

## Challenges of Novice Teachers and Strategies to Cope at Secondary Level

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Abstract

*The main purpose of this research study was to find out challenges of novice teachers affecting their performance and suggest measures to control their attrition. Population of the study comprised all novice teachers of public sector girls' secondary schools of Sahiwal, Okara and Pakpattan districts. Sample of the study consisted on 206 novice teachers randomly selected from 45 schools out of population. A self-developed questionnaire consisted on Five - point Likert scale was used to collect data, which was organized, tabulated, analyzed and interpreted by using mean score, frequency score, percentage, standard deviation and t-value. It was found that lack of conducive school environment, non-supportive head teachers' attitude, lack of pedagogical skills and students' disruptive behavior create hindrances for novice teachers to perform their duties in better ways. It was recommended that provision of head teachers' supportive attitude and conducive school environment prove helpful in novice teachers' job retention.*

**Key Words:** Novice Teachers, Challenges, Strategies, Job Satisfaction

### Introduction

Teachers are national builders responsible to educate youth for meeting the future demands of the society. Without joint teachers' efforts, no nation of the world will progress and prosperity (Ahmed, Arshad & Munshi, 2019). Novice teachers are the future asset of the educational institutions and are supposed to perform their duties like other teachers in better way, in due course, to meet educational targets. They join teaching profession with high beliefs formed during the pre-service training at teacher training institutions, but after joining teaching profession, they have to face various challenges at the early stage of their career (Cain, 2012; Dayan, Parveen & Khan, 2018). Results of several research studies indicated that novice teachers encounter many challenges in their initial years of service, preventing them to provide qualitative teaching in classrooms in terms of their knowledge and competences, ultimately affects students' learning outcomes (Grudnoff, 2012; Kane & Francis, 2013; Kutsyuruba, Godden & Tregunna, 2014).

During initial years of service, in educational institutions, novice teachers' job is at high risk as they have to face many challenges on a daily basis. It includes non-supportive attitudes of school heads and senior teachers, students' disruptive behaviour, lack of conducive working environment, lack of good communication, over stress, lack of harmony, poor school infrastructure, lack of developmental opportunities, emotional exhaustion and anxiety (Harmsen et al., 2018). Similarly, results of several studies revealed that high level of stress seems to be major cause of novice teachers' unsatisfactory performance and students' low achievement (Buchanan, 2010; McCarthy et al., 2015; Jones & Youngs, 2012).

It was also found from research various researches that lack of physical and moral support of school heads and teaching staff is another major cause of novice teachers' job dissatisfaction, influences intension of leaving the teaching profession (Boyd et al., 2017; Newberry & Allsop, 2017).

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Novice teachers can prove great future asset to the educational institutions, if they have been provided proper conducive teaching and learning environment, administrative and academic support by head teachers and teaching staff. The study results from [Ozturk & Yildirim 2013](#) show that the early years of their service have generally been considered very problematic for these students following their participation in the teaching service, since they must face many challenges which compel them to leave work. In another study conducted by [Koehler & Kim \(2012\)](#), novice teachers need support for encountering challenges during early years of their career ([Martin & Christopher 2020](#)) were of the same opinion that after joining teaching profession, with so many roles to serve, novice teachers face numerous challenges. While coping with these challenges some of them could not face the situation and decide to leave job, which later on prove great loss to the institution and has direct impact on students' results.

A number of foreign and local research studies conducted earlier showing challenges faced novice teachers while performing their responsibilities in educational institutions at school levels, but the problem is still going on and due to compelling reasons, many novice teachers prefer to leave teaching profession. It is alarming situation not only in Pakistan, but also at global level and presently it has become a burning issue, how to control novice teachers' attrition and what preventive measures to be adopted for their retention in service. This research therefore aims at exploring significant obstacles facing inexperienced teachers during their annual service to cause tension. and showing dissatisfaction of job performance developing intentions for of their attrition from job and at end suggest some ways to cope the situation prove helpful for their retention in service.

## Study Objectives

The study's main aim was to address the obstacles facing teachers who build barriers to their work in the respective educational institutions. Hence, the main objectives of this study were;

1. To explore challenges encounter novice teachers in the beginning of their career.
2. To give solutions of the problem's novice teachers employ for coping these challenges.

## Research Questions

For this purpose, the following research questions have been asked for answers;

1. How often do novice teachers face challenges at the beginning of their careers?
2. What methods do novice teachers employ for coping these challenges?

## Review of Related Literature

In this current study, it was firstly explored by going through critical analysis of review of related literature relevant to major challenges faced to novice teachers during initial years of their professional career developing difficulties for smoothly performing their responsibilities in educational institutions. Later on, efforts were made to overview latest information received from various sources related to the research work to suggest strategies for coping the research problem. In addition, numerous research studies on the subject have underlined the need and significance of this report. Detailed description of review of literature of this study related to the research problem was given below;

Many studies have focused on the word "novice teachers" used in research indicates newly recruited teachers with up to two years of teaching experience ([Haynes, 2011](#)). While, it was found from research study of [Sezer \(2017\)](#) that new appointed teachers have not more than three years' service. Similarly, [Ngang & Chan \(2015\)](#) stated that novice teachers are defined as new teachers who have one to three years of teaching career. Harmsen, et al (2018) also believed that novice teachers refer to those who had less than three years' experience in the teaching profession. On other hand, researchers like [Kim & Roth, 2011](#); [Ingersoll, 2012](#); [Hussain, Haq & Kousar, in 2018](#) novice teachers with less than five years of teaching experience are described as new teachers. However, it was believed that all teachers with five or fewer years of education experience were inexperienced teachers on the basis of clear definitions applied to above.

## Challenges & Coping Strategies

Novice teachers enter the educational profession, which is generally trained during their pre-serve training period, with a range of teaching and learning beliefs. However, during a transition from training to the teaching practice, they often find themselves in a difficult situation. They face conflict between pre-service and practical application of student-centered pedagogies in large classes. It badly effects on their morale and working capabilities ([Qayen, Abadi & Naimi, 2013](#)). They face difficulties in real classrooms in their first years of teaching career ([Senom, Zakaria & Shah, 2013](#)). Similarly, Chaaban & Du, (2018) have same views that teacher preserve training programs do not meet criteria to be physically implemented in practical form in classrooms. It was a major challenge for novice teachers to have balance between theoretical knowledge to be implemented in classrooms but due to lack of experience, they often failed to produce desired results ([Fletcher, 2013](#); [Poth, 2013](#)). In another study [Klassen & Chiu, 2011](#), were of the opinion that novice teachers feel conflicts between pre-service training and practical pedagogical applications in classrooms. It disheartens them and prove a major cause of morale downgrading to work hard for effective teaching and better uplifting students' learning.

Researchers like [Sari & Altun, 2015](#); [Báez, Sandoval & Quiroga, 2019](#) found in their researches that students belong to various backgrounds, psychologically unstable, did not take interest in studies, display a lack of self-respect create discipline and other allied problems which become the causes of stress for novice teachers and even school administration. Similarly, students also show disruptive behavior in classrooms due to boring teaching methods, dis-arranged learning environment, punishing or showing harsh attitude to students. Similarly, researchers like [Karatas & Karaman, 2013](#) & [Koca, 2016](#) also pointed out the same views that novice teachers frequently fail to cope with the hard situation developed by students' disruptive behavior and due to lack of experience and stress they became emotional and show negative response to students which later on prove to be major reasons for showing their dissatisfaction with job and even deciding to leave teaching job.

Professional isolation or loneliness is also another reason proving to be a cause of novice teachers job attrition, as due to lack of experience, poor socialization or networking with senior teachers, stress, overburden of workload, marital status, age, socio-economic conditions, family background and harsh attitude of school heads develops elements of stress among them ([Kelly & Saunders, 2010](#); [Cuddihy, 2012](#); [Razak, 2012](#)). In this context, due to lacking of communication skills, they were deprived of physical and moral support, good relationships and companionship with senior teachers and even school heads, which in turn causes concern and anxiety ([Garcia-Garduno et al., 2011](#); [Combat, 2014](#)). Similarly, it was also revealed from research that professional isolation can develop hardships for novice teachers which can affect directly on their quality of work and indirectly on students' performance (Stephenson & Bauer, 2010; [Watts, 2012](#)). According to [Goodwin \(2012\)](#), novice teachers' first years of job are often difficult period for them, as many of them feel ineffective, insecure and are left isolated with no support or guidance from experience teachers and school heads, which affect their job performance.

Cordial relationship between students and novice teachers play leading role to improve learning environment, developing confidence in students to share their learning problems, prove helpful in proper smooth functioning of school routine activities and above all has vast influence on improving students' learning outcomes ([Nasseri, Renganathan, Nasseri & Balushi, 2014](#)). It has been suggested by various research studies that teacher-students' relationship play significant role to improve performance of students ([Frisby & Martin, 2010](#); [Gehlbach, Brinkworth & Harris, 2012](#)). Similarly, it was also suggested by several research studies' findings that teacher-student relationship has positive effects on uplifting students' achievement ([Botty, Taha, Shahrill & Mahadi, 2015](#); [McArthur & Bostedo, 2012](#)). Similarly, it was also further revealed by findings of many research studies that due to overburden work load of large classes, teachers' participation in school academic and nonacademic activities, they pay less attention to resolve students' problems, which develops elements of hate and aggressiveness among students. It later on prove to be confrontation among students and teachers, which not only affects teacher' performance, but also low-down students' performance ([Abdelhafiz, 2010](#); [Karl & Peluchette, 2011](#)).

Students by nature differ from each other in terms of height, weight, intelligence, interest, perception, gender, ability, learning styles, personality traits, socioeconomic status, ethnicity, culture and language ([Borich, 2014](#)). Their performance improves when teachers know their strengths and weakness by application of different teaching methods according their learning needs ([Tomlison, 2010](#)). It is important for teachers to have an effective and productive learning-teaching process keeping in considering students' individual differences ([Kubat,](#)

2018). Novice teachers also belong to various strata of society, having different physical and professional characteristics. Due to lack of professionalism and socialization, they often inappropriately deal students and teachers and do not give due regards to students and teachers, which later on develop elements of confrontation among students, teachers school administration and parents. Furthermore, because of over stress and professional isolation they could not adjust themselves to the school environment ultimately under compelling reasons decide leave teaching profession during initial years of service (Gujorati, 2012).

Conducive working environment in educational institutions is comprised on availability and use of physical and instructional facilities such as well-planned houses, airy and spacious classrooms, fitted laboratory, book library, sufficient furniture, audio-visual equipment, sanitation, kitchen, clean drinking water, playground and stationery items and allied equipments in offices. It helps in improving novice teachers' working attitudes, job performance and students' learning (Ruchi & Surinder 2014; Masum, Azad & Beh 2015; Arshad, Qamar, Gulzar & Ahmed 2019). Similarly, it was also found from research that proper use of educational facilities in classrooms, implementation of institutional policies, rules, regulations, resources, good working relationships, internal and external environmental factors has positive impact on novice teachers' job satisfaction and achievement of better students' results (Wilson, 2015; Jayaweera, 2015). Furthermore, institutions facing problems like poorly designed classrooms; lack of infrastructure, unsuitable furniture; poor ventilation, inappropriate lighting, excessive noise, insufficient safety, lack of physical and instructional facilities, health, security, residential, transport, social and cultural problems have negative impact on novice teachers' performance and students' achievement (Chandrasekhar, Clark & Byrnes. 2012; Sujit 2014; Imrab, Mushtaq & Qudsia 2013).

School administration is responsible to implement rules and regulations for smoothly functioning of school routine matters. In this context school heads are responsible to maintain discipline and try at their level best to provide conducive teaching and learning environment to teachers and students (Amanchukwu, Stanley & Ololube, 2015; Wahab, Fuad, Ismail & Majid, 2017). Head teachers are responsible for proper implementation of policies, instructions, guidelines issued by higher authorities. It is their prime responsibility to build communication network for working of teaching and supporting staff on right direction, receives proper feedback at the right time; apply the right leadership style to raise teachers' morale for uplifting performance of the school (Mbon, 2017; Edward, Mualuk & John. (2017). They assist teaching staff for planning and preparing lesson planning, supervise each and every activity for smoothly functioning of school activities and achieving educational objectives of their respective schools. They work to ensure that all teachers are collaborative working for achieving educational objectives. It is necessary that due to diplomatic approaches, they have to adopt compromising attitude to avoid confrontations. According to findings of Brannan and Bleisten (2012) research, novice teachers need administrative, mentoring, psychological, resources, logistical knowledge-based support from colleagues and school heads. It was also found from another research study that many novice teachers leave jobs just not obeying rules and regulation and non-cooperative attitude of school heads (Chaaban & Du, 2018).

In present era, proper usage of information and communication technology (ICT) in classrooms has brought revolutionary changes for effective teaching and enhancing students' learning. Novice teachers, during their initial years of service career, were feeling high concerns that current pre and even in-service training programs were not meeting the demands of students. Whereas, novice teachers working in various hierarchical structures need more updated professional trainings of ICT related pedagogical skills uplifting softwares and instructional, devices (Karlberg & Bezzina, 2020). Several studies findings indicated that many novice teachers are lacking technical skills of modern technology to be properly used in classrooms for effective teaching and enhancing students' learning (Kessels, 2010; Lindqvist, Nordänger & Carlsson, 2014; Spencer et al., 2018). However, it is admitted fact that majority of novice teachers were found often using several ICT devices in classrooms and offices to prepare and deliver lectures through smart phones, computers, tablets, laptops, multimedia, LCD, and projectors (Ahmed, Arshad & Tayyab, 2019; Hevko, 2019; Celebi, 2019; Islahi & Nasrin, 2019). Similarly, several studies also showed that teachers' properly use of ICT related devices can uplift motivation and produce more productive results ever before. It was further found that introduction of Learning Management System (LMS) helped teachers to lessen teachers' workload, saved their time, developed critical thinking, enhanced

technical knowledge, improved pedagogical skills and professionalism in novice teachers ([Mwendwa, 2017](#); [Imran, Mahmood & Ahmad, 2020](#)).

## Material and Methods

### Research Design

The design of this research study was descriptive and to attain the research objectives, survey method was used, as through this method elaboration of characteristics and variation of population carried out properly and it also helps to describe samples as per requirements of the study for showing careful descriptions of educational phenomena ([Gay, Mills & Airasian, 2009](#)). Furthermore, most of the researches conducted in past related to this research work were based on this method and this is more suitable method used for conducting social sciences research studies (Leob et al., 2017).

### Population

Research studies have shown that the population is the largest focus community (persons, items and events) with unique features to collect information needed ([Asiamah., Mensah. & Oteng, 2017](#)). It is the entire set of cases from which research sample is drawn to meet the particular criterion specified for a research investigation (Alvi, 2016; [Mills & Gay, 2018](#)). The population of this study was comprised on all the female teachers 3702 (1550+1515 +637) serving in total 189 (78+76+ 35) public sector girls’ secondary schools of Sahiwal, Okara & Pakpattan districts of Sahiwal Division, Punjab province, Pakistan.

### Sample

Sampling is the subset of population representing whole group, used for making inferences about population characteristics or to make generalization in relation to existing population. It is a group of relatively smaller number of people selected from a population for investigational purposes (Mills & Gay, 2018). In this current study, simple random sampling technique was adopted for sample selection from the population, as in this type of sampling technique; each and every element of the population has equal chances of being selected as sample of the study. Furthermore, it is used to avoid bias and unwanted effects ([Alvi, 2016](#); Mills & Gay, 2018). Out of total population, the sample of the study consisted on 206 (70+68+68) female novice teachers taken from 45 (15+15+ 15) schools (5 novice teachers per school) both from rural and urban areas of three districts mentioned above were selected randomly as a study sample.

**Table 1.** Sampling of Novice Teachers

S. No	District	School Distribution			Sample Distribution		
		Urban	Rural	Total	Urban	Rural	Total
1.	Okara	8	7	15	34	34	68
2.	Pakpattan	8	7	15	34	34	68
3.	Sahiwal	8	7	12	35	35	70
4.	Total	24	21	45	103	103	206

(<http://schoolportal.punjab.gov.pk/census/schoolcensusNew.htm>).

### Tool for Collection of Data

In view of the study objectives, a questionnaire was developed, validated and administered for the collection of data from respondents through pilot tests. It is one of the most appropriate and suitable tool, widely used in social sciences survey research studies that allows large population to be assessed by researcher with relative ease on individual perspectives Furthermore, it is a planned set of questions used for receiving required answers of the research questions from respondents according to their perceptions (Mills & Gay, 2018). This is likewise a systematic collection of questions subject to population sampling from which information from respondents is required.

In this research paper, a self-developed questionnaire based on five points Likert scale, consisted on three parts showing 32 items by looking the relevant themes of the research study was used for receiving required information from respective novice teachers. Part-1 of the questionnaire was used to collect demographic information of respondents, whereas, part-11 was used to explore novice teachers' perceptions regarding challenges faced to them creating hindrances for not smoothly performing their responsibilities in their respective schools and become causes of their attrition from service. Whereas, part -111 was used to find out possibilities of strategies to be applied for coping the challenges for novice teachers' satisfactory job performance and retention of teaching service. Furthermore, researcher personally visited each sample school and after seeking heads' permission, research instrument was administered to sampled novice teachers with request to fill them as per given guidelines and also helped them in filling questionnaires. So positive responses were received from respondents as per requirements of the research work.

## Results

The collected data was presented in tabular form by applying descriptive statistics such as frequency score; mean score, standard deviation, percentage and t-value for data analysis. Detailed descriptions of the results were presented in the following tables;

**Table 2.** Novice Teachers Faced Many Problems During Teaching Practices

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	21	10.1%	3.48	1.32	1.03
		A	34	16.5%			
		UN	2	0.9%			
		DA	21	10.1%			
		SDA	7	3.3%			
2	Urban	SA	34	16.5%	3.46	1.36	1.03
		A	37	17.9%			
		UN	14	6.7%			
		DA	23	11.1%			
		SDA	13	6.3%			

$df=204$  N: 206 T-Value at 0.05 = (.103)

Above table shows that most of the respondents 126 (61.1%) among 206 were agreed and only 64 (31.06%) were disagreed to the statement that novice teachers faced many problems during teaching practices. Mean score (3.48, 3.46) and standard deviation (1.32, 1.36) of both responses show the inclination to the agreement to the statement. The t-value (1.03) at 0.05 indicates that the experiences of rural and urban novices in their teaching activities are not substantially different.

**Table 3.** Novice Teachers Faced Many Challenges from Head Teacher

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	21	10.1%	3.56	1.18	-1.55
		A	32	15.5%			
		UN	7	3.3%			
		DA	24	11.6%			
		SDA	1	0.4%			
2	Urban	SA	36	17.4%	3.82	1.13	-1.54
		A	53	25.7%			
		UN	12	5.8%			
		DA	14	6.7%			
		SDA	6	2.9%			

$df=204$   $N= 206$   $T$ -Value at 0.05 (-1.55, -1.54)

It is cleared from the above table that maximum participants 142 (68.9%) among 206 were agreed and only 45 (21.8%) were disagreed to the statement that novice teachers faced many challenges from head teacher. Mean score (3.56, 3.82) and standard deviation (1.18, 1.13) respectively show the agreement of the statement. The t-value (-1,55, -1,54) at 0,05 indicates that the expectations of the two inexperienced teachers that they faced several obstacles from the head teachers do not vary significantly.

**Table 4.** Novice Teachers Faced Lacking Professional Skills to Perform their Duties Effectively

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	18	8.7%	3.56	1.09	.222
		A	33	16.0%			
		UN	14	6.7%			
		DA	19	9.2%			
		SDA	1	0.4%			
2	Urban	SA	26	12.6%	3.53	1.17	.224
		A	45	21.8%			
		UN	25	12.1%			
		DA	17	8.2%			
		SDA	8	3.8%			

$df = 204$   $N = 206$   $T$ -Value at 0.05 (.222, .224)

The above table indicates majority of respondents 122 (59.2%) were agreed among 206 and only 45 (21.8%) were disagreed to the statement that novice teachers faced lacking of professional skills to perform their duties effectively. Mean score (3.56, 3.53) and standard deviation (1.09, 1.17 show the agreement of the statement. The t value (.222, .224) at 0.05 shows that there is no significant difference in the perceptions of both types of novice teachers faced lacking of professional skills to perform their duties.

**Table 5.** Novice Teachers are Lacking Management Skills to Organize Classroom Properly

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	19	9.2%	3.92	.848	.346
		A	47	22.8%			
		UN	13	6.3%			
		DA	5	2.4%			
		SDA	1	0.4%			
2	Urban	SA	29	14.0%	3.88	.852	
		A	55	26.6%			
		UN	31	15.0%			
		DA	5	2.4%			
		SDA	1	0.4%			

$df = 204$   $N = 206$   $T$ -Value at 0.05 (.346)

The above table illustrates that majority of novice teachers 150 (72.8%) were agreed among 206 and only 12 (5.8%) were disagreed to the statement that novice teachers faced lacking of professional skills to perform their duties effectively. Mean score (3.92, 3.88) and standard deviation (.848, .852) show the agreement of the statement. The t value (.346) at 0.05 shows that there is no significant difference in the perceptions of both types of novice teachers is lacking management skills to organize classroom properly.

**Table 6.** Novice Teachers Need Training to Learn Various Teaching Strategies

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	25	12.1%	3.96	.957	-2.7
		A	43	20.8%			
		UN	7	3.3%			
		DA	9	4.3%			
		SDA	1	0.4%			
2	Urban	SA	43	20.8%	4.27	.632	
		A	70	33.9%			
		UN	6	2.9%			
		DA	2	0.9%			
		SDA	0	0%			

$df = 204$   $N = 206$   $T$ -Value at 0.05 (-2.7)

The above table illustrates that majority of novice teachers 181 (87.8%) were agreed among 206 and only 12 (5.8%) were disagreed to the statement that teachers need training to learn various teaching strategies. Mean score (3.96, 4.27) and standard deviation (.957, .632) show the agreement of the statement. The t value (-2.7) at 0.05 shows that there is no significant difference in the perceptions of both types of novice teachers need training to learn various teaching strategies.

**Table 7.** Novice Teachers Need School Heads' Administrative & Academic Support for Job Satisfaction

S. No	Area	Responses	Frequency	Percentage %	MS	SD	T-Value
1	Rural	SA	23	11.1%	3.67	1.25	
		A	38	18.4%			
		UN	4	1.9%			
		DA	13	6.3%			
		SDA	7	3.3%			
2	Urban	SA	30	14.5%	3.69	1.12	-.141
		A	49	23.7%			
		UN	25	12.1%			
		DA	9	4.3%			
		SDA	8	3.8%			

$df = 204$   $N = 206$   $T$ -Value at 0.05 (-.141)

The above table illustrates that majority of novice teachers 140 (67.9%) were agreed among 206 and only 37 (17.9%) were disagreed to the statement that novice teachers need school heads' administrative and academic support for job satisfaction. Mean score (3.67, 3.69) and standard deviation (1.25, 1.12) show the agreement of the statement. The t value (-.141) at 0.05 shows that there is no significant difference in the perceptions of both types of novice teachers need head teachers' administrative and academic support for job satisfaction.

## Discussion

It was found from results of study that novice teachers were facing many problems during teaching practices. Due to these problems, they did not show satisfactory performance and some of them leave the job. Several studies conducted in past also showed that novice teachers encounter various challenges in their initial years of service, preventing them to provide qualitative teaching in classrooms and under compelling reasons decide to quit job (Grudnoff, 2012, Kane & Francis 2013, Kutsyuruba, Godden & Tregunna, 2014; Arshad, Qamar, Gulzar & Ahmed 2019). It was also found that provision of conducive work environment is a major key factor plays leading role to show satisfactory job performance, whereas, lack of conducive work environment and many other

challenges indicated service dissatisfaction, which is a major cause of their attrition (Dayan, Parveen & Khan, 2018). Similarly, professional trainings play leading role not only to improve professional competency of teachers, but also it helps students' learning (Ahmed, Arshad & Munshi, 2019). It was also found from the results of current study that due lack of updated professional training, majority of novice teachers were facing pedagogical skills to teach well in classrooms, which badly affects their morale. Results of various studies also revealed that provision of ICT training to teachers is the need of time for effective classroom teaching and job satisfaction (Karlberg & Bezzina, 2020; Imran, Mahmood & Ahmad, 2020). Furthermore, it was also found from results of this study that majority of novice teachers were facing many challenges from head teachers' non supporting administrative and academic attitude. Several studies indicated that due to school heads strict implementation of rules and regulations and non-supporting attitude is major challenge, forces novice teachers to leave job, whereas, school heads efforts to provide conducive school environment, flexible, collaborative and respective professional working attitude are helpful factors prove helpful for job satisfaction of novice teachers (Chaaban & Du (2017; Wahab, Fuad, Ismail & Majid, 2017).

## **Conclusion**

It was concluded that contribution of novice teachers regarding good quality education and improving students' learning can never be ignored. After joining members of teaching force, novice teachers need administrative and academic support from school heads and senior teachers. Whereas, while performing in educational institutions as newcomers, they have to face many challenges including non-supportive attitude of school heads, students' disruptive behavior, lack of conducive working environment, lack of professional and communication skills, lack of harmony, poor school infrastructure, lack of developmental opportunities, emotional exhaustion, anxiety, lack of self-respect, professional isolation, overburden of workload, uncontrollable large classes. Due to lack of teaching experience, professionalism and over stress, some of them could not cope the situation and compelling reasons, leave teaching profession. Their attrition from job prove a great loss to the educational institutions, which needs to be controlled on priority basis.

## **Recommendations**

1. To control novice teachers' attrition, it is recommended that they may be provided followings; Professional trainings may be provided on interval bases for properly using modern ICT related instructional technology in classrooms and other school activities in better ways.
2. School heads may try at their level best to provide conducive school environment and maximum administrative and academic support to novice teachers so that they can perform their duties effectively.
3. To move with the system, novice teachers may also try to actively participate in all school activities and work hard for improving students' learning.

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