



Induction Program, Teachers' Motivation and Professional Development: A Study of Novice Teachers of District Mardan

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Abstract: Teacher's induction is a growing concern for school organizations due to the increasing demands of classroom instruction and learning outcomes. The purpose of this study was to investigate the influence of induction program on novice teacher's motivation and professional development. Research objectives of this research paper were to gauge primary school teachers, level of intrinsic and extrinsic motivation while participating in induction program. This quantitative survey research was conducted to unravel motivational experiences of gender differences of participating in an induction training program. Data was collected and analyzed from a sample of primary school male and female novice teachers in district Mardan. The study was delimited to elementary teachers (male and female) who participated in an induction program organized by provincial institute of teacher's education. The study's findings provided valuable insights into the strengths and effectiveness of induction program and produced valuable recommendations for improving novice teacher's interest and motivational enjoyment in induction program and professional development in classroom instruction. This study recommends for school administrators, regional and provincial training institutes to design and execute training programs so that to foster teachers' pedagogical competencies, classroom management, inclusive classroom and continuous professional development.

Key words: Induction program, intrinsic motivation, extrinsic motivation, professional development, instructional practices

1. Introduction

Education is constructive process that drags an individual from darkness to the pool of prosperity and happiness by learning new experiences. In pursuing this goal, teacher's transforms students by equipping them with higher order thinking, global knowledge and thereby supporting their intellectual and cognitive development to face this contemporary world (Barrera-Osorio, 2017). A more sophisticated educator revitalizes the learning desire, nourishes their passion, and helps students achieve critical thinking and rationalistic approach of reasoning (Maryam, 2021). Educators teach and nurture students in all aspects, including personal, social, and emotional uplifting. At the same time, teacher educators are the educational professionals who centrally plan and regulate teachers' learning, level of motivation and professional development (Sain, Z. H, 2024). Teacher education can be a decisive factor in student outcomes by controlling the teacher's quality. So induction program is the main connecting link in all kinds of educational reforms such as taking diversity into account, teacher's choices and interest in classroom instruction, ensuring that students pass high task tests, building genuine partnerships with schools or universities, parents, and other stakeholders, and developing curricula (Bukhari, 2023). Moreover, the

growing demand of quality Induction programs for novice teachers are prerequisite and extremely vital for their career progression and advancement in shifting from a novice to a more experienced teacher. Teacher's employ crucial contributions as knowledge transformation, as a role model for students to inspire, as a motivator and facilitator as well student investigator and evaluator. Nascent teachers have just relocated and moved from the setting point of student of teaching to teacher of student. At this moment, novice teachers have to teach as well they need to learn to teach (Azhar, M., Kayani, 2017). Induction program helps novice teachers to stimulate motivation, minimize attrition and inculcate professional aspirations (Yang, M., Thien, L. M, 2024). Recently (2017) in Khyber Pakhtukhwa, the novice teachers were trained through induction program with a vision and mission for the transformation of beginner teacher's professional development (Taj, S, 2020). Novice teachers aware of reality upset of how to conduct effective, efficient, and implicitly classroom instruction. Studies have shown that motivation is the stimulating agent that animate and impart spark in novice teachers to be higher eliding in effective transformation of knowledge and skills in classroom instruction. Nascent teachers experience numerous constraints and feel laboriousness during their initial years of professional development in a school set up (Hayes, K. N., Preminger, L., & Bae, C. L, 2024). Studies revealed that novice teachers during their initial phases of their school teaching profession suffer of a greater inconvenience and unease (Cao, Y, 2023). Studies have also shown that newly inducted teachers perceive and experience overburden and emotional as they find consequential and remarkable discrepancies of what they imagined and visualize as novice teachers and what they are experiencing during their first early professional teaching career (Theofield, V. L, 2023). Professional development programs for novice teachers renders possibility to arouse motivation and room for beginner teachers to come across for new responsibilities, develop latest pedagogical techniques, and strengthen their skills as a knowledgeable and transformative educator (Teneva, M., Zhelyazkova, Z, 2020). Induction programs reshape, reorganize novice teachers' interest and professional development.

Induction programs inculcate interest and Professional experiences such as:

- a) Participating in workshops
- b) Attending professional training sessions
- c) Meetings with mentors and taking assistance of informal experiences
- d) Reading of online journals, article related to professional developments
- e) Watching documentaries relevant to teaching profession

Novice teacher can be defined as teacher with little or no mastery experience of skills and knowledge of classroom instruction (Berry, B., Daughtrey, 2010). Based on studies conducted by Bustamante et al (2022) depicts nascent teachers is defined as one who have less than 2 years of formal teaching experience. Induction program is a vital aspect of formal education to furnish novice teachers with essential professional proficiencies (Bustamante, H., Chagas, 2022). Induction program is crucial for the transformation of novice teachers cognitive, affective and psychomotor skills as well experiences from traditional and conventional thinking into more sophisticated and knowledge and skills-oriented perspectives. Novice teacher's intrinsic and extrinsic motivations are mutually significant and inclusive and play crucial role in teaching learning process. Induction programs enable novice teachers of how to learn content knowledge and pedagogical knowledge. Induction program also teach nascent teachers the technique and sills of implementing relevant instructional technique for the specific content knowledge. A well-designed teacher induction program can help novice teachers do more than just survive their first year on the job. It also can help them thrive in their new role, experiencing the success that lays the foundation for a long-term career in early childhood education. Novice teacher in induction programs are really a win-win proposition (Waters, M, 2020). Beginning teachers get the support and guidance they need, and experienced staff get the recognition they deserve. In the process, both the novice teacher and the supervisor are compelled to reflect on their own practices and examine their actions and beliefs about teaching and learning (Bell, A. R, 2005).

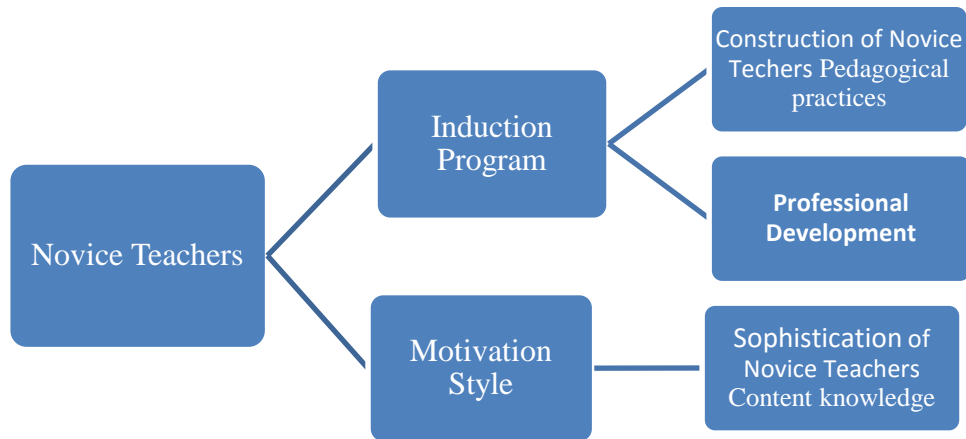
1.1 Objectives of the Study

- a) To investigate the perceptions of teachers, about the level of intrinsic motivation, who participated in the induction program
- b) To investigate the perceptions of teachers, about the level of extrinsic motivation, who participated in the induction program
- c) To assess novice teachers' intrinsic and extrinsic motivation on teachers' professional development
- d) To find the role of induction program on professional development of novice teachers

1.2 Research Questions

- a) What is the level of intrinsic motivation of novice teachers, who participated in the induction program?
- b) What is the level of extrinsic motivation of novice teachers, who participated in the induction program?
- c) How do teachers' intrinsic and extrinsic motivation affect teachers' professional development?
- d) Does induction program have any effect on professional development of novice teachers?

1.3 Conceptual Framework



2. Research Design

This descriptive survey research was conducted through quantitative research approach. The study was conducted in primary schools in district Mardan. The criterion for the selection of the schools was based on the availability of novice teachers (those recruited in 2019). All novice teachers in the selected schools will be involved in data collection. Hence the execution of this research study was employed several participants so the most valid and reliable framework was the descriptive survey. Data was collected using questionnaire and items were extracted based on variable i.e. extrinsic and intrinsic motivation and induction program. The data collected was analyzed by statistical tools followed by findings, conclusions and recommendations.

2.1 Population of the Study

Population for this research study constituted male and female public primary school teachers of district Mardan, Khyber Pakhtukhwa. All primary teachers recruited through National Testing Service (NTS) in 2019 were included in the population of the study.

2.2 Framework of Population

Table 1: Population framework

S. No	Districts	Public Male Primary Schools	Public Female Primary Schools
1	Mardan	825	678

2.3 Framework of Induction Teachers in District Mardan

Table 2: Framework of Induction

Male Primary Teachers	Female Primary Teachers
665	157

2.4 Sample of the Study

The samples of the study were comprised of male and female primary level novice teacher who participated in an induction program in 2019. Respondents were teachers of male and female public primary schools in district

Mardan. In this study 320 male and 80 female primary schools were selected as sample based on proportionate sampling technique to represent district Mardan. Convenient sampling was used for school selection while participants were selected applying purposive sampling technique.

2.5 Sample Frame for Data Collection

Table 3: Sample frame

Male Primary Teachers	Female Primary Teachers
320	80

3. Data Analysis

Data collected was analyzed by SPSS software, using statistical tools i.e. mean, standard deviation and t-test.

Table 4: Overall Gender wise Comparison of Teachers Motivation

Domain	Gender	N	Mean total	Standard Deviation	t-value	Sig
Induction Practices and Novice Teachers Motivation	Male	320	3.690	1.034	.683	0.000
	Female	80	3.544	1.059	.683	0.000

Table 1 portrays the overall gender wise comparison of novice teacher's beliefs of various motivational aspects with regard to participation in an induction training program. The overall mean value of public primary school novice male teachers ($m = 3.690$, $SD = 1.034$) is higher than public school female teachers ($m = 3.544$, $SD = 1.059$) in relation to all the subcategories of novice teachers motivation of participating in an induction training program. It can be concluded from the findings of teacher's motivation in induction training, that male novice school teachers were moderately more motivated by induction training program toward classroom teaching as a profession.

Table 5: Novice Teachers Transformation of Professional development

Domain	Gender	N	Mean	Standard Deviation	t-value	Sig
Transformation of Professional development	Male	320	2.48	.977	1.443	0.000
	Female	80	2.37	.912	1.443	0.000

The above table 2 depicts the gender wise comparison of novice teacher's transformation of professional development as a subcategory of teacher's motivational domain with reference to participation in an induction training program. The mean value of public primary school novice male teachers ($m = 2.48$, $SD = .977$) is higher than public school female teachers ($m = 2.37$, $SD = .912$) with respect to professional development of novice teachers motivation because of participating in an induction training program. It can be concluded from table (4.2) that the transition of professional development of male novice school teachers were more facilitated by induction training program as compare to female novice teachers.

Table 6: The Influence of Induction Programs on Beginning Teachers Classroom Experiences

Domain	Gender	N	Mean	Standard Deviation	t-value	Sig
Transitional Teaching Experience	Male	320	2.17	.945	0.924	0.000
	Female	80	2.12	.910	0.924	0.000

The given table 3 reflects the gender wise comparison of the Influence of induction programs on beginning teacher's classroom as a component of teacher's motivational parameter while participating in an induction training program. The mean value of primary school novice male teachers ($m = 2.17$, $SD = .945$) is higher than public school female teachers ($m = 2.12$, $SD = .910$) in relation with the transitional teaching experience as novice teachers

proceed with time. It can be concluded from the findings that the positive influence of an induction training program in transforming from a nascent and beginner less experienced to more constructivist teacher was greater in male novice teachers as compared to female fellow worker.

Table 7: Role of Induction in Reshaping Novice Teachers Instructional Practices

Domain	Gender	N	Mean	Standard Deviation	t- value	Sig
Sophistication of pedagogical practices	Male	320	3.815	.691	1.132	0.000
	Female	80	4.048	.682	1.132	0.000

The stated table 4 above illustrates the role of induction in reshaping novice teacher's instructional practices in association with gender wise comparison of novice teachers. The mean value of primary school female novice teachers ($m = 4.048$, $SD = .682$) is higher than their male fellow teachers ($m = 3.815$, $SD = .691$) for the domain of i.e. role of induction in reshaping novice teachers instructional practices. Based on this teacher's way of motivation, it comes to conclusion that female novice teacher's participation was more effective as it reshaped, reorganized and remolded their classroom instructional practices and guided substantial improvement in classroom instruction than their male companions.

Table 8: An Appraisal of Teachers' Extrinsic Motivation in Induction Training Program

Domain	Gender	N	Mean	Standard Deviation	t- value	Sig
Extrinsic compensation motives	Male	320	3.556	.739	2.613	0.000
	Female	80	3.422	.709	2.613	0.000

The table 5 describes the novice teacher's extrinsic compensation motives that enforce novice teachers to participate in induction training. The mean value of primary school male novice teachers ($m = 3.556$, $SD = .739$) is higher than their female fellow teachers ($m = 3.422$, $SD = .709$) for the extrinsic aspect of novice teachers motivation of i.e. appraisal of teachers' extrinsic motivation in induction training program. It can be concluded from the novice teacher's extrinsic motives data analysis that male novice primary teachers were more motivated by extrinsic compensations, incentives and consider their participation in induction training just a requirements motive for their teaching profession. It can also be concluded that the primary male teachers were less motivated by intrinsic aspirations.

3.1 Summary

The purpose of this study was to unravel novice teacher's motivation with reference to induction training program in primary schools. The constructs of novice teacher motivation is considerably influential on effectiveness of their classroom instruction, hence motivated teachers can establish a transformative learning environment that foster students critical, creativity, problem solving, teamwork and social competencies. The inquiry factors that improve novice primary teacher motivation is crucial as to organize and reshape the structure of schools and encourage novice teachers professional development and eventually student cognitive, affective and psychomotor skills achievement. The execution of an effective induction program is the foremost factor for the attainment of SDGs 4 i.e. Quality Education. The purpose of induction program is to fill the gap between the novice teacher's theoretical knowledge followed by practical demonstration and professional development through induction training. According modern definition, a teacher is equal to motivator and facilitator; they need to have strong skills in classroom instruction, pedagogy, and subject matter expertise. Induction training program is an absolute platform that strengthen and transform novice teachers into more experienced and constructivist teacher. Effective and motivated teachers can revolutionize the capabilities and potentialities of the students. Data collection tool was developed and data was collected from novice teachers who had participated in an induction training program. Data was collected, analyzed and based on data analysis findings, conclusions and recommendations were drawn.

3.2 Findings of the Study

The major findings extracted based on data analysis are as follows

Table 1 depicts the gender wise comparison of primary school novice teacher's motivational beliefs of participating in an induction program. Mean value of novice male teachers ($m = 3.690$, $SD = 1.034$) was found higher than public school female teachers ($m = 3.544$, $SD = 1.059$) in relation to all the subcategories of novice teachers motivation of participating in an induction training program. Based on data analysis it was found teacher's that male novice school teachers were slightly more motivated by induction training program toward classroom teaching as a profession. Table 2 reflects the findings of subcategory i.e. gender wise comparison of novice teacher's transformation of professional development after participation in an induction training program. The mean value of public primary school novice male teachers ($m = 2.48$, $SD = .977$) is higher than public school female teachers ($m = 2.37$, $SD = .912$) with respect to professional development of novice teachers motivation because of participating in an induction training program. It was found that the transition of professional development of male novice school teachers were more facilitated by induction training program as compare to female novice teachers. Findings of table 3 reveals the gender wise comparison of the Influence of induction programs on beginning teacher's classroom as a component of teacher's motivational parameter of participating in an induction training program. The mean value of primary school novice male teachers ($m = 2.17$, $SD = .945$) is higher than public school female teachers ($m = 2.12$, $SD = .910$) in relation with the transitional teaching experience as novice teachers proceed with time. It was found that the positive influence of an induction training program in transforming from a novice and less experienced to more experienced and constructivist teacher was greater in male novice teachers as compared to female fellow teachers. Findings of table 4 illustrate the role of induction in reshaping novice teacher's instructional practices in association with gender wise comparison of novice teachers. The mean value of primary school female novice teachers ($m = 4.048$, $SD = .682$) is higher than their male fellow teachers ($m = 3.815$, $SD = .691$) for the domain of i.e. role of induction in reshaping novice teachers instructional practices. Findings shows that female novice teacher's participation was more effective as it reshaped, reorganized and remolded their classroom instructional practices and guided substantial improvement in classroom instruction than their male companions. Table 5 describes the findings of novice teacher's extrinsic compensation motives that enforce novice teachers to participate in induction training. The mean value of primary school male novice teachers ($m = 3.556$, $SD = .739$) is higher than their female fellow teachers ($m = 3.422$, $SD = .709$) for the extrinsic aspect of novice teachers motivation of i.e. appraisal of teachers' extrinsic motivation in induction training program. It was found that male novice primary teachers were more motivated by extrinsic compensations, incentives and consider their participation in induction training just a requirements motive for their teaching profession.

4. Conclusions of the Study

Novice teacher's participation in an induction program renders the opportunity of networking with their peers as well with mentors particularly for the improvement and transformation of professional development in classroom instruction. Findings reveal that majority of both male and female novice teachers were motivated and found these professional developments training useful. Findings shows that most of the teachers were motivated of participating in an induction program because it stimulate important features i.e. Teacher professional development, to unravel new roles and responsibilities, embraces new instructional strategies of teaching learning process, reshape, redevelop and refine their pedagogical practices and the belief of sound and professional teacher. Based on findings it was concluded that most of novice teacher's were more motivated by intrinsic enjoyment motives toward teaching and the execution of more effective and confident classroom instruction. Findings also show that teachers were more intrinsically motivated by molding more conducive, favorable and constructive classroom that help to encourage students cognitive affective and psychomotor domains of learning. Findings reflects that novice teachers were more intrinsically motivated to teach based on students individual differences and all students in same classroom learn together in an inclusive environment. Majority of teachers supported the opinions to stimulate student's interest and develop self-efficacy and mutual collaborative teamwork. Findings also proclaim that compensation motives also enforce novice teachers to participate in induction training. Teachers demonstrate that their participation in induction training has a positive role in school learning environment.

4.1 Recommendations

This study has implications for novice teachers to benefit from induction professional development activities and develop classroom instruction and be sophisticated future teachers.

This study has explored the positive effects of induction training on novice teacher's motivation. School

administrators, regional and provincial training institutes may design training programs in order to foster teachers' capabilities, skills and strategies in their professional life.

This study reveals that Induction program helps to improve skills of newly recruited teachers for maintaining the classroom management and inclusion. Mentors need to train novice teachers about inclusive norms and a platform of facilitating inclusive discussions.

This study recommends mentors to promote novice teachers social and emotional learning to empower social and emotional growth of students through restorative practices.

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