EXPLORING PRACTICES OF NOVICE TEACHERS AT PRIMARY CLASSES IN PRIVATE SCHOOLS OF SKARDU, PAKISTAN

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ABSTRACT

Novice teachers face different challenges as they endeavor to develop their teaching in new environment. In this study, we explored the practices of novice teachers which he/she used to overcome the challenges and how they learn through these practices. For this purpose, latest studies, challenges and practices of novice teachers were reviewed.In this paper researcher adopted both qualitative and quantitative approach as questionnaire used to collect data so it termed as quantitative whereas, descriptive statistics used to interprete and find out the results so qualitative technique also used in methodology. Researcher seeked answers to the questions from the real world.It gives deep undestanding in our context where crowded classes, non avalibility of resources and suitable learning environment have been overlapped.The researcher used semi structured interview guide consist of closed and open ended questions and a brief questionnair to collect the data.For quantitative data analysis SPSS is applied and for qualitative data analysis themitc approach and coding scheme are used.The major themes of this research paper are teaching and its aspect, School development and management, perception about novice teachers from senior teachers and experiences of novice teachers. Novice teachers consider that they are the builders of student's behavior, attitude and skills. They face many problems and tried to handle them. They counter problems in class controlling and handling, paper making and grading, adopting right methodologies and they strongly feel that they need workshops to overcome all above mentioned conditions.

KEY WORDS: Novice teachers, beginning teachers (BT), Mix Methodology, Private Schools, Gilgit-Baltistan

INTRODUCTION

The word "novice" has often been used in literature for new teachers, and as [6] noted, "there is no specific definition of a novice teacher in the literature. A novice teacher could be anyone who is teaching something new for the first time or who has entered a new cultural context for first time". There is also no compromise on how many years of teaching are essential to end this novice stage. Usually researchers define novice as "a teacher with less than five years of teaching experience"[14]. Teaching can be effective only if a teacher knows the personality traits of a child [15] and it would be more important in terms of novice teacher's techniques.Another important factor is "job satisfaction" in the teaching practices, if it gets combined with the organizational support and psychological well being [12].For this study, novice teacher was defined as a fresh Intermediate and Graduate teacher who has less than one year of teaching experience.

In current scenario, public sector schools are inducting experienced and professional teachers through proper test and interview system but comparing with private sector specifically in Gilgit-Baltistan, the teachers are inducting on their need based merely have some experiences in teaching. Teaching assessment through instructional practices can put a positive impact on the teaching practices [10]. At the same time, in-service training sessions can be helpful for empowering the teachers [23] and enhance the skills as well. Impact of experimental training sessions are also very helpful in enhancing the skills of the teachers [2].We can have a glance towards private schools especially primary level and we can find a large number of fresh intermediate and graduate teachers in this profession. How they are teaching? What kind of challenges they have to face while teaching? Are there any effects on learners due to these teachers? And can we provide any kind of favor to these novice teachers? Keeping all these facts in mind, the focus of this study is subterranean understand of challenges, practices, issues, problems, gender differences and learning style of novice teachers in the first year of their career as a teacher. The study mainly deals with the problem statement "Exploring practices of novice teachers at primary classes in private schools in Skardu, Pakistan".

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Objectives

1. To find out the problems /challenges faced by novice teachers during teaching.
2. To explore the ways of learning to teach.
3. To explore facilitating and hindering factors in learning to teach.

Research Question
What are the practices which novice teachers must adopt at primary level in Private schools of Skardu?

Problem Statement
To explore the practices of novice teachers at primary level in private schools of Skardu city. Due to disorganized scale system in private sector novice teachers cannot fulfill their duties in the atmosphere of satisfaction and empowerment. Practices are not well defined which can create a barrier in the operational measurements.

Significance of the study
This study is the unique study in education field specially in private schools where every year new teachers are inducted and this study helpful for the following :-
This study helps the novice teachers in their first teaching year's challenges like Classroom management, effective teaching techniques, understanding learner's level, and use full class room activities. It helps the principals of the schools to understand the challenges and effectiveness of novice teacher and also helps to deal with the novice teachers. This study helps the education lovers when they are going to discuss, giving presentation, delivering speech or they educating teachers through its reliable finding and facts and figure. It helps the administrators and owners of the institution to improve the performance of their institutions. As we know that in teaching and learning process the students are main components we do all these struggles for the better understanding and learning of students so through this study students are direct benefited. It helps the parents of the students to understand their challenges in learning and this study guides those parents how's children wants to become teacher.

LITERATURE REVIEW

The initial years of teaching are commonly considered by a "sink-or-swim" or "survival" mentality because we usually unable to present appropriate help for the development of teaching expertise [4]. When novice teachers want to teach they act like as experience teacher but actully they do not have the experienceto teach so they stuck themselves in many problems during the first year of their teaching. In the beginning years they must have opportunities for development [28]. However, the confrontation fluctuates in terms of person, institution and environment [22]. The term "novice" has often been used for new teachers, and as [6] noted, that there is no comprehensible definition for the term 'novice' but we can use this term to all those people who are teaching something newly. There is also no harmony on how many years of teaching are essential to end this novice stage.Some researchers defined novice teacher as a teacher who is related with the teaching field not more than five years [14]. Others passed on to the teacher who has teaching expeience not more than two years[9]. For the purpose of this study work, novice teacher is define as a teacher whose teaching experience is less than one year.When the figures concerning teachers' burnout rates are considered, it is not difficult to see how serious the situation is."25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year" [16]. These all data point to the need to explore the issues and challenges of novices teachers faced and help them to overcome their problems in their beginning of teaching career. Novice teachers must have given basic teaching trainings [26]. In the context of Gilgit Baltistan, human resource in the educational projects recruitment and selection processes are negatively associated [3] where as, compensation, employee involvement and training & development are positively significant [3]. Satisfaction is a key factor which can secure the motivational factor within the job. A study inspects the role of job satisfaction and job stress on psychological wellbeing, turnover intentions and organizational support. The findings were according to the assumptions as perceived organizational support was positively corelatedwhile turnover intentions and job stress are inverse in relation [12]. Satisfaction can come by acquiring the skills within the atmosphere of jobthat is why a study shows the importance of in-service training can put positive impact on empowering the employees [23]. Experimental training is another tool to enhance he skills. A study shows that the effect of experimental training sessions of school teachers is positively significant on their performances [2].Education sector is enhancing according to "Pakistan Vision 2015". This can be done only if we prepare ourselves according to the the future requirements and face the challenges and get aware of the techniques how to confront the teachers' difficulties [1] because quality is the key requirement in terms of

attainment of futuristic goals. A study conducted at KPK shows that private secondary schools have positive contact with the development of KPK[17]. In 1999, Cornejo reflected on the issue and challenges of beginning teachers, taking as his focus the actuality of teachers in Latin America.In this conversation he pointed out the issue had been addressed in this region in minimal capacity; unlike, for example, what had been done in the United States and in some European countries.Thus, the adjoining reference we have on the matter is expressed in the contributions from those countries. Beginning teachers generally have to face different kinds of problems because they have to enter into a new type of environment for the first time in their lives. The study on support, identity and pedagogy provide a theme to evaluate the experiences of novice teachers and the challenges they have to face on their early stages [11]. [5] provides for classifying problems faced by BT in which four sections namely academic, social, organizational and technology are used from the semi structured plateform. Another big challenge for novice teachers is to find out the students psychological and inherent mental disorders. One of the genetic issues affected by some of the students is "Dyslexia" in which students feel difficulty in reading and writing. One of the study shows that mostly teachers have command on coaching the reading techniques but most of them are confused about dyslexia. So the certification and grades level do not properly calculate the authentic problem [27].Most of the work done on novice teachers learning by foreign researchers in their own context where they have all resources of teaching and learning available at schools. In Pakistan one of the researcher Dr. Haji Karim Khan [13] has made a qualitative study and interview sessions to one of the novice teachers of Primary school in the context of Karachi. He found out that novice teachers normally get frustrated in the preliminary days but gradually get use to it.In this paper researcher adopted both qualitative and quantitative approach for the study where researcher seeks answer to the question in the real world. It gives deep understanding about the crowded classes, non avalibility of resources and suitable learning environment.

METHODOLOGY

Researcher adopted Mix Methodology i.e, (both qualitative and quantitative approach) for the study. It is a study of particular novice teachers in a particular schools context of City Skardu (Gilgit-Baltistan) and it may not represent the experiences of all novice teachers' experiences in learning to teach in Pakistan. This study worked to explore the research question that what are the practices of novice teachers at primary level in private schools at Skardu? And how they can be effective according to the current scenario? Questionnaire is the useful way to collect data [20] so questionnaire and interview sessions are designed to collect the primary data for this study.

The population for the study included 56 private schools novice teachers (male & female) in Skardu city under an NGO named AFAQ. Eight Schools were taken as sample and selected two novice teachers from each school. 15 questionnaires are filled and interview sessions are conducted for novice teachers. The interviews support the quantitative data and gave better understanding about novice teachers' practices, their learning and overall school environment. Stratified random sampling technique is used and population has divided into four groups. Skardu main city, Gamba Skardu, Hussain Abad and Shaqthang area.

Two approaches 'thematic' and 'open coding' have used to analyze the data [8] "which involves reading though the data several times and then writing marginal notes to categorize the data into sections". Secondly, Researcher used SPSS which involves percentage representation in tables.

List of Schools

S.NO	Name of Schools
01	Public School and College Skardu Girls wing (Primary section)
02	Baltistan Higher Secondary School Skardu (Primary section)
03	New Children Public School Skardu (Primary section)
04	Al Hujjat Public School Shagari Kalan Skardu (Primary section)
05	Shaheen Public School Skardu (Primary section)
06	Ideal Scientific School Baltistan(ISSB)
07	Quaid-e-Azam Public School Skardu
08	Shining Star School Public School Skardu

DATA ANALYSIS

In this research study the sampling process is stratified random sampling where fifteen teaches (both males and females) participated from the eight private schools. The research participants were selected on the basis of their less

than one year professional experiences, so that the researcher can gather data according to the novice teachers' practices and their learning.

Table 1: Importance of Lesson Planning

		Frequency	Percent
Valid	**Strongly Agree**	13	86.7
	Agree	2	13.3
	Total	15	100.0

The above table shows 86.7% participants strongly agree and 13.3% agree that lesson planning is very important for teachers while there is no participant to disagree with the point.

Table 2: Teachers are changed agent

		Frequency	Percent
Valid	**Disagree**	2	13.3
	N/A	2	13.3
	Strongly Agree	3	20.0
	Agree	8	53.3
	Total	15	100.0

The above table shows that 53.3 % participants agree, 20% strongly agree, 13.3% disagree while 13.3 % neutral in their arguments.

Table 3: Co-curricular activities are mandatory part of education

		Frequency	Percent
Valid	**Strongly Agree**	8	53.3
	Agree	7	46.7
	Total	15	100.0

This table shows that all co-curricular activities are very important components of education and no Participant disagree with this point.

Table 4: Teacher is the developer of student's behavior

		Frequency	Percent
Valid	**Disagree**	1	6.7
	Strongly Agree	8	53.3
	Agree	6	40.0
	Total	15	100.0

The above table shows that all teachers agreed except one that teachers are the developers of student's behavior. It's a good sign that all new teachers know that they are the behavior developers of students but the challenge is to keep their efforts in a positive way.

Table 5: Whenever I feel any difficulty I shareit with other staff

		Frequency	Percent
Valid	**Disagree**	2	13.3
	Strongly Agree	7	46.7
	Agree	6	40.0
	Total	15	100.0

The above table shows that (40+46.7) 86.7% of teachers concern with other staff whenever they face any problem and this is the good learning attitude. While 13.33% do not share with other staff.

Table 6: Principal gives feedback on my teaching

		Frequency	Percent
Valid	**Strongly Agree**	6	40.0
	Agree	9	60.0
	Total	15	100.0

All Participants agreed that principal's feedback on their teaching illustrates strong commitment of head of the institution. In real sense the feedback of management gives the right way for the novice teachers' teaching. It is also a good quality of Principals that they provide feedback timely to their teachers.

Table 7: Classroom Management is very difficult task

		Frequency	Percent
Valid	Disagree	2	13.3
	N/A	1	6.7
	Strongly Agree	3	20.0
	Agree	9	60.0
	Total	15	100.0

Above table shows that 20% strongly agree and 60% agree that classroom management is very difficult task for them while 13% disagree and 6.7% not clear.

Table 8: I prepare my lesson at home

		Frequency	Percent
Valid	Disagree	1	6.7
	N/A	1	6.7
	Strongly Agree	9	60.0
	Agree	4	26.7
	Total	15	100.0

Preparation of lesson at home 60% strongly agree, 26.7% agree and 6.7% disagreed and 6.7% not clear. This shows that majority of participants prepare their lesson at home that is good sign but we need to know how they prepare and what they know about lesson planning. We will try to find out it in interview and in observation.

Table 9: I give feedback on students note book

		Frequency	Percent
Valid	Disagree	1	6.7
	Strongly Agree	9	60.0
	Agree	5	33.3
	Total	15	100.0

60% participants strongly agreed, 33.3% agree and 6.7% disagree against the statement of giving feedback on students note book. All participant are teaching in private schools and in private school they strongly follow few thing one of them is note book checking.

Table 10: Assigned task to students in group

		Frequency	Percent
Valid	Strongly Agree	8	53.3
	Agree	7	46.7
	Total	15	100.0

The above table shows that 53.3% strongly agree and 46.7% agree while no one against that they should assign tasks to students in group.

Table 11: As a teacher I design activities to enhance student's decision making ability

		Frequency	Percent
Valid	Disagree	1	6.7
	N/A	2	13.3
	Strongly Agree	6	40.0
	Agree	6	40.0
	Total	15	100.0

Against the above statement 40% strongly agree, 40% agree while 6.7% disagree and 13.3% not clear. This shows that participants design different activities to enhance student's decision making ability.

Table 12: I actively participate in school decision making

		Frequency	Percent
Valid	Disagree	2	13.3
	N/A	3	20.0
	Strongly Agree	2	13.3
	Agree	8	53.3
	Total	15	100.0

The above table shows that 13.3% strongly agree, 53.3% agree while 13.3% disagree and 20%neutral that they play role in school's decision making process.

Table 13: School provides us teaching resources

		Frequency	Percent
Valid	Strong Disagree	1	6.7
	Disagree	5	33.3
	Strongly Agree	5	33.3
	Agree	4	26.7
	Total	15	100.0

33.3% strongly agree, 26.7 % while 6.7 % strongly disagree, 33.3% disagree that school did not provide teaching resources. So cumulatively 60% in favor while 40% not in favor.

Table 14: I make question paper myself

		Frequency	Percent
Valid	Disagree	6	40.0
	N/A	1	6.7
	Strongly Agree	3	20.0
	Agree	5	33.3
	Total	15	100.0

The above table shows that 20% participants strongly agree, 33.3% agree while 40% disagree and 6.7 % mark not clear. It means that 53.3% prepare question papers while 46.7% do not make papers by themselves.

Table 15: I can tolerate the misbehavior of students

		Frequency	Percent
Valid	Disagree	2	13.3
	Strongly Agree	4	26.7
	Agree	9	60.0
	Total	15	100.0

Strongly agree 26.7% and 60% agree that they tolerate on misbehavior of students while 13.3% disagree that they do not tolerate the misbehavior of students.

Table 16: Students feel fear facing me

		Frequency	Percent
Valid	Strong Disagree	2	13.3
	Disagree	2	13.3
	Strongly Agree	2	13.3
	Agree	9	60.0
	Total	15	100.0

The table shows that 13.3% strongly agree and 60% agree while 13.3% strongly disagree and 13.3 % disagree about the statement of students feel fear facing them. Overall 73.3% articulate that students feel fear means students did not discuss their issues and problems with them so it may disturb the learning environment.

Table 17: Students discuss their problems with me

		Frequency	Percent
Valid	**Strongly Agree**	9	60.0
	Agree	6	40.0
	Total	15	100.0

The above table shows that 60% strongly agree and 40% agree while there is no participant who disagrees. It shows that all students discuss their problems with teachers. If we look towards the table 16 majority declare that students feel fear discussing their problems with the teachers.

Teachers' Interview
Researcher has collected data through a semi structured interview guide and then themes extraction out of the responds from participants against 14 items. The themes constructed are five in numbers. These are teaching and its aspects, school development and management, Role of principal, perception about themselves and senior teachers and experience of being a novice teacher.

To extract the themes researcher used coding scheme and the codes are given with complete descriptions. Through these seven items address the TA (Teaching and its aspects), one item addresses the SDM (School development and management), two items address RP (Role of Principal), one item address PS (Perception about themselves and senior teachers) and three items address Exp (Experience of being a novice teacher). Below is the analysis against these themes.

Construct No o1: Teaching and its aspects
"Teaching is the profession of Prophet" is the central theme of the participants and they consider it utmost honorable position. During the study some of the teachers revealed the terrified fact that they chose this profession because of the unavailability of other options and it is another fact that female teachers are more committed because it matches with their requirement, which reflects from their interpretation that they chose the profession because it suits them and their parents also feel comfort by giving their permission to their daughters in adopting teaching as a field.

New teachers seem committed with profession but they do not have the clear concept of teaching; some of them said its hard job and some were in the opinion that it is the process of transferring knowledge and modify students' concepts towards positivity.

When researcher inquires about the teaching methodologies then majority said that "we do not have any idea of method but we like [friendly] method". When researcher emphasizes to ask question about methodologies then some had understanding of activities or student-centered learning but the participant were unaware of applying such practices appropriately in classes. Whenever they feel any problem or difficulty they mostly take consideration of other teachers, coordinator and head. Private schools usually have sophisticated practices of first learn and then teach which can captivate students towards their teachers. When researcher asked about the problems of teachers usually face during the lectures in classes then majority of teachers replied with just about same replies. They demonstrated us a long list of problems including lack of AV aids, feeling intricacy to gather students' interest, slow learners, class controlling, course compilation etc.

Construct No 02: School Development and Management
The novice teachers' role in school development and management is not as much extensive as compare to senior teachers. When researcher inquires about their role, most of them said that management does not regard their ideas and suggestions.

Construct No 03: Role of Principal
When researcher asks from respondents about a chance given to them to head school then which steps they would initiate for the development of school? Answering to my question, one of the respondents said that it is near to impossible to attain such a chance but if it happens then firstly, I would change class timings and concentrate on time management. 9 out of 15 respondents amid that they will arrange/increase/provide all necessary teaching resources like (ECD resources, library, Classrooms, game kits, multimedia etc);rest of other 6 respondents wants to work for the betterment of school management and teacher's capacity building. Some of the respondents were also in favor of higher salaries for teachers because most of novice teachers are highly qualified and salary packages do not match with their qualifications. All the novice teachers shared useful ideas for the development of the school and learning capacity because they generally face all the ground deficiencies which usually management cannot observe. So novice teachers are the bank of ideas if management involves them in meeting and other activities they surely get unique and creative ideas.

Construct No 04: Perception about novice and senior teachers
Novice teachers feel uncomfortable during their first year of teaching because they start a new profession which is in fact more than a job. They have to serve than to work. They also face bundle of problems and they need supervision and guide in all aspects. The management supervision plays a key role to bridge the gap between novice and seniors teachers. During the interview 10 out of 15 respondents react that senior teachers help and guide them whenever they face any problem but 5 out of 15 respondents reply of negative behaviors from seniors. A point is also noted that generally management and head of schools also give preference to the ideas of senior teachers.

Construct No 05: Experiences of being a novice teacher
When it is inquired from the novice teachers that who inspire them in life? 10 out of 15 respondents answer that they are inspired from their teachers and they like their teaching methods. It means that a good teacher can modify a conception in a positive or negative manner so if they taught from a positive teacher then the positivity would definitely reflects in the behavior of the students and inspire them to be one like them.. Actually it is a teacher who reshapes the future of a student and it can be done by a devoted teacher. Rest of the novice teachers took name of their father, mother, brother or sister from whom they inspired.

Findings and Recommendations
Findings
The overall findings established after analyzing the data from the questionnaires and interviews are mentioned in points.
1. Novice teachers tried their best to perform without any professional qualification and experiences.
2. Novice teachers do not have clear idea about lesson planning, classroom management and teaching methodologies.
3. School management does not involve novice teachers in their decision making and also don't appreciate novice teacher's ideas.
4. Lacks of teaching resources create problems for novice teachers in implementation of teaching techniques.
5. Most of the novice teachers did not have the idea of holistic development so they just want to transfer the knowledge of information to the students.
6. Mostly novice teachers become the victim of inferiority complex because of the neglecting attitude from senior teachers usually in discussions, planning, gathering and miscellaneous activities.
7. Low salary in also a gigantic problem of the novice teachers as they work equally and provide their full time.
8. Students feel fear to face the novice teachers because normally attitude of novice teachers towards their students is rude(table 16)
9. Novice teachers try to develop themselves on practical grounds to face the issues and participate in the school activities which are necessary for an effective teaching but during the phase students get suffer.
10. Novice teachers admire the importance of classroom management but they are unaware of managing class in a particular order (table 07)
11. Novice teachers are familiar with the concept and significance of co-curricular activities (table 03)
12. Paper making is a difficult task it came to know that majority of novice teachers make paper themselves and they do not have any idea of learning domains (table 14)
13. Novice teacher knows that teachers are the developer of students' behavior but it is very difficult for new teachers to develop the behaviors of students.

RECOMMENDATIONS
On the basis of the findings of this study, some recommendations are prepared which are:

Recommendations for School Heads
Research work relevant some recommendation for the school head teachers. First of all head teachers must organize initially an orientation session for the novice teachers that at the beginning they get basic information about your school and teaching learning process in the school. Secondly, they must organized a teacher training workshop on some important topics like Lesson planning , assessment system, classroom management ,child psychology ,items writing and teaching methodologies or strategies etc. Thirdly, give them a friendly environment so that they can share their issues problems and ideas and appreciate their good work. Fourthly, in co-curricular activities give them responsibilities. Lastly , your organization only grow if you facilitate the teachers so provide some basic teaching resources to the teachers when teacher use these resources quality of education increases as well as image of you school are also become good.

My research also recommend that finance is the driving force for any person, so salary of teachers is also motivation factor for them if it will be increased and paid timely, it can give mental satisfaction to the teachers so they give their full concentration on teaching.

Recommendations for the novice teachers
As we know that when we hear something we usually forget but when we see something then we can remember most of contents and as says "Practice makes a man perfect" when we practically do something then we can better learn. So it is clear that practical work can enhance the personality of a person. Firstly, this study recommends reading some books which are available in market about teaching and attaining of workshops because now a day's many organizations are working for capacity building of teachers. Secondly, this is the era of information technology. Everyone has access to the internet and one must need to take benefit from the internet instead of spending lot of time on social media.

Recommendations for the Government Education department
As we all know that it is necessary for all private schools to register themselves from the education department and all schools are registered but there is no check and balance from the education department. In public sector professional teachers are inducted at secondary level but in private sector majority of teachers are fresh, usuallythey do not have any experience and professional degree. This study suggests for private school's management to provide refresher courses to their teachers by time to time and also evaluate the performance of the private school teachers especially novice teachers and provide feedback because private sector carry partial burden of the education and they have the half future of the nation in their hands.

Recommended capacity building course for new teachers
At the end, on the basis of research study here is the course outline for the novice teachers including most important topics. Following this course outline schools can easily build the capacity of their teachers in short period of time. It is also helpful for the organizations who are working for teachers, parents who wish their child become a teacher, it is a need analysis for educators and it helps the novice teachers to attain workshop or study on these topics to become a good teacher.

Day(s)	Topics	Duration
1st	Introduction to teaching	3 hours
2nd	Child psychology	3 hours
3rd	Annual planning (scheme of work)	3hours
4th	Lesson planning	3 hours
5th	Classroom Management	3 hours
6th	Teaching methodologies	3 hours
7th	Assessment (item witting)	3 hours
8th	Classroom observation	2 classes
9th	Classroom observation	2 classes
10th	Feedback on teaching	1 hours

Conclusion:
Skardu city is an emerging city of Gilgit-Baltistan where people are much continuous about the education of their children. In such scenario, to provide quality education especially at primary level is not more than a challenge. Government schools are running in their capacities but there is a myth among parents who usually show their concerns with the private schools looking towards the environment and learning opportunities more than the government schools. Novice teachers have become necessity of private schools as they have to run their operations in a smooth way. But due to less or no experience novice teachers frequently face different kinds of challenges and barriers during performing their tasks. Capacity building, in-job trainings, motivational measurements and providing empowerment are some optimistic factors but to standardize novice teachers according to need of the time issues regarding novice teachers should properly be addressed. Government should regulate check and balance system within the private sector and keenly undertaken the initial induction procedures (qualification, experience and skills). Their teaching methodologies, classroom management and motivational level should properly be analyzed and should be awarded according to their performance.

Research implications and future directions

- This study will help the novice teachers to overcome the challenges they faced while at the beginning of their teaching career.
- It will also help Principals and educationist as a guideline being a student of educational development.
- The results of the study will clear the directions in achieving futuristic goals.
- This study will motivate new educational researchers to come up with new creative and diversifying ideas.
- It will emphasize head of the institutions to optimistically treat novice teachers within their institutions.
- This study will also open new windows for novice teachers to play more skilled and motivated role in their capacities.

Future research has been directed for assessing teaching practices to detain in different private schools.

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