



## Research Article

# EXPLORE THE EFFECTIVENESS OF INDUCTION TRAINING AND ITS EFFECT ON SELF-EFFICACY OF HEAD TEACHERS

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## Abstract

*This study investigates the level of effectiveness of induction training and its effect on self-efficacy of head teachers during their service period. The participants of this study were 272 head teachers of secondary schools. A self-developed questionnaire has used as a research instrument that comprised two parts one about the effectiveness of induction training and other perceived self-efficacy of head teachers. Data were analyzed with the help of statistical package for social sciences (SPSS) 17 to reach the findings. The results of the study reveal that induction training effects positively on self-efficacy of head teachers as it increased their performance level, efficiency, and effectiveness. At the same time this study pointed out some areas that are not given due attention in induction training like e-learning practice, stress management.*

Keywords: Induction training, effectiveness, self-efficacy, head teachers

## Introduction

Education is considered as an instrument or tool of national development and social change. The economic and social progress of a country depends upon the availability of educated and technically trained manpower (Fägerlind, Saha, 2016). Education is the first obligation of a Muslim. The Holy Prophet (SAW) laid great emphasis on education by telling the Muslims, that seeking of knowledge is the duty of every Muslim, man and woman (Subandi, 2012).

Acquisition of information, knowledge, values and skills enables any person to enhance capacity and productivity to perform diligently in the era of technical revolution and globalization. Many factors affect cognitive skills and academic performance of the learners. These factors are related to institution, peer, family, society, environment etc. The educational institutions are administered, managed and run by heads of Institutions. Headship is an art which helps in organizing and coordinating material and human resources to achieve the targets and goals of an institution. Head of school plays a significant role in determining the objectives and academic achievements, ensuring quality of education and professional development of staff. Proper leadership exercised by administrator of school is crucial for effective performance, achievement of goals and improvement of teaching learning activities (Lydiah, & Nasongo, 2009).

The concept of administration point outs that check and balance and good control are main elements for all successful activities. Not only academic qualifications, but the information and knowledge about all matters related to school administration and management is essential for all those who are responsible for leadership affairs (Gupta,

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1983). Management of any organization or institution is also important. Management consists of activities like planning, organizing, actuating and controlling.

Administration is essential for education sector. An administrator is like an observer and supervisor who keeps check and balance and controls everything so that nothing goes off the track in his institution. He tries to point out the hindrances and obstacles to achieve desired goals and objectives. Educational administration and leadership is always associated with organization of things as well as management of human relationship, based on structure of basic rules with the aim to educate the children and the youth (Mohanty, 1990). Educational leadership has to perform a lot of functions like planning, directing, organizing, control, motivation, decision-making, coordination, evaluation, recording, and reporting etc to make educational process more fruitful and effective (Chance, 2009).

In high performer and highly effective educational institutions as well as low achiever schools who showed declining achievement and poor performance, it is the head of the institution, which is responsible for, leading, pace setting and motivating the students and staff members to show their highest potential for better performance (Chubb, & Moe, 2011). Ebel (1969) quoted in Encyclopedia of Educational Research quotes "school administration can be defined as the procedure of coordinating the efforts of employees and managing sufficient and appropriate material in such an order as to promote development of human qualities effectively is associated not only with the development and progress of youth and children but also with adults' growth specially school workforce (Sidhu, 2006, p.5)".

The head of the institution is the administrator of a school, the center around which most aspects of the institution revolve. He is the person who is in charge and responsible of the minutest details for smooth running of educational institution in academic and administrative affairs. School administrator should be actively involved in decision making process for the best interest of school. So it is essential that head of the school should play role of a leader, a planner, a thinker and a decision maker (Sushila, 2004).

The roles of head of the institution are as the divider of complex schedules custodian of keys, the coordinator of official correspondence, the director of transportation, the publisher of handbooks, the quartermaster of stores, the director and supervisor of public relations and the instructional and managerial leader (Kwakwa, 1973). In view of the above mentioned roles, the head teacher is a key person in any educational institution whose self-efficacy matters a lot.

Level of performance of an educational institution either rises or falls in accordance with the qualification, personality and leadership style of administrator or school head. An educational institution's ability to achieve success is determined by efficiency and expertise of head teacher by creating affiliation for raising the standard of school achievements (Hallinger & Heck, 1998).

Competency of the head teacher or school administrator is surely associated with the success of educational institution (Lovell, 2009). Head of the institutions should be competent enough to handle and tackle all matters, issues and problems of job. In

administration and management of an institution efficiency and self-efficacy matters a lot (Bandura, 1997).

Self-efficacy refers to a system in which any person has belief about his/her capacity of performing a specific task. Although it includes a test of the belief of an individual's capacity, and efficiency, outcomes are not expected (Schunk, 2012). A school leader's self-efficacy has the potential to make contribution towards administration and success of institutional goals and objectives. The level of head teacher's self-efficacy is an essential factor for the effectiveness of his leadership.

Albert Bandura presents definition of self- efficacy by saying that it is a perception or personal judgment about how well one can apply series of action that is needed to deal with that expected situation". Self-efficacy relates to any one's belief in his or her innate ability to implement behavior and attitude that is mandatory to produce specific performance acquirements (Bandura, 1997). Self-efficacy reflects confidence in the capability to apply control over individual's own motivation, attitude, behavior and social circumstances.

Leaders and administrators who possess high self-efficacy have trust in their capabilities to be a source of inspiration for positive change and motivation to accept huge responsibilities in school's decision making process (Schunk , 2012). Leaders and administrators who have some lacking in self-efficacy may depend on transferable leadership and management practices. This kind of practice results in poor performance and low motivation for the whole staff of school (Avolio & Bass, 2003).

It is a proved fact that the development and progress of a nation depends upon the standard of their educational system. Heads of institutions play significant and vital role in determining the goals and objectives, vision and mission of institutions, providing quality education, producing patriotic and beneficial citizens, and most of all inspiring, directing and motivating the staff to do what head teacher wants but they think that they want to do it for the welfare of students and for the betterment of institutions. Head teachers have so many responsibilities now a day. They are the leaders of institutions. Future of the students depends upon the expertise and capabilities of head teachers. Lack of vision in the management and administration of school often leads to imbalance in the allocation and use of resources, time and funds and this might have the impact on quality of education (Holligan, et al. 2006).

Head teacher quality of work can be improved and their capabilities can be polished through induction trainings, refresher courses, and continuous professional development programs. Head teacher's effectiveness and professional development can be improved and promoted by productive and carefully constructed and well managed induction programs (Holligan, et al. 2006).

Induction is the guidance and support provided to newly appointed or novice teachers/head teachers/school administrators in the early stages of their careers. Induction training provides new employees smooth and systematic entry to new organization by providing them required information (Bleach, 2013). Induction training of Head teachers is

designed to assist the process of initiation to headship. It supports the newly selected head teachers in fulfilling their roles and responsibilities efficiently and effectively along with their personal leadership development. The induction training supports the new head teachers as they take up post for playing their role in context to their school. Induction programs is a collective and organizational attempt to guide new employees to adjust in their job affairs readily and effectively to be a fruitful member of the school (Bleach, 2013).

Induction training provides rules and regulations for doing the job, a head teacher started. It provides code of conduct, financial rules, service rules, as well as it is helpful for improvement in self-efficacy of head teachers (Weindling, 2004). No other opinion that education is necessary for development of any country. As educational institutions are being run by administrators called head teachers and the success or failure of educational institution depends largely upon their effectiveness, efficiency, and self-efficacy. Induction training for newly appointed head teachers is being provided by the school education department in Pakistan at the very start of his/her new job or career for improving competencies and for providing sufficient professional development. This study aims at to assess effect of induction training on self-efficacy of head teachers through the following research questions:

1. What is the perception of secondary school head teachers about induction training?
2. What is the level of self-efficacy of secondary school head teachers who have received induction training?
3. Does participation in induction training program correlate with self-efficacy of Head Teachers?

### **Research Design**

The research is descriptive in nature and it is well known that descriptive research is used to narrate characteristics or features of a population or phenomenon that is being studied. Two hundred and seventy two secondary school heads were participated in this study. Questionnaire was used as data collection source as it is to be considered as an easy to administer, analyze and neither time neither consuming nor costly. Through extensive review of the literature, the researcher designed a questionnaire having two parts. First part contained twenty items about induction training while second part contained fifteen items about self-efficacy belief of secondary school heads.

Researcher focused on every aspect of self-efficacy of head teachers including financial and administrative matters. The questionnaire which is used for this research is based on five points Likert scale. The choices range from Strongly Agree to Strongly Disagree so the investigator can get a holistic view of respondent's opinions. In this study, the responses were valued as Strongly Disagree = 1, Disagree = 2, Uncertain = 3, Agree = 4, and Strongly Agree = 5. So for the sake of ensuring validity and reliability of research tool, questionnaire was examined and rechecked by supervisor of researcher, senior subject experts and some other educationists. Cronbach's alpha is to be used to measure the internal consistency of the questionnaire which is given below:

*Table-1*  
*Reliability Statistics*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | No. of Items |
|------------------|--|--------------|
| .995             | .995   | 50           |

Data were collected through various sources along with covering letter mentioning clear instructions about questionnaire. Data analysis was done by using statistical package for social sciences (SPSS) 17. The data was analyzed through descriptive statistics (Mean, SD) and inferential statistics (Pearson Product Moment Correlation).

## Results

Data were analyzed and obtained results are represented and conclusions were drawn for further recommendations.

**Table-2**  
*Analysis of Effectiveness of Induction Training of Head Teachers*

| Statements  | SDA | DA  | N   | A   | SA | Mean |
|---|-----|-----|-----|-----|----|------|
| 1. Training material was designed according to the functional needs of Heads.                               | 10  | 11  | 34  | 145 | 72 | 4.03 |
| 2. Financial management is made easy through induction training   | 15  | 30  | 55  | 102 | 70 | 3.52 |
| 3. Induction training enables me to uplift the standard of the institution                                  | 17  | 9   | 35  | 181 | 30 | 3.94 |
| 4. Induction training helpful in learning stress management.  | 94  | 140 | 14  | 15  | 6  | 1.83 |
| 5. Induction training has helped the individuals in adjusting to the worse environment                      | 4   | 26  | 54  | 119 | 69 | 3.82 |
| 6. Information about key school procedures and policies has been conveyed through training                  | 6   | 7   | 25  | 163 | 71 | 4.10 |
| 7. Understanding of procurement procedures is done through induction training.                              | 15  | 66  | 76  | 101 | 14 | 3.12 |
| 8. Induction Training has positive influence over head teacher's commitment and retention                   | 9   | 14  | 160 | 79  | 10 | 3.35 |
| 9. The content of induction training covered all important aspects of financial matters.                    | 37  | 98  | 85  | 47  | 5  | 2.71 |
| 10. Induction training has helped in social and emotional settlement of head teachers to their environment. | 8   | 11  | 24  | 186 | 43 | 3.98 |
| 11. Head teachers have gained sufficient skill to work integrally with other colleagues                     | 10  | 22  | 77  | 130 | 33 | 3.67 |

|   |     |    |     |     |    |             |
|---|-----|----|-----|-----|----|-------------|
| and staff.  |     |    |     |     |    |             |
| 12. Computer literacy is part of induction training.  | 19  | 29 | 80  | 120 | 24 | 3.37        |
| 13. Problems faced by head teachers during administration are discussed in induction training.                          | 158 | 56 | 25  | 15  | 18 | 1.56        |
| 14. Induction training helps to broaden your vision and mission   | 14  | 12 | 19  | 131 | 96 | 4.20        |
| 15. Sensitivity of record keeping is kept in mind because of induction training.  | 41  | 67 | 114 | 45  | 5  | 2.96        |
| 16. Induction training suggests techniques for better community relations.  | 9   | 13 | 32  | 178 | 44 | 3.93        |
| 17. Induction training helps to lean democratic leadership  | 21  | 16 | 108 | 97  | 30 | 3.52        |
| 18. Understanding and ways of implantation of rules and regulations are well defined in induction training.             | 12  | 19 | 60  | 141 | 40 | 3.78        |
| 19. Computer and E-learning is most important part of induction training.   | 158 | 56 | 20  | 17  | 21 | 1.35        |
| 20. Knowledge of National Professional Standard for Teachers and expectations made possible through induction training. | 17  | 66 | 108 | 45  | 31 | 2.89        |
| <b>Overall Mean</b>   |     |    |     |     |    | <b>3.28</b> |

Table-2 shows the mean scores of different aspects of induction training of head teachers. Mean scores of majority of the items are greater than the mid-scale value that 1.5. However, the mean score of items nos.4, 13 and 19 were found to be 1.83, 1.56 and 1.35 which are less than mid-scale value. Overall mean score 3.28>2.5, clearly indicating that induction training as perceived by the new selected headmaster is most effective for their professional development and impact on their efficiency.

**Table-3**

*Analysis of Self-Efficacy of Head Teachers*

| Statements  | SDA | DA  | N  | A   | SA | Mean |
|---|-----|-----|----|-----|----|------|
| 1. I understand problems of the job.                              | 18  | 43  | 67 | 112 | 32 | 3.26 |
| 2. I find out solutions of problems faced during job.             | 24  | 59  | 53 | 107 | 29 | 3.21 |
| 3. I set goals and performance standards for staff.               | 10  | 15  | 79 | 120 | 45 | 3.88 |
| 4. I hand conflicts under stress.                                 | 25  | 105 | 88 | 49  | 5  | 2.65 |
| 5. I achieve desired objectives by utilizing available resources. | 12  | 11  | 53 | 136 | 60 | 4.03 |

|  |    |    |    |     |     |             |
|--|----|----|----|-----|-----|-------------|
| 6. I motivate teachers for accepting their duties.                             | 8  | 12 | 19 | 131 | 102 | 4.31        |
| 7. I guide teachers in their educational difficulties.                         | 9  | 14 | 27 | 134 | 88  | 4.19        |
| 8. I observe teaching & learning process and provide constructive feedback     | 11 | 11 | 10 | 156 | 84  | 4.24        |
| 9. I promote a clean, green and safe school environment                        | 3  | 4  | 42 | 133 | 90  | 4.15        |
| 10. Promote a healthy relationship between teacher & student                   | 10 | 13 | 24 | 155 | 70  | 4.08        |
| 11. I create enthusiasm and commitment among teachers                          | 5  | 6  | 25 | 187 | 49  | 4.09        |
| 12. I motivate the teachers to commit to the students learning outcomes        | 5  | 49 | 44 | 144 | 60  | 3.65        |
| 13. I promote a collective atmosphere in school wherein everyone works happily | 8  | 16 | 31 | 100 | 117 | 4.17        |
| 14. I create a culture in which teachers support each other                    | 7  | 10 | 39 | 177 | 39  | 3.93        |
| 15. I set norms for your students and staff.                                   | 2  | 25 | 13 | 129 | 103 | 3.03        |
| <b>Overall Mean</b>  |    |    |    |     |     | <b>3.79</b> |

Table-3 shows the mean scores of different items concerning to the construct called self-efficacy belief. Mean scores of all the items are greater than the mid-scale value that 1.5. Moreover, overall mean score  $3.79 > 2.5$ , clearly indicating that level of self-efficacy as belief by the headmaster is high.

**Table-4**

*Effect of Self-efficacy and induction Training*

| S# variable                             | N   | r      | Sig p value |
|---|-----|--------|-------------|
| Induction training                      | 272 | .916** | .000        |
| self-efficacy of secondary school heads | 272 |        |             |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In table 4 indicating that the self-efficacy belief of 272 secondary school heads was compared with induction training. The result shows that the induction training has significant effect on the self-efficacy of secondary school heads. The value of r i-e .916 shows that there is significant relationship between self-efficacy and induction training of secondary school heads.

The conclusions of this research can provide guideline for high officials and policy makers who organize content of induction training. After analysis of effect of induction training on self-efficacy of head teachers, it has concluded that the induction training has a significant effect on self-efficacy of head teachers as it increased their performance level,

efficiency and effectiveness. The responses of mostly head teachers concluded that induction training broadens their vision by introducing key procedures and policies related to their job and they are more confident to perform their duties. Most of the head teachers gave their opinion that stress management was not included in induction training. Head teachers have to face lot of troubles and stress during routine activities related to students, staff and community matters. The study revealed that sufficient time is not allocated for learning and practice of computer skills. Now mostly official correspondence is done through email along with other online data of staff and students but mostly heads disagreed that e-learning was given importance in induction training. It has also come to the notice of researcher that head teachers face difficulty while preparing budget, monthly expenditure statements and other financial record.

Overall induction training has positive effect on self-efficacy of head teachers. They feel settled socially and emotionally with environment and they are capable to uplift the standard of their institutions through identifying strategies and by motivating and guiding staff members. The results of this study have directed some recommendations such as content or syllabus of induction training should be revised and new emerging issues should be included in it. As this is the age of computer and information technology, emails and online data have replaced paper work. In educational institutions correspondence is done through email and all data of staff, school, students and funds have been made online. So this is the need of time that head teachers should be properly trained for online correspondence. Sufficient time should be allocated in induction training for E-learning. Stress management should be included in content of induction training. Head teachers have to face many hurdles and obstacles while performing their duties. They may face political pressure, community interference and allegations by staff. Head teachers should be trained to tackle all stress and hindrances.

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