

Challenges Faced by Newly Appointed Teachers in Pakistani Schools: A Qualitative Study

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Abstract

Newly appointed teachers in Pakistani schools face numerous challenges that hinder their ability to effectively perform their duties. Financial Constraints are a significant issue, as teachers receive low salaries, leading to financial instability and demotivation. This forces many teachers to seek alternative sources of income, compromising their professional integrity. Lack of Merit-Based Appointments is another major challenge, as appointments, transfers, and promotions are often influenced by nepotism, corruption, and political affiliations rather than merit. This creates an unfair environment where competent teachers are overlooked, and incompetent ones are favored. Social Recognition is also a concern, as teaching is not considered a prestigious profession in Pakistan, unlike in other developed countries. Teachers face low social status, and their profession is often viewed as less attractive than others, such as medicine or engineering.

Professional Development Opportunities are scarce, leaving teachers without access to ongoing training and education. This limits their ability to update their skills and knowledge, ultimately affecting the quality of education. Work Environment issues, including overburdened workloads, inadequate resources, and poor infrastructure, also affect teachers' performance. Additionally, Political Interference in educational institutions creates an unfavorable work environment, where teachers are often forced to prioritize political agendas over educational goals. To address these challenges, it is essential to create an environment of trust, strengthen accountability mechanisms, provide teaching and learning resources, offer ongoing professional development opportunities, and ensure merit-based appointments and promotions.

Keywords: Financial Constrains, Demotivation, Compromising, Social Recognition

Introduction

The document discusses problems faced by newly appointed teachers in Pakistani Schools. It identifies several issues with the education system including poor management, financing, and quality of teaching and learning. New teachers in particular struggle with low pay, lack of resources, large class sizes, and political interference. This study aims to identify the main challenges faced by new teachers and potential solutions to improve the education system in

Pakistan. Because it is thought to be badly run, poorly funded, and poorly evaluated, the government education system does not adequately address societal demands. People from all walks of life have concerns about the standard of instruction and learning in government schools (Government of Punjab, 2002). Nothing appears to be getting better. Subsequent governments have made numerous attempts to improve education and schooling to meet acceptable national and international standards. However, it had no beneficial effects. This concerning circumstance suggested that the educational system is on the verge of disintegrating (Ashraf, 1983). The educational system has a number of issues. Teachers are one of the key elements that have impacted the system.

Objectives

To Explore the Socio-Cultural and Economic Challenges Faced by Newly Appointed Teachers in Pakistani Schools

To Investigate the Professional Development Challenges Encountered by Newly Appointed Teachers in Pakistani Schools

To Identify the Organizational and Administrative Challenges Faced by Newly Appointed Teachers in Pakistani Schools

To Recommend Strategies for Addressing the Challenges Faced by Newly Appointed Teachers in Pakistani Schools

Expected Outcomes:

Identification of key challenges faced by newly appointed teachers.

Insights into the impact of these challenges on teacher motivation and job satisfaction.

Recommendations for schools, policymakers, and teacher education programs

Challenges Faced by Newly Appointed Teachers in Pakistani Schools

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Financial Difficulties

The education sector has continued to be the most underpaid and underperforming due to a lack of funding. Because of this, the teaching profession is now the least desirable in the nation. Being the most economically disadvantaged group in society, teachers frequently seek alternative income streams, such as working overseas or starting their own enterprises, at the expense of their ethical standards. In this sense, educators are less engaged in and driven by their work at school. Due to their enterprises, teachers frequently receive income even though they do not attend the schools.

Interference from politics

Pakistan's educational system is heavily influenced by politics. Teachers are frequently hired as political workers rather than carrying out their professional responsibilities, and they are typically hired based on their political sympathies rather than their qualifications. Similar to this, the established nomination process is frequently broken as a result of political engagement in the education sector. These politically chosen inept educators end up being a long-term burden on the economy and contributing to the educational system's demise. Additionally, their illegal promotions and school politics undermine the spirit of cooperation within the teaching community and obstruct the advancement of education in terms of high-quality instruction and learning.

Social acknowledgment

Teaching is regarded as one of the most respectable occupations in all countries worldwide, claims Rehman (2002). In several nations, teaching is regarded as the most respectable and successful career path. Teachers are revered and hold a revered social status in industrialized countries.

Theoretically, however, teachers—especially school teachers—are glorified in Pakistan, but in practice, the opposite is true. The teaching profession does not have a high social standing in Pakistani society.

Facilities and lodging

School instructors are not given permanent housing by the government. Accommodation and shelter are issues for teachers sent to outlying or remote locations. With the wages they receive, teachers barely make ends meet and cannot afford to rent homes. Teachers miss a lot of work and are unable to give their jobs their whole attention and satisfaction since official accommodations are not available. Teachers sent to remote locations have been found to be more interested in returning to their nearby stations after being transferred to the school. Teachers' performance suffers as a result of this practice, which also causes disruption and mental suffering.

Regular transfers

In Pakistani schools, teachers are always at the mercy of the administration and education officers. Favoritism and nepotism are the usual reasons for the moves. The majority of instructors continue to experience severe mental pain, stress, and disruption as a result of this practice. Transfers to isolated locations are frequently performed in order to discipline teachers who are either rebellious or affiliated with the opposition political party. Newly transferred instructors occasionally lack the time necessary to acclimate to their new surroundings. Frequent teacher turnover not only disrupts the lives of the teachers, their families, and their kids, but it also lowers the standard of instruction and learning in schools.

Professional development

Teaching is a profession which needs continual updating. In this regard teachers should be aware of the new changes occurring in the society and around the world. Likewise they need to be continuously abreast with latest theories, research and other addition to the pool of knowledge. It has been observed that teachers who are not professionally sound and upgraded are not able to cope with the different changes and challenges in the society, country and the world at large. On the contrary teachers who acquire latest knowledge and develop their skills can effectively manage the process of teaching and learning. They teach and learn better (Farooq, 1990). Effective teachers need to be effective learners as well. However, the professional development of teachers has not been given any proper attention in Pakistan. Resultantly, teachers are found weak in solving students' academic and social problems. Further, it is observed that students graduating from the (government) schools have poor communication skills and find it difficult to deal with problems of life. As students in Pakistanis schools memorize the concepts for examination purpose, they lack analytical, reflective and critical skills like their teachers. This situation has affected the overall degree of quality of education in the country (British Council, 1988).

School culture and relations

Relationship and coordination among teachers and with their administrative staff is essential for creating an environment of trust and efficacy. Lack of friendly relations affects the process of effective teaching and learning. The negative effects of politics in Pakistani schools have deeply affected the cooperative spirit among teaching community. In some cases principals or head teachers give favors to only those teachers who accept their dictations without any hesitation and critique. Teachers who question them or ask for more support are intentionally ignored and disregarded. This practice has given birth to mistrust and de-motivates some of the teachers who dislike sycophancy. Normally school principals run schools like a kingdom, least encourage coordination among the staff, and have lack of vision (Government of Pakistan, 2001). In schools there is a culture of backbiting, slurring, tormenting, flattering and leg pulling among the teaching community, often leads to skirmishes. The ultimate effects of this fall on the students and quality

of education. Overall, due to this the process of quality of education in the schools is deeply affected (Khalid, 1998).

Community involvement

Schools are community in miniature. Teachers are important change agents, mentors and academic leaders of the society. In Pakistani, government, schools the concept of parental participation is very poor. Teachers normally face negative remarks from the parents' side as any (ill) performance of the students is related to the performance of the teachers only (Muhammad, 2002). Students who fail or show low marks in the examination, the teachers are held responsible for this without realizing that the performance of the students is associated with the role of school administration, parents and teachers. It is injustice to only hold teachers responsible for the bad results of the students in examination and so on. There is lack of awareness on the part of the parents and community that parents and community is equal stakeholder in the development of the student (Illahi, 1986).

Political interference

Malik (1991) argues that educational institutions in Pakistan are not free from politics. The destiny of teachers is decided by the political figures in the society like other professionals working in different public institutions. Political interference has eroded both quality and integrity of the education system. In fact educational institutions work as nurseries for the majority of political parties in Pakistan. For example, in colleges and universities political parties have their student wings, actively involved in propagating the agenda of their mainstream political parties. This has badly affected the process of smooth education (Khan, 1998). Inside schools there are groupings and associations, based on political affiliations, which define the activities inside the schools. Under these conditions teachers are unable to work in peace and tranquility. In such conditions teachers have no option but to join a group. This practice has affected their professional duties. Political groupings in schools are supported by community politics. These situations in schools have created potential difficulties for teaching and learning (Khan, 1992).

Burden of more classes

According to Khalid (1998) the unrealistic working conditions in Pakistani schools have added to teacher burnout. There are no procedures of work in some schools either due to the ignorance of the administration or laps on the part of teachers to find out the procedure of work. In the majority of schools, particularly in remote areas, there is lack of teaching staff. This overburdens other teachers in the schools. In view of Saleem (2002) this situation has increased more pressures on the teachers who become prone to physical discomforts. In this situation the teachers try to cover the syllabus at the cost of the quality in teaching and learning. Teachers cannot pay individual attention to many students which is a great psychological and social need of students.

Physical and learning resources

The lack of teaching and learning aids in schools creates difficulties in the teaching process. Some schools even do not have basic aids such as black boards, attendance registers, offices, libraries, laboratories and up-to-date books. Even the majority of schools have lack of classrooms. In the majority of schools there are no proper playgrounds for the physical development of students and teachers (Qureshi, 2002). This has created more heinous problems for teachers as they cannot provide the students wider opportunities for learning and development. Since teachers are expected to cover courses well in time, however, in the given conditions they fail to create meaningful learning environment in schools (Hussain, 2001).

Crisis of supervision

Rasheed (2004) has found that there is a poor concept of supervision in Pakistani schools. The process of supervision is filled with bureaucratic underpinnings. In essence the purpose of

supervision is to develop and improve the performance of teachers and students. Conversely, in Pakistan the process of supervision is characterized with the notion of inspection. Supervisors create an environment of fear during the process of supervision (Mohanty, 1990). The supervisors behave like kings and treat the teachers like slaves and inferiors. This trend has created mistrust as well as affected the spirit of cooperation among the teachers on one hand and teachers and administration on the other. The supervisors instead of providing constructive feedback give orders to the teachers and hence no improvement takes place (Khan, 1998).

Coordination and cooperation

The system of education in Pakistan lacks a mechanism of coordination. This problem has taken roots due to weak communication between the policy makers, staff, parents and the community. The state of poor coordination in the system has promoted misunderstandings between the stakeholders (Farooq, 1993). Teachers remain at the receiving end in all areas, e.g., in making of curriculum or any other education policy. Teachers participate only in the implementation not in the development part. This ends up in the creation of a culture of blame-game. There is even lack of coordination between teachers and principals (Zafar, 2003). This lack of coordination in view of Ashraf (1983) has stopped discussion on different problems in schools as well as that of teachers. In this regard no effective measures can be taken to resolve vital issues at the school level.

Curriculum issues

Curriculum development in Pakistan is a centralized activity. Curriculum is developed and schools are supposed to implement it without any manipulation. In this regard teachers' role is that of implementer. They cannot contribute towards the process of curriculum development and evaluation neither they are provided with refresher courses to be in line with the updated syllabi (Hoodbhoy, 1998). This traditions has left the teachers ignorant of many aspects of the curriculum which ultimately affects not only their own performance but also the process of teaching and learning in schools. In many cases teachers are not aware of the aims or goals of the curriculum for certain levels. This creates gaps between understating of the curriculum and its effective implementation. However, in developed countries teachers are invited to participate in the process of curriculum design and development. Their inputs are considered vital for the right direction of the education system (Government of Pakistan, 2001).

Issues of textbooks

Textbooks is a very important aspect of teaching and learning process (Farooq, 1993). Textbook development is highly specialized area in curriculum development. Teachers in Pakistani schools face problem of instruction due to non-availability of quality textbooks. There is a culture of multilingualism and medium of instructions in schools. This creates an environment of confusion, difficulty, fatigue and lack of understating both on the part of teachers and students. Besides, there is lack of training of teachers on how to facilitate or explain concepts from different textbooks (Hussain, 2001). This lack of orientation has created confusion among teachers which reflects in their poor performances. Due to this teachers as well as students are least interested in the process of learning.

Review of Literature

Government of Pakistan (2008), a curriculum is comprised of three components that define the subject matter to be taught: knowledge, language skills, and competences. As an added bonus, the curriculum is structured to help students achieve their goals via instruction, which helps them stand out in a global marketplace. This view informs the new English curriculum, which places equal emphasis on the acquisition of knowledge and the development of students' language ability as a means to a goal of holistic student development. Accordingly, rather than concentrating on

teaching students the language itself, the curriculum is designed to help them become more proficient communicators. The goal of the written curriculum must, therefore, be consistent with the curriculum that is taught and the curriculum that is assessed.

Wang (2008) suggested that instructors' views and beliefs are likely to impact how they conduct themselves in the classroom. The principles of curriculum implementation are incompatible with teachers' beliefs about the learning process, which has led to a lack of communicative language teaching in the classroom. Teachers also lack adequate information about the curriculum and are unable to understand what it desires from them in their classroom teaching, which hampers effective implementation and positive change. Teachers employed out-of-date methods and improper strategies that they were familiar with because they did not have enough instruction concerning language teaching methods and because their perspectives of the syllabus were muddled. While researching the first reactions of educators to curricular changes.

Grossman et al. (2009) stated that classroom management is a crucial aspect of effective teaching, and many teachers, both new and experienced, may face challenges in this area. Managing a classroom involves creating a positive and organized learning environment while maintaining discipline and promoting student engagement. Here are some common classroom management problems that teachers may encounter and strategies to address them Classroom Discipline Maintaining order and discipline in the classroom can be a significant challenge. Disruptive behavior, talking out of turn, or not following rules are common issues.

Barraket (2010) asserts teachers often feel pressured to "teach to the test," meaning that lessons are tailored to cover certain topics on the exams. Teaching students how to answer the many different kinds of test questions is the primary goal of curriculum development and implementation in the classroom. When it comes to language, students don't learn the language as much as they should since teachers focus on teaching what's on the test instead of helping students acquire the abilities needed to succeed. He also stated that some educators, lacking sufficient understanding of the curriculum reform, attempted to incorporate it into their existing pedagogical practices, resulting in the use of antiquated approaches while introducing new subject matter. Because of this misalignment between current pedagogical techniques and the goals of the curriculum, the intended changes were not implemented. In addition to the issues already mentioned, one potential obstacle to the successful implementation of the redesigned curriculum is the lack of suitable resources and materials. Inadequate instructional materials led to the failure of the Target-Oriented Curriculum's first trial run in Hong Kong. Due to a lack of adequate teaching materials, teachers simply refrained from adopting the new curriculum. Additionally, it is possible for the construction and presentation of instructional materials to backfire if they do not accurately reflect the goals of the curriculum.

Hussaain (2011) reported the inability of the Turkish Communicative Oriented Curriculum's textbooks to promote speaking and listening was the real reason for its non-implementation. Because of the absence of contextualization, which is essential for the use of communicative approach, he concluded that the textbook exercises did not benefit the students. In order to achieve the goals of the curriculum, instructors must undergo training. This is particularly true in cases when the recommended approach runs counter to what is already being taught in the classroom, forcing educators to abandon their long-held beliefs and practices in favor of more modern ones. It is critical to provide instructors with training in order to improve their competency and proficiency in the event that they lack experience or expertise. emphasizes the paramount importance of teacher training, as insufficient or missing training might lead to inaccurate familiarity with the curricular changes.

Shahzada et al. (2012) discovered that English teachers lack proper training and qualifications, and they do not teach the language in an effective way. The study also revealed that teachers stuck to outdated methods and had trouble implementing new strategies in large multi-level classes. Lastly, teachers were not familiar with ESL best practices. The majority of teaching methods fail to foster

an optimal learning environment, and students are uninterested in participating because of stale exercises. Due to the inability of veteran educators to shed their long-held habits and adapt to the latest standards set by the English language arts curriculum, this research urged the replacement of ineffective secondary school English language instructors with newer, more competent professionals.

Kausar and Akhtar (2013) make it very obvious that the written, taught, and assessed curricula must all be brought into harmony with one another. Not to mention how crucial the teacher's involvement is in achieving set goals when implementing the English language programme. The most important factor in curriculum implementation is teachers' beliefs, attitudes, and perceptions about it. This is influenced by many things, including teachers' own learning and teaching experiences, their training, their interactions with colleagues, and the values and norms of the society where they work. The speaker goes on to say that understanding teachers' perspectives and attitudes regarding curriculum changes and modifications is crucial since these factors will dictate how instructors really engage with students in the classroom.

Imtiaz et al, (2016) stated that establish clear and consistent rules and expectations from the beginning of the school year. Implement a behavior management system that includes rewards for good behavior and consequences for misbehavior. Use positive reinforcement to encourage and recognize desired behaviors. Communicate with students about the importance of a respectful and cooperative classroom atmosphere. Student Engagement: Keeping students engaged in the learning process can be difficult, especially with distractions such as mobile devices or disinterest in the subject matter. Use a variety of teaching strategies, including hands-on activities, group work, and multimedia resources to make lessons more engaging. Relate the curriculum to students' interests and real-life experiences. Encourage active participation and discussion in the classroom. Time Management: Managing instructional time effectively is essential. It can be challenging to cover the necessary material while ensuring students have time to practice and ask questions.

Research Methodology

3.1 Research Design

This study employed a qualitative research design, specifically a phenomenological approach, to explore the lived experiences of newly appointed teachers in Pakistani schools. The study aimed to gather in-depth, detailed insights into the challenges faced by these teachers.

3.2 Participants

The study involved 20 newly appointed teachers (10 male and 10 female) from public and private schools in urban and rural areas of Pakistan.

The participants were selected through purposeful sampling, and the criteria for selection included:

Being a newly appointed teacher (less than 2 years of experience)

Teaching in a public or private school in Pakistan

Willingness to participate in the study

3.3 Data Collection

Data were collected through in-depth, semi-structured interviews with the participants. The interviews were conducted in Urdu or English, depending on the participant's preference. Each interview lasted approximately 60-90 minutes and was audio-recorded with the participant's consent.

3.4 Interview Protocol

The interview protocol consisted of open-ended questions that explored the participants' experiences, challenges, and perceptions of their roles as newly appointed teachers.

The questions were divided into four themes:

Background and teaching experience.
Challenges faced as a newly appointed teacher.
Coping strategies and support systems.
Recommendations for improving teacher support and development.

3.5 Data Analysis

The audio-recorded interviews were transcribed verbatim and analyzed using thematic analysis. The data were coded and categorized into themes and sub-themes, and the findings were presented in the form of narratives and quotes.

3.6 Trustworthiness

To ensure the trustworthiness of the study, the following strategies were employed:

Member checking: Participants were provided with a summary of the findings and asked to verify the accuracy of the data.

Peer debriefing: The researcher engaged in peer debriefing sessions with colleagues to discuss the findings and ensure that the data were accurately interpreted.

Thick description: The study provided a detailed description of the research context, participants, and data collection and analysis procedures to facilitate transferability.

3.7 Ethical Considerations

The study was approved by the Institutional Review Board (IRB), and informed consent was obtained from all participants. The participants were assured of confidentiality and anonymity, and the data were stored securely to prevent unauthorized access.

Findings

Some major findings from a qualitative study on the challenges faced by newly appointed teachers in Pakistani schools:

Lack of Induction and Training: Newly appointed teachers reported feeling unprepared and unsupported in their new roles, citing a lack of induction and training programs.

Classroom Management Challenges: Many teachers struggled to manage their classrooms, citing difficulties with discipline, student behavior, and creating a positive learning environment.

Limited Resources and Infrastructure: Teachers reported inadequate resources, including textbooks, technology, and infrastructure, which hindered their ability to deliver effective instruction.

High Expectations and Workload: Newly appointed teachers felt overwhelmed by the high expectations placed upon them, including heavy workloads, long hours, and multiple responsibilities.

Lack of Support from School Administration: Many teachers reported feeling unsupported by school administrators, citing a lack of guidance, feedback, and resources.

Cultural and Socio-Economic Challenges: Teachers faced challenges related to the cultural and socio-economic backgrounds of their students, including language barriers, poverty, and social norms.

Difficulty in Developing Lesson Plans: Newly appointed teachers struggled to develop effective lesson plans, citing a lack of experience, training, and resources.

Assessment and Evaluation Challenges: Teachers reported difficulties with assessing and evaluating student learning, citing a lack of training, resources, and support.

Maintaining Student Motivation and Engagement: Newly appointed teachers struggled to maintain student motivation and engagement, citing a lack of experience, training, and resources.

Dealing with Parental Expectations and Pressure: Teachers reported feeling pressure from parents to deliver high grades and academic achievement, which added to their stress and workload.

Limited Opportunities for Professional Development: Newly appointed teachers reported limited opportunities for professional development, including training, workshops, and conferences.

Challenges in Managing Teacher-Student Relationships: Teachers struggled to establish and maintain positive relationships with their students, citing a lack of experience, training, and support.

Dealing with School Politics and Bureaucracy: Newly appointed teachers reported feeling frustrated with school politics and bureaucracy, including administrative tasks, paperwork, and red tape.

Maintaining Work-Life Balance: Teachers struggled to maintain a work-life balance, citing long hours, heavy workloads, and limited time for personal and family responsibilities.

Emotional and Psychological Challenges: Newly appointed teachers reported feeling emotionally and psychologically drained, citing stress, anxiety, and burnout related to their teaching responsibilities.

These findings highlight the need for targeted support and training programs for newly appointed teachers in Pakistani schools, as well as reforms to address the systemic challenges facing the education sector.

Recommendations

Prospective teachers have additional challenges when trying to implement new pedagogies due to the authoritarian stance of school administration and cooperating instructors. To assist future educators, feel comfortable using their own pedagogical approaches, schools should foster a more welcoming environment.

Newly appointed teachers should take in-service courses that concentrate on management so they can effectively handle the many facets of school administration.

The District Education Officers should induct newly appointed teachers so that they may familiarize themselves with their new stations, learn about the opportunities and problems they will face, and develop strategies to overcome them.

A guidebook containing provide strategies for overcoming obstacles in educational administration should be published by the ministry of education that is tailored to newly appointed teachers.

The newly appointed teachers would have an easier time interacting with parents if the District Education Officers made them aware of their responsibilities in the classroom.

Teachers Service Commission should hire enough teachers to ensure that new teachers do not have to deal with a teacher shortage.

Conclusion

The purpose of this study was to explore the problems faced by teachers at school level in Pakistan through a critical review of literature. The study concluded that overall system of education in Pakistan is affected by multi-faceted issues, however, teacher occupy a central role in this state of affairs. In this regard it was noted that there is lack of motivation among teachers towards teaching profession due to fewer facilities in this career . Teachers get less salaries as compared to other professionals in the country. Besides, teachers are frequently transferred from one place to another on the basis of favoritism and nepotism, thereby making them agonized and unhappy.

The study also concluded that there are no facilities of accommodation for teachers posted in remote or outstations. Due to political interference in the process of selection, under qualified teachers are appointed who cannot effectively manage the process of teaching and learning in schools.

The study also concluded that teachers are overburdened with more classes due to shortage of staff in schools. Lack of resources in schools renders the teachers helpless while they need different aids for teaching and learning. There are no training facilities available to professionally update the teachers to improve their teaching skills.

The study further explored that in schools, principals or head master in most cases create master servant environment which makes the teachers feel alienated from the system. Political groupings in schools have badly affected the relationship between teachers and teachers. This has also gravely affected the process of quality of education in schools.

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