testifies to the importance of such educational training courses in enhancing not only the teaching skills of the teachers but also their future professional satisfaction (Brown et al., 2017). The mentoring element that has penetrated these programs is what provides the new-teachers with the wisdom of the experienced practitioners that enhances their teaching methods and adaptability (Ferreira, 2015).

New teachers who are inducted through sound programs have been shown to have better retention rates, and are also more inclined to job satisfaction. Teacher induction has been linked to increased rates of teaching performance and student engagement, which in turn is connected to a positively related educational outcome in general (Negassa and Engdasew, 2017). Moreover, trainings should be effective and encourage self-reflection and a continuous professional development as teachers will be creative and react to the dynamics of classes.

**Situational Factors that Affect the results of Induction Training.**

The contextual conditions of a locality on the outcome of induction training is hardly exaggerable, particularly in resource limited and rural regions like Tharparkar. The socio-economic setting plays a very vital role in the development and execution of effective induction programs in order to be aligned with the local community requirements.. In one example, cultural standards, social norms, and geographical limitations may enlighten the way learning programs are adopted by the teachers and the communities to which they belong (Santos and Teixeira, 2024).

The cultural context in the area is very important in understanding what is meant by effective teaching. The training systems, which do not rely on the specifics of the social-cultural environment, might perpetually promote the ineffective types of the teaching that are not consistent with the values of the local environment (Santos and Teixeira, 2024). Therefore, specifically-formulated induction plans with the local traditions and pedagogical demands can lead to significantly more favorable outcomes due to the cultural empathy and cultural awareness of the new teachers.

In addition the rural organization of work usually poses logistical issues that render the induction training process to be challenging. Accessibility to educational resources, the absence of transport, and communication are some of the key challenges to the potential of a comprehensive training programme (Salifu, 2020). These situational inhibitors need a new solution that will help bridging the gaps in service delivery and interaction between districts and educational authorities.

A lot of cooperation between schools, local officials and members of the local community has resulted in the development of an effective and reactive training program. Creating such synergies can increase relevance and effectiveness of programs, to use local expertise and to enrich educator preparation (Brown et al., 2017). The awareness of local contexts in teacher induction training does not only inform the curriculum, but also the fact of ownership among the community members.

In conclusion, teacher induction training is much needed to enhance education effectiveness, particularly in the rural region as in the case of Sindh, Pakistan. The effectiveness of such training rests on various factors, including the adequacy of the resources, training facilities, the local contextual considerations that are manifested in rural district characteristics. Even though not all the challenges associated with the application of induction training to these communities are resolved entirely, its detection and removal can be essential in helping the new teachers to enhance their pedagogical competencies, self-confidence and job satisfaction. The induction programs must be constantly refined and adapted to the requirements of the local needs as per the best practices such that the students would thrive in the enhanced educational setting.

**Research Methodology**

The research design used was a quantitative one, to investigate how induction training influences lesson planning, management of classroom settings and knowledge of child psychology among newly recruited teachers in primary school in District Tharparkar because quantitative methods give objective measures of the relationships between training and competencies (Bell and Bryman, 2007). All new primary school teachers, who attended a training program known as the Initial Professional Development (Induction Training Program) of the School Education and Literacy Department (SELD), Government of Sindh, with training modules designed by PITE Sindh and STEDA were the population. By 2022, with the revised policy on recruitment, around 3000 PSTs were hired in District Tharparkar, with around 1500 were given Induction training in the seven Talukas.

A sample size of 302 teachers was obtained proportionate to the trained population using the sampling table provided by Krejcie and Morgan (1970) and the sample was divided into 63 teachers (22 percent) of Taluka Mithi and 40 teachers (13 percent) of Islamkot, Chachro, Nagarparkar, Diplo, Kaloi, and Dahli. The data were collected using a close-ended Likert scale questionnaire having three response options (Agree, Neutral, Disagree), having three independent variables (Training in Lesson Planning (TLP), Training for Classroom Management (TCM), and Training on Child Psychology (TCP)) and three dependent variables (Planning Skills (PS), Classroom Management Skills (CMS), and Child Psychology Skills (CPS)) that included five items each. Cronbach-Alpha reliability testing in SPSS yielded a range of 0.78 to 0.94 in variables with a total reliability coefficient of 0.88, which is in the acceptable to good range according to the criteria of Sekaran. Primary data was collected using WhatsApp, email, and school visits and paying due attention to such ethical considerations as informed consent and voluntary participation. Data obtained was analyzed through the SPSS version 24 where

descriptive (percentages) and inferential statistics (regression analysis) were applied to determine the effects of induction training on the professional skills of newly inducted primary school teachers.

**Descriptive Statistics**

**Table 03: Training in Lesson Planning (TLP)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. The training helped me organize my lessons effectively. | 139 (45.9) | 158 (52.1) | 5 (1.7) | 0 (0) | 0 (0) |
| 2 | 2. I can now write clear and measurable lesson objectives. | 70 (23.1) | 210 (69.3) | 20 (6.6) | 0 (0) | 0 (0) |
| 3 | 3. I am able to use teaching aids in my lesson planning. | 91 (30.0) | 185 (61.1) | 18 (5.9) | 0 (0) | 8 (2.6) |
| 4 | 4. I link new content with students' prior knowledge. | 82 (27.1) | 200 (66.0) | 18 (5.9) | 0 (0) | 0 (0) |
| 5 | 5. I feel confident designing daily and weekly lesson plans. | 124 (40.9) | 170 (56.1) | 8 (2.6) | 0 (0) | 0 (0) |

Table 03 presents the results of the perceptions of most teachers that induction training in lesson planning was very effective. A majority or participants were able to strongly agree (45.9) or agree (52.1) that the training assisted them in organizing lessons. Other items which showed high rates of agreement included the ability to write measurable objectives (92.4%), teaching aids (91.1%), and connecting new material to previously learned material (93.1%). The number of respondents who disagreed, or were neutral, was very small. The same trend indicates a high positive effect of the training on the capacity of teachers to plan their lessons.



**Table 04: Training for Classroom Management (TCM)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. The training improved my classroom discipline techniques. | 120 (39.6) | 177 (58.4) | 5 (1.7) | 0 (0) | 0 (0) |
| 2 | 2. I can now manage group work and student participation better. | 127 (1.9) | 156 (51.5) | 19 (6.3) | 0 (0) | 0 (0) |
| 3 | 3. I know how to arrange the classroom to support learning. | 120 (39.6) | 179 (59.1) | 3 (1.0) | 0 (0) | 0 (0) |
| 4 | 4. I am able to handle classroom noise and distractions. | 120 (39.6) | 160 (52.8) | 10 (3.3) | 8 (2.6) | 4 (1.3) |
| 5 | 5. I give equal attention to individual students. | 123 (40.5) | 155 (51.2) | 10 (3.3) | 4 (1.3) | 8 (2.7) |

The teachers also gave a positive response to the classroom management training, with most teachers marking a choice of Agree or Strongly Agree on all the items. As an illustration, 58.4% said that the training enhanced discipline techniques and 39.6% said strongly. Classroom set up, noise control, and providing equal attention to students also scored high with an agreement rating of above 90 percent combined SA + A. Only a minor proportion chose a neutral or disagree response, which means that the training produced a strong positive influence on classroom control and management strategies of teachers.

**Table 05: Training on Child Psychology (TCP)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. I understand the emotional needs of my students. | 87 (28.7) | 184 (60.7) | 27 (8.9) | 0 (0) | 4 (1.3) |
| 2 | 2. I consider learning differences among students. | 85 (28.1) | 186 (61.4) | 23 (7.6) | 0 (0) | 7 (2.3) |
| 3 | 3. I can identify when a student needs psychological support. | 86 (28.4) | 191 (63.0) | 20 (6.6) | 0 (0) | 4 (1.3) |
| 4 | 4. I motivate students based on their individual behavior. | 109 (36.00 | 176 (58.1) | 12 (4.0) | 4 (1.3) | 0 (0) |
| 5 | 5. I help students express their feelings and thoughts in class. | 108 (35.6) | 169 (55.8) | 19 (6.3) | 5 (1.7) | 0 (0) |

There was also good positive feedback in this region. Consent to each item was over 88% with agreement or strong agreement to the items concerning understanding emotional needs, identifying psychological support needs, and motivating students individually. The greatest consensus was on the item regarding motivation of students depending on individual behavior (94.1%SA + A). There were few neutral answers and there was close to zero disagreement. This implies that child psychology training proved very successful in making teachers sensitive and responsive to the psychological and emotional growth of their students.

**Table 06: Planning Skills (PS)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. I create clear, step-by-step lesson plans. | 85 (28.1) | 209 (69.0) | 4 (1.3) | 0 (0) | 0 (0) |
| | 2. I define learning outcomes before teaching. | 122 (40.3) | 165 (54.5) | 14 (4.6) | 0 (0) | 0 (0) |
| | 3. I select content that matches student needs. | 87 (28.7) | 196 (64.7) | 16 (5.3) | 2 (0.2) | 0 (0) |
| | 4. I prepare materials in advance. | 76 (25.1) | 210 (69.3) | 13 (4.3) | 1 (0.3) | 1 (0.3) |
| 5 | 5. I revise plans based on student feedback. | 78 (25.7) | 194 (64.0) | 22 (7.3) | 5 (1.7) | 2 (0.7) |

Table 06 indicates that the teachers indicated very high competency of planning after training. Combined SA + A responses in all five items were always above 90% and certain items, such as defining learning outcomes and preparing materials, had nearly 95%-98% agreement. The responses to the neutral and negative were minimal which means that the teachers learned how to plan lessons effectively due to the induction training which fits the impact that the training had in planning lessons effectively.

**Table o#07: Classroom Management Skills (CMS)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. I maintain discipline without harshness. | 77 (25.4) | 179 (59.1) | 35 (11.6) | 0 (0) | 6 (2.0) |
| 2 | 2. I use positive reinforcement. | 45 | 200 | 41 | 5 | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | (14.9) | (66.0) | (13.5) | (1.7) | (1.3) |
| 3 | 3. I address disruptions calmly. | 125 (41.3) | 153 (50.2) | 19 (6.3) | 3 (1.0) | 2 (0.7) |
| 4 | 4. I engage all students equally. | 96 (31.7) | 177 (58.4) | 23 (7.6) | 5 (1.7) | 0 (0) |
| 5 | 5. I adapt methods for different situations. | 74 (24.4) | 211 (69.6) | 11 (3.6) | 0 (0) | 4 (1.3) |

As shown by Table 07, the majority of teachers confirmed that they had improved classroom management after the training. Other items like handling disruptions in a calm manner (91.5% SA + A), modifying the methods (94.0%), and involving students at the same level (90.1%), were extremely agreed with. Although such aspects as positive reinforcement was used had a slightly lower SA rate (14.9%), the general agreement (66.0% A + 14.9% SA = 80.9%) is high. Such findings indicate that the teachers acquired more practical and flexible management techniques, but more attention to reinforcement techniques may be required in subsequent training sessions.

**Table 08: Understanding of Students (CHILD PSCHYCHOLOGY SKILLS)**

| S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|
| 1 | 1. I identify students' emotional struggles. | 100 (33.0) | 185 (61.1) | 15 (5.0) | 0 (0) | 0 (0) |
| 2 | 2. I support students with special needs. | 78 (25.7) | 188 (62.0) | 28 (9.2) | 4 (1.3) | 0 (0) |
| 3 | 3. I recognize individual learning styles. | 60 (19.8) | 210 (69.3) | 24 (7.9) | 0 (0) | 4 (1.3) |
| 4 | 4. I help students manage stress. | 136 (44.9) | 146 (48.2) | 11 (3.6) | 4 (1.3) | 0 (0) |
| 5 | 5. I guide students in group communication. | 177 (58.4) | 99 (32.7) | 20 (6.6) | 5 (1.7) | 1 (0.3) |

Table 08 indicates that the teachers were very aware of the emotional and psychological needs of students, and the rate of agreement was very high. As an example, 94.1 percent said they were able to recognize the emotional struggles of students, and 93.6 percent said they supported students with special needs. The group communication item recorded the best SA with 58.4% which showed a great improvement on this area. These results indicate that the training was effective in terms of increasing the empathy, awareness, and capacity of teachers to address the needs of various students.

**SUMMARY SURVEY RESULTS ON TEACHER TRAINING AND SKILLS**

| Variable | S.No | Statement | SA (%) | A (%) | UN/N (%) | DA (%) | SDA (%) |
|---|---|---|---|---|---|---|---|
| Training in Lesson Planning (TLP) | 1 | The training helped me organize my lessons effectively. | 45.9 | 52.1 | 1.7 | 0 | 0 |
| | 2 | I can now write clear and measurable | 23.1 | 69.3 | 6.6 | 0 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | lesson objectives. | | | | | |
| | 3 | I am able to use teaching aids in my lesson planning. | 30.0 | 61.1 | 5.9 | 0 | 2.6 |
| | 4 | I link new content with students' prior knowledge. | 27.1 | 66.0 | 5.9 | 0 | 0 |
| | 5 | I feel confident designing daily and weekly lesson plans. | 40.9 | 56.1 | 2.6 | 0 | 0 |
| Training for Classroom Management (TCM) | 1 | The training improved my classroom discipline techniques. | 39.6 | 58.4 | 1.7 | 0 | 0 |
| | 2 | I can now manage group work and student participation better. | 42.0 | 51.5 | 6.3 | 0 | 0 |
| | 3 | I know how to arrange the classroom to support learning. | 39.6 | 59.1 | 1.0 | 0 | 0 |
| | 4 | I am able to handle classroom noise and distractions. | 39.6 | 52.8 | 3.3 | 2.6 | 1.3 |
| | 5 | I give equal attention to individual students. | 40.5 | 51.2 | 3.3 | 1.3 | 2.7 |
| Training on Child Psychology (TCP) | 1 | I understand the emotional needs of my students. | 28.7 | 60.7 | 8.9 | 0 | 1.3 |
| | 2 | I consider learning differences among students. | 28.1 | 61.4 | 7.6 | 0 | 2.3 |
| | 3 | I can identify when a student needs psychological support. | 28.4 | 63.0 | 6.6 | 0 | 1.3 |
| | 4 | I motivate students based on their individual behavior. | 36.0 | 58.1 | 4.0 | 1.3 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 5 | I help students express their feelings and thoughts in class. | 35.6 | 55.8 | 6.3 | 1.7 | 0 |
| Planning Skills (PS) | 1 | I create clear, step-by-step lesson plans. | 28.1 | 69.0 | 1.3 | 0 | 0 |
| | 2 | I define learning outcomes before teaching. | 40.3 | 54.5 | 4.6 | 0 | 0 |
| | 3 | I select content that matches student needs. | 28.7 | 64.7 | 5.3 | 0.2 | 0 |
| | 4 | I prepare materials in advance. | 25.1 | 69.3 | 4.3 | 0.3 | 0.3 |
| | 5 | I revise plans based on student feedback. | 25.7 | 64.0 | 7.3 | 1.7 | 0.7 |
| Classroom Management Skills (CMS) | 1 | I maintain discipline without harshness. | 25.4 | 59.1 | 11.6 | 0 | 2.0 |
| | 2 | I use positive reinforcement. | 14.9 | 66.0 | 13.5 | 1.7 | 1.3 |
| | 3 | I address disruptions calmly. | 41.3 | 50.2 | 6.3 | 1.0 | 0.7 |
| | 4 | I engage all students equally. | 31.7 | 58.4 | 7.6 | 1.7 | 0 |
| | 5 | I adapt methods for different situations. | 24.4 | 69.6 | 3.6 | 0 | 1.3 |
| Understanding of Students (CPS) | 1 | I identify students' emotional struggles. | 33.0 | 61.1 | 5.0 | 0 | 0 |
| | 2 | I support students with special needs. | 25.7 | 62.0 | 9.2 | 1.3 | 0 |
| | 3 | I recognize individual learning styles. | 19.8 | 69.3 | 7.9 | 0 | 1.3 |
| | 4 | I help students manage stress. | 44.9 | 48.2 | 3.6 | 1.3 | 0 |
| | 5 | I guide students in group communication. | 58.4 | 32.7 | 6.6 | 1.7 | 0.3 |

The outcomes of the survey on teacher training and skills indicate the strong positive contribution of the induction training program to the different professional competencies of newly recruited primary school teachers. In the Training in Lesson Planning (TLP) area, most teachers

strongly agreed or agreed that training assisted them with organizing lessons (98%), writing measurable objectives (92.4%), teaching aids (91.1%), and connecting content and prior knowledge (93.1%), with almost all having confidence in daily and weekly planning (97%).

Likewise, Training in Classroom Management (TCM) demonstrated very positive feedback with most teachers agreeing that the program improved their discipline strategies (98%), their capacity to manage group work and group participation (93.5%), classroom organization (98.7%), and their capacity to handle noise, distractions, and to ensure that all students were listened to equally, with more than 90% supporting these points. The Training on Child Psychology (TCP) also displayed strong positive perceptions with over 89 percent of teachers admitting that they had a better understanding of the emotional needs of students and learning differences and could recognize when students needed psychological support and could motivate the students through their individual behaviors and could help them to express their feelings. Regarding Planning Skills (PS), more than 90% of respondents reported that they had improved in formulating clear lesson plans, identifying the learning outcomes, selecting the right content, preparing advance materials and revising plans by listening to students, which reflected their enhanced preparedness as a planner. Similarly, Classroom Management Skills (CMS) results were high since most educators (more than 8090) agreed that they could maintain discipline without causing injunctions, use positive reinforcement, manage disruptions, deal with students equally, and adjust teaching by using effective modified instructional methods, although reliance on reinforcement had low strong-agreement scores. Lastly, in the case of Understanding of Students (CPS), there was a vast majority of those who indicated an increased ability to identify emotional distress (94.1%), assist students with special needs (87.7%), locate learning styles (89.1%), assist students with stress (93.1%), and facilitate group communication (91.1%). In general, these results indicate that the induction training program made a significant contribution to the lesson planning, classroom management, and child psychology-related skills in teachers because they equipped them with practical strategies, as well as with more profound understanding, to support effective teaching and learning on the primary school level.

- **Inferential Statistics**
- **Regression Analysis**
- Ha1: There is an impact of training in lesson planning on teachers' planning skills.

| • R | • R Square | • Adjusted R Square | • Std. Error of the estimate | • F | • Sig. |
|---|---|---|---|---|---|
| • .337[a] | • .114 | • .111 | • 1.83902 | • 37.423 | • .000[b] |

The findings of the simple linear regression analysis show that training in lesson planning (TLP) has statistically significant effect on planning skills (PS) of teachers. The model resulted in an R value of 0.337 that implies a weak to a moderate positive relationship between the two variables. R square was found to be 0.114 which indicates that training in lesson planning alone can only account about 11.4 percent of the variance in planning skills. The F-test and t-test results indicated that the regression model was statistically significant with a F -test value of 37.423 and a p-value of 0.001. Moreover, the standardized beta coefficient of TLP was 0.337, and the t-value is 6.117, which was also below the usual significance level ($p < .001$). The findings confirm the suggestion that lesson planning training has a positive effect on teacher ability to plan effectively, although the amount of explained variance is quite low.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .337[a] | .114 | .111 | 1.83902 |

a. Predictors: (Constant), TLP

**ANOVA**[a]

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 126.566 | 1 | 126.566 | 37.423 | .000[b] |
| | Residual | 987.547 | 292 | 3.382 | | |
| | Total | 1114.112 | 293 | | | |

a. Dependent Variable: PS
b. Predictors: (Constant), TLP

**Coefficients**[a]

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 13.748 | 1.215 | | 11.313 | .000 |
| | TLP | .346 | .057 | .337 | 6.117 | .000 |

a. Dependent Variable: PS

$Ha_2$: There is an impact of training for classroom management on teachers' classroom control.

| R | R Square | Adjusted R Square | Std. Error of the estimate | F | Sig. |
|---|---|---|---|---|---|
| .457[a] | .209 | .206 | 2.04036 | 76.517 | .000[b] |

The regression analysis that was carried out to test the effect of training in classroom management (TCM) on classroom control (CMS) of the teachers yielded significant results. The correlation coefficient (R) was 0.457 that means that there was a positive relationship between the training and classroom management skills in moderate extent. The R Squared was 0.209 implying that 20.9 percent of the difference in classroom control of teachers was explained by the fact they are trained in classroom control. The total model was also statistically significant with an F-value of 76.517 and a p-value of less than.001. The coefficient (B = 0.440) and the standardized beta (1 = 0.457) also supported the quality of the relationship, and the t-value of 8.747 (p <.001) was very high. These results indicate clearly that the hypothesis is correct, that classroom management training can greatly improve teacher control of classroom.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .457[a] | .209 | .206 | 2.04036 |

a. Predictors: (Constant), TCM

**ANOVA**[a]

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 318.545 | 1 | 318.545 | 76.517 | .000[b] |
| | Residual | 1207.290 | 290 | 4.163 | | |
| | Total | 1525.836 | 291 | | | |

a. Dependent Variable: CMS
b. Predictors: (Constant), TCM

**Coefficients**[a]

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 11.180 | 1.096 | | 10.198 | .000 |
| | TCM | .440 | .050 | .457 | 8.747 | .000 |

a. Dependent Variable: CMS

Ha3: There is an impact of training on child psychology on teachers' understanding of students.

| R | R Square | Adjusted R Square | Std. Error of the estimate | F | Sig. |
|---|---|---|---|---|---|
| .380[a] | .144 | .141 | 3.24175 | 49.006 | .000[b] |

The regression model that evaluated the effect of training on child psychology (TCP) on the level of understanding of the teachers about students (CPS) found that there was a statistically significant association. The correlation between TCP and CPS is weak to moderate with an R of 0.380. The value of R Square of 0.144 means that child psychology training explains 14.4 percent of the variance in teacher knowledge of the students. The model was found to be statistically significant, having an F-statistic 49.006, and a p-value of below.001. The standardized value of beta coefficient was 0.380 and the unstandardized value of B was 0.508 (positive effect). A high t-value of 7.000 and p 0.001 also justified the relationship. Therefore, the results support the third hypothesis that training in child psychology may greatly enhance the teachers in their knowledge of their students.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .380[a] | .144 | .141 | 3.24175 |

a. Predictors: (Constant), TCP



**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 515.004 | 1 | 515.004 | 49.006 | .000[b] |
| | Residual | 3058.101 | 291 | 10.509 | | |
| | Total | 3573.106 | 292 | | | |

a. Dependent Variable: CPS
b. Predictors: (Constant), TCP

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 10.841 | 1.538 | | 7.051 | .000 |
| | TCP | .508 | .073 | .380 | 7.000 | .000 |

a. Dependent Variable: CPS

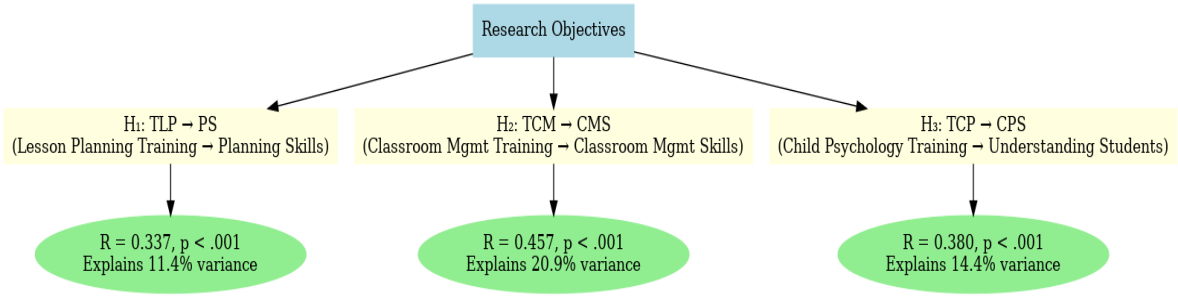
**Findings**

The research was to find out the effectiveness of induction training of teaching skills of primary school teachers in the District of Tharparkar in the form of different types of training. Simple linear regression analyses were done to test three hypotheses.

1. The former hypothesis evaluated the effects of training in lesson planning (TLP) in the planning skills of teachers (PS). The results indicated that, there was a positive, statistically significant relationship between TLP and planning skills ($R = 0.337$, $p < .001$) and that 11.4 percent of the variance of planning skills was attributed to TLP.
2. The second hypothesis was the effect of classroom management (TCM) training on classroom control (CMS) of teachers. This showed a moderate and significant positive influence ($R = 0.457$, $p < .001$), where 20.9 percent of the variance in CMS is explained by TCM.
3. The third hypothesis examined how training could affect child psychology (TCP) in teacher knowledge of students (CPS). The regression was statistically significant with a positive correlation ($R = 0.380$, $p < .001$), which explained 14.4 percent of CPS.
4. Each of the hypotheses in the study was supported as all three forms of training showed substantial positive effects on the respective developments of the teaching skills.

**HYPOTHESES TESTING TABLE**

| Hypothesis No. | Hypothesis Statement | R Value | $R^2$ Value | p-Value | Decision on $H_0$ | Conclusion |
|---|---|---|---|---|---|---|
| $H_{01}$ | Training in Lesson Planning (TLP) has no significant impact on teachers' planning skills (PS). | 0.337 | 0.114 | < .001 | Rejected | TLP has a significant positive effect on PS, though with modest variance explained. |
| $H_{02}$ | Training for Classroom Management (TCM) has no significant impact on teachers' classroom management skills (CMS). | 0.457 | 0.209 | < .001 | Rejected | TCM significantly improves CMS, showing the strongest effect among variables. |
| $H_{03}$ | Training on Child Psychology (TCP) has no significant impact on teachers' child psychology skills (CPS). | 0.380 | 0.144 | < .001 | Rejected | TCP significantly enhances CPS, improving teachers' understanding of students. |




## Discussion

### 1. Effect of Induction Training on Lesson Planning

The research found out that induction training greatly enhanced the lesson planning abilities of teachers but the effect size was moderate. The teachers that were trained were in a better position to design lessons that had clear objectives, logical progression of the teaching content and fit the curriculum needs. Despite this development, the medium point of the correlation is a pointer that the skill of lesson planning cannot be pegged down to induction training alone. Another factor that may be of great importance is the academic qualification of the teachers, the exposure they had to teaching in the past, and the availability of teaching resources. This is agreeable with the earlier research findings that have indicated that effective lesson planning is a complicated process that is influenced by training and contextual support (Darling-Hammond et al., 2017). The findings have highlighted the relevance of induction programs to go beyond the learning contents of the theory to incorporate some practical aspects such as joint planning sessions, peer review meetings and reflection activities. These solutions would enhance the ability of teachers to translate theoretical concepts into actual classroom schemes, which would enhance efficiency of teaching.

### 2. The Training effect of Induction training on Classroom Management.

It was observed that classroom management had the greatest impact of the three areas of training in defining the professional competencies of teachers. Findings showed that training in this area was most effective in enhancing the ability of teachers to achieve systemic, disciplined and interesting classroom environments. The exposure to the practical strategies such as proactive monitoring, rule-setting, positive reinforcement and conflict resolution also allowed the teachers to learn a lot. This finding is consistent with the global body of literature that highlights that teacher confidence and student performance all hinge on classroom management (Marzano and Marzano, 2003). An ordered classroom offers an environment with which learning is carried out effectively with a reduced number of distractions and increased learning time. Particularly, the close association which is observed in this study suggests that practical training methods, which are founded on the scenarios such as role-playing and guided observations, are particularly effective in equipping new teachers to handle diverse and complex situations in the classroom.

### 3. Induction Training on Child Psychology.

The results further indicate that child psychology training also played a major role in empowering teachers with regard to their familiarity with the developmental and affective requirements of their students. Teachers said that they were better equipped to identify the learning difficulties, to interpret the behavior of the students and assist children with cognitive or socio-emotional disabilities. It is a vital discovery as it identifies the importance of supplying teachers with information about child development theories, behavioral management and inclusive teaching practices. It has also been found out that well-grounded teachers in child psychology are more tolerant and are well positioned to establish enabling learning climates (Pianta, Hamre, and Allen, 2012). The argument runs through it that in this aspect, teachers can no longer approach with a one-size-fits-all approach but can make distinctions on how they approach different learners through their needs. It is particularly true in such a setting as District Tharparkar where the economic and

social conditions pose students with unique challenges.

**4. Role of Teacher Competency training Induction training plays a role in developing teacher competency.**

Collectively, the findings demonstrate that induction training plays an important role in shaping professional competencies of the primary school teachers. All content-specific modules (lesson planning, classroom management, child psychology) were all found to positively influence teacher effectiveness but at different levels. It had most influence on classroom management followed by child psychology and then lesson planning in that order. This direction suggests that the training modules oriented to the immediate classroom realities (behavior management and student psychology) may have more visible results than the training modules oriented to planning, but they should be practiced and supported on the institutional level.

However the relatively low values of R 2 in all models imply that induction training cannot be used to provide explanation of the teacher performance. Several other factors such as intrinsic motivation of teachers, the provision of opportunities of constant professional development and availability of resources, school infrastructure, and administrative support are also critical. This observation is in line with studies that note that teacher performance is a multidimensional construct that is influenced by individual, organizational, and situational-based factors (OECD, 2020). Therefore, although induction training is an important cornerstone of teacher development, it should be incorporated into a larger framework of ongoing professional development (CPD), mentoring mechanisms, and support at policy level that can help to attain lasting positive reforms in the level of teaching.

**Conclusion**

The study comes to the conclusion that statistically significant and positive influences of induction training programs, which are focused on the enhancement of lesson planning and classroom management and also child psychology, exist in the increase of teaching skills of primary school teachers in the District Tharparkar. The training that was identified to produce the greatest impact was classroom management training followed by child psychology and lesson planning. The presented findings suggest that the structured induction training should be incorporated into the teacher development policy so that the effective teaching practices could be achieved. However, additional research is needed to cover other variables that can have additional implications on teaching competencies.

**Recommendations**

1. Standardize Planned Induction Training.
   Teacher orientation should include induction training which would be a formal and mandatory aspect of orientation because the required teaching skills such as classroom management, lesson planning and child psychology would be acquired in a systemic manner way back at the onset.
2. Value Classroom management and Child Psychology.
   Since this is where they have the greatest effect, induction modules need to concentrate on practical training in classroom management and child psychology, in one form or another, through workshops, simulations, and case studies.
3. Continuing on Lesson Planning by doing.
   Additional empower lesson planning training by inclusion of practical activities in lesson planning such as collaborative lesson planning, lesson planning plans peer-reviewing and alignment lesson planning plans with the national curriculum to improve it.

4. Defend and feed Professional Growth.
   Introduce systems to regularly audit the efficiency of the induction training and correlate with the continuous professional development (CPD), in which case the expertise of the teachers is renewed to meet the needs of the shifting classes.

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