



An evaluative study of the induction policy's impact on teachers' performance in Khyber Pakhtunkhwa, Pakistan

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Abstract:

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This research aimed to analyse the performance of teachers who have received a professional educational degree versus those who have not, as per the new induction policy introduced in Khyber Pakhtunkhwa in 2019. Data were collected from 20 male teachers using the nonparticipant observation technique and ten principals via semi-structured interviews. Participants were selected through convenient sampling from 10 different primary schools in the Dir Upper district. The quantitative data were analysed using the independent sample t-test, while thematic analysis was used for the interviewed data. The findings showed a significant difference in teachers' performance with and without professional degrees for teaching and management skills. However, no significant difference was found in teachers' performance with and without professional degrees for discipline and regularity and interpersonal relations between teachers with and without professional degrees. The study suggests that teachers' performance can be improved by providing them with training in a real classroom environment with a robust monitoring mechanism while ensuring high discipline and regularity in the school. Further, to enhance interpersonal relationships, teachers must be educated on the significance of teamwork, cooperative work within the school, integration of modern information and communication technology (ICT), and interactive and student-centred teaching pedagogies.

Keywords: School teachers, School principals, Teaching performance, Induction policy, Professional educational degree, Primary schools, Teaching skills, Dir Upper.

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1. Introduction

The impact of quality education on social development, employment, health, earnings, and productivity cannot be overstated (Dildar et al., 2016; Khalil et al., 2022). Pakistan is making continuous efforts to elevate the standard of education and improve the quality of teachers in line with international benchmarks through various reforms. Teachers play a crucial role in delivering quality education and producing outstanding student outcomes (Joyce & Showers, 2002; Saeed et al., 2023). Educational policies are formulated not only to assess the performance of teachers but also to enhance it. According to Bichi (2017), evaluating teachers' performance helps to monitor and regulate their accountability. Therefore, enhancing teaching performance can lead to significant improvements in student learning and the overall quality of education (Organization for Economic Co-operation and Development-OECD 2005).

The education of teachers is a complex and constantly evolving field (Ali, 2011). Teachers are expected to not only educate students and follow the national curriculum, but also to understand educational policies, communicate with parents, and develop innovative teaching techniques to adapt to changing social settings. To meet these demands, Teacher Professional Development (TPD) is considered a critical aspect of the teaching profession (Tan et al., 2015). Ali and Parveen (2013) point out that professional development for teachers greatly influences student learning. Many countries prioritize establishing and improving educational institutions through teacher training and development programs, including Pakistan which aims to improve the country through well-trained and professional teachers (Iqbal et al., 2023).

After the 18th Amendment, each province was given the authority to make policies in different sectors, including education. In KP, the government introduced a new educational policy for the recruitment of teachers called the "Induction Policy 2017". This policy aimed to recruit and train new teachers to improve their content and pedagogical knowledge. Additionally, the KP government changed the pre-service professional degree and certificate requirements. For example, the newly recruited teachers must go through a nine-month Teacher Training Program (TTP). The changing criterion for the induction of new teachers stirred the lower academia. Some appreciated the policy while many criticized the policy. However, the KP government of PTI (Pakistan Tahreek Insaf Party) considered the new induction policy revolutionary.

This study intended to examine the impact of the new induction policy on teachers' performance. Further, this study aimed to compare the performance of teachers with and without professional educational degrees being hired under the new induction policy 2017. This research is pioneering the investigation of the performance of teachers under the new Khyber Pakhtunkhwa (KP) induction policy for teachers. The outcomes of this study will offer valuable insights and data regarding the performance of teachers hired under the new induction policy. The result of this study will be of great interest to academics, academic training institutions, educational scholars, and policymakers.

The objectives of study are: (1) Evaluating the efficiency of teachers having professional degrees inducted under Khyber-Pakhtunkhwa's new induction policy in 2019; (2) Evaluating the performance of teachers without professional degrees inducted under Khyber-Pakhtunkhwa's new induction policy in 2019; and (3) Draw a comparison between the performance of teachers with and without professional degrees inducted under Khyber-Pakhtunkhwa's new induction policy in 2019.

The research questions are (1) How do the professional degrees influence teachers' performance recruited under the new induction policy of Khyber-Pakhtunkhwa in 2019? (2) How do the nonprofessional degrees influence teachers' performance recruited under the new induction policy of Khyber-Pakhtunkhwa in 2019? (3) Would there be a significant difference in the teachers' performance with and without professional degrees recruited under the new policy in Khyber-Pakhtunkhwa in 2019?

2. Conceptual framework

There are different ways to assess the performance of teachers, such as self-evaluation, and evaluation by colleagues, administrators, employers, and students (Abbas et al., 2023). To evaluate teacher performance, this study uses the indicators provided by the Education Monitoring Authority of Khyber-Pakhtunkhwa-KPEMA in 2014. These indicators include:

2.1. The teaching skills

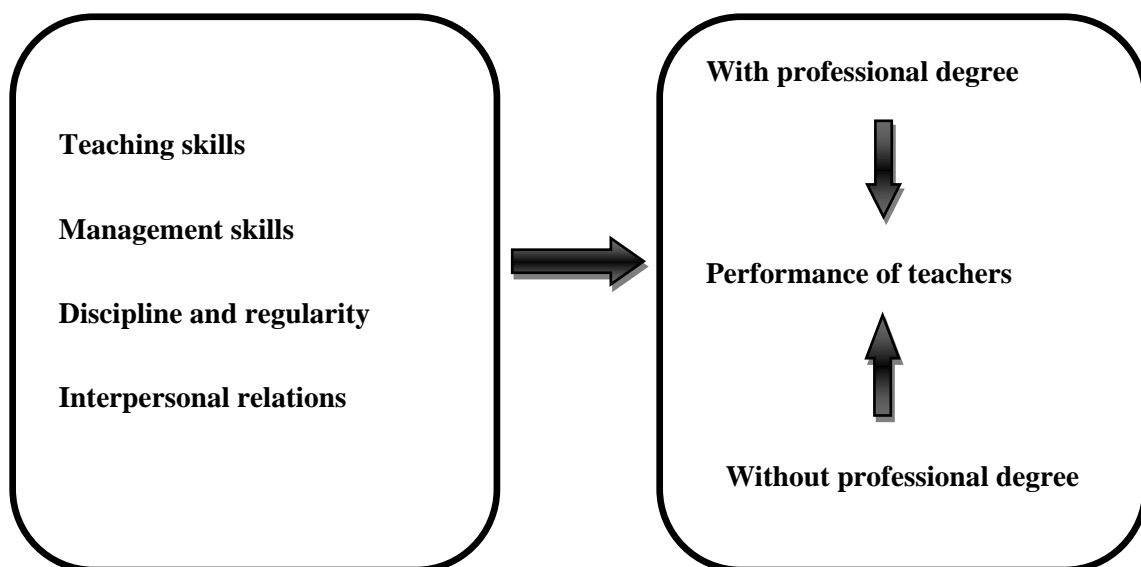
These include the use of different methods of teaching, teaching every student according to his abilities, preparing content for teaching in class, teaching difficult lessons easily, answering questions to satisfy students at every level, and doing no injustice in marking the papers.

2.2. Management skills

It entails, apart from teaching, fulfilling other responsibilities effectively, not letting co-curricular activities affect classroom teaching, not letting domestic affairs interfere with the duty, adjusting him/her whenever the responsibilities change, try to develop his/her professional skills.

2.3. Discipline and regularity

It consists of indicators such as coming to school regularly, when present at school, attending classes on time, not doing irrelevant activities in periods fulfilling all the assigned activities on time, completing syllabus and contents on time, and maintain discipline in classrooms.



2.4. Interpersonal relations

It includes that a teacher, apart from teaching effectively, must try to solve the problems of the students, enjoy good relations with his/her colleagues, cooperate with colleagues in their work, consult colleagues in solving class problems, motivate students to take part in co-curricular activities, for the betterment of students contact with their parents, help the head in solving the problems of the school.

3. Literature review

The process of evaluating a teacher's performance is a formal procedure used to review and assess their effectiveness and efficiency in the classroom. Once the evaluation is completed, the results are utilized to provide teachers with constructive feedback and support their professional growth (Sawchuk, 2015). To ensure effective teacher evaluation, it is crucial to conduct an accurate assessment of teaching effectiveness, identify strengths and areas for improvement, and provide feedback, training, support, and opportunities for professional development. It is extremely noteworthy to know and appreciate the hard work of teachers. Nonetheless, the evaluation process is important as it offers honest, constructive, and supportive comments to facilitate teachers' development and improvement. Additionally, the evaluation process provides insights and room for teachers to improve and apply new techniques, facilitating the learning process. This will help enhance students' learning achievements and the development of the desired learning skills and aptitudes (Khanam et al., 2020; Alam et al., 2023).

Several methods for assessing teachers' performance have been identified in studies. Four domains, each indicating a separate facet of professional activity, comprise one such model developed by Danielson & McGreal (2000). These areas include education, classroom management, professional obligations, and planning and preparation. This approach emphasizes that academics have a wide range of obligations across several subject areas. The effectiveness and performance of a teacher may be judged based on their proficiency in these areas. Comparably, the Tigelaar et al. (2004) model supplies a framework to measure the performance of instruction. It consists of four important domains: the individual as an instructor, the subject matter expert, the process facilitator, and the scholar/lifelong learner/organizer. Additionally, by introducing the domain of the "person as a teacher," this model underlines the value of the educator's personality features that foster learning.

Peer evaluations, supervisor rankings, pupil ratings of their instructors, and self-evaluations are the four effective methods to assess a teacher's performance, according to research conducted by David and Macayan (2010). In the traditional way of evaluating teachers, administrators oversee lectures and assess the instructors' performance. Numerous observations are needed for formative assessment, which is the primary purpose of this type of evaluation. Throughout the observation process, pupil responses to their instructors are typically documented using a rating scale or questionnaire. Administrators may also look at additional relevant documentation to get a greater understanding of the efficacy of the teachers, such as student work and teacher portfolios (Ahmad et al., 2022).

To assess teachers' efficiency in the classroom, student assessment is the most generally used practice. Students are a significant cluster in assessing the teachers' performance because they

are the first recipients of the services provided (David & Macayan, 2010). This evaluation technique involves proctors visiting the classroom with a rating scale or checklist and asking students to rate and evaluate the performance of a particular teacher in a single course or subject. It covers the most observable teaching practices, including the communication styles, attitudes, and other characteristics that are apparent in a teacher's personality and behaviour (Chang, 2014).

Peer evaluations of teachers in the classroom are commonly conducted by well-informed and properly trained peers within the same field, as experts suggest. The evaluator is typically a senior faculty member with similar knowledge who is knowledgeable about the subject matter being taught and has strong observation skills, as found by Yon et al. (2002). The resulting report from the evaluation provides valuable feedback for the teacher to improve their skills and address any areas of weakness.

Evaluating their performance is a method that teachers can use to assess themselves. This may include self-grading and assessing oneself, keeping in view some specific set of skills or qualities. In the view of Ahmad et al. (2022), self-assessment is a crucial tool resulting in significant improvements in teaching practices. It offers teachers the opportunity to reflect on their instruction approach and possibly alter their methodology. In this regard, Ross & Bruce (2015) mention three steps of self-assessment. One, more careful observations and focus on the areas of instruction to ensure robust outcomes and success. Second, they frequently analyse the measurement of the goals. Finally, they look at their performance and evaluate how they are satisfied with their way of delivery and its outcomes.

Teachers' assessments have got immense attention these days. Specifically, it has not focused on methodological issues of teaching pedagogies about the purpose and evaluation methods. However, there has been a discussion among scholars about who should be the stakeholders in the evaluation of teachers and what sorts of decisions should be taken in light of teachers' evaluations about promotions, developments, renewals of contracts, rewards, and retention (Ahmad et al., 2022). Further, the assessment may also be used for the identification of weaknesses and strengths, offering them the chance to improve and give the idea of development to policymaking and professionals about the development of the school. More importantly, teachers' evaluations can poster a constructive educational environment with quality education and help determine the ability of an educational institution to meet modern challenges and demonstrate academic excellence (Ahmad et al., 2022).

One of the primary challenges in evaluating teachers is determining the appropriate criteria to measure their performance and effectiveness. This evaluation process encompasses not only the teacher's ability to facilitate learning in the classroom but also the students' learning outcomes, such as test scores, course completion, and overall achievement. Therefore, assessing a teacher's performance involves evaluating whether they possess the necessary skills and capabilities for teaching. The teaching process is a well-thought-out sequence of steps that ensures maximum learning and efficiency, as measured by the extent to which students achieve their expected learning outcomes (Dela-Rosa, 2001). Effective teachers are driven by their passion for teaching and have a deep understanding of the subject matter and pedagogical requirements, enabling them to guide students toward success (De Guzman, 2000). The quality of a teacher's content and pedagogical knowledge are considered fundamental indicators of their effectiveness (De Guzman, 2000).

Based on the preceding discussion, it is apparent that the effectiveness of a teacher transcends beyond conducting lessons in the classroom. It encompasses various aspects of their job, such as collaborating with parents, colleagues, and school administrators. Furthermore, the notion of teacher effectiveness also encompasses their roles as members of the community, schools, and society at large. Ultimately, the effectiveness of a teacher can be evaluated based on the academic progress and personal growth of their students.

4. Methodology

To gather quantitative data from teachers and interview school heads, a mixed research design was implemented for this study. This approach involves using both qualitative and quantitative data to describe, explain, compare, evaluate, predict, or measure a phenomenon, making it ideal for our purposes (Gay & Airasian, 2012). This study mainly focused on the newly 126 recruited male primary school teachers at District Dir Upper, provided by the District Education Office Upper Dir (2019).

In this study, the researchers employed two research tools for data elicitation. That is a non-participant observation technique through which 20 teachers participated in two intervals. In this method of inquiry, the researcher observes teachers while not actively involved in their classroom activities. This allowed us to get an understanding of the phenomenon under study from an outsider's perspective (Parke & Griffiths, 2008). However, during the observation, the researchers created a checklist for assessing the performance indicators provided by the Khyber-Pakhtunkhwa Education Monitoring Authority.

We also used a semi-structured interview procedure to elicit data from 10 principals about the performance of teachers with and without professional degrees. Semi-structured interviews usually contain un/planned thematic questions (Adams, 2015), allowing both structured and unstructured interview styles (Rabionet, 2011). This style of data collection provides an objective comparison of the phenomenon as well as allows for unprompted exploration of relevant topics from the interviewees (Rabionet, 2011). We developed the interview protocol in discussion with the supervisor and taking insights from the relevant literature. Further, to ensure the authenticity of the tool, we reviewed it with three education experts. The reliability of the questionnaire was made sure through the Cronbach alpha coefficient, which was found 0.867, which is higher than 0.5, and considered valid.

Before data collection, the study participants were informed about the research and gave oral consent. The researcher obtained official permission from the school head to collect data from willing respondents. During the 30-minute interviews, participants were given full freedom to express their views. The interviews were recorded and transcribed for further analysis.

5. Data analysis

To analyse the quantitative data, we utilized the mean and independent sample t-test as a statistical technique, and for the qualitative data, we employed thematic analysis. Table no 1 displays the results of a survey measuring teaching skills, management skills, discipline and regularity, and interpersonal relations. The survey was conducted among respondents with and without professional degrees. The performance of each participant was evaluated on a scale of Poor (12 to 24), Good (25 to 36), and Excellent (37 to 48). Table no 1 displays the responses

of the participants based on four options for each indicator: Never, Sometimes, Rarely, and Always. Each option was assigned a score, with 1 for Never, 2 for Sometimes, 3 for Rarely, and 4 for Always.

The Teaching Skills indicator yielded scores ranging from 12 to 48, with a minimum score of 12 and a maximum of 48. To categorize the teachers' performance as poor, good, or excellent, a cut-off point was necessary. The range was determined by subtracting the minimum score from the maximum score, resulting in a range of 36. This range was then divided into three categories: teachers who scored between 12 and 24 were considered to have poor performance, those who scored between 25 and 36 were considered to have good performance, and those who scored between 37 and 48 were considered to have excellent performance.

Based on these categories, it was concluded that among teachers with a professional degree, 10% demonstrated poor performance, 75% demonstrated good performance, and 15% demonstrated excellent performance in the Teaching Skills category. Similarly, among teachers without a professional degree, 70% demonstrated poor performance, 15% demonstrated good performance, and 15% demonstrated excellent performance in the Teaching Skills category. This implies that teachers with professional degrees did well and showed better performance in teaching skills than teachers without professional degrees.

Based on the Management Skills indicator, the scores ranged from 6 to 24. To determine the performance of teachers, a cut point was needed to distinguish between poor, good, and excellent performance. The range of scores was 18, which was divided into three categories. Teachers who scored 6 to 12 were labelled with poor performance, 13 to 18 with good performance, and 19 to 24 with excellent performance. The results showed that 10% of teachers with a professional degree had poor performance in Management Skills, while 65% had good performance, and 25% had excellent performance. Of teachers without a professional degree, 75% had poor performance, 20% had good performance, and 5% had excellent performance in Management Skills. This implies that the teachers with professional degrees did well and showed better performance in terms of management skills than teachers without professional degrees.

When evaluating teacher performance in terms of Discipline and Regularity, scores ranged from 5 to 20, with a minimum score of 5 and a maximum score of 20. To categorize teachers as having poor, good, or excellent performance, a cut point was needed. The range of scores was divided into three categories: teachers who scored 5 to 10 were labelled as having poor performance, those who scored 11 to 15 were labelled as having good performance, and those who scored 16 to 20 were labelled as having excellent performance. Based on this, it was found that 5% of teachers with professional degrees showed poor performance in Discipline and Regularity, while 55% showed good performance and 40% showed excellent performance in management skills. For teachers without professional degrees, 15% showed poor performance, 50% showed good performance, and 35% showed excellent performance in Discipline and Regularity.

Based on the Interpersonal Relations indicator, teacher performance varied from a minimum score of 7 to a maximum score of 28. To evaluate the performance of teachers, a cut-off point was established to classify them as poor, good, or excellent. The range of scores was calculated as $28-7=21$ and divided into three categories. Teachers who scored between 7 and 14 were

labelled as having poor performance, those who scored between 15 and 21 were labelled as having good performance, and those who scored between 22 and 28 were labelled as having excellent performance. The results showed that 15% of teachers with a professional degree had poor performance, 65% had good performance, and 20% had excellent performance in Interpersonal Relations. Similarly, 0% of teachers without a professional degree had poor performance, 85% had good performance, and 15% had excellent performance in this area.

Table. 1. Performance of teachers with professional and without professional degrees

Construct Indicator	Respondents	N	Poor Performance (12 to 24)	Good Performance (25 to 36)	Excellent Performance (37 to 48)
Teaching Skills	With professional degree	20	2 (10)	15 (75)	3(15)
	Without professional degree	20	14 (70)	3(15)	3(15)
Management Skills	Respondents	N	Poor Performance (6 to 12)	Good Performance (13 to 18)	Excellent Performance (19 to 24)
	With professional degree	20	2(10)	13 (65)	5 (25)
	Without professional degree	20	15 (75)	4 (20)	1(5)
Discipline and Regularity	Respondents	N	Poor Performance (5 to 10)	Good Performance (11 to 15)	Excellent Performance (16 to 20)
	With professional degree	20	1 (5)	11 (55)	8(40)
	Without professional degree	20	3 (15)	10 (50)	7 (35)
Interpersonal Relations	Respondents	N	Poor Performance (7 to 14)	Good Performance (15 to 21)	Excellent Performance (22 to 28)
	With professional degree	20	3 (15)	13 (65)	4 (20)
	Without professional degree	20	0 (0)	17 (85)	3 (15)

-Df 18

Table no 2 presents the results for different skills, categorized by participants with or without a professional degree. The table displays the number of participants (N), mean (M), standard deviation (SD), standard error mean, t, and p values. The table displays a comparison of the performance of teachers with and without professional degrees across various indicators. For the Teaching Skills indicator, the p-value (0.001) was found to be less than the significance level (.05), which suggests that there is a significant difference in the teaching skills of teachers with and without professional degrees. Similarly, for the Management Skills indicator, the p-value (0.002) was less than the significance level (.05), indicating a significant difference in the management skills of teachers with and without professional degrees. The Discipline and Regularity indicator also revealed a p-value (.671) greater than the significance level (.05), indicating no significant difference in the performance of teachers with and without professional degrees in this area. Lastly, for the Interpersonal Relations indicator, the p-value (.09) was greater than the significance level (.05), suggesting no significant difference in the performance of teachers with and without professional degrees in interpersonal relations.

Table No. 2. Difference between the performance of teachers with and without a professional degree

Indicator	Participants	N	M	SD	Std. Error Mean	T	P
Teaching Skills	With professional degree	20	37.1	.23164	.06740	22.872	.001
	Without professional degree	20	20.1	.19289	.06740		
Management Skills	With professional degree	20	18.55	4.777	.04655	11.403	.002
	Without professional degree	20	11.95	5.121	.09040		
Discipline and Regularity	With professional degree	20	15.0500	2.81864	.63027	.428	.671
	Without professional degree	20	14.6500	3.08263	.68930		
Interpersonal Relations	With professional degree	20	17.8500	3.64583	.81523	-1.738	.090
	Without professional degree	20	19.6000	2.64376	.59116		

-Df 38

-Level of Significance = 0.05

5.1. Analysis of interview

The researcher used a thematic analysis technique for the analysis of qualitative data collected through semi-structured interviews about the following themes.

5.1.1. Teaching skills of the newly inducted teachers

During the interviews, a significant majority of the ten principals expressed that the recently hired teachers possess excellent teaching skills. They cited examples of the new teachers utilizing various teaching strategies to ensure optimal learning for their students. One principal even mentioned that:

The teachers who were recently inducted have exceptional teaching skills. They possess high qualifications from prestigious universities and are well-versed in utilizing technology in the classroom. Additionally, they employ various student-centred strategies and activities that are both engaging and interesting for their students during class.

According to certain principles, new teachers should have a strong foundation of knowledge and be skilled in their profession. However, it was noted that many of them could benefit from developing modern teaching techniques and adapting to their school's environment. For instance, it was suggested that training should take place in real classroom settings rather than simulated ones. One principal shared an example of this approach.

Newly hired teachers possess a vast amount of knowledge, yet they may struggle with effectively delivering the material and engaging their students in the classroom. It is worth noting that some have shown progress in their teaching skills and methodology. However, they require intrinsic motivation to continue developing both personally and professionally.

Acquiring contemporary teaching skills is crucial as they have a significant impact on student's academic and socio-emotional growth. Our research findings are supported by numerous other studies. For instance, in developed as well as developing nations, the quality of teaching has a greater influence on students' learning than the organizational features of schools (Pianta et al., 2009; Chavan & Yoshikawa, 2013; Patrinos et al., 2013; Yoshikawa & Kabay, 2015). Therefore, possessing effective teaching skills is crucial for ensuring high-quality learning outcomes for students.

5.2. Management skills of the newly inducted teachers

Based on our observations, six out of ten principals have reported that the majority of newly hired teachers possess good content management skills. However, some of these teachers need to work on organizing and managing their time during classroom instruction. While these new teachers are well-prepared in terms of lesson planning, they may struggle with delivering the content efficiently, resulting in longer class times. For instance, one principal shared that:

Overall, it is evident that the recently hired teachers possess decent management abilities. However, they are facing significant difficulties when it comes to efficiently arranging and using their class time. It has been noticed that they are struggling to deliver their intended lessons within the given time frame.

Several principals have observed that newly hired teachers are not only effective in teaching but also skilled in managing all of their activities. These teachers are adept at organizing co-curricular activities and ensuring that their personal obligations do not interfere with their teaching responsibilities or impact their students. One principal shared an example of this proficiency.

The recently hired teachers excel not only in teaching, but also in managing extracurricular activities such as Parents' Day, annual prize distribution, and student activities.

Effective teaching requires strong classroom management skills. This conclusion aligns with the findings of other studies, such as Emmer & Gerwels (2005) according to these studies, teachers must possess the ability to make decisions about classroom organization, including seating arrangements and teaching strategies. They must also choose appropriate course materials and engage students during the learning process. Bruce et al., (2010) similarly suggest that classroom management skills, along with academic and pedagogical background, determine the effectiveness of teaching. Many teachers spend a significant amount of class time on classroom management to ensure maximum student learning, as evidenced in the existing literature.

5.3. Discipline and regularity in school

The principals of the schools have observed that newly inducted teachers are highly committed to being punctual and disciplined. They consistently arrive at school on time, complete their tasks efficiently, and attend all assigned classes. One principal shared this example of their dedication.

I am fortunate to have highly punctual teachers who always arrive and depart from school promptly. They diligently fulfil any additional responsibilities in a timely manner. I am extremely pleased with the quality of these teachers' work.

In addition, a significant majority of 7 out of 10 principals reported that newly hired teachers effectively maintain discipline in both the classroom and the school as a whole. They are punctual in completing their courses and do not engage in any activities that may disrupt the school's discipline or class schedules. Moreover, they complete all additional tasks assigned by the school head on time. One of the principals even provided an example of this positive behaviour.

I must say that the new teachers are truly pleasant individuals. With their impressive qualifications and excellent communication and social skills, they ensure that they cover the syllabus on time without allowing any unnecessary disruptions during class. Additionally, they have been timely in completing other tasks that I have assigned to them.

Numerous studies have demonstrated that teachers who establish and maintain good discipline and consistency in their practices tend to have students who achieve higher academic success. When teachers effectively manage their time and create an encouraging educational environment, they can foster positive outcomes (Nisar et al., 2019; Wilson et al. 2006). Additionally, Wilson and Lipsey (2007) discovered that teachers who prioritize discipline and consistency in the classroom and school could reduce hostile, forceful, and aggressive behaviour.

5.4. Interpersonal relations

Six out of ten principals have expressed that the newly hired teachers possess excellent interpersonal skills. They maintain friendly and cooperative relationships with their colleagues and other school staff members. In addition to teaching, they also assist students in resolving any issues they may be facing. These teachers actively participate in co-curricular activities and collaborate to solve any classroom or school-related problems. One principal cited an example of their effective teamwork.

The newly inducted teachers have excellent interpersonal relations as they consult with each other on every matter. They even keep in touch with the parents for the betterment of the students.

A different school principal shared:

I enjoy the good relationship with my newly inducted teachers... We share ideas with each other's... they helped a lot in solving issues and problems related to school and students. They encourage students to take part in co-curricular activities... I believe that the newly inducted teachers will really contribute to our education, but their professional development must be ensured.

Studies have shown that interpersonal relationships have a significant impact on both schools' and students' social development. According to Opic's research in 2016, schools with rich

interpersonal relationships have academically, psychophysically, and socially competent students. Therefore, interpersonal relations should be a central part of the curriculum, rather than just a minor aspect of the learning process. It should be considered as the foundation of the learning process in schools.

6. Discussion

The purpose of this study was to evaluate the effectiveness of teachers, with and without professional degrees, in analysing the new induction policy of Khyber-Pakhtunkhwa province. According to this study, new teachers who did not participate in induction-level training did not show significant improvement in their pedagogical skills during actual classroom practices. Additionally, the study found that induction training has a significant impact on improving the teaching skills of newly inducted teachers. The study found a significant difference between the performance of teachers with and without professional degrees, in teaching and management skills. This implies that the performance of teachers with professional degrees in teaching and management skills was better than those having no professional training and degrees. However, the study did not find any significant difference between the teachers in terms of discipline regularity, and interpersonal relations. The qualitative analysis of the data showed that the newly inducted teachers are good in teaching skills, discipline and regularity, and interpersonal relations. However, 70 % of principals said that the teachers need to improve their management skills specifically classroom management, they recommended that the newly inducted teachers should be trained in real classroom situations to improve the management skills of newly inducted teachers under the new induction policy of KP.

Our study aligns with previous research conducted by Idris et al. (2021). They found that the induction program does not meet national professional standards. Their study also revealed that the program mainly focused on content teaching and neglected the professional development of teachers. Similarly, Ahmed & Ali (2018) noted that the new induction policy creates an imbalance in the education system by undervaluing pre-service teacher education programs in the province, hindering efforts to improve the quality of education. Likewise, Tahira et al. (2020) assert that the intended results are yet to be attainable because of the lack of implementation of various educational procedures and modifications. Our study findings endorse the findings of Amin & Atta (2013), who found that teachers have outstanding instruction skills and use numerous instructions approaches that fit the student's aptitudes. They make sufficient preparation before the class and fairly evaluate the students. Additionally, the teachers exhibited inspiring organization skills, planned co-curricular activities, and did not let their matters collide with teaching. They kept the classroom disciplined and organized, remained punctual, and finished the syllabus on time. Furthermore, teachers demonstrated outstanding interpersonal skills, nurturing constructive associations with students, other colleagues, school administration, and the community. They exhibited immense interest in addressing issues about students, teachers, and principals.

In the view of Ahmad et al. (2022), it is vital to prefer teachers with professional degrees at the time of the induction process at schools because they possess more command and have a broader outlook on the teaching profession than non-qualified teachers. The study of Butt and Farooq (2019) document that induction training programs (ITP) are significantly correlated with the teaching effectiveness of ESEs. Their research exposes a substantial slit among the prospects and certainties of newly selected teachers concerning personal features, executive

issues, and social apprehensions. Their study mentions that new teachers did not meet the expectations, such as displaying their understanding and skills, using new skills and technologies to improve teaching, and crafting comfortable working conditions. They stress the significance of training teachers in effective communication with parents of students and teaching to different grades. Further, they also emphasize the values of internship, mentorship, and stewardship. Additionally, possessing an understanding of other cultures and having more global and environmental awareness can further enhance teachers' effectiveness. However, a study by Khanam et al. (2022) identified that the teachers' training yielded outstanding outcomes and met expectations. The presented resources were highly commendable, and the training process effectively incorporated both theoretical and practical skills. However, the ICT component and follow-up mechanism were lacking, while the training duration was deemed appropriate.

Lastly, our study findings endorse the results of a study conducted by Khadka in Nepal in 2021, exploring the role and vision of teacher induction. The study revealed that teachers' training enhances their professional abilities and helps them overcome their inhibitions and disappointments. Collaborating with professional teachers during the training provides lifelong experiences that make the training reliable and valid. The study strongly recommends introducing a teacher induction program at all levels of education to ensure teachers' professional development. Additionally, the study recommends implementing a follow-up procedure to evaluate the effectiveness of the training provided to teachers by the training academy.

7. Conclusion

In the Teaching Skills domain, teachers with a professional degree, 10 % showed poor performance, 75% showed good performance, and 15% showed excellent performance. Similarly, among teachers without a professional degree, 70 % showed poor performance, 15% showed good performance, and 15 % showed excellent performance. In the Management Skills domain, teachers with a professional degree, 10 % showed poor performance, 65% showed good performance and 25% showed excellent performance in management skills. Similarly, for teachers without a professional degree, 75 % showed poor performance, 20% showed good performance, and 5 % showed excellent performance. In the Discipline and Regularity domain, among teachers with a professional degree 5 % showed poor performance, 55% showed good performance and 40% showed excellent performance. Similarly, among teachers without a professional degree, 15 % showed poor performance, 50% showed good performance, and 35 % showed excellent performance. In the Interpersonal Relations domain, of teachers with a professional degree 15 % showed poor performance, 65% showed good performance and 20% showed excellent performance in management skills. Similarly, among teachers without a professional degree, 0 % showed poor performance, 85% showed good performance, and 15 % showed excellent performance. The study found a significant difference between the performance of teachers with and without professional degrees, in teaching and management skills. However, no significant difference was found in Discipline and Regularity, and interpersonal relations among teachers with professional and without professional degrees. The qualitative analysis of the data showed that the newly inducted teachers are good in teaching skills, discipline and regularity, and interpersonal relations. However, 70 % of principals said that the teachers need to improve the management skills specifically classroom management, they recommended that the newly inducted teachers should be trained in real classroom

situations to improve the management skills of newly inducted teachers under the new induction policy of KP.

Based on the findings and conclusions of this study, the following recommendations are proposed.

- a) It is advisable to conduct the training in a physical classroom, rather than a virtual one. Additionally, it would be advantageous to undergo specialized training on efficient classroom management strategies.
- b) To uphold discipline and consistency in schools, it is crucial to implement a swift monitoring system.
- c) Implementing ongoing professional development programs is crucial for enhancing teaching abilities.
- d) To foster better relationships among individuals, it is crucial to educate educators on the value of teamwork and collaboration within the school environment.
- e) It's important to arrange workshops, seminars, and refresher courses for principals to improve their abilities in managing, leading, and addressing issues and problems faced by newly inducted teachers.

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