A CASE STUDY OF INITIAL IN-SERVICE TRAINING PROGRAM OFFERED BY TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

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Abstract

Teaching is one of the most professional responsibilities of the novice teachers that are expected to perform some responsibilities and duties, in regard of the same levels as that of their senior counterparts. Teaching is one of those professions where without any formal training from the first day of the profession, the teachers are envisaged to deliver quality duty towards teaching. The preparation and training of those teachers are the responsibility of the Higher authority. This study is researched to motivate the novice teachers by identifying the best possible practices. It is also conducted to support the novice teachers to retain their knowledge through the induction program and enhance or improve the problems which ultimately could boost the success of the students in their academic life. The study also focused to acclimate new teachers and introduce them with some components that can be vital to the new teachers for their early years of teaching to serve into the profession. Further this study determined to assist the novice teachers in decision making process by serving to examine the effective or ineffective components of the induction program that undergo the teachers choice to remain in profession.

Keywords: In-service training, retention, induction program, novice, self-efficacy.

INTRODUCTION

The present higher education systems are expected to perform with vital motivation that focuses on the procured domain subject of the faculties of the higher institutions. The teaching learning process, its various tools and pedagogical content are not focused to increase the quality of learning which is vital for quality learning experience in different educational programs of the teachers. Therefore, it is necessary for a newly recruited lecturer to undergo a mandatory induction program after they are been appointed into higher educational institutions. The induction program includes the use of ICT, teaching and research methodologies such as collaborative learning, flip classrooms, case approach, etc. , curriculum design and structure, professional ethics, sensitization to gender and social diversity and developments in their field of study, etc. needs to be updated. The main objective of the induction program that it is mandatory in higher education to motivate and sensitize the faculties to adopt learner centered approaches, new pedagogic approaches to teaching learning process, ICT integrated learning and assessment tools for proper training. The curricular reform has become necessary in the colleges and universities in the context of applied and interdisciplinary approaches to knowledge. To develop the multiple skills of the students the evaluation process needs to be more scientific to encourage the students. The faculty development program include four types of development programs- personal development like interpersonal skills, career development skills and life planning issues; instructional like development and course design, instructional technology; organizational like some ways to improve the

institutional environment to support better teaching; and professional like ways to support the faculty members so that they achieve their multiple roles of teaching, service and research. The faculty development program plays a critical role in promoting academic excellence and innovation. The professional capability and performance of the teachers are aimed in improving as one of the priority actions which aims to deliver effective and quality learning. A teacher induction program can help novice teachers to explore their duties and help new teachers to improve practices, learn professional roles and responsibilities and ultimately positively affect student learning for academic success. In addition to improve the quality of education, for providing support to beginning teachers, the induction program allows the newly appointed teachers to reflect upon themselves on their practices and set the goal as an individual worker to unite the learning community for proper enhancement of teaching learning. An induction program fosters a collaborative learning community and environment for all educators and also has potential of elevating teaching profession. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success of the newly appointed teachers.

LITERATURE REVIEW

Juma Akech (2016). Conducted a study on assessment of the effectiveness of the induction programsfor newly appointed teachers in Kongwa district. The objective of this study was to explore the perception of education stakeholders, their strengths and the challenges faced and the strategies applied in improving the novice teacher's induction program. The researcher has used descriptive survey method. In this study, 41 respondents were targeted to be employed. The data obtained from the study were quantitatively and qualitatively analyzed based on figure, tables, percentages and frequency. The data obtained from the field were quantitatively and qualitatively analyzed based on tables, frequency, figures and percentages. In the study, the researcher used questionnaire survey and interview for beginning teachers. The study resulted that the education stakeholders had minimum knowledge about the induction programs for newly appointed staffs.

The study also revealed that the induction programs helped the teachers to felt free in a new environment and minimize conflicts among the organization members. It also led to face some challenges such as lack of funds and blueprints to facilitate the induction program practices.

Anne Mcgeehan (2019). Conducted a study on a study of new teachers' perceptions of their induction programs. The objective of this study was to investigate the new teachers perceptions towards induction program. This study aimed to identify the novice teachers who had less than 5 years teaching experience and those who participated in facet of the Teacher Effectiveness and Accountability for the children of New Jersey (TEACHNJ) Act of 2012. This study also surveyed the perceptions of the teachers and some components of the training program. The study also surveyed that what elements were provided to the participants and what benefit the teachers received or derived from those elements. The study resulted that the teachers received great success as new teachers in regard of the elements of the program which served as an important factor. It helped in the development of professional teaching career in decision making process and assigned a mentor in the teaching career which helped to collaborate with other teachers.

Twahafifwa Nghaamwa (2017). Conducted a study on An analysis of the influence of induction programs on beginner teachers' professional development in the Erongo Region of Namibia. The objective of this study was to formulate in determining the extent to which the beginner teachers' are influenced by the induction program for personal growth and professional development. For this study, qualitative method of research was done in which a phenomenological research design was used. In this study, 18 participants took part of the study. A purposive sampling method was adopted and employed and face to face in-depth interviews were done for data collection. The findings of the study revealed that induction program was beneficial for the novice teachers by implementing them to conduct classroom management skills such as planning, teaching and learning and it helped the teachers to experience adapted challenges relating to forging of new relationships.

Warren Hunter (2016). Conducted a study on New teacher induction: A program evaluation.

The objective of this study was to examine the impact on a two year teacher induction program that determines the teachers feelings of satisfaction, support and self-efficacy through the program. It also studied to identify some areas of the program that well worked positively for teachers perceptions in three focused areas and to look for techniques to improve the program for better serving in future new hires in schools and colleges. For the study, the data was collected and gathered through an interview process and focusing on ten questions on three main research areas of satisfaction, support and self-efficacy. In the study, eight teachers participated. The study found that the teachers received high levels of satisfaction through the program, support and self-efficacy following in there two years of school but the impact of the program had on those levels were mixed and confusing.

Calvin Mabaso (2012). Conducted a study on the effectiveness of an Induction program for newly appointed staff at Coastal KznFet College. The objective of this study was to explore the implementation, the value and to determine the value of perception towards the current induction program. It also studied about how induction program leads to high productivity from staff and to help senior managers to design guidelines that helps to implement induction program lectures appropriately. For this study, survey method was adopted to study and use the questionnaire for administering about 45 targeted respondents by using the personal method however. The study was conducted with preceded close ended questions through quantitative method. The findings of the study revealed that the induction program was not properly improvised and evaluated and it is required to ensure the newly appointed teachers to be treated with dignity. And it also needs to provide opportunity to show the strengths and knowledge of the teachers that they brought to their new college by implementing an effective induction program.

Phyllis A. Charleston (2006). Conducted a study on Novice teachers perceptions of their first year induction program in urban schools. The objective of this study was to study the novice teachers perceptions towards emotional, overall support and resource allocation received during the participation of the teachers and the differences according to demographics and the

activities of the induction program. A quantitative study in the urban school district was studied and it included all the disciplines of teaching. The researcher assessed 171 teachers for the study. Through the data collected from survey, the descriptive statistics and frequency counts were attained and for demographic information, activities and items, assistance and support were obtained. The findings of the study revealed that novice teachers gained support towards information of resource allocation and assistance in relation to mentors and reflection. The novice teachers were ranked with 10 activities that they valued in the program and also perceptions were consistent among some demographics like ethnicity, environment etc. On the contrary, it also included classroom management, learning centers and designing bulletin boards.

RESEARCH OBJECTIVES

1.   To determine the perceived professional development attained by the in-service teachers during induction program.

2.   To study how teachers applied their learning attained during the induction program in professional activities.

METHODOLOGY

Research methods refer to the researchers of what methods they use in performing research operations. The nature of present study adopted by the researcher is of qualitative case study method. Case research study is designed to obtain. The present study is titled as "A case study of initial in-service training program offered by Teaching Learning Centre, Tezpur University".

For this study, the researcher has used a case study research method. The research consisted of in-depth interviews with the participants which was self structured questionnaire for data collection from teachers of higher education of different entry paths into teaching. For evaluation, the interviews were supported through various unidentified program evaluation. The present study intends to study to determine the perceived professional development attained by the in-service teachers, to study the impact of induction program on

teachers' professional activities, to study how teachers applied their learning attained during the induction program in professional activities and the challenges faced during the induction program and hence, the researcher employed case study research method. For this study, for the selection of required sample, purposive sampling was adopted here.

The study has been delimitated to the participants who attended the induction training program at TLC, Tezpur University and also the faculties of TLC who conducted the program. The study has been conducted in one University (Tezpur University) in Teaching Learning Centre only. Only 20 teachers (participants) and 3 TLC members were taken as a sample.

DATA COLLECTION TOOLS

In the present study a self developed questionnaire namely "Induction Training Program" has been used for collecting the data relevant for the study. To collect the respondents personal details, along with personal data sheet was used.

PROCEDURE

To gain access to the subjects, a questionnaire was designed and distributed to the participants of the training program. The questionnaire was designed and distributed using a goggle form link. The data was collected and sought on a voluntary basis from every (any) teacher who had completed his or her teacher training preparation program. The participants were asked to give their responses based on the questions relating to their participation in an organized induction training program. It can be thought of a kind of written interview. It was carried through face to face, by computer, telephonic conversation and google form. The questionnaire first consisted of some demographic general questions as like name, gender, department, year/ months of teacher experiences, content specific etc. The remaining questions were split over the important sections of questions , including the usefulness of the program and the quality of the induction training program, perceived knowledge and perceived skills during the program, learning attained and applied in their classroom management,

challenges faced, their future plans etc. A open ended questionnaire was used to proceed for the data collection and analysis.

ANALYSIS AND DISCUSSION

Under this objective 4 items were researched to determine the perceived professional development attained by the in-service teachers during induction program.

Objective 1- To determine the perceived professional development attained by the inservice teachers during induction program

Under this objective 4 items were researched to determine the perceived professional development attained by the in-service teachers during induction program.

ITEM 1- Usefulness of the induction program for the participants.

The findings of the study revealed that the program made the teachers aware about their duties and responsibilities. One teacher stated that, "It is a very good program. Any teacher who joins as a faculty member at any institutions must complete induction program before they start their class. It helps teacher to do many things in the class". Another participant stated that, "Concepts related to Education were reinforced during the training". The participants felt like it was fairly useful for them and that helped the teachers to procure confidence in their roles as a teacher. Out of 20 participants, almost 18 participants responded that it was very useful for them. But two of them mentioned their responses by giving average marking as 8 out of 10, as useful for them.

From the analysis it was interpreted that the induction training program was mostly useful for the participants who attended the induction program. It act as a positive aspect of support for the participants is worthy of note. The study revealed that the program made them aware about their duties and responsibilities. It was useful to a certain extent in familiarizing the basics of teaching learning for new faculty. The study also shows that the participants have positive attitude towards induction training program, as it encouraged them very much. It means the participants were very encouraged to gain confidence in their roles of teaching.

ITEM 2- Different activities conducted during induction training program and meet their professional expectations.

The findings of the study reveal that that the program made them aware about their duties and responsibilities. The study also shows that the participants have positive attitude towards induction training program, as it encouraged them very much. ICT trainings is of great significant or value in modern era of training period.

From the analysis, it can be interpreted that many activities were conducted during the induction training program. The study revealed that activities were of much importance during induction program. It means the participants felt positive by getting these activities inculcated in the induction program. As it can be interpreted that ICT is pertinent in induction training program. Because it helps the participants to improve in their teaching effectiveness in proper classroom management and the teachers have their consent and willingness towards activities conducted during induction program which helped them increase their professional expectations, as it helps them to improve teaching process.

ITEM 3- Knowledge and skills developed through attending the induction program.

The respondents said that the activities were very much useful and it was quite a lot helpful. They said that it was very useful to a great extent and almost all those activities are included in classroom teaching-learning process. According to other respondent, it helped him/her 100% and he/ she learnt a lot to be used in teaching. As most of the respondents stated,

"Preparing lecture videos using Screen-casting software's, making students learn better through group tasks". Respondents stated that they developed collaborative skills, skills on interdisciplinary understanding of issues, critical thinking, effective teaching learning interaction, leadership skills, attitude based skills, research skills, teaching and communication skills, critical thinking, empathy etc.

From the above analysis, it was interpreted that the induction program makes it more effective at increasing teacher's satisfaction by developing knowledge and skills through attending the induction program. No respondents mentioned that this interpretation was negative in relation to development of knowledge and skills.

From this analysis, it reveals that participant teachers learned a lot how to teach effectively and different new methods of teaching which helped them in their professional development. It can also be discussed that some participant teachers even developed how to address student's problems and give them their best to guide the students and also develop leadership qualities. It can be concluded that teaching is a complex activity and to perform this activity effectively, a teacher needs so many skills and experience. Along with this, he/she requires up to date knowledge. They were also not aware about the ICT skills like Google classroom, screencastomatic, etc. which helped them to learn a lot and use it in the classroom.

The analysis revealed that they have learned various other aspects of being in the field of academics in addition to teaching .It means teachers develop these skills which help in teaching learning process and develop student friendly attitude, how to address students problems and give them their best.

ITEM 4- Trained to use technology for teaching learning and assessment processes and Understanding roles and responsibility as a teacher.

The respondents stated that they were trained of the online platforms like google classroom, screen casting videos making and preparing videos through it, moodle, google forms, ppt, presentation tube etc. It really helps teacher to do class with the help of technology.

From the analysis, it was interpreted that the induction program makes it more effective at increasing teachers' satisfaction by developing the technology with more increased use for teaching and learning process and assessment through attending the induction training program. It can be interpreted that through the program, it made it clear that these areas have much impacted on the teacher performance and development in their confidence. It is becoming easier for the teachers to do their job and also the teachers are becoming more confident. They understand their roles and responsibility as a teacher. The result of the study also support the findings of the study done by Craig P. McBride (2012) titled as Components of effective teacher

induction programs. The findings stated that teachers are aware of their duties which helped them to do many things in the classroom and make them feel positive towards their profession.

OBJECTIVE 2- To study how teachers applied their learning attained during the induction program in professional activities

Under this objective 2 items were analyzed to study how teachers applied their learning attained during the induction program in professional activities.

ITEM 1- Improvement of classroom transaction through induction program.

Respondents' states that their teaching techniques have developed by planning of syllabus, develop hand in employing ICT, also making the class more interactive. Some respondents stated that they are now able to reach out students attentions, assign them group tasks and enhances student participation. Respondent stated, "To equipped with the technology parallels to physical classroom teaching".

From the analysis, it was discussed that induction program helped the participant teachers to improve their classroom transactions. The study shows that teachers are able to make the classroom a two- way process and make students engage them in activity based learning. The finding reveals that it has helped the teachers to make the classes more interactive reaching student's attention by developing different teaching technique and the induction program helped a lot in improving classroom transaction through developing hand in employing ICT. The teachers were able to design the content and deliver in better way and better exchange of ideas with the students.

ITEM 2- Induction program helped to engage with students in and outside the classroom and fulfilling other professional expectations in own institutions after attending the induction program.

Respondents stated that it helped in better understanding of each other and with full responsibility and friendliness. They stated that the program helped to engage through cocurricular activities, group activities, observing and listening and advising.

One of the respondent stated, "ICT has bridge the gaps of outside and inside classroom students. With the help of ICT now we can easily access students and can engage them for better learning".

As some of the respondents stated that it has fulfilled their professional expectations in their own institution to a great extent. They stated that they got to learn a few of new innovative work from the induction program.

But 50% from the total population of them stated they are not pretty sure about how much they are able to fulfill. They responded like don't know their fulfillment of professional expectations in their own institutes.

From the analysis, it was discussed that induction program helped in different ways to engage with students in and outside the classroom. The findings revealed that teachers should always be resourceful and approachable to engage with students. It also shows that by organizing different group activities, discussion, curricular activities etc. it has helped the teachers to engage students in and outside class. To make teaching an all-time process both inside and outside the class.

The findings revealed that the teachers helped to grow as a complete teacher with an understanding that knowledge is not limited to a particular discipline but the whole universe is the repository of knowledge. It is also found that ICT has bridge the gaps of outside and inside classroom students. With the help of ICT now we can easily access students and can engage them for better learning and the participants are able to fulfill their other professional expectations in own institutions as a result of attending the induction program. The findings revealed that they are keener towards every aspect to participate in other programs and the administrative sessions during induction training familiarized them with some of the skills necessary for other professional duties.

MAJOR FINDINGS OF THE STUDY

Findings related to the objective-1

• From the first objective, it is found that the teachers showed favorable attitude towards the usefulness of the induction program.

• The induction program conducted activities during the program to meet the professional expectations of the novice teachers like use of ICT, screencasting, online teaching strategies, group discussion etc.

• The induction program develop the teachers knowledge and skills through understanding students psychology, use of ICT, leadership skills, research skills, etc.'

• In regard to the program, teachers understood their roles and responsibilities as a teacher through this program.

Findings related to the objective – 2

• In regard of classroom management, teachers applied their learning attained in transaction of improvement of classroom management with the engagement of students in and outside the classroom

• About 50% of the teachers mentioned their fulfillment of other professional expectations in own institutions after attending the induction program.

IMPLICATIONS

• The present study will help to understand the attitude of teachers towards Induction training program.

• The study will help to understand the teacher perception regarding the usefulness of Induction training program for their professional development.

• The present study will help us to know the higher education teachers towards attending induction training program which will be beneficial for their career development.

• The study will help us to understand the teacher's role and responsibilities as a teacher.

• The study will help us to know about the improvement of classroom transaction through induction program.

• The study will help other researchers to do further study in this sectors and discover more possibilities in the process of induction training program.

RECOMMENDATIONS

1. The present study was conducted in one Teaching Learning Centre, Tezpur University. The study can be replicated in two or more University or other centres also.

2. The present study is limited in 20 teachers only. Further research can be conducted by taking large no of sample.

3. The present study is conducted in the Higher education college teachers only, for further research it can be conducted in school level teachers also.

4. The present study gave importance on teacher's professional development only, further research can be conducted on teachers teaching style, teachers professionalism.

5. In the present study, the investigator worked on some limited areas of induction training program. So, in the further research, researchers can conduct other areas of Induction training program. Like ITP for teachers personality development, more use of ICT, online teaching learning process, etc.

CONCLUSION

The induction program of the newly appointed teachers will be always a part of the education system and proper planning of this intervention and this process needs to be taken into consideration. It will have an influence on the quality of the service of the lecturers that they provide to the learners in the education process. Therefore it is very important to provide newly appointed teachers in higher education with the best possible start and training in the teaching and learning profession since their input and contribution is vital for promoting learning for the learners. If quality teaching system is required in education process, it is necessary to make teachers training, retention and support at top priorities. Therefore induction program must be imposed with effective management as it is a good investment for the individual learners. For bringing the change teachers must be updated. Through the research studies it has linked that research has linked student's success to the success of the teachers. Therefore, we can conclude that teacher induction programs and mentoring programs are essential to the success of the novice teachers. New teachers, regardless

of their institutions, share some common experiences that they have experienced during their first few years of their teaching process. Some teachers are able to compute through relatively undocumented time period of teaching and continue on to a successful career in teaching-learning process. Most teachers roughly 50% of them, leave teaching profession before they complete their fifth year of teaching. It implies an awareness and implementation of appropriate strategies to address the problems experienced by newly appointed lecturers and to address such needs for further resolution. The induction training programs to the novice teachers that are structured and supportive, we are providing and giving the new teachers the tools they need for longevity and successful career.

LIMITATIONS AND FURTHER STUDY

Since the research is conducted in the selected area of the topic yet the study has some limitations which are ought to be focused area for further research.

•   The study has been confirmed to the Tezpur University which state the teachers of other Universities can been taken for study for comparison which conducts the programs.

•   The second limitation is regarding data collecting methods. As this study is studied on the basis of one tool. Other methods can also be used for further research to make it more efficient.

•   Some more projective techniques can be used to validate previously collected data.

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