



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

THE IMPACT OF INDUCTION PROGRAM ON TEACHING PRACTICES OF NEW PRIMARY SCHOOL TEACHERS IN LOWER CHITRAL

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Article Details

Received on 14 April, 2026

Accepted on 24 April, 2026

Published on 02 May, 2026

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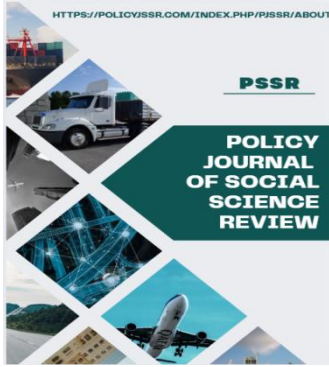
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ABSTRACT

This paper investigates the influence of the induction program on the pedagogical practices of newly appointed primary school teachers in Lower Chitral, Khyber Pakhtunkhwa. The study is based on the real-world issue that new teachers in rural and underserved areas often start working in schools without much professional help, few chances to get mentored, and inconsistent chances to turn what they learned in school into effective teaching. Utilising the completed research of Parveen Baig, the paper examines the impact of induction support on three principal aspects of teachers' professional practice: instructional methodologies, classroom management, and assessment techniques. The research utilised a quantitative, cross-sectional survey methodology, gathering primary data via a structured five-point Likert-scale questionnaire from 109 newly appointed primary school teachers, chosen from a total of 151 teachers in government primary schools in Lower Chitral. To analyze the data, we applied the SPSS tools of the descriptive statistic. As the results show, teachers are positively impressed with the induction program, which they attribute to the advancements in lesson planning, technology, pedagogy, and student interest. The data reveals the areas of classroom management that may still be missing: the establishment of rules, the process of switching activities, seating, and disruptive behavior. Assessment procedures are one of the areas that require an improvement. These are practices characterized by lack of adequate usage of formative and summative assessment, lack of feedback and lack of correlation of assessment to learning objectives. In this paper, the argument is that although induction has enhanced

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the confidence of teachers as educators, the induction has not yet attained a competency level where it has mastered all areas of classroom practice. Courtney (2023) acknowledges that to realize the outcomes of teacher quality and student learning, indoctrination of rural settings must extend past the familiarized level of orientation and pedagogy. Continuing mentorship, assessment-literacy, and classroom-management-help-assistance should also be included.

Keywords: Induction, classroom management, Assessment, teaching practices, pedagogy, teacher training, professional development

Introduction

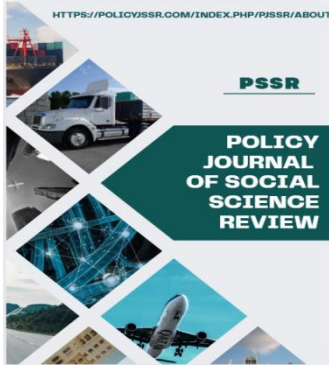
1.1 Background and Context

One of the most challenging aspects of being a teacher is making the leap from student support to full classroom responsibility; hence, induction programs are an important aspect of professional development for teachers. Developing one's self-assurance and sense of professional identity are two of the most important things for first-year educators to acquire as they adapt to their classroom environments, curricula, and pupils. Induction programs fill the theoretical and practical gap by offering guidance and structured training, as well as hands-on support (Keese, 2023). Today, the concept of induction has come to be perceived not just as mere orientation but as a strategic performance, psychiatric, and retention measure of teacher jobs (Flamand et al., 2024).

In Pakistan, the problem of induction is particularly significant due to the enormous gaps in access to education opportunities in the region. Deficiency of

resources, limited professional community and poor access to innovative instructional practices can be some of the challenges new educators working in remote regions might have to deal with. The purpose of the New Teacher Induction Policy in Khyber Pakhtunkhwa is to enhance classroom practice, student-centered learning and a well-structured support to the new teachers. One of such outlying places is Lower Chitral where the policy is especially needed due to tough situations experienced by first-year teachers due to such aspects as cultural diversity, poor terrain and the absence of professional support.

As primary school teachers establish the foundation of student's future success in the areas of reading, writing, arithmetic, participation, self-esteem, and school climate, it is a particularly urgent issue in primary grade levels. The effects of inadequate support for new primary teachers can impact learning during the most critical period of children's education. Recent research indicates that



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induction is most effective when it enhances practical judgement rather than merely conveying general pedagogical content (Skytterstad, 2025).

1.2 Problem Statement and Purpose of the Study

Although induction is a common practice in helping new teachers to get their feet wet in the classroom, its effectiveness can vary with the circumstances. Although an induction has been identified to enhance pedagogical knowledge, preparation of lessons, and classroom engagement in other parts of Pakistan, the results are not necessarily informative with regard to the problem of Lower Chitral. The teachers of this rural and hilly place have specific challenges, including classes of mixed grade-levels, inadequate funding, challenges in transportation to and out of the school and reduced opportunities to access mentorship programs. Hence, it is important to consider data of each induction in its own specific situation, avoiding the notion that such data can be generalized across other districts.

The finished thesis filled this gap by looking into how the induction program affected new primary school teachers in Lower Chitral in three areas: teaching methods, managing the classroom, and testing methods. It also looked at how reflection, motivation, and professional identity affect the link between induction and teaching practices. This paper demonstrates that the completed research constitutes an integrated scholarly argument, revealing that induction in

Lower Chitral has yielded significant improvements in pedagogical confidence and classroom delivery; however, its effects are inconsistent and necessitate further ongoing evaluation.

2. Literature Review

2.1 Teacher Induction as Professional Socialisation

Recent research indicates that teacher induction assists new teachers to be familiar with classroom management, professional norms, and interpersonal expectations. Courtney (2023) quotes scores on international scale tests, which indicate a successful induction than an independent training session where there is mentoring, collaborative learning, and led reflection. Keese (2023) notes that teacher effectiveness, retention, student outcomes have a positive impact in cases where well-designed induction is maintained.

A significant transformation in contemporary scholarship is the transition from deficit-oriented perspectives of novice teachers to developmental and strength-based frameworks of induction. According to Norwegian research, induction should not see novices as helpless victims in need of fixing, but rather as experts in constant development whose skills can be honed with the right kind of feedback and encouragement (Skytterstad, 2025).

By reducing emotional weariness, increasing a feeling of belonging, and facilitating practical problem-solving in the first years of teaching, mentoring is universally acknowledged as the heart of



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good induction (Burger et al., 2021). Induction is most effective when mentoring is deliberately structured, featuring defined roles, regular engagement, and professional trust (Jacobsen & Lejonberg, 2024). A comprehensive model posits that the development of novice teachers is enhanced when mentors integrate emotional support, professional guidance, and a values-based sense of belonging (Ben-Amram & Davidovitch, 2024).

2.2 Theoretical Foundations

The finished research used ideas from constructivist, social learning, professional development, and adult learning theories. These frameworks are still helpful because they show why new teachers don't just learn things from induction; they also actively interpret and change what they learn through their experiences in the classroom. Teachers learn more when their reflections are applicable to real-world situations and grounded in their own experiences, according to recent studies on reflective practice (Tiainen, 2024).

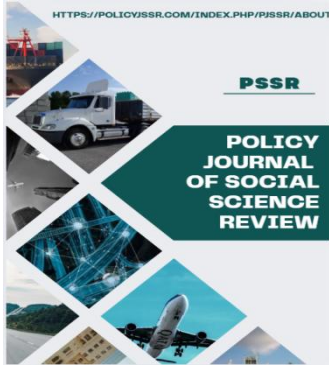
The relevance of observation, modelling, and feedback is emphasized in social learning theory. New research suggests that induction programs, mentorship, and collegial networks impact how first-year educators face and overcome obstacles in their careers (Feng, 2025). Structured opportunities to observe seasoned colleagues and engage in discussions about authentic classroom challenges facilitate more effective

learning for novice teachers compared to solitary trial-and-error methods.

Learning that is applicable, ongoing, and intrinsic to one's work is a cornerstone of professional development philosophy. A recent registered review found that induction, mentoring, and coaching are most successful when they are prolonged beyond the first orientation phase and incorporated with classroom activities (Luong, 2025). Research on induction self-regulation by Bodensteiner et al. (2025) shows that first-year educators benefit from targeted support in time management and encouraging reflective adaptation.

2.3 Induction, Teaching Practices, and Student Engagement

A robust collection of recent evidence correlates induction with enhanced instructional practice. Incorporating active learning and learner-centered tactics into induction training has been shown to improve newly appointed teachers' pedagogical approaches, classroom engagement, and lesson delivery, according to research performed in Pakistan (Ali and Baloch, 2023). While there are certain implementation gaps that prevent structured induction from being completely successful, evidence from Malakand suggests that it improves lesson preparation, curriculum delivery, and interactive teaching (Ali et al., 2025). These results align with global studies indicating that induction affects teachers' planning, concept explanation, student engagement, and utilisation of



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diverse instructional methods (Abdallah and Alkaabi, 2023).

Being a great educator is much more than just having the right techniques; it's also about having the right professional identity and confidence. The induction period affects rookie teachers' self-perception, professional autonomy, and obligations, according to recent research on their identity development (Vázquez et al., 2024). As a result of induction's positive effects on students' sense of belonging and meaning-making, teachers gain confidence while using other pedagogical tactics.

2.4 Classroom Management and Early-Career Challenges

Managing the classroom is one of the most difficult tasks to be carried out by novice teachers. A meta-analysis and systematic review of the classroom management self-efficacy showed that the efficacy of classroom management held by teachers depends on the classroom climate, student behaviour, school culture, stress levels, and support systems (Duan et al., 2024). This indicates that the classroom management of novice teachers is not solely an individual competency, but rather a result of overarching organisational and relational factors.

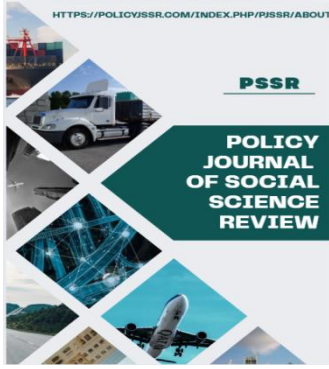
The enormity of the difficulty has been confirmed by recent empirical study. According to research on first-year primary school teachers, their self-assurance is all over the place during the induction phase, especially when it comes to managing student behavior,

making transitions smooth, and encouraging inclusive participation even when pressure is mounting (Woodcock and Reupert, 2024). Evidence from Islamabad indicates that novice elementary school teachers encounter difficulties in classroom management due to simultaneous physical, administrative, and personal constraints (Ahmed and Din, 2024). These patterns closely resemble the findings from the research conducted in Lower Chitral, indicating that classroom management is a domain where induction frequently yields minimal immediate enhancement.

The Lower Chitral results also show how important context is. Outlying school teachers might have difficulties keeping order in the classroom because of irregular school attendance of pupils, absence of resources, and a mixed-grade classroom. Therefore, elementary school teachers might be ill equipped to handle the logistical issues of student centered instruction, although they might have been highly trained in the topic. More behavior management, transition, sitting, and conflict resolution experience should be added in the induction programs in remote areas. The novice educators can acquire self-confidence and competence through specific management education (McGuire et al., 2024).

2.5 Assessment Practices and Assessment Literacy

The volume of literature on teacher assessment literacy in recent few years has increased dramatically, a significant gauge of the ever-increasing opinion that a good



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teacher is not only required to be able to deliver knowledge into the students, but also to be able to collect the evidence of learning and to decode it in appropriate way and to employ it to enhance his/her instruction techniques. Formative assessment literacy is a growing field with a number of unanswered questions and inconsistent levels of professional training, according to a recent systematic review (Lei and Zhang, 2025). This is very important for new teachers because assessment is often one of the weakest parts of induction programs, especially when the focus is more on how to teach in the classroom than on how to teach based on evidence.

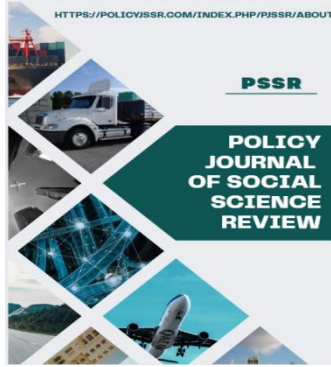
There has to be a concerted effort in both pre-service and in-service teacher education to foster assessment literacy, according to recent international study (Pastore et al., 2025). Teachers' attitudes and habits impact classroom assessment literacy, according to research in Ghana (Quainoo et al., 2025), suggesting that technical teaching alone cannot fix assessment deficits. A scoping review in Tanzania revealed that formative assessment practices are inconsistent, and teachers frequently encounter difficulties with feedback, questioning, and aligning assessments with learning objectives, despite acknowledging the importance of these practices (Shafii et al., 2025). The Lower Chitral research also found that evaluation was the weakest point, thus our findings are consistent with that.

In the absence of explicit guidance on assessment development, interpretation,

and feedback utilization, inexperienced educators risk relying on subjective evaluations or testing habits rather than evidence-based instruction. Continuous professional development linked to classroom application, reflection, and adjustment helps build formative assessment literacy, according to recent study (Li, 2024). Evidence from teacher development courses indicates that assessment literacy enhances when training is pragmatic and linked to instructional choices (Mirsanjari et al., 2025).

2.6 Research Gap

The current literature heavily indicates that induction programs could potentially enhance the professional adjustment, teaching confidence, and retention of first year teachers. But, the gap in context-specific research on the role of induction on teachers of primary schools in outlying regions of Pakistan remains significant. Most studies on induction have concentrated on secondary or mixed-level schools, urban or semi-urban schools or general policy provisions, but not on specific pedagogical practice. Notably, the Lower Chitral study narrows to a narrow area to show the process by which induction has a bearing on every aspect of teaching, such as the delivery of a lesson, the classroom, and assessment of a student. In addition to demonstrating that induction is more than just a training event, it expands the discourse by tying together instructional approaches with



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reflection, motivation, and professional identity.

3. Methodology

3.1 Research Design

The research utilised a quantitative cross-sectional survey methodology to examine educators' perceptions regarding the influence of the induction program on their professional practices. A structured five-point Likert-scale questionnaire collected standardised responses concerning induction, instructional methodologies, classroom management, and assessment practices.

3.2 Population, Sample, and Sampling

The target population consisted of newly recruited primary school teachers employed in government primary schools in Lower Chitral, specifically defined in the thesis as those appointed between 2021 and 2023. The total population consisted of 151 teachers, from which a sample of 109 participants was selected. The research utilised convenience sampling due to the geographical distribution of schools, the inaccessibility of certain regions, and the necessity to incorporate teachers who were available and had either completed or were in the process of induction training. Convenience sampling is not a good way to make broad generalisations, but it was a useful and justifiable method in a situation where terrain, school schedules and transportation problems make it hard to get to the field.

3.3 Instrumentation and Data Analysis

The questionnaire was designed with respect to the major constructs involved

in the study and was in line with theoretical framework. It focused on perceptions towards the induction program, pedagogical practices, classroom management, and evaluation practices. The study used SPSS to look at the data using descriptive statistics. This allowed the study to look at response pattern of the teachers.

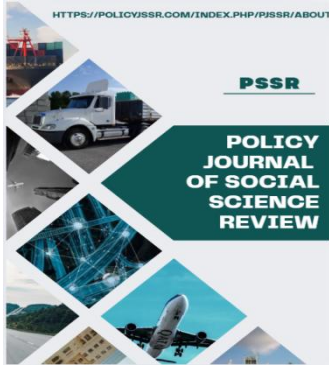
3.4 Ethical and Contextual Considerations

Since the study addressed a delicate professional matter in a small region with well-publicized schools and instructors, the anonymity of the participants was crucial to the success of the research. It is especially important to capture teachers' perspectives in mountainous and impoverished locations because teacher development often encounters structural barriers instead of a lack of desire.

4. Findings and Discussion

4.1 Positive Impact of Induction on Instructional Practices

The majority of instructors felt the introduction program improved their teaching, which is the most significant conclusion of the study. According to the participants, induction improved their lesson planning, introduced them to new teaching approaches, encouraged the use of real-life examples, increased their use of technology, and increased student engagement. It seems that induction was successful in its primary educational goal of assisting first-year educators in making the transition from subject delivery to more interactive and student-centered classroom practice. Structured induction



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improves the quality of education when linked to practical classroom concerns, according to a large body of data (Abdallah and Alkaabi, 2023).

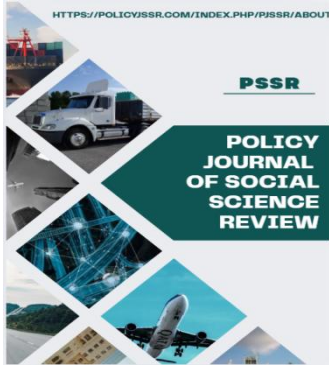
Professional development options are generally few in rural places like Lower Chitral, making it difficult for new teachers to experiment with different approaches to the classroom. The induction program appears to have diminished that gap by providing more explicit guidance and assisting teachers in implementing their training. Recent evidence from Pakistan indicates that professional development can enhance pedagogical knowledge and student engagement when it offers specific classroom strategies (Ahmad et al., 2025).

Simultaneously, the favorable perception of instructional advancement should not be construed as total pedagogical mastery. Teachers' reports of increased competence are encouraging, but they do not prove that all factors necessary for good teaching are well-established. According to recent induction support study (Kriewaldt et al., 2025), instructors often face progression and uncertainty in their first few years of teaching, suggesting that early-career development is uneven. In line with this perspective, the results from Lower Chitral show that teachers' self-assurance has grown in two areas: class delivery and student involvement. However, other areas of teaching are still in need of improvement.

4.2 Classroom Management as a Persistent Weakness

Although the techniques of teaching are now more advanced, classroom management has been a weak area. Based on the ultimate findings, most teachers find it hard to stick to classroom rules, move students out of one activity to the other, design an effective seating pattern, keep students interested, and successfully manage outbursts. Rather than promoting the micro-practices of classroom order that enable sustained learning over time, this trend suggests that induction has been more successful in promoting visible teaching approaches.

This conclusion aligns completely with contemporary literature regarding novice teaching. Because effective classroom management requires more than just knowing how to implement strategies, it also requires instructors to be quick thinkers, have proactive routines, control their emotions, and be aware of their surroundings. This is why many first-year teachers struggle in this area. Support, modelling, and regular practice have a substantial impact on the confidence that early-career teachers develop in managing their classrooms, according to research conducted on a global scale (Woodcock and Reupert, 2024). According to a meta-analysis, factors including school environment, stress levels, and support systems impact teachers' self-efficacy in managing their classrooms. This suggests that training alone may not be enough if the current school settings are lacking (Duan et al., 2024).



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4.3 Assessment Practices as the Weakest Domain

The most unreliable results from the finished research are about how assessments are done. Teachers said they didn't use formative and summative assessments very often, didn't check for understanding with students very often, didn't give students constructive feedback very often, didn't keep good records of assessments, and didn't make sure that assessments and learning goals were in sync. Self-assessment, peer assessment, and different types of assessment tools were also not used very often. These findings are particularly significant as they demonstrate that enhancement of instruction without assessment literacy yields an inadequate representation of professional competence.

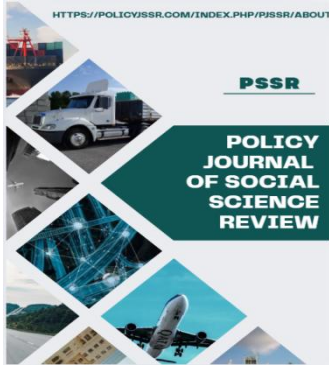
Teaching becomes responsive via assessment. Regular evaluations are essential for teachers to know whether their students grasp key ideas, if they are struggling, and if they need to adjust their teachings accordingly. This claim is backed up by recent scholarly studies. A scoping review of teacher assessment literacy in Tanzania identified feedback, questioning, and clarity of learning intentions as crucial yet inconsistently implemented aspects of formative assessment (Shafii et al., 2025). Cross-national research contends that the training of assessment-literate educators is inadequate in numerous systems, despite the existence of comprehensive professional development frameworks (Pastore et al., 2025). The results from

Lower Chitral fit perfectly with this global trend.

4.4 Reflection, Motivation, and Professional Identity

A significant contribution of the completed research is its focus on the mediating roles of teacher reflection, motivation, and professional identity. The thesis indicated substantial mediating effects of these variables in the relationship between induction and teaching practices. Teachers' views of their job, levels of motivation, and self-concept as professionals modulate the effects of induction on classroom practice, suggesting that the process is not mechanical.

The most recent research supports this view. Induction studies on professional identity have shown that beginning educators build their sense of self by integrating their prior knowledge, their formal training, and the people they've worked with in the field (Vázquez et al., 2024). Identity has a big role because teachers who believe in themselves and their abilities are more likely to take initiative and keep going when things become tough. Current research on novice teachers' professional identity and agency indicates that identity formation is associated with practical action rather than solely with abstract self-description (Groenewald, 2025). This suggests that induction may have enhanced Lower Chitral's pedagogical practices by giving instructors a stronger sense of self-assuredness.



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Motivation is essential, but so is the ability to think things through. In contrast to motivation, which keeps one going when things become tough, reflection allows educators to reflect on their experiences, pinpoint problems, and change their methods over time. According to recent studies, induction programs are more successful when they encourage genuine reflection rather than imposing too regimented approaches to professional development (Tiainen, 2024).

4.5 Contextual Interpretation for Lower Chitral

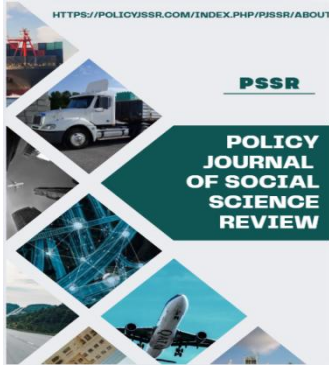
The empirical pattern in the study is best understood as one of partial but meaningful success. Induction in Lower Chitral seems to have been a good way to start teaching, build confidence, and get used to being a professional. Teachers thought the program was clear, helpful, and good for their careers. The inconsistency of the findings indicates that induction can enhance visible teaching strategies more rapidly than the more profound practices of classroom organization and assessment-driven decision-making.

This interpretation is supported by ongoing international dialogues advocating for induction systems to transcend basic orientation frameworks. Recent research contends that induction must be customized to align with genuine professional requirements, school environment, collegial networks, and the distinct developmental characteristics of novice educators, rather than being administered as a standardized program

(Hvalby, 2025). The findings from Lower Chitral corroborate this assertion. Teachers require tailored assistance, particularly in classroom management and assessment, as these domains are where early-career stress is most pronounced and local limitations are likely to exert significant influence.

Another implication of the findings is that induction should be assessed not only by participant satisfaction but also by the equilibrium of competencies it cultivates. In Lower Chitral, the program seems to have had a very positive effect because teachers thought the sessions were clear, useful, and professionally encouraging. But just because you had a good training experience doesn't mean you're fully ready for a job. Recent conversations in teacher education warn against linking confidence in delivery to competence in the larger cycle of teaching, management, assessment, and reflection. Induction may favor visible methods like activity-based teaching and give less time to behavior systems, evidence collection, or feedback routines. Teachers may seem innovative in this way, but they may not really have the resources they need to be successful educators. This distinction is especially important in primary schools, where students' daily learning depends a lot on having clear routines and checking their understanding all the time.

The results also have important implications for changes to education policy in rural areas of Pakistan. A standard induction package may be easier to manage, but it probably won't work



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the same way in all districts. The significance of adjusting to one's immediate environment is shown by Lower Chitral. The teachers in the rural schools have their own challenges including the difference in needs of students, different resources and distance to the classroom. Consequently, they require training, which includes real-life situations, model-based training in schools, and mentoring using the current events. The reason an increasingly context-responsive model would not replace basic provincial standards is that it would not only increase the quality of those standards but ensure that novice educators who will be operating in those environments will be able to apply these standards in the real settings. The presented research contributes to the existing literature concerning teacher induction and contributes to the discussion of educational equity, which is significant since the assistance of teachers in disadvantaged communities is directly associated with the access of students to quality education (Msuva and Mwila, 2023).

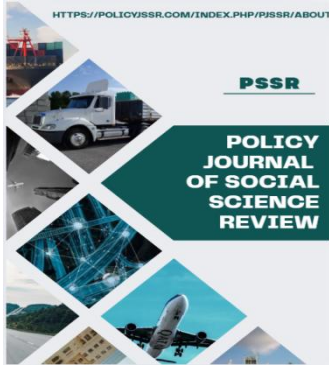
5. Conclusion and Recommendations

The finished research offers strong proof that the induction program has improved the way new primary school teachers in Lower Chitral teach. The teachers expressed that they were much better in planning their lessons, student involvement, use of teaching strategies and confidence in addressing students. This is an important development as it shows that induction can be a transition

between the types of hiring and the successful teaching in the classroom. This is especially so in a remote district whereby new teachers may be left alone.

The study also indicates that induction has not uniformly enhanced all aspects of teaching. Classroom management is still a weak point for many teachers, who have trouble making structured learning spaces, keeping order, and managing behaviour. The practices for assessment are even worse, which shows that teachers need a lot more help with formative assessment, feedback, and making sure that assessments match learning goals. The results lead to a main conclusion: induction in Lower Chitral is useful for professionals, but it doesn't fully work as a developmental model.

Based on these results, a number of suggestions can be made. First, induction should not end with the first training sessions. Instead, it should continue with structured follow-up support. Teachers could turn early learning into long-term practice with more mentoring, observation cycles, and refresher workshops (Luong, 2025). Second, classroom management should be a separate part of induction, with lessons on rules, transitions, student behaviour, and real-life examples of classroom situations (McGuire et al., 2024). Third, assessment literacy should be directly incorporated into induction content by focusing on questioning, feedback, formative assessment, and the interpretation of student evidence (Lei and Zhang, 2025). Fourth, school-based



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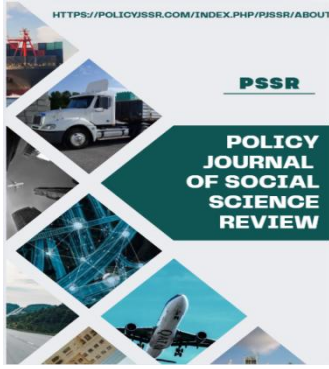
ISSN Print: 3006-4627

mentoring should be improved so that new teachers can get regular help from more experienced teachers with the real problems they face in rural classrooms (Jacobsen and Lejonberg, 2024). Lastly, the content of the induction should be tailored to the specific needs of Lower Chitral, such as teaching in multiple grades, dealing with different cultures, having limited resources, and being far away from other places.

By showing that induction is neither insufficient nor inefficient in a rural area of Pakistan, the research makes a substantial contribution. It has already positively influenced the instructional practice, although the foundation requires additional funding to assess literacy, context-responsive mentorship, and classroom management to ensure that teachers have the opportunity to develop, whereas students learn.

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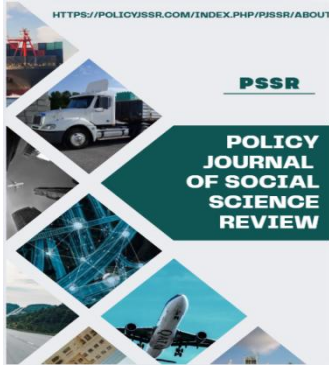


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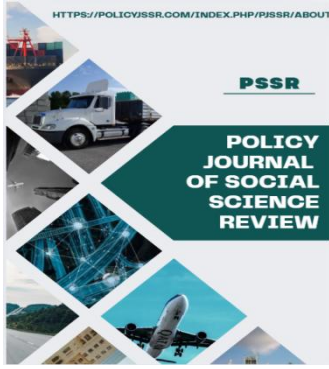


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