



COMPARATIVE ANALYSIS OF INDUCTION PROGRAM BY USING CIPP MODEL: PERCEPTIONS OF PROFESSIONAL AND NON- PROFESSIONAL TEACHERS

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ABSTRACT

The purpose of this study was to compare the perceptions of primary school teachers with professional degree and without professional degree who have gone through induction program by using CIPP model at three main districts of Hazara division Abbottabad, Haripur and Mansehra by using Stuffle beam's (1983) CIPP evaluation model. A questionnaire based on CIPP model was used as a tool to collect data. The validity was checked by experts and reliability was determined by pilot testing by using Cronbach Alpha (.954).data was collected from the sample of 300 novice teachers. Data was analysed by using inferential statistics by applying t-test. The results indicated a significant difference exists between teachers with professional degree and teachers without any professional degree about induction program on each category of CIPP model. Professional teachers hold better knowledge understanding of the field than non-professionals one. They show better understanding and satisfaction about induction program as compare to non-professional. Study suggests that induction program is necessary for novice teachers without any professional degree it will help them to equip with tools and requirements of teaching field.

Keywords: CIPP model, evaluation, professional, non- professional

INTRODUCTION

Assessment is the core of entire developments when one dialogue regarding the value of instruction and for efficient running of an institute. Universally program creators and investigators stress the necessity for assessment of programs which assist in the control and observation of quality; it also results in quality assurance and progress of a program. Program assessment is a vital task which is built on diverse objectives such as managerial, instructive and supervisory improvements. In various states assessment is mostly related to pupils and the instructors instead of institutes. Value assessment of program includes valuation of entire features of the program and its effect on individuals attached with program so it is the initial stage in the direction of worth enhancement and its growth (De Grauwe & Naidoo, 2004, Gul, R., Ahmad, I.,



Tahir, T., Ishfaq, U. (2022). Gul, R., Tahir, T. Ishfaq, U., Batool, S. 2021. Tahir, T., K. Khan, Aurangzeb, W. (2019). Assessment is the course of finding the level to which purposes are achieved. Evaluation not only deals with the assessment of accomplishment then also with the enhancements. Evaluation broadly has two types of formative an on-going type and cumulative that is carried out at the end of a program. On-going assessment evidence is going to be used for refining the training, plan and procedure and guarantees that entire features of a plan are probably to give desired achievement (Gul, R., et al., 2023; Gul, R., & Khilji, G. K. 2022; Khan, H. 2023; Gul, R., et al., 2023).

It is carried out to observe instruction procedures and learnedness progress to give consistent response that recognizes learnedness mistakes (Gronlund, 1985, Gul, R., Ahmad, I., Tahir, T., Ishfaq, U. 2022; Batool, S., Tahir, T., Gul, R., Ishfaq, U. 2021). Cumulative assessment guarantees required procedures are taken into account then purposes are achieved. Both on-going and cumulative assessments arise each timewhere an assessment drill is carried out. Several assessment strategies and models are employed for assessing the plans, programs or working of organizations (Ahmad, Gul, & Kashif, 2022; Gul & Khilji, 2023; Salameh et al., 2022). CIPP model is an assessment model for syllabus assessment stated by Stufflebeam in 1983 it contains IV elements: C- Context, I- Input, P- Process and P- Product. This model can be efficiently employed to gauge the worth of instructional programme. Context addresses the aims, purposes, past history and circumstances of the program, inputs state to material and human resources needed for effective functioning of the program such as fiscal, time period, physical and human capitals required. Process involve implementation of different program practices comprises entire instruction and acquisition procedures and product emphasizes on the excellence of instruction, acquisition and its usefulness and the potentials that benefit society (Stufflebeam & Kellaghan, 2003, Khan, K., Aurangzeb, W., Tahir, T. (2020) & Batool, S., Tahir, T., Gul, R., Nawaz (2022). Different assessment methods and techniques used to assess what learners have achieved. The current Writers trust that CIPP model could be efficiently used for program assessment. Study was aimed to implement CIPP model for quality evaluation of induction programs for novice teachers at Hazara division and for that purpose, the context, input, process and product of the program was assessed and information was collected by using questionnaire (Rani Gul et al., 2022; Gul, Tahir, et al., 2020; Rani Gul et al., 2022; Gul, Zakir, et al., 2021; Said et al., 2021; Zhou et al., 2022).

LITERATURE REVIEW

The following presents comprehensive background of the research problem.

THE CIPP MODEL OF EVALUTION

Phi Delta kappa committee on evaluation in 1971 developed CIPP model (Smith, 1980). Stufflebeam (1971) explain the evaluation process in the light of CIPP model as a process to provide useful information for making decision (Stufflebeam, 1971)

The model which is suitable methods for instructive assessment is recognized as the CIPP, or Context, Input, Process, Product method that was put forward by Stufflebeam (1983, Tahir, & Tariq, 2014, Tahir, T., U Ishfaq, S Begum, G Shaheen (2021); Gul, N., Tahir, T., Gul, R., Batool, S. (2022).

This model can be used for both on-going and at the end evaluation; Important element which makes this model different from other models is that it focuses on the context for the evaluation of teaching learning and development process (Ahmad & Gul, 2021; Gul, Ayub, et al., 2021; Gul, Muhammad, et al., 2021). CIPP offers an organized way to look at various stages of evaluation shown in diagram The 'CIPP' model of assessment (Ahmad, Gul, & Zeb, 2022; Rani Gul et al., 2022; Gul, Ayub, et al., 2021).

Important aspect of CIPP model is that it gives overall view of each element by evaluating context, input, process and product every aspect, so CIPP model is considered as most suitable and appropriate that full fills most of needs of evaluation. The CIPP model is a societal organizations model used for program appraisal. The abbreviation CIPP stands for Context, Input, Process and Product method to assessment (Batool et al., 2021; Gul, Kanwal, et al., 2020; Gul et al., 2023; Muhammad Tufail et al., 2022; Salameh et al., 2022). The assessment focuses on the way to propose enhancements in current Syllabus, Instructors Prerequisite, Instructional Approaches and Instructional Assistances/Novelties in induction program for newly appointed school teachers

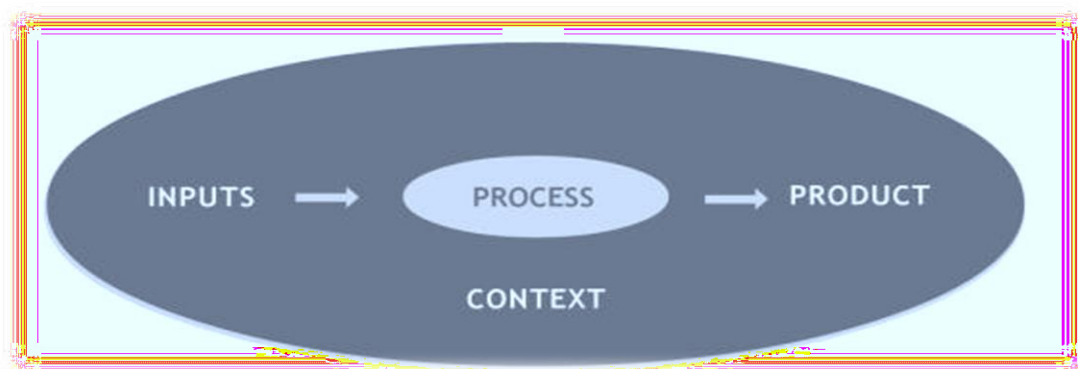


Figure 1 CIPP Model

Fundamentally, the CIPP model involves a sequence of queries to be inquired about different stages of the model.

CONTEXT

Context Assessment describe with condition of the project's atmosphere, (Stufflebeam & Shinkfield, 2007). Its unmet requirements, the population and sample of people going to assisted, too the mission purposes (Ahmad, Gul, & Imtiaz, 2022; Ali et al., 2021; Batool et al., 2022; Gul, Khan, et al., 2020). Context evaluations include arrangement verdicts which, by investigating the condition and trying to narrate real and anticipated situations, would assist to offer rationale aims. Identify the problems and assess if the goals are responsive to the desired needs or not (Khuwaja, 2001; Stufflebeam et al., 2000, Gul, N., Tahir, T., Gul, R., Batool, S. 2022, ., Tahir, T., Ishfaq, U. (2022). Gul, R., Tahir, T. Ishfaq, U., Batool, S. 2021. Tahir, T, K. Khan, Aurangzeb, W. (2019). The different types of methods for the evaluation of context include surveys, document reviews, data analysis and interviews (Stufflebeam & Kellaghan, 2003)

Context deals with areas such as time period allotted for a program is enough, does it need integration, is there is need for a program and appropriateness of a program to occupational



needs.

INPUTS

Input assessment detects and measures systems competences resources (personnel, budget, space, time, curriculum, content etc.) point out procedures to meet purposes and needs (Ayub, Gul, Malik, et al., 2021; Gul & Reba, 2017; Saleem et al., 2021; Sohail et al., 2018), investigate about curriculum its suitability, balance between theory and practical and all the resources to run a program in a smooth way.

PROCESS

Observe projects procedures; detect and forecasts flaws in the practical strategy; keep archives of practical proceedings. Process evaluation includes Executing decisions, (Bukhari et al., 2021; Gul, Kanwal, et al., 2020; Gul & Khilji, 2021; Gul & Rafique, 2017; Gul, Tahir, et al., 2021; Khan et al., 2023). as the term proposes, involve the type of evidence that shows in what way different parts activity and what may go incorrect. How summative and formative assessment must be taken (Print, 1993). it deals how instructions and teaching practice that are carried out by instructors and novice teachers.

PRODUCT

Connect outcome procedures to purposes, to input data and to process assessment; find the success (Stufflebeam & Shinkfield, 2007) to facilitate novice teachers in integration into teaching profession outcome is not only achievements and results but it deals with skills, knowledge, attitude which trainee teacher gains to become a useful member of a society (Scriven, 1994, Gul, R., Ahmad, I., Tahir, T., Ishfaq, U. 2022; Batool, S., Tahir. T., Gul, R., Ishfaq, U. 2021;). what type of assessment strategies formative or summative are used to check the output of the program.

Lastly, decision about the worth or success of program is carried out in product evaluation to decide whether program needs to be recycled, changes or to be rejected (Bukhari et al., 2021; Gul, Kanwal, et al., 2020; Gul & Khilji, 2021; Gul & Rafique, 2017; Gul, Tahir, et al., 2021; Khan et al., 2023).

INDUCTION PROGRAM

Education provides us data of the globe around us and changes it into one thing better. It's several blessings for people. as an example, it illuminates a person's mind and thinking. It helps students to set up for work or pursue a better education whereas graduating from university. Profession is that the development of important activity created by division of labour that social, economic and technological factors need. Ponto (2015, Abdullah, (2019) Khan, K., Aurangzeb, W, Tahir, T. (2020) & Batool, S., Tahir. T, Gul .R, Nawaz (2022)) described teaching profession is predicated upon a specialization on a definite field, teaching skills, instructive and a few sure personal characteristics that the profession needs. As for as induction in teaching is concern, it's support and steerage provided to novice teachers and faculty administration within the early stages of their careers. Induction encompasses orientation to geographical point, socialization; mentoring and steerage through starting teacher apply (Ayub, Gul, Ali, et al., 2021; Ayub, Gul, Malik, et al., 2021; Batool et al., 2022; Gul, Ayub, et al., 2021; Gul, Tahir, et al., 2021).



Palmer (2010) described that teacher's specialization in their subjects and their skills, is one of the most supervisory factors for influencing student learning. Induction is the procedure of warm welcoming instruction and socializing a new employee into their work and institute. Feiman-Nemser (2003) stated that new teacher preparation programs provide some inherent experience and learning, however, to become a successful teacher, one has to get relevant information and knowledge about teaching strategies in the classroom setting. Stair et al (2012) noted that teachers often believed that additional training needs to succeed inquiry-based classroom focusing on in-service and pre-service training and teacher concerns.

Bubb (2007) mentioned that beginner's teaching profession requires skills, confidence and proficiencies in pedagogies. McCann and Johannessen (2004) specified that the very 1st year of schooling is also an important time when teachers recognized their teaching responsibilities and duties as well. Cook (2009); Koehler and Kim (2012, Tahir.T.; W. Ahmed, S. Batool, U Ishfaq(2021), A Zaman; Gul, R., Tehseen, T., Batool, S., Ishfaq, U., & Nawaz, M. H. (2022) stated that the ideal teacher has the desire to become creative. Teaching is a demanding profession for beginner teachers as one has to adjust oneself with the students' psychological needs. Induction program supports early teachers. Teachers who are entering a new profession for the first time can be nervous and confused, by some accounts, underprepared for the challenges of teaching on their own. There are few careers where new professionals are faced with the same responsibilities as their more experienced fellows. Very few people know which aspects of motivational and professional progress affect novice teachers and their stresses over time.

Kearney (2014, Aurangzeb; Tahir.T; Khan, K,2020 mentioned that initiating teachers' motivation is an essential practice for educators to be creative in their original occupations. Scholars and experts discussed that the initial years of training are very important in the achievement, retaining & growth of new teachers. Some teachers in the initial years of their schooling are offered professional help through Induction program. The Induction program can be cleared as more or less formal program that aim at supporting teachers in the early years of teaching after their pre-service education.

Smith and Ingersoll (2004) described that the process or range of approaches used to train new teachers in the expertise needed to observe them in the classroom. Best methods of induction can be confidential as job training, allowing the new and early teacher to put quickly into practice the abilities, acquired knowledge and basic skills. Induction programs are based on the factor such as classroom management and organization, curriculum development, student assessment, lesson plan and student inspiration and discipline.

Harmsen et al (2019) conducted a study on the longitudinal effects of induction on beginning teachers' stress. They have found that induction program for the novice teachers have significantly reduced perceived stress over time. Moreover, they found that induction arrangement elements appear to be reduced stress level of teachers.

A study on evaluation of the new teachers' induction program in Turkey through the eyes of beginning teachers is conducted by the Hangül (2017) who used qualitative method using semi-structured interview. The study results suggested that novice teachers developed teaching



competencies and equipped themselves with confidence, classroom management skills, and grasped a bunch of teaching experiences.

Butt and Farooq (2019) conducted the study on effect of induction training program on teachers' effectiveness at elementary school level in Punjab. They used ex-post facto research design and self-administered questionnaire. The results of the research showed that there was a strong positive relationship between induction training program (ITP) and teachers' effectiveness. Moreover, the components of training that included the objectives and rational of ITP had an effect on teachers' effectiveness.

RESEARCH QUESTION

Q1 Are there any differences in the perceptions of primary school teachers with professional degree and without professional degree?

HYPOTHESIS

Ho 1. There is no difference in the perceptions of primary school teachers with professional degree and without professional degree regarding evaluation of induction program

RESEARCH METHODOLOGY

SAMPLE AND SAMPLING PROCEDURE

The research design was quantitative and survey method was employed to collection of data was carried by using questionnaire. 972 primary schools' teachers who have completed their induction training of three main districts of Hazara division were the population of study, out of which 300 was taken as a sample of study out of which 122 were having professional degree and 178 were without professional degree.

RESEARCH INSTRUMENT

This study had used a questionnaire to achieve the purpose of the study. This questionnaire was based on CIPP model included four (4) different categories such as context, input, process and product. Input was further divided into subcategories (i) physical resources

(ii) curriculum content similarly process was also divided into two subcategories (i) instruction

(ii) teaching practice. These categories of induction program were analyzed and measured by using CIPP model. Questionnaire was developed in the light of literature and the experts of the field changes were incorporated after conducting pilot testing. Reliability of instrument was found by using Cronbach alpha which was found 0.91.

DATA COLLECTION AND ANALYSIS

With prior approval from the district education officers of selected districts, researcher personally visited the data sources to collect data from the sample. The data was collected from novice teachers who have completed induction training.

After data collection analysis was carried by using descriptive statistic-test.

DATA ANALYSIS AND FINDINGS

After the completion of data collection, the data was analyzed by t-test descriptive statistics.

Table 1 *Comparison between professional and non-professional teachers regarding context*

Groups	N	Mean	SD	SE Mean	t-value	Sig.
Professional	122	3.0628	.45578	.04126	2.726	.007
Non-Prof	178	2.9123	.47924	.03592		

$p < .05$

The table 1 showed the comparison between professional and non- professional teachers regarding context in which there is significant difference can be seen for professional ($N=122$, $M=3.06$, $SD=.45578$, $SEM=.04126$) with higher mean value recorded than non- professional ($N=178$, $M=2.91$, $SD=.47924$, $SEM=.03592$), $t(298) = 2.726$, $p < .05$.

Table 2 *Comparison between professional and non-professional teachers regarding evaluation of input*


	Groups	N	Mean	SD	SE Mean	t-value	Sig.
Curriculum	Prof	122	2.9733	.37408	.03387	3.641	.000
Content (A)	N-Prof	178	2.8152	.36611	.02744		
Physical	Prof	122	2.8478	.34014	.03080	1.467	.144
Resources (B)	N-Prof	178	2.7853	.37678	.02824		
Evaluation of	Prof	122	2.9200	.31555	.02857	3.234	.001
Input (A + B)	N-Prof	178	2.8025	.30464	.02283		

$p < .05$

The table 2 revealed the comparison between professional and non-professional teachers regarding evaluation of input in which there is significant difference can be identified for professional ($N=122$, $M=2.97$, $SD=.37408$, $SEM=.03387$) with higher mean value than non- professional ($N=178$, $M=2.81$, $SD=.36611$, $SEM=.02744$), $t(298) = 3.641$, $p < .05$ on curriculum content. In addition, physical resources recorded non-significant difference for professional ($N=122$, $M=2.84$, $SD=.34014$, $SEM=.03080$) with higher mean value than non- professional ($N=178$, $M=2.78$, $SD=.37678$, $SEM=.02824$), $t(298) = 1.467$, $p > .05$. Moreover, evaluation of input displayed significant difference for professional ($N=122$, $M=2.92$, $SD=.31555$, $SEM=.02857$) with higher mean value than non- professional ($N=178$, $M=2.80$, $SD=.30464$, $SEM=.02283$), $t(298) = 3.234$, $p < .05$.

Table 3 *Comparison between professional and non-professional regarding evaluation of process*

Groups	N	Mean	SD	SE Mean	t-value	Sig.
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Instructions	Prof	122	2.9520	.39940	.03616	3.050	.002
(A)	N-Prof	178	2.8090	.39891	.02990		
Teaching	Prof	122	2.9624	.34822	.03153	1.221	.223
Practices (B)	N-Prof	178	2.9161	.30446	.02282		
Evaluation of	Prof	122	2.9568	.31574	.02859	2.698	.007
Process (A + B)	N-Prof	178	2.8582	.30760	.02306		

$p < .05$

The table 3 illustrated the comparison between professional and non-professional teachers regarding evaluation of process in which there is significant difference can be identified for professional ($N=122$, $M=2.95$, $SD=.39940$, $SEM=.03616$) with higher mean value than non-professional ($N=178$, $M=2.80$, $SD=.39891$, $SEM=.02990$), $t(298) = 3.050$, $p < .05$ on instructions. In addition, teaching practices recorded non-significant difference for professional ($N=122$, $M=2.96$, $SD=.34822$, $SEM=.03153$) with higher mean value than non-professional ($N=178$, $M=2.91$, $SD=.30446$, $SEM=.02282$), $t(298) = 1.221$, $p > .05$. Moreover, evaluation of process displayed significant difference for professional ($N=122$, $M=2.95$, $SD=.31574$, $SEM=.02859$) with higher mean value than non-professional ($N=178$, $M=2.85$, $SD=.30760$, $SEM=.02306$), $t(298) = 2.698$, $p < .05$.

Table 4 *Comparison between professional and non-professional teachers regarding assessment*

Groups	N	Mean	SD	SE Mean	t-value	Sig.
Professional	122	3.0994	.35142	.03182	2.205	.028
Non-Prof	178	3.0060	.36659	.02748		

$p < .05$

The table 4 exhibited the comparison between professional and non- professional teachers regarding assessment in which there is significant difference can be seen for professional ($N=122$, $M=3.09$, $SD=.35142$, $SEM=.03182$) with higher mean value recorded than non-professional teachers ($N=178$, $M=3.00$, $SD=.36659$, $SEM=.02748$), $t(298) = 2.205$, $p < .05$.

DISCUSSION

The current study examined the perception of professional and non-professional teachers regarding the implementation of CIPP model for professional development of teachers. It was found that professional teachers hold knowledge better than non-professionals about CIPP model. These results are in line with Smith and Lovat (2003) who observed that professional instructors typically have a greater knowledge of the concept than non- professionals. Due to their exposure to numerous pedagogical theories and practises, professional teachers who have received formal training and



have real-world experience in the field of education are more likely to have a thorough comprehension of the CIPP model (Darling-Hammond, 2000). Contrarily, non-professional instructors may not have the same degree of familiarity with the model since they may lack formal training and experience, which may impede their ability to use it successfully in their teaching practise (Ingersoll, 2001).

The differences between professional and non-professional instructors' perceptions of the CIPP model have a big impact on how well students are taught. According to research, instructors who are well-versed in the CIPP model are better able to create and carry out educational initiatives that increase student outcomes (Guskey, 2000). The CIPP paradigm and its implementations must thus be well understood by all instructors, regardless of their professional backgrounds.

Several approaches may be used to solve this problem, including enhancing teacher preparation programmes, providing chances for professional growth, and encouraging collaboration and mentorship among educators (Darling-Hammond & Bransford, 2005). Educational institutions may contribute to closing the perception gap around the CIPP by supporting these activities, educational institutions can aid in bridging the perceived gap between professional and non-professional instructors about the CIPP model, thereby assisting in the continual quest of excellence in the teaching profession.

CONCLUSION

In conclusion, the study's findings show difference in perception between professional and non-professionals teachers regarding CIPP (Context, Input, Process, and Product) model. The professional instructors' specialized training, real-world experience, and commitment to developing their teaching abilities may be credited for this discrepancy. The results highlight the value of supporting high-quality programme for teacher preparation and professional growth in order to make sure that teachers are properly prepared to apply the CIPP model. Despite of their professional experience, teachers will be able to better comprehend the CIPP model and raise the overall quality of education. In the end, this will benefit students' educational results and support the continued pursuit of excellence in the teaching profession.

RECOMMENDATIONS

The following recommendations were made based on the results of this study;


1. The CIPP model should be highlighted in teacher education programme, and each of its components should get in-depth instruction. This will guarantee that pre-service and in-service instructors are well-informed about the concept and are able to successfully use it in their classroom practices.
2. Regular professional development workshops and seminars centered on the CIPP model have to be provided by educational institutions. Both professional and non-professional instructors will be able to take advantage of these chances to enhance their grasp of the model and keep current on the most recent findings and best practices.



3. Encourage seasoned professionals to engage with novice educators as mentors and collaborators, sharing their knowledge and experience with the CIPP approach. As a result, a supportive learning environment will be promoted, and non-professional instructors will be better able to comprehend and use the model.
4. Produce user-friendly materials that concisely and simply explain the CIPP approach, such as guides, manuals, and online courses. Both professional and non-professional instructors can utilize these resources to deepen their understanding of the concept and facilitate its use in the classroom.
5. Consistently evaluate the CIPP model's performance in educational contexts by getting input from both professional and non-professional instructors. This will make it easier to spot problem areas and guarantee that the model is used consistently and successfully.
6. Acknowledge and reward competent teachers who exhibit remarkable comprehension and CIPP model implementation. This will encourage them to continue developing their abilities and encourage non-professional teachers to pursue a better comprehension of the model.


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