

# **TEACHER INDUCTION POLICY (2017) OF KHYBER PAKHTUNKHWA GOVERNMENT: SUPPORT, CRITIQUE, AND BRIDGING GAPS**

**Muhammad Naeem Butt<sup>\*</sup>, Jamil Ahmad Khan<sup>†</sup> &  
Shazia Abdul Malik<sup>‡</sup>**

## **Abstract**

*The present study aims at analyzing New Teacher Induction policy (2017) of Khyber Pakhtunkhwa Government that has been adopted for the induction and training of the new teachers. The study strives to explore the overall effectiveness of this policy. The data was collected through in-depth interviews and interpreted by employing thematic analysis under 4 themes. The sample was selected through multistage stratified sampling; however, selection of purposive sampling was employed for the selection of representatives of PITE, and Khyber Pakhtunkhwa Government. The results of the study revealed that during the formulation of the policy; none of the stakeholders were taken on board and the policy was designed by the government in collaboration with non-governmental organization. No homework was assigned to quarter concerned in order to make the policy effective, authentic and compatible to the classroom environment and international standards of teacher education. The policy was formulated without the input of stakeholder; therefore, the new inductees lack satisfaction in training and claimed that educational resources were not utilized to **their** effectiveness. The areas for improvement of teachers were not considered in the new policy. It is; therefore, recommended that the New Teacher Induction policy (2017) may be reviewed instantly for its pros and cons and the role of experts may be included in addition to already existing stakeholders.*

**Keywords:** *Educational Stakeholders; Khyber Pakhtunkhwa Government; PITE; Policy Analysis; Teacher Induction*

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<sup>\*</sup> Institute of Education and Research, University of Peshawar, Email: naeembutt@uop.edu.pk

<sup>†</sup> Institute of Education and Research, University of Peshawar.

<sup>‡</sup> Department of Education, Shaheed Benazir Bhutto Women University, Peshawar.

## **Introduction**

Teacher education is a central part of quality education all over the world. It is multifarious, composite and ever changing field (Ali, 2011). Teachers are anticipated to teach students, deliver national curriculum, interpret educational policies, provoke parents to understand their children and plan creative practices to fit the ever-changing social landscape. To fulfill all these necessities Teacher Professional Development (TPD) is considered one of the most crucial parts of teaching profession (Tan et al., 2014). Quality education is corner stone of development and significant impact on employment, health, earning and productivity in short it is the major indicator of development (Dildar et al., 2016).

The advance and standardized education can be achieved by recruiting trained and effective teachers who directly affect students learning outcomes and the school learning environment. In European education system the slogan for quality education has been *high quality education and training for high quality teacher education* (Buchberger et al., 2000). Research studies emphasized that the quality of teacher education is indispensable for overall learning process (Cochran-Smith 2003; Darling-Hammond, 2000, 2003 & 2006). Teacher education is important to face professional development, to assist and empower for the teacher development of expertise and competence (Mawthoh & Rani, 2018).

The duration of teacher education in European countries are three years while in some of the country including Spain, Germany and France it is five years (Kavak & Baskan, 2009). The New Teacher Induction Policy (NTIP) in Ontario, Canada is the amalgamation of the pre-service and in-service training and the new induction policy bridged the gaps between the previous policy of teacher professional training and induction (Kane & Francis, 2013). Professionalism consists of certain characteristics usually a specialist knowledge base, requirement specialized training and spirit of public service (Bowl, 2017).

The 18<sup>th</sup> constitutional amendment in Pakistan has transferred major policy making and implementation plans in different fields of the provinces, and education sector is one of them (Ali, 2006). As a result of that Khyber Pakhtunkhwa Government has executed New Teacher Induction Policy 2017 for elementary and secondary school teachers. New policy exchanged pre-service teacher education with in-service training. The task of training has been given to Provincial Institute of Teachers Education (PITE) and Regional Institute of Teachers Education (RITE). Interestingly, Khyber Pakhtunkhwa Government has not taken onboard the stakeholders that include public sector universities and IERs, in particular, for professional intake during the policy formulation. As a result of that the one sided decision has created a gulf between the academia and Khyber Pakhtunkhwa Government.

## **Statement of the Problem**

The Higher Education Commission of Pakistan (HEC) phased out one year B.Ed program and introduced four years B.Ed (Hons) and two year Associate Degree in Education (ADE) programs to make teaching more efficient, effective and compatible with the international standards as one year pre-service teacher education programs do not exist in the world (Akbar et al., 2013). On the other hand, Khyber Pakhtunkhwa Government in 2017-18 dropped the criterion of pre-service professional degrees and certificates for recruitment of new teachers, and replaced it with nine months Teacher Training Program (TTP). Is this short term in-service teacher training program ready to meet the challenges of 21<sup>st</sup> century classrooms? What will be the future of 4-year B.Ed (Hons) program in Khyber Pakhtunkhwa? In these changing circumstances, the validity of new policy of Khyber Pakhtunkhwa Government led the researchers to conduct this research work to answer aforementioned questions based on the objectives: Appraise the difference between existing pre-service and newly implemented in-service training programs; explore the credibility of newly implemented teachers training program in Khyber Pakhtunkhwa; assess the pros and cons of recruitments without professional degree

## **Significance of the Study**

The New Teacher Induction policy 2017 raises various questions among the academia in Khyber Pakhtunkhwa. The educationists have reservation over the newly implemented policy of Khyber Pakhtunkhwa Government as whether or not it fulfills the 21<sup>st</sup> century classroom environment, and what reforms do the new induction policies bring at elementary and secondary education? The significance of the present research highlights the different aspects of existing and newly adopted Teacher Training Program (TTP) and flourishes the need and effectiveness of proper professional courses and programs. In addition, the opinions of all the stakeholders are put together in this research, which definitely help the government and related educational agencies to look into the pros and cons of the newly implemented policy for teacher induction. This research also works as a critique on the overall system of the new and old programs for teacher trainings and how teacher education program may work at par with the international standards.

## **Literature Review**

### **Induction and Policy**

Induction is a process which provides support to the institution to assist new appointee to acquire knowledge about the new institute and its hierarchy along with expectation, job description and task concern to the career. It is the

procedure of serving the new employee to become an effective and industrious member of the institute by reducing the faults and at the same time giving them a good first impression of the organization. The pre-service training is not enough to fulfill the knowledge and skills necessary for quality teaching. The teachers require a continuous development throughout their career to acquaint themselves with the changing trends in the field of education (Ingersoll & Strong, 2011). According to the review study of Wang and Odell (2002) an induction program is very limited to technical and emotional support for beginning teachers.

Pakistan, since its independence in 1947 has faced different problems including proper education policy, lack of qualified staff and provision of educational institutes, which results in challenges of quality and access. To encounter all these issues a number of education policies were released. These policies came during different regimes, time and with diverse policy document. They varied in their intensions, size and seriousness (Siddiqui 2016).

### **Professional Development**

Professional development plays a pivotal role in the development of teaching-learning process. Ganser (2002) explained that professionalism is a set of ethos, knowledge and skills which are required in a certain area of expertise in order to justify the status they carry. The research studies suggested that peer coaching, professional networks, study groups and conferences are other ways of professional development. Beside these watching videos or documentaries, teaching observation and reading journals or magazines are also effective source of professional development (Garet, Porter, Desimone, Birman & Yoon, 2001; Ganser, 2000).

### **Professional Development in the Context of Pakistan**

Quality of education is very important for any country and making standardized teacher education is very crucial. It is estimated that in Pakistan there are round about two hundred three teachers training institutes that are established and working effectively and systematically. Besides, the government of Pakistan has established three hundred teacher resource centers and other private teacher training centers are also operational. These centers are working day and night to train and equip teachers with pedagogical skills and provide them professional degree and certificates (Aly, 2007; Gopang, 2016). On the other hand the National Educational Policy 1998-2010 propose that these short term programs suffer quality concern and do not meet the standard of teacher education.

### **In-service Training**

Training that is given to teachers during the course of teaching is known by the name in-service training. It is a continuous process that goes on

throughout the educational life of a teacher. The in-service training programs improve the instructional needs in terms of skills, knowledge and capabilities of teacher. In-service teacher training modifies teachers to be more systematic and logical in their teaching method (Kazmi, Pervez, & Mumtaz, 2011). If educator fails to keep himself updated with these developments the teaching learning process then does not fulfill the modern world challenges. According to Rahman et al. (2011) the techniques of in-service training are refresher courses, workshops, crash courses, training event, debate, symposium, informal panel, film, classroom climate, teaching skills and professional characteristic. All these are the components of in-service training.

### **Pre-service Training**

The pre-service training provides environment where the teachers' personality is developed as someone who is reflective, introspective and able to analyze his own life and the process of teaching and learning. After becoming a teacher he/she becomes a source of change. Pre-service training is very important in order to enhance the quality of teacher's skills, knowledge and performance and also to enable them to be more effective. Mainly the performance of teacher depends upon the pre-service training (Hervie & Winful, 2018).

### **Provincial Institute for Teacher Education (PITE)**

The PITE is a provincial level institution that provides in-service training for teachers. It works under the administrative control of Elementary and Secondary Education Department of Khyber Pakhtunkhwa. The vision of PITE is to bring changes in educational institutions in the province as a change agent through continuous professional development according to the new trends, innovative and strategic training interventions. The responsibility of PITE is to produce material development, coordination with districts, management of trainers, monitoring and quality assurance, coordination with other organizations, database management, and continuing professional development (CPD). The training methodologies of PITE comprise individual and group presentations, classroom lectures/ Presentations, group work, Information Communication Technology (ICT), study tours, cultural evenings, book reviews and report writing. (PITE, 2017).

### **Methodology**

Qualitative approach is adopted for the study in order to unveil the in-depth responses of all the stakeholders. Qualitative study is very suitable in determining the opinions and experiences of people (Bogdan & Biklen, 2003). The study aims at analyzing New Teacher Induction policy (2017) of

Khyber Pakhtunkhwa Government and the data is collected through semi structured in-depth interviews from 08 different categories of respondents. Johnson and Christensen (2008) mention semi structured interviews as less rigid process as compared to structured interviews that allow free exchange of ideas between interviewer and interviewee.

## **Population and Sample**

There are 29 public sector universities in Khyber Pakhtunkhwa; however, only 13 universities offer teacher education programs (B.Ed Hons.), which is the population of the current study. In addition, population of the study comprises all the teachers/Directors, students of the 13 universities that offer B.Ed (Hons) program, Director and instructors of PITE, new inductees under the new induction policy and representative of Khyber Pakhtunkhwa Government. As research is bound by some concerns such as resources, time, and access, it is usually difficult to comprise the total of the population in a study. Sample of the study comprises Directors, teachers, and students of the selected universities, Director and 10 instructors from PITE, 12 newly inducted teachers (received training under the New Teacher Induction policy 2017) and Director Education Khyber Pakhtunkhwa Government. A total of 4 Universities in Khyber Pakhtunkhwa were selected, of which 4 Directors/HODs, 2 teachers and 3 students from each university were included in the sample. Purposive sampling was used for the selection of Director PITE, and representative of Khyber Pakhtunkhwa Government; whereas, rest of the sample is selected by employing multistage stratified sampling. The details of the sample are as below:

<b>Stake holders</b>	<b>Directors/ Head</b>	<b>Teachers/ Instructors</b>	<b>Students/Newly inducted teachers</b>	<b>Total</b>
<b>IERs</b>	04	08	12	<b>24</b>
<b>PITE</b>	01	10	12	<b>23</b>
<b>Govt.</b>	01	---	---	<b>01</b>
<b>Total</b>	06	18	24	<b>48</b>

## **Research Design**

The research design of the study includes data collection through qualitative method; the data collected through interviews and spread over four themes: difference between pre and in service; effectiveness of new induction policy; recruitment without professional degree', and role of stakeholders in decision making'. Analysis of the data is based on themes;

allocation codes to the data and taking into consideration the issues pertaining to its validity and reliability.

### **Research Validity**

In qualitative research the validity may be addressed via honesty, richness, depth, approach of participant and scope of the data achieved and the extent of data triangulation (Cohen et al., 2007). Employing the triangulation approach researcher collects data from different educational stakeholders including Directors, teachers, and students of the selected universities, Director and instructors from PITE, newly inducted teachers (received training under the New Teacher Induction policy 2017) and Director Education Khyber Pakhtunkhwa Government to crosscheck the information to ensure the validity of data.

### **Data Collection and Analysis**

Data analysis is one of the most tough and essential parts of the qualitative research (Basit 2003; Miles & Huberman, 1994). Similarly, the research is qualitative in nature and data collected through semi-structured face-to-face interview with all educational stakeholders. The interviews continued between 30 to 50 minutes in their office during break time. Prior to the interview, date and time were conformed to each participant. Semi-structured interview provide uniformity in terms of the necessary information and give flexibility to further probe and clarification (Cohen et al., 2007). Qualitative data is one of the most interesting, creative and insightful processes. The data is collected through interviews and spread over four themes: difference between pre and in service; effectiveness of new induction policy; recruitment without professional degree, and role of stakeholders in decision making. Prior permission was sought from the respondents and all the interviews were administered in person. Due attention was given to rapport development before commencement of the interviews. The recorded interviews were transcribed and majority of the respondents recorded their interviews in Urdu. After every three to four interviews initial codes were assigned to each part of data, reflection was summarized and opinions were noted. Throughout the data analysis process coding, reduction and summarization were continued and relevant quotes were documented precisely.

Braun and Clarke (2006) recommended the following procedure for thematic analysis, which is followed in the current study:

1. Familiarizing yourself with your data
2. Producing initial codes
3. Probing for themes
4. Reviewing themes

5. Defining and naming themes
6. Generating the report

## **Findings and Results**

The results are categorized under four themes; difference between pre-service and in-service; effectiveness of new induction policy; recruitments without professional degree; role of stakeholder in decision making. The Views and opinions of the respondents were analyzed and relevant quotes are used from the data to elaborate on emerging themes.

### **Results of Theme-1: Difference between Pre-service and In-service**

1. The result of theme revealed that there are huge differences between pre-service and newly implemented in-service teacher training programs. The pre-service teacher education is full-fledged pedagogical contents based program and is practiced all over the world.
2. The pre-service teacher education covered all the core subjects, which are directly related to teacher education like educational psychology, philosophy of education, guidance and counseling, educational policies and different theories and practices regarding learning and curriculum developments.
3. The newly implemented teacher induction policy 2017 is a content based knowledge program, which would never enhance the professional skills of new inductees. If the government is devoted to improve the quality of education in Khyber Pakhtunkhwa without proper professional development of teacher, only the content knowledge can never fulfill the 21<sup>st</sup> century classroom needs and demands.
4. This short term training never replaces the pre-service teacher education, because this course was designed only for the content knowledge. The content knowledge of new recruited teachers is already good as they graduated in specialized subjects.
5. The individual can gain full pedagogical skills during the pre-service training, while during the in-service training they polish and grapple the learned material with contextual realities and skills.
6. There are possibilities to improve the pre-service teacher education program. Even HEC introduced two years ADE and four years B.Ed (Hons) to ensure the quality of pre-service teacher education. It is very difficult to understand Khyber Pakhtunkhwa Government's policy because throughout the world the policy synchronized and increase the duration of teacher education.
7. This New Teacher Induction policy 2017 is the first step towards the privatization of education sector. The dilemma is that the government does not accept teaching as a profession. All the western countries have



accepted teaching as a profession. Profession requires a reasonable amount of time to achieve the degree. There will be special theoretical as well as practical knowledge.

### **Result of Theme-2: Effectiveness of New Induction Policy**

Theme identified under this category came out in response to the questions about the effectiveness of New Teacher Induction policy 2017. Majority of the respondents had reservations about the effectiveness of New Teacher Induction policy 2017. To achieve teaching as a profession, it requires certain parameters that include: time duration, course contents, way of delivery etc.

8. To attain teaching Profession; one needs sufficient time for training and acquiring essential theoretical and practical knowledge. In the instant policy the duration does not meet the international standards and there is no proper system for degree and certification.
9. If the government does not accept the standard of pre-service training program; then it is necessary to introduce teaching licensure for prospective teachers after pre-service teacher training program.
10. The actual time duration is 240 hours per subjects in the entire six months of this new induction policy. Out of these 240 hours, only 24 hours are reserved for face to face session. Rest of the hours are for assignments, article reading, video viewing and independent reading etc. In one month there are only 2 face to face sessions fortnightly. This is not enough for new inductees to fulfill their skills if they have no background of pedagogical content knowledge.
11. This policy has opened the avenues of teaching for all and sundry, which is a positive step towards engagement of youth in teaching learning process; however, there will always be an issue of job burnout as the inductees are not professionally linked to the teaching and it is more of a need-based job.
12. Evaluation is the backbone of every system. The online evaluations of all 562 centers are taking place at the same time. Due to the lack of facilities including poor/inaccessibility of internet service and unavailability of electricity in different backward areas are hindering the evaluation process.

### **Result of Theme-3: Recruitments without Professional Degree**

Data regarding the recruitments without professional degree revealed that the majority of participants do not favor the teaching without professional degree. Teaching is an art and never-ending process. It doesn't stop after receiving a degree and starting a career. Without knowing the

classroom needs, individual differences and learning theories, teaching may not be as effective as it is supposed to be.

13. Without professional degree and certificates; teaching will be not having the desired results. Education is amalgamation of character building, moral development, content knowledge, and pedagogical skills and leaving a single element behind would not suffice the purpose.
14. Professional degree program makes the prospective teachers to learn and practice in a real time classroom environment, which is unfortunately not available in the new induction policy. Untrained teacher may perform well in the understanding of the content but may not understand how to deliver the content according to the level of the students and to know which teaching strategies are required for the students.
15. All the basic theories, philosophies, skills, practices and knowledge collectively developed a professional degree. Without professional degree you cannot be considered as professional teacher.
16. Rigorous professional training for 4 years make the prospective teachers emotionally sound towards the profession and emotional intelligence is one of the key requirements for becoming a teacher and that too at elementary level. Contrarily, the new induction policy does not cater to the emotional needs of teachers, which may not be good in the real classroom environment.

#### **Result of Theme-4: Role of Stakeholder in Decision-making**

Data regarding the role of stakeholders in decision making revealed that none of the stakeholders other than government itself was taken onboard during policy formulation. For policy formulation the role of all stakeholders is very important. Without the participation of related stakeholders in policy formulation it may not be successfully implemented and achieve the desired goal.

17. The respondents of PITE believed that the courses in IERs are not up to date and according to the needs and demands of the 21<sup>st</sup> century.
18. The Directors and faculty of IERs in the sampled Universities showed their concerns about the implementation of New Teacher Induction policy 2017 as they were not taken onboard. They further expressed that their role and expertise are also not utilized in the formulation of the New Teacher Induction policy 2017.
19. This policy now established two parallel systems, one in the universities and other in the government sector through PITE. Both the systems have a big gulf and nothing seems presently viable to bridge the gap.
20. The new inductees also believed that they are given trainings in different subjects together, which makes their understanding of the subjects more complicated and difficult to achieve in the target classrooms.

21. The new inductees also believed that they may be given training on the pedagogical skills; rather than content knowledge.
22. The students of IERs were of the opinion that their 4 years extensive training include both content knowledge and pedagogical skills in addition to other requirements for teacher education that are at par with the international standards.

## **Discussion**

The educationists have reservations over the newly implemented policy of Khyber Pakhtunkhwa Government as whether or not it fulfills the 21<sup>st</sup> century classroom environment. The present research highlighted the different aspects of pre-existing policies and New Teacher Induction Policy 2017. The study discusses effectiveness of new policy, the pros and cons of recruiting teachers without professional degrees and the role of related stakeholders in policy formulation. The present study endorses the role of stakeholders in policy formulation and without participation of related stakeholders in policy formulation the policies never achieve their target and proper implementation. The results of this study reveal that the respondents have great reservations on the New Teacher Induction Policy 2017. The critique on the new policy was the duration of training, trainer's qualification, assessment procedures, training materials, and classroom management of new inductees. The lack of internet and other modern ICT facilities in some training centers were also hampering the proper implementation of the policy. The areas for improvement of teachers were not considered in this New Teacher Induction Policy 2017. The newly recruited teachers have full command on their subjects and contents knowledge but the area for improvement is delivery of contents and pedagogical skills. The scanning of researches proves that there is no such policy existing in the world where teaching is practiced without professional development. Most of the researches endorse the induction training as refresher course after the completion of pre-service teacher education.

## **Recommendations**

Based on the results and discussion, the study made the following recommendations:

1. In this study it was explored that Khyber Pakhtunkhwa Government may realize the utmost importance of stakeholder's role in policy formulation for the betterment of education. In this regard, consultation with the experts in IERs in the provincial universities may be established on regular basis. Their inputs definitely uplift the standards of the New Teacher Induction policy 2017.

2. The government may increase the duration of training up to the international standards, revise the training materials and include subject related to the pedagogy, assessment procedure and equipped the classroom with ICT related instruments.
3. The qualification of trainers may be raised to PhD in education with minimum five year training experience; as the new inductees need improvement in pedagogical skills; rather than content knowledge. For this services of IERs may be sought and a linkage may be established between the New Teacher Induction programs and already established pre-service training programs in IERs.
4. If the pre-service training institutions are not producing graduates as per the benchmarks set by the government; then a centralized licensing system for teachers may be introduced rather than phasing out professional degrees. In this regard a council like NACTE, PMDC, PEC, PCP may be established
5. The New Teacher Induction policy 2017 may be reviewed in 2020-21 for its pros and cons and role of experts may be included in addition to already existing stakeholders.
6. Exclusion of IERs from the policy making may unintentionally damage the already existing 4-year Hons degree program as these professional institutes are the main stakeholders in providing the province with trained teachers' workforce.

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