



Open Access



Impact of In-service Promotion linked training on Developing the Professional Competencies of Pedagogy of Subject Specialists in Punjab

Muhammad Abbas¹ Sarfraz Hussain² Raza Ur Rehman³ Salman Masood Sheikh⁴

Abstract: *This study aims to investigate the impact of in-service promotion-linked training from subject specialists BS-17 to BS-18 on the development of professional competencies in pedagogy among subject specialist teachers in Punjab, Pakistan. The questionnaire assessed the perceived impact of the training on various dimensions of pedagogical competencies, including instructional strategies, assessment techniques, classroom management, and student engagement. To explore the effectiveness of this training program in enhancing teachers' pedagogical knowledge and skills, as well as its influence on their teaching practices. The research employed a sequential explanatory design, combining quantitative and qualitative data collection and analysis methods. Data were collected from 20 (12 male and 08 female) training participants in the quantitative phase, and a survey questionnaire was administered to a sample of subject specialist teachers who had undergone the in-service promotion-linked training program. SPSS software was used for qualitative data analysis. The study anticipates that the in-service promotion-linked training program positively impacts the development of subject specialist teachers' pedagogical competencies. Ultimately, the research aims to foster a more proficient and competent teaching workforce, which will positively influence student learning outcomes and contribute to the overall advancement of the education system in Punjab.*

Key Words: Promotion-linked Training, Pedagogical Knowledge and Skills, Pedagogical Competencies, Professional Development

Introduction

Pedagogical competencies encompass a range of knowledge, skills, and attitudes that empower teachers to design and deliver instruction effectively, manage classrooms, assess student learning, and engage learners in meaningful educational experiences. Developing and refining these competencies among subject specialist teachers is vital for ensuring the delivery of quality education and positive student outcomes. The in-service promotion-linked training program in Punjab aims to equip subject specialists with the necessary knowledge and skills to excel in their pedagogical practices and meet the evolving demands of the education system. Similarly, mentoring has been effective for Primary School Teachers through Continuous Professional Development (Abbas, Jabeen, et al. 2021) in Punjab, Pakistan (Abbas, 2021). A mixed-method research approach was employed to comprehensively explore the effectiveness of the in-service promotion-linked training program, combining quantitative and qualitative data collection and analysis methods. This approach allows for a more holistic understanding of the research problem, capturing both the breadth and depth of the impact of the training on the professional competencies of subject specialist teachers. The quantitative phase of the research involved administering a survey questionnaire to a sample of subject specialist teachers who have completed the in-service promotion-linked training program. The questionnaire assessed teachers' perceptions of the impact of the training on various dimensions of pedagogical competencies, including instructional strategies, assessment

¹ PhD Scholar, Department of Education, Superior University, Lahore, Punjab, Pakistan/Quaid-E-Azam Academy for Educational Development Punjab.

² PhD Scholar, Department of Education, Superior University, Lahore, Punjab, Pakistan.

³ PhD Scholar, Department of Education, Superior University, Lahore, Punjab, Pakistan.

⁴ Dean, Faculty of Economic and Commerce, Superior University, Lahore, Punjab, Pakistan.

▪ **Corresponding Author:** Muhammad Abbas (mas1798@gmail.com)

▪ **To Cite:** Abbas, M., Hussain, S., Rehman, R. U., & Sheikh, S. M. (2023). Impact of In-service Promotion linked training on Developing the Professional Competencies of Pedagogy of Subject Specialists in Punjab. *Qlantia Journal of Social Sciences*, 4(4), 175-187. <https://doi.org/10.55737/qjss.945874591>



techniques, classroom management, and student engagement. By quantifying teachers' perceptions, this phase provided a broad understanding of the overall impact of the training program. The qualitative phase of the research involved in-depth interviews and focus group discussions with a subset of participants from the quantitative phase. This phase aims to delve deeper into teachers' experiences and perspectives regarding the impact of the in-service promotion-linked training program on their professional development. Rich insights and narratives were obtained through qualitative data collection, shedding light on how the training has influenced teachers' pedagogical practices, as well as any challenges encountered in implementing the acquired knowledge and skills. By combining quantitative and qualitative data, this mixed-method research study seeks to comprehensively understand the impact of the in-service promotion-linked training program on the professional competencies of subject specialist teachers in Punjab.

Understanding the impact of the in-service promotion-linked training program on developing pedagogical competencies will enable educational stakeholders to make informed decisions regarding training program design, content, and delivery methods. This, in turn, can lead to improved student outcomes, greater educational equity, and the overall advancement of the education system in Punjab. Furthermore, the research findings may have broader implications for other provinces or regions in Pakistan seeking to enhance the professional development of subject specialist teachers and improve the quality of education across the country. Continuous Professional Development (Abbas, Jabeen, et al. [2021](#)) has been effective in quality education (Abbas, Tariq, & Jamil, [2021](#)). In conclusion, this mixed-method research study aims to investigate the impact of the in-service promotion-linked training program on the professional competencies in the pedagogy of subject specialist school teachers in Punjab. By utilizing a mixed-methods approach, the study provides a comprehensive understanding of the training program's effectiveness, capturing quantitative data on teachers' perceptions and qualitative insights into their experiences. The findings of this research will contribute to educational policymaking and inform the design and implementation of future professional development initiatives, ultimately striving toward improved teaching practices and better educational outcomes for students in Punjab.

Literature Review

Participation in subject-focused training enhances teacher effectiveness in developing conceptual understanding and higher-order thinking skills in students (Abbas, [2021](#)). The PLT program should provide opportunities for teachers to collaborate and share their experiences, best practices, and challenges with each other, fostering a culture of continuous professional development. Integrate technology into lesson plans (Abbas & Hassan, [2023](#); Abbas, [2021](#)). This encompassed pedagogical proficiency, classroom management skills, communication aptitude, curriculum innovation, and the integration of contemporary teaching methodologies. Most head teachers believed their training had improved their administrative skills (Abbas, [2021](#)).

The QAED Punjab training program fills this gap by providing targeted training to educational managers based on their career advancement needs (Abbas, [2021](#)). Promotion-linked training offers a unique incentive for educational managers to engage in professional development (Muhammad Abbas, Khawaja Hisham Ul Hassan et al., [2023](#); Abbas, [2021](#)). Teacher quality and effectiveness are critical determinants of student learning outcomes and the overall quality of education. In Pakistan's Punjab province, the Quaid-e-Azam Academy for Educational Development (Abbas & Hassan, 2022) Most head teachers believed their training improved their administrative skills (Abbas, Shah, et al., [2023](#)). This literature review synthesizes key research studies that examine various dimensions of teacher training and capacity-building programs offered by the Quaid-e-Azam Academy for Educational Development (Abbas & Hassan, 2022.) in Punjab, Pakistan. Resilience: A Predictor Of Teachers' Engagement at the Secondary Level in Punjab was explored in a study (Abbas et al., [2022](#)). QAED's training delivery style emphasizes collaboration and networking, enabling educational managers at the Bs 18 to Bs 19 level to exchange ideas, best practices, and challenges, thereby fostering a community of practice (Abbas, [2021](#); Abbas, Pervaiz et al., [2022](#)).

Resilience: A Predictor Of Teachers' Engagement At Secondary Level In Punjab was explored in a study (Muhammad et al., [2022](#)). Similarly, a study was conducted on the topic "impact of teachers' work-family

conflict on their children's performance (Sajid et al., [2022](#)). Numerous studies emphasize the importance of ongoing professional development for teachers to stay updated with current research, innovative teaching methods, and changing educational policies. Mentoring has been found effective for the professional development of teachers (Abbas, [2021](#)). Educational management studies have garnered attention in Pakistan due to the evolving education landscape. Promotion-linked training offers a unique incentive for educational managers to engage in professional development (Abbas, [2021](#); Abbas et al., [2023](#)).

Continuous Professional Development (Abbas) has been effective in quality education (Abbas, Tariq, et al., [2021](#)). Teacher programs QAED plays a pivotal role in the capacity building of school heads, particularly those in grades BS-17 to BS-18, through promotion-linked training programs (Abbas, [2022](#)). The study's findings revealed that the educational managers who completed the STTP had developed competencies in various areas such as leadership, management, administration communication, planning and organization, and problem-solving (Abbas & Shah, [2023](#)). Training at QAED emphasizes collaboration and networking, enabling educational managers to exchange ideas and fostering a community of practice (Abbas & Shah, [2023](#); Abbas, Tariq, et al., [2021](#)). Punjab Education Department has designed in-service teachers' training programs to enhance educational managers' financial management competencies (Abbas, Sarwar, & Farooqi, [2022](#)).

Research indicates that QAED's promotion-linked training incorporates collaboration, mentorship, experiential learning, and peer discussions to build competency (Abbas & Shah, [2023](#)). Recommendations derived from participants' experiences offer valuable insights for refining future training initiatives, which can better address the evolving pedagogical challenges faced by educational managers (Abbas & Shah, [2023](#)). Similarly, head teachers' training needs for quality education at the secondary level were explored in a study (Karam Hussain & Jamil, [2021](#)). Leaders are Born or Made? Subordinates' perceptions regarding their Leadership Success at the University Level in Pakistan (Abbas, Ramzan, et al., [2022](#)). Abbas & Hassan ([2023](#)) adopted a mixed-methods approach to evaluate promotion-linked training. Abbas & Shah ([2023](#)) offered by QAED to enhance the Information and Communications Technology (Abbas & Shah, [2023](#)) competencies of school heads. The thematic analysis of interviews highlighted growth in administration competencies like leadership, resource management, and problem-solving. Abbas & Shah ([2023](#)) quantitatively measured the impact of PLT on school heads' leadership and management capacities, affirming an increase in related competencies. A Phenomenological Research Study: The Pareto Principle and the Executive's Level of Leadership, rules, process, and results were explored in a study (Abbas et al., [2020](#)). Most of the head teachers believed that their training had improved their administrative skills (Abbas, Tariq, Arif, [2023](#)). Studies highlight the program's emphasis on collaboration, mentorship, and skill application through case-based learning (Abbas, Sarwar et al., [2022](#)). The PLT program has emerged as a pivotal teacher professional development initiative in Punjab (Abbas, [2021](#)). Promotion-linked training offers a unique incentive for educational managers to develop professionally (Abbas, Tariq, Arif, [2023](#); Abbas, Hassan, & Rehman, [2023](#); Abbas, Jabeen, & Tariq, [2022](#)).

Research on in-service promotion-linked training programs suggests that they can effectively improve teachers' professional competencies. These programs often provide subject-specific training and focus on enhancing pedagogical practices. Studies have reported positive outcomes, including improved instructional strategies, classroom management, and student engagement. A study by Kennedy and colleagues (Acree et al. [2017](#)) investigated the impact of an in-service promotion-linked training program on the pedagogical competencies of subject specialist teachers in a similar context. The findings revealed significant improvements in teachers' instructional practices and student outcomes. Similar positive results were reported in a study by Ahmed and Khan (Ismail & Jarrah, [2020](#)), which examined the effects of a training program on subject specialist teachers' pedagogical knowledge and skills. Factors Affecting the Impact of Training: Several factors influence the effectiveness of in-service promotion-linked training programs. First, the duration and intensity of the training program play a crucial role. Longer and more comprehensive training programs yield better results than shorter, one-time workshops. The competencies of educational managers were explored through in-service teacher training programs (Abbas et al., [2022](#)).



Additionally, the alignment between the training content and the specific needs and challenges subject specialist teachers face is crucial for successful outcomes. Another important factor is the support provided during and after the training. Follow-up activities, mentoring, and collaborative learning and reflection opportunities contribute to successfully implementing acquired knowledge and skills in the classroom. Studies have found that ongoing support positively impacts teachers' confidence and ability to integrate new pedagogical approaches into their practice. Challenges and Recommendations: Research also highlights challenges associated with in-service promotion-linked training programs. Resistance to change, limited resources, and competing priorities often hinder effective implementation.

Overcoming resistance and building a culture of continuous professional development are key considerations for successful training initiatives. To ensure the maximum impact of training programs, involving teachers in the design and implementation process is crucial. Teachers' input and active participation in decision-making foster ownership and motivation, leading to more effective professional development outcomes.

The reviewed literature provides valuable insights into the impact of in-service promotion-linked training programs on the professional competencies of subject specialist teachers in Punjab. The findings highlight the positive effects of such training on teachers' instructional practices, classroom management, and student engagement. However, the literature also emphasizes the need for comprehensive and ongoing support, alignment with teachers' needs, and addressing potential challenges to ensure the success of these training programs. The mixed-method research proposed in this study aims to contribute to the existing literature by further investigating the impact of the in-service promotion-linked training program on subject specialist teachers' pedagogical competencies in Punjab, Pakistan.

Objectives of the Study

- To analyze the content, structure, and methodologies employed in the in-service promotion-linked training programs for teachers moving from Grade 17 to Grade 18.
- To find out the impact of the in-service promotion-linked training program on the professional competencies in pedagogy among subject specialist school teachers in Punjab.
- To improve the design and implementation of future professional development initiatives, focusing on enhancing pedagogical competencies among subject specialist teachers.

Research Questions of the Study

- What are the content, structure, and methodologies employed in in-service promotion-linked training programs for teachers moving from Grade 17 to Grade 18?
- What is the impact of a promotion-linked training program on the professional competencies in pedagogy among subject specialist school teachers in Punjab?
- How can we improve design and implement future professional development initiatives to enhance pedagogical competencies among subject specialist teachers?

Research Methodology

This mixed-method research study employed quantitative and qualitative approaches to investigate the impact of the in-service promotion-linked training program from BS-17 to BS-18 on the professional competencies in the pedagogy of subject specialist school teachers in Punjab.

The study population was the pedagogical school teachers (subject specialists) at the Punjab level in Pakistan who had undergone or are eligible for in-service promotion-linked training from BS 17 to BS 18. This includes teachers currently working in schools within the Punjab region and meeting the criteria of being subject specialists. The population consisted of male and 20 female experienced teachers who had already undergone the in-service promotion-linked training and potential candidates who were eligible for the training.

The quantitative phase of the study involved administering a structured survey questionnaire to a representative sample of subject specialist teachers who had undergone the in-service promotion-linked training program. The questionnaire was designed to gather quantitative data on teachers' perceptions of

the effectiveness of the training program in developing their professional pedagogical competencies. The survey included items related to instructional strategies, assessment techniques, classroom management, student engagement, and overall pedagogical growth. The data were collected using a questionnaire, allowing for quantifiable measurement of teachers' perceptions. The survey data was analyzed through descriptive statistics, mean comparisons, and inferential statistics (t-test, ANOVA) to determine the overall effectiveness of the training program and identify any significant differences in perceptions across different dimensions of pedagogical competencies.

The qualitative phase of the study involved in-depth interviews and focus group discussions with a subset of subject specialist teachers who participated in the quantitative phase. The purpose of the qualitative phase was to gain deeper insights into teachers' experiences, perspectives, and reflections regarding the impact of the in-service promotion-linked training program on their professional competencies in pedagogy. Semi-structured interviews were conducted with several subject specialist teachers to explore their experiences and perceptions in detail. The interviews allowed for open-ended discussions on the specific changes in instructional practices, classroom management, assessment techniques, and student engagement strategies resulting from the training program. The interviews also explored the challenges teachers face in implementing the acquired knowledge and skills and their recommendations for improving future training initiatives.

The quantitative and qualitative data were integrated during the analysis phase to understand the research findings comprehensively. The quantitative and qualitative findings were compared, contrasted, and triangulated to validate and complement each other. The themes and patterns emerging from the qualitative data were connected to the quantitative results, enabling a deeper interpretation of the overall impact of the training program on subject specialist teachers' professional pedagogical competencies.

This mixed-method research study on the impact of in-service promotion-linked training from BS-17 to BS-18 on the professional competencies in the pedagogy of subject specialist school teachers in Punjab utilized a sequential explanatory design. The sequential explanatory design involves collecting and analyzing quantitative data first, followed by qualitative data collection and analysis to comprehensively understand the research topic.

For the quantitative phase of the study, a representative sample of subject specialist teachers who had participated in the in-service promotion-linked training program were selected using probability sampling techniques. Stratified random sampling was employed to ensure the sample represents different subject specializations and teaching experience levels. The strata included English, Mathematics, Science, Social Studies, and others. Within each stratum, a random sample of teachers was selected from the list provided by the education department or relevant authorities.

For the qualitative phase, purposive sampling was used to select a subset of participants from the quantitative sample. Purposive sampling ensured the inclusion of subject specialist teachers who provided diverse perspectives, experiences, and insights related to the training program. Participants were selected based on criteria such as variations in subject specialization, teaching experience, and perceived effectiveness of the training program. The goal is to capture various experiences and perceptions that can provide rich and in-depth qualitative data.

The sample size for both the quantitative and qualitative phases was determined based on the research objectives, statistical considerations, and theoretical saturation in the qualitative phase. In the quantitative phase, sample size calculations were based on the desired level of precision and confidence in estimating subject specialist teachers' perceptions regarding the training program's effectiveness. In the qualitative phase, the sample size was determined iteratively, considering the richness and depth of data obtained through interviews and focus group discussions. Sampling continued until data saturation was achieved, where no new themes or insights emerged from the analysis. Overall, the combined sampling strategy of probability sampling in the quantitative phase and purposive sampling in the qualitative phase allowed for a representative and diverse sample of subject specialist teachers in Punjab. This approach ensured that the research findings reflected the experiences and perspectives of the target population and provided a



comprehensive understanding of the impact of the training program on their professional competencies in pedagogy.

Findings and Results

Table 1

Descriptive statistics of school teachers' level of perceptions about pedagogies approaches

S. No	Statements	SA	A	N	DA	SDA	M	SD
1.	The in-service promotion-linked training program enhanced my subject knowledge.		18	-	5	-	4.38	.89
2.	The training program improved my understanding of pedagogical approaches and instructional strategies.	20	34	-	-	-	4.37	.48
3.	The training program enhanced my ability to design and implement effective lesson plans.	18	34	2	-	-	4.29	.53
4.	The training program improved my classroom management skills.	28	26	-	-	-	4.51	.50
5.	The training program increased my knowledge and use of different assessment techniques.	28	24	2	-	-	4.46	.57

(N=54)

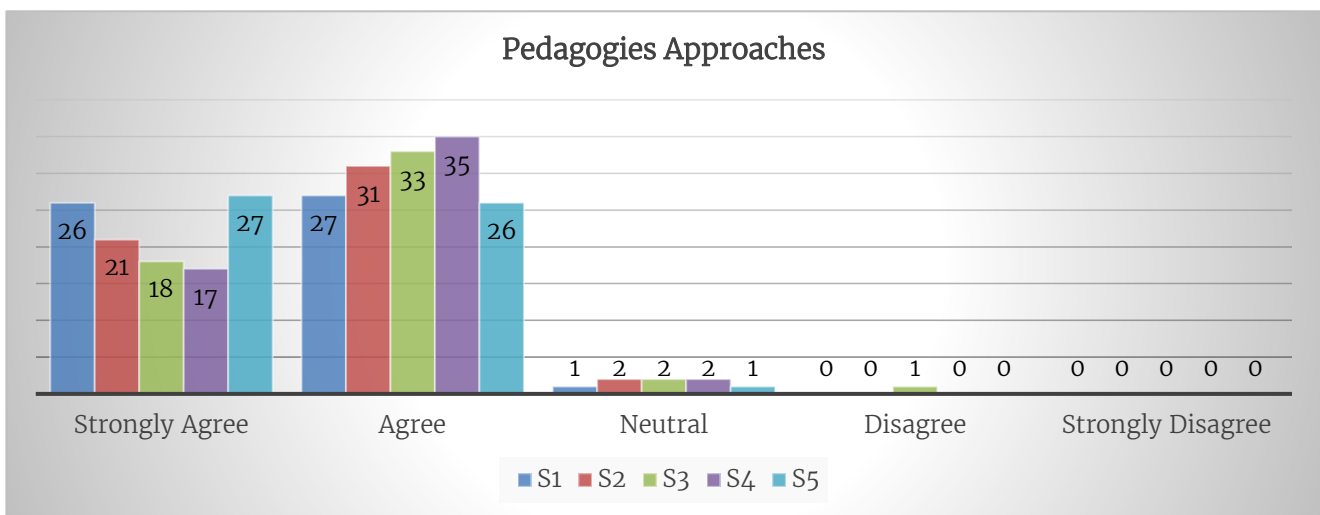


Table 1 shows that the majority of school teachers (M = 4.51, SD = .50) agreed that in-service training programs help them to improve their classroom management skills, whereas teachers (M = 4.39, SD = .53) have a moderate-level of perception regarding this training benefit them to carry out effective lesson plans. Hence, it is concluded that most teachers were satisfied with this training program, which improved their pedagogical skills.

Table 2

Descriptive statistics of school teachers' level of perceptions of inclusive teaching practices

S. No	Statements	SA	A	N	DA	SDA	M	SD
1.	The training program improved my ability to analyze student performance and provide effective feedback.	26	27	1	-	-	4.46	.53
2.	The training program enhanced my understanding of inclusive teaching practices.	21	31	2	-	-	4.35	.55

S. No	Statements	SA	A	N	DA	SDA	M	SD
3.	The training program increased my awareness of student diversity and cultural sensitivity.	18	33	2	1	-	4.25	.61
4.	The training program improved my ability to differentiate instruction based on student needs.	17	35	2	-	-	4.27	.52
5.	The training program enhanced my knowledge of educational technology tools and their integration into teaching.	27	26	1	-	-	4.48	.54

(N=54)

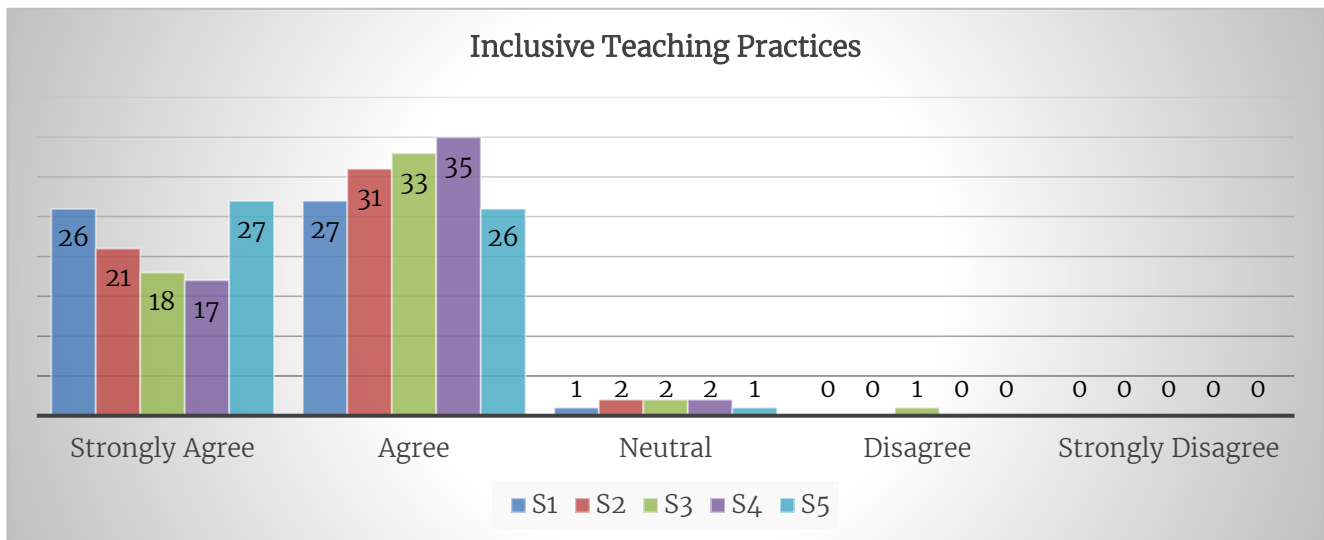


Table 2 shows that the majority of school teachers (M = 4.48, SD = .54) stated that the training program had improved their knowledge of educational technology tools and their use in the classroom, whereas teachers (M = 4.25, SD = .61) agreed that their knowledge of student diversity and cultural sensitivity enhanced as a result of the training program. Hence, it is concluded that most teachers were satisfied with this training program with inclusive teaching practices.

Table 3

Descriptive statistics of school teachers' level of perceptions of professional competencies

S. No	Statements	SA	A	N	DA	SDA	M	SD
1.	The training program improved my ability to collaborate with colleagues and engage in professional learning communities.		27	-	-	-	4.50	.50
2.	The training program increased my awareness of ethical considerations in teaching and professional conduct.	31	23	-	-	-	4.57	.49
3.	The training program enhanced my skills in developing and maintaining a positive classroom environment.	26	28	-	-	-	4.48	.50
4.	The training program improved my communication with students, parents, and stakeholders.	28	25	1	-	-	4.50	4.51
5.	The training program increased my confidence in delivering subject-specific content.	31	21	1	1	-	4.51	.63

(N=54)

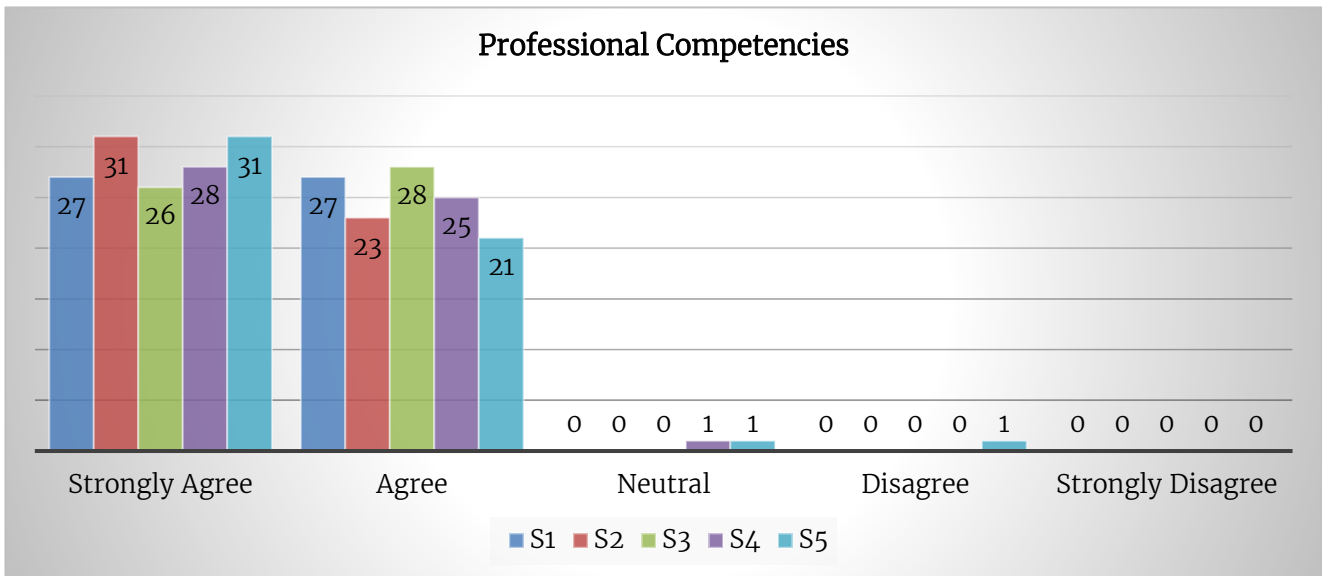


Table 3 shows that most school teachers ($M = 4.57$, $SD = .49$) were very satisfied that the hat training program raised my knowledge of ethical issues in teaching and professional behaviour. At the same time, teachers ($M = 4.48$, SD) agreed that skills in developing and maintaining a positive classroom environment were boosted. Hence, it is concluded that almost all school teachers were satisfied that their professional competencies enhanced with this program.

The In-service Promotion-linked Training Program Enhanced my Subject Knowledge

The statement "The in-service promotion-linked training program enhanced my subject knowledge" suggests that the individual who underwent the training program experienced a positive impact on their understanding and expertise in a specific subject area. In-service promotion-linked training programs are designed to provide teachers with opportunities for professional growth and advancement within their career paths. Such programs often aim to enhance teachers' knowledge, skills, and competencies in their respective fields. The in-service promotion-linked training program equips teachers with the necessary tools and knowledge to deliver high-quality instruction by enhancing subject knowledge. Ultimately, this can improve student learning outcomes and create a more effective and knowledgeable teaching workforce.

The Training Program Improved my Understanding of Pedagogical Approaches and Instructional Strategies

The statement "The training program improved my understanding of pedagogical approaches and instructional strategies" indicates that the individual who participated in the program experienced a positive impact on their knowledge and comprehension of teaching methods and techniques. Pedagogical approaches refer to the strategies and methodologies used to facilitate effective learning, while instructional strategies encompass the specific techniques employed to deliver educational content. By enhancing their understanding of pedagogical approaches and instructional strategies, the training program likely provided the individual with new insights and tools to optimize their teaching practices. This improved understanding can lead to more engaging and effective instruction, as teachers can tailor their methods to suit their students' needs and learning styles. Ultimately, this can improve student outcomes and a more successful teaching experience.

The Training program Enhanced my Ability to Design and Implement Effective Lesson Plans

The statement "The training program enhanced my ability to design and implement effective lesson plans" suggests that the individual who participated in the program experienced a positive impact on their skills and capabilities in creating and executing well-designed lesson plans. Lesson planning is a crucial aspect of teaching as it involves organizing and structuring instructional activities to meet specific learning objectives. This improvement can lead to more efficient use of instructional time, increased student engagement, and improved learning outcomes. Additionally, effective lesson planning can provide teachers

with a clear roadmap for their teaching, allowing for flexibility and adaptability based on student needs. Overall, the enhanced ability to design and implement effective lesson plans can contribute to more effective and impactful teaching practices,

The Training Program Improved my Classroom Management Skills

The statement "The training program improved my classroom management skills" suggests that the individual who participated in the program experienced a positive impact on their ability to effectively manage and maintain a productive learning environment. Classroom management refers to teachers' strategies and techniques to establish order, promote student engagement, and address behavioural issues. The training program likely provided the individual with valuable knowledge and practical strategies for managing student behaviour, creating routines, and establishing clear expectations. This improvement in classroom management skills can lead to a more structured and conducive learning environment where students feel supported and engaged.

The Training Program Increased my Knowledge and use of different Assessment Techniques

The statement "The training program increased my knowledge and use of different assessment techniques" suggests that the individuals who participated in the program experienced a positive impact on their understanding and application of various methods for assessing student learning. Assessment techniques refer to the strategies and tools teachers use to measure and evaluate student progress and achievement. The training program likely gave the individual a deeper understanding of different assessment methods, such as formative assessments, summative assessments, performance-based assessments, and self-assessments. Improved assessment techniques can contribute to more effective instructional planning, personalized learning experiences, and student growth. It empowers teachers to make informed decisions about their teaching practices and supports continuous improvement in student learning outcomes.

The Training Program Improved my Ability to Analyze Student Performance and Provide Effective Feedback

The training program likely provided the individual with strategies for analyzing student performance using various assessment tools and data analysis techniques. Additionally, it likely emphasized the importance of providing meaningful and targeted feedback to support student growth and learning. By improving their ability to analyze student performance and provide effective feedback, the program equipped the individual with the skills to deliver specific, actionable, and timely feedback that helps students understand their strengths, identify areas needing improvement, and make progress in their learning journey.

The Training Program Enhanced my Understanding of Inclusive Teaching Practices

Inclusive teaching practices refer to strategies and methods that ensure equitable access and participation for all students, regardless of their backgrounds, abilities, or identities. The training program likely gave the individual insights into creating an inclusive learning environment, adapting instruction to meet diverse needs, and fostering a sense of belonging for all students. This enhanced understanding can lead to implementing inclusive teaching strategies, such as differentiated instruction, collaborative learning, and culturally responsive teaching, which can positively impact student engagement, achievement, and overall well-being. By embracing inclusive teaching practices, educators can create an environment where students feel valued, supported, and empowered to succeed.

The Training Program Increased my Awareness of Student Diversity and Cultural Sensitivity

"The training program increased my awareness of student diversity and cultural sensitivity" suggests that the individuals who participated in the program experienced a positive impact on their understanding and recognition of their students' diverse backgrounds and cultural perspectives. The training program likely provided opportunities to explore and discuss various dimensions of diversity, such as race, ethnicity, language, socioeconomic status, and abilities. By increasing their awareness of student diversity and



cultural sensitivity, the program enabled the individual to recognize and appreciate the unique experiences and strengths that each student brings to the classroom. This heightened awareness can lead to a more inclusive and culturally responsive teaching approach, where educators can create learning experiences that honour and respect diverse perspectives, promote equity, and foster positive intercultural interactions. Ultimately, this can create a more inclusive and supportive learning environment for all students.

The Training Program Improved my Ability to Differentiate Instruction Based on Student Needs

"The training program improved my ability to differentiate instruction based on student needs" suggests that the individuals who participated in the program experienced a positive impact on their skills in tailoring instruction to meet the diverse learning needs of their students. Differentiating instruction involves adjusting the content, process, and assessment methods to ensure that each student can access and engage with the material at their appropriate level. The training program likely provided the individual with strategies and practical tools for identifying student needs, assessing their learning styles, and designing instructional activities that address varying abilities, interests, and readiness levels. By improving their ability to differentiate instruction, the program equipped the individual with the means to provide personalized learning experiences that meet students where they are and support their growth and success. This can increase student engagement, motivation, and achievement as instruction becomes more tailored and responsive to their unique needs.

The Training Program Enhanced my Knowledge of Educational Technology Tools and their Integration into Teaching.

The statement "The training program enhanced my knowledge of educational technology tools and their integration in teaching" suggests that the individual who participated in the program experienced a positive impact on their understanding and utilization of various technological tools and their application in educational settings. Educational technology tools are digital resources, software, and platforms designed to enhance teaching and learning experiences. The training program likely provided the individual with insights into different educational technology tools, functionalities, and potential classroom benefits. It may have included hands-on experiences and demonstrations of effectively integrating technology into teaching practices. By enhancing their knowledge of educational technology tools, the program equipped the individual with the skills to leverage these tools to engage students, facilitate interactive learning experiences, and support instructional goals. This can increase student motivation, collaboration, and critical thinking skills as technology enhances the learning process.

The Training Program Improved my Ability to Collaborate with Colleagues and Engage in Professional Learning Communities

The statement "The training program improved my ability to collaborate with colleagues and engage in professional learning communities" suggests that the individuals who participated in the program experienced a positive impact on their skills in working collaboratively with their peers and actively participating in professional learning networks. Collaboration and engagement in professional learning communities (PLCs) are vital for professional growth and exchanging ideas and best practices. The training program likely provided opportunities for the individual to develop communication and collaboration skills, such as effective teamwork, active listening, and constructive feedback. It may have also fostered a supportive environment that encouraged the sharing of knowledge, experiences, and resources among colleagues by improving their ability to collaborate with colleagues and engage in PLCs. The program equipped the individual with a valuable support system for ongoing professional development. They can learn from the expertise of others, reflect on their practice, and collectively explore innovative approaches to improve teaching and learning. This can lead to enhanced instructional strategies, increased professional satisfaction, and improved student outcomes as teachers benefit from collective wisdom and collaboration within their professional community.

The Training Program Increased my Awareness of Ethical Considerations in Teaching and Professional Conduct

The statement "The training program increased my awareness of ethical considerations in teaching and professional conduct" suggests that the individual who participated in the program experienced a positive impact on their understanding and recognition of ethical responsibilities in the teaching profession. The training program likely guided ethical standards, professional codes of conduct, and best practices for maintaining integrity in the classroom. By increasing their awareness of ethical considerations, the program equipped the individual with the knowledge to make informed decisions, uphold professional ethics and prioritize the well-being and rights of their students. It can create a safe and respectful learning environment and foster trust and professionalism in their interactions with students, colleagues, and the broader educational community.

The Training Program Enhanced my Skills in Developing and Maintaining a Positive Classroom Environment

The statement "The training program enhanced my skills in developing and maintaining a positive classroom environment" suggests that the individual who participated in the program experienced a positive impact on their ability to create a supportive and conducive learning atmosphere. The training program likely provided strategies and techniques for establishing classroom routines, fostering positive relationships with students, managing behaviour effectively, and promoting a culture of respect and inclusivity. By enhancing their skills in developing and maintaining a positive classroom environment, the program equipped the individual with the tools to create an engaging and harmonious space where students feel valued, motivated, and empowered to learn. This can improve student engagement, academic achievement, and overall well-being.

The Training Program Improved my Communication with Students, Parents, and Stakeholders

"The training program improved my ability to effectively communicate with students, parents, and stakeholders" suggests that the individuals who participated in the program experienced a positive impact on their skills in communication and engagement with various stakeholders in the educational community. Effective communication is essential for building relationships, fostering collaboration, and facilitating understanding among all parties involved. The training program likely provided the individual with clear and concise communication strategies, active listening, and empathy. It may have focused on effective communication techniques in various contexts, such as parent-teacher conferences, team meetings, and student interactions. By improving their ability to communicate with students, parents, and stakeholders, the program equipped the individual with the skills to establish open lines of communication, address concerns or feedback, and build trust and rapport. It can lead to stronger partnerships with parents, increased student engagement, and a positive school climate where all stakeholders feel heard and valued.

The Training Program Increased my Confidence in Delivering Subject-specific Content

The statement "The training program increased my confidence in delivering subject-specific content" suggests that the individual who participated in the program experienced a positive impact on their self-assurance in effectively teaching and sharing subject-specific knowledge with their students. The training program likely provided the individual with comprehensive and up-to-date content knowledge, instructional strategies, and resources specific to their subject area. By increasing their confidence in delivering subject-specific content, the program empowered the individual to present information with clarity, engage students in meaningful discussions, and address their questions or concerns. This heightened confidence can improve classroom dynamics, increase student engagement, and enhance learning outcomes. Furthermore, the individual's increased confidence in their subject matter expertise can contribute to a more positive teaching experience, job satisfaction, and a sense of professional fulfilment.

Conclusion

The study delving into the impact of in-service promotion-linked training from BS 17 to BS 18 on the professional competencies of school teachers, particularly subject specialists, in Punjab reveals compelling



findings. The research provides substantial evidence supporting the hypothesis that such training programs significantly positively affect pedagogical competencies among teachers at this transition level. After in-service training, the data analysis indicates noteworthy improvements in teachers' pedagogical skills, classroom management techniques, and subject-specific knowledge. This underscores the programs' effectiveness in enhancing subject specialists' overall professional competence. The teachers who participated in the training exhibited a heightened ability to create inclusive and engaging learning environments, adapt teaching methods to diverse student needs, and effectively integrate technology into their pedagogical practices. Furthermore, the study highlights the broader implications of these findings for educational policy and practice in Punjab. It suggests that continued investment in in-service promotion-linked training programs tailored to the specific needs of subject specialists can contribute significantly to elevating the quality of education at the provincial level.

Discussion

The subject specialists in Punjab underscores the critical role of targeted professional development in advancing educational quality. The same results were found in a study (Abbas, 2021). The study's findings reveal a positive correlation between participation in these training programs and the enhancement of pedagogical skills among teachers at the specified grade transition. Teachers exposed to the training exhibited notable improvements in their subject-specific knowledge, classroom management, and technological integration. Similar findings were explored in a study (Ismail & Jarrah, 2019). This suggests that the designed programs effectively address the nuanced needs of subject specialists, contributing to their overall professional growth. The success of the training is indicative of its alignment with the dynamic demands of contemporary education, emphasizing inclusive teaching methodologies and the integration of technology to engage students effectively. Different studies support these findings (Abbas, Tariq, et al., 2021; Hilton et al., 2015). This discussion advocates for the continued investment in and refinement of in-service promotion-linked training initiatives. Tailoring these programs to address the unique challenges and opportunities subject specialists face ensures a more targeted and impactful approach to professional development (Melesse & Gulie, 2019). Ultimately, the positive outcomes observed in this study underscore the potential for such training to play a pivotal role in elevating the standard of education in Punjab, fostering a cadre of highly skilled and adaptable subject specialist teachers.

Recommendation/Future call

The following recommendations are made based on the findings of the study.

- Continue offering in-service promotion-linked training programs for teachers transitioning from BS 17 to BS 18.
- Tailor training content specifically for subject specialists' needs.
- Share best practices and methodologies from effective training programs with education departments and teacher training institutions statewide.
- Increase investments in teacher training initiatives based on the tangible benefits demonstrated here.
- Conduct further research on training outcomes in other teacher demographics beyond subject specialists.

Reference

- Abbas, M., Pervaiz, M., & Malik, F. (2022). Comparison of Students' Learning through Face-to-Face and Online Classes during Covid-19. *Global Regional Review*, 7(2), 190-199. [https://dx.doi.org/10.31703/grr.2022\(VII-II\).18](https://dx.doi.org/10.31703/grr.2022(VII-II).18)
- Abbas, M., Ramzan, A., & Hussain, S. (2022). Leaders are Born or Made? Perceptions of Subordinates regarding the Level of their Leadership Success at the University Level in Pakistan. *Research Journal of Social Sciences and Economics Review*, 3(4), 133-140. [https://doi.org/10.36902/rjseser-vol3-iss4-2022\(133-140\)](https://doi.org/10.36902/rjseser-vol3-iss4-2022(133-140))
- Abbas, M., Ramzan, A., Hussain, S. N., & Ahmad, B. (2020). A Phenomenological Research Study: Pareto Principle And Executive's Level Of Leadership, Rules, Process And Results. *Webology*, 17(2), 1118-1128. [https://www.webology.org/data-cms/articles/20220421120011amwebology%2017%20\(2\)%20-%2066%20pdf.pdf](https://www.webology.org/data-cms/articles/20220421120011amwebology%2017%20(2)%20-%2066%20pdf.pdf)

- Abbas, M., Rehman, R., & Arif, M. (2023). Developing Administration Competencies of Educational Managers in Services Teachers-Training Program QAED Punjab: A Case Study. *Global Social Sciences Review*, VIII(II), 635-647. [http://dx.doi.org/10.31703/gssr.2023\(VIII-II\).56](http://dx.doi.org/10.31703/gssr.2023(VIII-II).56)
- Abbas, M., Sarwar, M., Farooqi, S. S. R., Kouser, R., & Qureshi, B. A. (2022). Case Studies: An Exploratory Study Of Developing Competencies Of Educational Managers In Services Teachers-Training Program QAED Punjab BS 18 TO BS 19. *Journal of Positive School Psychology*, 6(7), 6037-6051. <https://journalppw.com/index.php/jpsp/article/view/16905/10696>
- Abbas, M., Shah, S. T. A., & Tariq, S. (2023). Role of Quaid-e-Azam Academy for Educational Development Punjab in Capacity & Promotion linked Training of BS-17 to BS-18 School Heads in Leadership and Management. *AITU Scientific Research Journal*, 1(3), 1-10. <https://www.aitusrj.org/wp-content/uploads/2023/07/Article-aitu3-001.pdf>
- Abbas, M., Hassan, K. H., & Rehman, R. U. (2023). Exploring the role of ICT in developing teachers' ICTs competencies through promotion-linked-training BS 17 to BS 18 QAED during PLT at the Punjab level. *Winter 2023*, 3(1), 747-757. <https://doi.org/10.54183/jssr.v3i1.209>
- Abbas, M., Jabeen, A., & Tariq, S. (2021). Mentoring effectiveness for primary school teachers' competencies through continuous professional development (CPD). *Global Social Sciences Review*, VI(IV), 196-207. [https://doi.org/10.31703/gssr.2021\(vi-iv\).19](https://doi.org/10.31703/gssr.2021(vi-iv).19)
- Abbas, M., Tariq, S., & Jamil, M. (2021). Continuous professional development (CPD) and quality education of primary school teachers: A quantitative study in Lahore, Punjab. *Global Educational Studies Review*, VI(IV), 206-212. [https://doi.org/10.31703/gesr.2021\(vi-iv\).21](https://doi.org/10.31703/gesr.2021(vi-iv).21)
- Acree, L., Gibson, T., Mangum, N., Wolf, M. A., Kellogg, S., & Branon, S. (2017). Supporting school leaders in blended learning with blended learning. *Journal of Online Learning Research*, 3(2), 105-143. <https://www.learntechlib.org/primary/p/171355/>
- Hilton, A., Hilton, G., Dole, S., & Goos, M. (2015). School leaders as participants in teachers' professional development: The impact on teachers' and school leaders' professional growth. *Australian Journal of Teacher Education*, 40(12), 104-125. <https://doi.org/10.14221/ajte.2015v40n12.8>
- Hussain, K., Abbas, M., & Jamil, M. (2021). Head Teachers' Training Needs for Quality Education at Secondary Level. *Global Journal of Scientific and Research Publications (GJSRP)*, 1(12), 1-9. https://www.researchgate.net/profile/Muhammad-Abbas-146/publication/368710051_Head_Teachers'_Training_Needs_for_Quality_Education_at_Secondary_Level/links/64109aeb315dfb4cce7ceac7/Head-Teachers-Training-Needs-for-Quality-Education-at-Secondary-level.pdf
- Ismail, S. A., & Jarrah, A. M. (2019). Exploring pre-service teachers' perceptions of their pedagogical preferences, teaching competence and motivation. *International Journal of Instruction*, 12(1), 493-510. <https://doi.org/10.29333/iji.2019.12132a>
- Melesse, S., & Gulie, K. (2019). The implementation of teachers' continuous professional development and its impact on educational quality: Primary schools in fagita lekoma woreda, awi zone, Amhara region, Ethiopia in focus. *Research in Pedagogy*, 9(1), 81-94. <https://doi.org/10.17810/2015.93>
- Muhammad, N., Siddique, A., Jamil, M., Sajid, S. M., & Abbas, M. (2022). Resilience: A Predictor Of Teachers' Engagement At Secondary Level In Punjab. *Journal of Positive School Psychology*, 6(7), 6052-6066. <https://journalppw.com/index.php/jpsp/article/view/17032>
- Sajid, S. M., Jamil, M., & Abbas, M. (2022). IMPACT OF TEACHERS'WORK-FAMILY CONFLICT ON THE PERFORMANCE OF THEIR CHILDREN. *Jahan-e-Tahqeeq*, 5(1), 229-239.