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EFFECTIVENESS OF TEACHER INDUCTION TRAINING PROGRAM CONDUCTED BY DIRECTORATE OF PROFESSIONAL DEVELOPMENT AT ELEMENTARY LEVEL

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Abstract
The study was conducted to investigate the effectiveness of the teacher induction training program conducted by the Directorate of Professional Development in District Swabi KPK. The study's nature was quantitative. The data was collected through a closed-ended questionnaire, so the research design was descriptive. According to the report issued by the District Education Office, female Swabi, there are a total 62 girls in schools working at the elementary level and about 560 female teachers working in these middle schools. This study was limited to the induction program phase II female teachers of district Swabi. According to the report issued by the Regional Professional Development Centre, Female Swabi, there were 195 trainees in induction program phase II working at the elementary level. The sample size was 130. Data was collected from sample respondents in Girls Elementary School District Swabi through a closed-ended adapted questionnaire. The analysis of the study was based on Kirkpatrick's model (four levels of the Kirkpatrick model). The Cronbach alpha values of the variables have recommended that the variables were reliable. The regression model that has been used in the existing study to check the behavioral change at phase III of the Kirkpatrick model. The results suggested that the training design, learning facilities, training process, and training outcome are having a significant effect. The final results in the table show that the training design, learning facilities, training process, and training outcome have a significant effect on the behavioral change of the respondents due to the fact that the t-values are significant.

Keywords: Teacher Induction Training Program, Professional Development, Effectiveness, Kirkpatric.

Introduction and Background of the Study

Teacher education aims to prepare educators to overcome field-specific challenges, emphasizing the correlation between the quality of instruction and learning (Ahmed et al., 2020). Historically, teacher education was narrowly focused on skill development, limiting its scope. As defined by Kilpatric, education is unique to humans and cannot be imparted to animals (Sohail & Barkat, 2018). Teacher education consists of three key components: teaching skills, pedagogical theory,

and professional skills. These elements equip educators with lesson planning, assessment, classroom management, and interpersonal skills (Archambault et al., 2017). According to Amos et al. (2019), teacher education must evolve to meet societal changes and be a dynamic process. Teacher induction training serves as a transitional phase, supporting new teachers as they adapt to their roles (Huling-Austin et al., 1989). Induction programs help teachers integrate into school culture, build professional identities, and face challenges encountered during their early years (Zeichner & Gore, 1990). Despite the comprehensiveness of pre-service training, induction training remains essential for professional development (Abass et al., 2019). European educational systems prioritize high-quality teacher education, with countries like France, Germany, and Spain requiring five years of training (Darling-Hammond, 2020). Ontario's New Teacher Induction Policy bridges pre-service and in-service training, emphasizing professionalism and public service (Aspers & Corte, 2019). In Pakistan, the 18th Amendment empowered provinces in educational policymaking. However, the KP government excluded key stakeholders in shaping the teacher induction training policy, leading to concerns about the efficacy and inclusivity of these reforms (Hussain et al., 2019; Mehmood, 2019). This policy introduced new requirements for teacher recruitment and professional development (Khanam & Butt, 2020).

Problem Statement

Teacher education in Pakistan has long struggled with inadequate quality control, resulting in unsatisfactory outcomes (Dilshad, 2010). Despite significant investments in teacher induction training programs since 2010, Pakistan still lags in international educational rankings (Adila, 2021). This study examines the effectiveness of these programs in improving elementary teacher professional development in Pakistan.

Research Questions

1. What is the effectiveness of teacher induction training program on teacher professional development at Elementary level?
2. What is the perception of the teacher on induction training programs at Elementary level?
3. What is the learning effectiveness of teacher induction training programs at Elementary level?
4. What are the behavioral outcomes of the teachers on induction training programs at Elementary level?
5. What are the consequences of these training induction programs at Elementary level?
6. Is there positive relationship between the training design, learning facility, training process and training outcome on the behavioral change?

Objectives of the Study

1. To investigate the effectiveness of teacher induction training program conducted by Directorate of Professional Development.
2. To find out the perception (reaction) of teachers on induction training program at Elementary level.
3. To investigate the learning effectiveness of teacher induction training programs at Elementary level.
4. To understand the behavioral changes on teachers of elementary level after taking induction training programs.
5. To find out the consequences of this training induction programs at Elementary level.
6. To check the relationship between the training design, learning facility, training process and training outcome on the behavioral change.

Significance of the Study

This study is significant for policymakers and decision-makers in education. It highlights the importance of improving the effectiveness of teacher induction training programs in Pakistan to align with sustainable development goals. The findings can help training institutions refine their designs and modules to enhance training outcomes.

Literature Review

Idris et al. (2021) highlight that induction programs often focus on subject instruction rather than professional development, suggesting a misalignment with national standards. This implies that teachers may not react positively if the program does not meet their professional needs. Garcia et al. (2019) discuss how teachers who are better integrated into their new environment tend to feel more competent. If the induction program fails to adequately address teachers' reactions and needs, it may not effectively support their professional growth. In addition, educators who had received support from their leaders had close relationships with their peers and appeared to be united in their pursuit of a shared goal for the education of students. They added that starting instructors are drawn to a performance-oriented culture when they have sufficient administrative support, which raises the expectation of higher student accomplishment (Wang, 2004; Halford, 1999). Beginners should pick up effective teaching techniques that help the community adjust to the transition (Wang, 2004).

$H0_1$: There is no significant reaction of teachers towards the induction training program on teacher professional development at the elementary level.

Iqbal et al. (2021) found that teacher preparation programs often lack research components, indicating that induction programs might not be effectively enhancing teachers' learning and research capabilities. Aslam (2013) notes that training standards are often inadequate, which may impact the learning effectiveness of induction programs. If these programs do not address specific learning needs, their effectiveness in professional development is questionable. According to Corbell *et al.'s* (2010) research, proactive administrative assistance encourages starting teachers to stay in the field, making it an effective retention tactic for these educators. They also discovered that when the principal of the school included new instructors in decision-making, those teachers stayed in the field for a very long period of time. A different study by Cancio *et al.* (2013) unequivocally said that the principal of the school is a strong academic personality who may foster an environment that is easier, more pleasant, supportive, collaborative, and collegial for new teachers in the classroom. Thus, the study discovered that the main cause of teacher attrition is a lack of administrative assistance.

$H0_2$: There is no significant learning effectiveness of the teacher induction training program on teacher professional development at the elementary level.

Braten et al. (2019) and Aspers & Corte (2019) emphasize that the effectiveness of induction programs depends on various factors including the behavior of participants and facilitators. If these programs do not positively influence teachers' behavior or attitudes, they may not contribute significantly to professional development. Helms-Lorenz et al. (2016) discuss how new teachers face significant challenges and may experience burnout without adequate support, which affects their behavior towards the program. A lack of positive behavioral change could support the hypothesis. According to Irinaga-Bistolas *et al.* (2007), an effective mentoring relationship with new teachers should include the following qualities: In line with the opinions of Irinaga-Bistolas *et al.* (2007), Fransson & Gastafsson (2008) made a compelling case for the inclusion of

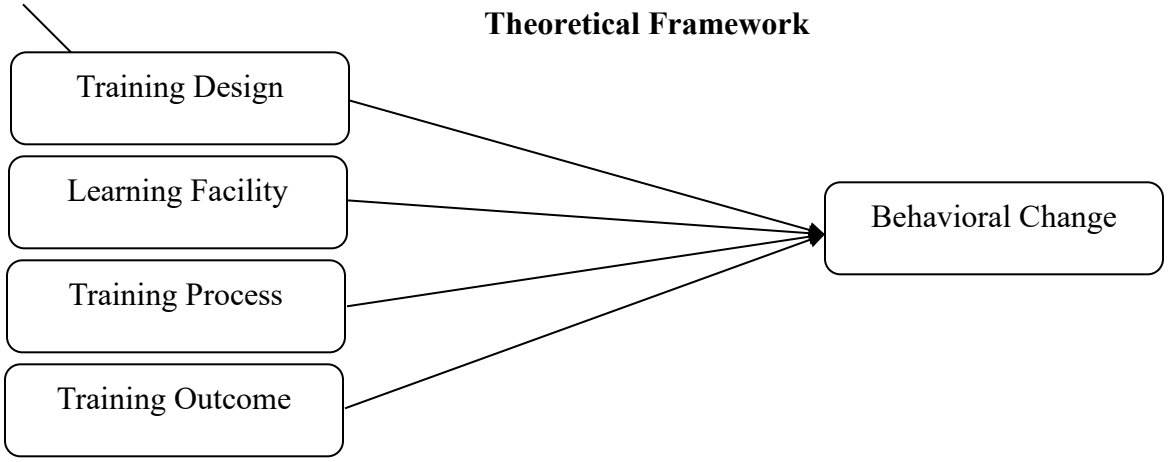
mentorship support in thorough orientation courses, which are directly related to new teacher retention. They also examined three obstacles to a fruitful mentoring relationship: time restraints; mentors' inexperience; and mentors' egos or disputes with rookie teachers (Lindgren, 2005).

H0$_3$: There is no significant behavior of teachers towards induction training programs for teacher professional development at the elementary level.

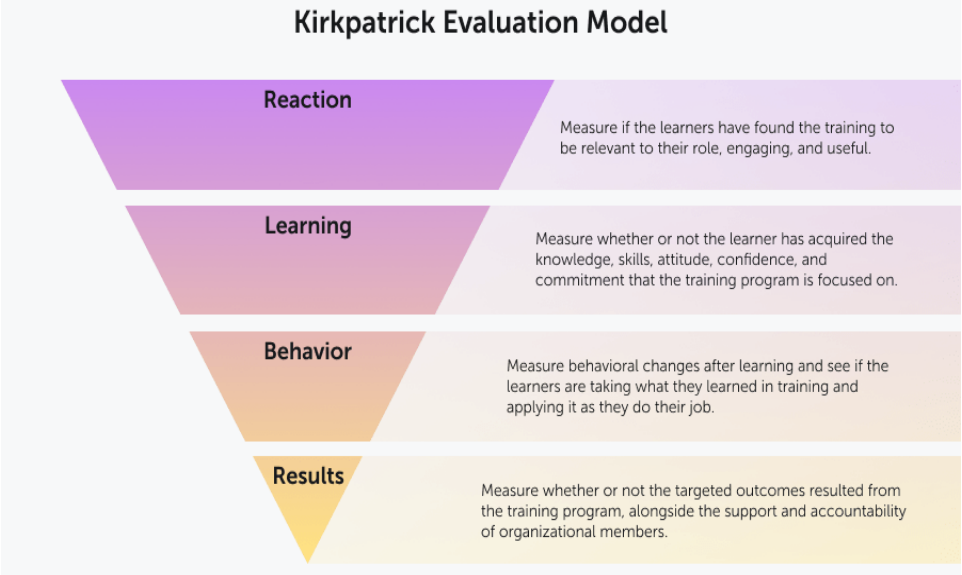
Fernandez-Garcia et al. (2019) point out that induction training aims to support professional growth and expand teachers' knowledge. If these programs do not yield significant results in improving professional development, the hypothesis would be supported. Wang (2004) and Britton et al. (2003) suggest that despite extensive training, induction programs often fall short of bridging the gap between theory and practice. This indicates that the results of these programs might not significantly impact teachers' professional development. According to Irinaga-Bistolas *et al.* (2007), an effective mentoring relationship with new teachers should include the following qualities: In line with the opinions of Irinaga-Bistolas *et al.* (2007), Fransson & Gastafsson (2008) made a compelling case for the inclusion of mentorship support in thorough orientation courses, which are directly related to new teacher retention. They also examined three obstacles to a fruitful mentoring relationship: time restraints; mentors' inexperience; and mentors' egos or disputes with rookie teachers (Lindgren, 2005).

H0$_4$: There is no significant result of a teacher's induction training program on teacher professional development at the elementary level.

Theoretical Framework



Donald Kirkpatrick Model



Research Methodology

Nature and Design of the Study

The study was quantitative in nature and utilized a descriptive research design. Data were collected using a closed-ended questionnaire. Descriptive research is effective for gathering detailed information about specific populations, allowing for an accurate portrayal of their behaviors and characteristics. The design relied on survey research to collect and describe responses from participants.

Population of the Study

The population consisted of female teachers working at the elementary level in 62 girls' schools in Swabi, with a total of 560 teachers. The study focused specifically on teachers involved in the Induction Program Phase II.

Sample Size

A sample of 130 teachers from the Induction Program Phase II was selected, based on Krejcie & Morgan's (1970) sample size calculation formula. The total number of trainees in the induction program was 195.

Data Instruments

Data were collected using a closed-ended adapted questionnaire, originally developed by Adila (2021) to assess the effectiveness of the teacher induction training program for professional development.

Measurement of Variables

Variable	Items	Source
Training Design	09 items	Abass, (2019)
Learning Facility	09 items	Adhikari, (2022)
Training Process	09 items	Adila, (2021)
Training Outcome	09 items	Adila, (2021)

Pilot Testing

A pilot study was conducted with 15 teachers to test the clarity, comprehensiveness, and relevance of the questionnaire. The results indicated that the questionnaire was satisfactory, and no changes were required.

Validity

The validity of the questionnaire was assessed by experts in the relevant fields. After reviewing the 36 statements, most were deemed valid, with minor modifications recommended for a few items.

Pilot Study

Variable	Cronbach Alpha	Remarks
Training Design	0.864	Reliable
Learning Facility	0.963	Reliable
Training Process	0.874	Reliable
Training Outcome	0.793	Reliable

The reliability of the questionnaire was tested using Cronbach's alpha. All variables had reliability scores above 0.70, confirming that the questionnaire was reliable.

Data Collection Procedure

Researchers visited each school to collect data from the selected teachers. Permission was obtained from school authorities prior to data collection. The purpose of the study was explained to participants before distributing and collecting the filled questionnaires.

Data Analysis (Four Levels of Kirkpatrick's Model)

- Level One (Evaluation of Reaction): Courses covered subjects such as educational psychology, communication skills, and curriculum building.
- Level Two (Evaluation of Learning): Post-module exams assessed participants' knowledge.
- Level Three (Evaluation of Behavior Change): Behavioral changes in teaching methods were observed through microteaching sessions.
- Level Four (Evaluation of Results): Indirect assessment of training impacts was conducted via a faculty feedback questionnaire.

Ethical Considerations

Ethical guidelines were strictly followed. Participation was voluntary, and prior consent was obtained from teachers and school authorities before data collection.

Data Models

Reliability was tested using Cronbach's alpha, with values above 0.70 confirming the reliability of the data collection instruments. Regression analysis was used to assess the impact of training design, learning facilities, and training processes on behavioral changes in teachers. Correlation analysis examined the relationship between training design, facilities, process, and outcomes on behavioral changes. Chi-square tests were applied to analyze the statistical significance of the relationship between the variables, and descriptive statistics were used to present percentage values.

Results & Discussions

Reliability Statistics

Variable	Cronbach Alpha	Remarks
Training Design	0.864	Reliable
Learning Facility	0.963	Reliable
Training Process	0.874	Reliable
Training Outcome	0.793	Reliable

The reliability of the questionnaire used for data collection was assessed using Cronbach's Alpha. The results, presented in the table below, show that all variables have Cronbach Alpha values above 0.70, indicating acceptable internal consistency and reliability.
Descriptive Statistics (Phase 1 Reaction Level).

Training Design

S.No	Statement	Mean	SD
1	The current training design and objectives are as per my professional need.	4.15	0.554
2	The content of the training are as per the different problems faced by the teachers	3.89	0.694
3	In the current nature, I was the part of the training need analysis	4.01	0.699
4	The training addressed by current training need	4.11	0.586
5	The current training module are introduced on the exact time of my working career	3.98	0.763
6	The training time was appropriate	3.92	0.658
7	The management has included all the required components	4.22	0.768
8	The content of the training was design as per the participation of the trainees	4.19	0.542
9	The schedule of the training was properly communicated to the participants	4.03	0.364

The descriptive statistics for the training design, assessed at the reaction level of the Kirkpatrick model, are presented in the table below. The mean values for all items range between 3 and 4 on the Likert scale, indicating a generally favorable response from the participants.

Learning Facilities at Training Venue

S.No	Statement	Mean	SD
10	The training content of the material in the process as helpful for the different activities	3.96	0.816
11	The training session has included almost all updated gadgets	4.12	0.616
12	The training material in the training session were truly based on the activities	3.75	0.665
13	The module in the session was provided to the participants	4.26	0.747
14	The facilities are provided at the training area	4.04	0.689
15	The environment provided at training venue was helpful in learning	3.95	0.558
16	I was trained to utilized the available physical facilities	4.02	0.657
17	The materials are used in sequence and well discipline and according to the need	3.36	0.615
18	The learning materials are updated	4.06	0.554

The table below presents the descriptive statistics for the learning facilities provided during the training. Most responses also lie between the Likert scales of 3 and 4, indicating that the participants found the facilities to be satisfactory.

Training Process

S.No	Statement	Mean	SD
19	The participants in the training were involved in the learning process	3.60	0.649
20	The training resource person has involved the participant and they provided feedback	4.11	0.534
21	The training resources person has full command on the content and material	3.94	0.469
22	The questions of the participants was properly replied by the Resource person	3.84	0.447
23	The staff of the directorate were also engaged in the whole process	3.62	0.631
24	The training session has included on the lecture method	3.45	0.467
25	The training improves my computer skills	3.45	0.139
26	Both skills and theory of the training were communicated	4.12	0.437
27	The training improves my learning skills	4.07	0.499

The descriptive statistics for the training process indicate that the participants generally agreed with the effectiveness of the process, with most responses falling between 3 and 4 on the Likert scale.

Training Outcomes

S.No	Statement	Mean	SD
28	The content of the session can be helpful for future growth	4.26	0.694
29	The professional needs are completed due to the training induction	3.83	0.431
30	The management should make compulsory this training for the every newly appointed teacher	3.49	0.793
31	The job description, responsibilities related to job are enhanced by this training	4.19	0.931
32	My skills got improved by this training	4.20	0.468
33	My lesson planning skill is improved due to this training session	3.96	0.993
34	The management of the directors ensure the quality of the training session	3.88	0.433
35	The management of the directorate always evaluate the training feedback periodically	3.49	0.447
36	The training outcome are always appreciated and get responded	4.11	0.215

The descriptive statistics for the training outcomes show a positive reception from participants, with most responses again falling between 3 and 4 on the Likert scale.

Regression

Behavioral Change	Coeff	S.E	T-value	P-value
Training Design	0.493	0.206	2.393	.000
Learning Facility	0.863	0.231	3.735	.000
Training Process	0.364	0.167	2.179	.000
Training Outcome	0.661	0.219	3.018	.000

R-Square: 0.569, **F-value:** 45.136, **P-value:** 0.000

The regression analysis aimed to assess the impact of the training design, learning facilities, training process, and training outcomes on behavioral change at Phase II of the Kirkpatrick model. The results indicate that these variables explained 56.9% of the variance in behavioral change (R^2 = 0.569, F = 45.136, p = 0.000). Each independent variable had a significant effect on behavioral change, as indicated by t-values greater than 2.

Correlation

Behavioral Change	TO	TD	LF	TP
Training Outcome	1			
Training Design	0.497**	1		
Learning Facility	0.631**	0.046	1	
Training Process	0.489**	0.193**	0.279**	1
Training Outcome	0.523**	0.046	0.314**	0.031

The correlation analysis was conducted to examine the relationships between training design, learning facilities, training process, and training outcome with behavioral change. The table below shows that all variables are positively correlated with behavioral change, with training facilities showing the strongest correlation (r = 0.631).

Uni-Variate Analysis

Training Design

S. No	Statement	SDA	DA	UN	A	SA	Chi^2
1	The current training design and objectives are as per my professional need.	2 (2)	10 (8)	22 (17)	31 (24)	65 (50)	25.61
2	The content of the training are as per the different problems faced by the teachers	3 (2)	8 (6)	14 (11)	65 (50)	40 (31)	31.54
3	In the current nature, I was the part of the training need analysis	5 (4)	12 (9)	5 (4)	51 (39)	57 (44)	89.46
4	The training addressed by current training need	6 (5)	14 (11)	10 (8)	44 (34)	56 (43)	45.87
5	The current training module are introduced on the exact time of my working career	10 (8)	2 (2)	6 (5)	69 (53)	43 (33)	65.31
6	The training time was appropriate	4 (3)	8 (6)	15 (12)	75 (58)	28 (22)	28.93
7	The management has included all the required components	10 (8)	3 (2)	5 (4)	86 (66)	26 (20)	33.19
8	The content of the training was design as per the participation of the trainees	2 (2)	3 (2)	11 (8)	92 (71)	22 (17)	86.16
9	The schedule of the training was properly communicated to the participants	10 (8)	3 (2)	6 (5)	81 (62)	30 (23)	54.92

The univariate analysis of the training design revealed that the majority of respondents were satisfied with the alignment of the training objectives with their professional needs. Specifically, 50% of the participants agreed that the objectives of the training matched their career requirements, and 53% felt that the timing of the training was appropriate for their career stage. Furthermore,

58% of respondents expressed satisfaction with the duration of the training, while 71% appreciated the involvement of participants in the sessions. The chi-square analysis indicated statistical significance, supporting the conclusion that the training design met the professional requirements of the participants.

Learning Facilities at Training Venue

S. No	Statement	SDA	DA	UN	A	SA	Chi^2
10	The training content of the material in the process as helpful for the different activities	3 (2)	14 (11)	10 (8)	79 (61)	24 (18)	65.13
11	The training session has included almost all updated gadgets	6 (5)	12 (9)	5 (4)	69 (53)	38 (29)	49.11
12	The training material in the training session were truly based on the activities	2 (2)	15 (12)	6 (5)	75 (58)	32 (25)	89.33
13	The module in the session was provided to the participants	1 (1)	7 (5)	12 (9)	90 (69)	20 (15)	59.31
14	The facilities are provided at the training area	5 (4)	6 (5)	9 (7)	85 (65)	25 (19)	44.31
15	The environment provided at training venue was helpful in learning	6 (5)	8 (6)	11 (8)	83 (64)	22 (17)	48.33
16	I was trained to utilized the available physical facilities	5 (4)	6 (5)	9 (7)	85 (65)	25 (19)	87.32
17	The materials are used in sequence and well disciplined and according to the need	8 (6)	5 (4)	6 (5)	76 (58)	35 (27)	41.39
18	The learning materials are updated	11 (8)	9 (7)	3 (2)	63 (48)	44 (34)	37.56

The learning facilities provided during the training sessions were also positively evaluated by the respondents. Sixty-one percent agreed that the training materials were helpful for various activities and assignments, while 69% reported that the training modules were provided to all participants. Additionally, 65% of the respondents felt that the facilities at the training venue were adequate, and 58% agreed that the learning materials were well-organized and delivered in a disciplined manner. The chi-square analysis confirmed the statistical significance of these findings, emphasizing the importance of a well-equipped and structured learning environment for effective training delivery.

Training Process

S. No	Statement	SDA	DA	UN	A	SA	Chi^2
19	The participants in the training were involved in the learning process	9 (7)	10 (8)	4 (3)	83 (64)	24 (18)	63.49
20	The training resource person has involved the participant and they provided feedback	4 (3)	7 (5)	16 (12)	71 (55)	32 (25)	43.18
21	The training resources person has full command on the content and material	11 (8)	6 (5)	5 (4)	73 (56)	35 (27)	28.65
22	The questions of the participants was properly replied by the Resource person	5 (4)	8 (6)	15 (12)	95 (73)	7 (5)	29.33
23	The staff of the directorate were also engaged in the whole process	16 (12)	8 (6)	12 (9)	53 (41)	41 (32)	55.49
24	The training session has included on the	9	4	11	66	40	42.93

	lecture method	(7)	(3)	(8)	(51)	(31)	
25	The training improves my computer skills	1 (1)	18 (14)	6 (5)	80 (62)	25 (19)	63.79
26	Both skills and theory of the training were communicated	16 (12)	10 (8)	3 (2)	72 (55)	29 (22)	55.99
27	The training improves my learning skills	5 (4)	6 (5)	9 (7)	85 (65)	25 (19)	46.11

In terms of the training process, participants expressed high levels of engagement and satisfaction. Sixty-four percent of respondents agreed that they were actively involved in the learning process, and 73% reported that the resource person adequately addressed their questions and provided helpful feedback. Moreover, 62% of participants noted an improvement in their computer skills, and 55% agreed that the training effectively communicated both theoretical concepts and practical skills. The chi-square analysis confirmed the statistical significance of these responses, highlighting the importance of engagement and expertise in the training process for successful learning outcomes.

Training outcomes

S. No	Statement	SDA	DA	UN	A	SA	Chi^2
28	The content of the session can be helpful for future growth	10 (8)	5 (4)	9 (7)	65 (50)	41 (32)	47.93
29	The professional needs are completed due to the training induction	11 (8)	6 (5)	4 (3)	84 (65)	25 (19)	95.48
30	The management should make compulsory this training for the every newly appointed teacher	8 (6)	13 (10)	8 (6)	99 (76)	2 (2)	39.79
31	The job description, responsibilities related to job are enhanced by this training	11 (8)	9 (7)	5 (4)	93 (72)	12 (9)	34.19
32	My skills got improved by this training	13 (10)	4 (3)	12 (9)	92 (71)	9 (7)	69.31
33	My lesson planning skill is improved due to this training session	5 (4)	10 (8)	17 (13)	86 (66)	12 (9)	40.22
34	The management of the directors ensure the quality of the training session	14 (11)	15 (12)	4 (3)	72 (55)	25 (19)	28.95
35	The management of the directorate always evaluate the training feedback periodically	6 (5)	19 (15)	7 (5)	64 (49)	34 (26)	85.31
36	The training outcome are always appreciated and get responded	1 (1)	18 (14)	6 (5)	80 (62)	25 (19)	101.69

The analysis of the training outcomes showed that participants found the sessions valuable for their professional growth and development. Fifty percent of respondents believed that the training content would be helpful for their future career development, while 65% agreed that the training fulfilled their professional needs. Additionally, 76% of participants advocated for making the training mandatory for newly appointed teachers, and 72% felt that the training helped them better understand their job roles and responsibilities. The chi-square analysis further supported the statistical significance of these findings, indicating that the training successfully contributed to skill enhancement and improved job performance for the participants.

Discussions

The findings are consistent with prior research emphasizing the critical role of well-structured induction programs in enhancing teacher performance. The study highlights the necessity of a comprehensive induction process to integrate teachers into their roles and improve their effectiveness. This aligns with Niazi (2005) and Hassan et al. (2011), who noted that effective induction programs contribute to improved productivity, loyalty, and retention among new employees. In the educational context, teachers play a pivotal role in shaping students' lives, making their induction training essential for maintaining high teaching standards. With induction, a mutually beneficial relationship is formed between the employer and the employee. A well-executed induction procedure speeds up and simplifies the transfer of both the employer and the new employee to the new location. Niazi (2005) offers the necessary services and training in the areas of education and training so that they can be prepared to accept responsibility for changes in the assignment and place of work. Refresher courses, orientation workshops, conferences, and on-the-job training are reportedly also possible to include in induction training programs. According to Hassan et al. (2011), an induction program is a sort of employee training designed to familiarize new hires with their tasks and duties, coworkers, and companies. Effective induction courses provide several advantages to employers, such as heightened worker productivity, allegiance, retention, and contribution. One aspect of training and development is the intentional onboarding process, also referred to as an "induction" or "orientation" for new employees. According to the American Society for Training and Development (2006), companies are always searching for ways to stay competitive and enhance their skills through training as the global market grows. Increasing the effectiveness and efficiency of new hires and establishing their trust in the organization's decision-making process are among the top concerns for organizations at the same time. Education is one of the most important elements of a well-functioning society. Education may be the last avenue left for failing civilizations in developing countries to flourish. A top-notch education might improve people's conditions of living and eliminate most social evils (Abbas, 2019). The caliber of academics determines the level of instruction students get, which in turn determines the effectiveness of the educational system. Students' performance levels may increase in a positive classroom environment, and an involved teacher may ensure this by using different strategies and making connections between them (Rizwan, 2019). By fostering a supportive environment, teachers play a crucial and significant role in both delivering high-quality instruction and enhancing the lives of their students. In addition to teaching the students, their role is to shape them into better members of the community. They are in charge of providing students with formal and informal learning opportunities. The level of teacher comprehension is the wellspring of students' knowledge and abilities. Poor recruiting techniques, unpleasant work conditions, and low compensation have a negative impact on the training of new instructors since there are so many factors that might influence a teacher's abilities (Khan, 2014). Finding individuals with a great aptitude for teaching and then training them to develop those skills are the key challenges. A teacher should be chosen based on their background, experience, and teaching qualifications. It is important to evaluate their classroom education using a practical approach to confirm outcomes, proficiency, and responsibility. In order to establish a strong theoretical-practice educational link, educators need sufficient time to rethink or clarify their concepts. The difficulty is knowing where to look and how to prepare for them. In Pakistan, the performance of instructors during their probationary period is not taken into consideration when confirming their employment beyond a predetermined time frame (Abbas, 2019). In Punjab, teachers are given permanent employment after serving a three-year probationary term; almost all of these posts are approved without a performance review. Then, giving new instructors a lot of training is the best way to motivate them to become great teachers (Cranston, 2012). The purpose of induction training is to provide newly recruited elementary school teachers with the abilities, know-how, and pedagogical

comprehension necessary to carry out their daily responsibilities with success. Enhancing the core teaching principles is the aim of induction methods and approaches. The purpose of induction training for incoming teachers has been to attempt to foresee the problems they could encounter during their initial years of induction and provide them with tools and knowledge. Teachers are chosen for their abilities to pick things up fast and effectively (Gill, 2010).

Conclusion

Teacher preparation is a cornerstone of educational systems, particularly in developing countries like Pakistan, where teacher training is often under-resourced. The study concluded that the current teacher induction programs in Pakistan, especially in public sector schools, need improvement in terms of quality and consistency. However, private sector initiatives have taken steps to address these deficiencies. Effective teacher preparation requires continuous assessment, needs-based design, and training that blends theory with practical classroom experience.

Recommendations

- Training should be mandatory during teacher appointments and induction.
- School heads should provide feedback to training institutions for at least one year after teachers' placement.
- Regular assessment of training effectiveness by school heads and experienced teachers is recommended.
- Training methods should shift from lectures to manual, activity, and presentation-based approaches.
- Additional funding should be allocated to enhance training facilities.
- Skilled and well-trained teachers should lead these programs.
- A uniform delivery pattern should be ensured across all training centers.
- Separate research wings should be established in each training center to improve training mechanisms.

Future Suggestions

Future research should expand the study beyond elementary school teachers to include secondary and higher education institutions. A comparative analysis between male and female teachers could provide further insights, and similar studies should be conducted in other districts to evaluate regional differences in training effectiveness.

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