

**ANALYSIS OF PROFESSIONAL SOCIALIZATION
OF NOVICE TEACHERS IN THE UNIVERSITIES
OF PAKISTAN**



Accession No. *THAL 332*
K
H. Malik

Researcher:

Fakhira Yasin

Reg. No. 117-FSS/MSEDU/F11

Supervisor:

Dr. Samina Malik

Department of Education

Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

2015



MS
370-19
FAA

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PAKISTAN**



Fakhira Yasin

Reg. No. 117-FSS/MSEDU/F11

Submitted in partial fulfillment of the requirements for the Degree in MS Education at the
Faculty of Social Sciences, Department of Education International Islamic University,
Islamabad

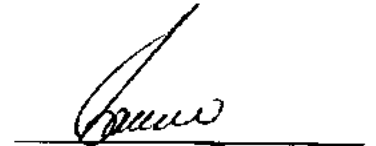
Dr. Samina Malik

June, 2015

CERTIFICATE

It is certified that Ms Fakhira Yasin, Reg # 117- FSS/MSEDU/F11 has completed her thesis titled “Analysis of Professional Socialization of Novice Teachers in Universities of Pakistan” under my supervision. I am satisfied with the quality of student’s research work and allow her to submit her thesis for further process as per IIUI rules and regulations.

Date:

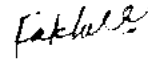


Dr. Samina Malik

Research Supervisor

AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis is in its present form is the original work of the author except those which are acknowledgement in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.



FAKHIRA YASIN

Reg. No. 117-FSS/MSEDU/F11



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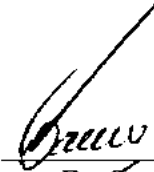
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Fakhira Yasin

Reg. No. 117-FSS/MSEDU/F11

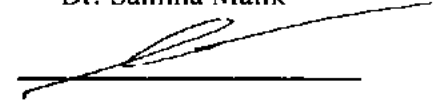
This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of MS Education.

Supervisor:



Dr. Samina Malik

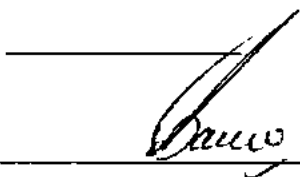
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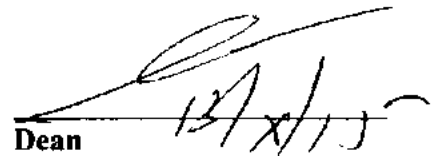
Dated:



Chairperson

Department of Education
International Islamic University,
Islamabad-Pakistan

Dean



Faculty of Social Sciences
International Islamic University,
Islamabad-Pakistan

ACKNOWLEDGEMENT

The journey on this road has been long and bumpy, but God has been the researcher's major source of inspiration, courage and energy. Praise to the Lord!

The researcher would like to extend her sincere and deepest appreciation and gratitude to Dr. Samina Malik, (Deputy Dean, Associate Professor, and Chairperson, Department of Education) her supervisor, for providing guidance, encouragement, wisdom and thoughtful criticism throughout her studies, who kindly supervised the whole work of the thesis and provided many useful comments and observations. She is the real inspiration for the researcher also.

Researcher owes a debt of gratitude to her parents, who prayed for her and gave moral and financial support for the completion of this research work. The researcher is very thankful to her younger brother Muhammad Ali Chohan for assisting her in completion of the task.

The researcher would like to express her gratitude to the head of the department and teachers participated in this study. Without them, this study would not have taken place. She extends her acknowledgement and appreciation to staff members who were involved in the study. Their willingness to share their time and experiences with her was invaluable.

The researcher is also very thank full to all her friends for cooperation, especially Tanzila Naz and Zahida Abdullah, who provided every kind of physical and moral support for the completion of this difficult task.

May Allah Almighty bless all of them and help her to be as helpful for them in the time of their need. Ameen!

FAKHIRA YASIN

ABSTRACT

Teachers play significant role in the economy as well as social development of society. The purpose of this research was to analyze the professional socialization of novice teachers in universities of Pakistan. The basic objectives of the study were to find out the relationship of the novice teachers with the pupils, to investigate the professional socialization experiences of the novice teachers with colleagues, to examine the professional socialization practices of novice teachers with the head of the department and to analyze the professional socialization experiences of the novice teachers with parents of the students.

Mixed method approach was used to analyze the professional socialization of novice teachers. The descriptive research method was used to analyze the data. The research was delimited to three public sector universities of Islamabad. The data were collected from 105 novice teachers of three universities out of 200 novice teachers. Random sampling technique was used for the selection of the participants of the study. Questionnaire and semi-structured interview was used to collect the data from the sample of the study. The data were analyzed through mean scores and percentage.

It was concluded that novice teacher perceive they faced only few problems during the early years of teaching while developing a positive relationship with the students. Novice teachers encouraged the students for moral development as well as to adopt good behavior. Most of the times newly appointed teachers get time to organize learning material for the classroom and poor facilities were provided to them as compared to the senior colleagues. Novice teachers pointed out that the administration (head of the department) assisted them in resolving the problems. The head of the department gave them most difficult task to accomplish. The research also recommends that there may be a systematic procedure to evaluate the performance of the early career teachers. There may be professional development training which enhances the skills of teachers.

Fakhira Yasin

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CHAPTER 1

INTRODUCTION

Human beings are considered as a social animal. They can't survive without the help of other members of the society in which they exist. Every person in a society needs the social companionship. They need cooperation and help in every field of life. A teacher who is the most essential element of the society and plays an effective role for the betterment of the society also needs socialization.

Teachers are not mere an essential part of the education system, but they are the most valuable for nation building and progress. They play a major role in the effectiveness of the educational institutions. Research showed that teachers are the most important elements and human resources for building an effective educational institution (Oshagbemi, 2000). To deal with the student learning and research requirements, educational organizations have to hire or recruit new teachers due to non-availability of the experienced teachers. Educational organizations recruit those teachers who have only master degree and have not any experience in any organization (Sarwar, Aslam, & Rasheed, 2012).

The hiring of new teachers is rising in higher education institutions of Pakistan. These institutions of higher education are appointing newly graduate teachers for the higher level teaching. After recruiting in the educational institutions, the beginning teachers meet many hurdles that affect their performance negatively. Brock & Grady (1995) contended that there are lots of professions and teaching is the one of those professions where teachers encounter greatest demands, challenges and has to do a lot of duties. Related literature provides evidence that during the first years in teaching profession, teachers encounter many challenges and find the first years of teaching as "Survival and Discovery phase" (Huberman, 1993).

According to Johnson & Birkeland (2003) first years of the teaching vary from what teachers learnt from earlier (pre-service) and what they learn from the next years (during service). This initial experience is considered a more precious time in a teacher's career. Goodwin (2008) identified several problems faced by newcomers in teaching such as:

- i) Commencing teaching and instruction
- ii) School environment problems
- iii) Workplace problems
- iv) Supervision problems
- v) Lack of understanding of organizational culture
- vi) Unable to cope with the culture of new organizing

So there is a great demand and need to help and support the new teachers during their initial years of teaching. Long (2004) also discovered that the beginning teachers need:

- i) Administrative support
- ii) Constant assistance from teacher education institutions
- iii) Colleagues who have the same perspective about instruction and
- iv) Assistance from all the members of the organization

If newly appointed teachers have all the above mention assistance then they can cope and survive in the new situations in their professional life. After adjustment in the profession, their professional issues and problems become simple and they can solve their problems more effortlessly and comfortably. These circumstances can help the novice teacher to increase their “self-efficacy” (Okumus & Biber, 2011).

The present research study provided details on beginning teachers lived experiences in higher education institutions of Pakistan. Specifically, it provides insight on the beginning teachers’ experiences, beliefs, practices, and their relationship with other people who are directly involved with others and the challenges which beginning teacher face while working in their initial stages of university level teaching. In order to the typical personal and institutional confrontation of adapting to the culture of the school, policies and regulations, dealing with students having various individual needs, or managing classrooms for the beginning teachers in Pakistan.

1.1 Statement of the Problem

Teachers play a most important role in the development of educational institution. Novice teaching is a period where teachers face all the professional barriers and they shift from a simple student teacher to full-fledge teachers. Novice teachers suffer from the professional as well as personal problems during their early years of teaching. So the purpose of the present study was to explore the experiences of professional socialization of the beginning teachers during their initial years of teaching and learning process. This study is about the perception of novice teachers regarding their interaction with pupils, colleagues, head of department and parents.

1.2 Rationale of the Study

There are different components of the whole education system and one of the most important and crucial component is a teacher. If teachers are performing efficiently then the whole system may be successful. Most of the research studies show that teacher turnout rate and the attrition rate is very high as compared to the experienced teachers (Pisova, 2013). Previous research studies focus upon the problems faced by the beginning teachers, but there is a scarcity of research upon the professional socialization problems of teachers during their initial years (Weidman, Twale, & Stein, 2001). There is possibility that most of the teaching problems can be solved through professional socialization at the beginning level. So there is a dire need to conduct a research study to

find out what are the experiences of beginning teachers during their early years of teaching professional socialization.

According to research studies, teachers who are high in percentage leaving the teaching profession they are academically able or new in their field (Mazibuko, 1999). One of the primary reasons for leaving the teaching profession is due to the shortage of professional guidance from their heads of department and colleagues. So there is a great need to facilitate the competent persons in this profession, but as well as to socialize them in their profession. Beginning to teach is now well recognized all around the world as a particular and complex stage of teaching.

As the new teachers become the member of the particular educational institution, they encounter different barriers that influence the performance of the employees negatively for example, there is a shortage of communication and less professional guidance from the most senior members of the faculty, poor infrastructure of the organization, personal anxiety and one of the most frequent is the reality shock. This condition happens when teachers face the problem of extra workload during their early years of professional career. But one of the major problems which a beginning teachers face is professional socialization. If teachers receive sufficient support and assistance from colleagues, administrators and other persons who are associated with them, then their problems can overcome more effectively (Dussualt, Deaudeline, Royen, & Loiselle, 1999).

Several educational studies are conducted on the problems faced by beginning teachers, but there is a scarcity of researches on professional socialization of beginning

teachers during their initial years. If we closely glance at the Pakistani situation, then we can find that there is a lot of stress and job ambiguity among the young generation and if they secure a job, then they suffer from a lot of problems during their initial years of teaching including socialization problems which they encounter during their early stages of the profession. So there is a great need and demands of the educational field to conduct a study on the professional socialization of beginning teachers to highlight their socialization problems in the profession. (Sarwar, Aslam, & Rasheed, 2012)

1.3 Objectives of the Study

This research was conducted on the following research objectives. The basic purpose of the research was to:

1. Find out the experiences of the professional socialization of novice university teachers with students.
2. Investigate the practices of the professional socialization of novice university teachers with colleagues.
3. Search out the experiences of the professional socialization of novice university teachers with the Head of department.
4. Explore the understandings of the professional socialization of novice university teachers with parents.

1.4 Research Questions

The following research questions will be utilized to study the professional socialization of beginning teachers:

1. Which experiences were being faced by novice university teachers while interacting with students?
2. What were the experiences of beginning university teachers with the colleagues?
3. What were the experiences of beginning university teachers with heads of departments?
4. Did novice teachers have the experiences of interaction with parents at the university?

1.5 Significance of the Study

The basic purpose of the study was to investigate the professional socialization experiences of the newcomers who are newly to their profession of teaching. This study is beneficial for a better understanding of how individual newcomers in the profession.

1.6 Delimitations of the Study

The study was delimited to following aspects:

- Only Novice teachers of university having one to three years of teaching experience were selected.
- There are different aspects of the professional socialization, but this study was delimited to the interaction of the novice teachers with pupils, colleagues, head of the department and parents.

1.7 Definition of Terms

- **Socialization**

Teacher socialization is the procedure through which teachers bring a change in their behavior or attitude in order to become a part of that organization by adopting the culture, values, norms and environment of the organization (Weidman, Twale, & Stein, 2001).

- **Professional socialization**

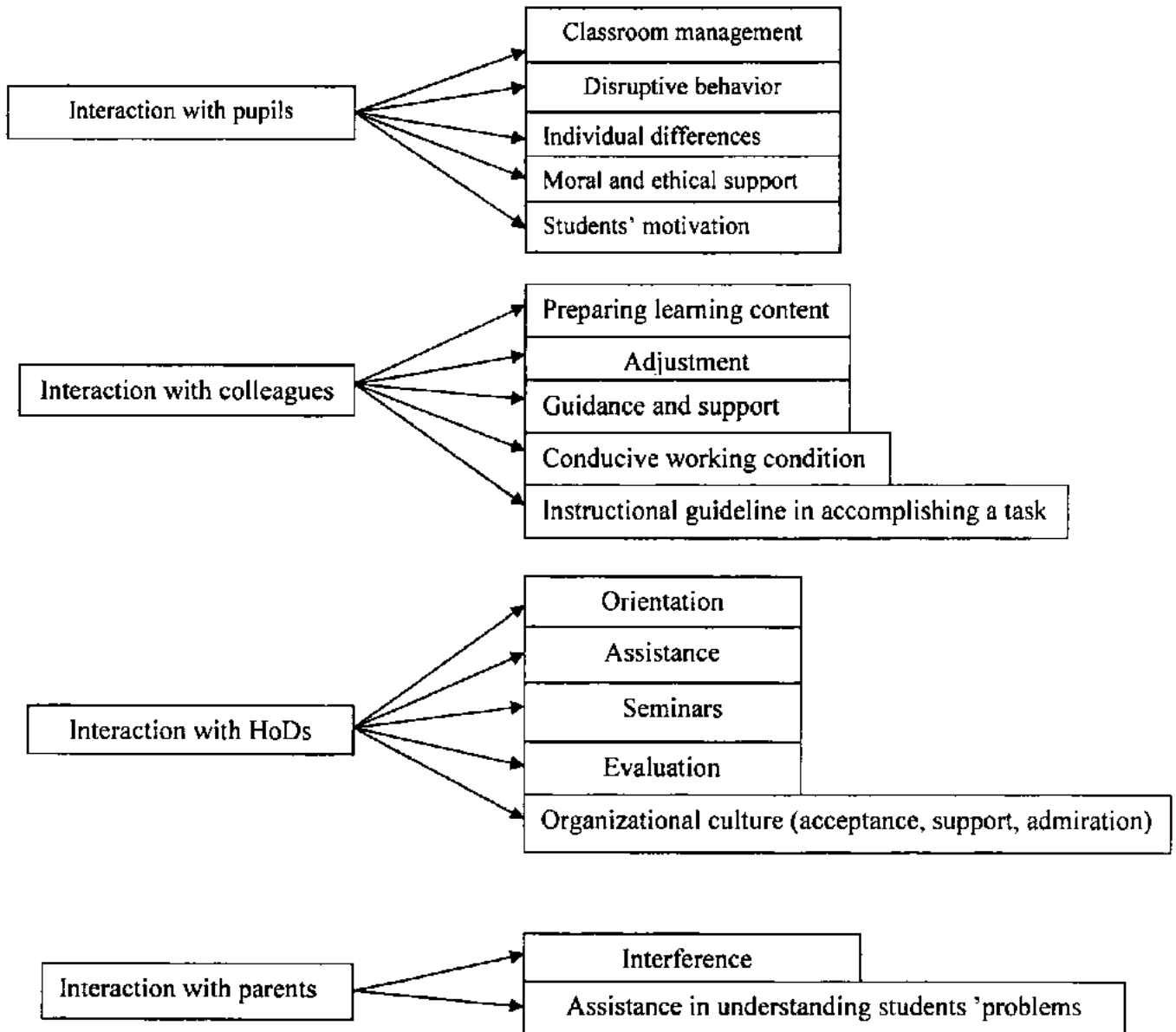
In the existing literature, the professional socialization is defined as a development through which person gains the knowledge, skills, values, attitude, norms and determines appropriate behavior, but in this research, professional socialization is defined as a process through which an individual interact with others and develop a relationship with the parents, colleagues, administrators and pupils. (Page, 2004)

- **Novice teachers**

This term is defined as teachers who are new to their profession; they have no sufficient experience and are full time professionals. The teachers will be teaching at the university

of Islamabad and working as teaching in the first, second and third year. (Remmik & Karm, 2012; Norton et.al, 2010)

1.8 Conceptual Framework:



1.9 Methodology of the Research Study

The nature of the research was mixed method research approach. Questionnaire and semi structured interviews were used for collecting the data from the sample of the research.

1.9.1. Population

The overall population of the research was comprised of 200 novice teachers of the universities of Islamabad who have one to three years of teaching experience.

1.9.2. Sample

The sample of the research was consisted upon 120 beginning teachers. They were selected through simple random sampling technique. 12 beginning teachers were also selected to conduct interviews. (Baker & Edward, 2012)

1.9.3. Research Instruments

Questionnaire based upon 5 point Likert scale was used to analyze the experience of the beginning teachers on professional socialization. The major points were taken into account while collecting a data such as relationship with the pupils (Classroom management, Disruptive behavior, Individual differences, Moral and ethical support, Students' motivation), Relationship with colleagues (Lesson plan, Preparing learning

content, Acceptance, Adjustment, Guidance, support and Conducive working condition), Relationship with administrator (Orientation familiarize with the rules and regulation, Assistance, Organizational culture acceptance, support, admiration, Professional training, Seminars, Evaluation), Relationship with parents (Interference, Assistance in understanding students 'problems and marking).

Semi structured interviews were also used to gather the data from the novice teachers of the different departments from universities which were included in population. Interview was comprised on all the components of the questionnaire.

1.9.4. Data collection

The data were collected from questionnaire through personal visiting the participants of the research. Interviews were also collected through personal visit.

1.9.5. Data analysis

Data were analyzed according to the results of questionnaire and semi-structured interviews. The data were analyzed through percentage and mean score.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces the professional socialization of novice teachers and provides a background and framework for the research work. A review of related literature will bring to light the significant gaps that will be discussed in this dissertation. A variety of research studies are drawn upon the sociology and teaching. Significant research studies are reviewed and these researches have a greater impact on the field. This chapter will develop a framework for the existing research, consisting of examining what a profession is and how a teaching profession deals with these entire professional attributes. So it is very valuable to highlight those problems which hinder the performance of the teachers, especially those which are experienced by teachers for the first time and suffer from the early years of teaching experience.

The future of Pakistan depends upon the classrooms of the educational institutes. Teachers are responsible for the organization and management of the classroom in an effective manner. As teachers change the behavior or attitude of the children under their guidance hence the country will be changed. According to this aspect, teachers are considered as nation builders and this responsibility lies on the shoulders of the teachers. So there is a great need that teachers must be aware of the fact that how to train and teach

the students in an effective manner. They should have abreast knowledge of the subject matter and have professional values perform their duties effectively and efficiently. (Sarwar, Aslam, & Rasheed, 2012)

This research was related to analyze the professional socialization experiences of the novice teachers who have at least one to three years of experience in the teaching profession. This study will investigate the relationship of the early year teachers' relationship with all the stakeholders (colleagues, students, the head of the departments and parents).

2.1 Professionalism in teaching

The quality of teachers plays a significant role in the achievement of the students along with the quality of curriculum, quality of the teaching techniques; role of the parents and the learning environment of the school. Teaching is a multifaceted profession. A teacher has to deal with a lot of people during the whole professional life. The question is whether teaching is a profession or not. Most of the studies have been conducted on this question and they found out the various characteristics of the profession. Ornstein, Levine, Gutek, & Vocke (2011) contended that a professional must be committed towards profession, has a defined body of knowledge, has a lengthy period of training, has entry requirements, autonomy over work, has a performance set of standards, has a self governing organization, fulfill code of ethics, align towards professional associations and professional prestige in the society.

Talbert & McLaughlin (1996) separated the profession from the occupation on these conditions such as a particular knowledge and collective standard of practice, committed towards the clients' needs, committed to the profession, control of entry and hang on to the profession.

2.2 Teaching profession in Pakistan

The profession of teaching is very challenging and demanding in Pakistan. Teachers face a lot of difficulties in their profession and there are several reasons for the declining of the teaching profession. These reasons are highlighted by USAID (2013):

- 1) No data are available about the employed teachers and shortage of teachers in the country.
- 2) The recruitment is not based on merit and subject specific.
- 3) Teachers training are not properly quality based and standardized.
- 4) Same teachers are continuously getting training.
- 5) Teachers have lack of advocacy and understanding of the nature of the teaching profession

Sultana (2013) also identified the major problems faced by teachers such as:

- i. The teaching profession failed to attract and retain the quality teachers.
- ii. Our education system does not recognize the teaching as a profession.
- iii. Teachers have lack of motivation and commitment
- iv. The sustainability of the teacher education program is still a major issue.

According to Weidman, Twale, & Stein (2011) Socialization is a continuous development through which a person becomes a member of a particular group or society by acknowledge of the norms, values and knowledge which are essential to survive in a particular community or organization. Professional socialization of a teacher is a process that is applicable to a person who moves from mere student teachers to “full-fledge” professional teacher and this process will helpful for teachers if they find any conflict between their expectations during their studies and actual environment during work situation.

2.3 Professional Socialization

Professional socialization is described as “a process through which an individual becomes part of a group, organization, or community” (Austin, 2002, p. 95). The socialization into a profession varies depending on the profession and the individual (Austin, 2002, p. 100). The basic purpose of the professional socialization is to encourage the values, norms and beliefs of the organization which plays a more crucial role for the survival of the new recruiter in that particular profession. (Utley-Smith, Phillips, & Turner, 2007, p. 425).

Professional socialization is very essential that enable the beginners to grow to be more successful and adjust themselves to the new working environment. Through professional socialization newcomers develop the understanding of the organizational culture, how to accomplish tasks within groups, learn about new roles and also develop

the skill of collaboration with other members of the educational organization. (Burgaz, Kocak, & Buyukgoze, 2013)

According to Burgaz, Kocak and Buyukgoze (2013), the basic purpose of the socialization practice is:

- To teach the beginning and new recruiter to familiarize them with the organizational climate
- Assist the employees to develop a healthy communication within the organization
- To familiarize the novice from the organizational aims and objectives
- Assist them to learn the knowledge and skills which guide them to perform their job efficiently

The process of professional socialization contains to develop the positive attitude among the employees towards the profession and enhance the ability to perform within a particular profession. (Utley-Smith, Phillips, & Turner, 2007)

Socialization is a point of reference for the teachers in entering the profession. Through this process a teacher become aware of the teaching profession. This process will assist the teachers that how to keep them engaged and attain social and professional support to keep themselves in the teaching profession (Angelle, 2002)

Maloney (2013) asserted that professional socialization of teacher is a process through which a prospective and in- service teacher become familiar with the professional values, behaviors and knowledge which are socially developed for effective functioning in

teaching. This process, in teaching profession takes place through two means, first of all which is very essential for survival is formal means. In this profess a person interacts with the colleague and mentor teachers and the second one is informal means, in this process a teacher works together with all the stakeholders in the education field for example parents and students and all educational artifacts.

Abaspoor (2008) has pointed out that effective professional socialization train any person that how to collaborate and work together to become an efficient participant of a particular profession and how to pursue the basic value and rules or regulation of the particular institute.

Various existing literature revealed the fact that effective socialization builds up a psychological and emotional relationship between the organization and the persons who are part of that particular organization. The connection between the organization and teachers exist in the structure of agreements to fulfill all the desired expectations and requirements of both. Professional socialization demands to the participants or the organization to act according to the norms, values and culture of the profession. (Trowler & Knight, 1999)

2.4 Models of Professional socialization

Balis, Hayes, kozier, & Erb (2006) alienated that the basic purpose of professional socialization is to incorporate the professional values and norms. They also pointed out various models of professional socialization like:

- Simpson Model
- Hinshaw Model

In Simpson model professional socialization is divided into three different stages. At the initial stage, known as first stage, the individual focuses on developing the expertise in the particular tasks which are specifically in the field. At the second stage, the individual develops a professional bonding with others who are part of that particular group. At the last stage, an individual incorporates the basic values of the particular group.

In Hinshaw model professional socialization is separated into three different phases: at initial phase a person modifies his behavior or attitude and beliefs about a particular profession. The second phase is comprised of two components: 1) a person makes connection with the other persons who are from same task 2) individual understands the role which is expected from him or which is prescribed. At the end phase a person learns the basic values of the profession. (Balis, Hayes, kozier, & Erb, 2006)

Weidman, Twale, & Stein (2001) conducted a research to review the professional socialization of the graduate and professional socialization under the supervision of Educational Research and improvement inside U.S Department of Education. The researchers analyze the different models of professional socialization in different fields and after summarizing the models they present their own model which is shown in the figure below:

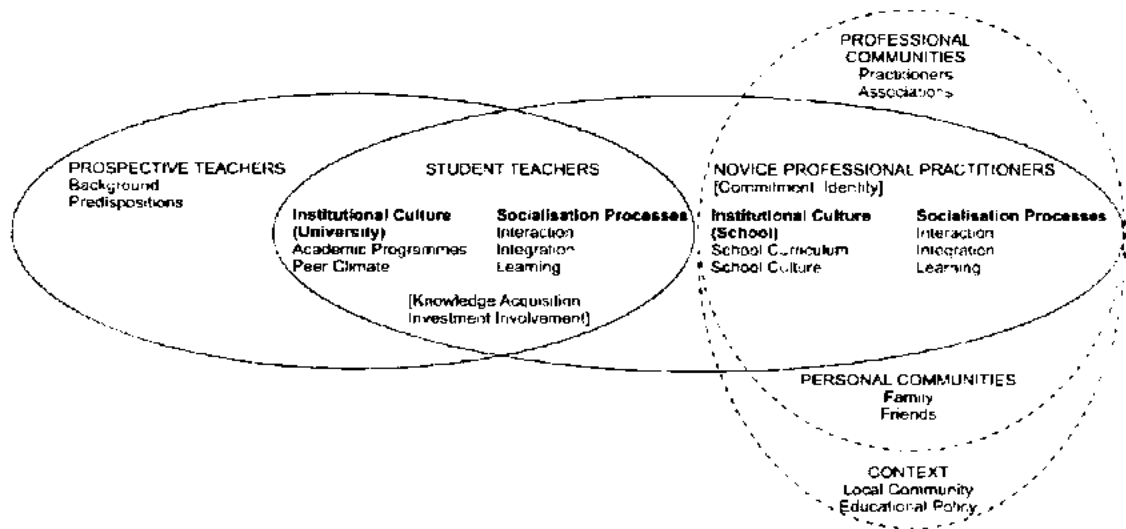


Figure: 1. Model of professional socialization

(Model of professional socialization of teachers: taken up from Weidman, Twale, & Stein, 2001)

In this model they categorize the professional socialization into three different phases such as prospective teachers, student teachers and novice professional practitioners. Instead of these phases they also pointed out three different communities, i.e. i) professional community ii) personal community iii) context community. These communities play a significant role in the socialization of the teachers. Professional communities include the practitioners and associations. Personal communities include family and friends and Context Communities include local community or educational policy.

According to this model, there are different factors which influence the socialization process of teachers. The background of teachers and predisposition of prospective teachers influences their socialization. Institutional culture (academic programs and peer

climate) and socialization process affect the performance of student teachers. Institutional culture (school curriculum and school culture) and socialization processes influence the socialization process of novice professional practitioners.

2.5 Phases of professional Socialization

Moir (1999) also pointed out the different phases of the teaching profession:

- i. Anticipation phase
- ii. Survival phase
- iii. Disillusionment phase
- iv. Rejuvenation phase

The first phase, anticipation phase begins during the pre-service teachers' education. This phase is different from the prescribed socialization. This phase starts when the individual is still a part of education and he is considered external from the particular profession. Stern (1998) has revealed that a person attains the basic ethics and values of the profession during his informal socialization experiences. The more effectively teachers accomplish their task the more they are satisfied. Second phase is the survival phase that begins in the first month of the profession after completing the pre-service education. At this stage most of the teachers face the harsh realities of the job and they face a lot of problems and challenges. At disillusionment stage, many new teachers face low morale, extensive time commitment and feeling that things are not going as well and smoothly as expected by the novice teachers. At this stage classroom management is a

more critical problem. At fourth phase rejuvenation, teachers plan about curriculum and organize the learning material. At the last phase known as reflection, teachers reflect back on their performance that how successful they are or not.

Huberman et.al, (1993) did a study on the professional life cycle of the teachers and their study revealed that the initial years of the teachers are divided into two distinct phases: 1) exploration 2) stabilization. These researchers pointed out that the beginning teachers at starting phase engaged themselves in finding out the different role which they have to perform in the whole professional environment and act upon their beliefs and ideas. If a teacher finds out the exploration, according to the beliefs, then the professional life of any person starts to stabilize and settled to fulfill the different technicalities of the field or profession.

Pisova (2013) further divided the phases of professional socialization into sub-phases.

These phases are included:

- i. Initial idealism
- ii. Survival
- iii. Recognizing troubles
- iv. Hitting the plateau
- v. Moving on

He also asserted that the pace of the professional socialization of the teachers depends upon the individuals who are part of the organization and the environment.

In educational setup, professional socialization is a process that starts from the probationary period of membership in a particular group and end with the successful if one achieves the lifetime permanent status as a profession and if unsuccessful then the professional life of the person comes to an end. (Hand, 2007)

2.6 Intellectual perspective of professional socialization of teachers

Most of the research studies divided the intellectual perspective of teachers' socialization into three different aspects such as: functionalism, interpretivism and critical. Every perspective has a theoretical orientation by collecting the data and interpretation of the data collected through different sources. Zeichner & Gore (1990) presented three most studied approaches in the research on socialization of teachers, i.e. functionalist, interpretive and critical approaches.

The functionalist approach which is known as structural functionalism is actually mostly applied approach in socialization. This approach proposed that the social structure of the society is more important for the survival in society instead of an individual's personal beliefs. The behavior of any person is usually determined by the society or group of the particular community in which they live. According to this perspective, to adopt the values, customs, knowledge and skills of society is very essential and this process of acquiring knowledge and values makes a person less or more effective

participants of the group. (Weidman, Twale, & Stein, 2001). Functional structuralism leads us towards realistic, positivist, determinism and nomothetic approach.

Contrary to functionalist, interpretive approach emphasizes upon human activities. It searches for the individual self realization and subjectivity. It also focuses on the self perception rather than the opinion of the observer. According to this approach professional socialization is not a stagnant procedure through which a person gets the thought of the group. It is an active procedure in which any individual pass on his values, knowledge and skills for effectiveness of the organization. This approach is considered as nationalist, voluntarist and ideographic.

Functionalist and interpretive approach both focus upon the comprehension of values, knowledge and skills. Instead of the third approach emphasizes upon righteousness, egalitarianism and freedom of the expression for all the members of the organization or group. This approach emphasizes that every person has equal opportunity to serve and survive in the group. Critical approach is based upon the reflexivity. (Zeichner & Gore, 1990)

2.7 Novice Teachers

Entry into the profession is considered the most important period in the professional growth or failure of the teachers. If teachers receive satisfaction and attention during the early years of teaching, then they succeed in later years of professional life and if they face any dissatisfaction and lose the attention or interest in the field then it would lead them towards failure. The issue of the teacher burnout during the early stage of

profession is not only a particular phenomenon in a particular country, now it becomes a global issue in all over the world. (Pisova, 2013)

According to Feiman-Nemser (2001) beginning teachers have to perform two jobs at the same time. First, they have to teach the lesson to their students and the other task is to learn how to teach more effectively. Novice teacher experience a different environment in the career no matter how effective and quality of pre-service programs of the teacher education provided to them.

The initial years of teaching are very crucial and how novice teachers cope with the demands of the profession may be affected by the kind of the teacher he/she wants to become. During these years of teaching newcomers deal with most difficult time during the whole professional life activities. In current literature these early years of the professional life are usually known as “discovery and survival” period. (Huberman, 1993)

According to Moir (1999) first years of teaching is more challenging as well as it also essential to provide support and assistance to beginning teachers so they can retain their profession. Researchers have shown that larger experiences regarding the classroom management is considered more valuable and important for the development of the skills and knowledge to gain effectiveness in teaching. (OECD, 2005)

Most of research has been carried out on beginning teachers and how they handle all those problems and issues during their early years of teaching. In western countries, research revealed that at least one third of the beginning teachers leave their profession

due to different constraints in the profession (Peters & Cornu, 2006). This situation prevails all over the world and is due to the fact that beginning teachers are:

- Unable to understand the culture of an institution
- Unable to cope with the personal and educational demands of the students
- Lack of proper classroom management
- Unfamiliar with the school process, rules and regulations
- No sufficient knowledge of how to communicate with parents effectively.

Gordon, et al. (2006) highlighted that teachers' effectiveness enhances between the first and second years of their careers, then enhances between teachers' second and third years of teaching. Teachers attain a lot of experience during their early years of the profession as compared to subsequent years.

Alberta teachers' Association (2013) conducted a longitudinal study on the early years of teaching practice. The results of the study discovered that participant of the study needed the following conditions to better perform during their early years of teaching:

1. Constant teaching projects which do not provide them a feeling of alienation and based on their past experiences.
2. A secure atmosphere where they seek out the assistance of the colleagues and can easily answer the question.
3. An encouraging administrator where they can freely express their potential.
4. Provide proper guideline about the organization's norms, routines and rules
5. Provide effective formative feedback from all the seniors

6. Transparency in the hiring

2.8 Determinants of the professional socialization

The following indicators of the professional socialization have been taken after studying large amount of researches on the professional socialization.

Relationship with the students: Classroom management Disruptive behaviour Individual differences Moral and ethical support Students' motivation
Relationship with colleagues: Lesson plan Preparing learning content Acceptance Adjustment Guidance and support Conducive working condition Instructional guideline in accomplishing a task
Relationship with administrators: Orientation (familiarize with the rules and regulation) Assistance Organizational culture (acceptance, support, admiration) Professional training Seminars Evaluation
Relationship with parents: Interference Assistance in understanding students' problems

2.9 Experiences of Novice teachers with stakeholders

Teaching is a multifaceted act. There are different factors that play important role in the professional socialization of the new teachers. Pisova (2013) explained that there are two different factors which influence on the professional socialization of the new teachers in the field. These two major factors are subjective and objective determinants of the socialization development. Subjective determinants, which is also considered as internal determinant include the beginning teachers' own personality characteristics, reflective capability, coping mechanism (techniques), dedication, professional awareness and thinking and the last most important is value systems of the novice teachers. In spite of subjective, objective also known as external determinant includes the students, teaching staff, and the leadership of the particular school.

2.9.1. Interaction with pupils

Teaching is a complex task in which teacher has to give full concentration to the students because the whole educational activity revolves around the students' interest. Students are the most important component in the educational scenario. Teachers pay their full attention to what students are doing and what they are saying.

Wang, Haertel and Walberg (1994) reported that teachers and student relationship is one of those relationships which are a major topic of research for more than 2000 years.

Most of the historical and eminent scholars provided their important point of view on how do teaching and develop a relationship with students.

The relationship of teachers and pupils is very significant for the professional socialization of the teachers who are new in their respective field. Zeichner & Gore (1990) affirmed that pupils play a significant role in professional adjustment of the teachers in the profession. The pupils' relationship with the teachers builds upon four major aspects such as: classroom discipline, motivation of the pupils and assessing performance of the students.

- **Classroom management**

Melnick & Meister, (2008) conducted a study of novice teachers and the results of the study reveal that new teachers face a major issue regarding classroom management and they also face difficulty to communicate with the parents, they waste their precious time in locating resources, planning lessons and building relationship with colleagues. Research also revealed that new teachers are assigned the same duties as assigned to the experienced teachers.

Tahir & Qadir (2012) realized the importance of the interactive process of socialization perform by the pupils. They explained that pupils played an important role in increasing knowledge and become more experienced in the field. They provide their teachers an important justification to remain in the teaching profession and become more expert in their field. They identified that classroom management not only influence on

pupils as well as for teachers. Classroom experiences affect comprise a major part of the whole socialization procedure.

The world is progressing rapidly and this is an era of globalization. In this modernize era, newly appointed teachers are facing a new generation of the students. Teachers faced a problem regarding pupils include problems in the discipline, pupils takes lack of interest towards their studies and innovative approaches of learning. (Okumus & Biber, 2011)

- **Individual differences**

It is very essential for the teachers pay full attention to every student in the class and this is very complex and difficult task as well which a teacher has to perform. Students varied in their needs and requirements. It is very crucial for the students to know the needs of the students and identify learning circumstances that can support the needs of the students. (Athanses & Achinstein, 2003)

- **Moral and ethical support**

According to Robert and Bullough (2011) teachers has a great influence on the emotional development of the students at university level. Teachers are considered as a moral agent and transmitter of knowledge to the next generation. They have the ability to inculcate the true beliefs and understanding among students. They also can aware them what is right and wrong cultural aspects and political affiliations prevail in existing society.

- **Motivating students**

Motivation for the students is very necessary for the engagement of the learner in learning activities. It is human psychology that if we have any interest or purpose of the task, then we indulge in a particular activity. So teachers must understand the needs and requirements of the students, which motivate them in an effective manner. Researches show that most of the successful teachers understand the problems of the students and motivate them through different strategies. These motivational techniques help teachers in building a positive relationship with the students. (Irvin, Meltzer, & Dukes, 2007)

2.9.2. Interaction with colleagues

Many research studies have pointed out that one of the important factors which play a significant role in the failure or success of professional socialization of novice teachers is a collegial relationship of teachers at early stages. Putz (1992) did an extensive literature on collegial relationship. The result of research highlighted that novice teachers' interaction with the colleagues is considered as more complex and sensitive phenomena in socialization.

- **Colleague assistance**

Colleague assistance is very essential for the new years of teachers in the teaching profession. Johnson et al. (2004) revealed through their study that the positive relationship with the new teachers with the social group (colleague) has a positive effect

on the job satisfaction of the early year teachers, the accomplishment of the pupils in the field and their retention in the profession.

- **Learning content/lesson planning**

This task is very challenging for the beginning teachers because in pre-service they have to prepare learning material which they have to learn. For this task, novice teachers need assistance and guidance from the colleagues. One research conducted by Bieler (2012) on “ What new teachers want from colleagues” highlighted that new teachers demand a learning community where they can exchange the instructional materials or ideas with each others. Expert teachers can assist them through the prevailing learning content. If an entire curriculum does not exist, then expert teachers can advise them to the instructional material and resources.

- **Feeling isolated**

Heider (2005) claimed that the beginning teachers during their early years feel isolated. They suffer from the condition of swim or sink. The research has revealed that feeling of isolation become worse when the newly appointed teachers have fewer opportunities to express the learning experiences and academic problems with colleagues.

- **Conducive working condition**

Conducive working condition plays a significant and effective role in the performance of the employees. The research shows that a strong association between job anxiety and job performance. High job stress leads towards low job performance. It is also revealed that adequate or inadequate work environment, whether it consists upon physical and psycho-

social has a great influence upon the satisfaction of the job and also on the performance of the employees. (Kazmi, Amjad, & Khan, 2008)

- **Awareness of rules and regulations**

Morrison (1995) has revealed that information which related to task is crucial for the socialization during the early years of teaching and which is considered most significant to understand the organizational culture and policies in an effective manner.

2.9.3. Interaction with head of the department

- **Job risk**

According to the Association (2013) relationship of the beginning teachers with the administrator is very essential and it also exposed if a teacher has a continuing contract with the administrator then they feel less apprehension and fear about job. The head of the organization plays a crucial role in beginning teachers' feeling about the university. The organization's leaders are good they perceive their organization as a positive, innovative, supportive and friendly. While on the other hand the leaders who are passive and weak the faculty considers it organizational climate as a negative.

Burgaz, Kocak, & Buyukgoze (2013) conducted a study to find out the opinion of the teachers on socialization. The results of the study revealed that novice teachers believe that they are helped by the teachers who have the same field. The study also discovered that the teachers' inspection was not carried on a daily basis and support of the principal was not adequate for the professional socialization.

- **Orientation**

Various researches have revealed that orientation programs have a positive impact on the satisfaction, commitment to the profession and retention in the profession. These teachers can better understand the problems of the students. They use effective teaching strategies and have a more interest in maintaining their classroom atmosphere effectively. These all practices affect the performance of the students more positively. (Ingersoll & Strong, 2011)

- **Induction programs**

Watkins (2011) revealed that the heads of the departments can play most fundamental role in inducting and creating a situation where the novice teachers can acquire a lot of learning experiences in managing the classroom. The principal must also aware about the challenges that new teachers face and provides sufficient support through mentors. Different researches have revealed that teachers who are satisfied about their relationship with other teachers have retained in their job and the teachers who are not satisfied leave the profession. Similarly the teachers who are not satisfied, they claim that heads did not create a learning environment where they can professionally grow, ask for their suggestions, praise them for their efficient work and take care of their value and respect.

- **Expectations from novice teachers**

One of the major stresses which is usually experience by the novice teachers is the expectations of all the members of the organization to take out the professional responsibilities as perform by the expert teachers in the profession. They are not given

the time to understand the professional role they have to perform during their job. They do not provide sufficient time to understand the difficulty of the task. They have been pressurized by the authority to bring a change in their professional lives. (Pisova, 2013)

In this new era, demands have been increased from the novice teachers. Heads of the departments expect that they understand the problems and cultural background of the students, adopt new pedagogical techniques and incorporate new technologies during the teaching process. (OECD, 2005)

- **Sufficient resources**

Erdemir (2007) claimed that newly appointed teachers face difficulty being an effective member of the organization. The lack of sufficient resource is a major problem for the newly appointed teachers. They do not have access to these resources to cope with all the barriers which they are facing.

- **Communicating the vision**

The relationship of the heads of the department (institutional leadership) with the beginning teachers is more critical for communicating the vision of the organization to all members of the department. According to West-Burnham (1990) newly inducted teachers recognized that the head of the organization plays a crucial role in developing the culture of professional teaching and learning.

- **Participation in decision making**

Researchers have revealed that the participation of the beginning teachers in decision making is less as compared to the senior teachers of the department. One of the

significant contributors of the successful professional socialization is an open policy of the department head. The head can facilitate the new appointed teachers, though the visible leadership policy and practices. (Humphreys, 1993)

After studying and analyzing the existing literature, it was found out that there is scarce of literature and researches on professional socialization of teachers at early stages. There are not any socialization and professional development or training activities and on the job mentoring and supervision is less provided to the novice teachers. These training programs are insufficient to meet the challenges faced by the teachers during their early years and bring any reform or change in teaching or professional task proficiency.

- **Professional development**

It is very crucial for the beginning teachers have a continuous and standard experience of gaining knowledge from each others. Professional development training conducted for teachers helps them to keep up to date about new innovations in research and also helps them to aware how students learn more effectively, how to use instructional technology within the classroom and how to develop a learning content for students.

After studying and analyzing the existing literature, it was found out that there is scarce of literature and researches on professional socialization of teachers at early stages. There is not any socialization, professional development, training activities and on the job mentoring and supervision is less provided to the novice teachers. These training programs are insufficient to meet the challenges faced by the teachers during their early

years and bring any reform or change in teaching or professional task proficiency. So in this study, the researcher focused upon the professional socialization of teachers and their experiences with other stakeholders.

2.9.4. Interaction with parents

Effective relationship between parents and teachers is very essential for the teachers to fulfill the desires and demands of the students in now a day. Parents can play a significant role for understanding the problems of the students. A study conducted by Driessen et al. (2005) revealed that teacher interaction with the parents improve the social skills as well as effective to formed the positive behavior of the students. The performance of the students may be increase with the relationship of parents and teachers.

Parent teachers' relationship is very essential for promoting the required learning outcomes such as increasing the students' completion rate, improving students' achievement and also effectiveness of the educational institutions. It is also beneficial to understand the multi- cultural, multi-ethnic and multi-religious backgrounds of the students. (Wang, Haertel, & Walberg, 1994)

Brock and Grady (2001) contended that novice teachers have a pressure to meet the expectations of the parents. Although parents have no formal authority but they still have challenge to obey their actions and activities. Parents always questioned about the way of marking and disciplinary strategies. Parents usually try to influence the teaching strategies.

Zeichner and Gore (1994) claimed that social economic background of the parents also influences the performance of students as well as relationship of the teachers. They reported that parents who usually engaged in their household and farm work avoid visiting the school frequently.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with methodology and process adopted to carry out the research. This study was descriptive in nature and was carried out to measure the analysis of professional socialization of novice teachers in universities of Pakistan.

3.1 Research design

The descriptive research design was used to assess the professional socialization of beginning teachers in Pakistan. The descriptive research is usually used to define, analyze and understand the present condition such as what is. The basic rationale of using this research design is to get knowledge of the existing experience that happen in a particular situation and at particular times. (Brewer, 2000)

Mixed method research approach was used to conduct the study. This research method is widely used all over the world due to its effectiveness. It helps the researcher to overcome the drawbacks of the both approaches (qualitative and quantitative).

3.2 Population and Sampling

The population of the research was consisted of all the 200 beginning teachers. The 120 newcomer teachers were selected who have one to three years of teaching experience in the respective field.

- International Islamic University, Islamabad (IIUI)
- National University of Modern Languages, Islamabad (NUML)
- Allama Iqbal Open University, Islamabad (AIOU)

The basic reason for selecting an Islamabad region for the research study was that the result of the study can be generalized on the whole population of study. Islamabad is the capital of Pakistan and residents of the Islamabad come from all the provinces of Pakistan. These three universities were randomly selected from the public sector universities of Islamabad.

3.3 Sample and Sampling Technique

Teachers of these above mentioned educational institutions were samples of the study. Teachers who have one to three years experience were selected irrespective of department affiliation. Total 120 beginning teachers were selected through simple random sampling technique to study the professional socialization of beginning teachers in universities of Pakistan. Total 105 novice teachers provided their feedback about their

experiences. Total response rate was 90 %. 12 novice teachers were also selected to conduct interview. (Baker & Edward, 2012)

3.4 Research instrument

a) Questionnaire

To collect the data, the researcher used two types of research instruments one was a questionnaire and another was semi structured interview. The questionnaire was represented the following numbers on Never =1, Seldom = 2, Often = 3, frequently = 4, always = 5.

A questionnaire was used to collect the data about the novice teachers' experiences and their relationship with other stakeholders. (See Appendix-1)

b) Semi-Structured Interviews

Semi structured interviews were used to collect the data from the novice teachers of the different departments from universities which were included in the population. The interview was comprised on the interaction of the novice teachers with pupils, colleagues, head of departments and parents. (See Appendix: 2)

After making up the list of potential participants, all novice teachers were approached for consented interview. 5 novice teachers from IIUI, 4 novice teachers from NUML and

3 from AIOU were selected for interview. The duration of interview was consisted on 30-60 minutes.

3.5 Construction of scale for analyzing experience

Item Writing

The first step to construct a questionnaire was identification of the items and statements. Previous literature, assisted in the process to develop items or statements for the questionnaire. For item writing, the researcher did it thorough search literature, books, journals and research studies conducted on the same topic was consulted for the item writing. Based on this literature a pool of 50 items was generated in developing the professional socialization questionnaire. While preparing questionnaire the following points were kept in mind:

Relationship with the students

- Classroom management
- Disruptive behavior
- Individual differences
- Moral and ethical support
- Students' motivation

Relationship with colleagues

- Lesson plan
- Preparing learning content

- Acceptance
- Adjustment
- Guidance and support
- Conducive working condition
- Instructional guideline in accomplishing a task

Relationship with administrators

- Orientation (familiarize with the rules and regulation)
- Assistance
- Organizational culture (acceptance, support, admiration)
- Professional training
- Seminars
- Evaluation

Relationship with parents

- Interference
- Assistance in understanding students 'problems
- Marking

3.6 Data Collection

The researcher collected the data through personal visit of the participants of the study from International Islamic university, National University of Modern Languages and Allama Iqbal Open University Islamabad.

3.7 Pilot Testing

The questionnaire was testified practically through pilot testing. The researcher used the questionnaire for the novice teachers. After analyzing the results, researcher made some amendments in the questionnaire.

3.7.1. Validity

The next step was too valid the list of items generated for the professional socialization questionnaire. Five educational experts in the field were consulted to check the initially collected item pools. The educational experts were requested to give their valuable opinion regarding each item for measuring relevant experience, the clarity of the language and the suggestions for the improvement of the scale. After the valuable opinion and suggestion of the experts some items were discarded and make amendments in the questionnaire. Peer review was also taken into account for the validation of the research instrument. (See: Appendix-3)

3.7.2. Reliability

In order to check out and find out the reliability of the questionnaire cronbach Alpha was used. It is more convenient method to find out the reliability of the questionnaire. The reliability score was measured as 0.732.

An overview of the study was given to the participants of the study to familiarize them with the purpose and objectives if the study. Date, time and place were decided for the interview upon which was convenient for the participants.

Interviews were conducted during the months of July and September 2014 in the three universities of Islamabad Capital Territory. Each interview was carried out at a time when participant was free from unnecessary interruption and noise. Each interview was lasted about 30 to 50 minutes. Interviews were tape recorded and few notes were also taken.

Questionnaires were also personally administered by the researcher in order to ensure the more opinions of the participants of the study. Total 105 novice teachers provided their feedback upon the professional socialization experiences. The response rate was 90 %.

3.8 Data analysis

Data obtained through questionnaire were analyzed in the light of the result of the study. The data were analyzed through mean, percentage score. The interviews which were

conducted with beginning teachers of different departments were analyzed to explore the professional socialization of novice teachers according to their perspective.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The basic purpose of this research was to find out the professional socialization experiences of the novice teachers with different stakeholders. The data of the research were collected from the beginning teachers who had one to three years of teaching experiences in the universities of Islamabad.

The instrument used to find out the experiences of the novice teachers was Questionnaire and semi-structured interviews from the beginning teachers who are at the initial stage of their profession. The questionnaire was based on the following points:

- ✓ Never
- ✓ Seldom
- ✓ Often
- ✓ Frequently
- ✓ Always

Data collected through questionnaire were analyzed by using the SPSS (Statistical Package for Social Sciences). Data were analyzed through mean score and percentages.

During data analysis, data collected through interview were first organized so the researcher become familiar with, coded, categories the emerging themes and then

interpreted. All the tape recorded interviews are transcribed and the emerging themes were drawn from the transcription of data and notes.

Table: 4. 1. Demographical Information

Demographical variables	n(Total)	Frequencies
Age:		
✓ 25-30	57	54.3
✓ 30-35	34	32.4
✓ 35-40	14	13.3
Gender:		
✓ Male	53	50.5
✓ Female	52	49.5
Qualification:		
✓ Masters	40	38.1
✓ M.Phil	46	43.8
✓ Ph.D	19	18.1
Teaching experience:		
✓ One year	17	16.2
✓ Two years	25	23.8
✓ Three years	63	60
Employment status		
✓ Permanent	34	32.4
✓ Contract	50	47.6
✓ Adhoc	21	20
Universities		
✓ IUI	45	40.3
✓ AIOU	16	18.7
✓ NUML	44	41

4.1 Relationship of Novice Teachers with Pupils

Research question no: 1

Q. What were the experiences of beginning university teachers with the pupils?

Table: 4. 2. Interest in Teaching

Which statement best describes your reaction about teaching?				
	Frequency	Percent	Cumulative Percent	Mean
Love it	45	42.9	42.9	1.7714
Like it	45	42.9	85.7	
Neither like nor dislike	11	10.5	96.2	
Dislike it	2	1.9	98.1	
Hate it	2	1.9	100.0	
Total	105	100.0		

Table 4.2 describes the interest of the beginning teachers in the teaching profession. This table shows whether they like their profession or not. This table depicts that 42.9 % teachers love their profession, 42.9 person also like this profession, 10.5 teachers neither like or nor dislike it, 1.9 % teachers dislike their profession and 1.9 % also hate the profession. The cumulative or valid percentage shows that most of the teachers love their profession. The calculated mean value 1.7714 highlighted that novice teachers love to teach during their early years of profession.

Table: 4. 3. Interest in Teaching

I was interested in the subject while teaching				
	Frequency	Percent	Cumulative Percent	Mean
Never	2	1.9	1.9	4.0476
Seldom	6	5.7	7.6	
Often	22	21.0	28.6	
Frequently	30	28.6	57.1	
Always	45	42.9	100.0	
Total	105	100.0		

Above table 4.3 reveals that 1.9 % teachers never have any interest in the subject which they are teaching, 5.7 % teachers seldom took interest in the subject, 21 % teachers often took interest in the subject while teaching, 28.6 % teachers frequently took an interest in teaching and 42.9 % teacher took an interest in the subject. So the above table identifies that most of the beginning teachers took their interest when they taught different subject. Mean score 4.047 exposed novice teacher took interest in the subjects which they are teaching at early years of career.

Table: 4. 4. Good Rapport

I faced problems in establishing good rapport with students				
	Frequency	Percent	Cumulative Percent	Mean
Never	23	21.9	21.9	2.5333
Seldom	34	32.4	54.3	
Often	27	25.7	80.0	
Frequently	11	10.5	90.5	
Always	10	9.5	100.0	
Total	105	100.0		

Table 4.4 reveals that 21.9 % teachers have never faced any difficulty in establishing a positive relationship with students, 32.4 % teachers seldom faced problems in establishing a good relationship with students, 25.7 % teachers often faced problems in establishing good rapport with students, 10.5 % teachers frequently faced problems in establishing good rapport with students and 9.5 % teachers always faced problems in establishing good rapport with students. The result reveals that teachers rarely faced difficulty in establishing relationship with university students in the early years of teaching. Mean and percentage score shows that novice teachers sometimes faced problems in developing a rapport with students.

Table: 4. 5. Understanding Students' Problems

I understood the students' problems easily				
	Frequency	Percent	Cumulative Percent	Mean
Never	4	3.8	3.8	3.5429
Seldom	14	13.3	17.1	
Often	29	27.6	44.8	
Frequently	37	35.2	80.0	
Always	21	20.0	100.0	
Total	105	100.0		

The above table 4.5 highlights that 3.8 % teachers were unable to understand the students' problems, 13.3 % seldom understood the students' problems, 27.6 % teachers often understood the students' problems, 35.2 % teachers frequently understood students' problems and 20 % teachers always understood their students' problems. The result shows that most of the beginning teachers frequently were able to understand the students' problems which they face during the classrooms. The calculated mean value shows teachers understood the problems of the students easily. They did not face many difficulties to understand the students' problems.

Table: 4. 6. Classroom Management

I faced difficulty in classroom management				
	Frequency	Percent	Cumulative Percent	Mean
Never	35	33.3	33.3	2.333
Seldom	27	25.7	59.0	
Often	23	21.9	81.0	
Frequently	13	12.4	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

Table 4.6 depicts that 33.3 % teachers never faced difficulty in managing the classroom at the early years of teaching, 25.5 % novice teachers seldom faced the difficulty in classroom management, 21.9 % novice teachers often faced the difficulty in managing classrooms, 12.4 % novice teachers faced difficulty in classroom management, 6.7 % teachers always faced difficulty in classroom management at initial years of teaching. The results highlight that most of the teachers never faced any problem in managing the classroom at early phase of teaching. Mean score also reveals novice teachers did not face any problem in managing the classroom.

Table: 4. 7. Individual Differences

I felt unable to cope with students with a wide range of abilities				
	Frequency	Percent	Cumulative Percent	Mean
Always	6	5.7	5.7	3.4952
Frequently	19	18.1	23.8	
Often	24	22.9	46.7	
Seldom	29	27.6	74.3	
Never	27	25.7	100.0	
Total	105	100.0		

Table 4.7 shows that 5.7 % beginning teachers always was not able to cope with the students who have wide range of abilities, 18.1 % teachers were frequently feel unable to cope with individual differences of the students, 22.9 % often felt unable to cope with wide range of abilities of the students, 27.6 % teacher seldom felt unable to cope with differences among the students with wide range of abilities, 25.7 % teachers never felt unable to cope with wide range of abilities among students. So the results reveal that beginning teachers rarely find any problem in coping with the wide range of students' abilities. Mean score depicts that sometimes teachers usually face difficulty to cope with the students who have different abilities.

Table: 4. 8. Moral and Ethical Support

I encouraged students for the moral development				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.9810
Seldom	8	7.6	10.5	
Often	22	21.0	31.4	
Frequently	27	25.7	57.1	
Always	45	42.9	100.0	
Total	105	100.0		

Table 4.8 shows that 2.9 % did not encourage their students for the moral and ethical development, 7.6 % seldom encouraged for moral development of the students at the initial stage of their career, 21 % teachers often encouraged their students to the moral development, 25.7 % teachers frequently encouraged their students for moral development and 42.9 % teacher always encouraged for the moral development of the students. The results highlight that teachers always encouraged their students for the moral development. Mean value shows that teachers keep in mind the moral and ethical development of the students.

Table: 4. 9. Good Behavior

I also encouraged students to adopt good behavior				
	Frequency	Percent	Cumulative Percent	Mean
Never	2	1.9	1.9	4.1810
Seldom	4	3.8	5.7	
Often	15	14.3	20.0	
Frequently	36	34.3	54.3	
Always	48	45.7	100.0	
Total	105	100.0		

The above table 4.9 reflects that 1.9 % teachers never encouraged the students to adopt, the good behavior, 3.8 % teachers seldom encouraged the students to adopt, the good behavior, 14.3 % teachers often encouraged the students to adopt, the good behavior, 34.3 % teachers frequently encouraged the students to adopt good behavior and 45.7 % teachers always encouraged the students to adopt the good behavior. So the overall result of the study shows that most of the teachers always encouraged adopting good behavior. Mean score highlights that teachers encouraged the students in adopting good behavior.

Table: 4. 10. Understanding Students' Attitude

I faced difficulty in understanding students' attitude towards study				
	Frequency	Percent	Cumulative Percent	Mean
Never	34	32.4	32.4	2.2857
Seldom	34	32.4	64.8	
Often	18	17.1	81.9	
Frequently	11	10.5	92.4	
Always	8	7.6	100.0	
Total	105	100.0		

Above Table 4.10 reveals that 32.4 % teachers never faced problems in understanding students' attitude towards study at an early stage of their career, 32.4 % teachers seldom faced any problems in understanding students' attitude towards study, 17.1 % teachers often faced problems in understanding students' attitude towards study, 10.5 frequently faced problems in understanding students' attitude towards study and 7.6 % teachers faced problem in understanding students' attitude towards study. This result shows that novice teachers did not face any problems in understanding students' attitude towards study. Tabulated mean score shows did not face any difficulty in understanding students attitude towards study.

Table: 4. 11. Motivating Students

I felt it difficult to motivate the students				
	Frequency	Percent	Cumulative Percent	Mean
Never	28	26.7	26.7	2.4381
Seldom	30	28.6	55.2	
Often	27	25.7	81.0	
Frequently	13	12.4	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

From the above table 4.11, it reveals that 26.7 % teachers never felt it difficult to motivate the students at an early stage of career, 28.6 % teachers seldom felt it difficult to motivate the students, 25.7 teachers often find it problematic to motivate the students, 12.4 % teachers find it frequently difficult to motivate the students and 6.7 % students always faced difficulty in motivating the students to study. Mean score shows sometimes novice teachers faced in motivating the students.

4.2 Relationship of Novice Teachers with Colleagues

Research Question no: 2

Q. What were the experiences of beginning university teachers with the colleagues?

Table: 4. 12. Learning Content

I always get time to prepare learning material				
	Frequency	Percent	Cumulative Percent	Mean
Never	2	1.9	1.9	3.9048
Seldom	7	6.7	8.6	
Often	23	21.9	30.5	
Frequently	40	38.1	68.6	
Always	33	31.4	100.0	
Total	105	100.0		

Table 4.12 highlights that 1.9 % teachers never get time to prepare learning material, 6.7 % teachers seldom get time to prepare learning material, 21.9 % teachers often get time to prepare learning material, 38.1 % teachers frequently get time to prepare learning material and 31.4 % teachers get time to prepare learning material during the early years of teaching. So the mean score of the table shows that most teachers frequently take time to prepare learning content. Mean value depicts that novice teacher took time to prepare and organize the learning material of the subject.

Table: 4. 13. Poor Facilities

I was given poor facilities as compared to colleagues				
	Frequency	Percent	Cumulative Percent	Mean
Never	37	35.2	35.2	2.3619
Seldom	24	22.9	58.1	
Often	21	20.0	78.1	
Frequently	15	14.3	92.4	
Always	8	7.6	100.0	
Total	105	100.0		

Table 4.13 shows that 35.2 % teachers were never given poor facilities and materials as compared to the colleagues, 22.9 % teachers seldom got poor material and facilities as compared to colleagues, 20 % teachers often got poor material and facilities as compared to colleagues, 14.3 % teachers frequently got poor material and facilities as compared to colleagues and 7.6 % teachers always got poor material and facilities as compared to colleagues during their initial years of teaching experiences. Therefore most of the teachers did not have any poor material and facilities as compared to colleagues. Tabulated mean value depicts that novice teachers did not be treated as exceptional. Senior or new teachers have the same facilities of teaching.

Table: 4. 14. Acceptance

I was professionally accepted by my senior colleagues				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.7905
Seldom	10	9.5	12.4	
Often	27	25.7	38.1	
Frequently	31	29.5	67.6	
Always	34	32.4	100.0	
Total	105	100.0		

According to above table 4.14 2.9 % teachers were never accepted by the senior colleagues, 9.5 % teachers seldom accepted by the senior colleagues in their university experience, 25.7 % teachers often accepted by the senior colleagues, 29.5 % teachers frequently accepted by the senior colleagues and 32.4 % teachers are always accepted by the senior colleagues. Consequently, novice teachers are always accepted by the senior colleagues at the initial stage of the profession. Mean value shows that they were accepted by the senior colleagues.

Table: 4. 15. Feeling Isolation

I worked in isolation and did not find any cooperation				
	Frequency	Percent	Cumulative Percent	Mean
Never	20	19.0	19.0	3.0381
Seldom	21	20.0	39.0	
Often	23	21.9	61.0	
Frequently	17	16.2	77.1	
Always	24	22.9	100.0	
Total	105	100.0		

Table 4.15 reveals that 19 % teachers always worked in isolation and did not find any cooperation, 20 % teachers frequently did not find any cooperation and worked in isolation, 21.9 % teachers often worked in isolation, 16.2 % seldom worked in isolation and 22.9 % teachers never worked in isolation and did not find any cooperation from the colleagues. Calculated Mean score depicts that sometimes teachers have the feeling of isolation and loneliness during the early phase of the career.

Table: 4. 16. Fear of Exposure

I did not seek any help from my colleague for the fear of exposure of my weaknesses				
	Frequency	Percent	Cumulative Percent	Mean
Always	19	18.1	18.1	3.0571
Frequently	22	21.0	39.0	
Often	20	19.0	58.1	
Seldom	22	21.0	79.0	
Never	22	21.0	100.0	
Total	105	100.0		

Table 4.16 highlights that 18.1 % teachers always did not seek any help from the colleagues for the fear of exposure, 21 % teachers frequently did not seek any assistance from colleagues, 19 % teachers often did not seek any help from the colleagues, 21 % teachers seldom did not seek any help from the colleagues and 21 % teachers never did not seek any help from the colleagues for the fear of exposure of the weaknesses. The percentage and mean value of the table shows that novice teachers helped by the colleagues during their early years of teaching.

Table: 4. 17. Avoid Bad Impression

I acted cautiously in front of my colleagues to avoid bad impression				
	Frequency	Percent	Cumulative Percent	Mean
Never	19	18.1	18.1	2.6952
Seldom	28	26.7	44.8	
Often	34	32.4	77.1	
Frequently	14	13.3	90.5	
Always	10	9.5	100.0	
Total	105	100.0		

Table 4.17 shows that 18.1 % teachers never acted cautiously in front of the colleagues. 26.7 % teachers seldom acted cautiously in front of the colleagues, 32.4 % teachers often acted cautiously in front of the colleagues, 13.3 % teachers frequently acted cautiously in front of colleagues and 9.5 % teachers acted cautiously in front of the colleagues to avoid bad impression during their early years of teaching. The mean score of the item reveals that novice teachers hesitate or act cautiously in front of the colleagues to avoid bad impression at an early stage of their career.

Table: 4. 18. Awareness of Rules

Senior colleagues helped me in awareness of unwritten rules and policies				
	Frequency	Percent	Cumulative Percent	Mean
Never	7	6.7	6.7	3.3429
Seldom	16	15.2	21.9	
Often	30	28.6	50.5	
Frequently	38	36.2	86.7	
Always	14	13.3	100.0	
Total	105	100.0		

Table 4.18 shows that 6.7 % teachers never helped by the senior colleagues about the unwritten rules and regulations, 15.2 % teachers seldom helped by the senior colleagues about the rules and policies, 28.6 % teachers often assist by senior colleagues about 36.2 % teachers frequently helped by the senior colleagues about the rules and policies and 13.3 % teachers always helped by the senior colleagues about the rules and policies in the initial years of teaching. The Mean and percentage score reveals that teachers helped by the senior colleagues about the unwritten rules and regulations at the early years of teaching.

Table: 4. 19. Conducive Working Condition

The working conditions were very conducive for teaching				
	Frequency	Percent	Cumulative Percent	Mean
Never	6	5.7	5.7	3.3143
Seldom	16	15.2	21.0	
Often	37	35.2	56.2	
Frequently	31	29.5	85.7	
Always	15	14.3	100.0	
Total	105	100.0		

The above table 4.19 shows that 5.7 % teachers never faced conditions that were very conducive to teaching, 15.2 % teachers seldom face a condition conducive for teaching, 35.2 % teachers often faced a situation that were very conducive to teaching, 29.5 % teachers frequently faced a working conditions that were conducive for teaching and 14.3 always face a condition that were conducive for the teaching at the initial stage of their career. So the percentage and mean score reveals that novice teachers were provided the conducive environment for the teaching at early years.

4.3 Relationships with Heads of Department

Research question no: 3

Q. What were the experiences of beginning university teachers to administrators (HOD)?

Table: 4. 20. Expectations

I participated in new roles other than teaching				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.4095
Seldom	19	18.1	21.0	
Often	31	29.5	50.5	
Frequently	36	34.3	84.8	
Always	16	15.2	100.0	
Total	105	100.0		

Table 4.20 highlights that 2.9 % teachers never participated in new roles other than teaching, 18.1 % teachers seldom participated in new roles other than teaching, 29.5 % teachers often participated in new roles other than teaching, 34.3 % teachers frequently participated in new roles other than teaching and 15.2 % teachers always participated in roles other than teaching during their early years experiences if teaching. The percentage and mean result shows that teachers performed different roles other than teaching which

was assigned by the head of department. They frequently performed these tasks such as content revision and administrative tasks etc.

Table: 4. 21. Organizational Culture

I felt myself adjusted in the culture of the department				
	Frequency	Percent	Cumulative Percent	Mean
Never	4	3.8	3.8	3.4857
Seldom	16	15.2	19.0	
Often	31	29.5	48.6	
Frequently	33	31.4	80.0	
Always	21	20.0	100.0	
Total	105	100.0		

Table 4.21 draw the attention to the fact that 3.8 % teachers never felt themselves adjusted in the culture of the department, 15.2 % teachers seldom felt themselves adjusted in the culture of the department, 29.5 % teachers often felt themselves adjusted in the culture of the department, 31.5 % teachers frequently felt themselves adjusted in the culture of the department and 20 % teacher always felt themselves adjusted in the culture of the department during the starting years of their career as a teacher. Therefore the mean result shows that beginning teachers felt themselves adjusted in the culture of the department during their early years of profession.

Table: 4. 22. Job Risk

I faced the risk of being judged by the head of the department				
	Frequency	Percent	Cumulative Percent	Mean
Never	16	15.2	15.2	2.6857
Seldom	36	34.3	49.5	
Often	25	23.8	73.3	
Frequently	21	20.0	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

Table 4.22 shows that 15.2 % teachers never faced the risk of being judged by the head of the department, 34.3 % teachers seldom faced the risk of being judged by the head of department, 23.8 % teachers often faced the risk of being judged by the head of department, 20 % teachers frequently faced the risk of being judged by the head of department and 6.7 % teachers always faced the risk of being judged by the head of the department during the initial years of teaching. So the finding of the mean and percentage data reveals that teachers faced the risk of the being judged by the head of department at the early years of career.

Table: 4. 23. Job Losing

I faced the risk of losing a job				
	Frequency	Percent	Cumulative Percent	Mean
Never	33	31.4	31.4	2.4857
Seldom	21	20.0	51.4	
Often	25	23.8	75.2	
Frequently	19	18.1	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

The above table 4.23 shows that 31.4 % teachers never faced the risk of losing a job, 20% teachers seldom faced the risk of losing a job, 23.8 % teacher often faced the risk of losing a job, 18.1 % teachers frequently faced the risk of losing a job and 6.7 % teachers faced the risk of losing a job by the threatening of the heads of the department. The mean results provide the evidence that the teachers did not face the risk of job through judging their performance.

Table: 4. 24. Avoid Conflicts

I wanted to avoid conflict with the head of the department				
	Frequency	Percent	Cumulative Percent	Mean
Never	10	9.5	9.5	3.2381
Seldom	15	14.3	23.8	
Often	33	31.4	55.2	
Frequently	34	32.4	87.6	
Always	13	12.4	100.0	
Total	105	100.0		

The above table 4.24 reveals that 9.5 % teachers never wanted to avoid conflict, 14.3 % teachers seldom wanted to avoid conflict with the heads of the department, 31.4 % teachers often wanted to avoid conflict with heads, 32.4 % teachers frequently avoid conflict with the heads and 12.4 % teachers always avoid conflict with the heads of departments. So the mean and percentage result shows that the teachers avoid conflict with the heads of the department during their early years of teaching.

Table: 4. 25. Administrative Problems

I felt isolated in resolving the administrative problems				
	Frequency	Percent	Cumulative Percent	Mean
Never	13	12.4	12.4	3.0190
Seldom	21	20.0	32.4	
Often	32	30.5	62.9	
Frequently	29	27.6	90.5	
Always	10	9.5	100.0	
Total	105	100.0		

Table 4.25 highlights that 12.4 % teachers never felt themselves isolated in resolving the administrative problems, 20 % teachers seldom felt isolated in resolving the administrative problems, 30 % teachers often felt isolated in resolving the administrative problems, 27.6 % teachers frequently felt isolated in resolving the administrative problems and only 9.5 % teachers always felt isolated in resolving the administrative problems faced by them. The table value of mean and percentage reveals that teachers felt themselves isolated in resolving the administrative problems. This proves that most of the time teachers felt themselves isolated.

Table: 4. 26. Assistance

I felt the administration of the university assist during the initial years				
	Frequency	Percent	Cumulative Percent	Mean
Never	13	12.4	12.4	2.9048
Seldom	22	21.0	33.3	
Often	40	38.1	71.4	
Frequently	22	21.0	92.4	
Always	8	7.6	100.0	
Total	105	100.0		

Table 4.26 shows that 12.4 % teachers never felt that the administration of the university assist them, 21 % teachers seldom felt that the administration of the university assist them, 38.1 % teachers often felt that they were helped by the administration (HoD), 21 % teachers frequently felt that administration helped them and 7.6 % teachers always felt that administration helped them during their early years of teaching profession in universities. The analysis of the above statement pointed out that teachers believed they were assisted by the administrator during their early career in university. It exhibits the assistance of the administrator during the early years of teaching.

Table: 4. 27. Orientation

I was provided the orientation by the management of the university about the rules and regulations				
	Frequency	Percent	Cumulative Percent	Mean
Never	18	17.1	17.1	2.8952
Seldom	22	21.0	38.1	
Often	28	26.7	64.8	
Frequently	27	25.7	90.5	
Always	10	9.5	100.0	
Total	105	100.0		

Above table 4.27 reveals that 17.1 % teachers never received any orientation by the management of the university, 21 % teachers seldom received any orientation, from the management of the university, 26.7 % teachers often received the orientation provided by the management, 25.7 % teachers frequently received the orientation from the management of the university and 9.5 % teachers always received the orientation from the management of the university about the rules and regulations. The tabulated mean and percentage value shows that novice teachers received the orientation while joining the university.

Table: 4. 28. Difficult Task

I was given most difficult classes and assignments				
	Frequency	Percent	Cumulative Percent	Mean
Never	22	21.0	21.0	2.6286
Seldom	26	24.8	45.7	
Often	32	30.5	76.2	
Frequently	19	18.1	94.3	
Always	6	5.7	100.0	
Total	105	100.0		

The above table 4.28 shows that 21 % teachers were never given difficult classes and assignments, 24.8 % teachers were seldom given most difficult task, 30.5 % teachers were often given most difficult tasks and assignments, 18.1 % teachers were frequently given most difficult tasks and 5.7 % teachers were always given most difficult tasks and assignments. So the above analysis shows that teachers claim that they were given difficult tasks and assignments during the early years of teaching.

Table: 4. 29. Personal Biasness

I was confronted with personal biases of the head				
	Frequency	Percent	Cumulative Percent	Mean
Never	30	28.6	28.6	2.5333
Seldom	17	16.2	44.8	
Often	34	32.4	77.1	
Frequently	20	19.0	96.2	
Always	4	3.8	100.0	
Total	105	100.0		

Table 4.29 draws the attention towards to the fact that 28.6 % teachers never confronted personal biases from the head of the department, 16.2 % teachers seldom confronted personal biases from head, 32.4 % teachers often confronted personal biases of the head, 19 % teachers frequently confronted personal biases of the head and 3.8 % teachers always confronted personal biases of the head at starting on the career. The mean and percentage value of the statement indicates that head show personal biasness towards teachers. It exhibits that head of the department shows personal biasness towards novice teachers.

Table: 4. 30. Evaluation

I saw head as an evaluator of my work				
	Frequency	Percent	Cumulative Percent	Mean
Never	14	13.3	13.3	2.8190
Seldom	32	30.5	43.8	
Often	29	27.6	71.4	
Frequently	19	18.1	89.5	
Always	11	10.5	100.0	
Total	105	100.0		

Table 4.30 shows that 13.3 % teacher never saw their head as an evaluator of their work, 30.5 % teacher seldom saw their head as an evaluator of their work, 27.6 % teachers often saw head as an evaluator of the work which they performed, 18.1 % teachers frequently saw their head as an evaluator and 10.5 % teachers always saw their head as an evaluator of the work at the university. Hence the above analytical values show that teachers somehow saw their head as an evaluator of their work. They perceive that their head provides them guidance on the related tasks.

Table: 4. 31. Extra Activities

I was exploited to participate in extra activities of the university				
	Frequency	Percent	Cumulative Percent	Mean
Never	18	17.1	17.1	2.7238
Seldom	32	30.5	47.6	
Often	23	21.9	69.5	
Frequently	25	23.8	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

Above table 4.31 reveals that 17.1 % teachers said that they were never exploited to participate in extra activities, 30.5 % teachers were seldom exploited to participate in extra activities, 21.9 % teachers were often exploited to participate in extra activities, 23.8 % teachers claim they were exploited to participate in extra activities and 6.7 % teachers were always exploited to participate in extra activities. The above mean and percentage value indicates that somehow novice teachers were exploited by the head of the department to participative in extra activities. It expresses that they were exploited by the head of the department.

Table: 4. 32. Professional Development

I was given the choice to participate in professional development activities				
	Frequency	Percent	Cumulative Percent	Mean
Never	14	13.3	13.3	3.0857
Seldom	15	14.3	27.6	
Often	37	35.2	62.9	
Frequently	26	24.8	87.6	
Always	13	12.4	100.0	
Total	105	100.0		

Table 4.32 highlights that 13.3 % teacher never received any professional development training held by the department, 14.3 % teachers seldom participated in development activities, 35.2 % teachers often participated in professional development activities, 24.8 % teachers frequently participated in professional development activities and 12.4 % teacher always participated in professional development activities held by the head of the department. The mean value is 3.085 which also show the participation of the novice teachers in professional development activities. The above statistical figure indicates that novice teachers were participated in professional development activities.

Table: 4. 33. Feedback

I complied with the demands of the head of the department in order to avoid negative feedback				
	Frequency	Percent	Cumulative Percent	Mean
Never	6	5.7	5.7	3.2000
Seldom	23	21.9	27.6	
Often	34	32.4	60.0	
Frequently	28	26.7	86.7	
Always	14	13.3	100.0	
Total	105	100.0		

Above given table 4.33 shows that 5.7 % teachers never obey the demand of the head of the department so as to keep away from negative feedback, 21.9 % teachers seldom observe the demands of the head of the department to avoid negative feedback, 32.4 % teacher often observe the demands of the heads of the department so as to avoid negative evaluation and 13.3 % teachers always fulfill the demands of the head of the department to avoid negative feedback from the head. The Mean value is 3.200 which indicates that novice teachers usually try to obey the demands of the head of the departments. The statistical analysis expresses that novice teachers fulfill the demands of the head of the department.

Table: 4. 34. Admiration

I was admired by the head of the department for special effort or accomplishments				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.3905
Seldom	17	16.2	19.0	
Often	40	38.1	57.1	
Frequently	26	24.8	81.9	
Always	19	18.1	100.0	
Total	105	100.0		

Table 4.34 reveals that 2.9 teachers perceived that they never admired by the head of the department for their efforts, 16.2 % teacher were seldom admired by the head of the department for the achievements, 38.1 % teachers were often praised by the head of the department for their accomplished tasks, 24.8 % teachers were frequently admired by the head of the department and 28.1 % teachers were always praised by the head of the department for their achievements and efforts. The mean value is 3.395 which depicts that novice teachers are admired by the head of the department at the accomplishment. The respondents perceive that they are admired by the head of the department at their accomplishment of the task.

Table: 4. 35. Updating Knowledge

The head ensured that I was informed about possibilities for updating my knowledge and skills				
	Frequency	Percent	Cumulative Percent	Mean
Never	8	7.6	7.6	3.2190
Seldom	19	18.1	25.7	
Often	35	33.3	59.0	
Frequently	28	26.7	85.7	
Always	15	14.3	100.0	
Total	105	100.0		

Above table 4.35 reflects that 7.6 % teachers think that head informed them about all the updating knowledge and skills, 18.1% teachers think that they were informed about the possibilities for updating knowledge and skills, 33.3% teachers were often informed about the possibilities of updating knowledge and skills, 26.7 % teachers were frequently informed about the possibilities of updating knowledge and skills and 14.3 % teachers were always informed about the possibilities of updating knowledge and skills. The mean value 3.219 reveals that novice teachers are informed about the updating knowledge and skills. So it expresses that novice teachers are updated about the updating knowledge and skills.

Table: 4. 36. Classroom Problems

When I had problems in the classroom, head was helpful in resolving the problems				
	Frequency	Percent	Cumulative Percent	Mean
Never	10	9.5	9.5	3.3524
Seldom	16	15.2	24.8	
Often	25	23.8	48.6	
Frequently	35	33.3	81.9	
Always	19	18.1	100.0	
Total	105	100.0		

Table 4.36 reveals that 9.5 % teachers never perceived that the head was helpful in resolving the problems of the head, 15.2 % teachers seldom perceived that the head was helpful in resolving the problems, 23.8% teachers often perceived that the head was cooperative in resolving the problems, 33.3 % teacher thought that they were frequently supportive in the resolution of the problems and 18.1 % teachers perceived that heads always helpful in resolving the problem. The mean value 3.352 shows that head of the department is helpful in resolving novice teachers problems. The analytical values reflect that novice teachers gain help of head of department in order to resolve their problems.

Table: 4. 37. Sufficient Resources

I had a sufficient resources to fulfill my responsibilities				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.3905
Seldom	17	16.2	19.0	
Often	38	36.2	55.2	
Frequently	30	28.6	83.8	
Always	17	16.2	100.0	
Total	105	100.0		

Table 4.37 reflects that 2.9 % teachers never had sufficient resources to fulfill their responsibilities, 16.2 % teachers seldom had sufficient resources to fulfill the duties, 36.2 % teachers often had sufficient resources to accomplish the task, 28.6 % teachers frequently had enough resources to fulfill responsibilities and 16.2 % teachers had sufficient resources to accomplish the assignment. Mean score of this statement is 3.395 indicates that novice teachers had sufficient resources. It express those respondents perceive they have sufficient resources to accomplish the task.

Table: 4. 38. Collaborative Culture

The head of the department always develops an atmosphere that promotes collaboration among colleagues				
	Frequency	Percent	Cumulative Percent	Mean
Never	6	5.7	5.7	3.3429
Seldom	17	16.2	21.9	
Often	36	34.3	56.2	
Frequently	27	25.7	81.9	
Always	19	18.1	100.0	
Total	105	100.0		

Table 4.38 indicates that 5.7% teachers never perceived that head of the department always developed an atmosphere that enhanced the collaboration among colleagues, 16.2 % teachers seldom had atmosphere of collaboration among colleagues, 34.3 % teachers often thought that head developed atmosphere of collaboration among the colleagues, 25.7 % teachers frequently had atmosphere of collaboration and 18.1 % teachers always had a collaborative culture among the colleagues. Mean value 3.342 reflects the collaborative atmosphere developed by the head of the department. It reveals that respondents perceived that they had collaborative culture developed by the head of the department.

Table: 4. 39. Commitment and Care

The organization culture has lack of commitment and care				
	Frequency	Percent	Cumulative Percent	Mean
Never	14	13.3	13.3	2.8571
Seldom	27	25.7	39.0	
Often	35	33.3	72.4	
Frequently	18	17.1	89.5	
Always	11	10.5	100.0	
Total	105	100.0		

Table 4.39 highlights that 13.3% teachers never had an organizational culture of commitment and care, 25.7 % teachers seldom had a culture of commitment and care, 33.3 % teachers often had a culture of commitment and care, 17.1 % teachers frequently had a culture of commitment and care and 10.5 % teachers always had a culture of commitment and care at the initial stage of their career. Mean score of the above statement 2.857 shows that organizational has a culture of commitment and care. It expresses that respondents believe an organization has culture of commitment and care.

4.4 Relationships with Parents

Research Question no: 4

Q. What were the interaction of the beginning university teachers with the Parents during the initial years of teaching experience?

Table: 4. 40. Interference

Parents interfered in my actions and practices				
	Frequency	Percent	Cumulative Percent	Mean
Never	34	32.4	32.4	2.6286
Seldom	18	17.1	49.5	
Often	19	18.1	67.6	
Frequently	21	20.0	87.6	
Always	13	12.4	100.0	
Total	105	100.0		

Table 4.40 reveals that 32.4 % teachers perceived that the parents never interfere with their actions and practices, 17.1% teachers seldom had faced the interference of the parents in their actions, 18.1 % teachers often perceived that parents interfere with their actions, 20 % teachers frequently had the experience of the parents' actions and practices and 12.4 % teachers always had experienced that parents interfere in their actions and practices. The mean score 2.628 depicts that parents did not interfere. It shows that parents did not interfere with the actions of the beginning teachers' practices.

Table: 4. 41. Economic Status

Higher economic status parents assisted me in resolving students 'problems				
	Frequency	Percent	Cumulative Percent	Mean
Never	27	25.7	25.7	2.5333
Seldom	34	32.4	58.1	
Often	17	16.2	74.3	
Frequently	15	14.3	88.6	
Always	12	11.4	100.0	
Total	105	100.0		

Table 4.41 reflects that 25.7% teachers perceived parents who are financially stable never help in resolving students' problems, 32.4 % teachers seldom perceived that higher economic status parents assist them in resolving the problems of the students, 16.2 % often assisted by the higher economic status parents in resolving the problems of the students, 14.3 % teachers frequently assisted by the higher economic parents in resolving problems and 11.4 % teachers always assisted by the higher economic parents in resolving the problems of the students. Mean score 2.533 also highlights that economical status does not matter in resolving the problems of the students. It indicates that respondents perceive that the social and economical status has low influence in resolving the problems of the students

Table: 4. 42. Marking

Parents always questioned about the way of marking				
	Frequency	Percent	Cumulative Percent	Mean
Never	38	36.2	36.2	2.3542
Seldom	26	24.8	61.0	
Often	14	13.3	74.3	
Frequently	20	19.0	93.3	
Always	7	6.7	100.0	
Total	105	100.0		

Table 4.42 shows that 36.2 % teachers never ever questioned by the parents about the way of marking, 24.8 % teachers seldom questioned by the parents about the way of marking, 13.3 % teachers perceived that parents often questioned about the way of marking, 19 % teachers frequently questioned about the way of marking by the parents and 6.7 % teachers always questioned about the way of marking by the parents at an early stage of the profession. Mean score 2.354 also show the less interference of parents in marking. So the result indicates that there is a less interference of the parents about the way of marking at the early years of teaching profession.

Table: 4. 43. Assist in Problem Solving

Parents helped me in solving the problems of students				
	Frequency	Percent	Cumulative Percent	Mean
Never	32	30.5	30.5	2.6381
Seldom	18	17.1	47.6	
Often	20	19.0	66.7	
Frequently	26	24.8	91.4	
Always	9	8.6	100.0	
Total	105	100.0		

Table 4.43 indicates that 30.5 % teachers perceived that they were never assisted by the parents to solve the students' problems, 17.1 % teacher seldom assisted by the parents to solve the problems of the students, 19.0 % teachers often assisted by the parents to resolve the issues faced by students, 24.8 % teachers frequently assisted by the parents to solve the problems and only 8.6 % teachers think that they were assisted by the parents to resolve the issues of the students at early face of their studies. Mean score 2.658 shows that novice teachers did not helped by parents. So teachers believe that they never receive the help form the parents during the early phase of profession.

Table: 4. 44. Teaching Profession

I found the teaching profession as a very challenging and demanding				
	Frequency	Percent	Cumulative Percent	Mean
Never	3	2.9	2.9	3.7692
Seldom	16	15.2	18.3	
Often	24	22.9	41.3	
Frequently	20	19.0	60.6	
Always	41	40.0	100.0	
Total	105	99.0		

Table 4.44 reflects that 2.9% teachers never perceive teaching profession as a challenging and demanding, 15.2 % teachers seldom perceive teaching profession as the most challenging and demanding, 22.9 % teachers often perceive teaching as a challenging profession, 19 % teachers frequently perceive teaching as demanding profession and 40 % always perceive it very challenging profession. Mean score 3.769 shows that respondents agree with statements that teaching is challenging profession. It indicates that teaching is a challenging profession.

Table: 4. 45. Professional Socialization

I think the professional socialization is only depends upon the personal experiences				
	Frequency	Percent	Cumulative Percent	Mean
Never	4	3.8	3.8	3.4615
Seldom	10	9.5	13.5	
Often	41	39.0	52.9	
Frequently	32	30.5	83.7	
Always	18	17.2	100.0	
Total	104	100.0		

Table 4.45 shows that 3.8 % teacher never think that the professional socialization is based upon personal experiences, 9.5 % teachers seldom think that professional socialization is based upon personal experiences of the teachers, 39 % teachers often think that professional socialization is only depends upon the personal experience, 30.5% teachers frequently think that professional socialization is only due to personal experience and 17.2 % teachers always think that professional socialization only depends upon the personal experiences of the teachers. Mean score also depicts the dependence of professional socialization on personal experience. Although the overall result indicates teachers think that professional socialization is merely depends upon the personal experience of the teachers.

4.5 Data analysis of Semi Structured Interviews

This study was intended to analyze the professional socialization of novice teachers in universities of Pakistan. The main focus of the study was on the interaction as a major component of the professional socialization. The main aim of the study was to find out the relationship of the novice teachers with all the stakeholders (pupils, colleagues, head of the departments and parents). The researcher conducted semi-structured interviews with the novice teachers. Out of total 7 participants of the interviewed teachers, 4 novice teachers were female and 3 were male.

Q. Why did you join teaching as a profession?

Novice teachers were asked about their opinion regarding the teaching profession that why they joined this profession. In replying to this question, most of the novice teachers claimed that they joined this profession because it provided them a lot of learning opportunity to enhance their own knowledge and skills and some claimed it as a prophetic profession. One of the novice teachers asserted that:

“I love teaching because in teaching profession I can learn and research as well”

Another teacher said that:

“It was my ambition to impart my knowledge and my skills to Youth”

Third teacher said that:

“Teaching is a profession which is most honorable and respectful. The teaching profession is a prophetic profession. I join this profession because learning material is much in this profession.”

One novice teacher claimed that:

“I joined this profession because it considered as a sacred profession and I think it is the responsibility to convey the knowledge to others which he/she had acquired.”

Q. There are a lot of experiences in professional life you have? Was there any experience you had that assist you to keep in the direction to remain in the field?

When novice teachers asked about the professional life experiences and their experiences that assisted them to remain in the field, some teachers claim that teaching in higher education is a different experience as compared to school level. The reason to remain in this profession was the assistance of the colleagues and heads of the department. Most of the teachers claim that this profession at higher level provides them the opportunity to learn new knowledge and develop innovative skills. For instance, one teacher said that:

“Teaching engineering subject polishes my presentation skills, make me to understand the student psyche and engage one in creative activities. This is an attractive task for me.”

Another novice teacher stated that:

“Teaching in higher education is a new experience for me. I learn that how to interact and connect with all the members of the profession. It also provides me the opportunity to enhance my abilities, knowledge and skills regarding my subject.”

Q. You are interacting with your students on a daily basis? What were your experiences with students?

Responding to question regarding novice teachers’ experiences with the students some of the teachers expressed that they did not face any problems while interacting with the students in higher education. They also did not face any problems regarding in managing the classrooms. According to one teacher:

“A good teacher not only teaches, but I think he helps to solve the problems of the students. As confused mind leads to hurdle and student can’t study the lesson effectively.”

One other teacher assumed:

“As a teacher, I try my level best to understand the students’ social, emotional and behavioral problem at initial years of my career; I did not find it difficult to solve students’ problems.”

One teacher expressed the same feeling in a way that:

“Overall all students are always eager to learn and gain knowledge.”

Q. What problems faced by you during the classroom interaction with students?

How you motivate your students?

Novice teachers expressed their views about the problems during classroom interaction, most of the novice teachers claimed that they did not face any problems while interacting with students and motivating students. As one beginning teacher explained that:

“I did not face such kind of problems during classroom management.”

One teacher expressed his point of view:

“The problem which I faced most of the time was the immaturity level of the students. Due to the immaturity of the students, they were unable to take interest in studies seriously.”

Another novice teacher explained that:

“Mostly behavior of the students is critical for me. When I improve my knowledge and teaching methodology I feel better than first year.”

One teacher said that:

“I rarely find it difficult to motivate the students because I engaged my students in different group activities, field projects and also engaged them in those activities which are most of the time related to the subject or content.”

Another teacher stated in a way that:

“I did not face any problems. But sometimes when students took less interest in any topic, I asked more questions to make them alert all the time.

Q. What were your experiences with the colleagues? How colleagues helped you in finding the solutions of the problems?

When novice teachers were asked about the experiences with the colleagues and how colleagues assisted them in solving the problems during the initial years of teaching. All of the novice teachers said that they had a positive and good relationship with the colleagues and all helped them in finding the solution of the problems through discussion. One of the novice teachers explained that:

“I had very good interaction with my colleagues, sharing the material and we had discussion on such problems.

Another beginning teacher claimed that:

“I had outstanding and cooperative colleagues that helped me in solving the problems as well. I had good relationships with all my colleagues.”

Q. Do your colleagues aware you about the rules and regulations and how they guide you?

Novice teachers were asked about the colleagues' assistance regarding the rules and regulations awareness, most of the beginning teachers reported that their colleagues awared them about the rules and regulations. Their colleagues assisted them about the requirements, needs and academic as well as administrative duties of the department.

One beginning teacher stated that:

“Every department has its own rules and regulations. My colleagues helped me to maintain and understand the requirements of their departments during my early teaching career.”

Another teacher said that:

“My colleagues know the rules and regulations and also aware me about rules and regulations, rules and regulations regarding papers and exams.”

Q. What were your experiences with the head of the department? Did they provide you any support or not?

Novice teachers responded to the question about their experiences with the head of the departments and how they supported them. They considered that heads of the departments were very supportive and provided them guideline about the classroom management, preparing content and adjustment during the initial years. One of the novice teachers claimed that:

“I had less conflict and personal biasness with my head.”

According to a teacher:

“He always guides me about the teaching methodology. Mostly his good remarks regarding my teaching methodology helpful for adjustment within department.”

One other teacher states:

“She (head of the department) is quite supportive and always adjusts me in the department. For that she assists us in every matter.

Q. What were your experiences with the parents whether they interfered into your work or not? Did they interfere in marking or the result of the students or not?

When novice teachers were asked about the experiences with the parents whether they hindered the activities of teaching and learning process, all the teachers expressed that parents did not hinder or interfere in the academic activities of the novice teachers in the early years of teaching. One of the novice teachers revealed that:

“Parents do not interfere with the tasks of the teachers which are usually assigned to students at the university level. Parents even do not question about the methods and procedure of marking.”

Another teacher reported that:

“Parents did not interfere with their job activities. They only interfere in when teachers encounter any problems and they required the assistance of the parents regarding social, academic and financial problems.”

Q. Do you think most helped you for preparing your first year of teaching?

What about you? What helped you keep going in the career?

Novice teachers responded to the questions about the help they received during the first years of teaching, some of the novice teachers reported that their first years of experiences were of more learning phase. They learnt and acquired more knowledge about how to make teaching effective during the early years of teaching. Different novice teachers experienced different learning opportunities at the first years of teaching.

One novice teacher reflects upon it:

“Good feedback is the best thing which influenced teaching because it helps to improve your deficiencies.”

Another novice teacher reported:

“Head’s assistance is very essential for survival during the first years of teaching. Head of the department assists me about the difficulty regarding teaching methodology and learning material preparation.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

This research was descriptive in nature. The main aim of the research was to investigate the experiences of the professional socialization of novice university teachers with students, to find out the professional socialization experiences with colleagues, to examine the experiences of professional socialization of novice university teachers with the head of the department and parents. In order to attain the objectives of the research questionnaire and semi-structured interview methods were used. The study was delimited to the three public sector universities (IIUI, AIOU & NUML). The random sampling technique was used and the population consisted upon 200 novice teachers. 120 novice teachers were selected as a sample of the study. The self constructed interview and questionnaire were used to collect the data. These research scales were constructed keeping in view the existing literature of the similar phenomena. The research scale was validated through expert opinion and reliability was established, through internal pilot testing. The researcher personally administered the questionnaires and interviews to

ensure the reliability and higher return rate. The data were analyzed by using the descriptive statistics (Mean, Frequency and percentage).

5.2 Findings

5.2.1 Part –I: Findings of Quantitative Data

1. The calculated mean value (1.771) of the interest of novice teachers in teaching showed that teachers usually took interest in teaching before joining this profession. (Table 4.2)
2. The calculated mean value (4.047) indicated that novice teachers usually took interest in teaching the subject at early phase of the profession. (Table 4.3)
3. The calculated mean value (2.533) highlighted that the teachers faced problems in establishing rapport with students. (Table 4.4)
4. The calculated mean value (3.542) revealed that the novice teachers understood the students' problems in the early stage of their career. (Table 4.5)
5. The calculated mean value (2.333) indicated that the novice teachers faced difficulty in classroom management during the initial years of teaching. (Table 4.6)
6. The calculated mean value of (3.495) showed that novice teachers felt unable to cope with the wide range of abilities of the students at early phase of their professional life. (Table 4.7)

7. The calculated mean value (3.981) indicated that novice teachers encouraged students for the moral and ethical development during their early stage of the teaching as a profession. (Table 4.8)
8. The calculated mean value (4.181) showed that novice teachers encouraged students for adopting good behavior to others during their career in the teaching. (Table 4.9)
9. The calculated mean value (2.285) revealed that novice teachers faced difficulty in understanding students' attitude towards study at their early phase of the teaching profession. (Table 4.10)
10. The calculated mean value (2.438) showed that novice teachers faced difficulty in motivating students towards study at the initial stage of their career. (Table 4.11)
11. The calculated mean value (3.904) highlighted that novice teachers always got time to prepare a learning material for the teaching in the classroom during the starting phase of the teaching as a profession. (Table 4.12)
12. The calculated mean value (2.361) indicated that the novice teacher always got poor learning material and facilities as compared to seniors or more experienced teachers. (Table 4.13)
13. The calculated mean value (3.790) showed that novice teachers were always professionally accepted by the senior colleagues during their initial years of teaching profession. (Table 4.14)

14. The calculated mean value (3.790) identified that the novice teacher worked in isolation and did not find any cooperation for the colleagues in the early years of the teaching. (Table 4.15)
15. The calculated mean value (3.057) showed that the novice teacher did not seek any assistance from the colleagues due to fear of exposure of their weaknesses during their early years of teaching. (Table 4.16)
16. The calculated mean value (2.695) showed that the novice teacher acted cautiously in front of the senior colleagues in order to avoid bad impression at the early phase of their career as a teacher. (Table 4.17)
17. The calculated mean value (3.342) revealed that the novice teacher did not receive any guidance from the colleagues about the unwritten rules and regulations of the department at the early years of career. (Table 4.18)
18. The calculated mean value (3.314) highlighted that the novice teacher perceived that working conduction was conducive for the work at the early years of the teaching as a profession. (Table 4.19)
19. The calculated mean value (3.409) indicated that novice teachers perceived they did participate in new or different roles other than teaching during the early phase of their profession. (Table 4.20)
20. The calculated mean value (3.485) showed that novice teachers felt themselves adjusted in the culture of the department at the early years of teaching. (Table 4.21)

21. The calculated mean value (2.685) indicated that the novice teacher faced the risk of being judged by the head of the department during their early years of the profession as a teacher. (Table 4.22)
22. The calculated mean value (2.485) revealed that the novice teacher faced the risk of losing jobs during their early years of teaching. (Table 4.23)
23. The calculated mean values (3.238) highlighted that the novice teacher usually avoided the conflicts with the head of the department during the initial years of their teaching profession. (Table 4.24)
24. The calculated mean value (3.019) showed that the novice teacher faced problems in resolving the administrative problems in the early years of the teaching as a career. (Table 4.25)
25. The calculated mean value (2.904) indicated that novice teachers felt that the university administration assisted them during the early phase of the teaching profession. (Table 4.26)
26. The calculated mean value (2.895) showed that the novice teachers were provided orientation by the management of the university about the rules and regulations in the early years of teaching. (Table 4.27)
27. The calculated mean value (2.628) highlighted that novice teachers felt they were assigned more difficult tasks or assignment from the head of the department at the initial phase of the profession. (Table 4.28)

28. The calculated mean value (2.533) pointed out that the novice teachers perceived that they confronted the personal biasness of the head of the department during the early years of the teaching. (Table 4.29)
29. The calculated mean value (2.819) highlighted that novice teachers perceived that they saw head as an evaluator of their work at the initial years of the teaching. (Table 4.30)
30. The calculated mean value (2.723) indicated that novice teachers thought that the head of the department usually exploited their right to participate in extra activities during the early years of the teaching profession. (Table 4.31)
31. The calculated mean value (3.085) showed that novice teacher were given the choice to participate in different activities of professional development during the early years of the profession. (Table 4.32)
32. The calculated mean value (3.200) revealed that novice teachers complied with the demands of the head of the department in order to avoid negative feedback during the initial stage of the teaching. (Table 4.33)
33. The calculated mean value (3.390) showed that novice teachers were admired by the head of the departments for their special efforts and accomplishment of the task. (Table 4.34)
34. The calculated mean value (3.219) highlighted that novice teachers perceived that the head of the department informed about the updating knowledge and skills during the initial years. (Table 4.35)

35. The calculated mean value (3.352) revealed that novice teachers were assisted by the head of the department whenever they encountered new problem in the early days of teaching at university. (Table 4.36)
36. The calculated mean value (3.390) revealed that novice teachers had sufficient resources to fulfill responsibilities assigned by the head of department during the initial years of teaching. (Table 4.37)
37. The calculated mean value (3.342) indicated that the novice teachers perceived that head of the department developed a culture of collaboration among colleagues during the early phase of teaching. (Table 4.38)
38. The calculated mean value (2.857) showed that novice teachers thought that organizational culture has lack of commitment and care during the early years of teaching. (Table 4.39)
39. The calculated mean value (2.628) revealed that parent interfered in the actions and practices of the novice teachers' early phase of a career as a teacher. (Table 4.40)
40. The calculated mean value (2.5333) highlighted that higher economic status of the parents assisted the teachers in solving the problems of the students for novice teachers in the early years of teaching. (Table 4.41)
41. The calculated mean value (2.354) indicated that parents always questioned about the ways of marking to novice teachers in the initial years of the teaching as a profession. (Table 4.42)

42. The calculated mean value (2.638) showed that parents always assisted novice teachers in solving the problems of the students in the early years of career. (Table 4.43)
43. The calculated mean value (3.769) highlighted that novice teachers thought that they found teaching profession as more challenging and demanding during the early years of teaching. (Table 4.44)
44. The calculated mean value (3.461) indicated that professional socialization only depended upon the professional experiences of the novice teachers in the early years of the teaching. (Table 4.45)

Table: 5. 1: Findings According to Objectives

S. #	Items according to objectives	Mean
1	To Find out the experiences of the professional socialization of novice university teachers with students.	
I	I was interested in the subject while teaching	4.0476
ii	I faced problems in establishing good rapport with students	2.5333
iii	I understood the students' problems easily	3.5429
iv	I faced difficulty in classroom management	2.333
V	I felt unable to cope with students with a wide range of abilities	3.4952
Vi	I encouraged students for the moral development	3.9810
Vii	I also encouraged students to adopt good behaviour	4.1810
Viii	I faced difficulty in understanding students' attitude towards study	2.2857
ix	I felt it difficult to motivate the students	2.4381
2	To Investigate the practices of the professional socialization of novice university teachers with colleagues.	

I	I always get time to prepare learning material.	3.9048
ii	I was given poor facilities as compared to colleagues	2.3619
iii	I was professionally accepted by my senior colleagues	3.7905
iv	I worked in isolation and did not find any cooperation	3.0381
V	I did not seek any help from my colleague for the fear of exposure of my weaknesses	3.0571
Vi	I acted cautiously in front of my colleagues to avoid bad impression	2.6952
Vii	Senior colleagues helped me in awareness of unwritten rules and policies	3.3429
Viii	The working conditions were very conducive for teaching	3.3143
3	To Search out the experiences of the professional socialization of novice university teachers with the Head of department	
I	I participated in new roles other than teaching	3.4095
ii	I felt myself adjusted in the culture of the department	3.4857
iii	I faced the risk of being judged by the head of the department	2.6857
iv	I faced the risk of losing a job	2.4857
V	I wanted to avoid conflict with the head of the department	3.2381
Vi	I felt isolated in resolving the administrative problems	3.0190
Vii	I felt the administration of the university assist during the initial years	2.9048
Viii	I was provided the orientation by the management of the university about the rules and regulations.	2.8952
ix	I was given most difficult classes and assignments	2.6286
X	I was confronted with personal biasness of the head	2.5333
Xi	I saw head as an evaluator of my work.	2.8190
Xii	I was exploited to participate in extra activities of the university	2.7238
Xiii	I was given the choice to participate in professional development activities	3.0857
Xiv	I complied with the demands of the head of the department in order to avoid negative feedback	3.2000
Xv	I was admired by the head of the department for special effort or accomplishments	3.3905
Xvi	The head ensured that I was informed about possibilities for updating my	3.2190

	knowledge and skills	
xvii	The head of the department always develops an atmosphere that promotes collaboration among colleagues	3.3429
xviii	The organization culture has lack of commitment and care	2.8571
4	To Explore the understandings of the professional socialization of novice university teachers with parents.	
I	Parents interfered in my actions and practices	2.6286
ii	Higher economic status parents assisted me in resolving students 'problems	2.5333
iii	Parents always questioned about the way of marking	2.3542
iv	Parents helped me in solving the problems of students	2.6381
V	I found teaching profession as a very challenging and demanding	3.7692

5.2.2 Part-II: Findings of Qualitative Data

The results of the study revealed that the majority of the novice teachers said that they joined teaching profession because it opened the new ways of learning. Some teachers said that this was a prophetic profession. They took interest in the teaching and head of the department took the consensus of the teachers while assigning them a particular course for teaching.

A number of novice teachers said that they did not face any hardship or hurdle in handling the problems of the students. They helped in motivating the students. One of the teachers said that she engaged her students in different kinds of activities; she usually assigned them different innovative projects and assignments. Most of the teachers said that they encouraged the students for the moral and ethical development during their

daily classroom lectures. They never faced any problem in managing the classroom. One of the novice teachers said that he usually faced the problem of the student's immaturity which created problem in taking interest during classroom.

Several novice teachers said that their colleagues were very supportive and they assisted them in resolving the problems of the students during the initial years of the teaching. They stated that their colleagues provided them information about the rules and regulations of the department and also about the policy of the department. One of the novice teachers said that her colleagues provided her sufficient learning material for teaching when she found any difficulty.

Some interviewees said that their head of the department always provided them support about the rules and regulation regarding examinations and other academic activities. Head of the department always encouraged them to participate in professional development opportunities. One of the teachers said that his head of the department was very supportive and he provided him sufficient resources for accomplishing a particular task.

All novice teachers said that parents did not involve in the academic as well as social problems of the pupils at university. Parents did not hinder regarding the marking and reporting of the results of the pupils. Parents did not question about the teachers' activities regarding the academic procedures.

5.3 Discussion

The significance of the higher educational institutions cannot be denied in the whole progress of the country. Universities of any country play a major role in developing the knowledge and skills for the young persons and this young generation further plays an effective and efficient role in the prosperity of the country. They serve different profession in the whole society. If universities work properly, then they can provide a more skilled labor to the nation. For the improvement of the university, teachers are more driving force that leads the youth towards more qualified professionals in their fields.

The present study analyzes the new teachers' experiences which they encounter after joining the profession. Specifically, it will give the beginning teachers' experiences, beliefs, practices, and their relationship with other people whom they interact during the early phase of the teaching profession and the challenges which beginning teacher face while working in their initial stages of university level teaching. In addition to the typical personal and institutional challenges of adjusting to school culture, rules and regulations, dealing with students having various individual needs, or managing classrooms, beginning teachers in Pakistan.

The main aim of the study was to analyze the professional socialization experiences of the novice teachers when they interact with pupils, colleagues, head of the department and parents. International researchers revealed that most of the novice teachers leave the profession in the early years of the career and highlighted different reasons. One of the major reasons for leaving the teaching profession is interpersonal problem. So they

recommended that this perspective must take into consideration. (Servage, Beck, & Couture, 2013)

The result of the study reveals that most of the teachers take interest in the profession while adopting teaching at the early stage of their career. Beginning teachers consider this profession as a prophetic profession and they have the ambition and desire to impart the new and innovative knowledge to the youth of the nation. Beginning teachers also take interest in the subject which they are teaching. They claimed that they did not take those subjects which are against their particular concern. But a study conducted by Sarwar, Aslam, & Rasheed (2012) indicated that most of the novice teachers were not pleased to give attention to the individual student in the class and only 33.6% of the teachers were pleased with the subject they are teaching. This is the main reason that learning cannot take place in the Pakistani educational organizations.

Novice teachers on no account face problems in managing the classrooms in the early days of their career and are infrequently unable to cope with the wide range of students' abilities. They always encourage students to develop not only academically as well as morally. Beginning teachers always encourage students to assume good behavior. Novice teachers always understand the students' attitude towards study. But Tahir & Qadir' study (2012) found that Pakistani teachers face problems in the early years of teaching, classroom management, motivating students and assessing the performance of the students.

Beginning teachers hardly ever consider it difficult to motivate the students for the study at university level because most of the teachers involve the students in different kinds of projects and field works. Teachers claim that most of the time they use questioning and answering session for the developing the interest among the students in their study during classroom. Sarwar, Aslam, & Rasheed (2012) showed that most of the teachers felt it difficult to motivate the students in the early years of teaching.

The relationship of the novice teachers with the colleagues show that beginning teacher most often takes time in the development of the learning content and material. They never had poor facilities in department as compared to the senior colleagues. They were professionally accepted by the colleagues. They always worked in isolation during the early years of teaching. Tahir & Qadir (2012) also highlighted that beginning teachers felt themselves isolated in finding their professional identity and recognition.

Most of the beginning teachers assumed that they worked cautiously and attentively in order to avoid the bad impression in front of the colleagues because most of the colleagues could draw a negative impression from their acts. They claimed that most of the time senior colleagues supported them about the rules and regulations of the universities. Most of the time, the colleagues provided a conducive environment for their adjustment within the department. Tahir & Qadir (2012) showed that 50 % teachers were not satisfied with the functioning situation and they were loaded with a lot of work during their initial phase of the teaching profession.

Novice teachers argued that usually they participated in different roles instead of teaching. The head of the department expected a lot of innovative ideas and skills of the novice teachers and they felt themselves adjusted in the culture of the organization. Novice teachers rarely faced the problems of being judged by the head of the departments and also never faced a difficulty of losing a job at an early stage of career. Blasé (1997) revealed that novice teachers faced the problems of being judged by the heads and often faced the problem of losing a job at an early stage.

One of the major elements was that most of the beginning teachers usually wanted to avoid conflict with the head of the department. This showed most of teachers reserved their point of view in the decision making process. Beginning teachers claimed that they often felt themselves lonely in finding out the solution of the administrative problems. They affirmed that university administration helped them in resolving problems. The majority of the teachers often perceived that they received the orientation about the rules and regulations of the university.

Most of the time novice teachers received difficult task and assignments. One of the alarming problems faced by the novice teachers was that they confronted the personal biasness of the head of the department during the early years of the career. They rarely perceived their head as evaluators of the work or assignment. The head of the department provided them opportunities to participate in different kind of activities, whether professional or personal as well as to participate in professional development of the beginning teachers conducted under HEC' master trainer workshops. Most of the

teachers performed better in order to avoid the negative feedback from the head of the department. Head of the department always appreciated the work of the beginning teachers if they performed well and for this purpose provided sufficient resources to achieve particular goal. Cole (1996) confirmed the results that novice teachers always tried to avoid the conflict with the colleagues or the Head of the departments even in the situation they did not agree with them. They avoided expressing their views in order to avoid negative impression.

Most of teachers argued that parents did not interfere with their actions and practices at the university level. This trend was most prevalent at school level. Beginning teachers asserted that economic status did not matter in the interference and assistance of the students. Parents even did not question about the way of the marking. Parents rarely did assist the novice teachers in resolving the problems, but in rare cases, they assisted the novice teachers in resolving the problems of the students such as personal problems. Studies conducted by Blase (1997) and Roehring (2002) revealed a different result which beginning teachers always challenged, questioned and hindered by the parents about their selection, use of different teaching strategies, discipline measurements and specifically about the results of the students. These studies also highlighted that the socioeconomic background of the parents also influenced the relationship of the novice teachers with parents.

Shamatov (2006) revealed that the culture and traditions of the particular community also influenced the role of the novice teachers that how to interact and develop the

relationship with others and element of the respect was a major factor that did not allow teachers to convey different things that they wanted to express with the seniors. This study also highlighted that personal experiences such as family background, personal attitude and individual own experiences also influenced the socialization of the novice teachers. Socialization of the novice teachers varied according to the community in which they live.

5.4 Conclusions

The following conclusions were drawn on the basis of the findings about the experiences of the novice teachers' professional socialization with different stakeholders:

- It was concluded that novice teachers took interest in the teaching profession and they also took particular interest while taking the subject for presenting it in the classroom. They were not enforced by the department to take those subjects which were not according to their interest. The department always considered it most significant to take the opinions of the teachers while giving them the subject.
- According to research findings, teachers rarely faced any problem while developing a positive relationship with the students. Most of the time teachers easily understood the problems of the students. Most of the time novice teachers tried to comprehend the problems of the students, whether social, economical and

financial, faced by the students. Students discussed all the problems with the novice teachers without any hesitation or reluctance.

- Novice teachers did not face any problem in managing the classroom. They hardly faced any problem while handling the students who had wide range of mental abilities, because in classroom teachers faced those students who had various abilities.
- Beginning teachers always encouraged the students for moral development. They also always encouraged students to adopt good behavior, not only within society, but also to the whole community whom they interacted. They rarely found any difficulty in understanding the students' ability towards study and also hardly faced any difficulty in motivating the students.
- Most of the time newly appointed teachers got time to organize learning material for the classroom and did not provide them poor facilities if analyzed against senior colleagues. Although all the time they were acknowledged by the colleagues and they were welcomed in their department, yet they always experienced the loneliness and did not get any assistance from the colleagues.
- Novice teachers often took action carefully to keep away from the bad impression from the senior colleagues. Senior colleagues, most of the time, helped them in understanding the rules and regulations of the department. They developed a conducive learning environment in the department.

- When the novice teachers joined the teaching profession they had to face lot of expectations of the head of the department. They performed different roles other than teaching such as examination duty, program coordination, etc. Most of the time, teachers believed that they understood the culture of the department. They rarely faced the problem of being criticized by the head of the department through different methods. Novice teachers did not face the problem of losing a job at all. They usually tried to keep away from the disagreement with the head of the department and often found themselves isolated in solving the administrative problems such as examination conducting etc.
- Beginning teachers asserted that the administration (head of the department) assisted them in resolving the problems. They were provided the orientation by the department about the rules and regulations. They often faced the problems of difficult tasks assigned by the head. One of the most alarming problems faced by the novice teachers was the personal biasness of the head of the department towards teachers. They rarely viewed the head of the department as an evaluator of their work. They were rarely exploited by the head of the department to participate in extra activities of the university. They were given a chance to participate in professional development activities most of the time.
- In most of the cases, novice teachers agreed with the point of view of the head in order to avoid negative feedback from the head of the department. Head of the department usually admired the achievements of the teachers. Head always

provided opportunity for them to update their knowledge and skills. Most of the time head was helpful in resolving the problems of the students. Head of the department often provided them the resources to accomplish some task.

- Head of the department promoted the culture of collaboration among different colleagues. According to novice teachers' experience the organizational culture had a lack of commitment towards the task.
- According to novice teachers' perceptions, parents never ever interfered in the task or actions of the teachers at university level. It was rarely found out that higher economic status of the parents helped the teachers in resolving their problems at university level. Parents did not question the teachers about the marking procedure. Parents never provided any help to resolve the problems of the students at higher education level.
- Novice teachers experienced that they found out teaching professional as one of the challenging and demanding professions. They often believed that professional socialization depended upon the personal experiences of the teachers facing the particular situations.
- To conclude, we can say that beginning teachers did not face the problems of frustration that led them towards the burnout or turn over the situation. They had problems that lacked a uniformed and organized framework leading them towards isolation. The results of the qualitative and quantitative data were same and no difference was found in the study after analyzing the result. The result revealed

that “professional socialization depends upon the personal experiences of the individual”.

5.5 Recommendations

Keeping in view the findings, conclusions and discussion of the research, it is obvious that novice teachers experience a lot of barriers and problems during their early years of professional socialization (interaction with pupils, colleagues, head of the department and parents).

Following recommendations are prepared on the behalf of the results of the study.

- It is suggested that there may be a need for a proper evaluation mechanism for analyzing the performance of the teachers instead of relying on the evaluation determined by the head of the department in order to avoid the personal biasness of the head for the newly recruited teachers.
- It is observed that most of the novice teachers feel themselves isolated so there may be programs which help the novice teachers to engage in different activities and enhancing skills.
- There may be teacher parent conferences where teachers can share problems of the students with the parents and then both can find out the solution for their problems.

5.6 Further research suggestions

There are following suggestions for the researchers who are willing to conduct research on the professional socialization experiences of the novice teachers in different universities of Pakistan.

- It is recommended that longitudinal research may be conducted in order to validate and confirm the results of the present study.
- The present study was delimited to three public sector university of Islamabad so novice teachers from private universities as well as public sector universities of other areas may be taken as a sample of the study.
- The further research may be conducted for comparison of professional socialization experiences of novice teachers and expert teachers in the field.
- A comparative study may be taken on the professional socialization experiences of novice teachers in universities of public and private sectors.
- The present study may also be conducted on the professional socialization experiences of novice teachers at the school level.

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APPENDIX-1

ANALYSIS OF PROFESSIONAL SOCIALIZATION OF NOVICE TEACHERS IN UNIVERSITIES OF PAKISTAN

Questionnaire for Teachers

Dear teachers,

The purpose of the study is to find out the professional socialization of novice teachers in university of Pakistan. Your participation in this study is requested. Thanks in advance for your responses. The record of this study will be kept confidential. Your participation in this study is voluntary.

Researcher

Fakhira Yasin

1. Demographical information

Age.....

Gender.....

Qualification..... Teaching Experience.....

What is your employment status in this department?

Permanent Contract Adhoc

Which statement best describes your current reaction about teaching?

Love it Like it Neither Like nor Dislike

Dislike it Hate it

S.#	Statements	Never	Seldom	Often	Frequently	Always
1	I was interested in the subject while teaching					
2	I understood the students' problems easily					
3	I also encouraged students to adopt good behaviour.					
4	I faced problems in establishing a rapport with students.					
5	I faced difficulty in classroom management.					
6	I felt unable to cope with students with a wide range of abilities.					
7	I encouraged students for the moral development.					
8	I faced difficulty in understanding students' attitude towards study.					
9	I felt it difficult to motivate the students.					
10	I always get time to prepare learning material.					
11	I was professionally accepted by my senior colleagues.					
12	I was given facilitates as compared to colleagues					
13	I worked in isolation and did not find any cooperation					
14	I did not seek any help from my colleague for the fear of exposure of my weaknesses.					
15	I acted cautiously in front of my colleagues to avoid bad impression.					

16	Senior colleagues helped me in awareness of unwritten rules and policies.					
17	The working conditions were very conducive for teaching.					
18	I participated in new roles other than teaching					
19	I felt myself adjusted in the culture of the department					
20	I faced the risk of being judged by the administrators.					
21	I faced the risk of losing a job.					
22	I wanted to avoid conflict with the head of the department					
23	I felt isolated in resolving the administrative problems.					
24	I felt the head of department of the university assist during the initial years.					
25	I was provided the orientation by the management of the university about the rules and regulations.					
26	Parents interfered in my actions and practices.					
27	Higher economic status parents assisted me in resolving students 'problems.					
28	Parents always questioned about the way of marking.					
29	Parents helped me in solving the problems of students					
30	I was given most difficult classes and assignments.					
31	I was confronted with personal biasness of the head					

32	I saw head as an evaluator of my work.					
33	I was exploited to participate in extra activities of the university.					
34	I was given the choice to participate in professional development activities.					
35	I complied with the demands of the head of the department in order to avoid negative feedback.					
36	I was admired by the head of the department for special effort or accomplishments.					
37	The head ensured that I was informed about possibilities for updating my knowledge and skills					
38	When I had problems in the classroom, head was helpful in resolving the problems.					
39	I had a sufficient resources to fulfil my responsibilities					
40	I think the professional socialization is only depends upon the personal experiences.					
41	The head of department always develops an atmosphere that promotes collaboration among colleagues.					
42	The organization culture has lack of commitment and care.					
43	I found the teaching profession as a very challenging and demanding.					

APPENDIX-2

INTERVIEW SCHEDULE FOR NOVICE TEACHERS

Respected beginning teachers your participation in this research is required. Thank you in advance for your participation in research activities. All information provided by you will remain confidential according to research ethics.

Why did you join teaching as a profession?

There are a lot of experiences in professional life you have? Was there any experience you had that assist you to keep in the direction to remain in the field?

You are interacting with your students on a daily basis? What were your experiences with students?

What problems faced by you during classroom interaction with students? How you motivate your students?

What were your experiences with the colleagues? How colleagues helped you in finding the solutions of the problems?

Do your colleagues aware you about the rules and regulations

What were your experiences with the head of the department? They provide you any support or not?

What were your experiences with the parents whether they interfere in your work or not?

They interfere in marking or the result of the students or not.

What do you think helped prepare you for your first year of teaching?? What helped you keep going? Tell me more...

APPENDIX-3

NAME OF EXPERTS FOR VALIDITY

- Dr. Mushtaq Ahmed Malik

Assistant Professor, Department of Education (University of Sargodha)

- Dr. Bilal Ahmed Cheema

Assistant Professor, Department of Education (University of Sargodha)

- Duishon Alievich Shamatov

Assistant Professor, Graduate School of Education (Nazarbayev University)

- Dr. Nargis Abbas Mirza

Assistant Professor, Department of Education (University of Sargodha)

- Dr. Shafqat Hussain

Associate professor, Department of Education (Government College, University Faisalabad.