Effect of Induction Training Program on Teachers' Effectiveness at Elementary School Level in Punjab

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Abstract

Induction training is a support process for beginning teachers to teach them basic knowledge, skills, and values related with teaching and make them socialize with their profession. This study was conducted to explore effect of induction training program on Elementary School Educators' (ESEs) teaching effectiveness. Ex-post facto research design was used for this quantitative study. Population comprised ESEs who received induction training from a public sector training academy at Provincial Headquarter Punjab-Pakistan and sample comprised of 331 ESEs. A self developed questionnaire was used for data collection. Results of the study revealed that there was a strong positive relationship between induction training program (ITP) and ESEs' teaching effectiveness. It is also out in the open that training areas, rationale (in form of ITP components) and evaluation (in form of objectives of ITP) had an effect on ESEs' teaching effectiveness. Only methodologies had no effect on ESEs' teaching effectiveness. Although ESEs' had good opinions about induction training program and their teaching effectiveness but there is a need to give importance to some training areas (communication with child's parents and multi-grade teaching), values (apprenticeship, mentorship, and stewardship) and knowledge of multicultural literacy, global and environment awareness to make them more effective.

Keywords: induction training, teacher effectiveness, multi grade teaching, mentorship, apprenticeship

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Introduction

Induction training is a comprehensive support process for beginning teachers to make them familiarize with their profession. Duration of this process varies from context to context but is four weeks in Punjab-Pakistan. It is an early stage of professional development of teachers. Induction modifies a newly recruited teacher into an excellent, practicing teacher. It starts after selection and is completed before joining the school as a teacher. Highly qualified, skilled, knowledgeable, smart and passionate teachers are the only reason for ensuring the success of all of their students. Beginning teachers face issues like navigating the rules and regulations of school and familiarization with the traditions and values of society. There is also a great responsibility on teachers to get knowledge of managing and teaching students (Holt, 2011). In 2010, Kearney stated that induction training is important for beginning teachers. It promotes teacher retention during the starting stage of their career and advances teachers' knowledge and improves student achievement.

Research indicates that induction training programs are determinant of Teachers' Effectiveness. "Teacher effectiveness is usually mentioned as stressing on students' learning, teacher's actions and different practices they use within the class. Teacher effectiveness also fosters better student outcomes" (Ko & Sammons, 2016). Research in the area of induction training is critical because it can be an important factor for teacher effectiveness and better student learning. Ingersoll and Strong (2011) concluded from their researches on teachers induction training programs that novice teachers who attend any type of induction program better executed diversified teaching activities, such as, developing effective lesson plans, keeping students on task, designing classroom tasks according to interests of students, using effective student questioning techniques, demonstrating successful classroom management, and maintaining a positive classroom atmosphere and their students also showed higher scores on achievement tests.

A specially established Academy for Educational Development conducts induction training of teachers in the Punjab. According to induction training framework of this academy, Training Needs Assessment (TNA) was the first phase of framework of induction training. Other four phases of induction training framework were methodologies, training areas, rationale and evaluation. A need was felt to explore effect of Induction Training Program (ITP) on ESEs' teaching effectiveness.

Current research emphasizes on the significant role of effective teachers that guarantees the success of schools and students as well. Induction training programs play a crucial role in improving teachers'

effectiveness. In general, it is important to know how induction training programs are helpful in better addressing the needs of newly recruited teachers and improve their effectiveness. Several researches have been conducted on teacher education (pre-service and in-service teachers' training) and there is scarcity of research on induction training program of school teachers in Pakistani schools' context. Considering its significance this research study was conducted to explore effect of induction training programs on teachers' effectiveness at elementary school level in the Province of Punjab. This study was conducted to congregate the following objectives.

1.   Documenting opinion of elementary school educators (ESEs) about induction training program and teacher effectiveness.
2.   Exploring effect of induction training program on ESEs teaching effectiveness.

Review of Literature

Teacher trainings enable participants to learn certain type of knowledge and skills and apply these to their jobs. These trainings contribute towards teachers' compatibility, and their evaluation helps in understanding the situations that enhance teachers' ability to use new knowledge, and improve their teaching practices. In 2011, Holt said that well-organized induction programs positively impact effectiveness and job satisfaction of teachers. According to International Labour Organization (2012), induction training, professional support and mentoring programmes for beginner teachers can improve the job satisfaction and effectiveness of beginning teachers, and improve retention. Mingo (2012) concurred that excellent teachers have a major impact on student achievement. A student assigned to an effective teacher for one school year can gain good academic growth as compared to a student assigned to a poor teacher. Similarly when high-risk students are given to highly effective teachers, there are more chances that they will perform better than students taught by ineffective teachers. Wang, Odell, and Schwille (2008) critically reviewed the literature and documented their findings that induction training influences the way novice teachers think about teaching and effect of induction training on teacher practices and students' achievement have been observed in few studies.

There is a variety of literature on teachers' induction and support programs. Some experts stressed on criteria that make a quality program, some emphasized implementing those criteria to support beginning teachers, some researchers found how evaluation and assessment help in creating quality teachers, other researchers did their work on how

induction programs help beginning teachers in the profession (Hobson, Ashby, Malderez, & Tomlinson, 2008). Extensive research provides empirical evidences that support and assistance provided to beginning teachers, positively impacts teachers' dedication and their retention, classroom practice, and students' success. Although there is a general lack of empirical support and theoretical background but standards for teachers induction training have been developed for increasing their efficiency and compatibility. Many studies in literature indicate that there will be a close relationship between beginning teachers and induction programs.

A teacher induction program offers a pre-arranged and well-organized program to support the novice teachers. There are numerous causes for organizing induction training programs. After attending induction training programs novice teachers easily move towards teaching. It reduces teachers' rate of attrition and builds up capacity in teachers to teach for focusing on quality teaching. An induction program assists new teachers in advancing their teaching expertise. It makes possible for new teachers to be familiar with their specific role as teachers (Loughry & Normore, 2013). According to Dilshad & Iqbal (2010), during teacher training a lot of value is given to theory and a little to practice. There is less harmonization between training associations and educational institutions. Teachers' trainings lack quality teaching. In-service trainings of educators are conducted rarely. Productive changes are not brought fruitfully. Purposes for conducting trainings are not clear. Textbooks are not of good quality. Exam system has also many questions on its working and conduct. Professional assistance and accountability is lacking, and most importantly there is scarcity of studies and evaluations of teacher growth programmes. Brule (2008) said that there is deficiency of financial resources for carrying out training for teachers in Pakistan. There is shortage of amenities like institutions, tools, equipments, audio-visual aids, bookish and other reading materials.

Induction is an orientation and an essential process of adaptation of teachers with their job environment. During induction training new employees are introduced with their occupational atmosphere, fellow beings and their work (Nandi, 2015). Induction training program is a stage of constant professional learning program of teachers. It starts from pre-service training and remains in a teacher's professional career for a long period of time. It responds to the variety of professional needs of teachers at each phase of their professional career (Department of Education and Training, 2006).

Literature showed different types of trainings for example on-job trainings, off-job trainings, distance and internet based training, pre-service and in-service trainings but there is no research which describes in which type the induction training falls? Selected Provincial Academy for Educational Development is responsible for conducting teachers' trainings.

Self efficacy theory of Albert Bandura (1977) and the self-determination theory of Deci and Ryan (2011) are the basis for induction training. According to Pajares (1996), self efficacy is belief of an individual about his capabilities in order to achieve desired results. In 2016, Reames said that induction training program of teachers make them socialize with their profession and boost up self-efficacy of teachers.

Self-determination theory posits the notion that people want to grow as human by nature. This need is inherent and required autonomy, relatedness and competence (Houde, 2006). According to Keilwitz (2014), autonomy is a belief of having choices of individualistic learning, relatedness is a feeling of connectedness with others and competence is mastery of applying teaching skills and strategies to deal with challenges. When induction training programs of novice teachers try to support the growth of teachers, they actually try to fulfill these three essential human needs (autonomy, relatedness and competence).

Sweeny (2000) discussed three models of induction training programs of teachers. First model is basic orientation model (BOM). Second model is instruction practice model (IPM). And third model is school transformation model (STM). Organizations design their induction training programs on the basis of his models. His models also help in development, implementation, evaluation, and maintenance of induction training programs.

Basic orientation model aimed at assisting novice teachers in their adjustment with their work settings. It also helps in understanding novice teachers' tasks and duties. Course of induction training programs based on BOM includes areas like rules and regulations designed by school and district and managing students' behaviour. Main objective of instructional practice model is to help beginning teachers to raise the level of their effectiveness. Induction training programs develop relationship between knowledge of theory and practice as a result beginning teachers' effectiveness increases. However major aim of school transformation model is to develop in new teachers a sense of considering themselves as an important contributor of educational system. School transformation model involves new teachers to make

changes in system of education. This model creates bonding between outstanding teacher development and better learners' outcome (Vanatta, 2012). ADDIE model is also a guideline for induction training supporters and mangers about development, delivery and management of training activities in an effective way (Civil Service Training Centre, 2013). There are five stages in ADDIE model: a) Training needs analysis (TNA) stage; b) Training design stage; c) Training resource development stage; d) Training implementation stage and; training evaluation stage (Civil Service Training Centre, 2013; & Dessler, 2013). Coyle-Shapiro, Hoque, Kessler, Pepper, Richardson, and Walker (2013) said that Kolb's learning cycle provide a base for the development of training programs of organizations. Kolb's learning cycle include several components: a) Identification of learning needs; b) Designing suitable learning opportunities; c) Facilitating learners in undertaking learning opportunities; And evaluation of the learning of learners.

Teacher effectiveness is considered as a multidimensional construct that measures a wide range of teaching characteristics (Akiri, 2013). Studies showed that effectiveness of teacher impacts students' achievement. Students' achievements can be predicted by effective teachers' performance. The more a teacher is effective there are more chances that their students would get better results. Rink (2013) tookeffective teacher as one who possesses preferable special qualities, uses appropriate ways of teaching, creates a well organized atmosphere in class, possesses a collection of abilities, and makes professional decisions. Geo, and Bell (2008), described characteristics of effective teachers in the form of five aspects:

i.   Effective teachers expect more from their students and assist them in their learning.
ii. Regular attendance of students, their on-time promotion to next grade, on time graduation, self efficacy and cooperative behavior all are the result of the efforts of effective teachers.
iii. Effective teachers utilize multiple resources to plan learning opportunities, monitoring students' progress, adapting teaching methods according to students' needs and evaluating the learning of students.
iv. Effective teachers support diversity and civic mindedness for the development of classrooms and schools.
v.   Effective teachers believe that collaboration with parents, teachers, administrators and other educational professionals ensures students' success, specially the success of special students and students at high risk.

According to Organization for Economic Co-operation and Development (2009), the biggest thing that influences students' learning is effectiveness of their teachers. Jensen, Hemandez, Knoll, and Gonzalez (2012) stated that variety of professional development trainings can enhance effectiveness of novice teachers, of professional development can increase new teachers' effectiveness; deal with the deficiency of their initial education, and help in confronting the challenges of classroom teaching. Gordon, Kane, and Staiger (2006) observed increase in teacher effectiveness during the first and second year of their career as compared to increase during second and third year.

Effective induction recognizes that if new teachers need to become effective the early years of experience require special attention and support (International Labour Organization, 2012). Liakopoulou (2011) said that effective teachers propose realistic objectives, always motivate their students, use diversified teaching methodologies, prefer participative teaching, analyse and develop their own instructional material, clearly present information, use pictures and other teaching aids, try and give motivation to students for learning, apply various teaching methods, select participate forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use various teaching aids, take full advantage of their teaching time by planning and reducing classroom disturbances, allocate such type of activities to their students that boost up their interest, monitor the progress of students according to the pre-established criteria and also give feedback to their students about their progress.

Values, Skills, Knowledge, (V3SK) Framework for Teachers' Effectiveness (A Teacher Education Model for the 21st Century) comprised of collection of least and necessary required qualities of new teachers. These qualities are frequently known as behaviours that are certain and measurable. These explain the specialized capabilities of new teachers and offer principles for teachers' conduct. These qualities are also the foundation for professional development of new teachers. V3SK frame work ensured the quality of new teachers. Thus is responsive to quality assurance of new teachers from the very beginning of their career as teachers. The National Institute of Education (NIE) Singapore organized a complete evaluation and improvement of early training programs of teachers in 2004. After evaluating the early training programs of teachers, V3SK framework was designed which comprised the desired required qualities of new teachers (Chong & Cheah, 2009).V3SK framework focuses not only on quality teachers but variations in the nature of teachers' work and new demands of teachers.

Teacher education programs that have been designed keeping in view the V3SK framework contributed towards inquiry, mutual respect, innovation, collaboration and reflection among teachers.V3SK is a theoretical framework that includes all the strategies and pedagogies that infuse in teachers all the knowledge, skills and values that are necessary for inclusive practice.

The V3SK corresponds to the philosophy of teacher education. It provides guiding principles to devise, deliver and enhance the programs and courses of National Institute of Education (NIE) Singapore in order to develop teachers who have productive Values;"**Learner-centred values (**Empathy, Belief that all children can learn, Commitment to nurturing the potential in each child, Valuing of diversity**), Teacher identity values (**Aims for high standards, Enquiring nature, Quest for learning, Strive to improve themselves, Passion, Be adaptive and resilient, Ethical, Show professionalism**), Service to profession and community values (**Collaborative learning and practice, Building apprenticeship and mentorship, Social responsibility and engagement, Stewardship**);** essential **Skills (**Reflective skills & thinking dispositions, Pedagogical skills, People management skills, Self-management skills, Administrative & management skills, Communication skills, Facilitative skills, Technological skills, Innovation and entrepreneurship skills, Social and emotional intelligence); and deep extensive **Knowledge** (Knowledge of self, Knowledge of pupils, Knowledge of community, Knowledge of subject content, Knowledge of pedagogy, Knowledge of educational foundations, Knowledge of educational policies, Curriculum, Knowledge of Multicultural literacy, Global awareness, Environment awareness)"(National Institute of Education, 2009). V3SK framework is a holistic viewpoint of teachers' qualities. It conveyed a variety of integration of morals and principles. It also highlights the importance of practices of teacher reflection. This framework put emphasis on an incorporated way for establishing an association among values, skills and knowledge.

Teacher education and training programs always remained under consideration for research and improvement to address different questions. Different researchers conducted researches on induction programs to explore its components (Wong, 2004; U.S. Department of Education, 2010; Holt, 2011; McBride, 2012; CCSESA, 2012); different activities of induction training program (Moore & Swan, 2008); support mechanism that is provided to beginning teachers like Principal's support and mentor's support (Mingo, 2012).

After reviewing literature and analysis of interviews of experts and related documents, following framework used for induction training of

elementary school educators (ESEs) was identified. Although there were five phases of frame work of induction training program (TNA, methodologies, training areas, rationale and evaluation) but for the research purpose frame work of induction training was divided into two components. First component was induction training program as independent variable that includes four phases of induction training program and second component was teachers' effectiveness as dependent variable.

Induction Training Program (ITP)
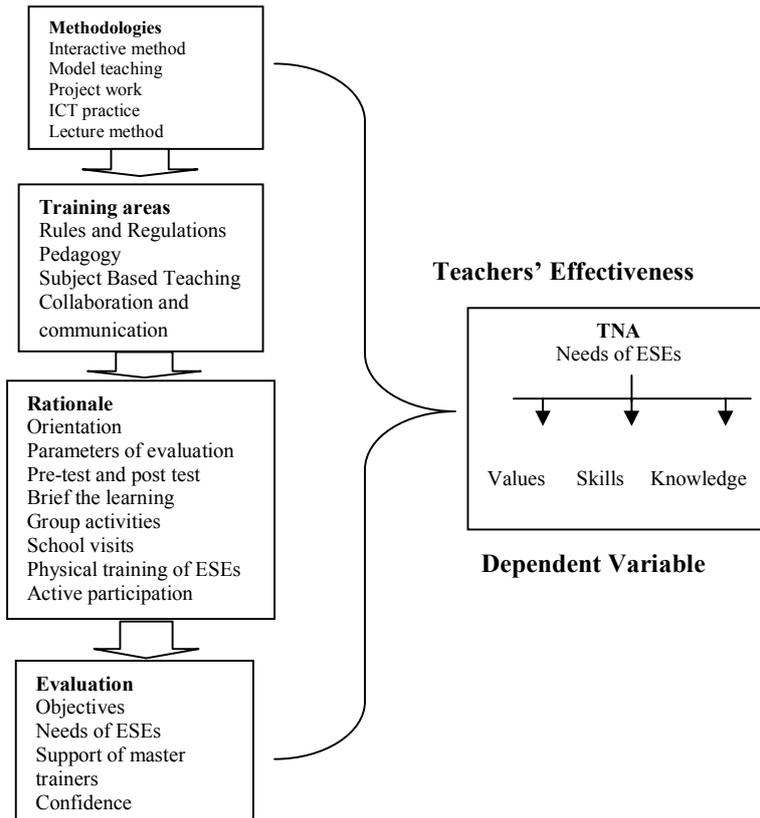
Independent Variable   *Figure:* Conceptual Framework

Methodology

This study was quantitative in nature using ex-post facto design to explore effect of induction training on teachers' effectiveness. Population for this study was 2374 ESEs from district Lahore who

received induction training. Thus 202 ESEs were selected as sample of this study considering a representative sample (Gay (1996) through multi stage random sampling technique. A self developed questionnaire consisting of statements regarding variables shown in conceptual framework was used to collect data for induction training program and teachers' effectiveness.

Results

Results were drawn from analysis of opinions of ESEs about Induction Training Program that they attended.

Table 1

ESEs' Opinions about Methodologies

Items	Mean	SD
Interactive method	3.38	0.59
Model Teaching	3.31	0.57
Project Work	3.24	0.56
ICT Practice	3.17	0.65
Lecture method	3.42	0.69

ESEs' responses revealed that interactive method, model teaching, project work, ICT practice and lecture methods were used during induction training. Mean value (3.42) for Lecture method showed an inclination towards using this methodology to a great extent during induction training of ESEs (Table 1).

Table 2

ESEs' Opinions about Training Areas

Items	Mean	SD
Roles and responsibilities of ESEs	3.37	0.61
Structure of School Education Department and its initiatives	3.36	0.62
School safety plan/ guidelines	3.31	0.63
Joining, verification of documents, pay slip	3.38	0.63
Maintenance of registers and record	3.37	0.66
Protection against harassment of women at workplace	3.42	0.65
Scheme of Studies and Academic Calendar	3.37	0.68
National Professional Standards for Teachers	3.38	0.65
Early childhood education- Objectives and learning areas	3.35	0.69
Classroom management	3.44	0.63
Activity based learning	3.41	0.66
Question Answer techniques	3.35	0.63
Introduction of Continuous Professional Development (CPD)	3.25	0.63
Assessment through Continuous Professional Development	3.24	0.65

Test item development	3.33	0.63
Paper marking skills	3.29	0.66
Corporal punishment and its alternatives	3.23	0.70
Using library facility: improving students' reading habits	3.22	0.70
Co-curricular activities	3.33	0.64
Lesson planning	3.57	0.63
Teachers diary	3.51	0.67
Development of low cost/No cost teaching aids	3.57	0.63
Assessment and its types	3.52	0.64
Assigning and checking homework	3.56	0.64
Computer Technology	2.92	0.71
Consultation with parents	2.72	0.67
Multi-grade teaching	2.68	0.69
Child friendly schools	2.85	0.71
Language upgrade course for subject teaching	2.76	0.70

ESEs' responses confirmed that curriculum of induction training program covered the above mentioned training areas with less or more weight. Mean value (3.57) for training areas Lesson planning and Development of low cost materials proved that there is a much tendency towards covering these areas followed by Assigning and checking homework (Mean=3.52) (Table 2).

Table 3
ESEs' Opinions about Rationale of ITP

Items	*Mean*	*SD*
Orientation of ESEs	3.24	0.56
Parameters of trainees' evaluation	3.24	0.59
Pre-test	3.27	0.62
Post-test	3.31	0.57
Opportunity to brief the recap of learning	3.25	0.61
Group activities	3.33	0.57
School visits	3.12	0.62
Physical training of all trainees	3.09	0.57
Active participation of all trainees	3.21	0.58

Table 3 shows ESEs' responses regarding rationale of ITP; orientation program, parameters of teachers' evaluation, pre-test, post-test, briefing the recap of previous learning, group activities, school visits, physical training and active participation of all trainees. It is revealed that rationale for implementing induction training program was transformation of values, skills and knowledge related with teaching. Mean value (3.33) for 'group activities' showed that to a great extent ITP was implemented to transfer knowledge, skills and values to ESEs through group activities.

Table 4

ESEs' Opinions about Evaluation

Items	Mean	SD
Achieving ITP objectives	3.28	0.61
Meeting the needs of ESEs	3.29	0.63
Master trainers' support	3.39	0.62
Ability to applying what ESEs learnt during induction training	3.34	0.66
Confidence to perform their duties efficiently	3.47	0.62
Autonomy in making decisions regarding teaching and learning	3.46	0.62
Making good relations with others	3.49	0.61
Mastery in using teaching techniques and methodologies	3.46	0.63

Table 4 mean value (3.49) for 'Making good relations with others' and Mean=3.47 for 'Confidence to perform their duties efficiently' showed a tendency that ITP was successful to a great extent in achieving its objectives.

Results about ESEs teaching effectiveness are presented in the form of following tables.

Table 5

ESEs' Opinions about Values

Items	Mean	SD
Empathy	3.40	0.70
Belief that all children can learn	3.48	0.61
Commitment to nurturing the potential in each child	3.43	0.65
Valuing of diversity	3.31	0.71
Aims for high standards	3.56	0.59
Enquiring nature	3.50	0.63
Quest for learning	3.45	0.62
Strive to improve themselves	3.48	0.70
Passion	3.38	0.58
Be adaptive and resilient	3.45	0.65
Ethical	3.43	0.62
Show professionalism	3.42	0.68
Collaborative learning and practice	2.33	0.66
Building apprenticeship and mentorship	2.44	0.68
Social responsibility and engagement	2.35	0.59
Stewardship	2.33	0.66

It is clear from Table 5 that ESEs learnt 'empathy' and 'belief that all children can learn' more than the other values like 'social responsibility and engagement' and 'stewardship' less than other values. Mean values showed that there is a tendency towards transferring values

of certain types mentioned above to ESEs to a great extent during induction training of ESEs.

Table 6
ESEs' Opinions about Skills

Items	Mean	SD
Reflective skills & thinking dispositions	3.23	0.64
Pedagogical skills	3.31	0.68
People management skills	3.24	0.65
Self-management skills	3.33	0.65
Administrative & management skills	3.25	0.63
Communication skills	3.28	0.65
Facilitative skills	3.10	0.76
Technological skills	2.65	0.77
Innovation and entrepreneurship skills	2.44	0.72
Social and emotional intelligence	2.72	0.80

Responses of ESEs revealed that induction training developed 'reflective skills & thinking dispositions' and 'pedagogical skills' more than the other skills like 'innovation and entrepreneurship skills' and 'social and emotional intelligence' less than other skills. Mean value for skills showed that there is an inclination towards transferring skills of certain types mentioned above to ESEs to a great extent during induction training of ESEs (Table 6).

Table 7
ESEs' Opinions about Knowledge

Items	Mean	SD
Knowledge of self	3.29	0.58
Knowledge of pupils	3.35	0.68
Knowledge of community	3.32	0.67
Knowledge of subject content	3.38	0.69
Knowledge of pedagogy	3.38	0.66
Knowledge of educational foundations	2.91	0.62
Knowledge of educational policies	2.91	0.59
Curriculum	3.33	0.69
Knowledge of Multicultural literacy	2.74	0.63
Global awareness	2.56	0.68
Environment awareness	2.58	0.73

It is obvious from the Table 7 that ESEs acquired 'knowledge of self' and 'knowledge of pupils' more than 'global awareness' and 'environment awareness' and other types of knowledge. Mean values show that there is a tendency towards transferring knowledge of certain types to ESEs to a great extent during induction training of ESEs.

Table 8
Relationship of ITP and ESEs' Teaching Effectiveness

Factors	N	r	p
Perceptions regarding induction training program	202	0.65	.001
ESEs' effectiveness	202		

Table 8 shows that there is a significant positive relationship between ITP and ESEs' effectiveness (N = 202), (r = 0.65) and (p <.001). It means that ESEs having good quality of induction training have a good level of teaching effectiveness.

Table 9
Effect of ITP of ESEs on Their Teaching Effectiveness

Factors	β	t	p	VIF
Methodologies	0.063	1.433	0.293	1.667
Training areas	0.450	5.487	0.000	3.417
Rationale	0.145	1.782	0.032	2.109
Evaluation	0.201	2.774	0.005	2.300

Results of regression analysis revealed that methodologies had no significant effect on ESEs' teaching effectiveness (β= 0.063 and p= 0.293). Training areas (β= 0.450 and p= 0.000); Rationale (β= 0.145 and p= 0.032) and Evaluation (β= 0.201 and p= 0.005) have significant effect on teaching effectiveness of ESEs. It may be concluded that training areas greatly affected ESEs' teaching effectiveness than other measures of ITP (Table 9).

Conclusions

From the findings of this study it is evident that ESEs who had good opinions about ITP were proved to be more effective as they also had good opinions about their teaching effectiveness. Different methodologies like interactive method, model teaching, project work, ICT practice and lecture methods were used to a great extent during induction training. Induction training program covered different training areas to a great extent like rules and regulations, pedagogy, subject based teaching and communication and collaboration.ITP was implemented to transfer values, skills and knowledge to ESEs. This program was successful in achieving its objectives. To determine whether a program was effective, it was evaluated in terms of meeting the needs of people for whom this program was implemented.

Induction training program was implemented to meet specific needs (values, skills, and knowledge) of ESEs about teaching. This program transferred leaner-centred values, teacher identity values, and

service to profession and community values to ESEs. It also transferred certain types of knowledge related to teaching effectiveness of ESEs. ITP transferred certain types of skills needed for teaching. A strong positive relationship between ITP and ESEs' teaching effectiveness was found. Training areas, rationale (in form of ITP components) and evaluation (in form of objectives of ITP) had an effect on ESEs' teaching effectiveness and only methodologies had no effect on ESEs' teaching effectiveness.

Recommendations

ESEs had good opinion regarding induction training program and its effect on ESEs teaching effectiveness. Based on the findings and conclusions of this study following recommendation are made:

i. Special focus may be on training of ways to communicate with parents during induction training, multi-grade teaching and concept of developing child-friendly schools for a facilitative and conducive learning environment.

ii. There is need to build apprenticeship and mentorship among ESEs through induction training. So that ESEs would learn from their experienced teachers as well as would be able to guide other new teachers.

iii. There is also need to develop sense of social responsibility and engagement in ESEs so that they would be able to work for the betterment of others, especially for the betterment of their students as well as educational system.

iv. It is also recommended that stewardship sense may be developed among all ESEs, so that they would develop passion to serve effectively for their profession.

v. Technological skills should be developed in all ESEs so that they would be better able to use new technologies for the better teaching of their students.

vi. ESEs should be able to give new ideas to make innovations for teaching and learning as well as entrepreneurship skills may be developed in ESEs so that they would be able to search opportunities to take initiatives in order to solve educational problems and bring change in the field of education.

vii. Induction training program may be observed to assess whether it is meeting the needs of ESEs in order to improve their teaching effectiveness.

viii. Teachers' effectiveness may also be assessed by observing all those teachers within their classrooms who received induction training.

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