

Impact of Induction Training Program on Enhancing Teachers Professionalism at the Primary School Level in Khyber Pakhtunkhwa

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Abstract

Professionalism has pivotal role in staff development in bringing improvement in lesson planning skills and the implementation of innovative teaching techniques in the context of the 2016–2017 teachers' induction training program of the government of Khyber Pakhtunkhwa. This quantitative study aimed to investigate the effectiveness of the induction training program in improving the ability of teachers to manage the classroom effectively, understand child psychology, and develop lesson plan skills for enhancing their teaching at the primary school level. The sample size of the study comprised 278 male participants newly appointed for the second phase in the year 2018–2019 for boys primary school teaching selected from four districts of Kohat, Karak, Peshawar, and Nowshera. The researcher used stratified and proportionate sampling techniques for data collection. Closed-ended Likert scale questionnaire of three main teachers' training characteristics, each with seven items of five options was used to collect data sought on the impact of induction training programs on the teachers' teaching approaches. Data was analyzed by applying different tests of descriptive and inferential statistics using SPSS (Statistical Package for Social Sciences) software. The results of the study revealed that the induction training program enhances the pedagogical skills of fresh appointed primary school teachers, classroom management and especially in the area of bringing innovation in lesson plans. Moreover, this study highlighted the effectiveness of the nine-month mandatory induction training program for improving teachers' abilities and instructional strategies. For practical implication, this study suggests that the induction training program is necessary for all cadre teachers, especially for those who teach at the primary school level to use different techniques from classroom management according to the child psychology and improve lesson planning skills for the effective teaching-learning process.

Keywords: Induction Program, Lesson Planning, Pedagogical Skills, Management, Approaches

Introduction

Teaching does not mean to involve the teacher's irresponsible actions that may negatively affect students' education process. The teachers determine the instructional goals based on the situations they face in the educational setting including the decision of what skills students acquire to select appropriate educational materials and plan suitable activities. According to the educationist, effective teaching needs proper planning and this plan needs to be decided before attaining the classroom activities (Frotan, 2007). Without a pre-planned program, teaching is

aimless, and teaching is a useless effort without the implementation of innovative teaching approaches (Sha'bani, 2011). The lesson plan is a strategy that the teachers develop to help the students learn effectively (Aghazadeh, 2014). In other words, the lesson plan helps the teachers as a teachers' guide which provides a structured framework for learning activities (Sha'bani, 2011). To effectively communicate, a lesson plan allows teachers to arrange and deliver content material on a topic logically to students as a lesson plan is a basic component of the teaching profession (Molki, 2013). In the teaching-learning process lesson plans are measured fundamental during instruction by Smith (1985) and so many experts. Successful teaching requires a combination of strategies rather than reliance on a single approach or method. Throughout the teaching-learning process, teachers certainly face a variety of problems including different family prospective of students, their behaviors, students' needs, and the application of various teaching strategies. Teachers apply fundamental principles to handle each situation, making decisions for the overall development of the students (Lutfabadi, 2016). A lesson plan serves as the educational outline and is important to the teaching-learning process which is helpful to improve education through the scientific process. The teacher needs to have a well-structured and specific strategy during the teaching-learning process. In this regard lesson plan is an important and necessary tool for teachers just as an engineer drafts a plan before starting the construction of the building. Teacher must develop an educational plan that outlines the curriculum and teaching strategies including audio-visual aids, and their proper implementation according to the teaching-learning process (Saad, 2011). Different types of lesson plans are designed based on the duration and scope, whether they cover an academic year, half-year, month, or day. Research studies highlighted the importance of designing lesson plans to ensure an effective teaching-learning process, enhance student learning activities, and improve classroom management to achieve desired learning outcomes (Shen, Poppink, Cui & Fan, 2011). Induction training programs are designed to support new teachers as they come to the other profession transition and focus on enhancing classroom management skills (Idris & Khan, 2021). Effective classroom management is necessary for creating a conducive learning environment to enhance the teaching-learning process and students' academic success (Mulenga, 2020). Beckett (2018) stated that comprehensive induction programs positively influence teachers' classroom management abilities, leading to improved student behavior and academic outcomes. Khanam and Zulifiqar (2020) examined the impact of behavior management training during the induction phase and found that teachers who received targeted training in behavior management strategies were better equipped to handle classroom challenges, resulting in a more orderly and productive learning environment. Parveen, Cheema and Javed (2022) explored that induction programs positively influence teachers' understanding and application of child psychology principles. McGuire et al. (2024). McKown (2021) investigated that behavior management training during the induction phase significantly increased teachers' knowledge, application, and self-efficacy in implementing behavior management strategies. The improvement in understanding child behavior is important for creating supportive classroom environments (Saadat et al., 2023). Hassan (2024) stated that teachers who participated in structured induction programs demonstrated enhanced classroom practices and higher student achievement compared to those who did not receive such support. This improvement is partly attributed to a better understanding of child development and psychology.

Statement of the Problem

In the classroom environment, it is necessary to have a strong connection between effective teaching strategies and learning outcomes for the holistic development of the students. It is broadly admitted that teacher preparation programs have grave influences on the academic achievement of students. To enhance the teaching-learning process, the Khyber Pakhtunkhwa government introduced a mandatory nine-month teacher induction program for newly appointed teachers aimed to replace traditional teaching certifications during the 2016–2017

academic years (Idris et al., 2021). This research aims to assess teachers' instructional performance in relation to their participation in the induction program (Phase II). Specifically, the current study is important to evaluate the teaching practices of the teachers who have completed their induction program and focus on their lesson planning skills and other teaching approaches at the primary school level.

Research Objective

Based on the significance of the research study, the following main objective was formulated.

1. To investigate the effectiveness of the induction training program in improving the teachers' lesson plan designing skills at the primary school level
2. To explore the relationship between the indication training program and teachers' classroom management skills at the primary school level
3. To assess the importance of induction training programs on teachers' understanding of child psychology at the primary school level

Research Hypothesis

Based on the research objective, the following null hypothesis has been developed.

- H¹: The Induction training program improves the teachers' lesson plan designing skills at the primary school level
- H²: There is a statistically significance association between induction training programs and teachers' classroom management skills at the primary school level
- H³: Induction training program is important for teachers to understand the child-psychology at the primary school level
- H⁴: Induction training program improve the overall instructional performance of teachers at the primary school level

Research Design

The nature of this study was quantitative and conducted to explore the positive impact of the indication training program for the enhancement of the creation of lesson plan skills, classroom management skills, and understanding skills of child psychology to improve the teaching-learning process at the primary school level. In this regard Bell and Bryman (2007) stated that quantitative research depends on scientific approaches to study fact and reality, assuming that there is only objectivity.

Population of the Study

The population of the study consisted of all primary boys' school teachers participating in the new Khyber Pakhtunkhwa (KP) government induction program from the districts of Kohat, Karak, Peshawar, and Nowshera. According to the EMA (Education Monitoring Authority) report 2018-19 that total of 1,011 new boys' primary school teachers were hired in 2018-2019. Specifically, 367 (36%) were hired in district Kohat, 279 (28%) in district Karak, 252 (25%) in district Peshawar and similarly, 113 (11%) in district Nowshera.

Sample Size and Sampling Technique

The researcher used Krejcie and Morgan (1970) sampling table to select the sample for the current study. Two hundred and seventy-eight (278) primary school teachers were selected,

S. No.	District	Population	Sample Size	Percentage
1	Kohat	367	130	46.9%
2	Karak	279	76	27.3%
3	Peshawar	252	62	22.3%
4	Nowshera	113	10	3.6%
		1011	278	

Table 1 shows that 46.9% (130) of participants were selected from district Kohat, based on a population of 367, 27.3% (76) from district Karak based on a population of 289, 22.3% (62) from district Peshawar, based on a population of 252; and similarly 3.6% (10) from district Nowshera, based on a population 113 from the four districts of Khyber Pakhtunkhwa as a sample size.

Data Collection Tools

To collect data from trained primary school teachers (who had completed the induction training program Phase II conducted by the Directorate of Professional Development, KP), a close-ended, Likert scale questionnaire with three-point options agree (A), undecided (UN) and disagree (DA) were used. The questionnaire consisted of three variables of interest as Induction Training Program in Improving the Ability of Teachers to Develop Creative Lesson Plans (ITPIATDLCP), Induction Training Program with the Improvement in Classroom Management Skills (ITPICMS), and Impact of the Induction Training Program on Teachers' Understanding of Child psychology (IITPTUC) and each variable statement consisted on 07 items.

Reliability of the Data Collection Tool

To check the consistency among the items of each variable, the researcher used SPSS (Statistical Package for Social Sciences) software and applied Cronbach's Alpha. The Cronbach's Alpha Coefficient value was estimated for each variable

Table 02 Cronbach's Alpha Values of Research Tool

S. No.	Variable of the study	No. of Items	Cronbach's Alpha
1	ITPIATDLCP	07	0.88
2	ITPICMS	07	0.76
3	IITPTUC	07	0.82

Table 2 of Cronbach's Alpha estimated the reliability and consistency among the items of ITPIATDLCP (Induction Training Program in Improving the Ability of Teachers to Develop Creative Lesson Plans) 0.88, ITPICMS (Induction Training Program with the Improvement in Classroom Management Skills) 0.76, and IITPTUC (Impact of the Induction Training Program on Teachers' Understanding of Child psychology) 0.82. According to the viewpoints of Uma Sekaran, the reliability result of 0.60 to 0.69 is considered poor, 0.70 to 0.79 is acceptable while 0.80 and over is good. So the reliability of the present study data falls in the acceptable as well as in good range.

Data Collection Process and Analysis of the Data

The researcher of the current study distributed a Likert scale close-ended questionnaire among the targeted boys' primary school teachers through WhatsApp and email and also visited the respondents' schools and collected data through a simple random sampling technique. The researcher also ensured ethical considerations during the whole data collection process were upheld throughout the data collection process from the respondents of the current study. After collecting the data from the respondents, the SPSS (Statistical Package for Social Sciences) tool version 24 was used for data analysis. The researcher applied percentage and regression tests for data analysis.

Table 03: Induction Training Program in Improving the Ability of Teachers to Develop Creative Lesson Plans (ITPIATDLCP).

S.No	Statement	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)
1	The induction training program of teachers improves the skills in designing lesson plan for primary school level.	229 (82.4)	40 (14.4)	08 (2.9)	01 (4)	0 (0)
2	After attaining the induction training program, the teachers prepare their topic before taking the class	223 (80.2)	44 (15.8)	08 (2.9)	03 (1.1)	0 (0)
3	During the induction training program, teachers were educated about the significance of using AV Aids while developing lesson plans for students.	227 (81.7)	39 (14)	07 (2.5)	04 (1.4)	01 (0.4)
4	After joining the induction training program, teachers can write SLOs in a precise and accurate way to prepare lesson plans.	210 (75.5)	50 (18)	14 (5)	04 (1.4)	0 (0)
5	The induction training program is useful for teachers to recognize different parts of the lesson plan.	224 (80.6)	44 (15.8)	07 (2.5)	03 (1.1)	0 (0)
6	After appearing in the induction training program, the teachers gain information about, how to design a lesson plan in a good way.	222 (79.9)	42 (15.1)	11 (4.1)	03 (1.1)	0 (0)
7	The induction training program improved the teachers' skills in summarizing some major points of the lessons at the end of each lesson at the primary school level.	217 (78.1)	49 (17.6)	06 (2.2)	06 (2.2)	0 (0)

Table 3 shows that statement the majority of respondents (96.8%) agreed that the teachers' induction program improves the skills in designing lessons, 1.9% were undecided while 4% disagreed with the statement, 96% agreed with the statement that the induction training program, the teachers prepare their topic before taking the class, 1.1% undecided while 3% disagree. 95.7% agreed with the statement that during the induction training program, teachers were educated about the significance of using A.V. Aids, 2.5% were undecided while 1.8% disagreed. 93.5% agreed with the statement that after joining the induction training program, teachers can write SLOs in a precise and accurate way in preparing lesson plans, 5% were undecided while 1.4% disagreed. 96.4% agreed with the statement that an induction training program is useful for teachers to recognize different parts of the lesson plan, 2.5% were undecided while 1.1% disagreed. 95 agreed with the statement that After the induction training program, the teachers gain information about how to design a lesson plan in a good way, 4.1% were undecided while 1.1% disagreed and similarly, 95.7% agreed with the induction training program improved the teachers' skills of summarizing some major points of the lessons, 2.2% undecided while 2.2% respondents disagreed. Overall, the majority of the respondents of the study agreed that indication training programs enhance the lesson plan-making skills of the teachers at the primary school level.

Table 4: Induction Training Program with the Improvement in Classroom Management Skills (ITPICMS)

S.No	Statement	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)
1	The induction training program assisted the teachers to know about the importance of students' session preparation.	72 (25.9)	122 (43.9)	70 (25.2)	7 (2.5)	7 (2.5)
2	After attending the induction training program, the primary school teachers are competent to make a conducive classroom setting.	59 (21.2)	147 (52.9)	31 (11.2)	38 (13.7)	3 (1.1)
3	The induction training program boosted the teachers' skills to make possible the presentation of students in the classroom.	72 (25.9)	133 (47.8)	56 (20.1)	14 (5)	3 (1.1)
4	After attending the induction training program, the primary school-level teachers offer a peaceful classroom environment.	87 (31.3)	148 (53.2)	34 (12.2)	5 (1.8)	4 (1.4)
5	After partaking in the induction training program, the teachers' effort on every student involved in classroom activities.	68 (24.5)	156 (56.1)	35 (12.6)	11 (4)	8 (2.9)
6	The induction training program heightened the teachers' skills to manage the primary students' noise properly.	64 (23)	120 (43.2)	42 (15.1)	47 (16.9)	5 (1.8)
7	The induction training program improved the teachers' skills to employ different approaches to engage primary-level students in different activities to avoid noise in the classroom.	62 (22.3)	169 (60.8)	28 (10.1)	12 (4.3)	7 (2.5)

Table 4 shows respondents' views 69.8% agreed with the statement that the induction training program assisted the teachers in knowing about the importance of students' session preparation, 25.2 % were undecided while 5% disagreed. 74.1% agreed with the statement that after attending the induction training program, the primary school teachers are competent to make a conducive classroom setting, 11.2% were undecided while 4.8% disagreed. 73.7% agreed with the statement that the induction training programs boosted the teachers' skills to make possible the presentation of students in the classroom, 20.1% were undecided while 5.1% disagreed. 84.5% agreed with the statement that after attending the induction training program, the primary school level teachers offer a peaceful classroom environment, 12.2% were undecided while 3.2% disagreed. 80.6% agreed with the statement that after partaking in the induction training program, the teachers' effort for every student to be involved in classroom activities, 12.6% were undecided while 6.9% disagreed. 66.2% agreed with the statement that induction training programs heightened the teachers' skills to manage the primary students' noise properly, 15.1% were undecided while 18.7% disagreed, and similarly, 83.1% agreed with the statement that induction training programs improved the teachers' skills to employ different approaches to engage primary level students in different activities to avoid noise in the classroom, 10.1% undecided while 6.8% disagreed. Overall, the majority of the respondents of the study agreed that indication training programs improve the classroom management skills of the teachers at the primary school level.

Table 5: Impact of the Induction Training Program on Teachers' Understanding of Child psychology (IITPTUC)

S.No	Statement	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)
1	The induction training program facilitated the teachers to know about child psychology for learning.	195 (70.1)	82 (20.5)	01 (0.4)	0 (4)	0 (5)
2	After attending the induction training program, the primary school teachers observe individual differences during the teaching-learning process.	161 (57.9)	113 (40.6)	03 (1.1)	01 (0.4)	0 (0)
3	After involvement in the induction training program, the teachers are skilled in dealing with different types of child disorders.	180 (64.7)	91 (32.7)	07 (2.5)	0 (3.2)	0 (4)
4	After attending the induction training program, the teachers motivate their students.	171 (61.5)	99 (35.6)	08 (2.9)	0 (0)	0 (0)
5	After partaking in the induction training program, the teachers try to make every student emotionally strong and fit.	180 (64.7)	93 (33.5)	04 (1.4)	01 (0.4)	0 (0)
6	The induction training program enriched the teachers' skills to allow every student to participate in discussions openly.	194 (69.8)	79 (28.4)	03 (1.1)	02 (0.7)	0 (0)
7	The induction training program improved the teachers' skills to build critical thinking skills in each student.	207 (74.5)	70 (25.2)	01 (0.3)	0 (0)	0 (0)

Table 5 shows the respondents' views 90.6% agreed with the statement that induction training programs facilitated the teachers to know about child psychology for learning, 0.4% were undecided while 9% disagreed. 98.5% agreed that after attending the induction training program, the primary school teachers observe individual differences during the teaching-learning process, 1.1% undecided while 0.4% disagreed. 90.4% agreed with the statement that after involvement in the induction training program, the teachers are skilled in dealing with different types of child disorders, 2.4% were undecided while 7.2% disagreed. 97.1% agreed with the statement that after attending the induction training program, the teachers motivate their students, and 2.9% were undecided. 98.2% agreed with the statement that after partaking in the induction training program, the teachers try to make every student emotionally strong and fit. 2.4% were undecided while 0.4% disagreed. 97.2% agreed with the statement that induction training programs enriched the teachers' skills to allow every student to participate in discussion openly, 1.1% were undecided while 0.7% disagreed, and similarly, 99.7% agreed with the statement that induction training programs improved the teachers' skills to build critical thinking skills in each student, 0.3% undecided. Overall, the majority of the respondents of the study agreed that indication training programs increase knowledge to understand the child psyche of the teachers at the primary school level.

H¹: The Induction training program improves the teachers' lesson plan designing skills at the primary school level

Table 6

R	R Square	Std. Error of the Estimate	F	Sig
0.176 ^a	0.030	3.9	8.8	0.000

Table 6 shows that the regression analysis, with an R-value of 0.176, estimates a moderate and statistically positive association between the induction training program and the inducted primary school teachers' skills to design creative lesson plans for students. The R^2 value of 0.03 shows that the model accounts for 3% of the inconsistency in lesson plan creativity, F-statistic 8.8 and p-value of 0.000, emphasizes the strength of this relationship which accepted hypothesis (H^1) suggested that there is moderated association between induction training program and the inducted teachers' lesson plan skills development at the primary school level.

H²: There is a statistically significance association between induction training programs and teachers' classroom management skills at the primary school level

Table 7

R	R Square	Std. Error of the Estimate	F	Sig.
0.75	0.054	.642	122.1	0.000

Table 7 shows that the regression analysis, R-value of 0.75, indicated a significant and strong association between the induction training program and the improvement of classroom management skills of the inducted primary school teachers in the results of their participation in the induction training program. An R^2 0.054 indicates that there is about 1.4% variance in classroom management skills. The F-statistic is 122.1 and p-value is 0.000 indicating that there is a positive impact of the induction training program on inducted primary school teachers' classroom management skills which accepted hypothesis (H^2) suggested that there is the association between the induction training program and the inducted teachers' classroom management at the primary school level.

H³: induction training program is important for teachers to understand the child-psychology at the primary school level

Table 8

R	R Square	Std. Error of the Estimate	F	Sig.
0.552	0.63	0.526	124.1	0.000

Table 8 shows that the induction training program and learning the basics of child psychology have a statistically positive and significant relationship due to the result of regression analysis, which estimated R-value of 0.552, with an adjusted R^2 0.63, the model accounts for 3% of the inconsistency in learning the basics of child psychology. The F-statistic 124.1 and p-value 0.000 indicate that this relationship is the statistically significant impact of the induction training program and understanding child psychology on inducted primary school teachers which accepted hypothesis (H^3) suggested that there is a strong association between the induction training program and the inducted teachers understanding of child-psychology at the primary school level.

H⁴: Overall Impact of the Induction Training Program on Instructional Performance of Teachers

Table 9

R	R Square	Adjusted Square	R Std. Error of the Estimate	F	Sig.
0.21 ^a	0.05	0.043	14.3	13.34	0.00 ^b

Table 9 shows that the regression analysis estimates a moderate and positive relationship between the induction training program and the overall instructional performance of teachers. The R-value 0.21 indicates a moderate positive relationship between the independent and dependent variables. The R² value 0.05 reveals that 0.05% variance in the overall instructional performance of teachers as the result of their active participation in the induction training program, the F-statistic 13.34 and p-value 0.000 indicates that the relationship between the induction training program and overall instructional performance of teachers is statistically significant impact of induction training program and overall instructional performance on inducted primary school teachers which accepted hypothesis (H⁴) suggested that there is association between induction training program and the inducted overall performance at the primary school level.

Findings

1. The regression analysis showed a moderate relationship between the induction training program and the enhancement of the designing of lesson plan skills among newly appointed teachers at the primary school level with an F-statistic of 8.8 and a p-value of 0.000. This means that the induction training program significantly improves the lesson plan skills of the newly inducted teachers at the primary school level. So, the hypothesis (H¹) is accepted.
2. The regression analysis showed a statistically significant relationship between the induction training program and the improvement of classroom management skills of the newly appointed teachers at the primary school level with an F-statistic of 122.1 and a p-value of 0.000. This means that the induction training program significantly improves the classroom management skills of the newly inducted teachers at the primary school level. So, the hypothesis (H²) is accepted.
3. The regression analysis showed a statistically significant relationship between the induction training program and the improvement of understanding of child psychology of the newly employed teachers at the primary school level with an F-statistic of 124.1 and p-value of 0.000. This means that the induction training program significantly improves the understanding of child psychology of the newly selected teachers at the primary school level. So, the hypothesis (H³) is accepted.
4. The regression analysis showed a moderate and statistically significant relationship between the induction training program and the improvement of the overall performance of the newly hired teachers at the primary school level with an F-statistic of 13.34 and p-value of 0.000. This means that induction training programs significantly develop the overall performance of the newly selected teachers at the primary school level. So, the hypothesis (H⁴) is accepted.

Dissuasion

The data analysis was conducted in two phases. In the first phase, frequency percentages were used to analyze the data, and in the second phase, a regression model was applied to examine the relationship between the induction training program and its effect on the newly appointed teachers at the boys primary school level who participated in the Phase II induction training

program conducted by the Directorate of Professional Development (DPD), Khyber Pakhtunkhwa. The data of the current study revealed a moderate and positive association between the induction training program and the making of lesson plan skills among fresh appointed teachers at the primary school level. This study highlights the program's transformative influence that induction training program meaningfully improves the lesson plan skills which is resemble to the findings of Lutfabadi (2016), Aghazadeh (2014), and, Molki (2013). The analysis of the current study exposed a statistically significant relationship between the induction training program and the improvement of classroom management ability of the newly appointed teachers at the primary school level. The finding of the study emphasized that an induction training program improves the classroom management skills of the newly inducted teachers which supports the study of Idris and Khan (2021) and, Khanam and Zulifiqar (2020). The finding of the present study revealed that there is a relationship between induction training programs and the improvement of understanding of child psychology of the newly hired teachers at the primary school level in support of the data analysis of the current study that induction training programs significantly improves the understanding of child-psychology of the newly selected teachers at primary school level which related to the findings of the study of McGuire et al., (2024) and, Parveen, Cheema and Javed (2022). The data analysis of the present study revealed the relationship between the induction training program and the improvement of the overall performance of the newly hired teachers at the primary school level. The induction training program significantly develops the overall performance of the newly selected teachers which is in consonance with the study of Hassan (2024) and Mulenga (2020).

Conclusions and recommendations

The findings of this study revealed that the induction training program conducted by the Directorate of Professional Development (DPD), Khyber Pakhtunkhwa, has a grave and positive impact on the professional growth of newly appointed primary school teachers. The program effectively enhances essential teaching competencies, including lesson planning skills, classroom management abilities, and understanding of child psychology, which collectively contribute to the overall improvement of teachers' performance. The results of the current study highlight the transformative role of planned induction training in equipping fresh teachers with the necessary skills and knowledge to create effective learning environments and promote better educational outcomes at the primary school level. Based on the findings the following recommendations are framed.

1. The induction training program should include practical workshops where newly appointed teachers actively engage in designing, developing, and presenting lesson plans.
2. The induction training program should offer continuous professional development opportunities including access to online modules, instructional guides, and regular refresher courses focused on advanced lesson planning techniques.
3. The Directorate of Professional Development (DPD) through an induction training program should incorporate simulation exercises and role-playing scenarios that reflect real-life classroom situations.
4. Directorate of Professional Development (DPD) through induction training programs should include comprehensive modules on child development and psychology, covering key areas such as cognitive, emotional, social, and behavioral development.
5. The Directorate of Professional Development (DPD) through an indication training program should organize workshops that focus on recognizing various psychological and learning needs, including special educational needs, emotional challenges, and behavioral issues.

Recommendations for Future Research Study

Further research in future may be conducted on the following topics:

1. “The Effectiveness of Subject-Specific Induction Training on Enhancing Instructional Practices”
2. “The Role of Mentorship in Induction Training: A Case Study of Teacher Performance in Diverse Educational Settings”

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