

Impacts of Newly Government-Inducted Teachers' Performance on Learners' Outcomes

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Abstract: *This study aims to analyse how newly inducted teachers' performance impacts learners' outcomes in 6th to 10th-grade students' public schools in Sindh. The study is quantitative and follows a survey research design. The data has been collected by personal visits by selecting a random sampling technique. The sample size of this study is 100 students. The translated version of the questionnaire has been used for the data collection, and SPSS has been used to quantify the data. The findings show that newly induced teachers' performance positively impacts learners' outcomes. The teachers use innovative teaching methods and strategies to cater to learners' needs, including academic achievement, exam scores, competencies development and positive change in learners' behaviours. This study will be helpful for the policymakers, government bodies and school management for such initiatives to improve quality education and ensure good governance in education and literacy departments for desired outcomes to meet sustainable development goals.*

Key Words: *Quality Education, Learners' Outcomes, Performance, Newly Inducted Teachers, Sustainable Development*

Introduction

Teachers' performance and professional development have consistently been a fundamental aspect of teacher workforce policy in the province of Sindh (Akram et al., 2022). The prevailing assumption underpinning several programs is that the implementation of innovative recruitment strategies (Zehra et al., 2023) promoting quality education (Lashari et al., 2023a) and cultivating sustainable development (Rehman, Lashari & Abbas, 2023; Salman et al., 2023) experience enhance Efficacy (Rice, 2013). However, it is imperative to examine if this assumption holds critically. What insights can be derived

from the current body of research regarding the significance, underlying factors, and target beneficiaries of teacher performance? The teachers are the most essential component in the teaching-learning process (Akram et al., 2023; Ahmed, Lashari & Golo, 2023). The current discourse surrounding teacher licensing policy debates has predominantly centred on advancing and implementing more objective teacher performance indicators (Fayaz et al., 2023) such as quality education, learner-centred education (Lashari et al., 2023a), high-performing indicators (Samejo, Lashari & Mahar, 2023), and standards-based evaluation (Lashari, Umrani & Buriro, 2021). However, it is worth noting that teacher recruitment remains a prominent factor in most human resource policies. This is partly due to its simplicity as a measure or benchmark, which is readily comprehensible and widely regarded as an essential component by teachers.

The Teacher has significantly and significantly impacted the sustainable development of societies and knowledge economies worldwide. According to Fayaz et al. (2023), educators have a crucial role in shaping the classroom atmosphere and cultivating the students' cognitive faculties. They possess the capacity to build the normative framework for conduct. Teachers are role models, demonstrating exemplary behaviour to their students (Imran, Kazmi & Lashari, 2022). Teachers play a crucial role in the successful operation of the educational system and the enhancement of the quality of the learning process (Akram et al., 2021). The teaching profession is characterised by its challenges and demands, necessitating educators to possess enough preparation to effectively shoulder the significant duties associated with fostering national progress (Mooman, Ali & Lashari, 2023). Additionally, teacher educators have an enormous effect on the nation they educate by the teachers.

According to the Government of Pakistan (1970), the teacher is the heart of any education system. Teachers are the strength of a nation. It is difficult to avoid them in the process of teaching and learning. Teachers' vital role has been recognised worldwide (Noor et al., 2021; Panda & Mohanty, 2003). The findings of this study indicated that the teacher-student relationship (TSR) and student learning strongly connect. Positive teacher-student relationships (TSR) positively impact student learning, and students perform better academically (Ma, Liu & Li, 2021). It indicates that when teachers emphasise their role in the classroom, they will have better subjective experiences. When we understand the classroom as a paradise away from the numerous other personal and professional responsibilities we have to handle and discover teaching as a chance to participate in intellectual debates with building learners about the disciplines we are passionate about, teaching becomes one of the most remarkable valued experiences we as a faculty have (Ahmed et al., 2023). When teachers engage, the classroom better inspires students and fosters learning and engagement (Saucier et al., 2022; Fayaz et al., 2023). A teacher with excellent

teaching skills may additionally increase student's interest in an area of study (Giovazolias et al., 2019). The teacher designs, organises, directs and controls the classrooms (Madiha, Lashari & Ammara, 2023). They prepare future citizens for the country. As they shape the students, the country will be shaped. In this angle, the teacher takes significant responsibility in their everyday job. Meanwhile, teachers must be appropriately prepared to handle students. They must gather the required knowledge, expertise, skills, talents and attitude to carry out their responsibilities effectively (Andleeb et al., 2022).

Ramzan et al. (2023) have claimed that omission and errors are the most common types of errors in ESL writing. Further, Ramzan et al. (2023) have also expressed the overlooked potential of social media are an instrument to boost ESL students' engagement and performance. Moreover, Ramzan et al. (2023) have suggested can the influence of social media is helpful for educators and policymakers. Furthermore, Ramzan et al. (2023) have confirmed that teachers are able to incorporate various helpful technical collaborative strategies. The primary objectives of teaching are to help students collect, acquire, retain, utilise and apply information, form habits and mindset, enhance their knowledge and develop an awareness of fundamental rules and principles of subject matter (Omar et al., 2020; Samad & Lashari, 2022). The study has been designed to help provide information about the performance of new JEST-induced teachers in government schools in Karachi. This study's main objective is to determine the impacts of newly inducted JEST teachers' performance on learners' academic achievement and competencies development.

Research Questions

- 1) What are the impacts of newly government-induced teachers' performance on learners' outcomes?
- 2) What are the impacts of newly government-induced teachers' Performance on learners' academic achievement and competencies?
- 3) What are the impacts of newly government-induced teachers' Performance on learners' behaviour and skills?

Hypothesis

- 1) H_{O1} There will be no significant impacts of newly government-induced teachers' Performance on learners' outcomes.
- 2) H_{O2} There will be no significant impacts of newly government-induced teachers' Performance on learners' academic achievement and competencies.

- 3) H_{O3} There will be no significant impacts of newly government-induced teachers' Performance on learners' behaviour and skills.

Literature Review

Teachers' Impacts on Learning

Acknowledging the limitations of using student accomplishment as the exclusive metric for assessing impact is essential. This particular outcome applies to teachers who instruct subjects and grade levels subject to best performance and induction based on merit. Furthermore, when assessing teachers' efficacy based on their student's progress, learning outcomes and behaviour changes are indicators to ensure quality education (Shaikh et al., 2023). The measurement of student accomplishment is limited in scope, as it only captures a restricted range of outcomes. However, the significance of teacher experience extends beyond its correlation with student test scores.

The presence of merit-based recruited teachers, professional expertise and highly skilled educators are the standards in the context of sustainable development of the nation (Lashari et al., 2023b). Research findings suggest that the influence of highly competent teachers is most pronounced in education (Noorani & Lashari, 2023; Lashari, Umrani & Buriro, 2021). Several studies have provided evidence indicating that merit-based teachers, on average, novice teachers exhibit higher levels of effectiveness compared to their more experienced counterparts (Gleeson & Husbands, 2004; Molloy & Boud, 2014; Elliott, 2015).

Teaching is widely recognised as a vocation of high moral and social standing, dedicated to imparting knowledge and skills to pupils in preparation for their future endeavours. Teachers not only impart knowledge and facilitate the education of students in preparation for annual examinations but also strive to equip them with the necessary skills and competencies for their future professional endeavours (Zehra, Lashari & Naz, 2023). Some dedicated educators have devoted their careers to enhancing the abilities of their students and cultivating their efficacy as individuals in their real-world endeavours. These kinds of teachers function as exemplars for both fellow educators and pupils. In order to effectively educate kids, teachers must uphold and maintain their skills, professional knowledge, competence, and mindset. In addition, educators employ a diverse array of instructional methodologies to support pupils in developing a positive self-concept. Based on the findings of Persons and Vaughn (2016), educators adapt their instructional approaches in response to their students' specific requirements, attributes, and achievements. The study's findings suggest that teachers need to possess 21st-century skills to effectively boost students' abilities in line with the expectations of the 21st century. Additionally, teachers desire

training in teaching methodologies to improve their skill sets (Cosanay & Karali, 2022). In order to effectively cultivate the abilities of learners following the demands of the 21st century, contemporary educators must possess a range of talents and competencies. It may be argued that the instructional competencies teachers employ in designing the teaching and learning process can significantly improve students' learning outcomes (Goksun, 2016). In contemporary education, educators necessitate a triad of competencies encompassing professional skills, professional knowledge, and values and attitudes. The amalgamation of practical field knowledge, classroom education abilities, and legal expertise constitutes all educators' needed competencies. Pedagogical competence encompasses the aptitude to develop instructional techniques, establish conducive learning environments, facilitate teaching and learning, and evaluate and assess educational activities. For teachers to effectively fulfil their roles, their views and ideals must encompass national, international, and spiritual dimensions (MEB, 2017). An effective teacher should be able to organise their personal space and materials to create diverse environments that may be adapted to facilitate a reflective instructional approach. Additionally, they should serve as role models and leaders while implementing diverse strategies within the educational setting. According to Malvin (2011), active participation in extracurricular activities necessitates the cooperation of parents and the cultivation of a sense of civic responsibility. possess the capacity to modify their instructional methodologies from the onset of the academic year in response to the diverse learning requirements of their students (Granziera et al., 2019; Loughland & Alonzo, 2018; Martin et al., 2012). The teachers' performance is based on the quality and efficacy of educators in a learning environment or educational context and their ability to communicate subject matter to students proficiently. The objective is to inspire and engage students while cultivating a conducive and encouraging learning environment (Abdelrady & Akram, 2022). Teaching performance is the execution of educational and instructional activities, including posing questions, providing guidance, expressing recognition, and engaging in various pedagogical practices within the classroom (Rao, 2001). The performance of teachers has a significant impact on the behaviours, attitudes, and learning outcomes of learners. The performance of teachers has a significant impact on the overall growth and academic accomplishment of learners. Educators: The function of performance in student learning is significant and has a direct impact on improving learner outcomes.

According to Saira et al. (2021), merit-based teachers with a high skill level and competence are better equipped to instruct learners and adeptly employ various instructional approaches. Teachers' practices, behaviours, attitudes, and actions have been found to impact learners' interests, learning outcomes, success in school, and involvement in learning (Smith & Baik, 2021; Vercellotti, 2018). Previous studies

have examined the reasons behind teachers' utilisation of various forms of interactive discourse with their students, revealing the significance of instructional flexibility for students' educational progress (Santana-Monagas, Nunez et al., 2022). Students demonstrate improved academic performance and learning outcomes when teachers employ a variety of teaching approaches and techniques tailored to the students' gained skills. This approach also enhances students' dedication and enthusiasm for the subject matter (Wuryaningish et al., 2019). The present study examined the relationship between students' academic performance and newly inducted teachers' performance for teaching and the incorporation of engaging instructional concepts. The results suggest a correlation between integrating engaging topics and student academic performance and merit-based recruited teachers. The findings above make a valuable scholarly contribution by enhancing our comprehension of the importance of instructors' personal and professional attributes in their execution of engaging concepts (Falcon, Admiraal, & Leon, 2023). The complexity of teaching has led educational scholars and researchers to examine and analyse teaching phenomena extensively.

Nevertheless, it has been recognised that the effectiveness of teachers exerts a substantial impact on students' academic accomplishments and learning outcomes (Panda & Mohanty, 2003). Students can improve their communication skills and performance using effective communication with teachers (Bukhari et al., 2023). Teaching strategies are essential for achieving the outcomes of any course. The basis of the subject is unstable if the teachers do not use appropriate methodology. This research has a remarkable significance because it studied how teachers educate students and use different practices (Suhag et al., 2017).

Newly Inducted Teachers in Sindh Government

The competencies of teachers and the educational system's core impact education quality. Sindh government has taken extraordinary measures to secure the hiring of competent staff to improve educational quality and assure maximum enrollment in all province schools. Sindh government hired 60000 new PST and JEST teachers in the public schools of Sindh in 2021(Hyder, 2020). Sindh Education and Literacy Department (ELD) has finally begun hiring 40,000 teachers with the help of third-party testing. The recruitment policy of teachers was 30,000 primary teachers (PST) were expected to be inducted in the first phase, although 10,000 junior elementary school teachers (JEST) were inducted in the second phase (NO.SO(GA) SELD(Recruit/policy)/2021).

Method and Procedure

The quantitative approach and survey design have been used in this study. The research tool of data collection was the close-ended questionnaire using the survey method online Google form. The

population of this study was the 6th to 10th grade students from the government school of Sindh. The total number of schools were the N=5 government schools of Sindh, including Govt Girls Secondary School Gizri Karachi, Government Boys High School Mevo Khan Chang, Taluka Faizgang, District Khairpur, Government High Secondary School Dubi, Faisal Public High School and Govt New Kumharwara School no I South Karachi. The total number of participants was N=100. The random sampling technique was used in this study to ensure equal representation of the sample. In this approach, every member of the population has an equal opportunity of getting selected.

Research Instrument

Data was collected by using the survey method, and data was collected by using a close-ended questionnaire which consisted of five points Likert scale such as (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Strongly Agree, 5=Agree) used to measure participant response to each item. The questionnaire was adapted from the related research study (Akram, 2010). questionnaire adapted with 27 items, 15 questions were related to the independent variable of newly inducted teachers' performance, and 12 questions were related to the dependent variable, learners' outcomes. The adapted questionnaire instrument was validated with the help of pilot testing. The items that failed to meet the reliability standard .07 were removed, and the items were ensured with better reliability results. Language experts from the same discipline confirmed the validity of the scale used in the present study's research context. The tool's Reliability was analysed using the SPSS (version 22).

Table I

Reliability Statistics		
Variables	Cronbach Alpha	Question items
Newly Inducted Teacher Performance	.785	15
Learners Outcomes	.789	12

Table I shows the Reliability of the independent variable. Newly inducted Teacher Performance items are .785, and the Cronbach alpha value of the dependent variable learning outcomes is .789. In this table, Cronbach's Alpha value is more significant than .07, indicating that the data is acceptable and reliable (Creswell, 2012; Creswell & Creswell, 2017).

Data Analysis Procedure

The data was analysed through SPSS version 22 software. The data was quantified using statistical tests to ensure robust and objective results.

Table 2

Newly Inducted Teachers' Performance Impacts on Learning Outcomes

S.NO	Items	SDA	DA	U	A	SA
1	They use different techniques to teach.	4	12	3	77	4
2	They are kind to students who feel difficulty in subject learning.	1	7	5	78	9
3	They treat all students fairly and honestly.	3	5	3	79	10
4	They consider teaching as an opportunity of service for students.	4	4	9	68	15
5	They maintain a courteous and respectful approach when they meet with students.	2	3	7	68	20
6	They have adequate knowledge of the subject matter in the courses they teach.	1	9	7	68	15
7	Their teaching methods are innovative and easy.	0	0	8	75	17
8	They have enough knowledge of subject matter in other fields of learning to integrate with related areas.	1	7	12	69	11
9	They start and finish classes on time according to the schedule.	1	4	3	72	20
10	They keep themselves aware of the technologies.	4	10	12	65	9
11	They keep themselves knowledgeable by reading and current affairs.	4	8	13	65	10
12	They provide career guidance and psychological guidance to learners.	2	6	10	72	10
13	They make their teaching by integrating subject matter with daily examples.	0	9	5	78	8
14	They respect the ideas of others and express a willingness to learn from them.	0	4	7	75	14
15	They readily admit any error and seek to correct it.	2	6	8	73	11
16	They speak distinctly, and they use clear and understandable language with students.	0	5	8	78	9
17	The teachers have developed my self-confidence and independent learning skills.	0	3	8	80	9

18	I have noticed improvements in my academic score and academic achievement.	2	2	2	77	17
19	I have improved my skills and competencies, such as writing, reading, and speaking.	2	2	6	75	15
20	The teachers make their subject matter interesting, exciting and absorbing to inspire students' interest in the subject matter.	3	10	6	69	12
21	The teachers satisfied me when I asked the questions in the classroom.	2	2	6	75	15
22	The teachers play an essential role in improving behaviour and optimistic character.	4	4	11	65	16
23	The teachers use modern audio-visual aids to improve students' understanding of a subject.	4	9	9	62	16
24	The teachers encourage class discussion during every stage of instruction.	1	4	11	72	12
25	The teachers create a positive classroom environment that encourages active learning participation.	0	5	10	74	11
26	The teachers' efforts are directed toward stimulating the thoughts of students.	2	7	7	73	11
27	The teachers change class procedures to maintain our attention and interest and to attempt to reach varying learning styles.	1	5	9	73	12

Table 2 results are exciting regarding the impacts of newly inducted teachers on learning outcomes. The study results reveal that learners are satisfied with the performance of newly appointed teachers and contribute generously to the learners' knowledge and competencies development.

Impacts of Newly Appointed Teachers on Learning Outcomes

The study results are very effective regarding the positive impacts of newly inducted teachers' performance on learning outcomes. The table results show that learners responded with agree and strongly agree with responses with the highest responses percentile of statement 18, which shows that learners have improved their academic scores and achievements with 77% strongly agree and 17% agreement. This ensures that new teachers' induction impacts the learning outcomes of the learners in

schools. Another statement with the highest score, 75% agree and 15% strongly agree, reveals that learners agreed that they had improved their literacy skills, including reading, writing and speaking, with the teachers' teaching methods. Newly recruited teachers' performance has impacts on their communicative competence and abilities. Teachers are contributing well in terms of learners' satisfaction and contributing well to their knowledge by their satisfactory responses to the questions.

New teachers teach with innovative methods.

It is interesting to see the respondents' responses that they agree to the responses that teachers teach with interesting methods and use innovative strategies to teach the subjects to satisfy the learners. In response to the statement with the second highest score, new teachers teach with innovative teaching methods and the easiest manner, with 75% agreeing and 15% strongly agreeing. At the same time, another statement with the third highest percentile score is that new teachers know how to finish their classes on time as per the timetable, with 72% strongly agreeing and 20% agreeing to the statement. This ensures that teachers' teaching method is as per schedule and that they know the art of teaching well.

Teachers' impact on learners Skills development

The study's results revealed that teachers have abilities to develop motivation among learners, contributing to skills development. In response, teachers have developed my self-confidence and independent learning skills, with 80% strongly agreeing and 9% agreeing to the statement. The teachers also inspire students with their subject matter knowledge, with 69% agreeing responses and 12% strongly agreeing, while there are few disagreements to the responses. Teachers must possess a deep understanding and knowledge of their subjects to educate the learners effectively. This entails being well-versed in the fundamental concepts and being able to convey this information to their students effectively. Moreover, the result of the study reveals that new teachers can foster advanced thinking abilities and problem-solving capabilities within their domain.

New teachers promote active learning.

The learners' responses show that the teachers use active ways of teaching and learning during their classroom activities. Statement 13 shows that learners agree that they teach subjects with daily life examples, with 78% agreeing and 8% agreeing to the statement. In statement 25, 74% of respondents agree, and 11% strongly agree that teachers encourage an active learning environment. The responses show various forms of active learning, like using different techniques to teach well and develop better understanding among learners by teaching with practical life experiences, with 78% agreement and 8% strongly agreement responses. They teach by integrating knowledge with relevant areas, using

technologies and dealing learners with the psychological understanding of learners. They are courteous and respectful to deal with learners.

Table 3

Model Summary		Change Statistics						
Model	R	Adjusted R Square	R Std. Error of the Estimate	R Change	Square F Change	df1	df2	Sig. Change
1	.720 ^a	.518	3.96182	.518	105.400	1	98	.000

a. Predictors: (Constant), Newly Inducted Teachers Performance

b. Dependent Variable: Learning Outcomes

Linear regression analysis was conducted to predict the learning outcomes' effects on the learners' academic performance and behavioural skills based on the newly Inducted Teachers' Performance. The results show that a significant equation was found ($F(1, 98) = 105.400, p.000$) with a R^2 of .581. The results show that there is the significant impact of newly inducted teachers' performance has a positive and significant impact on the learning outcomes of students. The newly appointed teachers are contributing well to the learning process.

Discussion

Continuing a proficient teaching workforce is an emerging concern among educational leaders and policymakers. The implementation of high-quality induction programs for new teachers has the potential to alleviate the prevalent challenges of teacher attrition and staffing shortages now experienced by schools in the Sindh province. Sustaining a workforce of capable, skilled, and highly qualified teachers poses a significant problem for our nation's educational institutions. Political instability inside the state has had a significant impact on education policies and the induction process for teachers. Government policies have recognised the necessity of recruiting teachers to address the requirements and prioritise enhanced student learning for all individuals. This is shown in the No Child Left Behind initiative and SDG goals, which mandate that schools be staffed with instructors who are deemed highly qualified.

The study's results reveal positive impacts on the learning outcomes with the impact of newly inducted teachers. The new teachers use innovative teaching methods to ensure quality learning and active engagement of the learners. The newly inducted teachers have a significant impact on learners' competencies development and are capable of teaching with student-centred learning to ensure active learning. They are teaching well while relating the content with practical life experiences while keeping in view the needs and interests of the learners. They can teach by fostering critical thinking and a

constructivist approach. They teach learners with innovative approaches and methods and focus on their confidence and communicative development.

The study results reveal that implementing policies aimed at effectively integrating younger teachers into the education system is a commendable initiative undertaken by the Sindh government. This strategic approach is expected to generate positive outcomes by enhancing the quality of education and cultivating a highly skilled workforce that can contribute significantly to the nation's development. Additionally, it is anticipated that the number of younger teachers will continue to grow, further bolstering this endeavour's impact.

Conclusion

The present study analysed the impacts of newly inducted teachers' performance on learners' outcomes. There are a lot of JEST Teachers who were inducted into the public schools of Sindh in recent years. This study's main objective is to determine the impacts of newly inducted teachers' performance on learners' outcomes, such as learners' academic achievement, competencies, behaviour and skills. The findings revealed that their teaching performance positively impacts students' learning outcomes. Teachers' performances play an important role in students' achievement, so teachers must use effective teaching techniques in educational settings to build students' personalities and for improvement of student's learning process. The study would be helpful for a better understanding of the performance of newly inducted JEST teachers in the public schools of Sindh. The government of Sindh must provide training opportunities and facilities to teachers to enhance their skills. It can help to shape a better future for students.

The presence of a sufficient number of highly skilled educators is crucial for the establishment and maintenance of an efficient educational framework. It has also been apparent that novice educators require more assistance.

It seems that it is a challenging situation due to its reliance on merit-based recruiting. The teachers should be trained to facilitate the professional development of these educators and optimise their utilisation to capitalise on their contributions fully.

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