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### THE EFFECTIVENESS OF LEADERSHIP INDUCTION TRAINING PROGRAM IN SINDH, PAKISTAN.

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#### **ABSTRACT:**

Induction training is a type of training that is offered at the beginning of a career to the newly recruited persons to orient and train them about the job description, job environment, job ethics, values, pertaining rules, and job requirement. It was the first time in the history of Sindh that leadership induction training was provided to the newly recruited head teachers in 2017, realizing its role and importance, the government of Sindh had made it mandatory in 2017 for all the newly appointed schools' leaders. The purpose and objectives of the current research study are to evaluate the effectiveness of this leadership induction program, its strengths and weaknesses, and gaps in its implementation. The current research study is quantitative in method and descriptive by purpose. The population of this study is 937 and the sample of 204 trained head teachers. The data was collected through a simple random sampling technique. The quantitative research analysis was done through descriptive statistics. Findings revealed that the majority of head teachers are satisfied that this training is effective for leadership development, and about the content relevance and practical usability of training modules A-Planning and development B-Administrative Management & C-Academic Management, It identified strength as well as the effectiveness of the program, but on module D-financial Management, they showed their concern. This research study has great potential to provide proper suggestions for the policymakers and planners for its further improvement in this program and removing the gaps.

#### **INTRODUCTION**

Education provides knowledge, awareness, and a sense of responsibility to human beings (Aronowitz, 2004). It is education that distinguishes between right and wrong and paves the way for a living that leads towards the betterment

of society (Mimar, 2014.). Education can play a vital role to get rid of the nation from poverty, ignorance, social and political imbalance from society. Education is the key to gaining knowledge about the world. It teaches us ways to lead life and adjust to the environment: education is the change in behavior through moral development and cognitive development (Beck, Crittenden, & Sullivan, 2016). The functioning of an effective school is to maintain all the curricular and co-curricular activities. Improving academic activities to strengthen knowledge and experience is to the role of the leader. A leader usually maintains the school in such a way to plan, organize and run all the activities in an effective manner (Wiley, 2017). The quality of education paves the way for better knowledge, understanding, and approach of reasoning, acquiring, seeking, and achieving a level of learning with interest and long last (Tan, 2015).

The purpose of the induction training program for teachers and head teachers as leaders of schools is to provide systematic support to the teachers and leaders. The results in educational reforms that have made profound changes in the teaching profession have been depicted by (Nairz-Wirth & Klaua, 2019). Trained head teachers are responsible for the knowledge and skill development of the teachers. It is the main role of trained leaders to put things in proper order and try to bring about the change within the available resources, utilize the available budget in the proper place, and for needy things, such leadership role is taught in teacher training institutes (Shah, 2019). Any employee before appointment usually is not aware of its demands and way of implementation but, the leadership induction training program is used to bring effectiveness in the leadership practices and administrative skills of the leaders or head teachers (Parent, 2012). It is highlighted by a researcher that without knowledge related to the job description, information about the institution and, prior pedagogical induction training causes a lack of quality assurance of the institutional effectiveness of teaching practices & administrative skills (Zemichael, 2018). It was the first time in the history of Sindh that leadership induction training was arranged for educational leaders in 2017. This program is also helpful for other provinces of Pakistan, they may also implement it. This training program has great importance because it provides leadership and management skills to head teachers. The current leadership induction training consisted very rich with leadership content related to the four modules A-Planning and Development, B-Academic Management, C-Administrative Management, and D-Financial Management. The researcher as a teacher, teacher educator made to analyze the leadership induction training program, how it remained effective in improving leadership skills to the head teachers, and what are the strengths and weaknesses of this program.

### **RESEARCH OBJECTIVES:**

*The main objective of this research study is:*

To evaluate the leadership induction training program 2017 in Sindh.

***Sub Objectives Are As Under:***

To investigate head teachers' perceptions about the relevance and practical usage of the training manual used in this training.

- To explore the relevance and effectiveness of the leadership induction training.
- To identify strengths and weaknesses of the leadership induction training program.
- To identify the strategies used for effective use of the leadership induction training program.

**RESEARCH QUESTIONS:**

1. To what extent is the leadership induction training program effective?
2. What are the strategies used in leadership induction training programs for improving head teachers' skills?
3. How effective has the program been in bringing about the desired results?
4. To what extent is the relevance and practical usage of the induction training manual?
5. What are the strengths and weaknesses of the leadership induction training program of head teachers in Sindh?

**LITERATURE REVIEW;**

The literature review is usually collected to develop an expected conceptual and theoretical framework based on theories that are linked with the current topic. The main theme of the current study is to analyze the effectiveness of leadership induction training of school leaders in Sindh, Pakistan. It was the first time in the history of Sindh, that a leadership induction training program for educational leaders was arranged. The responsibilities of the head teacher as the leader have become gradually important in recent years, with increasing and complex contexts of the school (Bush, 2009). A very large amount of literature is available that emphasizes the role of the head teacher as an instructional leader and facilitator of professional development (DiPaola & Hoy, 2008). The professional development community enhances leadership through the process of induction (Donna L., Rigoni, & Nakeysha, 2012). Leaders usually incorporate all the styles of leadership sometimes he/she wears the cap of transformational, autocratic, Bureaucratic, Democratic, Laissez-faire, traditional, pedagogical leadership. They resolve all the administrative and academic issues in consultation with staff in a democratic way. This sort of leadership relies on the teaching and learning process, it can be illustrated as to how learning understanding takes place and how philosophy and practice support the perception and recognition of learning (Nemser, 2003). This also ensures the impact of teaching activities in the induction programs (Khadija & Muhammad, 2020).

***Induction:***

The process of hiring, appointing/employing a new individual in an organization/institution is termed induction. Induction training is a kind of training that is offered at the beginning of a career to a newly recruited person to orient and train him/her about the job description, job environment, job ethics,

values, and pertaining job laws and procedures (Cherian & Daniel, 2008). Induction training prepares an individual to plan and execute the assigned role and responsibility as deemed fit to the employer. Researchers have emphasized the induction program, according to Baker-Gardner (2014), Induction has an important role in improving and uplifting the performance of teachers in executing their responsibilities especially in managing the classroom. This study aims to explore the perception of new teachers' training programs (McGeehan, 2019). The institutions like schools try to make sure the process's successful by planning training programs to support and develop their recruits (Del Rasario & Danilo, 2016). It also provides assistance and even interest to them and to adapt themselves in the new situation (Del Rasario & Danilo, 2016). This is why it leaves a great effect on one's reaction to these methods which makes it a reason that personal induction training method is needed for the new teachers (Del Rasario & Danilo, 2016).

### ***Leadership induction training:***

The process of providing new knowledge and instructions to leaders in the prescribed field through a formal way is recognized as leadership induction training. Leadership induction training is not new, many developed countries consider this a vital process task to run the administration smoothly. Leadership induction is mandatory for every organization or even department and also for an individual to become aware of the context, notions, expectations, job description, and job rules and regulations.

### ***Leadership induction training in Sindh:***

the dire need was felt by many of the stakeholders about the leadership induction training of school head teachers, the educator, School Education and Literacy Department Government of Sindh has considered the reality and importance of the issue had organized for the first time "the leadership induction training program for the newly appointed head teacher in 2017". It was the first time in Sindh that the leadership induction training was made obligatory before running the administration of the school. This induction training program contained four modules planning and Development, Administrative Management, Academic Management & Finance Management, The main task school of the development plan, school action plan, SWOT Strength, weaknesses, opportunity, and threats So that they remain continuous to touch with students and make them responsible and dutiful citizens. This leadership induction provided support in academic development and professional experiences to the head teacher to run the administration properly. Administrative management contains the skills of administration and management, how to run an institute skillfully. When a leadership induction training program for the head teachers/leaders was organized, it was assumed that the enthusiastic and skilled head teachers fulfill the need of schools according to modern teaching techniques and strategies. It is the primary need of every individual for making life comfortable, head teachers have to play an important role in the development of the children nurturing them through different skills to create positive change in their behavior, the school head teacher and teachers try to build not only their character but develop social skills, the aptitude among children, teachers and

community members for quality education (Cherian & Daniel, 2008). Professionally trained head teachers are the masses reason for the development of the educational system: because they are the individual tasked to transform the behavior, skill of discerning, and attitude of the students and teachers in the teaching and learning processes (Fullan, 2014. b).

### **RESEARCH METHODOLOGY:**

Methodology is a generic combination of methods that are commonly used. It provides logic to follow the systematic processes observed for conducting and organizing research, thus, research is called a systemic process (Creswell, 1994). It is evident from the literature that the selection of methodology is not a random act, but rather it is based on certain assumptions concerning the nature of reality, knowledge, and methodology (Butina, Campbell, & Miller, 2015). The current research study is quantitative by the method.

#### ***Population:***

the population of this research study is 937 trained head teachers of public sector schools of Sindh, who had gone through the leadership induction training program in 2017. The participants of this study are the head teachers who had gone through a leadership induction training program.

#### ***The sample and sampling:***

For this study the sample is drawn from the target population, a simple random sampling technique was observed for this study. The sample for the quantitative research study was selected by formula. The sample size for each method is different, for the quantitative data the sample size can be assumed by Solvens formula to determine the sample from an identified population. Solvens 1960 proposed the formula for determining sample size as,  $n = \frac{N}{1 + Ne^2}$ .  $n$  = Sample size,  $N$  = Population,  $1$  = Constant  
 $e$  = Margin of error.     **$n = 214$**

The researcher by using solven's (1960) formula calculated a sample size of 214 respondents for the current research study. The table of sample size by Krejcie & Morgan 1970 is well attended with the above sample size calculated through the formula of Solven's 1960. The Krejcie and Morgan 1970's table shows 214 if the population is 1000 (Krejcie & Morgan, 1970) at the margin error is 0.06. This declares that the sample size is adequate.

**Table 1.** KMO and Bartlett's Test about sampling adequacy

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.670
	Df	55
	Sig.	.000

**ANALYSIS:**

according to the table of KMO and Bartlett's Test about the sampling adequacy of the tool was taken, it showed .670 which means 67% so the sampling adequacy accepted, the sample size is adequate.

**RESEARCH INSTRUMENT**

For the current research study, the instrument was a self-designed two separate five points Likert scales questionnaire (1= Very Irrelevant, 2= Irrelevant, 3=Neutral, 4=Relevant, 5=very Relevant) and a second instrument about the use-ability and effectiveness of content. (1= never used, 2=Almost 3=sometimes 4=Frequently 5=Always). For the collection of data, a suitable procedure was applied for its validity and reliability to make the research study accurate and effective.

**Table 2:** Reliability Statistics

Cronbach's Alpha	N of Items
.750	20

**Analysis:**

according to the table the reliability of the tool was taken through Cronbach's Alpha it showed .750 which means 75% so the tool is very reliable.

**Data Analysis and interpretation**

The gathered data were categorized and analyzed into the sum, percentage, mean and standard deviation of the research items. The whole process of analyzing was made with the help of a statistical method. The researcher intends that the number provides unbiased results that can be generalized to the larger population without any error. The procedure of analyzing the data of the research was obtained from the collected responses of the respondents. The analysis was made on the statistical package of social sciences (spss) version 22.

**Table no 3-** of Module –A- Planning and development. Descriptive Statistics

Description	N	Mean	Std. Deviation
<b>Module planning and development-A</b>			
Contribution of Quality Education	204	4.52	.501
Role of leadership in education	204	4.37	.733
Checklist for Boss & leaders Role	204	4.52	.501
Leadership Style in Education	204	4.48	.501
21st leadership in school	204	4.47	.554
Role of Head Master/ Head Mistress	204	4.62	.487
Job Descriptions of Head teachers	204	<b>4.81</b>	.397
Planning and development	204	4.78	.413

Planning Cycle	204	<b>4.78</b>	.417
Vision & Mission	204	4.56	.498
Goals & Objectives	204	4.85	.358
SMART Goals	204	4.55	.499
Determine Priority Needs	204	4.53	.629
Case study of a Primary School	204	4.55	.499
SWOT Analysis	204	4.39	.663
School development plan(SDP)	204	4.22	.630
Component of (SDP)	204	4.32	.698
The Development Process	204	4.64	.586
Action planning	204	4.48	.501
Preparation of Action Planning	204	4.50	.759
Job description of Teachers	204	4.23	<b>1.072</b>
Performance Appraisal	204	4.54	.499
Lesson observation proforma	204	4.67	.473
Rubrics and expected procedures	204	4.37	.485
Sample of ACR	204	4.45	.552
Training Needs Assessment	204	4.33	.473
Professional Development	204	4.24	.428
Capacity Building Program	204	4.31	.462
Valid N (list wise)	204		

**Analysis;** from the calculated data it is evident that all the elements of planning and development are very relevant. The content analysis of the leadership induction training is highly relevant to the requirement of the training program. The sum, mean, standard deviation of content data was taken and found, relevant and very relevant. The mean is shown **4.81** in the table and the standard deviation of **1.072** of the data is almost the same, so it is accepted that the content of leadership induction training is very relevant.

#### **Module- B- Administrative Management.**

**Figure 4,** Table no 4.0 Team building & TeamworkMODULE- B-Administrative Management.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	12	5.60	5.60	5.60
	Always	202	94.39	94.39	100.0
	Total	214	100.0	100.0	

**Analysis;** based on the results of the statistical calculation, it is evident that items of the leadership induction training program, “**Team building & Teamwork**” is related to administrative management, the majority of the leaders **94.39%** have utilized this item for academic achievement of students.

**Module- C- Academic Management.****Figure 5** Table no 5-0 SESLOAF (Sindh Education Students Learning Outcome Assessment Framework)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	.46	.46	.46
	Often	28	13.08	13.08	16.4
	Always	179	83.64	83.64	100.0
	Total	208	98.3	100.0	
Total		214	100.0		

**Analysis;** based on the results of the statistical calculation, it is evident that items of the leadership induction training program, “**SESLOAF(Sindh Education Students Learning Outcome Assessment Framework)**” is related to the students’ academic Management, the majority of the leaders **83.64%** have always utilized this item for academic achievement.

**Module -D- Financial Management.****Figure 1** Table no 6.0 Functions of Drawing and Disbursement Officer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never used	214	100.0	100.0	100.0

**Analysis;** the results were drawn from the responses of the respondents, based on the results of the statistical calculation, it is evident that items of the leadership induction training program, the functions of drawing and disbursement officer is related to the income, expenditure, and funds transactions for that post, the majority of the leaders have not used this because they were not allotted DDO (Drawing and Disbursing) Powers.

**DISCUSSION AND FINDINGS**

The data presented and analyzed above enables us to bring out some findings which can be discussed here. It is observed from the result that the leadership induction training program remained helpful in bringing significant positive change in the professional development of the head teachers of public sector elementary schools of Sindh, Pakistan. From table 4, it is evident that administrative management is highly effective leadership development. The result of Table 5 also shows that the respondents agreed upon that content assessment plays important role in academic Management. The leadership induction training is very effective, there are four modules, the majority of head teachers remained satisfied with the content Module A-Planning and Development, B-Academic Management, and C-Administrative Management Modules but they showed their concern for module D-Financial Management. The findings of this study show similarity with many other types of researches that all the professional development programs and training have a direct



influence upon head teachers academic management, planning and development, administrative management and financial management and their performance especially job description all components accompanied as professional development in the field of education that is directly related to the strength of leadership induction training program which impact on improving the standard and quality of education.

The findings of this study were drawn after the responses of respondents which reveal that they are highly correlated with (St. Amour, 2019), who depicted in elementary principal induction: early career of the induction training program. The achievement of the leadership induction training of head teachers is the result of managing school administration through planning and development, academic management, administrative management, and financial management which is directly related to improving the strength of the leadership induction program which impact the standard and quality of education at public schools of Sindh, Pakistan. The current research study has great resemblance with the research studies on the international level and even many types of researches have been done on this topic on the international level but in Pakistan, no such work seems, so it is evident that it was great need of our country its findings are helpful for education and to improve standard and quality of education in Pakistan. This study has achieved the objectives for which it had been designed. Findings of the study revealed that strategies used in the leadership induction training program were helpful which improved their leadership skills. The findings of the current study showed that induction training for head teachers provided a clue for effective teaching and learning to improve the standard and quality of education at public schools of Sindh, Pakistan. The current study has elaborated that induction training is very essential. As per the objectives of the research study, the induction training manual material and content has coherence and, is very essential for improving planning and development, academic management, administrative management which ultimately impacts the quality of education were highly achieved. Therefore the findings of this study executed the required objectives.

1. The findings of this research study were based on responses of research participants that the majority remained satisfied with the content relevance and practical usability of modules A, B & C But on module D, they showed their concern.

2. The head teachers of elementary school needed to support the leadership development to understand its change and the process to accept and adapt as the professional development. The awareness of the head teachers about Bloom's Taxonomy Cognitive Domain, psycho-motor Domain, and Affective Domain was briefly addressed. The major training methods are the demonstration method, project-based learning, cooperative learning, collaborative learning, laboratory method, heuristic method, discussion and debate method, presentation method, and lecturer method. They agreed with the strategies and techniques used during the leadership induction training program are a jigsaw technique, panel discussion and presentation, group work, pair work, brainstorming, dialogue, role play, debate and dialogues, reflections, zigzag book, KWL lesson plan technique and three Ps (preparation, presentation or

practice, and product or learning outcomes/ assessment), and strategies were applied during the leadership induction program. Lesson plan techniques were also used during the leadership induction training program, all these methods and techniques were very effective.

### **CONCLUSION;**

The conclusion was drawn based on the result of the analysis. It is concluded that there is a significant positive impact of leadership induction training programs on the effectiveness of head teachers' professional development at the public schools of Sindh. It is further concluded that leadership induction training plays a vital role in developing leadership skills and attitudes among school leaders of Sindh. The objectives of the study were achieved for what it were developed. The main gap was the lack of implementation and dissatisfaction with module D.

### **RECOMMENDATION;**

This research study recommended that induction training should be mandatory for all newly appointed teachers as well as head teachers in Sindh, Pakistan.

- The foremost aspect of leadership induction training should be its implementation and feedback, there should be a check and balance policy, and what is delivered should be obligatory implemented.
- Further study is recommended on the topic "the characteristics of successful leaders" and those attributes should be essential for future study.
- It is also strongly recommended that professional development training should be arranged after every three years, to improve modern and innovative leadership skills among teachers and leaders.

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