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Early-career teachers; Beginning teachers, Adaptation challenges; Induction training, Teachers' perceptions; Survey research design; Classroom management

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Abstract: *The quantitative study was intended to investigate adaptation challenges which beginning teachers have to face during their early years of teaching and investigate their perceptions on their induction training. Survey research design has been used in this study and questionnaire was used as an instrument, Survey research is a quantitative research technique applied for accumulating information from a group of respondents by asking multiple survey questions. The researcher made the research instrument by her own self after seeing the format of questionnaires from different thesis related to early-career teachers' challenges and induction training. Sample of the study was comprised of 300 early-career primary school teachers (1-6 years of experience) from different public schools; sample was chosen by means of convenient sampling technique. The conclusion was made that early-career teachers were not psychologically and virtually prepare to face challenges. Moreover, the difficulties which they had to face are classroom management challenges, instructional challenges, workload challenges and relational issues with colleagues, students and administrators.*

Introduction

Early -career teachers' conversion from pre-service training to expert run-through is frequently 'troubling,' as teaching occupation has deficiency of ongoing induction programs. Beginners frequently educate as proficient educators, there by consist of a variety of tasks performing as a scholar, an educator and investigator (Smith &Sela, 2005).

It is quite difficult to convert these early-career teachers into the trained and expert teachers who don't have sufficient management skills to deal all difficulties confidently in the starting years of their profession, while they have lack of trainings to enlighten their teachings proficiencies. These teachers are expected to perform extraordinary; their performance is measured through the same standard which has been kept for senior or experienced teachers. Management tried to give difficult tasks and tough classes to these teachers by considering them more enthusiastic and energetic as compared to other staff (Harris, 2015).

It is clarified by Peter Hudson (2012) that beginners have to face two serious dares, firstly they suffer from anxiety before entering into teaching field, they feel hesitation during their orientation period.

Secondly, they are afraid of cultural clash due to school location, culture of teaching and non-teaching staff and mind set of administrative staff, these two dares cause their wariness and they have to handle ups and downs during starting days of their career.

Feiman-Nemser (2001) describes those pre-services programs offer military training while fundamental induction trainings persuade early-career educators to stay with whatsoever practical implications facilitate them to endure, rather than taking on effectual pedagogical executions. A scarcity of proper training and restricted hold up from management can guide early-career instructors to suffer from discouragement as well as hopelessness.

Pre-service programs provide initial training whereas fundamental induction programs motivate beginners to survive within original working atmosphere instead of relying on instructional bookish practices. Insufficient or irregular training and lack of support from managerial staff causes early-career teachers to feel unsatisfied and unsuccessful(Feiman-Nemser,2001).

According to Unal & Unal (2012) instructor training is a plan which is associated to the improvement of instructors' expertise, capability so as to permit, enable the instructors to meet up the necessities which this teaching occupation contains as well as tackle all probations there in. Classroom management is one of the major problems which these early-career teachers have to face during their induction period as they have insufficient pedagogical and management skills to deal with a large class. Classroom management skill is not given as gift to some teachers; this skill is developed by teacher preparation programs in their starting years and many years of experience.

Good (1973) tells instructor training as entire the prescribed and non-prescribed actions along with practices which assist to certify an individual to undertake accountabilities as a participant of the educational field or to decrease his tasks efficiently. Beginning year of job is critical and confusing for these early career teachers, they need the cooperation of their administrative staff and colleagues, when they enter into this profession they are unable to understand the atmosphere of work filed(Ingersoll & Smith, 2004, p. 682).

According to Arends&Kilcher (2010) induction time is really sensitive and crucial time for developing professional skills regarding content, time management, and instructional competencies so that when they may enter into their profession they are on that position when they can to apply their knowledge practically. These novice teachers don't have proper direction when they join this new filed, these trainings help them to adjust themselves and survive even in adverse atmosphere of their school.

Induction support may consist of a multiplicity of projects and tasks, such as professional learning, mentoring, collaboration, as well as research and reflection on the part of the participant. At the heart of the design of induction programs lies the desire to provide a smooth transition to the profession for beginning teachers while increasing retention of new teachers as well as facilitating better learning chances for learners (Lovo, Cavazos, and Simmons, 2006).

Early-career teachers mostly join the occupation all the way through challenging instructional tasks and state of affairs that can set them up for letdown (Hope, 1999), which reversely effects the maintenance rate of beginners. To be a teacher includes a conversion from guidance before service to the teaching field.

Such a conversion causes a transfer in responsibility identification and an epistemological move in which these early career teachers have to shift from theoretical frame to the practical filed, there they have to face many challenges including job related issues and social challenges (Pritchard,2017).

Early-career teachers require the development of aptitude and the structure of an expert practice. Notwithstanding, for most early-profession educators, likewise alluded to as tenderfoot instructors, this

progress is rarely well ordered. While introducing their preparation programs at instructor trade schools or colleges as understudy educators, these are only occasionally presented to genuine instructing difficulties. During these meetings, understudy educators focus generally on instructional method (Bliss, 2011).

Teaching doesn't mean only to deliver lecture, check notebooks or listen their lesson, it is something different it also means to manage all classroom activities, learners' behaviors, and class environment. Despite the fact that there is a perceived requirement for help for early-career instructors, a few schools are not fundamentally adjusted in a manner that encourages this. Thus, some early-career educators experience troubles during their first year of instructing, now and then keeping them from adjusting to such conditions.

Objectives of the Study

There are the following objectives of this study:

1. Explore the job related challenges faced by the early-career teachers.
2. Investigate the social challenges faced by the early-career teachers
3. Analyze the perceptions of early-career primary school teachers on their induction training
4. Analyze the difference of perceptions of early-career teachers by demographic predictors i.e. age, gender, subject area and teaching experience.

Research Questions

1. Which type of workload challenges do early-career primary school teachers have to face during starting years of their career?
2. What are the most frequent instructional challenges which early-career primary school teachers have to face?
3. Which type of classroom management challenges do early-career primary school teachers have to tackle?
4. Which type of challenges do early-career teachers have to confront with their students?
5. Do early-career teachers also have challenges while dealing with students' parents?
6. Do early-career teachers' senior colleagues give them tough time during their beginning years of teaching?
7. Which type of relationship these early-career teachers have with administrative staff?
8. What perceptions do early-career primary school teachers have on induction training?
9. Do adaptation challenges of early-career teacher's change according to their age, gender, teaching experience and subject area?

Significance of the Study

Instruction is a tough occupation calling for much accountability with a lot of prospects. Simultaneously with the altering world, this profession has turn into further difficult. With the passage of time when the world is changing rapidly, so this sacred profession is becoming more tough or puzzling. If we include the early-career instructors' apprehensions and uncertainties to these casual problems and difficulty of the occupation, we find it more challenging and an extremely confused profession. This study will help to provide support to these beginners for adjustment in the starting years of their job.

It is the most considerable issue which is faced by most of the early career teachers who just take a start of their profession, an abundance of literature has found on this topic in which the focus is on the teachers' education programs and reasons for all these difficulties which these teachers have to tackle. This study will help to find out the alternative solutions for all these problems so that teaching and learning process may run smoothly.

So, this study will assist to find out those challenges which beginners have to tackle in their starting time of job along with the importance of induction programs for their performance in these beginning days of teaching. Moreover, it will help to evaluate whether the occurrence of early-career primary school teachers challenges differ due to demographic predictors like age, gender, teaching experience and subject area.

Literature Review

Early-career teachers who practically work in field after getting training from induction programs have to face many probations when they do different tasks ,they know the difference between teaching which they have listened and observed since their childhood and teaching when they physically have to perform as teachers(Kin & Roth ,2011).

Wong (2004) described that administration support enhances educators' morale along with improve their learners' performance. Moreover, induction programs are one of those factors who assist teachers in their starting years of job.

Induction is a comprehensible, inclusive and persistent procedure of enhancing teachers' professional development by giving them training which develop their capabilities and expertise(Feiman-Nemser,2001). Induction programs are considered as juncture of learning which provide support for beginning teachers in their induction phase which is assumed most critical phase in the teaching profession(Bergren-Mann,2016).

To be a teacher comprises a conversion from pre-service education to teaching occupation. This transfer fetches a shift from theoretical orientation phase of knowing about this teaching profession to practically introduce themselves in this field. Beginning teachers need assistance for developing professional expertise, they are expected to perform like their senior colleagues while in their induction period they need support to develop their professionally identity.

Mostly, these novel teachers are not provided feedback from managerial staff and senior colleagues, moreover they found tricky and problematic students in their class while they always thought teaching as an easy profession in which they simply have to impart knowledge, assess their students' performance and give them feedback and report to management but the reality is totally different ,teaching is not a piece of cake ,it is critical ,only an enthusiastic and persistent teacher can be survived. Moreover, it is recognized fact that few institutions frameworks are not associated in the way to facilitate teachers in such a way that they can manage their classroom and give them chance to develop themselves professionally. these early-career teachers have to tackle by their own behalf with all these challenges. But in many cases teachers feel depressed, de motivate and decide to leave this profession if they not feel satisfy in their yearly year of teaching (Dishena&Mokoena, 2016).

To deliver the best conceivable training for today's novel instructors, teacher preparation programs made struggles to bring into line their curriculum and field experiences contain with research outcomes about actual practice (Cochran-Smith, 1999). Research more specified that beginning educators desired groundwork in classroom management as part of the curriculum requirements in their teacher preparation programs (Landau, 2001).

Since one of a teacher's utmost substantial tasks is effectively handling the classroom, Meyer and Williams' judgments specified the significance of developing classroom management skills in the beginning teachers during their induction period.

Today's students are tomorrow's citizens and political leaders, so well prepared teachers can make them tomorrow's most popular, prominent and skilled personalities who will be able to accommodate according to the situation.

In these days when there is diversity everywhere, it is impossible for untrained teachers to handle diverse classrooms, where students have different mental capabilities, interests, aptitude and behavior towards study, researchers show that well prepared teachers can perform more confidently in front of their students and they can easily tackle problematic situations and challenges they have during their first years of jobs (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005).

There are five apprehensions which early-career teachers have to face are : burden of work ,time organization and weariness, Grip on content and course, socially well familiarity with learners ,parents, coworkers and administrators , Assessment and evaluation and self-efficacy and hold on class. Professionally prepared teachers perform confidently and efficiently in the classes as compared to those teachers who are not properly educated before giving them certificate to enter into the teaching field (Cleveland, 2008).

Yalçinkaya (2002) declared the initial difficulties of early-career instructors including naivety, clashes between education before service as well as implementations during job, load on beginning instructors, struggle to do additional responsibilities, apprehension of monitoring as well as adjustment to workplace way of life and their operational atmosphere.

According to Paniagua (2018) early-career teachers are considered more enthusiastic and zealous when they enter into teaching field they have ambitions to bring positive changes into their occupation by introducing innovative and latest pedagogical tools or instructional techniques but they have to tackle many social and classroom management challenges during their induction period.

Beginning instructors 'difficulties created three frames: executive frame (as customs as well as techniques for dealing learners throughout goings-on within the lecture rooms, behavior issues and substances for management , temporal order as well as subject pacing , the human dealings framework like significant individual scholars' wants and scholarship layouts, learners-instructors associations and disclosures, room customs, society sagacity correlation and acquaintances with learners , learners' impressions, option and inspiration) and the political framework (as numerous students' wants so as to nurture impartiality and way in education, diversity of teaching , learners' previous acquaintances and ethnic comprehensions, instructors' prospects regarding pupils' involvement in class, their culture and traditions.

The chief classifications of difficulties renowned in discussion transcripts of opening teachers are interactions with learners, guardians, senior teachers and managers; burden of work, organization of time, and weariness; familiarity with content and subject matter; assessment and marking scores; control besides with authority; in addition to look and individuality.

All these difficulties or probations well-known in the researches have been summarized as: load of tasks, handling time, and tiredness; syllabus and course knowledge; affiliation with pupils, parents, experienced teachers, and administrators; appraisal and allotted marks; and self-sufficiency and command (Joseph, 2011).

Flores and Day (2006) supposed by that new instructors are capable in educational department as they are entirely equipped with suitable information.

However they are inexpert and it is relatively considerable they requisite assistance. Looking for assistance disheartens them because it is assumed something shameful. But if the educators feel easy in institution surroundings they are well familiar about the modes of efficient teaching tryouts. Their individual notions about education and scholarship can be well debated in such a setting. (Langdon, 2001).

Early-career teachers have a representation of victorious instruction implementations. They commonly

are familiar with students' psyche, course and assessment. (Hammerness, Darling-Hammond, & Bransford, 2005, 358).

Getting access of teaching field by means of unfeasible possibilities of what instructing is about can deliver unconstructive encounters for novice teachers. For the reasons for this examination investigation, early-career instructor will signify to a person who joined the field of schooling and is instructing for the absolute first time in their vocation.

The newly appointed teachers have high level of anxiety and stress which lead them to leave that profession because they don't have managerial support, and having deficiency of professional attitude and skills to manage behavioral problems and to tackle challenges.

Starting educators experience a pre assistance program before they can start instructing. These projects help them in picking up topic information, and the early phases of planning exercises, guidance, and assessments. Nonetheless, it would be a spoof of the way toward figuring out how to envision that these early-career educators are done items. The unmistakable adapting needs of novice educators can't be prognosticated ahead of time or outside the setting of their encounters (Feiman-Nemser, 2010.).

Earlier researches lay emphasis on the notion that beginning instructors join the field of education with previous dogmas which are made through their own experiences during getting education in schools. For a long time teaching was considered a process of imparting knowledge and students get that without any participation (VeenMan, 1984).

However learners learn just if the conditions grant for the development of information by including in contentions and invigorating past mindfulness. Most conspicuously, a learning climate must be produced where every individual has a sense of security. The change from instructor preparing to the primary encouraging position can be an emotional and stressing one, and VeenMan (1984) alludes to it as the "reality stock."

Before entering in the field of teaching, early-career teachers assume themselves presenting in front of those students who are active participants and attentively listen them and response on the delivered lecture, but the reality is quite different. Usually, a classroom contains students with all type of mental abilities like excellent, average and below average. Some of the students are problematic, in this case an effective teacher full of managerial skills and having instructional strategies can cope with those students (Ball, 1988).

Darling-Hammond (2010) résumés that the requirements from instructors are enhancing and as well as move on a predefined path and departing meaningful details, educators are demanded to remain operative in permitting a diverse faction of understudies to study difficult provisions. In last ten years, they were predictable to get ready just some nominated scholars for determined brainy tasks, while now they should get ready to offer each apprentice with high order thinking projects.

The society demands early-career teachers' performance to be similar to that of experienced teachers, early-career teachers without sufficient provision require three to seven years of teaching to reach their utmost impression on undergraduate learning (Stanulis & Floden, 2009).

Challenges which are belonged to work of the beginning instructors are deliberated below three sub headings: as workload, pedagogical, and classroom organization probations.

Methodology

Third chapter narrates the philosophical research paradigm, design of the study, selection of population and sample, research tool, validation of tool, reliability of instrument, data collection procedure, data analysis procedure, limitations as well as delimitations of the study and ethical consideration.

Overall Design of the Study

The major reason of this research was to investigate those challenges which early-career teachers had to face during their orientation period and also see the significance of induction programs during the beginning years of their job.

This study has survey research design; survey research is a quantitative research method used for collecting data from a set of respondents by asking multiple survey questions.

Population and Sample of the Study

The intended population of the study, to which the results were preserved and generalized the early-career primary school teachers teaching in different parts of Lahore. It is known that research cannot be conducted with a large population; it is quite difficult to collect data from population. So, the research was conducted with "sample". While finding out the sample, it was essential that they would be indicators of the original population. 300 government teachers were taken as sample from different government schools of Lahore.

Sampling technique

Convenient sampling technique and simple random sampling technique were used to collect data through data collection instrument. As the research was conducted in district Lahore, the researcher conveniently selected two tehsils (City and Model Town) out of five tehsils, then she selected markaz from both tehsils, the researcher selected Samnabad–Male, Shahdara–Male, Shahdara–Female, Sanda–Male, Sanda–Female from tehsil City. Then she selected Gulberg–Male, Ichara –Female, Model Town–Female, Township–Male from model town tehsil. Then the researcher collected data from different schools of all these markaz conveniently, as she selected 4 female schools from Ichara–Female markaz, 4 schools from Model Town–Female, 5 schools from Shahdara–Female and 5 schools from Sanda–Female. In the same way, the researcher collected data from male schools, she selected 5 primary schools from Gulberg–Male, 5 schools from Township–Male, 4 schools from Sanda –Male and 5 schools from Shahdara–Male. It means the researcher collected data from 18 female schools and 19 male schools.

Data Collection Instrument

The statistics analyzed in the study was gathered by using a tool termed Questionnaire for early-career Teachers (QECT) which was constructed as well as organized by the researcher herself. The instrument was made after a thorough review of the related literature.

Data Collection

Permission letter, which is necessary for conducting the research was taken from the department of advanced studies in education (University of the Punjab), then the researcher got access to different schools, show permission letter to the administrative staff and also described the purpose of the research so that they might know that which type of information would be gathered from their teachers. Then the researcher distributed the questionnaires and collected data from teachers through the data collection instrument (questionnaire), in the same way, the researcher collected data from 300 early-career primary school teachers of different government schools (18 females and 19 male).

Data Analysis Procedures

Since the purpose of the study was to explore the frequency of adaptation challenges early-career teachers have to face along with investigate teachers' opinions on induction training. To analyze quantitative data which was collected through questionnaire, the researcher used Descriptive statistics. The feedbacks were précised in frequency distribution tables and the outcomes were organized according to standard deviations, means and percentages calculated for each item. Percentages of

responses for each item were useful in interpreting the concerns and trends pertaining to the study. Moreover, inferential statistics (independent samples t-test and ANOVA) were used to analyze the difference of perceptions of early-career teachers by demographic predictors i.e. age, gender, subject area and teaching experience and job status.

Analysis and Interpretation of Data

Analysis and interpretation of data. Data collected from the respondents regarding “Adaptation Challenges of Early-career Primary School Teachers” were analyzed through descriptive statistics (mean, standard deviation) and inferential statistics (independent samples t-test & One- Way Anova).

Table 4.1

Frequency and percentage related to demographic information

Variables	Frequency	Percentage
Gender		
Male	150	50
Female	150	50
Age		
21-25	174	58.0
26-30	72	24.0
31-35	54	18.0
Experience		
1-3	212	70.7
4-6	88	29.3
Subject area		
Science	93	31.0
Arts	207	69.0
Job status		
Permanent	85	28.3
Contract	215	71.7

Above table shows that there had been 50% male and 50 % female in this study .Moreover this table also represents that there were 174 teachers who fell in the first category of age (21-25)and 72 teachers who belonged to second category of age (26-30) and 54 teachers who fell in the third (31-35). Table represents that there were 212 teachers whose teaching experience fell into the category of 1-3 years of experience and remaining 88 teachers were belong to second category of 4-6 years of teaching

experience .this table also displays that there were 93 science teachers and 207 arts teachers .it has been also depicted into the table that there were 85 permanent teachers and 215 contract base teachers.

Table 4.2*Mean and standard deviation about workload challenges*

Sr.	Statements(Workload Challenges)	A	U	S	R	N	M	SD
No		%	%	%	%	%		
1	I have difficulty to complete my task properly due to multi tasks at a time.	14.0	29.3	29.7	21.0	6.0	3.24	1.117
2	I spend my time at home for checking students' notebooks or papers due to no leisure time at school	30.0	28.7	25.0	10.0	6.3	3.66	1.187
3	I have to spend extra time after off timing due to work given by administrative staff on emergency basis.	28.7	32.3	26.7	9.3	3.0	3.74	1.065
4	I always have to take lectures as a substitute teacher in the absence of other teachers.	32.3	32.7	18.7	12.0	4.3	3.77	1.153
5	I have to perform extra duties in addition to my assigned duties	20.3	28.0	27.3	18.7	5.7	3.39	1.167
6	My involvement in different activities at a time affects my students' studies.	41.0	29.3	19.3	7.7	2.7	3.98	1.074
7	Over burdensome forbids me to put my all efforts for the improvement of my students' performance	18.3	30.7	26.3	16.7	8.0	3.35	1.188

Five levels Likert scale has been used in the questionnaire: **A** stands for always, **U** stands for usually, **S** stands for sometimes, **R** stands for rarely and **N** stands for never.

As it has been discussed that job related challenges have three further sub components which are workload challenges, instructional challenges and classroom management challenges. Table contains seven statements and responses of the participants of this study. The analysis confirms that the mean value of all items is greater than 3.0 which show the greater part of those teachers who supported the components .In these items the greatest mean value is 3.98 and lowest value is 3.24.

Table 4.3*Mean and standard deviation about instructional challenges*

Sr.	Statements (Instructional Challenges)	A	U	S	R	N	M	SD
No		%	%	%	%	%		
8	I feel I need extra time in lesson planning.	12.7	17.0	31.0	29.0	10.3	3.00	1.174
9	I feel myself unable while assessing the	17.7	28.0	21.3	18.7	14.0	3.18	1.318

	students' performance.								
10	I feel hesitation while answering the questions of students	22.3	20.3	23.0	19.7	14.7	3.16	1.364	
11	Incompetency while using latest teaching tools lessening my teaching spirit.	21.7	17.7	21.7	19.7	19.3	3.03	1.421	
12	I feel hesitation before starting any project or activity in the classroom	14.7	28.0	25.0	17.7	14.7	3.10	1.275	

It has been described that job related challenges are further divided into workload challenges, instructional challenges and classroom management challenges. It consists of five statements and responses of the respondents of this study. The analysis assures that in all items mean value is greater than 3.0 which express the large number of those educators who showed their consent for the statements .In these items the greatest mean value is 3.18 and lowest value is 2.93.

Table 4.4

Mean and standard deviation about classroom management challenges.

Sr. No	Statements (Classroom Management)	A	U	S	R	N	M	SD
		%	%	%	%	%		
13	I feel difficulty while deciding classroom rules and regulations	22.7	29.0	21.3	13.3	13.7	3.34	1.330
14	I always feel unsuccessful while diagnosing students learning problems	13.7	20.7	23.0	23.7	19.0	2.86	1.318
15	I can't deliver my lecture within scheduled time	13.7	19.7	27.0	21.0	18.7	2.89	1.301
16	It is difficult for me to maintain discipline of an overcrowded classroom	13.7	27.7	26.0	17.0	15.7	3.07	1.273
17	Deficiency of Adequate teaching resources to early-career teachers cause pathetic classroom environment	20.3	26.3	30.0	14.0	9.3	3.34	1.215

Above table shows the percentage and mean of respondents on the statements of classroom management challenges which they have to face in the beginning years of their career. Table has five statements and responses of the teachers of this study. The analysis makes sure that in most of the items mean value is greater than 3.0 which represent the majority of those teachers who showed their agreement for the statements. In these items the greatest mean value is 3.34 and lowest value is 2.86.

Table 4.5

Mean and standard deviation about relationship with parents

Sr. No	Statements(Parents)	A	U	S	R	N	M	SD
		%	%	%	%	%		
18	I feel uncomfortable in parent meetings	13.7	32.7	27.3	15.7	10.7	3.23	1.187
19	Parents' aggressive behaviors lose my confidence level	15.3	24.3	24.0	23.0	13.3	3.05	1.274

20	Parents' complain to principal have negative impact on my ACR (annual confidential report).	15.7	24.0	26.0	20.7	13.7	3.07	1.273
21	It is hard to fill them with confidence and to persuade them that their child is in safe hands educationally	25.7	34.3	22.7	13.7	3.7	3.65	1.113
22	Lack of skills to tolerate parents' criticism gives them (parents) reason to get annoyed	22.7	27.0	24.7	16.7	9.0	3.38	1.252
23	Incomprehension of Language also becomes the reason of ambiguity or conflict with parents	17.7	28.3	25.0	18.0	11.0	3.24	1.249

Early career teachers also have to face relationship challenges with parents in which they have to tackle conflicts while having meeting with them. This table is about relationship with parents. Table has six statements and responses of the participants of this study. The analysis shows that the mean value of all items is greater than 3.0 which show the majority of those teachers who agreed the statements .In these items the greatest mean value is 3.65 and lowest value is 3.05.

Table 4.6

Mean and standard deviation about induction training

Sr.	Statements(Induction)	S	PS	SS	I	N	M	SD
No		%	%	%	%	%		
1	induction training has proved supportive in introducing the profession	12.0	25.3	31.0	17.7	14.0	3.04	1.214
2	In the issue of instructional planning	19.0	30.7	25.7	15.0	9.7	3.34	1.221
3	In the issue of teaching methods and techniques	14.0	32.3	27.7	17.3	8.7	3.26	1.158
4	In the issue of classroom management	17.3	27.0	33.0	15.7	7.0	3.32	1.141
5	In considering individual differences of the students	12.0	30.3	25.7	21.3	10.7	3.12	1.189
6	In using course book and materials	15.0	20.0	36.7	17.7	10.7	3.11	1.181
7	In developing good communication skills while dealing with parents, colleagues, students and principal	11.0	24.7	36.0	17.3	11.0	3.07	1.140
8	In developing assessment and evaluation skills.	12.0	24.0	34.0	18.3	11.7	3.06	1.171
9	In building social identity	17.3	23.3	30.0	17.7	11.7	3.35	1.235

Above table is about teachers' perceptions on the role of induction training for supporting them to face challenges in the early years of their career. Table consists of nine statements and responses of the participants of this study. The analysis assures that the mean value of all items is greater than 3.0 which indicate the majority of those teachers who showed their consent for the statements .In these items the greatest mean value is 3.35 and lowest value is 3.04.

Table 4.7

Comparison between male and female in Terms of instructional challenges

Variables	Gender	N	M	SD	t-value	df	Sig(2-tailed)
Instructional	Male	150	16.3800	3.52302	4.846	298	.000
	Female	150	14.4067	3.52954			

To compare the means of male and female PSTs (Primary school teachers) regarding instructional challenges which they have to face during their early-career of teaching, the researcher used an independent samples t-test. Above table shows that mostly male teachers face instructional challenges as compared to female teachers.

Table 4.8*Comparison between Male and Female in Terms of Classroom Management Challenges*

Variables	Gender	N	M	SD	t-value	df	Sig(2-tailed)
Classroom	Male	150	14.9867	3.63796	-2.470	298	.014
	Female	150	16.0067	3.51315			

An independent samples t-test was pertained to differentiate the means of male and female PSTs (Primary school teachers) regarding classroom management challenges which they have to face during their early-career of teaching. It has been concluded mostly female teachers have to deal with classroom management challenges as compared to male teachers like they feel unable to control discipline issues and resolve students' behavioral problems.

Table 4.9*Comparison between Male and Female in Terms of Relationship with Parents*

Variables	Gender	N	M	SD	t-value	Df	Sig(2-tailed)
Parents	Male	150	20.6133	4.18496	3.629	283.493	.000
	Female	150	18.6200	5.26820			

To compare the means of male and female PSTs (Primary school teachers) regarding relationship with parents (social challenges) which they have to face during their early-career of teaching, t-test which was used by the researcher was an independent samples t-test. This table shows that male teachers have more conflicts with parents as compared to female teachers; they feel that it is tough to take guardians into the confidence and to induce them that their child is in secure hands academically. They feel that they have lack of skills to tolerate parents' criticism which give (parents) reason to get annoyed.

Table 4.10*Comparison between Male and Female in Terms of Induction Training*

Variables	Gender	N	M	SD	t-value	Df	Sig(2-tailed)
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Induction	Male	150	26.1467	7.71940	-6.220	285.756	.000
	Female	150	31.1933	6.25702			

An independent samples t-test was applied to compare the means of male and female PSTs (Primary school teachers) regarding induction training. There is statistically significant difference at $p > 0.05$ level of significance in the scores of male ($M= 26.1467$, $SD= 7.71940$) and female ($M=31.1933$, $SD= 6.25702$); $t(285.756) = -6.220$, $p= .000$. Above table indicates that female teachers are more satisfied with the supportive role of induction training which prepared them for their beginning years of experience.

Summary

Teaching doesn't mean only to deliver lecture, check notebooks or listen their lesson, it is something different it also means to manage all classroom activities, learners' behaviors, and class environment. Although there is a renowned demand for support for early-career teachers, it is a predictable reality that a number of institutions are not architectural situated in a way that facilitates this. As a result, some early-career educators tackle strains when they just take a start of their profession, prohibit them to adjust themselves according to the culture of their schools.

They have to face many adaptation challenges as job related and social status & identity challenges. Job related challenges include work load, instructional and classroom management challenges. Early-career teachers feel unable themselves while doing multi task at the same time, they have to check assignments at home as they don't find leisure time in school.

They also have to spend extra time after school off timing due to work given by administrative staff on emergency basis, they have to take extra lecture in the absence of other teachers as substitute teachers. Over burdensome forbid them to put their all efforts to improve their students' performance, their involvement in different activities effect their students' achievement.

A number of these instructors become disheartened, ailing, miserable, or suffer exhaustion, resulting in few teachers make decision to dispose of teaching as an occupation. However, there are those that maintain an optimistic perspective; they continue to be resolute in their career of choice, reflecting and learning from the challenging experiences they are available across while integrating their learning into various teaching approaches and methods (Munshi, 2018).

These beginning teachers feel difficulty while assessing their students and sometimes feel confused while answering the students' questions; they feel incompetent while using latest teaching tools, they're unable to introduce classroom rules and regulations, find difficulty to regulate discipline of overcrowded classrooms. Sometimes it's difficult for them to deliver lecture within scheduled time and deficiency of teaching learning resources make classroom atmosphere pathetic.

These early-career teachers feel unable to diagnose students learning problems and means diversity within the class. Moreover, they need to face social station and social identity challenges including relationship with students, colleagues, parents and principal. These teachers feel hesitation while handling parents; they need less communication skills to affect parents' aggressive behavior and take them into confidence that their children are in safe hands educationally.

When these beginning teachers enter in teaching field they need some expectations and having

zeal to make positive changes into the tutorial institutions but they feel that their colleagues don't support them and show bossy attitude. Moreover, they struggle to shift their responsibilities toward them; Lack of teacher to teacher dialogue not only causes of hysteria of early-career teachers but also discourages the professional growth of experienced teachers.

Administration doesn't nurture such an environment during which teachers get chance to be professionally developed their skills. Early-career teachers need to face many conflicts when principal compares their performance with the performance of other senior staff.

Unsupportive and authoritative behavior of administration causes teachers' blow out in their starting years of teaching.

Induction training helps teachers to develop leadership qualities like deciding, classroom management skills, and communication skills and professional development (Ingersoll & Smith, 2004).

Induction support may contain a multiplicity of projects and tasks, like professional learning, mentoring, collaboration, also as research and reflection on a part of the participant. At the guts of the planning of induction programs lies the will to supply a smooth transition to the profession for beginning teachers while increasing retention of latest teachers also as facilitating better learning chances for learners (Lovo, Cavazos, and Simmons, 2006).

Findings show that induction programs play supportive role in introducing the profession, provide help in instructional planning, introducing teaching methods and assessment techniques, developing communication skills while handling students, colleagues, parents and administrative staff.

Findings

A summary of significant findings that emerges from the analysis of data is as follows

Demographic information shows that there had been 50% male and 50 % female in this study. Moreover, there were 217 teachers who fell in the first category of age (21-30) and 83 teachers who belonged to second category of age (31-40). There were 212 teachers whose teaching experience fell into the category of 1-3 years of experience and remaining 88 teachers were belong to second category of 4-6 years of teaching experience.

It has been analyzed that there were 93 science teachers and 207 arts teachers .It has been also depicted that there were 85 permanent teachers and 215 contract base teachers. It has been discussed that job related challenges have three further sub components which are workload challenges, instructional challenges and classroom management challenges. The analysis confirms that the mean value of all items of workload challenges is greater than 3.0 which show the majority of those teachers who favored the statements .In these items the greatest mean value is 3.98 and lowest value is 3.24.

It has been discussed that job related challenges have three further sub components which are workload challenges, instructional challenges and classroom management challenges. The analysis confirms that in all items of instructional challenges mean value is greater than 3.0 which show the majority of those teachers who favored the statements .In these items the greatest mean value is 3.18 and lowest value is 2.93.It means that mostly teachers have to tackle instructional challenges including assessment techniques, changing teaching strategies, lesson planning and different instructional tools.

Early-career teachers have to deal with classroom management challenges including classroom rules and regulations, diagnosing learning difficulties of students' discipline problems of an overcrowded classroom.

One of the major apprehensions in the job-related anxieties and even one of the toughest jobs they

handle as early-career educators created the “workload” or “deficiency of free time.” Beginning educators frequently consider themselves unable to perform all the duties successfully and complete the tasks on time, incapability in learning how to deal with all the responsibilities superbly and state restlessness in shipping out all the tasks which are assigned (Ozturk, 2008).

It has been talked about that social difficulties incorporate relationship with learners, relationship with parents, relationship with seniors and relationship with management. The investigation affirms that the mean estimation of all things of relationship with students is more prominent than 3.0 which show most of those educators who supported the proclamations.

In these things the best mean worth is 3.54 and least worth is 3.02. It shows that a large portion of the early-career instructors need to confront relationship challenges with their students while conveying addresses in class, as they feel trouble to perceive singular contrasts, Students' enabled classrooms make early profession educators frail and correspondence gap among instructor and learners put trouble for educators to determine their issues.

These starting instructors feel awkward while having meeting with parents, parents forceful conduct lose their certainty level, Parents' gripe to chief have negative effect on their ACR (yearly private report). It is difficult to fill them with certainty and to convince them that their kid is in safe hands instructively. These instructors feel that they have absence of abilities to endure parents' analysis which give them (parents) motivation to get irritated. Incomprehension of Language additionally turns into the explanation of vagueness or struggle with parents.

It has been demonstrated that social difficulties incorporate relationship with learners, relationship with guardians, relationship with partners and relationship with organization. Relationship with partners contains five articulations and reactions of the members of this analysis. The analysis affirms that the mean estimation of all things of relationship with partners is more noteworthy than 3.0 which show most of those instructors who supported the statements. In these things the best mean worth is 3.30 and least worth is 3.08.

It has been indicated that social difficulties incorporate relationship with students, relationship with guardians, relationship with associates and relationship with administration. Relationship with organization contains six statements and reactions of the members of this investigation. The analysis affirms that the mean estimation of all things is more prominent than 3.0 which show most of those instructors who supported the statements. In these things the best mean worth is 3.22 and least worth is 3.04.

Toward the end there have been directed educators' recognitions on the part of acceptance preparing for supporting them to confront difficulties in the early long stretches of their profession. Acceptance preparing contains nine statements and reactions of the members of this study. The analysis affirms that the mean estimation of all things is more prominent than 3.0 which show most of those educators who supported the statements. In these things the best mean worth is 3.35 and least worth is 3.04.

An independent samples t-test was applied to analyze the methods for male and female PSTs (Primary teachers) with respect to remaining burden difficulties which they need to look during their initial profession of instructing. To think about the methods for male and female PSTs (Primary teachers) with respect to instructional difficulties which they need to look during their initial occupation of educating, the researcher utilized an independent samples t-test. There is statistically significant difference in instructional difficulties at $p > 0.05$ level of significance in the scores of male ($M = 16.3800$, $SD = 3.52302$) and female ($M = 14.4067$, $SD = 3.52954$); $t(298) = 4.846$, $p = .000$. It is portrayed that male educators need to confront more instructional difficulties when contrasted with female instructors.

It has been discovered that male instructors need to confront more variation difficulties of classroom management when contrasted with female educators.

Early-career primary school teachers have to face social challenges including relationship challenges with students, parents, colleagues and administration. When they deal with students they have difficulty to understand students, their learning problems, they feel that students' empowered classrooms make them powerless, and they have not enough communication skills to deal with students.

According to findings it has been proved that both male and female teachers have to go through social identity challenges as they feel incompetency while dealing with parents they are in the beginning years of their career. So, they don't have sufficient skills to tackle problematic parents and their complaints regarding their children.

It has been shown in above tables that both male and female teachers have clashes with their colleagues as both have to face social challenging while dealing with their colleagues. They feel that their asking for help will lay down in the eyes of administrative staff and senior colleagues, many of them find that their colleagues are not enough supportive, moreover they try to shift their responsibilities towards their juniors or new staff so that they may get relief from all burden of their duties.

Both male and female teachers tackle the critical and evaluating attitude of their head teachers in the starting years of their job and become nervous when they have to face different challenges as they have to perform extra duties, spend extra time, give more input as compared to their senior teachers, this type of behavior may cause hurdle in their professional development.

It has been cleared that mostly female teachers show their consent for the supportive role of induction training as compared to male teachers, it means there is need for further improvement in the organization and development of these induction programs.

Early-profession educators of these two groups of involvement confronted instructional difficulties in the beginning long stretches of their vocation as they feel trouble while surveying understudies' exhibition and utilizing distinctive instructional tools and instructional methodologies.

Similarly, educators of these two groups additionally manage study hall the executives' challenges including discipline issues, students' tricky conduct, while choosing classroom rules and guidelines and convey address inside allotted time.

These early vocation instructors possibly they have a place with first group or second group, the two of them need to confront social personality challenges while managing their students.

Instructors of both group need to confront trouble while having meeting with their learners' parents they feel themselves low abilities when they can't guarantee their parents that their children are in safe hands instructively and when they feel that they are losing their certainty while taking care of guardians' forceful conduct. Experience bunch 2 instructors need to confront more social personality challenges while managing their partners, they feel trouble while overseeing bossy disposition of their ranking staff and they feel falter while asking anything from their associates because of the dread that others will accept them as an obscured educators.

Both kind of groups need to endure the unsupportive mentality of managerial staff, they need to shoulder basic appraisal of their head instructors and head.

These two groups give their assent in the courtesy of their enlistment preparing that how much these trainings are steady in presenting the calling instructional arranging, classroom the board abilities, showing systems, assessment and relational abilities.

Instructors of arts and science all need to confront outstanding burden difficulties as they all need to perform various tasks all at once , they all need to spend their free talk on additional obligations allocated by school regulatory staff.

It is shown that science and arts both kind of instructors need to handle instructional difficulties while conveying address in class, they feel incapable while evaluating students and beginning new activities or utilizing distinctive showing technique or systems to improve yield from their learners.

Both science and arts educators face classroom management difficulties while managing a packed class as they need to handle with discipline issues and choosing homeroom methodologies , diagnosing students learning issues. Deficiency of Adequate instructing assets causes pitiable study hall climate for both science and arts early - career instructors.

It is portrayed in table that science and arts educators who start their vocation need to confront social difficulties while managing their students in the study hall, they feel unfit while surveying students learning issues and their learning challenges and their individual contrasts. They feel trouble while conveying their ideas because of correspondence gap among educators and learners.

These early-career instructors possibly they have a place with science or Arts , they need to confront difficulties while having meeting with their students' parents , they feel that they have absence of relational abilities while managing those guardians who show forceful and obstinate mentality , they feel that incomprehension of language additionally cause clashes among guardians and educators.

Early-career instructors likewise experience issues when they manage their partners, as they go into showing field they want to get full greatest participation from their seniors, they have desires that their associates may assist them with improving their expert abilities by sharing their encounters .But they become disillusioned in the wake of seeing the conduct of their senior associates who simply attempt to impact them and show their bossy mentality.

Science and arts educators need to manage social difficulties while managing authoritative staff. Early career instructors need to confront numerous contentions when chief contrasts their exhibition and the presentation of other ranking staff. These Early-career instructors need to manage principal basic conduct and their severe appraisal.

These early-career instructors possibly they are perpetual or contract base both face outstanding task at hand difficulties. They need to invest additional energy after off planning because of work given by authoritative staff on crisis premise. They generally need to accept addresses as a substitute educator without different instructors. They invest their energy at home for checking students' notebooks or papers because of no recreation time at school.

It is shown that permanent and contract base both kind of instructors need to handle instructional difficulties while conveying address in class, they feel unfit while surveying students and beginning new tasks or utilizing diverse showing technique or systems to improve yield from their students.

Both lasting and agreement base educators face classroom instructional challenges while managing a stuffed class as they need to handle with discipline issues and choosing study hall techniques, diagnosing students learning issues. Deficiency of adequate encouraging assets cause pitiable study hall climate for both science and arts early - profession instructors.

It is portrayed in table that permanent and contract base educators who start their profession need to confront social difficulties while managing their learners in the study hall, they feel unfit while surveying learners learning issues and their learning challenges and their individual contrasts. They feel trouble while conveying their ideas because of correspondence gap among instructors and learners.

These Early-career educators possibly they have a place with lasting or agreement base , they need to

confront difficulties while having meeting with their students' parents , they feel that they have absence of relational abilities while managing those guardians who show forceful and obstinate behavior, they feel that incomprehension of language likewise cause clashes among guardians and instructors.

Early-career educators additionally experience issues when they manage their partners, as they go into showing field they want to get full greatest participation from their seniors, they have desires that their associates may assist them with improving their expert abilities by sharing their encounters .But they become disillusioned in the wake of seeing the conduct of their senior associates who simply attempt to impact them and show their bossy behavior.

These lasting and agreement base instructors need to manage social difficulties while managing managerial staff. Early vocation educators need to confront numerous contentions when chief contrasts their exhibition and the presentation of other ranking staff. These early-profession educators need to manage head basic conduct and their exacting evaluation.

The two instructors show their assent for the steady function of acceptance preparing , they are concur that these trainings are useful for presenting calling , utilizing diverse showing procedures , learning an variety of assessment methods , creating the executives and relational abilities and building social character.

Above findings indicate that age group 3 have to face social challenges while dealing with their colleagues as compared to other two age groups .age group 2 respondents have less conflicts with their colleagues. There was statistically significant difference between age group 2 (26-30) and age group 3(31-35). POST HOC comparison using TURKEY HSD test revealed that mean scores for age group 3($M=18.1481$, $SD=5.61806$) were significantly different from the mean score of age group 2 ($M=15.5417$, $SD=6.33554$) in case of relationship challenges with administration. It means that age group 3 teachers have to face more social identity challenges while dealing with principal or other administrative staff.

Discussion and Conclusion

Based on the findings, the following conclusions were made:

These early-career teachers feel difficulty while assessing their students and sometimes feel confused while answering the students' questions; they feel incompetent while using latest teaching tools, they feel difficulty for introducing classroom rules and regulations, find obscurity to control discipline of overcrowded classrooms. Sometimes it is tricky for them to deliver lecture within scheduled time and deficiency of teaching learning resources make classroom atmosphere pathetic.

These early-career teachers feel unable to diagnose students learning problems and point out diversity in the class .Moreover, they have to face social status and social identity challenges including relationship with students, colleagues, parents and principal. Professional development is essential for these beginners who just take start of their career and passing from learning phase, the role of school administration must be constructive; the managerial staff should provide productive feedback to these teachers so that they may enhance their teaching proficiencies (Miles & Knipe, 2018).

Early-career teaching is very tricky period for these newly joined teachers who enter into this field with many expectations. These teachers face difficulties while having meeting with the parents of their students as they are new in this field, they don't know the tricks to deal parents and make their mind that their children will be improved and achieved better grades. When these beginning teachers enter in this teaching occupation they have enthusiastic attitude and zeal to do something astonished or different in this field which can bring improvement in teaching profession but they have to face many job related and social identity challenges which de motivate them(Morrison, 2013).

There are some difficulties which beginning teachers have to face during their initial period of teaching

profession as: traumatic experiences, problematic students, diverse classrooms, parent's complaints, and administrators' threat full attitude. First year of teaching is really critical for these beginners because they need assistance to start their work and moral support and positive feedback from the administrators. Initial difficulties which recently certified teachers have to tackle: ignorance, dispute between guidance before service and practices during practices; load on beginning teachers; thrash about to do additional tasks, terror of assessment, and adjustment in institution culture as well as background (Beltman & Price, 2014).

Senior teachers always try to shift their tasks towards these early-career teachers, communication gap between experienced and novice teachers not only become the reason of difficulties for these beginning teachers but also for senior staff who just put throw all responsibilities or difficult tasks toward their junior which put hurdles in the way of their professional development.

Induction programs and teachers education platforms pay attention on their training and focus to develop those expertise and capabilities which are essential to prepare these early-career teachers to perform actively and enthusiastically in government school instruction room. Instructors' learning and orientation trainings that focus productive practices these "emphasis thoroughly on what early-career educators previously know and believe about teaching" (Wideen, Mayer-Smith, & Moon, 1998, p. 167).

Management does not cultivate such an atmosphere in which educators get opportunity to be professionally enhanced their proficiencies. Early-career teachers have to face a variety of clashes when head makes comparison of their performance with the performance of experienced teachers. Uncooperative and commanding conduct of organization compels them to leave the profession.

Findings show that induction programs play supportive role in introducing the profession, provide help in instructional planning, introducing teaching methods and assessment techniques, developing communication skills while dealing with students, colleagues, parents and administrative staff.

Recommendations

It has been discussed that early-career teachers have to face many adaptation challenges in the starting years of their career which effect their performance and students' achievements. After making conclusions from different literature and by the responses of her research respondents, the researcher made the following recommendations:

1. Early-career teachers must be trained enough to adjust themselves according to the demands of their profession.
2. There must be further improvement in induction training programs as they are theoretical, there is a huge difference between teachers' expectations out of pre-service training and the outcomes of the actual teaching experience.
3. There must be relevant and coherent teacher education curriculum, which should be planned and organized cautiously for induction training.
4. Colleagues or senior staff must be cooperative enough to help these beginning teachers develop their professional skills.
5. Administrative staff must nurture such an environment which encourages them as early-career teachers; they should be sympathetic listeners and provide constructive feedback.
6. Early-career teachers must be prepared themselves to deal with individual differences and parents aggressive behavior.

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