

## **Transition from Pre-Service Training to Classroom: Experiences and Challenges of Novice Teachers in Pakistan**

**Uzma Dayan**

University of Peshawar

**Shafqat Perveen**

University of Peshawar

**Muhammad Ilyas Khan**

Hazara University, Mansehra

Novice teachers get into the teaching profession with a set of beliefs about teaching and learning, which are usually formed during the pre-service training. Novice teachers; however, often find themselves in a difficult state during their transition from training to the classroom. This qualitative study aimed at exploring the experiences and challenges of novice teachers transitioning into actual school and classroom teaching. The data for the study was collected through semi-structured interviews with a sample of 16 novice teachers. The data was analyzed using thematic analysis. The challenges that novice teachers faced during their transition included the application of student-centered pedagogies in large classes, dealing with individual differences, non-cooperative school staff, parental interference in school affairs, and heavy workload. The respondents' coping strategies included establishing rapport with students, applying innovative models of lesson planning, and adjusting to school culture. Implications for teacher training programs include establishing partnership between training institutions and the schools, need-based in-service training, and refresher courses. The study also proposes a model for novice teachers' adjustment to practical school life.

**Keywords:** Novice teachers, Pakistan, Pre-service training, Teacher training, Transition,

Novice teachers enter into the profession of teaching with stated beliefs about teaching learning process (Chubbuck, Clift, Allard, & Quinland, 2001). These beliefs are usually formed during the pre-service training (Saifi, Shahzaman, Shah, Idrees, & Zaman, 2013; Cain, 2012). Research indicates that novice teachers often face difficulties in their transition from the predominantly theory-driven environment in the training institutions to the predominantly practical environment

---

Correspondence concerning this article should be addressed to Dr. Uzma Dayan, Lecturer in Education at the IER, University of Peshawar, Email: [uzmadayan@uop.edu.pk](mailto:uzmadayan@uop.edu.pk)

Contribution of Authors:

1. Mainly, the paper has been based on the principle author's doctoral study. Hence, parts i.e., review of literature collection and analysis of the data and the writing up are done by the first author.
2. Assistance in the research design and framing the research questions for the current study.
3. Assistance in write up.

and classroom realities of the school (Khan, 2006; Westbrook et al., 2009). Theoretical knowledge; for instance, will have them consider activity-based learning, cooperative learning and interactive teaching more useful, yet, they might find it difficult to adopt such techniques in their actual classroom teaching (Ashraf, Khaki, Shamatov, Tajik & Vazir, 2005; Westbrook et al., 2009). Novice teachers may; therefore, face what Veenman (1984) coined as 'reality shock,' when faced with the demands of teaching. They may find gaps between their beliefs and field realities. Application of modern pedagogies; therefore, is often a challenge for novice teachers (Ashraf et al., 2005; Khan, 2006; Westbrook et al., 2009).

Teacher-student relationship has been an important concept in educational literature (Abdelhafiz, 2010, Westbrook et al, 2009). Abdelhafiz (2010) found that students like those teachers who are sympathetic, respectful, develop close bonds with students and are keen on understanding and resolving students' academic and nonacademic problems. Teachers who listen to students' problems are more likely to develop rapport with them. The result is the development of a more inclusive and collegial classroom environment, and often helps novice teachers to have an environment of cooperation and academic excellence (Abdelhafiz, 2010).

Veenman (1984) conducted 83 studies in different countries concerning the perceived problems of beginning teachers. Based on these studies, it was concluded that the main problems faced by novice teachers included classroom discipline, handling individual differences, motivating students, evaluating students' work, dealing parents, insufficient teaching material, and organization of class. Evans and Tribble (1986) also concur with Veenman and found that the major problems most beginning teachers experience included classroom discipline, assessing students' work, and relationship with parents. The problem of classroom management and discipline was also reported in the studies of Brock and Grady (2001), and Roehrig, Pressley and Talotta (2002). Other field researches (Khan, 2006; Little, 2006) also support the work of Veenman and other researchers. For instance, Khan (2006) proposed that many novice teachers step into teaching profession with high hopes; they are enthusiastic about imparting what they had learnt during the training. They, however, find themselves in a different rather miserable condition in the beginning of their professional career.

Additional problems have also been noted in teaching practices and management areas. For example, teacher educators were found facing the problem of large classes while guiding trainee teachers in cooperative learning approaches in field (Hussain, Rana, Waqar & Shah, 2012). School administration also creates challenges for the novice teachers in the form of reinforced rules, high expectations and control over them (Ball, 1987; Brock & Grady, 2001; Veenman, 1984).

Literature indicates that interacting with parents and the overall school administration are other challenges that novice teachers face. Parental interference often has an impact on novice teachers' decisions regarding their teaching practices, classroom management and feedback on students' work (Blasé, 1997; Roehrig et al., 2002; Zeichner & Gore, 1990). Similarly, uncooperative head teachers, lack of resources and the overall school environment where completion of course is emphasized, were also considered as some other major constraints in applying learner-centered pedagogies (Ali, 2000; Davis & Iqbal, 1997; Little, 2006; Westbrook et al., 2009). It has been observed that teachers in Pakistan, particularly of public sector must follow certain patterns of teaching, set either by head teachers or by educational officials (Westbrook et al., 2009). This causes novice teachers to experience anxiety, frustration and adjustment problems especially during the first year of their teaching (Shamatov, 2005). It is within this context that this research was undertaken to

explore the experiences and challenges that novice teachers encounter during their transition from training to the classroom. The study also examined the role of training in facilitating novice teachers during the transitional period.

### **The Pakistani education system: an overview**

The Ministry of Education of the Government of Pakistan, along with the provincial governments, regulates the system of education in Pakistan. The government assists in curriculum development, accreditation and in the financing of research and development.

The government emphasizes free and universal education for all in its educational policies. Article 25-A of the constitution of Pakistan (1973) states: "The state shall provide free and compulsory education to all children between the age of five and sixteen years in such a manner as may be determined by law." Yet, the general literacy rate in Pakistan is only 56.20% (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2008).

Formal education in Pakistan is provided by the public and private sectors as well as the madrasa/seminary (religious school system). Public sector schools (the mainstream education system) follow the curriculum prescribed by the Pakistan Ministry of Education. Urdu, the national language of the country is the medium of instruction in most public sector schools. Recruitment in these schools is based on pre-service training. There is no uniformity in the curriculum of privately run schools and the various private sector schools follow curricula of their own choice. Similarly, these institutions have set their own criteria for the selection and appointment of teachers. Unlike public sector schools, pre-service training is considered not essential for entry to private schools. However, these institutions emphasize in-service teacher training and arrange training for teachers intermittently (Khan, 2013).

The system of education in Pakistan is classified into five levels: primary level comprises grades 1 to 5; middle level comprises grade 6 to 8; high school level comprises grade 9 and 10, leading to the secondary school certificate; intermediate level comprises grade 11 and 12, leading to a higher secondary school certificate; and university programs leading to a graduate degree. Parallel to these levels of education, the government oversees the public sector, which administers many schools, colleges and universities along with technical and vocational training centers.

### **Teacher Education in Pakistan**

In Pakistan, the pre-service/initial teacher education courses, which included Primary Teaching Certificate (PTC), Certificate in Teaching (CT) (PTC and CT) have been replaced by Associate Degree in Education (ADE), Bachelor of Science Education (B.S.Ed) and B.Ed. Honors. The aim of PTC had been to prepare teachers for primary classes (i.e., from grades 1 up to 5, of public sector schools); CT, for teaching general subjects to the students of elementary classes (i.e., from grade 6 to 8) however, teachers holding these certificates have also been teaching secondary students due to a lack of staff in many of these schools. Similarly, B.Ed Honors degree has the same purpose of teaching to elementary classes. Bachelor of Education (B.Ed) and BS.Ed are initial courses for secondary and higher secondary school teachers of public sector. Currently, these programs are offered by the Institutes of Education and Research (IERs) of public and private sector universities, Colleges of Education, Elementary Colleges of Education, Provincial Institutes of Teacher Education (PITEs), Regional Institutes of Teacher Education (RITEs) and affiliated colleges (Khan, 2013; Reba & Ali, 2012).

Induction is a compulsory component of all initial teacher education courses that provide the prospective teachers with an opportunity of field experience (Masood, 2011). During this phase of

teaching, a student teacher becomes a visiting teacher at a public or private school, teaching and working as required by the course. Continuing teacher training is an in-service program for enhancing the professional competencies of qualified teachers. At regular intervals, these trainings include seminars, workshops and discussion sessions on various aspects of teaching approaches, usually arranged by the government or Non-Government bodies. PITEs and RITEs, however, serve the same purpose for in-service teachers from time to time. Master in Education (M.Ed.) is an in-service training degree, offered by the institutions that provide the pre-service training degrees and certificates.

The current study aimed to explore the following research question:

How does pre-service training impact ‘training-to-classroom-teaching-transition’ in the teacher education program under study?

This main research question was followed by the following subsidiary questions:

- What are the entry-into-teaching experiences of novice teachers?
- What challenges do the novice teachers face in the beginning of their career?
- How do the novice teachers overcome those challenges?

### **Method**

The current study adopted a qualitative methodology. The research design was a case study, which according to Yin (1994, p.13) “...is an empirical inquiry that explores a contemporary phenomenon within natural settings”. Bassey (2007) defines a case study in educational research as a “critical inquiry that aims at informing educational decisions and judgments in order to bring betterment to educational practices.” (p. 142) Case studies usually do not aim at testing or confirming theories but exploring significant features of the case under study (Khan, 2013). This seemed the most appropriate design as the present research aimed at exploring the experiences of novice teachers subsequent to their completion of a pre-service training program. It also aimed at highlighting the role of training in the novice teachers’ transition from training to classroom.

#### ***Participants***

Participants were selected using purposive sampling technique as this sampling allowed the researchers to identify cases that could provide rich information and make an in-depth study possible (Bashiruddin, Khan, Yunus & Dayan, 2012).

A total of 16 female novice teachers, 8 each from public and private schools in district Peshawar participated in the study. All the participants were the graduates of an institute of teacher education and research, at a university in Pakistan. The participants’ ages ranged between 25-30 years, had completed their B.Ed during the last five years and were having 1-2 years of post-training secondary school teaching experience. The rationale behind selecting novice teachers as participants was to explore their experiences in the beginning of their teaching.

#### ***Data collection and analysis***

Data were collected through semi-structured interviews as it is an appropriate tool for data collection in social sciences (Cohen et al., 2007), enabling researchers having access and insight into a person’s knowledge, perceptions, values and beliefs (Tuckman, 1972). Semi-structured interview is well-suited for the exploration of the opinion and perceptions of participants regarding complex issues. It also allows the researcher to probe for more information, clarification and elaboration of

answers (Barribal & Whiles, 1994; Cohen et al., 2007). The interview comprised two parts: the first part asked the participants to present autobiographical information including age and qualification. The second part comprised open-ended questions about the issue. This part represented four areas: entry experiences, challenges faced by novice teachers in the beginning, ways of resolving those challenges and the role of training. The interviews were conducted at the work places of the participants. All the interviews were audio recorded with prior permission of the participants. For the ease of the participants, the interviews were conducted in *Urdu*, the national language of the participants.

The analysis of data proceeded in four steps: translation and transcription of the data; initial coding; identifying themes and developing explanations (Braun & Clark, 2006). Each set of the audio recorded interviews were first transcribed and translated usually the same day it was conducted. For making sense out of the data, the transcribed and translated interviews were read and re-read. Responses of similar nature were linked together and assigned initial codes.

After initial coding, a thematic map was developed and extracts of relevance from coded data were collated within themes. These thematic maps helped in identifying the main themes and sub themes. Once all thematic maps were developed, the coded segments were classified according to each thematic category. Categories of relevance were grouped together into themes and sub themes. To refine the themes, all the coded extracts were read carefully. Once themes were finalized and given names, a detailed analysis was conducted by writing the story each theme was telling in relation to research questions.

### **Findings**

The following section outlines the findings relating to entry experiences, challenges and coping strategies of novice teachers. These findings have been arranged into two main themes: the challenges faced by novice teachers, and their coping strategies. These themes are elaborated with relevant quotes from the data obtained from interviews.

### **Challenges Faced by Novice Teachers**

#### ***Teaching in large classes***

The data revealed that most the participants initially faced the problem of classroom management. The respondents believed this was due to the large classes. Every section of a class consisted of more than 100 students. Some students were observed to be disruptive. This disruptive behavior of students appeared as a big barrier in teaching for the novice teachers. For example, one of the participants stated:

*I was assigned social studies of class 8<sup>th</sup>. My class comprised some mischievous students who always teased me during lectures. They were so disruptive that sometimes I wanted to cry.*

(Participant 5)

Similarly, most of the participants of private sector schools were assigned boys sections or mixed classes (co-education). Handling adolescent boys sitting in a class with girls was a big challenge. As one of the participants stated:

*9<sup>th</sup> grade students in a mixed class were a big challenge for me as majority of boys were mischievous. They were difficult to handle.* (Participant 1)

One of the participants was called a discourteous name. As she shared, “...a student in a problematic 9<sup>th</sup> class of boys was so naughty that he used to call me ‘falooda’” (a sort of ice cream in local language). (Participant 15)

Due to large classes with students of different caliber, several participants found it difficult to explain the contents effectively. For example, one of the participants said:

*In the beginning, I was not satisfied with my teaching; I had never noticed any appreciation and satisfaction on students' faces. I kept on trying to modify my teaching but overcrowded classes were a big barrier as students sitting at the back could hardly heard me. I had to make them quiet which took my most time.* (Participant 13)

For many of the teachers, the slow learners were particularly difficult to teach because they were unable to keep pace with the rest of the class. The participants felt that following the pace of slow learners disadvantaged the gifted students. As one participant articulated, *"I always tried to bring the slow learners up to the level of the mediocre students but it was difficult for me as I found rest of the class getting bored."* (Participant 11)

### ***Adjustment to school environment, the attitude of senior staff and head teacher***

For most the participants, adjustment to the staff and overall school environment was major challenge. Most participants reported that the school staff sometimes assumed an authority position with senior staff becoming domineering. For example, one of the participants of public sector school stated, *"The senior teachers were trying to have control over us and looked down upon us because of our junior position and contract post"* (Participant 4). Another participant reported, *"Senior staff always kept trying to object to our dress code, our methods of teaching and dealing with students"* (Participant 5). The data also revealed that head teachers did not consider the novice teachers as hardworking. As one participant of public sector school noted:

*The head teacher was doubtful about my being a hard working teacher in the beginning, I, therefore, tried to develop mental compatibility with the head to let her believe in me. She used to scold teachers for little things.* (Participant 1)

Besides, interaction with parents was another big challenge for the participants of private sector schools. For instance, a participant stated:

*...parents always came up with undue reasoning and never admitted their children's mistake or weakness. Sometimes, I had to confess, "I am wrong, you are right". The head teacher's role was passive in such cases, she never stood by teachers.* (Participant 4)

Furthermore, most participants of both sectors were assigned heavy workloads including teaching a variety of subjects, school discipline and related duties. Some of them were also assigned subjects beyond their expertise. For example, a novice teacher with a master's degree in Islamic studies was assigned English and Urdu of class 8<sup>th</sup>. Similarly, a participant holding a master's degree in the subject of botany was assigned teaching of Urdu to class 10<sup>th</sup>. Substitution was another problem. Many novice teachers were assigned classes of on-leave teachers.

### ***Gap between theory and practice***

The pre-service training emphasized group discussions and interactive classes but for many novice teachers assigning students to groups and organizing discussion sessions were difficult. Hence, a gap between beliefs and practices emerged. Most of the participants regarded this gap as a significant challenge. The main reasons given were lack of resources, large classes and school culture. Two participants working in the same school, one teaching English to class 8 and the other science to class 6, had the experience of 'teaching by dictation'. At the induction, they were directed by the senior staff that they had to keep pace with other sections of the same classes in school. They, therefore, were not allowed to teach using audio-visual aids or engaging students in activities. As one of the participants shared:

*Whatever I had learnt during B.Ed, I was unable to apply that in my class. I was directed by the senior staff to dictate from a copy of an ex-student. It was a challenge for me not to teach through dictation. (Participant 5)*

The data revealed that the participants adopted different approaches to face the challenges. With few exceptions, the approaches of all participants were similar. Their main strategy of facing the challenges included socializing with students, demonstrating respect and care for them, and understanding the school environment. Some participants reported to be quiet and indifferent to school politics.

### ***Understanding students, demonstrating respect and care***

The challenge of managing large classes was faced by understanding the needs and characteristics of students; and demonstrating respect and care for them by most of the participants. Content on students' psychology in pre-service training enabled the novice teachers to understand students' characteristics and address their needs. As one of the participants shared:

*As we were taught about the importance of rapport building, I tried by talking to them, asking about their interests, likes and dislikes, their problems and needs. As a result they started trusting me and listened to me carefully with active participation. I also set meetings with their parents to get knowledge about my students. (Participant 9)*

Similarly, most of the participants ignored students' mischief by remaining calm and patient. In a way, rapport was developed between the teacher and the students. The participants also believed that accepting students' views and opinions could also result in a favorable learning environment. For example, one participant stated,

*I have observed that when students feel that their opinions are valuable, they participate in class activities with zeal, but when their opinions are ignored or disrespected, they won't listen to the teacher. (Participant 3)*

Besides, participants used the mechanism of reward for bringing desired changes in students. For example, they positively reinforced the careless/off-task students by appreciating their little efforts which assisted them take more interest in their studies. As one participant stated, *When I praise a student or acknowledge that what he/she has done is good or wonderful, this encourages him/her to carry on, but if I ignore a student or if I disregard his/her efforts, this will be very much frustrating. (Participant 5)*

The participants also taught simple values and ethics through setting personal examples and role modeling. For instance, a participant stated, *"If a student did not have water I would offer my bottle. By doing so I felt a change in the behavior of mischievous students". (Participant 3)*

Facing the challenge of explaining the content effectively, one participant shared her experience: *In order to improve my teaching methods, I started searching for the material related to the topic on the internet. I applied all the techniques, learnt during the B.Ed training. It made my lessons up to the level of students. I started teaching through using audio visual aids and tried to connect lessons with day to day experiences. I focused on familiar examples also. (Participant 12)*

Although senior staff resisted methods of teaching other than the traditional ones, many of the participants applied student-centered pedagogies. This, in many cases, led the senior staff to accept the novice teachers' teaching strategies. As one of the participants shared:

*I had decided not to follow any traditional method. I applied what I had learnt in training. Soon the senior teachers accepted me as teacher with some new techniques. I would say every person must go through training before joining teaching profession.* (Participant 4)

### ***Understanding staff and the overall environment of school***

Establishing rapport with staff was also considered helpful in making adjusting to school. Participants prioritized their teaching responsibilities and kept themselves aloof from 'school politics'. For example, a participant said: *"I remained humble and quiet not only to the teaching staff but to the administration also to get an understanding of them"* (Participant 10). Another participant stated, *"I ignored the criticism of senior staff and tried to understand them. The staff, who once criticized me, accepted me as a good teacher."*(Participant 5)

Some of the participants remained quiet and ignored the indifferent attitude of senior staff. As one participant stated, *"I ignored the 'gossips', and stopped mingling with teachers even with my own friends."*(Participant 14)

Although most participants faced criticism of senior staff in the beginning, there were some participants whose senior staff was cooperative. They helped novice teachers in planning lessons and teaching.

Overall, novice teachers faced a number of challenges. These challenges included issues of teaching in large classes and related problems. One major issue reported was dealing with certain forms of student behavior that challenged participants' position as a teacher. Another important issue that the novice teachers had to deal with was peculiar school environment that was defined by instances of authoritative behavior on the part of senior staff and the head teacher. Besides, an important challenge novice teachers faced was a perceived gap between their theoretical knowledge and the practical realities of school life. In order to deal with these issues and challenges, novice teachers adopted a variety of strategies including socialization with students, recognition of students' needs and forming relationship with students based on respect and understanding. In some instances, some novice teachers adopted the strategy of keeping silent and focusing on their practical work rather than reacting to instances of negative behavior.

### **Discussion**

The findings on novice teachers' transition from training to classroom teaching revealed certain issues including a gap between training and field realities. For instance, learner-centered pedagogies were emphasized in training but in schools, novice teachers found no such practices. Teacher-centered methods were dominant in schools. Similarly, novice teachers were not informed about the issues of large classes, the difficulties that school politics brought and the senior-junior conflicts in schools. Although trainees had an exposure to schools during one-month teaching practice, this duration did not seem sufficient for gaining a deep insight into the school culture. This seems in line with Westbrook et al (2009) that school culture in Pakistani contexts does not support novice teachers in the implication of practical pedagogies.

Large classes were found to be a major barrier in addressing individual differences. Participants had the knowledge of attending to individual differences but its application in the overcrowded class rooms was difficult for them. Findings of the present study revealed that teaching in large classes with male students was a big challenge for female novice teachers.

The parents of students in private schools took keen interest in their children's school affairs. They kept themselves aware of the decisions and certain teaching practices carried by the

teachers in the classrooms. Some parents were found interfering the checking and marking practices of teachers. This finding is similar to Veenman (1984) and Zeichner and Gore (1990) who found parents' involvement as a big challenge for beginning teachers. Rules for parents' interference in school affairs were unlikely to be found in these schools.

Some participants of private sector schools experienced head teachers' suspicious attitude towards them. Since most the participants was assigned 9<sup>th</sup> and 10<sup>th</sup> grade boys due to their professional and academic qualification, head teachers were very suspicious about their relationship with male students. Some head teachers often narrated stories of male students falling in love with their female teachers. Listening to these stories was very irritating for the novice teachers. One possible reason for this attitude could be the segregated system of education in the country where boys and girls have separate schools. This corresponds to Ali's (1998) viewpoint that women in Pakistan, usually tend to teach females and children because it is culturally more acceptable.

Novice teachers, however, struggled hard to face the challenges in the first year of their teaching and reported using a range of various strategies attempting to use what they had learnt in training. For example, the big challenge of maintaining discipline and making classroom environment favorable for learning was resolved by understanding students. This understanding was achieved through establishing rapport with them. Since novice teachers were taught about the needs, interests, abilities and characteristics of students of different age groups, they tried their best to apply that to practical classroom situations. In the beginning, the inappropriate behavior and mischievous acts of students were ignored and their small tasks such as making a comment or answering to a question were appreciated. Thus, good relationship was built between students and novice teachers.

Novice teachers of public and private schools described themselves as overtly empathic to their students and emphasized it as an integral part of teaching. This seems in line with Westbrook et al., (2009) findings on a study indicated that students reported liking for sympathetic teachers who command respect and take an interest in students' academic and nonacademic problems. This also coincides with the findings of Abdelhafiz (2010) who found that listening to students' problems and concerns played an important role in rapport development, which contributed to creating a favorable classroom environment. Further, novice teachers exhibited a democratic attitude towards all students. They listened to their problems and demonstrated a sense of belongingness and concern. It is obvious that socializing with students (Abdehafiz, 2010) enabled novice teachers to teach in a relaxed environment and to achieve the desired objectives.

### **Conclusion**

Novice teachers faced several challenges in the beginning which they managed successfully during their first year of teaching. They joined the teaching profession with a well-established philosophy of education, developed because of pre-service training. Their philosophy of education helped them overcoming the challenges they faced in the beginning. For instance, since novice teachers believed learning was a complex process that needs a relaxed environment with addressing individual differences, they developed rapport with students by understanding their needs and interests, and listening to their problems both academic and personal. Novice teachers often used humor and elaborated concepts through examples from practical life of students. They tried to motivate their students by appreciating their participation in class room discussions.

Similarly, novice teachers had the belief that effective learning takes place when the attitude of teachers is sympathetic and democratic. Therefore, they showed a sympathetic and democratic

attitude towards students even at times when students disrespected them. Moreover, novice teachers' belief that learner-centered pedagogies make students more creative, appeared as a resistance to traditional methods of teaching.

It can be concluded that novice teachers' task commitment, personal interest in teaching and pre-service training helped them overcome the challenges. The theoretical part of training particularly contents on educational psychology, classroom management, evaluation techniques and the methodologies of various subjects especially the 4 P's model of teaching (Khan, 2006) were factors that facilitated novice teachers to face the entry challenges successfully.

In the light of the findings, regular exchange of visits between the staff of schools and training institutions is suggested to help bridge the gap between theory (training) and practice (classroom practice). It is further suggested that, all in-service teachers of public and private sectors should receive need-based in-service training biennial.

For novice teachers' adjustment to school, a four-week-adjustment-model is proposed. In the light of the proposed model, it is suggested that during the first week familiarity with school, its administration, the staff and the overall school environment be focused. In the second week, novice teachers could be assigned subjects and classes along with mentoring by the senior staff. In the third week, subject to subject and class to class mentoring could be carried on. During fourth week, novice teachers could start independent teaching.

It can be concluded that novice teachers in the context of this study faced a number of challenges in their transition from the training phase which is predominantly theoretical to the practical school teaching phase. These challenges included gap between theory and practice, attitude of senior school staff, classroom environment and behavior of students and parents. The novice teachers adopted certain strategies to deal with these challenges as discussed in the paper above. This paper also suggests a model for improving the transition phase of initial teacher training in general and the transition phase in teacher induction phase in particular. The paper has important implications for teacher education in Pakistan and in other countries with similar conditions and contexts.

### References

- Abdelhafiz, A. (2010). *An investigation into professional practical knowledge of EFL experienced teachers in Egypt: Implications for pre-service and in-service teacher learning*. Unpublished Doctoral Dissertation. University of Exeter, Exeter, UK.
- Ali, M.A.(1998). Supervision for teacher development: A proposal for Pakistan. *International Institute for Educational Planning*. Paris: UNESCO.
- Ali, T. (2000). Understanding how practices of teacher education in Pakistan compare with the popular theories and theories and narrative of reform of teacher education in international context. *International Journal of Humanities and Social Sciences*, 1(8), 208-222.
- Ashraf, D., Khaki, J., Shamatov, D., Tajik, M.A., & Vazir, N. (2005). Reconceptualization of teacher education: Experiences from the context of a multicultural developing country. *Journal of Transformative Education* 3(3), 271-288.
- Ball, S. J. (1987). *The micro-politics of the school: Towards a theory of school organization*. London: Methuen.
- Blase, J. (1997). *The micro politics of teaching*. In B. J. Biddle, T.L. Good, & I . F. Goodson (Eds.), *International handbook of teachers and teaching* (pp. 939-970). Dordrecht, The Netherlands: Kluwer Academic Publishers.

- Barribal, K.L. & While, A. (1994). Collecting data using a semi-structured interview: A discussion paper, *Journal of Advanced Nursing*, 19(2), 328-335.
- Bashiruddin, A., Khan, N., Younas, H., & Dayan, U. (2012). Teaching of grammar: Beliefs and practices of teachers. In A. Bashiruddin., Z. Bana., & A.K.Afridi (Ed.), *Education in Pakistan Learning from Research Partnership* (pp.3-26). Karachi, Pakistan: Oxford University Press.
- Bassy, M. (2007). Case studies. In Ann R J. Briggs and M, Coleman. *Research methods in educational leadership and management*(pp.142-155). Thousand Oaks, CA: Sage.
- Braun, V. & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brock, B. L. & Grady, M. (2001). *From first year to first rate: Principals guiding begging teachers*. (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage.
- Cain, M. (2012). Beliefs about classroom practice: A Study of primary teacher trainees in Trinidad and Tobago. *International Journal of Humanities and Social Science*, 2(3), 96-105.
- Chubbuck, S. M., Clift, R. T., Allard, J., & Quinland, J. (2001). Playing it safe as a novice teacher: Implication for programs for teachers. *Journal of Teacher Education*, 52(5), 365-376.
- Cohen, L., Manion, L., & Morrison, K. (2007) *Research methods in education*, London: Taylor & Francis.
- Davis, L. & Iqbal, Z. (1997). Tensions in teacher training for school effectiveness: the case of Pakistan. *School Effectiveness and School Improvement*, 8(2), 254-266.
- Dayan, U. (2010, May). Creating interactive classrooms: Barriers for the teachers. Paper presented at 15th International Conference on Education, University of Brunei Darussalam, Brunei.
- Evans, D. & Tribble, M. (1986). Perceived teaching problems, self- efficacy, and commitment to teaching among pre-service teachers. *The Journal of Educational Research*, 80 (2) pp. 81-85.
- Fessler, R. (1995). Dynamics of teacher career stages. In T. Guskey & M. Huberman (Ed.). *Professional development in education: New paradigms and practices* (pp.171-192), New York: Teachers College Press.
- Hussain, R., Rana, JS., Waqar, K., & Shah, N. (2012). Effects of teaching and learning in large primary classes in Peshawar primary schools. In Bashiruddin, A., Bana, Z., & Afridi, AK. (Eds.), *Education in Pakistan Learning from Research Partnership* (pp. 27-58). Karachi: Oxford University Press.
- Khan, H. K. (2006). Understanding a novice teacher's learning to teach in a private school for girls in Karachi, Pakistan. *Quality in Education: Teaching and Leadership in Challenging Times*, 1, 254-270.
- Khan, M. I. (May 15, 2005). Are all teacher training programs a complete waste of time? DAWN, p.25
- Khan, M. I. (2013). Initial Teacher Education in Pakistan: The theory-practice Divide. Paper presented at Education Conference on Teacher Recruitment, Preparation, and Policy, August 20-21, 2013, Karachi, Pakistan.
- Koetsier, C.P. & Wubbles, J.T. (1995). Bridging the gap between initial teacher training and teacher induction. *Journal of Education for Teaching*, 21(3), 333-345.
- Little, A. (2006). Multigrade lessons for EFA. A synthesis. In A. Little (ed.) *Education for All and Multigrade Teaching. Challenges and Opportunities*. Dordrecht, The Netherlands: Springer, 301-348.
- Masood, S. K. (2011). Comparative Analysis of Teacher Education Programmes in Pakistan and UK. Unpublished doctoral dissertation. Sarhad University of Science and Technology: Pakistan.
- Reba, A. & Ali, T. (2012). *Teachers' competency in Khyber Pakhtunkhwa*. Agha Khan University, Karachi: Pakistan.
- Roehrig, A., Pressley, M., & Talotta, D. (2002). *Stories of beginning teachers: First-year challenges and beyond*. Notre Damme, USA: University of Notre Damme Press.

- Saifi, S., Shahzaman., Shah, SA., Idrees, A., & Zaman, S. (2013). Effect of Reformed Teaching Practicum on Professional Development of B.Ed (Hons) Prospective Teachers. *Bulletin of Education and Research*, (35) 2, (Special Issue) pp. 125-138.
- Shamatov, D. A. (2005). Beginning teachers' professional socialization in post-Soviet Kyrgyzstan: Challenges and coping strategies. Unpublished doctoral thesis, University of Toronto.
- Tuckman, W. (1972). *Conducting Educational Research*. New York: Harcourt Brace Jovanovich.
- UNESCO (2008). Institute for Statistics. [www.en.unesco.org/county/Pakistan](http://www.en.unesco.org/county/Pakistan) (accessed 10 March 2015).
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54, 143-178.
- Westbrook, J., Shah, N., Durrani, N., Tikly, C., Khan, W., & Donne, M. (2009). Becoming a teacher: Transition from training to the classroom in the NWFP, Pakistan. *International Journal of Educational Development*, 29 (9), 437-444.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Newbury Park, CA: Sage Publications.
- Zeichner, K.& Gore, J. (1990). Teacher socialization. In R. Houston (Ed.), *Handbook of research on teacher education* (pp.329-348). New York, London: Macmillan.

Received: Aug 20<sup>th</sup>, 2017

Revisions Received: Sep 24<sup>th</sup>, 2018