

PROBLEMS FACED BY THE NEWLY APPOINTED PUBLIC SECONDARY SCHOOL TEACHERS: A CASE STUDY IN DISTRICT FAISALABAD

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ABSTRACT

Education plays a vital role in the progress of any nation. Education developed and improved the persons individually, intellectually, mentally and socially. It is much difficult for newly appointed teachers to adjust with sudden and unexpected changes in a short time. In the new era of education, young teachers have high quality of characteristics, high percentage of marks, high imagination, and passion for standard work. New comers face many problems in any field of life. Like other fields of life, newly appointed teachers also face many problems and difficulties in the starting of their new profession. Aim of this research is to examine the problems faced by the newly appointed public secondary school teachers in district Faisalabad. The present study was conducted in district Faisalabad. The population of this study consisted of 121 newly appointed public secondary school teachers (2017 and 2018) in district Faisalabad. The sample size 92 had been calculated through www.surveysystem.com by keeping confidence level 95% and confidence interval 5%. Data were collected through questionnaire. Simple random sampling technique was used to collect data from the respondents. Statistical Package for Social Sciences (SPSS) was used to analyze the collected data. Regarding “problems faced by the teachers during recruiting” as lack of communication and interaction among students and teachers was ranked on 1st position with mean value 3.55. Regarding “problems in classroom management faced by the teachers” as improving learning outcomes was ranked on 2nd position with mean value 3.46. According to “difficulties faced by the teachers” as over burden was ranked on 3rd position with mean value 3.37. With reference to “factors that effects the teaching learning process” as time management was ranked on 4th position with mean value 3.34. According to the ranking, on the 5th position, the respondents said about that “communication gap” and it is tending towards to sometime with mean value 3.1. After the research study in which opinion were taken from many members. According to their opinions they had to face many difficulties like as lack of authorities’ assistance, lack of modern assets, lack of parent association and the trouble of adjusting their showing and their own survives. Some major challenges such as continuity of professional programs, the high cost of training among others which inhabit the whole teacher’s professional development.

Keywords: Problems, Teachers, Schools, Communications.

1. INTRODUCTION

A newly appointed teacher face various problems in his professional job. After a research study in

which opinions were taken from many members. According to their opinions, they had to face many

difficulties. Difficulties as like (a) analysis forces, (b) lack of authoritative assistance, (c) lack of modern assets, (d) lack of parent association, and (e) the trouble of adjusting their showing liabilities and their own survives. Some major challenges such as continuity of the professional program, the high cost of training, among others which inhabit the whole teacher professional development (Cooper, 2011).

New teacher has many issues and problems in the starting of their career. It is hard for new youthful educators to adjust to the unexpected change from the job of understudies to that of instructors in a brief time frame. New youthful educators have the qualities of superior grade, high educational foundation, imaginative cognizance and a feeling of trial, they frequently set better expectations for work and review. Anyway, in genuine work, the fact of the matter is frequently not true as expected, challenges and upsets were definitely be experienced. Many difficulties they faced unexpectedly simultaneously. The great profession arranging prior to entering the occupation can undoubtedly be supplanted by pressure. In this way, new teachers are inclined to work burnout and tension, and feel that they are not reasonable for instructive work (Cao, 2019).

Newly appointed teachers faced a lot of problems in their starting of jobs. At that point, the preparation and advancement of new youthful educators has turned into the main undertaking. New educators are dynamic in thinking, passionate, and enthusiastic, however because of absence of experience, they were unavoidably experience a few hardships and hindrances in the beginning phase of work. Newly appointed teachers have much difficulties and problems. These new comer have deficiency of experience and their way of teaching is also not much impressive, that is why they bear much hurdles in the way of teaching. Especially they need professional development to take clarity and impressiveness in their teaching. Professional training is the need for high quality of teaching and those (Wenxu, 2020). This research have much importance and could not be ignore due to many factors. This study were identify and address the different factors and hardens for newly appointed teachers. It were supportive to explore the real facts and to find out the solution.

1.1 Objectives

1. To identify the problems faced by teachers during recruiting.
2. To explore problems in classroom management faced by new recruited teachers.
3. To find out the difficulties faced by newly appointed teachers in teaching.
4. To identify the factors that affect the teaching-learning process for newly appointed secondary school teachers.

2-Literature Review

Government of Pakistan (2008), a curriculum is comprised of three components that define the subject matter to be taught: knowledge, language skills, and competences. As an added bonus, the curriculum is structured to help students achieve their goals via instruction, which helps them stand out in a global marketplace. This view informs the new English curriculum, which places equal emphasis on the acquisition of knowledge and the development of students' language ability as a means to a goal of holistic student development. Accordingly, rather than concentrating on teaching students the language itself, the curriculum is designed to help them become more proficient communicators. The goal of the written curriculum must, therefore, be consistent with the curriculum that is taught and the curriculum that is assessed. Wang (2008) suggested that instructors' views and beliefs are likely to impact how they conduct themselves in the classroom. The principles of curriculum implementation are incompatible with teachers' beliefs about the learning process, which has led to a lack of communicative language teaching in the classroom. Teachers also lack adequate information about the curriculum and are unable to understand what it desires from them in their classroom teaching, which hampers effective implementation and positive change. Teachers employed out-of-date methods and improper strategies that they were familiar with because they did not have enough instruction concerning language teaching methods and because their perspectives of the syllabus were muddled. While researching the first reactions of educators to curricular changes.

Grossman *et al.* (2009) stated that classroom management is a crucial aspect of effective teaching, and many teachers, both new and experienced, may face challenges in this area.

Managing a classroom involves creating a positive and organized learning environment while maintaining discipline and promoting student engagement. Here are some common classroom management problems that teachers may encounter and strategies to address them Classroom Discipline Maintaining order and discipline in the classroom can be a significant challenge. Disruptive behavior, talking out of turn, or not following rules are common issues.

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

Hussaain (2011) reported the inability of the Turkish Communicative Oriented Curriculum's textbooks to promote speaking and listening was the real reason for its non-implementation. Because of the absence of contextualization, which is essential for the use of communicative approach, he concluded that the textbook exercises did not benefit the students. In order to achieve the goals of the curriculum, instructors must undergo training. This is particularly true in cases when the recommended approach runs counter to what is

already being taught in the classroom, forcing educators to abandon their long-held beliefs and practices in favor of more modern ones. It is critical to provide instructors with training in order to improve their competency and proficiency in the event that they lack experience or expertise. emphasizes the paramount importance of teacher training, as insufficient or missing training might lead to inaccurate familiarity with the curricular changes.

Shahzada *et al.* (2012) discovered that English teachers lack proper training and qualifications, and they do not teach the language in an effective way. The study also revealed that teachers stuck to outdated methods and had trouble implementing new strategies in large multi-level classes. Lastly, teachers were not familiar with ESL best practices. The majority of teaching methods fail to foster an optimal learning environment, and students are uninterested in participating because of stale exercises. Due to the inability of veteran educators to shed their long-held habits and adapt to the latest standards set by the English language arts curriculum, this research urged the replacement of ineffective secondary school English language instructors with newer, more competent professionals.

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

Imtiaz *et al.*, (2016) stated that establish clear and consistent rules and expectations from the beginning of the school year. Implement a behavior management system that includes rewards for good behavior and consequences for misbehavior. Use positive reinforcement to encourage and recognize desired behaviors. Communicate with students

about the importance of a respectful and cooperative classroom atmosphere. Student Engagement: Keeping students engaged in the learning process can be difficult, especially with distractions such as mobile devices or disinterest in the subject matter. Use a variety of teaching strategies, including hands-on activities, group work, and multimedia resources to make lessons more engaging. Relate the curriculum to students' interests and real-life experiences. Encourage active participation and discussion in the classroom. Time Management: Managing instructional time effectively is essential. It can be challenging to cover the necessary material while ensuring students have time to practice and ask questions.

Saleem *et al.*, (2020) stated that remains to be observed how implementing these efforts aids in meeting/reducing the aforementioned problems faced by aspiring teachers during their initial experiences in actual classrooms. This research focuses on B.Ed. (Hons.) students completing their final teaching practicum in schools after completing the updated teacher education programme. This study will investigate the difficulties that B.Ed. (Hons) programme students face in the classroom and provide policymakers, university administrators, and education department heads with valuable insight into how to better align new teacher education programmes with industry needs and best practices. Create a daily or weekly schedule that allocates time for different activities. Prioritize lessons and content based on their importance and relevance to learning goals. Be flexible and adjust the pace of instruction based on student understanding. Individual Student Needs: Students have different learning styles, abilities, and needs. It can be challenging to cater to these diverse requirements.

3-Methodology

3.1 Research population

The population of the study refers to the specific group or individuals that the researcher intends to investigate or draw conclusions. It is the defined target population from which the research sample is drawn. Population of this study comprised of all 121 newly appointed secondary school teachers during 2017 and 2018 in district Faisalabad.

3.2 Study area

The second-most populated district in Punjab is Faisalabad, home to 3.55 million people. The majority of the economy of Faisalabad, Pakistan, is derived on textile exports, which are valued at around \$5 billion each year. Recent years have seen a considerable increase in the population of Faisalabad, with new buildings popping up in all six tehsils (administrative divisions) of the city. But the city's public amenities are still dreadfully insufficient to fulfil the demands of the third-largest metropolis in Pakistan. The state of the school system in Faisalabad is not unusual. The district has about a 60% literacy rate.

There is a significant gap in educational progress across the district because of the overwhelming demand placed on the school system's resources. When comparing urban and rural residents of the district, the literacy rate drops dramatically in the latter. The rural rate is 16% lower than the urban rate.

The present study focused the problems faced by all the newly appointed 121 public secondary school teachers during 2017 and 2018 working in all tehsils (i.e., City, Saddar, Samundri, Jaranwala, Chak Jhumra and Tandlianwala) of District Faisalabad.

3.3 Sample size of the study

The current investigation was carried out in the Faisalabad district. The population of this research is all newly hired Public Secondary School teachers. The 121 newly appointed public secondary school teachers in District Faisalabad (2017–2018) make up the study's population. Using www.surveysystem.com, the sample size of 92 was calculated with a confidence level of 95% and a confidence interval of 5%.

3.4 Sampling techniques

The population of this study consisted of 121 public secondary school newly appointed teachers (2017-2018) in District Faisalabad. The sample size 92 has been determined through www.surveysystem.com by keeping confidence level 95% and confidence interval 5%. Data were collected through questionnaire. Simple random sampling technique was used to collect data from the respondents.

3.5 Pre-testing

We conducted an assessment of the reliability of a questionnaire using a group of 20 respondents. The reliability was measured using Cronbach's alpha, a statistical tool, and the results were analyzed with the help of the Statistical Package for Social Sciences (SPSS) software. The Cronbach's alpha for pre-test came out to be .765. This value suggests that questionnaire is reliably consistent, as values above .7 are generally considered acceptable in many research contexts. It's important to remember, though, that this measures reliability, or the consistency of the questionnaire, and not necessarily its validity, which is about how well it measures what it's supposed to measure.

3.6 Validity of the instrument

Validity is a measure of how many conclusions you can draw from the analysis of data that actually address the topic and question being researched. Validity typically refers to how well your research is applied to the research and the research methodologies. It also refers to how well your study goes in general. Since we are claiming to measure a phenomenon, we have a special way of collecting data to ensure that our findings accurately reflect the phenomenon (Bohrnstedt, 2010).

A structured questionnaire with a 5-point Likert scale was designed according to the nature and objectives of the study. All the questions were prepared in proper collaboration with the supervisor of the study and the other faculty members to make them valid and useful for the collection of data.

3.7 Reliability of the instrument

The consistency of the object being assessed affects reliability to a certain extent. When a measurement provides consistent results after several measurements, it is regarded as reliable (Maxwell, 2016).

The pretesting was the trial of checking the reliability of the research instrument. To determine the reliability of the research instrument (questionnaire), the data from some respondents in the pretesting was collected to maintain that the research instrument of this research was reliable, which indicates that it is appropriate for the study.

Reliability Statistics

Cronbach's Alpha ^a	No. of Items
.765	95

3.8 Data Analysis

Statistical package for social sciences (SPSS) a software was used to evaluate and analyzed the collected data.

3.9 Instrument/Questionnaire

A questionnaire is a tool for gathering data from respondents who are actual people. A questionnaire consists of questions or statements that ask the respondents to provide the required information.

The researcher develop the questionnaire for respondents with the intention of gathering data. All required information and views were obtained through the questionnaire.

3.10 Scale

Following numeric was given to different responses.

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

3.11 Assumptions

When organizing a study, choosing a technique, or interpreting the results, researchers often assume or take for granted a number of underlying assumptions. Assumptions are important because they impact the researcher's viewpoint, decision-making, and the conclusions that are drawn from the investigation.

- Responses may be gathered with great speed and accuracy.
- Each respondent carefully and attentively answered each item on the questionnaire.
- Motivation might improve a student's academic achievement.
- The findings of this study would be instructive and helpful for policy makers.

3.12 Statistical techniques used in data analysis

3.12.1 Mean

Mean is a measure that determines the values of the variables.

Formula of Mean

Mean = $\frac{\text{Sum of all values of observations}}{\text{Number of observation}}$

$$X = \frac{\sum X_i}{N}$$

3.12.2 Standard deviation

It is defined as the positive square root of the mean of the squared deviations of X_i ($i = 1, 2, \dots n$) observations from their arithmetic mean.

Formula of standard deviation

$$SD = \frac{\sqrt{\sum (X - \bar{X})^2}}{n}$$

\bar{X} = mean

\sum = sum of all values

N = total No. of values

$\sqrt{\quad}$ = under the square root.

3.12.3 Formula of percentage

$P = F/N * 100$

P = Percentage

F = Frequency

N = Total Number of items

3.12.4 Rank order

Rank order refers to the arrangement or ordering of items, individuals, or variables based on their relative position or value. It involves assigning a

specific rank or position to each item or individual in a sequence according to a predetermined criterion.

4-Results and Discussions

The goal of this chapter is to give data analysis and interpretation for the research challenges under consideration.

4.1: Socio Economic Characteristics:

Socioeconomic characteristics are not a set of fixed traits but rather a set of interrelated attitudes. Looking at a person's effective income, material possession, level of community engagement, and average cultural possession can help determine their socioeconomic standing. In order to assess demographic and socioeconomic characteristics, the following criteria were used: There are many different components that make up socioeconomic features since every civilization has its own distinct set of ideas and customs that impact their production.

As a result, the study's independent variable became the respondent's family's socioeconomic status. This study employed the following socioeconomic indicators.

4.1.1: Age

In social sciences, age is still a important factor. A person's development has been thought of in terms of the year's necessary for like extension of regular personality during the period of life by which a number of rigorous requirements, authority, and capacity were arising (Wilkins *et al.*, 2012).

Table 4.1.1: Respondents' distribution according to age

Age (year)	Frequency	Percent
21-30	37	40.2
31-40	14	15.2
41-50	34	37.0
Above 50	7	7.6
Total	92	100.0

Table 4.1.1 contains the frequency distribution about the Age (year). 40.2 % of the respondents were belong to 21-30. 15.2 % of the respondents were belong to 31-40. 37 % of the respondents were belong to 41-50. 7.6 % of the respondents were belong to Above 50. . The result of the study are somewhat in line with that of Wilkins (2012) who reported there was 40.3 percent teachers are in age of 31-40 years.

4.1.2: Educational Level

The term "educational attainment" has historically referred to the greatest degree of education

attained. Education attainment has historically been used to describe the number of grades

completed at the elementary and secondary school levels. It referred to the postsecondary schools attended as well as the language certifications, degrees, and diplomas received (Poland, 2011).

Table 4.1.2: Respondents' distribution according to educational level

Education	Frequency	Percent
Master / BS	24	26.1
MS / M. Phil	68	73.9
Total	92	100.0

4.1.3: Gender

Gender studies examine the social and ethnic roles of men and women to better understand how uneven power dynamics arise. According to Kabeer & Subrahmanian (1996), gender relations are shaped by how institutions are constructed and rebuilt in society, rather than existing in isolation. Gender encompasses more than just masculinity and femininity, and has significant societal implications.

Table 4.1.3: Respondents' distribution according to gender

Gender	Frequency	Percent
Male	40	43.5
Female	52	56.5
Total	92	100.0

Table 4.1.3 contains the frequency distribution about the Gender. 43.5 % of the respondents were belong to male. 56.5 % of the respondents were belong to female.

4.1.4: Family Size

The conditions of teaching can be impacted by the quantity of family size in a variety of ways.

Table 4.1.4: Respondents' distribution according to family size

Family Size	Frequency	Percent
1 to 3	39	42.4
4 to 6	25	27.2
7 and above	28	30.4
Total	92	100.0

Table 4.1.4 contains the frequency distribution about the Family Size. 42.4 % of the respondents were belong to 1 to 3. 27.2 % of the respondents were belong to 4 to 6. 30.4 % of the respondents were belong to 7 and above. The result of the study are some little extent with that of Wang (2008) who reported there was 41.8 percent family size are in 1-3.

4.1.5: Family Structure:

The smallest social unit that has the power to influence a person's conduct is their family. The primary environment that shapes a person's personality, affection, behavior, attention, direction, health, and home atmosphere is the family. The primary factor that shapes a person's personality and promotes healthy development is their familial environment.

Table 4.1.5: Respondents' distribution according to family structure

Family Structure	Frequency	Percent
Nuclear Family	18	19.6
Joint Family	47	51.1
Extended Family	27	29.3
Total	92	100.0

Table 4.1.5 contains the frequency distribution about the Family Structure. 19.6 % of the respondents were belong to Nuclear Family. 51.1 % of the respondents were belong to Joint Family. 29.3 % of the respondents were belong to Extended Family. The result of the study are some little extent with that Trent (2012) who reported there was 49.3 percent family structure are nuclear

4.2: Problems faced by newly appointed teachers

New teachers who don't plan are often overwhelmed. They won't have effective classroom management because they have not managed their classroom time well. Further, new teachers often lack the skills to tie standards and ideas together without an intentional effort.

Table 4.2: Mean value, standard deviation, weighted score and rank order according to problems faced by teachers during recruiting

Factors	Mean	S.D	WS	Rank order
Manual application submission system	3.34	0.9	307	1
Recruiting test syllabus	2.97	0.93	273	2
Govt. policies	2.95	0.84	271	3
Unclear process	2.83	0.35	260	4
Duplicates of efforts	2.74	0.49	252	5
Improper use of technology	2.67	0.6	246	6
Communication breakdown	2.65	0.54	244	7

Table 4.2 shows that "Manual application submission system" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.34. At the 2nd ranked number respondents said about "Recruiting test syllabus" and it is tending to sometime with mean value 2.97. "Govt. policies" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.95. At the 4th ranked number respondents

said about "Unclear process" and it is tending to sometime with mean value 2.83. According to the ranking, on the fifth position the respondents said about that "Duplicates of efforts" and it is tending towards to sometime with mean value 2.74. At the 6th ranked number, the respondents said about "Improper use of technology" and it is tending to sometime with mean value 2.67. "Communication breakdown" is in rank ordered 7th Position and indicates that the replies range from to sometime to often, with a tendency to sometime with mean value 2.65.

4.3: Challenges faced by educators in initial recruiting

Attracting suitable applicants, engaging them, hiring swiftly, utilizing data-driven recruitment, developing a strong employer brand, guaranteeing a positive candidate experience, recruiting fairly, and establishing an effective recruiting process are among the most prevalent recruiting issues.

Table 4.3: Mean value, standard deviation, weighted score and rank order according to challenges faced by educators in initial recruiting

Factors	Mean	S.D	WS	Rank order
The bottom line	3.37	0.75	310	1
Prioritizing genuine inclusion	3.27	0.83	301	2
Empathy	3.25	0.85	299	3
Snagging qualified candidates quickly	3.11	0.82	286	4
Communication gap	3.1	0.61	285	5
Creativity	3.07	0.98	282	6
Time management	2.93	0.78	270	7
Ability to Inspire	2.89	0.67	266	8

Trust	2.86	0.6	263	9
Bridging the skills gap	2.63	0.77	242	10

Table 4.3 shows that "The bottom line" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.37. At the 2nd ranked number respondents said about "Prioritizing genuine inclusion" and it is tending to sometime with mean value 3.27. "Empathy" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.25. At the 4th ranked number respondents said about "Snagging qualified candidates quickly" and it is tending to sometime with mean value 3.11. According to the ranking, on the fifth position the respondents said about that "Communication gap" and it is tending towards to sometime with mean value 3.1. At the 6th ranked number, the

respondents said about "Creativity" and it is tending to sometime with mean value 3.07. "Time management" is in rank ordered 7th Position and indicates that the replies range from to sometime to often, with a tendency to sometime with mean value 2.93. "Ability to Inspire" was ranked order on 8th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.89. "Trust" was ranked order on 9th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.86. "Bridging the skills gap" was ranked order on 10th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.6.

4.4: Problems in classroom management faced by new recruited teachers

New teachers who don't plan are often overwhelmed. They won't have effective classroom management because they have not managed their classroom time well. Further, new teachers often lack the skills to tie standards and ideas together without an intentional effort.

Table 4.4: Mean value, standard deviation, weighted score and rank order according to problems in classroom management faced by new recruited teachers

Factors	Mean	S.D	WS	Rank order
Lack of communication and interaction students and teachers	3.55	0.78	327	1
Pressure from school administration	3.38	0.73	311	2
Time consuming administrative work	3.35	0.67	308	3
Overcrowded class room with students	3.32	0.78	305	4
Understanding different learning style	3.25	0.84	299	5
Staying up to date with learning technologies	3.23	0.67	297	6
Communicating with parents	3.21	0.74	295	7
How to draw attention to some students	3.2	0.8	294	8
Students ignore the instructional	3.12	0.63	287	9
Lack of funding	3.12	0.92	287	10
Burnout	3.11	0.85	286	11
Lack of effective communication	2.92	0.9	269	12
Releasing of sounds during teacher and explanation of the lesson	2.89	0.55	266	13
Harassment and abuse by other students	2.82	0.55	259	14
Teacher grip on the class	2.82	0.83	259	15
Creating and engaging lesson plan	2.72	0.63	250	16

Table 4.4 shows that "Lack of communication and interaction students and teachers" was ranked order on 1st position and it shows that the responses fall

between to sometime to often, but it is tending towards to sometime with mean value 3.55. At the 2nd ranked number respondents said about

"Pressure from school administration" and it is tending to sometime with mean value 3.38. "Time consuming administrative work" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.35. At the 4th ranked number respondents said about "Overcrowded class room with students" and it is tending to sometime with mean value 3.32. According to the ranking, on the fifth position the respondents said about that "Understanding different learning style" and it is tending towards to sometime with mean value 3.25. At the 6th ranked number, the respondents said about "Staying up to date with learning technologies" and it is tending to sometime with mean value 3.23. "Communicating with parents" is in rank ordered 7th Position and indicates that the replies range from to sometime to often, with a tendency to sometime with mean value 3.21. "How to draw attention to some students" was ranked order on 8th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.2. "Students ignore the instructional" was ranked order on 9th position and it shows that the responses fall between to sometime to often,

but it is tending towards to sometime with mean value 3.12. "Lack of funding" was ranked order on 10th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.12. Burnout was ranked order on 11th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean values 3.11. Lack of effective communication was ranked order on 12th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean values 2.92. Releasing of sounds during teacher and explanation of the lesson was ranked order on 13th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean values 2.89. Harassment and abuse by other students was ranked order on 14th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean values 2.82. Teacher grip on the class was ranked order on 15th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean values 2.82.

4.5: Problem faced in curriculum activities

At its core, the curricular challenge is the difficulty of making the transition from abstract concepts to concrete classroom practice. The connection between the monster-plan and Norwegian educational practice is at the heart of the curriculum dilemma.

Table 4.5: Mean value, standard deviation, weighted score and rank order according to problem faced in curriculum activities

Factors	Mean	S.D	WS	Rank order
Poor families	3.25	0.57	299	1
Insubordination	2.7	0.43	248	2
To make team leader	2.61	0.57	240	3
Negligence of duty	2.55	0.68	235	4
Control class room environment	2.47	0.79	227	5

Table 4.5 shows that "poor families" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.25. At the 2nd ranked number respondents said about "Insubordination" and it is tending to sometime with mean value 2.7. "To make team leader" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it

is tending towards to sometime with mean value 2.61. At the 4th ranked number respondents said about "Negligence of duty" and it is tending to sometime with mean value 2.55. According to the ranking, on the fifth position the respondents said about that "Control class room environment" and it is tending towards to sometime with mean value 2.47.

4.6: Challenges in teacher management, student management and discipline

Causes of discipline problems include a lack of interest in the program, anger, worry, fear, shame, embarrassment, or frustration relating to a physical impairment or learning disability. Effective planning for classroom instruction can help decrease discipline problems.

Table 4.6: Mean value, standard deviation, weighted score and rank order according to challenges in teacher management, student management and discipline

Factors	Mean	S.D	WS	Rank order
Chronic absenteeism	3.12	0.39	287	1
Incompetence	2.89	0.84	266	2
Absenteeism	2.88	0.57	265	3
Negligence of duty	2.88	0.78	265	4
poor families	2.85	0.59	262	5
Under enrolment	2.84	0.61	261	6
Late coming	2.8	0.69	258	7
Negative attitude	2.78	0.88	256	8
Low Morales	2.78	0.74	256	9
Drug abuse	2.78	0.83	256	10
Absenteeism	2.75	0.6	253	11
Over enrolment	2.59	0.86	238	12
Stealing	2.59	0.72	238	13
Poor performance	2.57	0.75	236	14
Indiscipline	2.57	0.71	236	15
Truancy	2.5	0.68	230	16
Insubordination	2.1	1.31	193	17

Table 4.6 shows that "chronic absenteeism" indicate a distribution from "sometimes" to "often," with a slight skew towards "sometimes" (3.12) as seen by the first position in the ranking. The word "incompetence" was mentioned by respondents at a rate of 2.89 on a scale from 1 to 5, making it the most often mentioned negative trait. In the third spot, "absenteeism" shows that answers range from "sometimes" to "often," with a slight skew towards "sometimes" (2.88) as the mean number. The topic of "Negligence of duty" was mentioned by respondents at a rather high rate (2.88 on average), placing it in fourth place. According to the rating, "poor families" came in at number five, with a mean score of 2.85 and a trend towards time. The respondents selected "Under enrolment" as the sixth most pressing issue, with a mean score of 2.84. The distribution of responses for "Late coming" (which is ranked seventh) is extremely bimodal, with a mean value of 2.8 indicating a predisposition towards "sometimes" responses. According to the data, "Negative

attitude" ranks eighth and shows that answers range from "sometimes" to "often," with a slight skew towards "sometimes" (2.78). The responses to "Low Morales" range from "sometimes" to "often," with a mean score of 2.78 indicating a trend towards "sometimes." We can see that "drug abuse" is ranked tenth because people's answers range from "sometimes" to "often," with a slight skew towards "sometimes" (2.78). The results show that absenteeism is ranked 11th, with responses ranging from "sometimes" to "often," but trending towards "sometimes" with mean values of 2.75. The 12th-ranked issue is over-enrollment, which demonstrates that the answers range from sometimes to often, with the mean values leaning towards the former. The answers for "stealing" are distributed between "sometimes" and "often" on the ranking scale, with the mean values leaning towards "sometimes" (2.59). Poor performance is ranked fourteenth, indicating that responses range from occasionally to often, with a bias towards occasionally (mean values of 2.57).

4.7: Difficulties faced by newly appointed teachers in teaching

A teacher's first year on the job is often difficult. Student achievement tends to be significantly worse in the classrooms of first-year teachers before rising in teachers' second and third years .

The biggest challenge that surfaces for new teachers is classroom management. A 2004 Public Agenda survey found that 85 percent of teachers believed "new teachers are particularly unprepared for dealing with behavior problems in their classrooms".

Table 4.7: Mean value, standard deviation, weighted score and rank order according to find out the difficulties faced by newly appointed teachers in teaching

Factors	Mean	S.D	WS	Rank order
Improving learning outcomes	3.46	1.29	318	1
students lack of interaction	3.21	0.92	295	2
Inspiring students to be more self-directed	3.12	0.47	287	3
Whispering	3.11	1.01	286	4
Technical issue	3.11	0.58	286	5
Noise	3.04	0.89	280	6
Language compete with learners	3.03	0.44	279	7
Communication breakdown	3.02	0.32	278	8
Lack of trainings	2.95	0.67	271	9
Differentiating and personalize teaching	2.95	0.84	271	10
Financial stress	2.87	0.5	264	11
Books updating is very slow	2.84	0.5	261	12
Lack of Technologies	2.8	0.84	258	13
Over burden	2.77	0.4	255	14
Getting students to work there outside the classroom	2.74	0.49	252	15
Understanding changing technology	2.67	0.6	246	16
English medium of instruction	2.58	0.83	237	17
Lecture preparation	2.15	1.21	198	18

Table 4.7 shows that "Improving learning outcomes" range from "often" to "often," with a mean of 3.46 indicating a lean towards the "often" category. Respondents listed "students' lack of interaction" as the second most common complaint, with a mean score of 3.21. Positioned third, "Inspiring students to be more self-directed" shows that responses range from sometimes to often, with a mean score of 3.12. The topic of "Whispering" was mentioned by respondents at a rather high rate (2.1%), with a mean value (3.11) that indicates a temporal trend. With a mean score of 3.11, "Technical issue" was mentioned most frequently by respondents, and it landed in fifth place in the ranking. The respondents ranked "Noise" as the sixth most annoying thing, with a mean score of 3.04. The data for the seventh-ranked item, "Language competition with learners," shows that responses vary from very often (very often) to very often (very rarely), with a mean score of 3.03. Positioned at number eight,

"communication breakdown" shows that answers range from "sometimes" to "rare," with a mean value of 3.02. The responses to "Lack of trainings" are distributed between "sometimes" and "rare," with a slight skew towards "sometimes" (2.95 mean value). The responses to "Differentiating and personalize teaching" show a distribution from "sometimes" to "rare," with a slight skew towards the former (mean value 2.95). The responses range from "sometimes" to "rare," with a little skew towards "sometimes" (2.87) as financial stress is ranked 11th . The slow pace at which books are updated is ranked 12th , and the distribution of replies reveals a shift towards occasional updates (2.84 on average). The distribution of answers for "Lack of Technologies" lies between "sometimes" and "rare," with a slight skew towards "sometimes" (mean values of 2.8) and a ranking of 13th . The mean value for "over burden" is 2.77, placing it in the middle of the spectrum between "often" and "very rarely," where the majority of responses fell.

In terms of importance, having pupils work there outside of class comes in at number 14th , with responses ranging from "sometimes" to "rare," but trending towards "sometimes" (mean values of 2.74) in the rankings.

There are innumerable factors affecting teaching such as maturity, age, motivation, intelligence, mental health, physical needs, diet, attention and interest, level of aspiration, etc. Some factors have positive and some have a negative impact on teaching, which we will be studying in this article.

4.8: Factors that affect the teaching-learning process for newly appointed secondary school teachers

Table 4.8: Mean value, standard deviation, weighted score and rank order according to identify the factors that affect the teaching-learning process for newly appointed secondary school teachers

Factors	Mean	S.D	WS	Rank order
Over burden	3.34	0.9	307	1
Using PPT slides	3.27	0.83	301	2
Medium of instruction	3.25	0.85	299	3
Tabs un awareness	3.11	0.82	286	4
Gap between teacher and students	3.1	0.61	285	5
Confidence	2.97	0.93	273	6
Lack of modern technology	2.93	0.78	270	7
Language	2.83	0.35	260	8
Noise	2.65	0.54	244	9
Load shedding	2.63	0.77	242	10

Table 4.8 shows that "Over burden" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.34. At the 2nd ranked number respondents said about "Using PPT slides" and it is tending to sometime with mean value 3.27. "Medium of instruction" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.25. At the 4th ranked number respondents said about "Tabs un awareness" and it is tending to sometime with mean value 3.11. According to the ranking, on the fifth position the respondents said about that "Gap between teacher and students" and it is tending towards to sometime with mean value 3.1. At the 6th ranked number, the respondents said about "Confidence" and it is tending to sometime with mean value 2.97. "Lack of modern technology" is in rank ordered 7th Position and indicates that the replies range from to sometime to often, with a tendency to sometime with mean value 2.93. "Language" was ranked order on 8th position and it shows that the responses

fall between to sometime to often, but it is tending towards to sometime with mean value 2.83. "Noise" was ranked order on 9th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.65. "Load shedding" was ranked order on 10th position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.63.

4.9: Challenges faced in learning process

In Challenge Based Learning, students and instructors work together to investigate important topics, develop practical solutions, and ultimately implement those ideas. An effective and efficient framework for learning is provided by Challenge Based Learning, which involves tackling real-world challenges. Strategic planning, connecting existing practices, strengthening ownership and personalization, and creating lifelong learners may all be accomplished with its help. Any stakeholder in the school can utilize it.

Table 4.9: Mean value, standard deviation, weighted score and rank order according to challenges faced in learning process

Factors	Mean	S.D	WS	Rank order
Time Management	3.37	0.75	310	1
Conclusion	3.32	0.78	305	2
Self-Motivation	3.2	0.8	294	3
Retention	3.07	0.98	282	4
Concentration	2.89	0.67	266	5
Accessibility to Resources	2.86	0.6	263	6

Table 4.9 shows that "Time Management" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.37. At the 2nd ranked number respondents said about "Conclusion" and it is tending to sometime with mean value 3.32. "Self-Motivation" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.2. At the 4th ranked number respondents said about "Retention" and it is tending to sometime with mean value 3.07. According to the ranking, on the fifth position the respondents said about that

"Concentration" and it is tending towards to sometime with mean value 2.89. At the 6th ranked number, the respondents said about "Accessibility to Resources" and it is tending to sometime with mean value 2.86.

4.10: Major learning difficulties regarding students

Learning difficulties are a group of disorders involving significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. The top five most common learning disabilities are dyslexia, ADHD, dyscalculia, dysgraphia, and dyspraxia.

Table 4.10: Mean value, standard deviation, weighted score and rank order according to major learning difficulties regarding students

Factors	Mean	S.D	WS	Rank order
Attention difficulties	3.55	0.78	327	1
Dyspraxia (a difficulty with motor skills) can have an effect on scholastic achievement. This is because it disrupts the brain's ability to communicate with the muscles, particularly those in the hand.	3.25	0.84	299	2
Dysgraphia (hard time with writing and may produce text that is illegible)	3.12	0.63	287	3
Dyslexia (effects the way people break words down into their component)	2.89	0.55	266	4
Dyscalculia (language based learning difficulties)	2.82	0.55	259	5

Table 4.10 shows that "Attention difficulties" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.55. At the 2nd ranked number respondents said about "Dyspraxia (dyspraxia is a motor skills difficulty that can also impact on academic success. That's because it affects the planning and coordination of muscles, including those of the hand.)" and it is tending to sometime with mean value 3.25. "Dysgraphia (hard time with writing and may produce text that is illegible)" was ranked

order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.12. At the 4th ranked number respondents said about "Dyslexia (effects the way people break words down into their component)" and it is tending to sometime with mean value 2.89. According to the ranking, on the fifth position the respondents said about that "Dyscalculia (language based learning difficulties)" and it is tending towards to sometime with mean value 2.82.

5- Findings, Conclusions and Recommendations

Major Finding

Demographic characteristics of the respondents

- 40.2 % of the respondents were below to 30 years of age. 15.2 % of the respondents were below 40 years of age. 37 % of the respondents were belong to 50 years of age. 7.6 % of the respondents were belong to above 50 years of age.
- 26.1 % of the respondents were belong to master's / BS degree. 73.9 % of the respondents were belong to MS / M .Phil degree.
- 43.5 % of the respondents were belong to male. 56.5 % of the respondents were belong to female.
- According to family size, 42.4 % of the respondents were belong to 1 to 3 members, 27.2 % of the respondents were belong to 4 to 6 members and 30.4 % of the respondents were belong to 7 and above family members.
- According to family structure, 19.6 % of the respondents were belong to nuclear family, 51.1 % of the respondents were belong to joint family and 29.3 % of the respondents were belong to extended family.

Problems faced by teachers during recruiting

"Manual application submission system" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.34. At the 2nd ranked number respondents said about "Recruiting test syllabus" and it is tending to sometime with mean value 2.97. "Govt. policies" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.95.

Challenges faced by educators in initial recruiting

"The bottom line" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.37. At the 2nd ranked number respondents said about "Prioritizing genuine inclusion" and it is tending to sometime with mean value 3.27. "Empathy" was ranked order on 3rd position and it shows that the responses fall

between to sometime to often, but it is tending towards to sometime with mean value 3.25.

To explore problems in classroom management faced by new recruited teachers

"Lack of communication and interaction students and teachers" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.55. At the 2nd ranked number respondents said about "Pressure from school administration" and it is tending to sometime with mean value 3.38. "Time consuming administrative work" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.35.

Problem faced in curriculum activities

"Poor families" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.25. At the 2nd ranked number respondents said about "Insubordination" and it is tending to sometime with mean value 2.7. "To make team leader" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.61.

Challenges in Teacher Management, Student Management and Discipline

"Chronic absenteeism" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.12. At the 2nd ranked number respondents said about "incompetence" and it is tending to sometime with mean value 2.89. "Absenteeism" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 2.88.

To find out the difficulties faced by newly appointed teachers in teaching

"Improving learning outcomes" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.46. At the 2nd ranked number respondents said about "students lack of interaction" and it is tending to

sometime with mean value 3.21. "Inspiring students to be more self-directed" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.12.

Identify the factors that affect the teaching-learning process for newly appointed secondary school teachers

"Over burden" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.34. At the 2nd ranked number respondents said about "Using PPT slides" and it is tending to sometime with mean value 3.27. "Medium of instruction" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.25.

Challenges faced in learning process

"Time Management" was ranked order on 1st position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.37. At the 2nd ranked number respondents said about "Conclusion" and it is tending to sometime with mean value 3.32. "Self-Motivation" was ranked order on 3rd position and it shows that the responses fall between to sometime to often, but it is tending towards to sometime with mean value 3.2.

Major learning difficulties regarding students

"When "attention difficulties" is placed first on the list, the responses range from "sometimes" to "often," with a mean value of 3.55 indicating that "sometimes" is more common. Dyspraxia (a difficulty with motor skills that can also affect academic success) was mentioned by respondents as the second most influential factor in determining overall satisfaction. That's because it interferes with your ability to organize and coordinate the movements of your muscles, including the ones in your hand. And its mean value of 3.25 is gradually rising over time. The replies to the third-ranked item, "Dysgraphia (hard time with writing and may produce illegible text)," range from quite common to extremely often, with a mean value of 3.12.

Conclusions

Newly appointed teachers have to face various problems after appointment as a teacher. After completions their education they start a practically life with their jobs. This job is not easy and a common job with their demands. The conclusion announce that "Manual application submission system "and the topic of "Recruiting test syllabus" was mentioned by respondents at a rather high rate. "The bottom line" (challenges experienced by educators in early recruiting). At the second spot, respondents stated, "Prioritizing genuine inclusion, in addition, regarding "Problems faced by the teachers during recruiting" as Lack of Communication and interaction among students and teachers was ranked on 1st Position. Regarding "Problems in classroom management faced by the teachers" as improving Learning outcomes was ranked on 2nd Position. According to "Difficulties faced by the teachers" as over burden was ranked on 3rd Position. With reference to "Factors that effects the teaching learning process" as time management was ranked on 4th Position. According to the ranking, on the 5th Position, the respondents said about that "Communication gap". After the research study in which opinion were taken from many members. According to their opinions they had to face many difficulties like as Lack of authorities' assistance, lack of modern assets, lack of parent association and the trouble of adjusting their showing and their own survives. Some major challenges such as continuity of professional programs, the high cost of training among others which inhabit the whole teacher's professional development.

Recommendations

- Prospective teachers have additional challenges when trying to implement new pedagogies due to the authoritarian stance of school administration and cooperating instructors. To assist future educators, feel comfortable using their own pedagogical approaches, schools should foster a more welcoming environment.
- Newly appointed teachers should take in-service courses that concentrate on management so they can effectively handle the many facets of school administration.

- The District Education Officers should induct newly appointed teachers so that they may familiarize themselves with their new stations, learn about the opportunities and problems they will face, and develop strategies to overcome them.
- A guidebook containing provide strategies for overcoming obstacles in educational administration should be published by the ministry of education that is tailored to newly appointed teachers.
- The newly appointed teachers would have an easier time interacting with parents if the District Education Officers made them aware of their responsibilities in the classroom.
- Teachers Service Commission should hire enough teachers to ensure that new teachers do not have to deal with a teacher shortage.

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