
**INVESTIGATING RELATIONSHIP BETWEEN INDUCTION TRAININGS
PROGRAM AND PROFESSIONAL DEVELOPMENT OF NEWLY
APPOINTED TEACHERS IN KHYBER PAKHTUNKHWA**

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Abstract: *The study aims to investigate Induction training under the umbrella of PITE and its relationship to the professional development of newly appointed teachers. Main objectives of this paper were to ascertain the induction program of PITE and identify correlation of induction training programs with teachers' professional development. The population was 14856 trainee teachers. The sample was selected through simple random and convenient sampling techniques [n-594+14]. The mixed-method methodology was adopted to gather data from the unit of analysis through questionnaire and interviews. Descriptive and inferential statistics were employed for quantitative data and thematic analysis for qualitative data. Large correlation was noted with r-value (.621) showing significance of induction training program with professional development of newly appointed teachers at primary and secondary levels. It is suggested that PITE and RITEs may be involved in providing training occasions for the skilled improvement of newly hired teachers for the achievement of organizational goals.*

Keywords: *Induction Program; Training; Teachers' Professional Development; primary and secondary level; trainee teachers*

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Introduction

The government of Khyber Pakhtunkhwa Elementary and Secondary Education Department (E&SED) has started the Induction Program (IP) for newly appointed teachers through NTS and FTS as they have exempted from professional degrees in the domain of education. The purpose of this IP is to increase the content knowledge (CK) and pedagogical expertise of the newly hired teachers. The teachers having no professional degree in education, having a deficiency of professional competencies and content knowledge. These deficiencies need to be addressed early in their careers. Provincial Institute of Teacher Education under the umbrella of E&SED has envisaged the IP as a means of effectively addressing these deficits. This is going to be the first initiative of its kind in Pakistan (Rizvi, & Khamis, 2019).

The Induction Program (IP) has been designed by DCTE (Directorate of Curriculum and Teacher Education) and is being implemented by the Provincial Institute of Teacher Education (PITE). IP is an extensive course, which is being offered to all newly appointed teachers at Primary and Secondary levels through a blended learning attitude to instruction and knowledge gain (Shah, 2020). The contents of the IP have been selected based on Teachers Training Need Assessment (TINA) studies, which included Teachers' Competency Survey (TSC), Teachers Content Knowledge Test (TCKT), and focused group interviews with primary and secondary school teachers and National curriculum 2006. The span of IP is nine months face to face sessions through tablets PC, which is already loaded with relevant material in the form of videos. Teachers are attending

monthly face to face sessions at their fixed centers along with this software. The monthly meetings are being facilitated by Master trainers (SEs) in the subjects of English and Islamiyat, mathematics and Science. IP includes online assessments, assignments, and sessions of 180 minutes for each subject on two days consecutively, particularly Saturdays and Sundays. The SEs are already trained by the PITE for this purpose. IP includes seven face to face sessions and then 50 days training for pedagogical skills development of the newly inducted teachers at both primary and secondary levels (NEP, 1998-2010).

Being an SE (English & Islamiyat), I have personal experiences of two trainings IP Phase I and Phase II. The newly appointed teachers are well qualified and most of them are master's degree holders, MPhil, and MS in different subjects. But they lack the skill of pedagogy. The IP of the present Government is a fruitful step in grooming the prospective teachers and enhancing their professional development for the achievement of educational goals in the light of the current policy.

Research problem

The newly appointed teachers are in intense need of training for their professional development. The present Government has initiated the Induction Program for the first time in the history of Pakistan after the induction of teachers for their professional development. The present study investigates the Induction Program to train future teachers, to increase their content knowledge in different subjects, and to enhance the pedagogical skills who are already inducted in the department of E&SED. The main purpose of this article is to ascertain the role of the Induction

Program in the skilled improvement of the newly appointed teachers' content knowledge and pedagogical content knowledge (PCK). The previous research works have shown that there is a significant relationship between training and teachers' professional development.

Research Objectives

- 1) To ascertain the Induction Training Program arranged for newly hired teachers
- 2) To enhance teachers' content knowledge in the subject of English, Mathematics, Science, and Islamiyat through Induction Program
- 3) To acquaint teachers with policies and rules governing their work and careers through Induction Program
- 4) To sensitize teachers to the issues related to equity and diversity through Induction Program

Research questions

1. What is Induction Training Program arranged for newly hired teachers?
2. How to enhance teachers' content knowledge in the subject of English, Mathematics, Science, and Islamiyat through Induction Program?
3. How to acquaint teachers with policies and rules governing their work and careers through Induction Program?
4. How to sensitize teachers to the issues related to equity and diversity through Induction Program?

Rationale of the study

The newly appointed teachers were inducted into services of education

department through NTS without having professional degrees like PTC, ADE, CT, B.Ed. or M.Ed. One of the researchers was himself a master trainer (Subject Expert English). The researcher observed that the trainee teachers were highly qualified in different disciplines. Majority of them were MPhil and MS degree holders from top universities of the country like Quaid-e-Azam University Islamabad, IIUI, AWKUM, university of Peshawar etc. The researcher as Subject Expert noted at first that the trainee teachers were very competent, but they did not know the art of teaching. But at the close of the training program, the researcher found that the trainee teachers were professionally developed. Therefore, the researcher got the inspiration, that really the training of Induction Program ensures professional development of the newly appointed teachers.

Literature Review

Most specialists approve that learning through training is based on a needs assessment that looks at the related individuals' problems and performance, and their enhancement prospects. Teachers' professional development depends on a needs assessment to improve and contrive practical solutions for trainees through the extraordinary influence of innovative technologies in escalating the usefulness of training (Shaukat, & Chowdhury, 2020). Faculty professional development also made through training after recruitment of lecturers in the universities (Shakoor, & Farooqi, 2020).

Training is the right solution to a performance problem. Training is a need. The significance of education in this modern world cannot be neglected due to

its importance and demand. Education is a tool for success. One cannot get success without getting an education. The government is spending a huge amount of its budget on education every year. Education leads a person by morally and ethically, without proper training and guideline for a teacher education process remain unsuccessful because a well-trained teacher could deliver its lecture in a good manner. It is the DCTE that providing training for in-service and as well as to pre-service teachers of the whole province. DCTE is arranging training programs for primary, and secondary teachers through master trainers the area of training limited to CT, PST, SST, and SS teachers in the province. The deputy director under his supervision and proper guideline arranging trainings for teachers with the help of different donors which provide economic assistance. Ali (2018) showed expertise in the profession is indispensable for bringing efficiency in instruction.

Induction Program Khyber Pakhtunkhwa Elementary and Secondary Education Department (KP E&SED) has familiarized Induction Program (IP) as a new phenomenon for afresh appointed instructors to augment their CK and PCK in the subjects of English, Islamiyat, Maths, and Science (Butt, & Farooq, 2020; Reba & Inamullah, 2014). The government has announced the procedure of recruitment without professional degrees in the field of education and has inducted fresh candidates having engineering and other irrelevant degree which are in line with the education and instruction. It created ambiguity among the individuals who have required education (Yuen, See, Lum,

Cheung, & Wong, 2019). Evaluating the perceptions of new trainee teachers about the effectiveness of the induction program will be the main purpose of this research work. According to Fuchs (2011), the method has emphasized in the initial stage of teacher preparation which does not accord in such a way that the challenges subsequently met in the classroom. He has further validated his opinion in the light of several investigational studies.

Modern techniques re very essential for instructor and leaders at diverse stages for imparting knowledge to the young individuals. They must have expertise in the field of education to provide knowledge, skills, and attitude so that they may be able to educate children with modern needs of education (Reba & Inamullah, 2014). The Govt, of Pakistan (1957) express provision of the 1st 5 year plan (1955-60), which aimed as an extensive enhancement in the excellence of all types of educational institutes the early initiative were taken by establishing Education extension Centers to enhance the value of institutes through trainings of inexperienced and experienced teachers (Dildar, Saif, & Naz, 2016).

A new idea for the establishment of comprehensive school has been originated under the commendations of the statement of the well-known National education Commission in the initial days. Later, each education policy highlighted the opportunities and facilities of training for the professional development of teacher-primary, secondary and higher levels. Govt of Pakistan (1972, p.24) "*the National Education policy (1972-80) provided for facilitating the further training of teachers through sabbatical leave*". Training is a prescribed, organized and logistic struggle to reduce

glitches and hitches challenging new teachers, to adjust efficiently to the work environment, and to contribute maximally to the work of the school/organization. Formal induction programs are always taking place in the organization. It is a connecting process of recruitment and selection that starts from advertisement and ends to the adjustment of the selected person to the organizational work environment through the induction process (Durrani, & Ansari, 2018).

Nature of induction program

In the initial days of the employee's in an organization needs more consideration, guidance, and understanding of organizational work, his position and needs satisfaction. The induction program always designs in such style that it helps the newly appointed employees to understand the organizational goals first, then to adjust himself to his work and organizational environment, then to assimilate him to the customs, norms, and routines of an organization (Kearney, 2015).

Scope of induction program

Majoka, and Khan (2017) posit that induction program starts with the arrival of new staff to the school. A newly appointed person may be welcomed cordially by the principal or fellow teacher. He should provide all the needed information about the school that often contains in the school Handbook, i.e. school policies and procedures. The information needed for new staff is often divided into four interrelated areas.

1. The new trainee teacher desires to gain knowledge the rules and regulations of service; his instructional contents; the

healthiness in institution; span of time; additional responsibilities; and on- job training necessities.

2. The new trainee teacher wishes to understand the link between school and community. He wants to see the geographical condition of vicinity, means of transportation; the traditions and restrictions which have emotional impact on instructors; the impact of holy groups and places of worship, and communal approach to educational institutes.
3. The new trainee teacher yearns to get all kinds of information about his/her school such as reading room, schoolyards, outdoor play area, games and game requirements, instructional resources and AV aids and its over-all purposes, standards, ethics and functional processes and educational enactment of the learners.
4. The new trainee teacher wants to establish cordial relationship with his/her fellow being, to get benefit from their professionalism, their social genius, their transparency in association and other educational and spare time duties.

Objectives of the induction process

Some important objectives of the induction process are as follows.

1. **Info:** The procedure may empower each rank new appointee to inform him/her with his duties and responsibilities, about the organization environment, and with the rest of the staff working with him in that organization.

2. **Need satisfaction:** Important needs of new appointees in an organization are need of belongingness, need for security, and need for recognition. The induction process should satisfy the new appointee in these areas, by receiving him from the head of the school, a strong introduction with the staff, and information about the community.
 3. **Position Compatibility:** The induction process has two types of effects the effects of one short term that target the new appointee adjustment and compatibility to his post and the second is aims at the effective performance of the appointee in the organization that is long term consequences of the induction process.
 4. **Assistance:** The process should focus on assisting the new appointee in his technical work as well as in his ordinary work. So, he may not accommodate himself on trial and error but the help of experts.
 5. **Development:** The growth and development in the attitude of fresh teachers is the purpose IP. The induction procedure always stresses on employee development and self-motivation.
 6. **Acceptance, assimilation, and adjustment:** Acceptance of new appointees to the rest of the staff is also an aim IP. The assimilation of new appointee with organizational rules, regulation, and his workload. Adjustment of a new appointee to the organizational environment, head of the schools, to his work and his colleagues (Biswal, 2018).
- The induction program is an organizational effort aimed at the help of the new appointee through the provision of information related school, his workload, a community where the school is. It helps the new appointee in adjusting to his work till his self-direction. It enlarges the competence of the trainees. The sound of the master matters a lot. Natural abilities regarding vocal softness have been granted to some individual teachers, which has paramount importance during their training. Furthermore, expertise on the part of master trainers which are specified with name of subject experts is indispensable. Pedagogical competency of the trainer is very essential for smooth conduction of training. Micro teaching has played a very positive role in giving training because the number of trainees is not more than twenty. Positivity seems not loud voice but in strong and towering sound. The rhythmical beauty is very important for the teacher or trainer. Some teachers have natural lucidity and clearness in their communication with others. It plays a very significant role during training. Beauty lies in variation which brings efficiency in teaching. Speed, dimensions, tone, stress and pause are the very tactics which the trainer use during session to facilitate the trainees and impart knowledgeable information to them and create self-confidence in them (Bétéille, Tognatta, Riboud, Nomura, & Ghorpade, 2020); Saeed, Arif, Gul, Ayaz, & Khan, 2013).
- Induction program is the procedure by which a trainee teacher becomes erudite and skilled in a certain span of time whether it comprises weeks or months or

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days or forth night sessions (Vargas-Hernández, & Ramos-Hernández, 2016). There are three kinds of Induction programs-General Induction Programme, Specific Orientation Programme and Follow-up Induction Programme (Louw-Potgieter, & Hendricks, 2012). Teacher Induction Program (TIP) is an organized and all-inclusive training pattern for a fresh appointed instructors and educator as part of specialized improvement, skilled and proficient growth toward operative and efficient instruction and promising pledge for the career development (Le, 2015). The renovation to a erudition community is the tenacity of an operational on-going induction program not only planned and premeditated to release the anxiety of premature profession instructors, but also make him/her familiar to culture of an organization that is concentrated on skilled erudition and quality instruction and schooling in the classroom (Khanam, Ali, & Zulifiqar, 2020). In California, the tip (teacher induction program) is the grooming system for educators with a manifold discipline certificate or an initial sole theme certificate. The commission on instructor credentialing is a support of the California state government that supports explicit induction programs (Gupta, Sleezer, & Russ-Eft, 2007). The purpose of tip is to conduct significant assessments, propose productive response/recommendations, make available important specialized improvement, and arrange for ample means, responsible for a master trainer, launch ongoing, open communiqué (Covert, 2011). The objectives of induction are multifarious. The key objective of induction is to make

available the fresh workforces with essential info, means, and incentive to safeguard their actual assimilation into the novel workplace (Chidambaram, Ramachandran, & Thevar, 2013). Maximum research works put forward TIP- teacher induction program increases the remembering of beginning profession trainees (Ingersoll & Strong, 2011). Particularly, it combines survey data on instructor suppleness and wear and tear with a host of instructor and school physical characteristics (Arachchige, 2014). The drawbacks don't actually come with the statement of steering induction training itself, since training workforces is always something constructive, apart from when the training is below par planned and does not fulfil the requirements of the personnel and may get them started off on the erroneous note (Zalesna, 2014). A formal induction programme comprises the subsequent stuffing-Brief history of the organisation, Organisational mission, vision, objectives, and philosophies. ...Policies and procedures of the organisation, Rules and regulation of the organisation, Organisational structure and authority relationship with Induction training- General training linking to the organisation, comprising standards and way of life as well as edifice and olden times account and Mandatory training relating to health and safety and other essential or legal areas (März, & Kelchtermans, 2020).

Methodology

Survey items Likert types scale of Paul and Bracken (1995) was used. The research methodology was mixed-method design. It is the amalgam of quantitative and qualitative methods in single effort

(Creswell, 2017). Convergent Parallel design was employed. All fresh teachers (14856) in primary and secondary schools constituted the population. Lottery method and convenient sampling procedures were embraced to choose sample (594+ 14) from zone 2 of Khyber Pakhtunkhwa. Questionnaires and interviews were employed to gather data from the partakers.

Quantitative Results and Discussion

Table 4.1 Trainee teachers’ perception about content knowledge

S. No	Statements	M	Std
1	IP improves the content knowledge of trainees.	4.53	.657
2	IP can improve content knowledge of English.	4.54	.638
3	IP can improve content knowledge of Mathematics.	4.53	.655
4	IP can improve content knowledge of Science.	4.57	.452
5	IP can improve content knowledge of Islamiyat.	4.53	.802
6	IP can improve the communication skill of trainees.	4.52	.654
	Overall	4.54	.643

Table 4.1 shows that respondents are “strongly agreed” with the six statements of content knowledge having mean scores 4.53, 4.54, 4.53, 4.57, 4.53, and 4.52 which come in the (Range from 4.51 to 5.00) among trainees. The overall mean score of 4.54 comes in the range (4.51 - 5.00) shows that all the respondents are strongly agreed with the construct of content knowledge of IP. However, all the STD scores reflect that all the respondents have convergence in their opinions about the statements of the construct of content knowledge.

Table 4.2 Trainee teachers’ perception about pedagogical skills

S. No	Statements	M	Std
1	I am aware of my teaching skills.	4.41	.419
2	I am satisfied with pedagogical content knowledge.	4.23	.440
3	I learners from trainers.	3.54	.520
4	The master trainers come to class well prepared.	4.32	.581
5	Master trainers know the know-how of LMS.	4.33	.388
6	Master trainers keep engaged trainees.	4.26	.440
	Overall	4.32	.464

Table 4.2 indicates that respondents are “confused” (Range from 3.51 to 4.50) with all statements of pedagogy. The overall mean score of 4.32 follows the range (3.51 - 4.50) shows that all the respondents are undecided with all the statements. The mean scores further show that the trainees were confused whether they improved or not. Nonetheless, most of the STD scores reflect that all the respondent’s show unanimity about the statements.

Table 4.3 Perceptions of the professional degree holders about IP training

S. No	Statements	M	Std
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1	IP improves my skills.	4.51	.652
2	I share content knowledge with my companions.	4.50	.801
3	I encourage my co-workers while meeting problems.	4.56	.871
4	I try to become a model for trainees.	4.58	.864
5	The actions I take are always associate with my principles.	4.59	.801
6	I learn resilience from IP.	4.58	.645
	Overall	4.55	.772

Table 4.3 refers to that respondents are “strongly agreed” (Range from 4.51 to 5.00) with all statements. The overall mean score of 4.55 emanates in the range (4.51 - 5.00) shows that all the respondents are strongly agreed with all the statements. The mean scores further

show that the trainee teachers having a professional degree are fully satisfied from IP training. However, the standard deviation scores reflect that all the respondents have the like views regarding IP training.

Table 4.4:- Perceptions of the Non-professional degree holders about IP training

S. No	Statements	M	Std
1	IP improves my skills.	4.13	.721
	I share content knowledge with my companions.	4.16	.733
3	I encourage my co-workers while meeting problems.	4.37	.663
4	I try to become a model for trainees.	4.45	.672
5	The actions I take are always associate with my principles.	3.94	.872
6	I learn resilience from IP.	4.24	.622
	Overall	4.23	.713

Table 4.4 mentions that respondents are “undecided” (Range from 3.94 to 4.37) with six statements follow range (3.51 to 4.50). The overall mean score of 4.23 emanates in the range (3.51 - 4.50) illustrates that all the respondents were confused about IP training. The mean

scores further show that the trainee teachers having no professional degree were grasping the pedagogical skills in true sense. However, the standard deviation scores reflect that all the respondents have the identical ideas about the statements of IP training.

Table 4.5 Pearson Product Moment Correlations between IP and content knowledge

		Correlations		
		IP	CK	
IP	Pearson Correlation	-	.577**	
	Sig. (2-tailed)		.000	
	N		594	
Content knowledge	Pearson Correlation		-	.834**
	Sig. (2-tailed)			.000
	N			594

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

The above table illustrates that the correlation for content knowledge (r-value .577) which is significant at .000

Table 4.6 Pearson Product Moment Correlations between IP and pedagogical skills

		Correlations		
		IP	PS	
IP	Pearson Correlation	-	.324**	
	Sig. (2-tailed)		.000	
	N		594	
Pedagogical skills	Pearson Correlation		-	.834**
	Sig. (2-tailed)			.000
	N			594

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

The above table illustrates that IP has a small correlation for pedagogical skills (r-value .324) which is significant at .000

Table 4.7 Pearson Product Moment Correlations between IP and perception of professional degree holder trainees

		Correlations	
		IP	PT
IP	Pearson Correlation	-	.638**
	Sig. (2-tailed)		.000
	N		594
Professional degree holders trainees	Pearson Correlation		-.834**
	Sig. (2-tailed)		.000
	N		594

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

The above table illustrates that IP has the highest correlation with professional degree holder trainees (r-value .638) which is significant at .000

Table 4.8 Pearson Product Moment Correlations between ethical perspective and the components of organizational development

		Correlations	
		IP	NPT
IP	Pearson Correlation	-	.368**
	Sig. (2-tailed)		.000
	N		594
Non-Professional degree holders' trainees	Pearson Correlation		-.834**
	Sig. (2-tailed)		.000
	N		594

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

The above table illustrates that IP has the average correlation for with professional degree holder trainees (r-value .368) which is significant at .000

Table 4.9 Pearson Product Moment Correlations between authentic leadership attributes and work engagement

		Correlations	
		Induction program	Professional development of teachers
Induction program	Pearson Correlation	-	.451**
	Sig. (2-tailed)		.000

	N	594
Professional development of teachers	Pearson Correlation	-
	Sig. (2-tailed)	
	N	594

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

Large positive correlation between the two variables, $r = .451$, $n = 594$, $P < .000$, not as much of .05 indicating the statistical significance of the results. Cohen (1988) suggests the following guidelines: small correlation ($r = .10$ to $.29$) medium correlation ($r = .30$ to $.49$) large correlation ($r = .50$ to 1.0) (pp.79-81). Considering this suggestion, there is a large correlation ($r = .451$) between the induction program and the professional development of trainee teachers.

Qualitative analysis, discussion, and interpretation

Content knowledge

Trainee 1 said, "The content knowledge of the book is good for all of us. It covers the English Maths, Science and Islamiyat bit other subjects like Pak study, Urdu, etc. have not been touched. I am not satisfied with this" trainee 9 reflected that the content knowledge of all the four subjects has benefited me very much". From the statements of all the informants, it is concluded that the trainee teachers were partially satisfied with the given content knowledge in the Induction Program.

Professional skills development

Trainee 14 remarked, "I, even after the fifth face to face session, do not know what pedagogy is? And what are pedagogical skills? The master trainers were trained properly, as they were not in a position to deliver enthusiastically". Trainee 3 believed, "It was necessary to train us with pedagogical skills. We already know the content knowledge

because most of the trainees are master's degree holders in different subjects, and I think 15% is MS/ MPhil degree holders". From the expression of all the interviewees, I conclude that they were not satisfied with the induction program regarding pedagogy and pedagogical development skills. The professional degree holders were 50% satisfied as 7 informants remarked nearly the same views.

Blended learning

Trainees 7 told, "Blended learning was only defined but it didn't work when the blend between classroom methods and tablet failed due to load shedding and network failure. Even we could not do our online assessment in time due to these problems. The representatives visited the centers only for the sake of TA/DA. The complaints were heard, and photos were taken and even one of the representatives called the PITE authority for showing his attendance. But up to the 5th face to face session, the network problem was not resolved. These kinds of fruitless trainings are the waste of money and time". Trainee 2 said, "The trainers were unaware of the use of tablets and even the IT seemed incompetent and helpless. We have heard this sentence; we will inform the PITE authorities. But when called on their numbers they were busy". It is concluded that the trainees were not satisfied with the induction programs.

Tablets

Trainee 1 said, "From the first day my tablet along with two other trainees are out of order. We complained to an IT expert. Then we visited the DEO office, but the problem was not solved. Most of the tablets were not showing the video lectures. We made no assessment. Till the end, we were in the same position".

It is concluded that the quality of the tablet was not good, or they were used roughly before. Not only the government but the trainees are also responsible for not owning these tablets.

LMS

Trainee 4 remarked, "LMS is partially successful because, in some far-flung mountainous areas, the net was not working. Due to the burden of many trainees in five or more than five districts at one time, networking completely failed. We face difficulties in online assessment. In our center, there were 32 trainees, out of which only 13 or 14 remained successful in attempting online assessment". It is found the learning management system was functioning only 50%.

The role of subject experts and facilitators

Trainee 6 said, "They were good in content knowledge, but they were old teachers nominated based on their subjects in master. They were unaware of the use of modern technology. Only one Ph.D. trainer [I do not know the name] who was expert in computer as well as in pedagogy. So how can a computer illiterate trainer impart knowledge to others but taught us in the old traditional conservative method? We learned less than expectation". Trainee 5 remarked, "The master trainers were habitual, and

they were coming late and going early and particularly on Sundays due to wedding ceremonies. Sometimes we were waiting for 2 hours but time management was observed properly due to the loose behavior of the trainers and later on trainees" trainee 2 told, "the trainers are not blamed totally because one day the Science expert became ill and was unconscious. The doctor was called by an IT expert, but he advised complete rest. The Maths was ringed but he was out of reach. Later, English and Islamiyat subject expert was called. He passed the time in a very good way, but he was not the teacher of science. The other thing is that how can one person deliver lectures in English and Islamiyat for the whole without any break. This was done by the English expert". It is concluded that the role of trainers was partially good.

Major findings

1. The overall mean score (4.54) shows that all the respondents are strongly agreed with the construct of content knowledge of the Induction Program for teacher (table 4.1)
2. The overall mean score (4.32) shows that all the respondents are undecided with the construct of pedagogical content knowledge of the Induction Program for teachers. (table 4.2)
3. The overall mean score of 4.55 shows that all the trainee teachers having a professional degree are fully satisfied with IP training. (table 4.3)
4. The overall mean score 4.23 illustrates that all the trainee teachers having no professional degree were confused and

grasping the pedagogical skills in true sense. (table 4.4)

5. The r values (.577) which was significant at .000 showed a significant large correlation of content knowledge with induction program. (table 4.5)
6. The r values (.324) which was significant at .000 showed a significant medium correlation of pedagogical skills with an induction program. (table 4.6)
7. The r value (.638) which shows significance at .000 showed a significant large correlation of professional degree holder trainees with an induction program. (table 4.7)
8. The r value (.368) which shows significance at .000 exhibited a medium correlation of non-professional degree holder trainees with an induction program. (table 4.8)
9. The r-value (.621) which was significant at .000 displayed large relationships of induction program with professional progress of trainee teachers. (table 4.9)
10. There is alignment between qualitative and quantitative data regarding content knowledge, pedagogical skills, professional degree holder trainees' perceptions, and non-professional degree holder perceptions.
11. The qualitative data further highlighted the blended learning, tablets status, incentives, LMS, and the role of Subject experts and viewed that the trainee teachers were not satisfied with the

induction programs regarding these dimensions.

Discussion and Conclusion

This paper makes addition to the literature regarding the induction program (IP) by measuring the correlation between IP and professional development of teachers, favoring Gupta, Sleezer, and Russ-eft, (2007) studies that pieces of training with new technologies play a very crucial part in the skilled improvement of teachers. It was concluded from the findings that the trainee teachers were master's degree holders and most of them were MPhil and MS scholars. They were very strong regarding content knowledge. It is also concluded they majority of the trainees were unaware of the pedagogy and art of teaching. It was also determined that the m of the trainee was not satisfied from master trainers as they showed a non-serious attitude and were not prepared for the lesson they were teaching. It is also concluded that the LMS system was not properly working, so most of the trainees were not completing their online assessment in time. It was also concluded that the ethics and moral values were not observed as per requirements, as the master trainers were loose in their training behaviors and PST teachers were making a noise like children and were taking no interest. The refreshment and lunch programs were available only in papers not practically and no other incentives were provided. The lack of interest on the part of the master trainers was that previously they were not paid for the training sessions and they were not sure about future incentives and payment. It was concluded that there is a significant relationship between professional development of novice teachers and training through induction program.

Recommendations

Based on findings subsequent recommendations were furnished; PITE may pay full concentration on the material provided in the Induction Program hand out as well as on the improvement of pedagogical skills of the newly appointed teachers. Master trainer may be well-equipped with new technology by providing robust pieces of training for more than four days because it is not possible to cover these things in only four days of training. It is recommended that IT-related training must be given to both trainers and trainees to achieve the desired goals. Master trainers must be given their remuneration in time because it improves energy and morale as well as the interest of the master trainers in training. Incentives for trainee teachers must be given to motivate the interest of the trainees in the induction program. Tablets must be given to the trainee teachers forever that they may own them. It is recommended that LMS may be improved to facilitate the trainee teacher while taking an online assessment.

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