ANALYZING THE NEW TEACHERS' SOCIALIZATION IN PAKISTAN: AN EMPIRICAL INTERPRETATION

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ABSTRACT

Teachers' development and growth play a vital role as a bridge to enrich a civilized community the human capital and structure. The whole economic competition of the modern is directly linked with a good education which is based on teachers' service to build the nation to meet the set goal of the communities. The present study encircles the attention on teachers' development and growth using socialization in various aspects in a Pakistan context. Teachers' socialization represents a complex process by which individuals selectively obtain the knowledge, values, norms, behaviour, skills, and attitude relating to the profession of teaching skills and acquire the particular educational culture within their work environment. The relationship between socialization and teachers' development and growth-related factors was measured. The extant study pursues to interpret the relationship between teachers' cooperation and collaborative practice, new teachers' training (induction programs), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture with the criterion variables of socialization and teachers' development constructs were examined. Data collection has been carried out by the three regions of Sindh in which teachers' participation was ensured. For data collection, survey items were distributed in which 219 respondents' opinions were gathered and the empirical analysis was carried out by SPSS and also hypothetical validation was carried out. Moreover, a theoretical perspective was attached and recommendations and future direction were included in the prevailing study.

Keywords: *Socialization, Teachers' development and growth, Induction program.*

INTRODUCTION

Socialization assures a provision the guidance in various aspects and plays the role of learning in the whole process of life to materialize personality development and maturity. It is the learning process and a long journey of growth and development for man to inculcate the cultural values and norms to ensure the maturity of an individual and make personal a productive individual and succeed him participating social system (Chandio, and Ali, 2019).

Teachers' socialization is a whole learning process of teachers which meets the growth and development of a teacher by acquiring values, skills, knowledge, and norms related to the teaching profession. Socialization of a teacher is a whole acquiring process of a teacher related to norms, values, skills, and attitudes concerning knowledge, educational culture and the teaching profession (Staton, and Hunt, 1992). Socialization charts out a process of teachers' training to adjust teachers to the educational profession (Chandio, and Ali, 2019). The core concept of socialization represents a process to make a person capable of stable growth and developed individual in society (Ali, et al., 2018; Anastasiu, 2011). Personality is a reflection to be based on the adoption of cultural values of a nation if teachers' growth and development are ignored which also becomes the rise of a nation like a boat without a captain in the Sahara desert. Teachers' cooperating and collaborative practice, new teachers' training (induction programs), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture assist to socialize a teacher to meet the growth and development in their profession.

Socialization transmits guidance and ensures the provision of skills to solve the difficulties teacher faces in the way of the educational profession and make them capable to deal with the affairs in the teaching atmosphere (Ali, et al., 2018). Teachers' socialization increases their satisfaction of teachers and makes them capable to adjust with the field and enhancing their motivation level in their professional life (Alhija, and Fresko, 2010; Schempp, and Graber, 1992). Newly recruited teachers with high professional degrees require a profession-related induction program which can assist to improve the instructional quality and socialize them in the teaching profession (Pogodzinski, 2012; Johnson, et al., 2010). Socialization creates satisfaction among teachers that influences the growth and development of their skills, knowledge and profession and the transmission of various sorts of human capital to teachers can build and make his/her personality productive individuals in society.

The growth and development of a teaching profession develop a teacher's personality in which agent of socialization and it impacts teachers' development and a wide range of processes through cooperating teachers and ethos of collaborative practice, New teacher induction programs (teacher training), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture become an integrating part of teachers socializing new skills, traits, experience and makes a teacher an effective change agent. Teachers' socialization implies the process in which a teacher participates to become a member of a teacher-related community (Zeichner, and Gore, 1989). It makes teachers' professional development and organizational assimilation and the succeeding socialization make a teacher competent and capable to make more committed to

the job (Wong, et al., 2005). An induction program has been widely acknowledged to be implemented using enhancing socialization (Ingersoll, 2007; Wong, 2004).

Review of Literature

The socialization of a new teacher can be energized using in-service training to progress the teaching skills which becomes the chief factor to boost the growth and development of teachers and satisfaction. Teachers' socialization acknowledges the behaviours, attributes, and knowledge to improve the teaching profession and the induction scheme occurs in the early stage of professional careers. Socialization influences the teachers in their professional socialization whereas induction and field experience possess a significant impact on teachers' development (Schempp and Graber, 1992). The term Induction training implies that professionals in the field of Human Resources to be used it for employee training and it encourages new employees to learn innovative skills and enlightens the workforce of the designed skills in a particular profession that aware to learn how to do the assigned job. Induction training improves skills and it can be improved using the adoption of Induction training can be improved by creating a systematic training experience using a Learning Management System (LMS) training-related material can be useful to be shared and updated to save time and investment. Induction training makes teachers possible to adopt professional skills to inculcate the behaviours, beliefs, and various perspectives to teach.

Teachers' placement and induction deeply encourage satisfaction and assist them to ensure assimilation and teaching training for newly appointed teachers (Alhija, and Fresko, 2010). The teachers' cooperative and collaborative teachers stimulate the constructive interaction between learners and it is a dire need for the academic task in teachers' interactive context. The cooperating teacher is significant in structuring educational values (Su, 1992). Cooperative learning is a phenomenon of working together in a group form. The collaborative teaching and learning method sustains deep proximity of working together to make the project meaningful and it helps the teacher to learn the skills and education profession from colleagues to ensure the teacher's growth and develop them in the teaching atmosphere (Robinson, and Schaible, 1995). Moreover, cooperative learning is collaborative learning to be considered in the workshop to create work togetherness and encourage interpersonal skills. Teacher collaboration encircles debating, problem-solving, and planning and it is inquired in togetherness and applying evidence, and research to strengthen others' skills and remove the weakness and gaps (Nevin, et al., 2009).

Teachers' collaboration supports a stable learning atmosphere to assist the colleague to materialize skills in the concerned profession and it gives teachers prompt discussion, issues, questions, and problem-solving. New teachers with the provision of a collaborative environment can guide and help in teaching skills and assist in satisfaction with socialization.

Suitable placement of teachers can be useful to facilitate teachers in the education profession (Liu, 2005; Ingersoll, 2003). Suitable placement of teachers in the school system is an in-field teaching and investment of sufficient timing in the school atmosphere which prompts assimilate with the likelihood of diverse teachers' involvement in the school. The effects of state policy can impact the teachers' socialization via instructional policies and curricula to represent how to teach a certain subject in the schools (Alhija, and Fresko, 2010; Achinstein, et al., 2004). State policies support how to deal and teachers launching their careers which can accelerate socialization to assimilate teachers into the profession and enhance socialization.

Model Formation
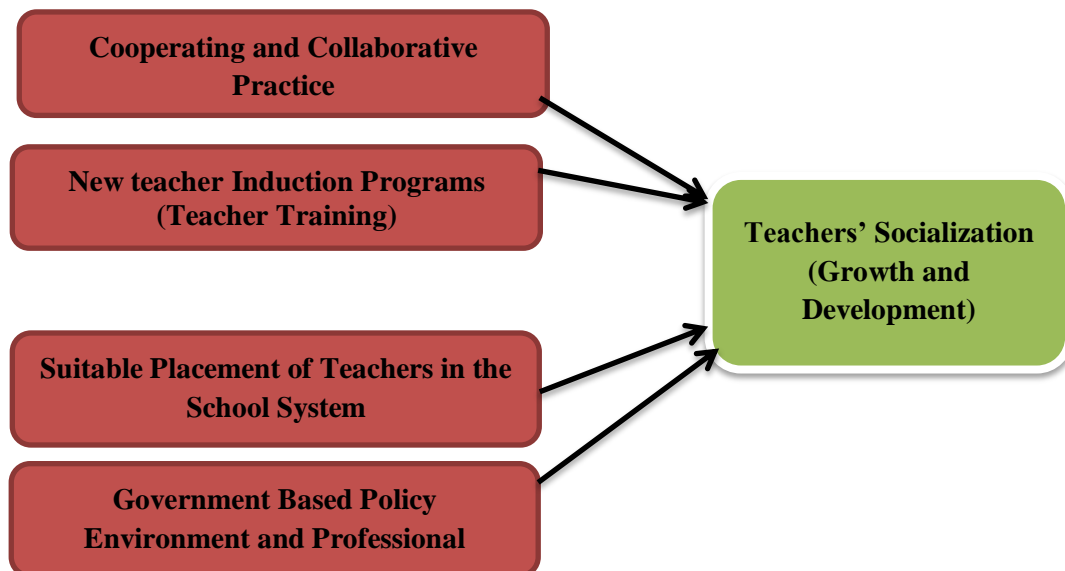
Model

Model designed in the prevailing study support to influence of teachers' growth. In this connection, inculcated antecedents encourage the teachers to enhance developmental accounts which also impact the learning system and teaching performance. The prevailing study proposed a set of antecedents hypothesized to impact the teachers' growth and development using teachers' socialization and the hypothetical relationship of these factors can be summated below.

Objective

The chief aims and objects of this study can be summed up

- ✚ To investigate the socializing related factors (Cooperating teachers and ethos of collaborative practice, New teacher induction programs (teacher training), Suitable placement of teachers in the school system, Government based Policy and Professional culture) and Teachers' Socialization (Growth and Development).
- ✚ Teachers' development and growth play a role as a bridge to enrich the human capital and structure a civilized community. Teachers' socialization represents a complex process by which individuals selectively obtain the knowledge, values, norms, behaviour, skills, and attitude relating to the profession of teaching and acquire the particular educational culture within the work environment.

Research Question

Based on the previous literature and the nature of the study research question was developed to match the empirical notion of the current research.

RQ1. What type of your vision you are supporting for socializing factors to impact the growth and development of newly hired teachers in the Sindh education and literacy department?

RQ2. How do you perceive the teachers cooperating and collaborative practice, new teacher training (induction programs), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture impact the Teachers' Socialization

Hypothesis

H1: collaborative and cooperating practice (CCP) sustains a positive significant relation with Teachers' Socialization (Growth and Development) (TS).

H2: New teacher induction programs (Teacher training) (IP) sustain a positive significant relation with Teachers' Socialization (Growth and Development) (TS).

H3: Suitable placement of teachers in the school system (PT) sustains a positive significant relation with Teachers' Socialization (Growth and Development) (TS).

H4: Government-based Policy and Professional culture (GPPC) sustain a positive significant relation with Teachers' Socialization (Growth and Development) (TS).

RESULTS AND FINDINGS

Extant study inculcates the quantitative and survey-based research in which cross-sectional study followed. All the factors were measured with independent and dependent variables. The construct used in this study like collaborative and cooperating practice, new teacher training (induction programs), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture with dependent criterion

variable the Teachers' Socialization. In this study, data collection was gathered from three districts (Dadu, Jacobabad, Kamber@shahdadkot) in Sindh province. Besides, the prevailing study is unique in its nature in which teachers were analyzed using their socializing variables and the study pursued factors such as collaborative and cooperating practice, new teacher training (induction programs), Suitable placement of teachers in the school system, Government based Policy environment and Professional culture to be measured with teachers' socialization which impact the growth and development of new teacher to promote the professional efficiency. Five points Likert scale was applied in the existing study for the data collection which meets five options, SD=strongly disagree, D=Disagree, N= Neutral, A=Agree and AS=strongly agree. For the testing, the validity of the hypotheses correlation and regression analysis have been used.

Variables	Description	Frequency	Percentage
Gender	Male	189	86.3
	Female	30	13.6
Age	21-38	112	51.1
	38-40	31	14.1
	41-50	36	16.4
	51-60	40	18.2
Education	Bachelor	153	69.8
	Master	56	25.5
	M.Phil/ Ph.D	10	4.5
Job Experience	1-5 years	132	60.2
	6-10 years	53	24.2
	11-15 years	32	14.6

Demographic characteristics

Proposed Items	Mean	SD
Q1: I assume the teachers socializing to be perceived as an integrating part of a material and ethical development (TS).	3.681	.9653
Q2: I expect the socialization process of a teacher possesses deep proximity with the faculty of observation and interpreting children's needs to meet quality education (TS).	3.7568	.85312
Q3: Socialization helps teachers to adopt and transform innovative skills into teaching behaviours	3.7224	.86436

(TS).		
Q4: Teachers' socialization deeply impacts the students and allows for creating a constructive role in society (TS).	3.6452	.84360
Q5: I believe the ethos of collaborative practice can be productive for teachers and students studying (CCP).	3.7310	.76445
Q6: Cooperating and collaborative practice creates an environment for working together to develop solutions to practice challenges (CCP).	3.7597	.72623
Q7: Teachers' collaboration is Stretching the students from their current point of learning and its benefits from collective knowledge (CCP).	3.8469	.76609
Q8: Cooperating and collaborative practice set up to share work products and settle down conflicts and appreciate working together (CCP).	3.8541	.74341
Q9: For New teachers, an induction program can be produced to enhance the growth and development of teachers and assist to understand the systems and procedures followed by the literacy department and teaching atmosphere (IP).	3.7668	.78544
Q10: Teachers' induction program motivates teachers to encourage teachers and socialization to energize their professional efficiency (New teacher induction programs (IP).	3.7324	.74201
Q11: The induction of newly hired teachers can assist to mobilize the skills of the new generation and settle down quickly in the new work environment, giving them a sense of belonging (IP).	4.0343	2.66215
Q12: Teachers' placement deeply encourages satisfaction and assists them to ensure assimilation and teaching training to newly appointed teachers (PT)	3.8255	.76300
Q13: Teachers' suitable placement attracts a stable teaching atmosphere and provides a sound environment for acquiring skills and attracting	3.7324	.71540

teachers' involvement and experience (PT)		
Q14: Job placement and environment produce a significant satisfaction and development of teacher skills by participating other colleagues within (PT).	3.7310	.78573
Q15: Government-based Policy and Professional culture based on the teachers' favour impact the teachers' growth and development in their teaching profession (GPPC).	3.6676	.72310
Q16: The growth and development of a teaching profession cultivate a teacher's personality at a wide range of processes to impact the teaching environment (GPPC).	3.6956	.72410
Q17: New teachers' professional beliefs, values, and practices can be enriched by the culture of the department and Professional culture to cultivate skills, traits, and experience and make teachers effective change agents (GPPC).	3.6676	.72410

Survey items, standard deviations and mean

Correlation assists to find out the variables' relationship and it measures the level of relationship in a statistical means of two constructs. In the prevailing study, an investigation has been carried out to materialize independent variables and dependent factors via correlation in which a significant result highlights a 0.1 level and it supports the model to meet all factors to be significant with the criterion variable.

Items	TS	CCP	IP	PT	GPPC
TS	1				
CCP	.586**	1			
IP	.546**	.527**	1		
PT	.540**	.487**	.472**	1	
GPPC	.564**	.573**	.574**	.544**	1
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4. Pearson Correlation

The correlation of all proposed variables remained between (.472 to .586) in which the correlation of CCP (.586), IP (.546 .527), PT (.487 .472), and GPPC (.574 .544) was confirmed. The highest relation persisted in the variable (.586) whereas the lowest

correlation sustained (.487 .472). Multiple regression shows the impact of the independent factor on the dependent factor and tests the hypothesis and it is used to predict the value of two or more variables.

Regression analysis

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.799	.297		-2.687	.008
	CCP	.380	.081	.283	4.680	.000
	IP	.344	.080	.255	4.316	.000
	PT	.257	.075	.198	3.415	.001
	GPPC	.218	.090	.153	2.411	.017

In this research 219 respondents sustained their feedback that aided to meet the empirical study. The majority of students supported the teachers' collaborative and cooperating practice, induction programs, Suitable placement of teachers in the school system, Government based Policy and Professional culture to teachers' development via socialization and this study pursues the cross-section which is recommended to apply the longitudinal study and use different growth and development related factors. The extant study highlights that all proposed variables supported and recommended the researcher to expand the limitation and range of research at the Pakistan level to drive the psychological factors and satisfaction to meet the teachers' professional development and growth. The present paper focuses on new teachers' satisfaction with their first year of teaching from the perspective of socialization. The present study focuses on quantity research that relies on the survey method to analyze the socializing-related factors which meet the growth and development of teachers. While 189 respondents were male teachers and 30 were female teachers 30, and age-related factors 112 respondents remain 21-38 years in the majority. Moreover, in the educational factor, Bachelor's qualification sustains a majority with 153 respondents and 69.8% and in job experience, 132 respondents remained in the majority with 1-5 years of job experience. The sampling selection was based on the males and females as the unit to analyze and the universe of the study was district Jacobabad, Dadu and Kamber@shahdadkot, Sindh, Pakistan. Induction programs, collaborative and cooperating practice, placement of teachers, Government based Policy and Professional culture, and socialization of newly hired teachers.

According to Talcott Parson's theoretical perspective, socialization assures the provision of the essentials to guide a child in cultural values and social aspects to be a tower of guidance for an individual in the course of the whole life process with maturity. In this perspective, it inculcates the norms and standards to acquire knowledge and cultural values and Parsons' theory supports personality development in a social and psychological aspect. The existing study contains the cross-sectional research and methodology quantitative aspect. Survey questionnaires were distributed among the teachers of the education and literacy department in their way to assess the socializing factors to improve the teachers' growth and development. The demographic section follows gender, age, education, and respondents' job experience and includes the 17 survey items. The survey items were designed in the English language which encircles with means and standard Deviation. The criteria of Krejcieand Morgan (1970) have been applied in the way of population sampling and data analysis and hypotheses tests were carried out through regressions and correlations.

CONCLUSION

Socialization is an ongoing learning process which also acknowledged as an ultimate need for their growth and development in the profession. Teachers' collaborative practice, induction programs, Suitable placement school system, Government teachers favoured based Policies and Professional cultural traits can be as productive to meet teachers' development in the educational atmosphere. Socialization incorporates the social experience to enlighten an individual and encourage and meet the gaps and fluctuation. Induction programs ensure the provision and assist new teachers to enrich experiences and provide a useful professional environment.

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