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**Assessing the Effectiveness of Subject-Specific  
Induction Training Modules in Enhancing  
Content Delivery to (IBA) Qualified PSTs**

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## Assessing the Effectiveness of Subject-Specific Induction Training Modules in Enhancing Content Delivery to (IBA) Qualified PSTs

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### Abstract

This study assesses the effectiveness of subject-specific induction training modules in enhancing content delivery to (IBA) qualified PSTs. Recognizing induction as a crucial process for developing foundational skills, pedagogical knowledge, and professional identity, the research examines how training modules affect job satisfaction and teaching effectiveness. Employing a mixed-methods approach, the study utilized questionnaires distributed to 100 PSTs across selected sub-districts, alongside semi-structured interviews with head teachers and master trainers. Purposive sampling determined the sample size, and a 3-point Likert scale questionnaire facilitated data collection, which was subsequently analyzed using SPSS. While acknowledging systemic challenges hindering the implementation of new strategies, the study highlights the positive impact of subject-specific induction training. Results indicate improvements in teacher effectiveness in content delivery and teaching practices, gesturing a potential turning point for educational reform in Sindh for future educators.

**Keywords:** Induction Training, Professional Development, Training Effectiveness, Program Evaluation

### INTRODUCTION

Topp, Ventura, E. C. (2023). Teacher-specific subject induction training for content delivery is crucial for bolstering new teachers' professional competence and teaching satisfaction, particularly in regions like Sindh, Pakistan, where newly appointed Primary School Teachers (PSTs) often face challenges without adequate professional guidance. These programs aim to bridge this gap by equipping teachers with essential pedagogical methods, classroom management techniques, and familiarity with the Sindh textbook board and national curriculums Maitlo et al., 2024). At the same time, this study examined the effectiveness of these programs in enhancing job satisfaction and teaching practices. A significant gap remained regarding their impact on developing practical teaching skills. This study specifically addressed this void by investigating the efficacy of subject-specific induction training programs in improving both job satisfaction and teaching content effectiveness among newly appointed PSTs

selected through Institute of Business Administration from 2022 to 2025 in all districts of Sindh, particularly in Khairpur, district, ultimately aiming to determine their positive influence on teachers' professional growth and student learning outcomes (Maitlo et al., 2025).

However, existing literature strongly highlighted the vital role of teacher training programs in refining and enhancing teaching efficacy and professional competence (Jabeen, Khalil, & Khadman, 2023; Ali & Haider, 2021; Khokhar & Mashori, 2018). Specifically, subject induction training was recognized for its capacity to empower teachers with a clear understanding of their responsibilities and to strengthen their confidence in navigating classroom challenges (Parveen, Cheema, & Javed, 2022). However, a critical gap exists in the exploration of these programs' specific significance within the Sindh education sector regarding teacher training programs. This research aimed to address this deficiency by investigating the operational impact of specific-subject induction training on newly inducted teachers in Sindh. The implications of this study are substantial, as its findings will provide valuable insights to policymakers, the education department, and training institutions, facilitating the refinement of training models to better serve educators (Shah et al., 2024). Furthermore, it will identify the strengths and weaknesses of professional development programs within Sindh and the educational landscape of Pakistan. This research contributes to the broader discourse on teacher development, offering actionable recommendations for the future improvement of teacher training programs all over the country.

### **RESEARCH QUESTIONS**

RQ: 1 how do induction training programs influence the level of contentment and fulfillment that newly appointed primary school teachers (PSTs) experience in their job roles?

RQ: 2 how does the induction training improve the quality of teaching performance of newly appointed primary school teachers (PSTs) in Sindh?

### **LITERATURE REVIEW**

A comprehensive review of existing literature provided a solid foundation for understanding the core themes related to this study (Maitlo et al., 2024; Ahmad et al., 2025; Maitlo et al., 2024; Maitlo et al., 2023; Amin et al., 2023). Training emerges as a fundamental requirement for employees, enabling them to comprehend and execute their roles effectively, thereby enhancing their professional skill set (Shaheen et al., 2024). Drawing upon established definitions, training is conceptualized as the augmentation of an employee's knowledge and abilities pertinent to their profession, facilitating preparedness for specific job functions (Flippo, as cited in Ali & Hamza, 2018). Similarly, Yoder's perspective emphasizes training as a structured process for acquiring knowledge and skills toward a defined objective (Beach, as cited in Ali & Hamza, 2018). In the context of new employee integration, induction programs are recognized as training designed to acclimate newly appointed individuals to their job responsibilities and align them with organizational requirements (Klein & Weaver, 2000; Hassan et al., 2011; Ahmed et al., 2024). Effective induction programs yield substantial benefits, including improved employee performance, loyalty, retention, and engagement. Therefore, induction, or

"alignment," serves as a systematic introduction of new employees to their roles, constituting a vital component of broader training and development initiatives.

In the contemporary educational landscape, characterized by the demands of the 21st century, continuous teacher training is indispensable for fostering meaningful student learning outcomes. Teachers must be equipped to effectively impart knowledge and integrate practical experiences into classroom activities. Initially, even trained teachers often report a lack of comprehensive understanding regarding the nuanced demands of teaching (Cibulka, 2009; Duncan, 2009). Professional development, particularly in science and pedagogy, is paramount for educators, as it enables them to anticipate and respond to potential challenges and evolving environmental factors (Saondi & Aris, 2010). Historically, well-structured and systematic teacher induction programs have been implemented to enhance teaching skills and competencies, resulting in significant improvements in institutional and student outcomes. Notably, the adoption and prevalence of induction programs have experienced substantial growth in recent times, reflecting their increasing recognition as a critical component of educational development (Anderson, 2020).

Before the 20<sup>th</sup> century, teacher induction training was often limited to brief introductory sessions, focusing primarily on the initiation of teaching rather than the practical application of skills through innovative strategies (Surender et al., 2019; Ahmad et al., 2021). Recognizing the need for more effective teacher development, Induction Training Programs (ITPs) have gained widespread validation as a crucial mechanism for enhancing teacher performance and improving educational outcomes. Research, including studies by Fayyaz et al. (2023) and Tufail et al. (2023), demonstrates that well-planned ITPs significantly contribute to the development of new teachers' skills in classroom management and effective instructional delivery. In the specific context of Sindh, research, exemplified by Ali et al. (2024), underscores the substantial impact of comprehensive training on teaching quality and student learning outcomes. These findings emphasize the necessity of developing training programs that are responsive to the specific challenges faced by teachers within the region.

The efficacy of induction training programs (ITPs) is significantly influenced by how they are implemented, with a clear understanding of their purpose and expectations being fundamental to creating a positive learning environment (Rind et al., 2022). Research by Gopang and Kazimi (2022) highlights the importance of aligning training objectives with the desired educational outcomes within the specific context. This alignment not only enhances the effectiveness of the ITPs but also contributes to the development of teachers' personal and professional identities, fostering a sense of deliberate engagement in their ongoing professional learning. In essence, the successful implementation of induction training hinges on a clear articulation of goals and a commitment to aligning those goals with the practical realities of the educational setting, thereby empowering teachers to excel in their roles.

Induction Training Programs (ITPs) are recognized for their pivotal role in enhancing students' learning proficiency and fostering positive behavioral changes towards learning, ultimately contributing to improved educational quality (Muralidharan & Sundararaman, 2011).

Moreover, the nature and quality of teacher training significantly influence how educators adapt their instructional approaches to accommodate diverse student learning styles (Biktimirov & Armstrong, 2015). This training empowers teachers to provide effective guidance that promotes student learning and facilitates a deeper understanding of the subject matter (Bertagna, 2015). Consequently, the instructional strategies employed by trained teachers can effectively transform student responses, encouraging active participation and cognitive engagement in activity-based learning environments (Anita et al., 2015).

### RESEARCH METHODOLOGY

This research employs a mixed-methods descriptive design to assess the effectiveness of subject-specific training modules in enhancing content delivery to PSTs in District Khairpur, Sindh (Khokhar et al., 2024). Subject-specific training modules serve as the independent variable, and the content delivery as the dependent variables. A purposive sampling technique was utilized to select 100 newly recruited teachers from the target population. Data collection involved an 8-item survey questionnaire using a 3-point Likert scale, alongside semi-structured interviews, designed to gather comprehensive insights. Quantitative data was analyzed using SPSS, while qualitative data underwent thematic analysis.

### FINDINGS

#### SECTION: A

#### DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

The population of this study consisted of a convenience sample of 100 primary school teachers (PSTs), both male and female, within Kingri, Khairpur. Participants were selected based on their designation and educational backgrounds. The final sample size included 100 Teachers, exceeding the minimum of 100 participants recommended by Gall et al. (2007) for detecting a medium effect size with a statistical power of .7 at the .05 alpha level.

**TABLE 1: AGE CHARACTERISTICS OF THE TARGET POPULATION**

	Age	Frequency	Percent	Valid%	Cumulative%
Valid	22-28	30	30	30	30
	29-34	55	55	55	85
	35-40	15	15	15	100
	total	100	100.0	100.0	100.0

**TABLE 2: EDUCATION OF THE PARTICIPANTS**

	Education Level	Frequency	Percent	Valid%	Cumulative%
Valid	Bachelor's degree	38	38	38	38
	Master's degree	46	46	46	84
	Others	16	16	16	100
	Total	100	100.0	100.0	100.0



**SECTION: B**

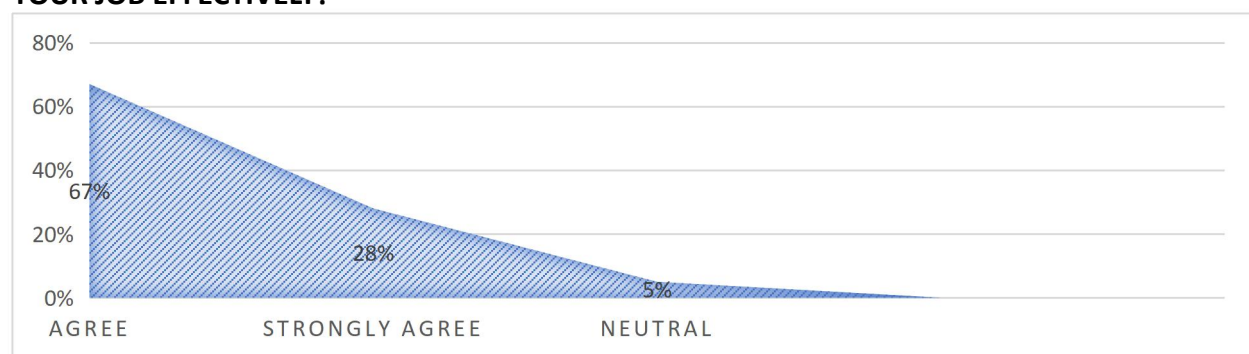
**THE QUALITY OF SUBJECT-SPECIFIC TRAINING MODULES**

The abstracts were extracted from the feedback provided by participants in the research, specifically PSTs of District Khairpur Mir's, Sindh, Pakistan. The researchers have emphasized the participants' responses regarding assessing the effectiveness of subject-specific training modules in enhancing content delivery to PSTs through a 3-point Likert scale.

**TABLE: 3: IN WHAT WAYS, IF ANY, DID THE INDUCTION TRAINING PROGRAM AFFECT YOUR JOB SATISFACTION?**

		Frequency	Percent	Valid %	Cumulative%
Valid	Strongly agree	67	67	67	67.00
	Agree	28	28	28	96.00
	Neutral	05	05	05	100.00
	Total	100	100.0	100.0	100.0

**GRAPH 1: DO YOU FEEL YOU HAVE ACCESS TO THE NECESSARY RESOURCES TO PERFORM YOUR JOB EFFECTIVELY?**

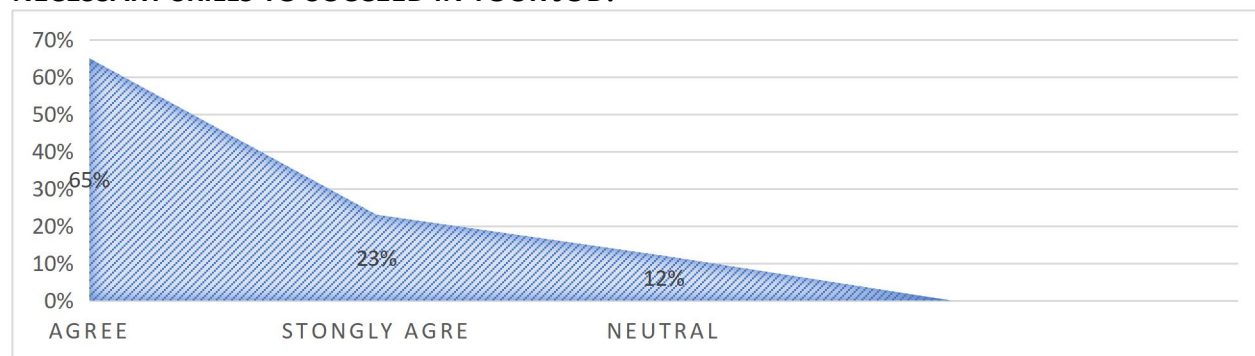


The findings of the study reveal a strong positive perception among Primary School Teachers (PSTs) regarding the effectiveness of subject-specific training modules in improving their content delivery. Specifically, a substantial majority of participants, with 67.0% strongly agreeing and 28.0% agreeing, indicated that the training enabled them to comprehensively cover all relevant teaching topics. This overwhelming consensus signifies that the training modules were successful in equipping PSTs with the necessary knowledge and skills. Notably, only a small fraction, 5.0%, remained neutral, suggesting a high level of satisfaction and perceived efficacy of the training program in enhancing the teachers' ability to deliver subject content effectively.

**TABLE 4: WHAT WERE THE MOST VALUABLE SKILLS OR KNOWLEDGE YOU GAINED FROM THE TRAINING?**

The induction training program covered topics relevant to my teaching needs.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	65	65.0	65.0	65.0
	Agree	23	46.0	46.0	98.0
	Neutral	12	12.0	12.0	100.0
	Total	100	100.0	100.0	100.0

**GRAPH 2: DO YOU THINK THAT THE TRAINING PROGRAM PROVIDED YOU WITH THE NECESSARY SKILLS TO SUCCEED IN YOUR JOB?**

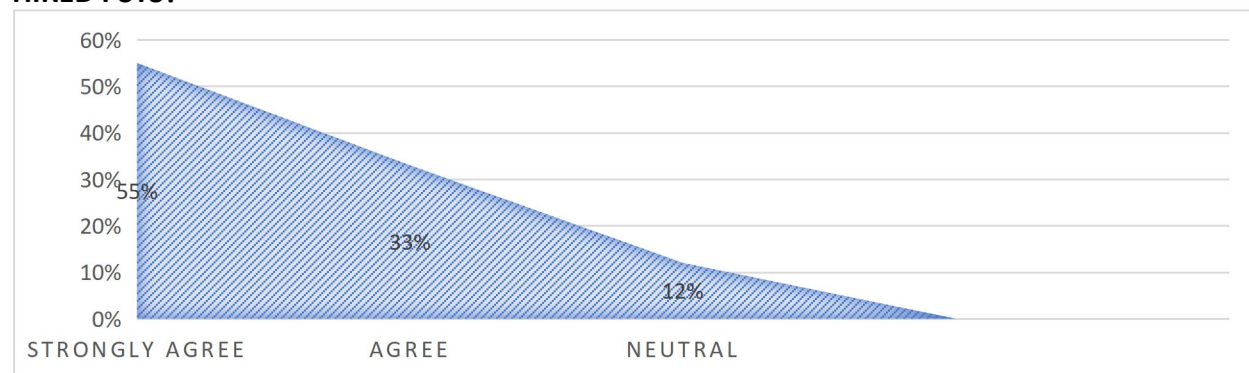


The findings of the study reveal a strong positive perception among Primary School Teachers (PSTs) regarding the effectiveness of subject-specific training modules in improving their content delivery. Specifically, a substantial majority of participants, with 65.0% strongly agreeing and 23.0% agreeing, indicated that the training enabled them to comprehensively cover all relevant teaching topics. This overwhelming consensus signifies that the training modules were successful in equipping PSTs with the necessary knowledge and skills. Notably, only a small fraction, 12.0%, remained neutral, suggesting a high level of satisfaction and perceived efficacy of the training program in enhancing the teachers' ability to deliver subject content effectively.

**TABLE 5: DO YOU THINK THAT THE TRAINING PROGRAM ADEQUATELY ADDRESSED YOUR CONCERNS AS A NEW TEACHER?**

The induction training program helped me develop strategies to address diverse learning needs		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	55	55.0	55.0	55.0
	Agree	33	66.0	66.0	88.0
	Neutral	12	12.0	12.0	100.0
	Total	100	100.0	100.0	100.0

**GRAPH 3: WHAT CHANGES WOULD YOU RECOMMEND TO BETTER SUPPORT NEWLY HIRED PSTS?**



The findings of the study reveal a strong positive perception among Primary School Teachers (PSTs) regarding the effectiveness of subject-specific training modules in improving their content delivery. Specifically, a substantial majority of participants, with 55.0% strongly agreeing and 33.0% agreeing, indicated that the training enabled them to comprehensively cover all relevant teaching topics. This overwhelming consensus signifies that the training modules were successful in equipping PSTs with the necessary knowledge and skills. Notably, only a small fraction, 12.0%, remained neutral, suggesting a high level of satisfaction and perceived efficacy of the training program in enhancing the teachers' ability to deliver subject content effectively.

#### **QUALITATIVE AND QUANTITATIVE RESULTS**

Induction training participants, predominantly classroom practitioners (CPs), encountered significant challenges, primarily an overwhelming volume of material delivered within a compressed timeframe. The training programs, particularly those conducted between 2022 and 2024, were criticized for attempting to cover extensive content in a mere 24 days. As one trainee articulated, the sheer volume of information posed a considerable management challenge, despite the trainers' supportive demeanor and provision of future resources. The scarcity of digital tools further compounded these difficulties, hindering trainees' ability to fully engage with and implement the vast material. This systemic issue, reflecting broader challenges in educational management, ultimately limits the efficacy of the training and its practical application in the teachers' professional careers. Induction training demonstrably boosts teachers' content delivery satisfaction by fostering skill development and self-recognition. Participating teachers gain confidence, enabling them to approach their roles with greater proficiency. These programs provide opportunities to refine skills and stimulate creativity while simultaneously cultivating a supportive professional community. The resultant camaraderie and enhanced competence contribute significantly to overall contentment. As one teacher articulated, the training program's impact was profound, providing essential skills and confidence and fostering a deeper understanding of student needs. Induction training is crucial for assessing the effectiveness of subject-specific induction training modules in enhancing content delivery to (IBA) qualified PSTs developing effective teaching practices, who often lack familiarity with contemporary teaching strategies and instructional planning. These programs provide valuable resources and learning materials that inspire teachers to enhance their pedagogical approaches. Consequently, participants gain practical skills and knowledge that directly translate into more engaging and interactive lessons. As one teacher attested, the training significantly improved their teaching effectiveness by introducing innovative strategies and tools, ultimately leading to a more dynamic and impactful classroom experience. The induction training program was widely perceived as interactive and beneficial for the teaching-learning process, equipping novice teachers with diverse strategies to address content delivery needs and recognize varied learning styles, and uncover their potential. Interviews revealed that participants identified specific, practical applications from the training. For instance, one teacher, facing the challenge of classrooms, found the time management strategies particularly valuable. The program's emphasis on practical, hands-on activities and well-defined pedagogical



methods enabled teachers to plan, manage, and deliver lessons effectively, creating a more conducive learning environment. Another teacher highlighted the program's focus on learning through practice, exercises, and projects, as well as its clarity in defining learning objectives and outcomes. These testimonials underscore the program's success in providing teachers with tangible skills and knowledge that directly address the realities of their classroom experiences.

### **DISCUSSION**

The findings of this study suggest that induction training programs have a significant positive impact on career satisfaction and teaching effectiveness among newly appointed PSTs. The results indicate that the induction training program enhanced the teachers' sense of preparedness, confidence, and motivation, leading to improve the effectiveness of subject-specific induction training modules in enhancing content delivery of qualified primary school teacher's satisfaction. The findings of the study are consistent with previous research that has shown that induction training programs can have a positive impact on teacher service satisfaction and teaching effectiveness. The findings also support the idea that induction training programs can help to reduce teacher dissatisfaction, and improve teacher retention rates Khokhar, M. I. (2021). The findings of this study reinforce the critical importance of ongoing professional learning for teachers, aligning with Singh et al.'s (2021) emphasis on its role in achieving high-quality teaching practices across diverse learning environments.

Furthermore, the study highlights the significant interplay between independent variables, such as training areas and rationales, which, as demonstrated by Qaisra and Haider (2023) and Abro et al. (2024), are essential subcomponents influencing teacher performance in content delivery. Consequently, the research underscores the necessity for educational institutions to prioritize induction training programs, recognizing their pivotal contribution to the professional development and support of newly appointed teachers.

### **CONCLUSION**

This study examined and assessing the effectiveness of subject-specific induction training modules in enhancing content delivery to (IBA) qualified Primary School Teachers (PSTs) in Khairpur, Sindh. Results demonstrated a significant positive impact of induction training on teaching effectiveness. The training enhanced teachers' preparedness, confidence, and motivation, leading to pedagogical enhancing content delivery. Furthermore, it effectively developed essential teaching skills and competencies, improving their instructional delivery. These findings highlight the importance of prioritizing induction training programs in educational institutions to support the professional growth of new teachers. Consequently, this research provides valuable evidence for policymakers, administrators, and teacher educators, informing the development of effective induction programs that ultimately contribute to improved educational outcomes.

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