

EXPLORING CHALLENGES FACED BY NOVICE TEACHERS AT GOVERNMENT PRIMARY SCHOOLS IN TEHSIL MASTUJ, DISTRICT UPPER CHITRAL

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ABSTRACT

This study examines the challenges faced by novice teachers during their first three years of teaching in government primary schools in Tehsil Mastuj, District Upper Chitral. Novice teachers at primary level often face many difficulties in their early years. The main objectives of the study were to identify managing multi-grade classrooms, handling student behaviour, and dealing with administrative tasks encountered by novice teachers. The population of the study was 50 novice teachers who are serving at the Government Primary Schools in Tehsil Mastuj District Upper Chitral having three or less than three years of teaching experience. A self-developed questionnaire was used to collect data from the sample size of 44 novice teachers by using simple random sampling about these challenges. The collected data were analyzed using appropriate descriptive statistical techniques. The findings reveal that novice teachers face significant difficulties in managing multi-grade classrooms, planning lessons for diverse learning levels, and maintaining classroom discipline. Student-related problems such as lack of attention, irregular attendance, and disruptive behavior further increase the instructional burden. In addition, having workload, limited professional guidance, inadequate training opportunities and weak administrative support were identified as major barriers to effective teaching. Based on these findings, the study recommends the provision of structured mentoring programs, regular professional development opportunities and improved administrative and institutional support to help novice teachers adjust successfully to their professional roles, particularly in rural and under-resourced primary schools. The study contributes to the understanding of contextual difficulties in remote educational settings and highlights areas for policy and practice improvement.

Keywords: novice teachers, challenges, primary teachers, multi-grade classroom management, behavior, administrative tasks, workload.

INTRODUCTION

1.1 Background of the study

Teachers are national builders responsible for educating youth to meet society's future demands. Without teachers, no society can experience progress and prosperity (Ahmed, Faizit and Akbar, 2005). The term "novice" is frequently

used in studies for teachers new to the field with limited experience (Farrell, 2012). There is no consensus on how many years of teaching are necessary to end this novice stage. Some researchers defined a novice as a teacher with less than five years of teaching experience. Others

referred to it as a teacher with two years of teaching experience or less. For this study, a novice teacher was defined as a teacher with three years of teaching experience.

Results of several research studies highlighted that novice teachers encounter many challenges in their initial years of service, preventing them from providing qualitative teaching in classrooms in terms of their knowledge and competencies, which ultimately affects students' learning outcomes (Kutsyuruba, Godden, and Tregunna, 2013). Novice teachers get into the teaching profession with a set of beliefs about teaching and learning that will serve the community by enlightening children and youth of the society in a suitable environment, like school. Still, when they entered the educational institution, they faced the real face of school life and their limitations (Dayan, Parveen & Khan, 2018).

Various studies have identified classroom management as one of the significant challenges faced by novice teachers, especially in their early years of teaching. This study provides evidence that classroom management challenges are linked with physical facilities in the classroom, the unavailability of administrative support, managing behaviorally difficult pupils, and teachers' attitudes. Young scholars can invest their energy by engaging the students in worthwhile activities, which can help them in learning their field. But unfortunately, at the primary level, many become absorbed in routine administrative work, and the presence of non-cooperative, less motivated students with limited academic foundations significantly hinders their effectiveness.

Non-supportive attitudes of the principal and senior teachers, students' disruptive behaviour, lack of a conducive working environment, lack of good communication, over-stress, lack of harmony, lack of developmental opportunities, emotional exhaustion and anxiety limited their efficiency. Similarly, the results of several studies revealed that a high level of stress seems to be a major cause of novice teachers' unsatisfactory performance and students' low achievement. Research also shows that a lack of physical and moral support from senior teachers and administrative staff is a major factor contributing to novice teachers' job dissatisfaction, which in

turn increases their intention to leave the profession (Saleem, 2021)

Novice teachers face many obstacles during schooling which nudged them to leave the opposition against the traditional system, several studies conducted in past also showed that novice teachers encounter various challenges in their initial years of service, preventing them from providing qualitative teaching in classrooms and under compelling reasons decide to quit the job (KARAMAN, 2013). It was also found that the provision of a conducive work environment is a major key factor that plays a leading role in showing satisfactory job performance, whereas, lack of conducive work environment challenges indicated service unhappiness, which is a major cause of attrition. Lack of professional training for teachers can play a leading role not only in improving the professional competency of teachers but also in helping students learn (Dayan, Parveen, Khan, 2018).

A study by Farrell (2012) analyzed different research about the challenges faced by novice teachers are the same despite having different countries and environments. He noted the 12 most problems that experienced by beginner teachers such as managing the classroom, acquiring information about the system, obtaining instructional materials and resources, Planning and organizing, professional responsibilities, dealing with students, evaluating their progress, motivating students to participate in classroom lessons and using effective teaching methods, enabling them to confront and resolve their challenges constructively, and encouraging meaningful communication with colleagues, including administrators, supervisors, teachers, and parents.

1.2 Statement of the Problem

The study's main purpose is to highlight the challenges novice teachers face at the primary level. This can greatly affect their performance for 3 years. The voice of the novice teacher at Tehsil Mastuj, District Upper Chitral, with particular reference to the experiences and challenges faced. Many novice teachers enter the profession with high hopes, eager to apply what they learned during their training. However, they often

encounter a far less encouraging reality at the start of their careers, facing overwhelming instructional demands, professional duties, and the challenges of planning and organizing classroom activities. The researcher studies the challenges faced by novice teachers at the primary level, there is a gap in existing research. The challenges and needs of novice teachers are an unexplored research area at the primary level in the government primary schools of Tehsil Mastuj, District Upper Chitral, KPK, Pakistan. No significant study has been done on the major challenges which novice teachers of the government primary schools in the Tehsil Mastuj, District Upper Chitral, experienced during their early days. There is no comprehensive study conducted catering to the challenges related to administration-related challenges, students' behavioural challenges, and multi-grade classroom management-related challenges in government primary schools.

1.3 Objectives of the study

1. To identify factors actually create challenges to the performance of novice teachers in government primary schools in tehsil Mastuj, district Upper Chitral.

1.4 Research Questions:

1. What are the challenges faced by novice teachers while managing the multi-grade classrooms in government primary schools?
2. What are the challenges faced by novice teachers while dealing with students of government primary schools?
3. What are the problems faced by novice teachers while handling matters related to administration in government primary schools?

1.5 Significance of the study

Teachers critically contribute to creating an optimal learning space which supports the success of their students. Furthermore, teacher's confidence has a great effect on classroom discipline. The study is focused on the exploration of the problems and difficulties faced by beginner teachers in Government primary schools (Gps), Tehsil Mastuj, District Upper Chitral. The results of this study may have implications for novice teachers (in that the study

provides them guidance in coping with initial career difficulties); administrators (who are provided strategies to work towards creating empowering environments), policy-makers (as they use much needed information in order to make necessary adjustments in teacher training and mentorship programs) and KPK, Pakistan elementary and secondary education departments where their concern lies with teacher retention and job satisfaction. Future interventions will allow us to address how professional development programs are developed, cultivate a focus on systems of support that can maintain system change over time through cross-system collaboration, leverage effective elements of best practices for teacher performance, and integrate technology across the continuum of teacher training to prepare teachers for modern classrooms.

1.6 Delimitation of the study

This research is confined to the Novice teachers of Government Primary School Tehsil Mastuj District- Upper Chitral who have experience of three years or less than three years of service in Government Primary Schools. This research comprised both male and female newly inducted teachers of the Government Primary School Tehsil Mastuj, District Upper Chitral.

1.7 Operational Definitions of Variables

For the purpose of this study, the following key terms are operationally defined:

1.7.1 Novice Teachers

In this study, novice teachers refer to those government primary school teachers who have three years or less teaching experience and are currently serving in government primary schools of Tehsil Mastuj, District Upper Chitral.

1.7.2 Challenges

Challenges refer to the difficulties and problems faced by novice teachers in performing their teaching duties. These include instructional, classroom management, student-related, and administrative difficulties measured through the questionnaire.

1.7.3 Multi-Grade Classroom

A multi-grade classroom refers to a classroom where students of more than one grade are taught by a single teacher at the same time.

1.7.4 Student Behavior Problems

Student behavior problems refer to disruptive actions such as lack of attention, absenteeism, disobedience, and classroom disturbance that affect the teaching-learning process.

1.7.5 Administrative Challenges

Administrative challenges refer to the workload, lack of support, inadequate training, poor supervision, and limited professional guidance provided by school management and education authorities.

1.7.6 Teaching Experience

Teaching experience refers to the total number of years a teacher has worked in government primary schools, limited in this study to three years or less.

LITERATURE REVIEW

Overview

2.1 Introduction

Although it varies by context and professional norms, the term “novice teacher” is typically applied to those teachers in their first few years of teaching, commonly described as between one and three years, though some scholars describe the beginning stages of career up to five years (Feiman-Nemser, 2003; Barrett, 2002). New teachers differ from veterans not only by years of service but in their emerging pedagogical craft, daily routines, and emotional strength. The initial years of teaching are characterized by knowledge-intensive first-year steep learning curves in which a teacher’s pre-service training is confronted with the complex realities of classroom learning (Dayan, 2018).

Indeed, Feiman-Nemser (2003) maintains that novice teachers are in a crucial period of ‘learning to teach’ about learners, the subject matter they teach, the curriculum and about being a professional. This is not just an elongated teacher training phase, but a time of transition affecting ongoing professional competence. These new teachers will be asked to develop management skills, connect with students, work in teams, learn

organizational norms, and teach in effective ways even as they experience a range of emotions associated with the rigors of launching a profession (Dvir & Schatz-Oppenheimer 2020).

According to international literature, the beginning teacher is positioned in relation to various threats such as confusion about role expectations, uncertainty from supplied feedback and emotional demands causing incongruence between personal and professional lives (McCann & Johannessen, 2004). Similar trends have been reported in research from Pakistan. Ahmed, Faizi and Akbar (2020) discovered that the challenges faced by new secondary-school teachers are: workload, pressure to achieve administrative goals and lack of decision making power. Much of the difficulty lies in inadequate preparation during pre-service training, which can lack hands-on experience or context-specific teaching strategies.

The concept of novice teacher has to be perceived in a more nuanced manner especially in rural areas like Upper Chitral. Teachers in remote schools face even further challenges such as multigrade teaching, shortage of teaching materials and geographical isolation. These particular contextual challenges serve to exacerbate the transitional shock commonly identified with the neophyte teaching phase. As Dayan (2018) contends, novice teachers’ professional competence is not possible to understand without relating their experiences in the sociocultural context of their schools. Indeed, the picture of a beginning teacher is more than that of a new comer, it encompasses the interface between teachers’ professional context and support system with their lived experience.

The induction into the teaching field is universally considered one of the most difficult and challenging stages in a teachers professional life. Beginning teachers, those that have fewer than three to five years of teaching experience, tend to face a host of challenges as they transition into the classroom, encounter students who are different from themselves, and negotiate organisational norms (Çakmak, 2019; Dvir & Schatz-Oppenheimer, 2020). The international literature consistently emphasises that early career teaching is a time characterized by professional instability, emotional, pedagogical experimentation and workplace adjustment (Feiman-Nemser, 2003;

McCann & Johannessen, 2004). In many developing countries, including Pakistan these problems are exacerbated by larger class strength, resource deprivation, weak administrative support and a scant induction program (Ahmed & Din, 2024; Saleem, Muhammad, & Masood 2020).

It is important to be aware of the experiences of first-year teachers since their well-being in the beginning directly affects long-term professional identity, quality of instruction and commitment in the profession (Mena & Clarke, 2021). Compelling studies suggest that teachers who receive little support while enduring ongoing struggles often suffer from burnout, emotional depletion (burn out), or loss of self-efficacy and ultimately leave the profession, never to be recovered (McCann & Johannessen, 2004; Hirsch, 2021). On the other hand, a school culture that is responsive to their needs, effective support and opportunities for professional growth can provide aspiring teachers with an environment that supports the evolution of them as reflective and confident practitioners (Paula & Gr̄infelde, 2018; Ukrop, 2018).

Based on empirical and theoretical literature, this chapter will provide an overview of the research about the challenges that novice teachers experience especially in Pakistan.

2.2 Concept of Novice Teachers

The review is organized thematically and it represents a closer examination of the forces influencing the professional paths of novice teachers. It starts by exploring the conception of novice teachers, and then moves on to their professional identity formation, the difficulties they face in managing a classroom, the challenges posed by multi-grade classrooms, student behavior issues, administrative difficulties staff may come up against and coping mechanisms as well as mentoring support. The chapter ends by placing the Pakistan educational context, Upper Chitral in particular, which has its own cultural, geographical and institutional limitations that impact first year teachers' experiences.

2.3 Professional Identity of Novice Teachers

The professional identity formation is essential to an early career teacher' journey. It is characterized

as "teachers' construction of their identity within the profession," it includes what teachers believe, value, prefer and perceive in respect to themselves which are formulated through experience (Karaman, 2013). Inexperienced teachers' identity construction is fluid and flexible; it evolves under the influence of students, colleagues, cultural apprenticeship, and community membership (Paula & Gr̄infelde, 2018).

A well-defined professional identity enables the teachers to react with confidence when facing problems in the classroom, and select teaching styles more autonomously, as well as engaging on reflective practices. But literature reveals that beginning teachers frequently encounter identity dissonance, the misalignment between idealistic pre-service beliefs and present-day classroom realities (McCann & Johannessen, 2004). "The new teacher ideal is that of excitement but also vulnerability...new teachers alternate between these two constantly, particularly when faced with problems of classroom control or lack of support from the school" [Dvir and Schatz-Oppenheimer 2020].

One major factor that affects the development of identity is the sociocultural context of the school. In Pakistan, early career teachers go to schools where hierarchical organisation, fixed administrative requirements and traditional teaching practices are predominant in terms of the workplace culture (Saleem et al., 2021). These pressures might inhibit beginning teachers to experiment with new kinds of pedagogy or voice their professional independence. Studies by Ahmed and Din (2024) suggests for the novice teachers working in the urban schools like Islamabad, performance pressure, non-involvement in decision making process and less collaborative professional dialogue are one of few factors which contribute towards identity formation.

In rural/remote and masculine societies like Upper Chitral, identity construction is also shaped by the communities' expectations of teachers, visibility of teacher's across the community landscape, and cultural norms. Field officers are community role models too, which adds to the pressure of living up to social and ethical standards. In addition, few colleagues and

professional isolation inhibit opportunities for reflective discourse and pose a barrier to coherence in the professional identity. Nevertheless, its small size enables an informal mentoring relationship that further enhances personal identity development to take place (Paula & Gr̄infelde, 2018).

It's good for new teachers to start anew, just like anyone else. The entrance of new environment may bring both excitement and anxiety (Ozturk, 2008). Most teachers start their service with a modest level of preparation, skills and experience; in effect, they are expected to learn on the job. The novice teachers are commonly known as "new" teacher and "entry-level" teacher (Walder, 1987). To the third question, in many studies novice teachers are usually students who have not completed five years of teaching (Saleem, 2021). The word "novice" has traditionally been used in academic works to describe a new teacher; however, there is no single definition that has been accepted across the research literature (Farrell, 2021). A beginner, on the other hand, might be a person beginning to teach for the first time in a new job, or starting teaching afresh after never having taught before. There is no one size fits all answer to how long it takes to move beyond this beginner stage. The threshold for a novice teacher in this study is defined as one who has two or fewer years of experience (karatas & Karamn, 2013).

A review of the literature According to Farrell (2013), a rookie teacher is defined as one who is teaching a new course for the first time. One way to operationalize this interpretation is by defining new teachers as those with less than three years of experience in their first five years of professional practice. This includes preservice teachers and those in their first 5 years of practice (Kakmak, Gandaz, & Gumstad, 2019). On the other hand, a 3rd year novice teacher with survival mode characteristics and concern for setting basic system routines could also be categorized as a beginning teacher (Barrett, Jones, Moon, Ey, Thornton, Cady, Guinee & Olson, 2002).

All novice teachers pass through different phases and pursue predefined routes of career development to ultimately become experienced teachers. In the era of striving and proving their

ability, women possibly will experience unfairness or overwhelming challenges which make it difficult to maximize their potential. The first year of teaching is very shaping. In community colleges as well as two year institutions, new teachers face a plethora of challenges and a variety tasks with which they may not be familiar during the course of learning essential skills that assist them in their teaching (Kakmak, Gandoz, & Stansted,2019). Adept teachers can develop their teaching skills, accommodate various learning needs of students, and enhance the awareness of making effective instructional decisions (Cankam, Gandaz, & Asmastad, 2019).

Teachers begin learning and teaching at the same time in novice years. They may feel that they are unable to achieve career and personal goals if they do not feel involved in their work (Saleem,2021). The Ever Unique First Year in Professional Practice. They are transitioning from training to working with professional skills and they have already been trained into professional service (Oppenheimer & Dwyer, 2014). According to some insights and an examination of eight hundred teachers, novice educators describe their first year in a "sink or swim" manner (Saleem,2021). The first year of teaching has been widely explored, with a focus on the challenges and successes beginning teachers face (Oppenheimer & Dwyer, 2014). In Pakistan, with little attention to the needs and concerns of beginning teachers. Although the major difficulties that trainee teachers face have been investigated during the formative years, there are relatively little studies on this (Saleem, 2021).

A research study in Khyber Pakhtunkhwa ends with a speech that Pakistan does not have any formal mentorship program for the newly hired teachers particularly for their induction period (Khan,2016). Teaching in the 21st century is challenging as such for effective classroom management, instructors must be trained on modern and appropriate skills (Saleem,2021). As a result it is critical to understand and explore the barriers faced by beginning teachers in classroom management to improve their effectiveness. Teachers -a precious human asset for education. Their role in the process of learning is irrefutable

thus they need to be further trained and supported during their intervention (Saleem,2021).

Teaching is a hard business. It requires preparation for reading, study and teaching. Teaching is a long-term and dynamic activity such that even experienced educators further develop their perceptions, methods, and techniques. Thereby, it is anticipated that beginners will receive in-service training in their first years (Cuzcoglu, 2017). Pre-service teachers have a plan for themselves as a teacher (Pola & Greenfield, 2018). The beginning is everything in both teachers' careers and students' education. Both; students, policy-makers and educators must support and consider the performance and teaching habits of new teachers in their entry years (Cuzcoglu, 2017). Despite different experiences, all beginning teachers face basic challenges in personal and professional lives. First day traditions, students and their interest, available sources can be new for a beginning teacher (Cuzcoglu, 2017). Whatever the terminology, there is a common recognition that teachers need additional development and support during the first three years of their teaching (Hirsch, Randall, Catherine & Lloyd 2021). For the purpose of this study, we shall consider novice teachers as those in their first five years of practice.

The experiences of beginning teachers, including their impact and challenges they encounter those first years is another conversation. New teachers in the profession face a number of difficulties and problems while learning to teach. To them, the task is not as easy and simple than those by veteran teachers who are perfect in their jobs. Survival is often how early career teachers describe their first year in the field (Yaseen, Amin & Rahimi, 2018). Research indicates that the quality of novice teachers rises dramatically over their first couple of years, but many leave the field before reaching this level. This development is alarming given the evidence showing that well-trained teachers make a substantial difference to student performance. Beginning teachers have the same responsibilities as more experienced colleagues, which can really challenge them in their first year. In many instances, they go to great lengths to become as skilled as experienced teachers (Barrett, Jones,

Mooney, Thornton, Cady, Guinea and Olson 2002).

Survey responses have indicated that new teachers faced the following challenges in their early years: hiring practices, classroom management but beyond this issues relating to behaviour; report cards, special needs students, teaching English as a second language, individualized planning, long-term plans (teachers talked about the need for an overview of how what they were doing fitted into other things along with a lack of support in trying out new ways of doing things), lack of resources (the library was not sent by some schools which resulted in teachers having to build up a collection through personal purchases), balanced literacy and numeracy was interpreted as cross-curriculum work; communication with staff/parents/school boards... other areas where comments focused on miscommunications often leading to misunderstandings or more workload) professional development and specifically the need for structured support within school Teaching Assignments education, senior students' comprehensive evaluation processes can be considered too cumbersome(Santilli & McDougall 2009). The terms "trial-by-fire," "sink-or-swim," and "lost at sea" are used to describe the plight of new teachers as they face common barriers such as content knowledge and/or classroom management deficits (Hirsch, Randall, Catherin & Lloyd, 2021).

Novices may give up and even consider leaving teaching because of unrealistic workloads, feeling ineffective or unsupported, of having been a poor fit for the job or there was a counter to their personal needs, including those stemming from burnout (Whalen, 2019). These tensions and process of professional identity formation in the practicum constitute the negotiation of meanings in a school (Stanulis, Land, 2000).

Despite heavy workloads, limited initial support and perceived pedagogical incompetency, preparing new teachers to plan and implement lessons effectively, manage classrooms and continually develop professionally remains a challenge (Widiati, Suryati & Hayati, 2018). Novice teachers say that looking back at their experience they felt excited, confused, and anxious. They feel the work is heavy and

ungrateful because of problems controlling students and feeling that they are not valued (Widiati, Suryati & Hayati, 2018).

Newly trained teachers have unique challenges, incentives, and aspirations that should be nurtured for the first five years. They are likewise supposed to acquire attributes from the members of their more experienced colleagues. Such skills are critical to minimize stress, enhance lesson planning and classroom management, attend administrative demands, as well as improve student outcomes (Whalen, 2019). The growing demand to teach complex content to increasingly diverse learners points to a need for teacher education in which teachers are prepared with an advanced understanding of how context and learner variability influence teaching and learning. Teachers- instead of teaching straight forward trial and error-based lessons- are more effective as learners capable to reflect on, determine the character of education situation, try fittingly and respond in kinds (Hammond & Synder, 2000). New or in-service teachers may disguise emotional dissonance by repressing their fears and doubts to adapt to the organizational expectations easefully fit to the veterans' norm, described as "emotional labor". The way these emotions and challenges are managed varies from person to person (Oppenheimer & Dvir, 2014).

Support needs include unfolding control classroom management, procedural knowledge, content knowledge, faculty rapport and navigation in response to isolationist feelings. Non-attention to these factors has been known to result in high rates of attrition and classroom instability (Stanulis, Fallona & Pearson, 2002). Beginning teachers want a chance to learn from experienced colleagues and crave more than advice on how to make it through the week and hang tough. They would like to talk about how a curriculum should be taught, how students with particular needs should be met and how their veteran colleagues have managed to succeed over time in the content area (Nemser, 2003). Struggling to make sense of what they saw, new teachers want an outlet in and intervention and debriefing. Senior colleagues can be an invaluable source for referencing you as a sounding board, offering empathy and perspective, providing advice. Such support may

or may not translate into better teaching practices, but it contributes to well-being. " Beginning teachers need help tackling new challenges and addressing problems (Cakmak, Gudnaz & Emstad, 2019). According to Veenman (1984), the most important mode of knowledge and skill acquisition is through practical field experience, such as giving lectures and dealing with students. The early career years The early years of teaching have been the subject of many studies, examining such areas as novice teachers' difficulties and successes and new teacher identity formation. Professional practice, affect report and personal storytelling all reflect this identity. Recently inducted teachers also started to look at their beliefs, teaching philosophy, career goal and goodness of fit with the profession and the best means to reach it. These ways are, in good part, how teachers negotiate tensions and discrepancies in this work (Dvir & Oppenheimer, 2020). The needs and experiences of beginning teachers in their initial years, including issues, support, mentoring is vitally important to be analyzed (Paula & Grinfelde, 2018). Most of the beginners see their emotional reactions as private and distinct experiences, preventing them from experiencing these problems in connection with the process of adjustment and professionalization (Oppenheimer & Dvir, 2014). These moments may create a sense of both powerlessness and fatigue, which can induce intuitive reactions and a quest for positive actions. Frequently support from co-workers and heads of departments is requested. Debriefing is also the critical part, and disappointment could arise for the teachers if they do not receive enough support (Cakmak, Gunduz, & Emstad, 2019).

Collectively, it is clear from the literature that novice teachers' professional identity evolves in response to their experiences, issues and support. (A strong identity), when teachers have sustained guidance, encouragement and chance to reflect on the developing practice.

2.4 Multigrade Classroom Management Challenges

Classroom management has been recognized as a main issue of concern for student teachers across the globe. It includes numerous duties such as

structuring the learning environment, controlling student behavior, setting procedures into place and building a classroom atmosphere. Inexperienced teachers in turning theory learned on their pre-service course into the actual practice of running a class may find the task daunting. The literature shows that classroom management problems are the most significant contributors to stress, frustration and emotional exhaustion felt by teachers during their early years of teaching (Hirsch, 2021; McCann & Johannessen, 2004).

Research from various teaching contexts indicates that novice teachers struggle to set and maintain these standards, implement effective discipline strategies, and appropriately respond to a variety of students (Çakmak, 2019). Barrett (2002) argued that new teachers are often poorly equipped to deal with the unpredictability of students' behaviour in the classroom and, as a consequence, use reactive management strategies rather than proactive strategies. This reactive posture is frequently the result of minimal practical instruction in real-time decision-making and classroom management before entering pre-service training.

In the context of Pakistan, management problems are especially common because of overcrowded classrooms, diverse students and lack of resources. Ahmed and Din (2024) found that the beginning level elementary teachers in Islamabad school face continuous problems of student discipline, off task behavior, classroom noise levels. This is compounded by insufficient training in how to manage behaviour, and teachers who are not fully equipped to deal with disruptions. Dayan (2018), similarly, claimed that beginning teachers who get employed in public schools experienced lack of readiness to manage behaviour, particularly when they were not under the guidance and support of a mentor or administrator.

Saleem (2021) correctly point out that issues of classroom management are both logistical and affective. New teachers are quite common sense of guilt for the students' behavior, doubt about themselves and losing motivation. This emotional load can also affect the quality of instruction as teachers may be more concerned with managing behaviour rather than optimizing learning opportunities. The pressure to enforce discipline

also colours the teacher-student relationship, according to Sameson, who said some untrained teachers resort to a "frightening factor" that keep students from wanting to engage or trust them.

Classroom management problems are also due to the lack of alignment between new teachers' preconceived notions and actual classroom experience. Most enter the profession with dreams of peaceful, productive and positive learning environments only to encounter perplexing behavioural dynamics that call for nimble approaches. Feiman-Nemser (2003) asserts that schooling is an ongoing process of learning how to make a classroom work, and that it demands experiencing, reflecting on, and receiving constant professional support.

In the rural areas, including upper Chitral another set of challenges exist which though are different yet quite tough. Even though there may be fewer students in the class, beginning teachers tend to work with multi-grades so managing different-age students at one time actually requires a more sophisticated organisation and behavioural approach. Furthermore, no classroom was staffed with teaching assistants and the limited resources available in each room contributed to difficulties maintaining consistent routines. Teachers may also come up against cultural norms that affect student behaviour and discipline strategies, which in turn require teachers to modify their classroom-management techniques to suit the local culture. Overall, the literature supports that classroom management is a significant challenge area for beginning teachers and considerably impacts their self-efficacy, instruction, and overall attrition from the profession. We need to tackle these issues with quality induction programs, ongoing behaviour management professional learning and supportive administrations which provide a nurturing environment for the growing teacher. Multi-grade teaching in which one teacher teaches students of different grades belonging to the same classroom is a phenomenon widely practiced, especially in rural, remote and poorly resourced areas like Upper Chitral. For new teachers, the management of a multi-grade class comes with special pedagogical, organizational and emotional issues. Unlike teachers in single-grade environments, teachers in MEs had to design

parallel lessons, control multiple learning events at the same time and monitor equitable attention towards students of different ages or performance levels (Ukrop, 2018).

According to the literature, preservice education rarely prepares novice teachers for life in the multi-grade environment." The majority of teacher-training courses concentrate on advocacy resources for monograde teaching, and don't prepare beginning teachers to develop parallel or rotational teaching sequences (Dayan, 2018). Consequentially, in the effort to keep control over a class whilst having to cater for different grades of students, classroom management becomes confusingly easy and challenging for new teachers. This is even more of an issue in that first year, when you're still getting used to teacher simple routines (let alone how to teach effectively). In the Pakistani context, multi-grade teaching is practiced in rural and mountainous areas where there are low student numbers and lack of teachers. In Upper Chitral, schools often appoint novice teachers to multi-grade classes because of acute staff shortage or a high teacher turnover. (2020) states that this kind of tasks leads to an unnecessary burden on newer teachers as they acclimatize to the teaching profession. Inexperienced teachers in these situations often express being unsure of how to implement the curriculum, not knowing how to pace the lessons across the multiple grades at their school or site, and struggling with how to keep students interested.

International studies provide similar insights. Karaman (2013) found that beginning teachers teaching multi-grade have difficulty making instructional coherence, because they need to change rapidly from one grade content to the other. Teachers and students can see the quality and depth of instruction compromised by this fragmentation. In addition, behaviour management is more difficult in multi-grade classes because younger children demand closer attention while older children complete independent work.

The psychological cost of multi-grade teaching is also high. Inability to cope up with multi-grade teaching develops in experienced stress, sense of inefficacy and professional isolation for the

beginner teachers. Without proper support, such challenges can undermine their self-efficacy and professional identity construction. According to the research by Paula and Grünfelde (2018), beginner teachers from remote regions are frequently not provided with a supervising teacher, which in turn makes it hard for them to apply successful multi-grade teaching methods.

Notwithstanding these issues, some literature indicates that multi-grade classes can provide venues for teamwork learning, peer assistance and flexible teaching methods when teachers are appropriately trained and resourced. But these kinds of opportunities aren't so available for new teachers in rural Pakistan. The success of multi-grade has a lot to do with systemic support, materials and ongoing professional support – all of which tend to be lacking in remote areas like Upper Chitral.

Challenges of Emergent Teachings Multi-grade classrooms which are taught by the same teacher with pupils at different levels can be challenging for beginning teachers. Such classrooms are not uncommon in rural and isolated areas, particularly in disadvantaged regions like Upper Chitral where low number of teachers and inadequate infrastructure result in the uneven combination of multiple grades (Little, 2006). Beginning teachers who are hired in such settings often feel overwhelmed because of the complex instructional tasks they manage, which demand that they both plan and execute developmentally appropriate lessons simultaneously for various age groups. The literature repeatedly emphasizes that managing effective multi-grade teaching calls for differential instruction, time utilization and total organization of the classroom (Berry & Little 2007). These are capacities usually not many developed in beginning teachers.

Planning for different learning abilities is one of the most consistent challenges novice multi-grade teachers face. There is evidence that beginning teachers find it difficult to decompose the curriculum into learner-sized chunks, where learners vary in their readiness (Veenman, 1984). Lacking appropriate training, they careen between oversimplifying (which shortchanges the older kids academically) and overcomplicating (and making it impossible for the little ones to participate in

any meaningful way). Such an overlap of lesson material and learner needs leads to frustration for both teachers and students, resulting in poor learning. In addition, considering the frequent alternation of teacher roles within multi-grade classrooms, the novices teachers may experience cognitive overload which affects their performance as well (Aikman & Unterhalter, 2005).

Scholar Ahmed (2003) also found that multi-grade classroom organization is a central issue in description of multi-grade situation. Beginning educators may struggle with the furniture arrangement in a room that needs to facilitate two grade levels learning at the same time. There is evidence that inexperienced teachers are more likely to implement whole class instructional approaches, even when these are not suitable in multi-grade contexts, as they have limited access to multi-grade pedagogy during their pre-service training (Mulkeen 2010). This can make classroom time unruly and students deprived of 1:1 or small group instruction. These restrictions are exacerbated in rural areas, where class sizes may be large and where there is a shortage of adequate furniture, teaching and learning materials. These limited resources only compound the difficulties for new teachers facing a different pedagogy.

Multi-grade multilevel classrooms also place high demands on time management as time needs to be shared in a fair manner among various grade levels. Less experienced teachers report finding it hard to give every group enough contact time, as well as losing the interest and motivation of students (Pridmore, 2007). In the absence of organized routines pre-service teachers may either spend more time with older students because of examination pressure or favor the junior children whom they feel require more supervision (Brown, 2010). Either possibility results in unfair learning opportunities, and indeed it is how academic inequality is produced - oftentimes within the same classroom. A lack of balance of power may ultimately erode teachers' confidence, causing inexperienced teachers to feel inadequate both personally and professionally.

In the case of developing nations, challenges experienced by multi-grade teachers are escalated due to external conditions such as high student

numbers, shortage of multi-grade oriented textbooks and insufficient pedagogical support from school leaders (Little, 2001). The multi-grade classroom is extremely popular in Pakistan and found easily in far-flung districts such as Upper Chitral where teacher deployment policies, geographical isolation and infrastructure constraints lead to several classes being taken by one teacher in the same room. Inexperienced teachers who are posted to these areas find themselves estranged and unsupported, with few opportunities for attending in-service training sessions targeted at multi-grade teaching (UNESCO, 2015). This degree of professional isolation can add to the strain of emotional and cognitive weight borne by beginning teachers in their early years on the job.

Nevertheless, as can be inferred from the literature, when there is appropriate training and support provided to teachers (multi-grade or not) it has been documented that multi-grade teaching supports collaboration amongst learners, encourages learner autonomy and community involvement. Yet on neither video nor human factors do less experienced teachers have the pedagogic skills with which to exploit these potential advantages. There has been no specific training to enable the teachers of those multi-grade classrooms to use effective strategies, such as peer tutoring, rotation teaching rounds and active learning group work, known to improve multi-grade learning (Little 2006). This theoretical-practical divide highlights the necessity for induction programs to incorporate a multi-grade dimension that recognizes teaching conditions and challenges in particular rural contexts.

2.5 Student Behaviour Challenges

Student Disciplinary problems are the most commonly reported stressors of non-experienced teachers and potentially complicate their emotional stability, instructional effectiveness, and job satisfaction. Management of behavioural disruptions - which can take the form of inattention, disrespect, refusal to obey or aggression - is a process that relies upon experience, confidence and the associated action repertoire; skills that early career teachers will not yet have had time to develop (Hirsch et al., 2021).

Newly graduated teachers are often expected to utilize practice-based behavioural management for behaviour problems, yet they receive limited instruction in this area during pre-service training and report inadequate training once commencing employment.

Behavioural problems are related, according to the literature, to social and economic factors, school ethos and community expectations. In Pakistani schools, in most of the cases; overcrowded classrooms, sizeable class strength and minimalized disciplinary system make it difficult to manage student behavior (Ahmed & Din, 2024). New teachers working in these conditions often experience difficulty trying to assert authority when students push the boundaries or fight new behavioural change. McCann and Johannessen (2004) argue that student misbehavior can evoke emotional responses such as frustration, anxiety and feelings of incompetence which contribute to what they term the “emotional rollercoaster” of early teaching.

Behavior management issues are also related to inconsistent school-wide discipline approaches. In certain schools, rules for behavior may be poorly defined and arbitrarily enforced or left to the discretion of the teachers without the assistance of administrators. This paradox imposes a significant burden on brand-new, inexperienced teachers ensuring that they figure out what the behaviour expectations are and how to get students to meet them while at the same time assuming instructional duties. In another study by Jabeen, Tariq, and Nasir (2021), it was found that the beginning teachers in public schools of Lahore feel difficulties to maintain behaviour because there are not proper rules for them and less administrative support.

In the rural areas such as Upper Chitral, students behaviour is molded by cultural tradition; family obligation and community expectations. Some forms of behaviours may reflect seasonal attendance (and hence, limited exposure to school norms) and dependence on students for performing chores. New teachers need to adapt their approaches based on local needs, thus cultural sensitivity and community knowledge are needed. Moreover, work management in the multi-grade classroom is difficult because the

younger have to be supervised while the older ones cannot be idle if not challenged.

Overseas research supports the emotional burden of ongoing behaviour problems. Hirsch et al. (2021) found that developing induction level teachers who had ongoing behaviour issues experience a lack of confidence, increased stress and are less satisfied with their job. In the absence of sufficient mentoring or administrative backing, these barriers may result in negative perceptions about their efficacy as professional teachers and serve as a quick exit route out of the profession.

2.6 Student Behaviour Challenges and Classroom Discipline

Teacher stress Teaching student behaviour is universally acknowledged by beginning teachers and is regarded as one of the greatest stressors, burnout causes and attrition factors (Ingersoll & Strong, 2011). It is particularly challenging for inexperienced teachers who are still working on their professional identity and their sense of authority. Research findings consistently suggest that inexperienced teachers commonly possess neither the confidence nor the expertise to keep a positive classroom climate (Evertson & Weinstein, 2006). A lot of new teachers walk into their classrooms with the mindset that students, being who they are, will simply respect teachers on account of us being educators (i.e., authority) only to discover a need and push to establish classroom authority takes work and relationship skill. This awareness can result in feelings of professional inefficiency and increased levels of anxiety, especially for beginning teachers.

Novice teachers are often ill-equipped to create, daily routines and expectations. Studies suggest that classroom routines, including entering the class- room, transitioning between activities, and completing assignments are an important aspect of establishing order in the classroom; however new teachers may underestimate their importance or neglect to apply them (Emmer & Sabornie, 2015). If the day is predictable students can push the envelope, causing disruptions that impede instruction. And because new teachers seldomly have good control of discipline there is a tendency for them to either rule with an iron rod, in fear of losing class authority, or hardly distinguish

themselves from the pupils at all. Both are harmful to student respect as well as the ability of the teacher to keep order.

Read: Opinion I'm a teacher, and this is why I support walkouts Gun violence is also our problem These discipline challenges can be attributed in part to new teachers' lack of knowledge about child and adolescent psychology especially the social-emotional factors that shape student behavior. Research shows that beginning teachers often view misbehavior as a direct assault on their own authority, rather than an expression of unfulfilled emotional, academic or social needs (Marcano & Marcano, 2003). As a consequence, they may or do respond punitively ratcheting up a conflict rather than winding one down. This phenomenon is not unique for teachers in disadvantaged schools, in which students often experience socio-economic stressors that shape their behaviour. Behavioural management is often made more complex when new teachers do not have the knowledge or skills required to support students who demonstrate trauma-related behaviours, or hold culturally responsive pedagogy.

The problem of maintaining order in the classroom is particularly acute in settings with very large class sizes, substandard physical infrastructure or where multi-grade teaching is prevalent. In Pakistan overcrowding and lack of space to move around in rural areas where a large chunk of the school system is situated as well as undesired furniture are commonly cited by teachers, especially girls teaching young boys, as the main cause behind their students' restlessness and problem behavior (Halai, 2008). New teachers placed in these types of settings frequently experience high levels of anxiety because there is a discrepancy between what they expected to be their classroom situation and what they actually find. Further, the absence of teaching-learning resources compels teachers to teach through rote instruction that tends to decrease learners' involvement and increases discipline problems. These organizational constraints intersect with the beginning teachers' (BTs) limited experience to create a constantly active challenge with regards to behaviour management.

Negotiating peer relations is a key factor in influencing classroom conduct. Research suggests that in classrooms with strong peer support, cliques or bullying cultures may be especially difficult for beginning teachers to address because they may not have the credibility and expertise to do so effectively (Wentzel & Looney, 2007). New teachers are often tested by students, who develop what they have decided is "a favorite game" called cooperating at the lowest level of conflict where they might, for example, talk out-of-turn or refuse to do what you told them to do. Although more experienced teachers might cope with these problems by administering effective hints or preventive tactics, beginning teachers can inadvertently foster escalation of the problem behaviors as a result of their being overly authoritarian in terms of reprimands and/or emotional reactions. This can set the teacher up in a confrontation cycle that will damage his authority and lead to negative learning climate.

In rural settings, such as Upper Chitral, cultural, norms and community expectations too shape the students' behaviour and the teacher-student relationship. New teachers who do not know the community cultural mores can misunderstand the behavior or communications of pupils in ways that affect classroom management. Additionally, members of the student's family and students themselves often form strong community based relationships; thus students' perceptions regarding teacher authority as well may be affected. New teachers without these strong community connections may struggle to discipline students consistently, especially when families demand leniency or butt in. These aspects of culture underscore the significance of situational sensitivity in behavior management.

That said, research suggests a dramatic growth in behavior-management abilities over time (especially when the new teacher is "mentored," observes peers and gets feedback or has chances to practice; Ingersoll & Strong, 2011). But at a lot of rural or otherwise under-resourced schools, that sort of support is not widely available or doesn't exist at all. So brand-new teachers are often left to just try to figure out how to cope with kids acting out by themselves. High rates of teacher stress, burnout, and attrition are associated with a lack of

formalized support. The literature emphasizes the importance of preparing trainees and serving teachers in classroom management skills from pre-service to in-service training, especially those who are beginners and may have to work with underprivileged learners.

2.7 Administrative Challenges

Administrative burden is another significant challenge that can be particularly daunting for beginning teachers, especially those entering the field without adequate allocation of resources to offices. The literature repeatedly suggests that increased administrative duties, bureaucratic demands and lack of institutional support prove a challenge to beginning teachers during their adaptation phase (Fantilli & McDougall, 2009). These struggles frequently consume time and emotional resources that would otherwise be devoted to planning instruction and engaging the classroom, making less effective teaching more likely and premature departure from the profession more probable. The leap from teacher trainee (pre-service) programs to being a newly-qualified teacher is one that far too often leaves many first year teachers feeling they are not yet prepared to deal with the school-based professional reality where in addition to know what, why and how to teach students also encounter practical but complex administrative duties which are under-discussed during their course of study.

First Year Teachers One of the largest administrative headaches that hits you with the force of a tidal wave is documentation. These administrators frequently insist teachers keep logbooks with attendee-ship details, assessment scores, lesson plans and student progress records as well as other administrative compliancy documents (Ballet & Kelchtermans, 2009). Beginning teachers who have yet to establish good pedagogical routines in the classroom often find such administrative duties daunting. Research suggests that novice teachers waste an undue amount of time chasing the paperwork dragon to the detriment of their planning which in turn leaves them feeling as if they are always “behind” (Flores & Day, 2006). This sense of burden is particularly evident in developing countries, where

administrative systems are highly dependent on manual records and teachers may be required to take up duties not strictly professional. uncertain expectations, and absence of information amplify the administrative difficulties. Beginner teachers often state that they do not get enough orientation on school regulations, job expectations, and forms of reports (Kelchtermans & Ballet, 2002). Without clear direction they may be left to wade through the quagmire of bureaucratically imposed qualifications, resulting in mistakes, delays and frustrations. Studies indicate that vague administrative expectations make their fair share of contribution to novice teachers’ sense of professional insecurity, as teacher-inductees often fear being evaluated or reprimanded for not living up to criteria they were never prepared to comprehend (Veenman, 1984). Such insecurity might explain why teachers feel uncomfortable exercising control over the class (or implementing innovative teaching methods) in their early years as an educator.

Workload intensity and emotional well-being The literature also considers how workload exhaustion affects the empathic understanding of novice teachers. Lots of new teachers initially come in with hopes that teaching is a deep, satisfying vocation. Yet, in practice requiring teachers to juggle heavy administrative demands with planning lessons, assessing and managing students often results in emotional strain (Skaalvik & Skaalvik, 2010). The pursuit of administrative timetables and the strictures of institutional protocol can erode teachers’ intrinsic motivation, leaving them few emotional reserves with which to engage in student connection and/or pedagogic experiment. This affective tension policy experienced the test of time, as teachers typically leave the profession in great numbers within the first five years over their inability to cope with workload demands (Ingersoll & Smith, 2004).

Administrative issues are compounded in isolated and rural settings with the added complications novice teachers must perform additional duties as staffing is short. In Pakistan, especially in rural areas like Upper Chitral, teachers are overburdened with the additional responsibilities such as administration of school records, working

for community participation and managing co-curricular activities and logistic arrangements during official visits (Aly, 2007). New teachers working in these contexts are more often than not overtasked with outside-of-trained duty requirements. These multiple demands detract them from the focus on instruction and impact both their classroom performance and job satisfaction.

New teachers find it very burdensome the requirements in terms of testing and exam preparation. Inexperienced teachers are reported not to feel equipped to create assessments that match the curriculums standards, particularly where systems of assessment-dominated priorities (Shulman & Shulman, 2004). In the examination-driven education system of Pakistan, teachers are to keep their assessment records in reasonable details and also prepare students for standardized examinations which increase workload on them (Halai & Durrani, 2009). Beginning teachers who find it difficult to balance exam preparation with daily classroom duties may suffer from even greater levels of anxiety, particularly if they are working in communities where parents' and societies' expectations about exams are very high.

In addition, administrative issues are highly interrelated with the quality of school leadership. Supportive leadership is known to help new teachers reduce the amount of administrative hassle, while authoritarian or neglectful leadership may contribute to increased stress and dissatisfaction (Leithwood, 2004). Young teachers who do not have the guidance or feedback of a good school head may feel isolated and unsure about their administrative behavior. Conversely, schools with shared leadership practices are more likely to fairly share administrative responsibilities, offer induction assistance and generate contexts that enable early-career teachers to feel as though they are valued and supported. Unfortunately, however, many underfunded schools still want for these structures and beginning teachers who would otherwise benefit from them find themselves without such administrative support systems that the literature suggests help new teachers grow professionally.

The gendered nature of intensification is also a concern, particularly in countries such as Pakistan

where female teachers might experience more cultural or practical limitations. Research demonstrates that female novice teachers may bear additional emotional labour as a result of these community or gendered obligations (Jafar, 2012). When coupled with administrative responsibilities, such pressures can cause undue burden on female teachers, especially within a conservative or remote area due to inadequate mobility and support systems.

Administrative challenges and workload issues in general have been one of the greatest stressors for beginning teachers (and well documented factors in their attribution, decreased self-efficacy and lowered quality of teaching). The literature also highlights that new teachers are at risk of such a premature exit from teaching if they do not receive appropriate support (e.g. formal induction schemes and reduced teaching loads), clear management structures, and administrative support for managing difficult classrooms in the early years behind the classroom podium. These challenges illustrate the necessity for systemic reform to decrease administrative burdens and support early-career teachers to succeed.

RESEARCH METHODOLOGY

Overview

This chapter includes a comprehensive explanation of the purpose of the research, the method the researcher used while leading the study, sampling techniques, and the population from which the sample was taken. Moreover, the tools used for this study, how and when those tools were developed, reliability and validity of the 30 data collection tools are also described.

This chapter also explains the process of data collection, data analysis and synthesis of data analysis. The ethical considerations the researcher kept in mind while showing the study and the limitations of the study are also included. Hence, this chapter has a comprehensive depiction of the research procedure. This study aimed to develop an understanding of the challenges that novice teachers experienced during their first three years. The novice teachers were defined in this study as those with three or less years of teaching experience at the government primary schools in the tehsil Mastuj, district Upper Chitral. The study

only focuses on three scopes they are specific to Multi-Grade Classroom Management, Students' Behaviours, and Administrative-related challenges that novice teachers face in the first three years of their profession.

3.1 Nature of the study

The method of study was a descriptive and quantitative research design. Close-ended questionnaires were used for the collection of data. Quantitative research collects numerical data, and then it is analyzed by using percentages and frequency. The researcher collected data from novice teachers about the challenges they faced during three years of teaching at the government primary schools in tehsil Mastuj, district Upper Chitral. The study was conducted at the government primary schools in Tehsil Mastuj, District Upper Chitral was the population of the study. In quantitative methods research, the researcher bases the inquiry on the assumption that diverse types of data provide breadth and depth of understanding of the research problem. Moreover, the results of the quantitative research methods study were shown both in written and clear formats, which helped in giving clear pictures of findings from the quantitative methods of study. The results of the quantitative study prove the type of data collected by the study, including quantitative data collection, analysis, and interpretation.

3.2 The population of the study

Since the study was delimited to novice teachers at government primary schools in Tehsil Mastuj, District Upper Chitral. So, the population of this study will be novice teachers serving at the government primary schools in Tehsil Mastuj, District Upper Chitral, Khyber Pakhtunkhwa, Pakistan. In this study, a teacher with three or fewer years of service is identified as a novice teacher. 50 novice teachers were serving at the government primary schools in the tehsil Mastuj, district Upper Chitral. In this study, novice teachers were considered to have three years or fewer of experience.

3.3 The sample size of the study

In this study, for the quantitative data collection, the sample was randomly selected from the population of 50 novice teachers. The study's sample size was 44 novice teachers, calculated through the Rao-Soft Sample calculator and Kritarchy Morgan table from the population. Generally, due to the large targeted population, the sample in quantitative studies is taken as 10% of the total targeted population. However, in this study, the targeted population was small, consisting of 50 novice teachers, and the population was focused only on novice teachers in one Tehsil. To generalize the results and do factor analysis, the sample needed to be at least 44 participants. To meet the criteria of a highly reliable study, the researcher decided to take a sample of 44 participants. Simple random sampling is the process in which all participants in the defined population have an equal chance of selection

3.4 Instrumentation

Only one instrument was developed by the researcher to collect data for the study. A closed-ended questionnaire was developed by the researcher, validated, and used to measure the challenges and needs of novice teachers related to multi-grade classroom management, students' behaviours, and administrative related, using a Likert-scale format to measure the teachers. The questionnaire was developed by the researcher after reviewing the literature and understanding the context of novice teachers. Content validity was ensured through expert opinion. Pilot testing of this questionnaire was done to check its reliability. After determining reliability and validity, the questionnaire was used for final data collection.

3.4.1 Construction of the questionnaire

A self-developed close-ended questionnaire was used for the data collection to measure the challenges faced by novice teachers of the Government Primary School Tehsil Mastuj, District Upper Chitral. The total number of items was 30.

3.4.2 Validation of questionnaire

The researcher sought expert opinion to validate the data collection tool. Four experts related to the field of education checked the validity of the questionnaire. The researcher considers the expert's opinion keeping it in mind and revised it accordingly. The researcher restated some items and some were removed from the questionnaire. Thus, the questionnaire included total 30 items and 10 items each research questions.

3.5.3 Reliability/Pilot Testing

The researcher checked out the reliability /Pilot testing of the questionnaire by using 10% of the collected data from novice teachers of the Government Primary School Tehsil Mastuj, District Upper Chitral. Table 3.8.1 shows the reliability of the Cronbach's Alpha value (.876) and the total number of items is 30.

Reliability Statistics

Cronbach's Alpha	No of Items
.876	30

3.5.4 Demographic form

The demographic form was designed to obtain demographic information about the participants. The age, gender, qualification and year of teaching experience were in the demographic form.

presented. In the descriptive statistics, the general perceptions of teachers regarding multi-grade classroom management were given, perceptions of novice teachers regarding students' behavioural challenges, and perceptions of administrative-related challenges were statistically presented through descriptive statistics in tables.

3.5 Data Collection

The data collection was an extensive process. In this study, a quantitative method was used for data collection, so the researcher collected the data through a closed-ended questionnaire about the challenges faced by novice teachers at government primary schools in Tehsil Mastuj, District Upper Chitral. For the data collection, the researcher personally handed the questionnaires to 44 novice teachers at government primary schools in Tehsil Mastuj, District Upper Chitral. For this, the researcher took permission from the primary novice teachers and requested them to fill out the questionnaire. The researcher personally collected the data from 44 novice teachers at government primary schools in Tehsil Mastuj, District Upper Chitral and did the entry of the collected data. so, the quantitative data analysis of the study was done.

3.7 Ethical Consideration of the Study

In this study, the researcher considered and followed research ethics. The researcher respected human dignity, privacy, and sensitivity while conducting research. The researcher sought permission from the novice teachers who were the participants of this study. The researcher personally distributed the questionnaire to novice teachers to collect data and informed them about the purpose of the study and about how their responses would be reported in the study.

3.6 Data Analysis Method of the study

Descriptive statistics were used to analysis the quantitative data. first, the demographical analysis of the sample was presented in the quantitative analysis; the teachers age, gender, teaching experience and qualification were statistically

Chapter-4

DATA ANALYSIS

Overview

This chapter presents a quantitative data analysis of the challenges the faced during three years of teaching at the government primary schools in tehsil Mastuj, district Upper Chitral. The scale of challenges of novice teachers related to managing multi-grade classroom, student behavioural problems and administrative-related was administered to a sample of 44 novice teachers.

4.1 Demographic Characteristics of Respondents

This section of the chapter presents demographic information about the teachers who participated.

The teachers age, years of teaching experience, gender and qualification were described.

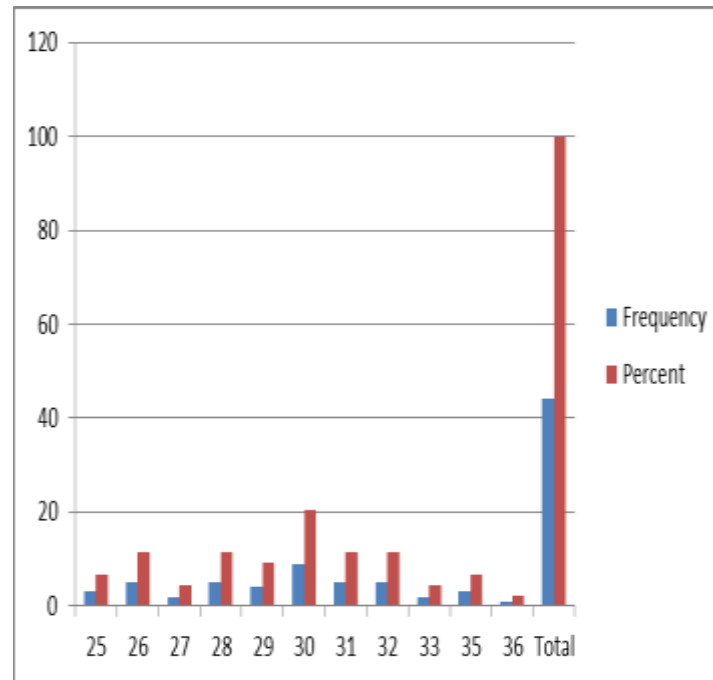


Table 4.1: Age of novice teachers

	Frequency	Percent
25.00	3	6.8
26.00	5	11.4
27.00	2	4.5
28.00	5	11.4
29.00	4	9.1
30.00	9	20.5
31.00	5	11.4
32.00	5	11.4
33.00	2	4.5
35.00	3	6.8
36.00	1	2.3
Total	44	100.0

Figure 4.1: Age of novice teachers

Table 4.1 mentions all teachers with their specific age which were approached during the studies i.e. 25-year age have 3(6.8 % ratio), 26 have 5(11.4%), 27-year have 2(4.5%), 28-year had 5(11.4%), 29-

year have 4(9.1%), 30-year have 9(11.4%), 31-year had 5(11.4%), 32 year had 5(5.4%), 33-year had 2(2.7%), 35-year had 3(6.8%) and 36-year had 1(2.3%)

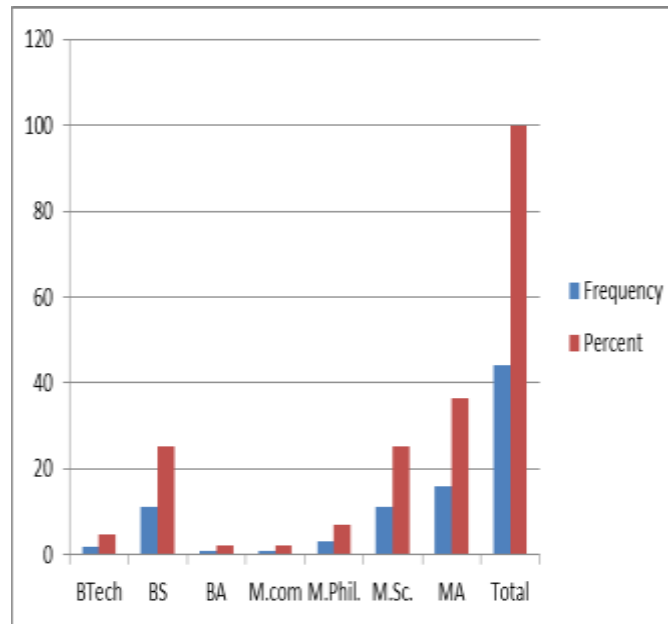


Table 4.2: Academic Qualification of the novice teacher

	Frequency	Percent
BTech	2	4.6
BS	11	25.1
BA	1	2.3
M.com	1	2.3
M.Phil.	3	6.9
M.Sc.	11	25.1
MA	16	36.3
Total	44	100.0

Figure 4.2: Academic Qualification of the novice teacher

Table 4.2 illustrates the academic qualifications of the novice teachers of the Government Primary School Tehsil Mastuj District Upper Chitral. The highest percentage of respondents hold an MA

degree 16 (36.3%), followed by those with a MSc degree 11 (25.1%), BS degrees 11 (combined 25.1%) and MPhil degrees 3 (6.9%). A few respondents hold qualifications such as M. Com, B.Tech each representing 2.3% of the sample.

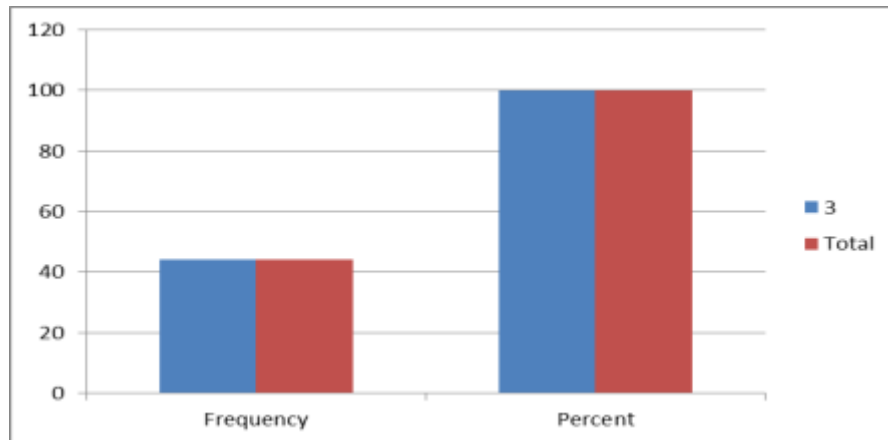


Table 4.3: Teachers' Years of Experience

	Frequency	Percent
3.00	44	100
Total	44	100.0

Figure 4.3: Academic Qualification of the novice teacher

Table 4.3 shows the years of teaching experience of the all Government Primary School Tehsil Mastuj District Upper Chitral novice teachers respondents (100%) reported having three years of teaching experience

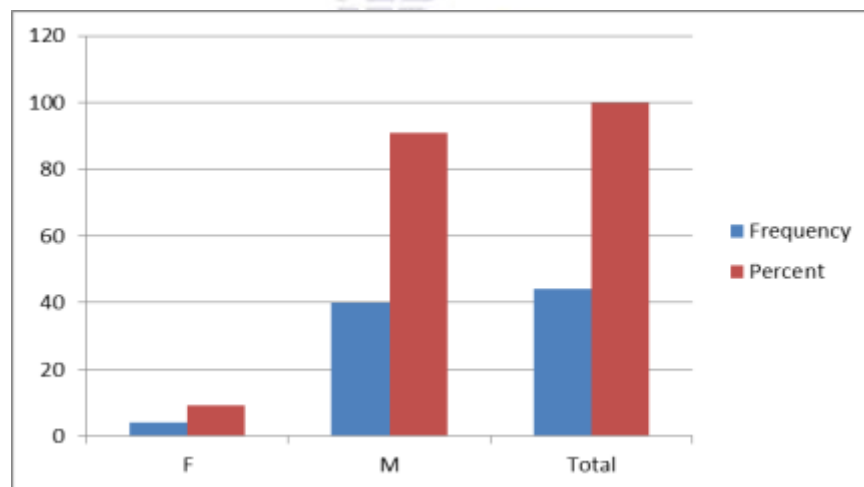


Table 4.4: Gender

	Frequency	Percent
F	4	9.1
M	40	90.9
Total	44	100.0

Figure 4.4: Gender

Table 4.4 shows that out of 44 respondents, 4(9.1%) were female and 40(90.9%) of them were male novice primary teachers.

SECTION 1: Challenges in Managing Multigrade Levels

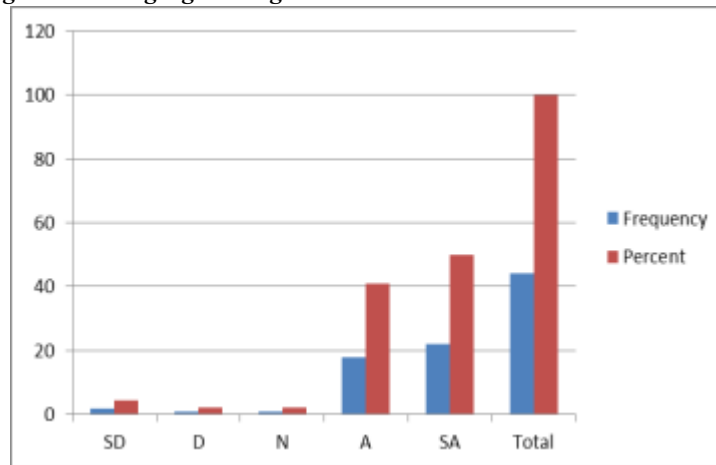


Table 4.5: Teaching in Multigrade classroom

	Frequency	Percent
SD	2	4.5
D	1	2.3
N	1	2.3
A	18	40.9
SA	22	50.0
Total	44	100.0

Table 4.5: Teaching in Multi-grade Classroom

Table 4.5 Indicates that 90.9% of the respondents strongly agreed that teaching in multi-grade classroom is challenging for novice teachers and only 6.8% of them were disagreed while 2.3% neutral.

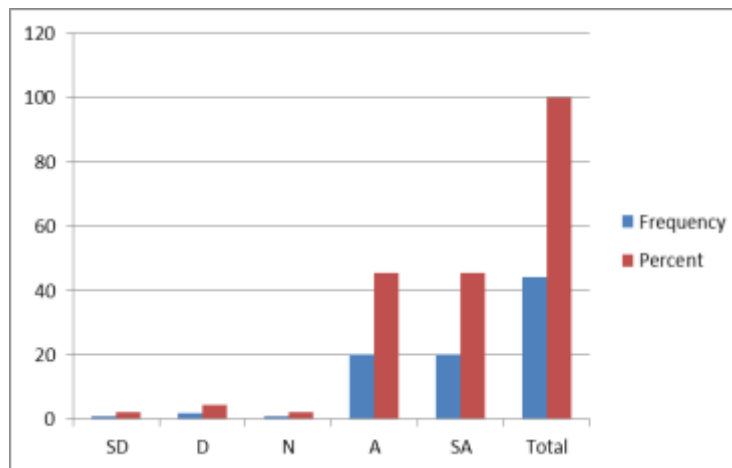


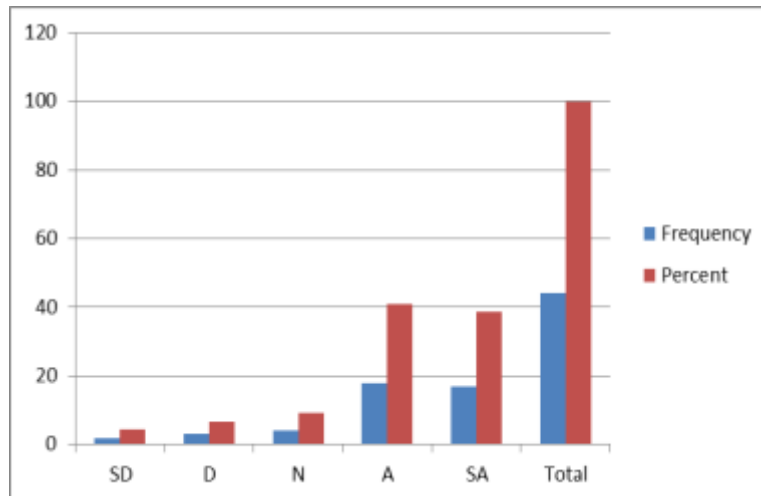
Table 4.6: Preparing lesson plans in multi-grade classroom

	Frequency	Percent
SD	1	2.3
D	2	4.5
N	1	2.3

A	20	45.5
SA	20	45.5
Total	44	100.0

Figure 4.6: Preparing lesson plans in multi-grade classroom

Table 4.8. indicates that 91 % of the respondents Strongly agreed that preparing separate lesson plans for different grades is difficult for novice teachers, while 6.8 % disagreed with the statement and only 2.3% were neutral. Table 4.7: Inadequate teaching materials



	Frequency	Percent
SD	2	4.5
D	3	6.8
N	4	9.1
A	18	40.9
SA	17	38.6
Total	44	100.0

Figure 4.7: Inadequate teaching materials

Table 4.7. indicates that majority of the respondents agreed with 79.5% that they lack sufficient teaching materials for all grade levels, 11.4% disagreed with this statement and only 9.5% were undecided.

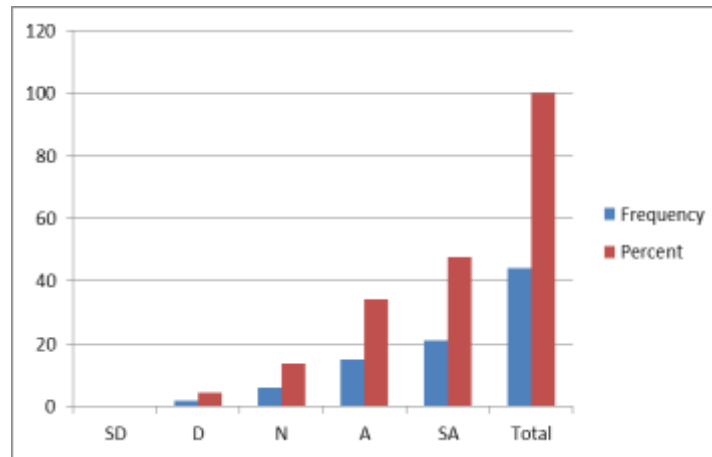


Table 4.8: Switching between grade levels in multi-grade classroom

	Frequency	Percent
SD	0	0
D	2	4.5
N	6	13.6
A	15	34.1
SA	21	47.7
Total	44	100.0

Figure 4.8: Switching between grade levels in multi-grade classroom

Table 4.8. indicates that 80.8% of the respondents agreed that switching between grade levels during lessons is confusing and time-consuming, only 4.5% disagreed and only 13.6% were neutral.

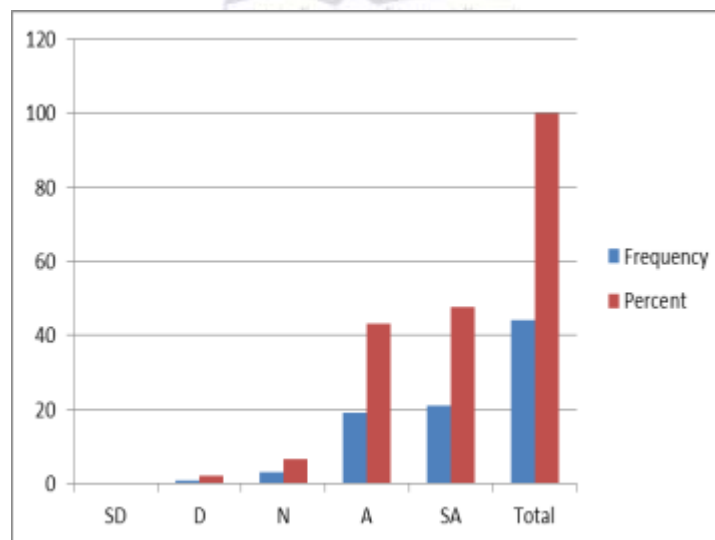


Table 4.9: Giving equal attention to each students

	Frequency	Percent
SD	0	0
D	1	2.3

N	3	6.8
A	19	43.2
SA	21	47.7
Total	44	100.0

Figure 4.9: Giving equal attention to each students

Table 4.9. indicates that 90.9% of the respondents agreed that giving equal attention to all grade levels is hard. This indicates a major instructional challenge for novice teachers, while 6.8 neutral with the statement and only 2.3% of the respondents were disagreed.

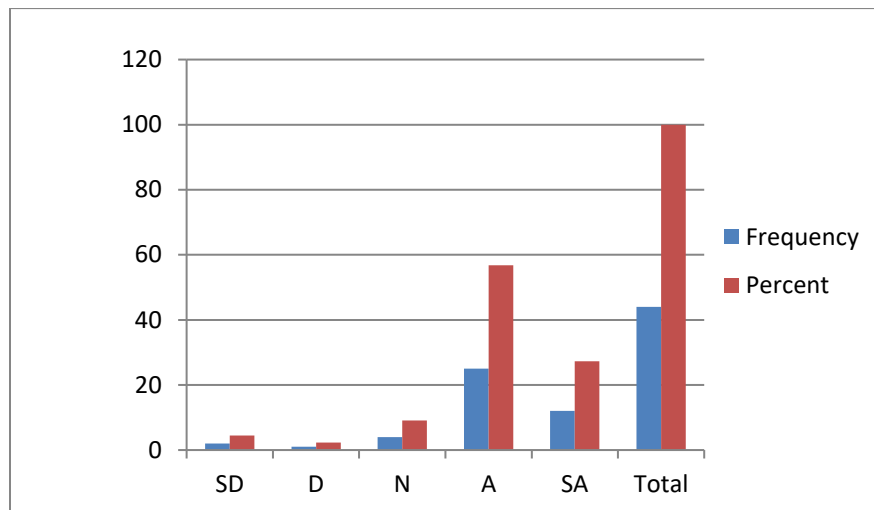


Table 4.10: Managing classroom activities

	Frequency	Percent
SD	2	4.5
D	1	2.3
N	4	9.1
A	25	56.8
SA	12	27.3
Total	44	100.0

Figure 4.10: Managing classroom activities

Table 4.10. indicates that Around **84.1%** teachers agreed/strongly agreed that managing classroom activities for multiple grades is stressful, 6.8% disagreed with the statement and only 9.1% of them were neutral.

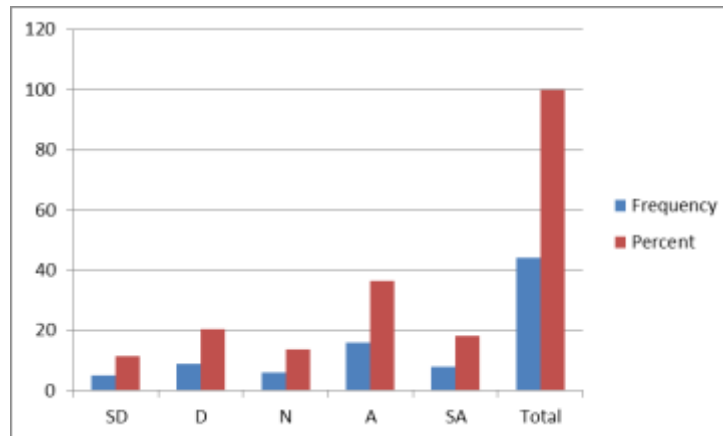


Table 4.11: Adequate training to handle multi-grade classroom

	Frequency	Percent
SD	5	11.4
D	9	20.5
N	6	13.6
A	16	36.4
SA	8	18.2
Total	44	100.0

Figure 4.11 Adequate training to handle multi-grade classroom

Table 4.11. Indicates that Only 54.6% somewhat agreed that they received adequate training for multi-grade teaching, while 31.9% strongly disagreed and only 18.2% were neutral.

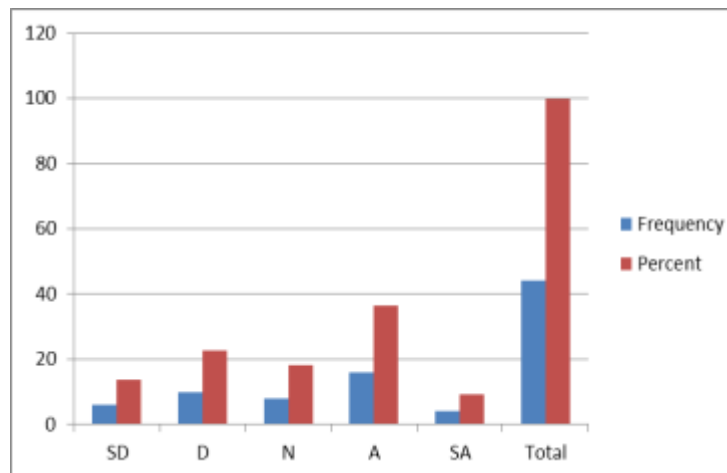


Table 4.12: suitability of curriculum for multi-grade teaching

	Frequency	Percent
SD	6	13.6
D	10	22.7
N	8	18.2
A	16	36.4

SA	4	9.1
Total	44	100.0

Figure 4.12: suitability of curriculum for multi-grade teaching

Table 4.12. indicates that 36.3% of the respondents disagreed about the curriculum suitability for teaching in a different grade within one classroom, while 45.5% of them agreed with this statement and only 18.2% were neutral.

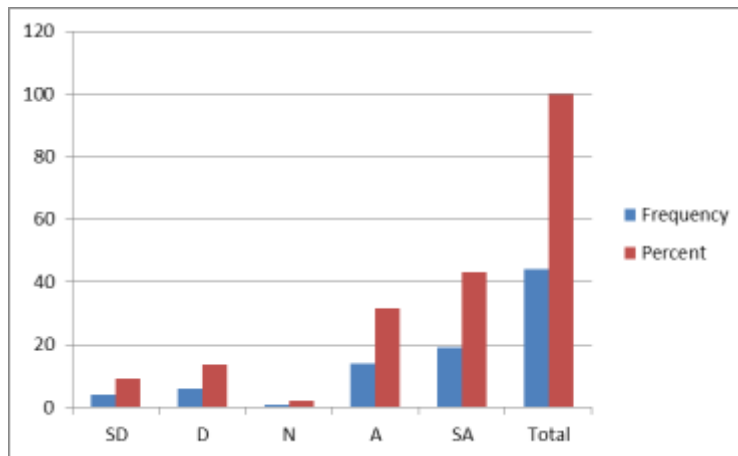


Table 4.13: Complete the syllabus with limited time

	Frequency	Percent
SD	4	9.1
D	6	13.6
N	1	2.3
A	14	31.8
SA	19	43.2
Total	44	100.0

Figure 4.13: Complete the syllabus with limited time

Table 4.13. indicates that 74% of the respondents agreed that to completing the syllabus for all grades within limited time is challenging for primary novice teachers, while 22.7% disagreed with this statement and 2.3% were neutral.

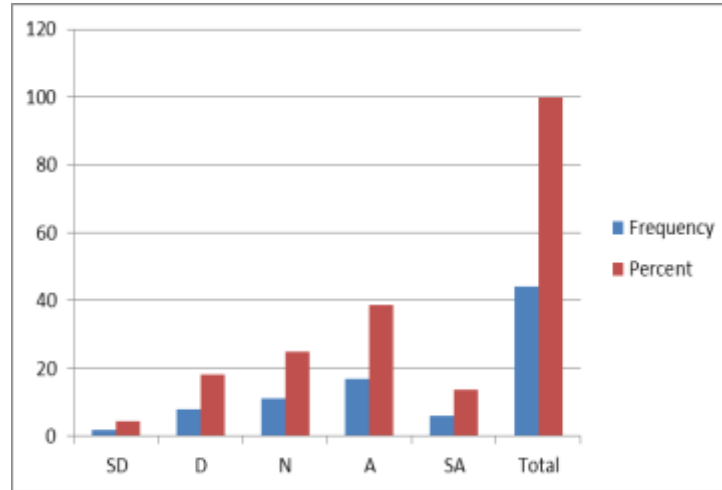


Table 4.14: Feeling confident managing multi-grade classroom

	Frequency	Percent
SD	2	4.5
D	8	18.2
N	11	25.0
A	17	38.6
SA	6	13.6
Total	44	100.0

Figure 4.14: Feeling confident managing multi-grade classroom

Table 4.14 indicates that 52.2% of the novice teachers agreed with that they were feeling confident while managing multigrade classroom, 22.7% of the respondents disagreed with this statement and only 25% were neutral.

SECTION 2: Challenges in Dealing with Students

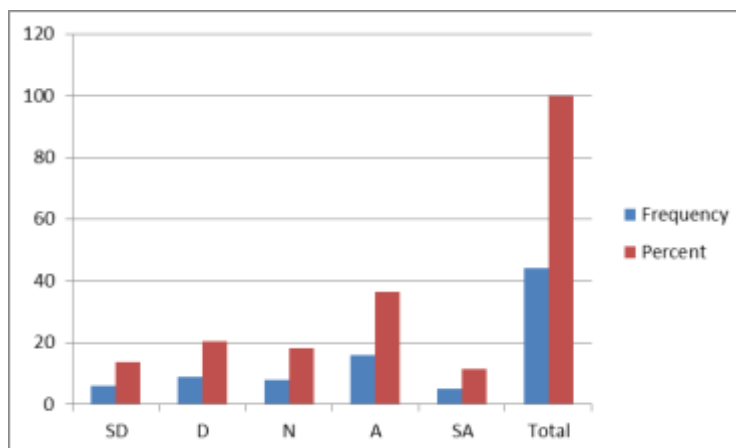


Table 4.15. Maintaining discipline

	Frequency	Percent
SD	6	13.6
D	9	20.5
N	8	18.2
A	16	36.4
SA	5	11.4
Total	44	100.0

Figure 4.15. Maintaining discipline

Table 4.15 indicates that 47.8% of the respondents agreed with that maintain discipline within a classroom is difficult for them, while 34.1% of them disagreed with this statement and only 18.2% of them were neutral.

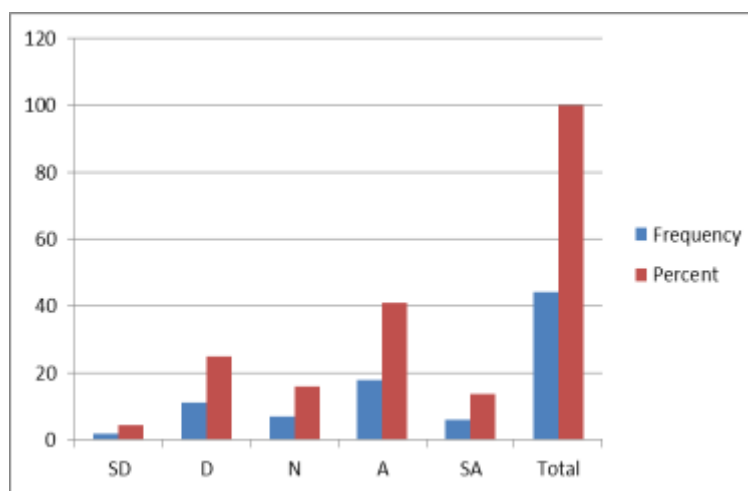


Table 4.16. Low motivation

	Frequency	Percent
SD	2	4.5
D	11	25.0
N	7	15.9
A	18	40.9
SA	6	13.6
Total	44	100.0

Figure 4.16. Low motivation

Table 4.16 indicates that 54.5% of the respondents agreed that students showing less motivation to participate in the classroom lessons, 29.5% of them disagreed with the statement and only 15.9% of them were neutral.

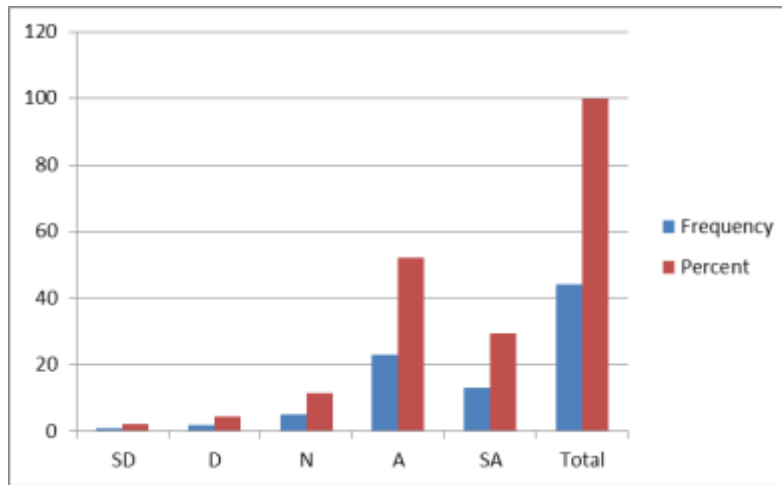


Table 4.17: Individual learning needs

	Frequency	Percent
SD	1	2.3
D	2	4.5
N	5	11.4
A	23	52.3
SA	13	29.5
Total	44	100.0

Figure 4.17: Individual learning needs

Table 4.17 indicates that 81.8% strongly agree that addressing individual learning needs is difficult for novice teachers, while 6.8% of the respondents disagreed with the statement and only 11.4% of them were neutral.

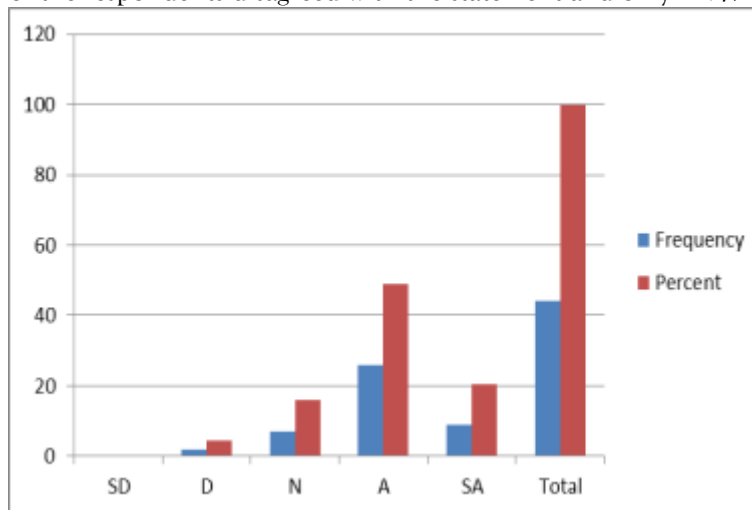


Table 4.18. Class disruption

	Frequency	Percent
SD	0	0.0
D	2	4.5
N	7	15.9
A	26	49.1
SA	9	20.5
Total	44	100.0

Figure 4.18. Class disruption

Table 4.18 indicates that 69.6% of the respondents strongly agreed that students frequently create disruption within the class, which makes it difficult for primary novice teacher to teach effectively, while 4.5% disagreed with that statement and 15.9% were neutral.

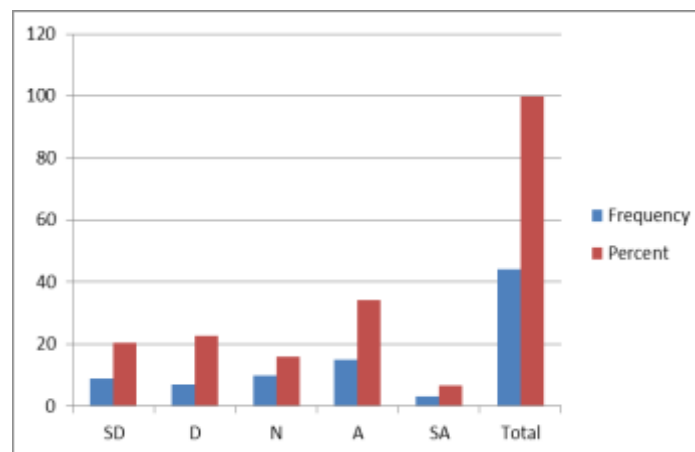


Table 4.19. Language Barriers

	Frequency	Percent
SD	9	20.5
D	7	22.7
N	10	15.9
A	15	34.1
SA	3	6.8
Total	44	100.0

Figure 4.19. Language Barriers

Table 4.19 Indicates that 43.2% of the respondents disagreed about the struggle to effectively communicate with students due to language differences 40.9% agreed with that statement and only 15.9% of them were neutral.

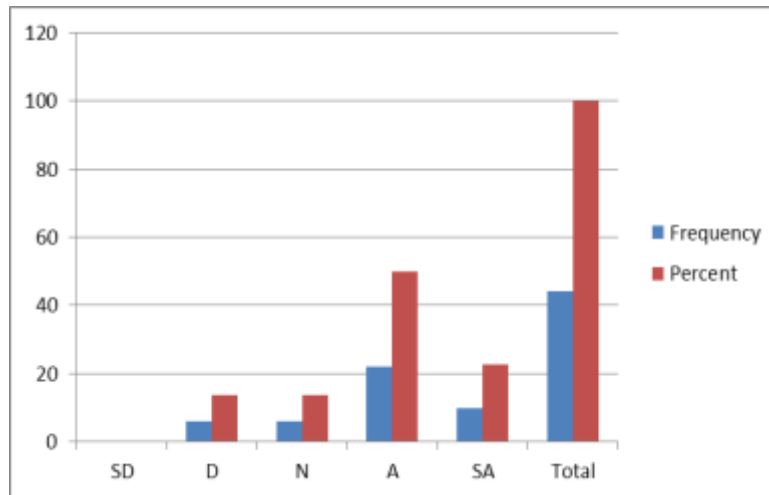


Table 4.20: Making Lessons Interesting

	Frequency	Percent
SD	0	0.0
D	6	13.6
N	6	13.6
A	22	50.0
SA	10	22.7
Total	44	100.0

Figure 4.20: Making Lessons Interesting

Table 4.20 indicates that 72.7% of the respondents agreed that making lessons interesting for students of various ages is challenging for novice teachers, while 13.6% of them disagreed and neutral with the statement.

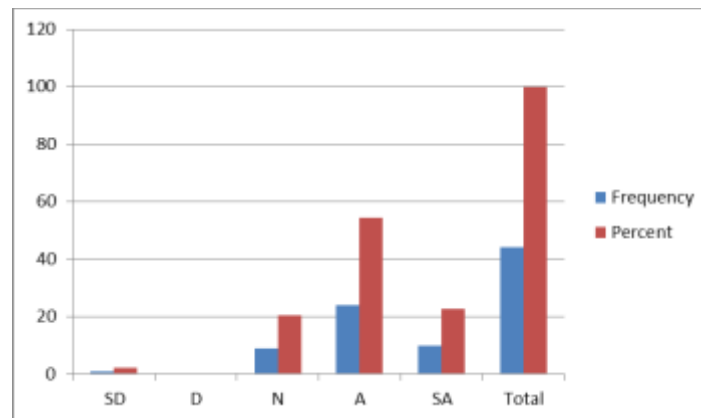


Table 4.21: Confidence in Classroom Management

	Frequency	Percent
SD	1	2.3
D	0	0.0
N	9	20.5
A	24	54.5

SA	10	22.7
Total	44	100.0

Figure 4.21: Confidence in Classroom Management

Table 4.21. indicates that 77.2% respondents were confident about their classroom management skills. and only 2.3% disagreed with that statement and 20.5 % were neutral.

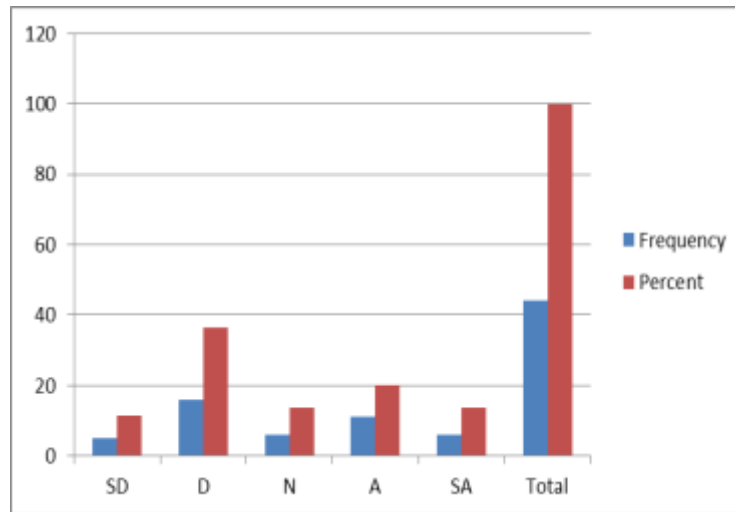


Table 4.22: Parents cooperation

	Frequency	Percent
SD	5	11.4
D	16	36.4
N	6	13.6
A	11	20.0
SA	6	13.6
Total	44	100.0

Figure 4.22: Parents cooperation

Table 4.22 illustrates that 47.8% strongly disagreed with the statement that about receiving supports from parents when discussing students learning or behavior, however 33.6% agreed with that and 13.6% were neutral.

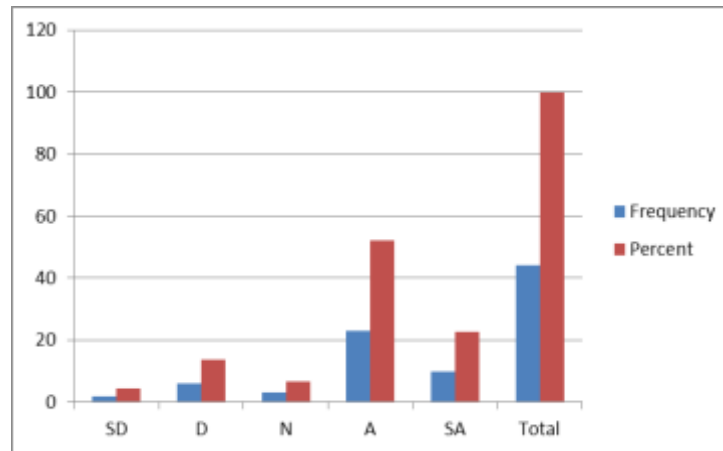


Table 4.23: Assessing Progress

	Frequency	Percent
SD	2	4.5
D	6	13.6
N	3	6.8
A	23	52.3
SA	10	22.7
Total	44	100.0

Figure 4.23: Assessing Progress

Table 4.23. illustrates that 75.0% of the respondents agreed that assessing regularly each student's academic performance is challenging a lot of non-teaching duties reduce the time for the planning to teach, 18.1% disagreed with the statements and 6.8% were neutral.

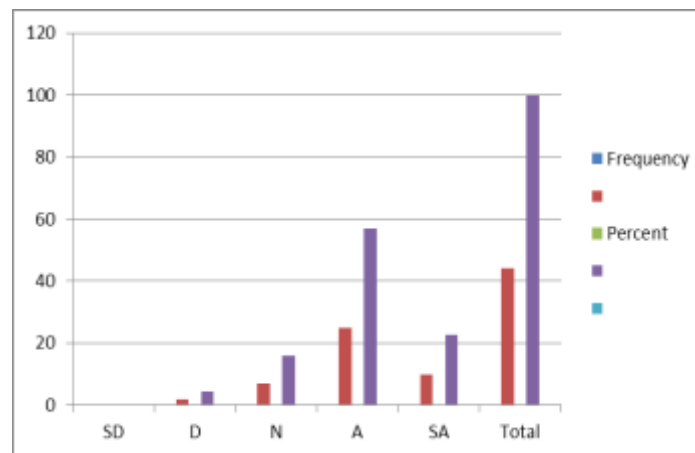


Table 4.24: Students respects

	Frequency	Percent
SD	0	0
D	2	4.5
N	7	15.9
A	25	56.8
SA	10	22.7

Total	44	100.0
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Figure 4.24: Students respects

Table 4.24. indicates that 79.5% of the respondents agreed that students are respectful and follow rules, while only 4.5% disagreed with that and 15.9% of them were neutral.

SECTION 3: Administrative and Institutional Challenges

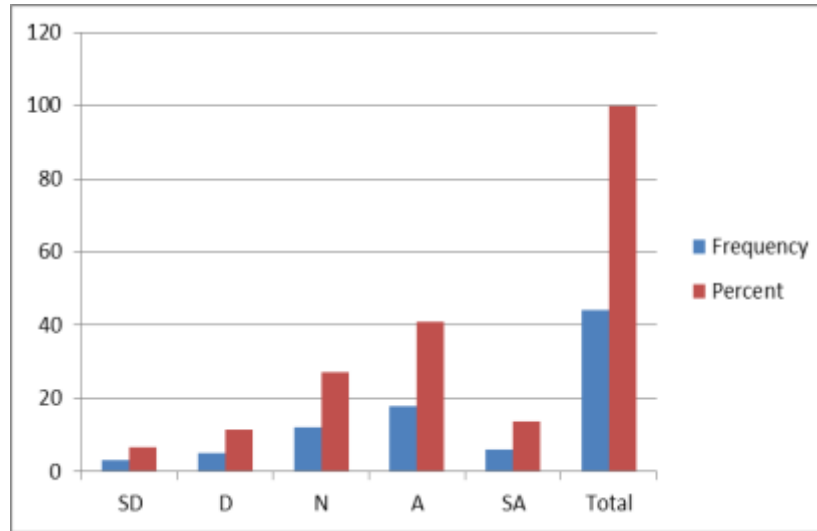


Table 4.25: Administrative Support

	Frequency	Percent
SD	3	6.8
D	5	11.4
N	12	27.3
A	18	40.9
SA	6	13.7
Total	44	100.0

Figure 4.25: Administrative Support

Table 4.25. indicates that 54.6% of the respondents agreed that they receive adequate support and guidance from the school administration, however 18.2% disagreed with the statement and only 11.4% were neutral.

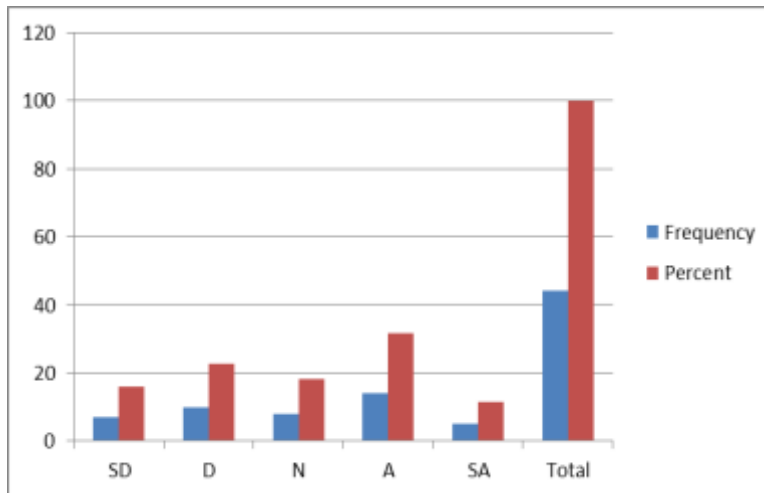


Table 4.26: Teaching Materials

	Frequency	Percent
SD	7	15.9
D	10	22.7
N	8	18.2
A	14	31.8
SA	5	11.4
Total	44	100.0

Figure 4.26: Teaching Materials

Table 4.26. indicates that 43.2% of the respondents agreed that school provides them sufficient teaching materials and classroom resources, while 38.6% disagreed with that statement and 18.2% were neutral.

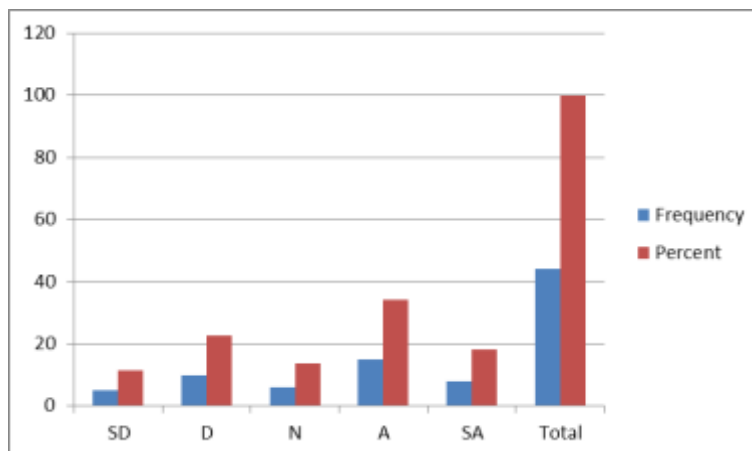


Table 4.27: Professional Development

	Frequency	Percent
SD	5	11.4
D	10	22.7
N	6	13.6

A	15	34.1
SA	8	18.2
Total	44	100.0

Figure 4.27: Professional Development

Table 4.27. indicates that 52.3% of the respondents agreed that they have opportunities for professional development and training at school, while 34.1% disagreed with that and only 13.6 % of them were neutral.

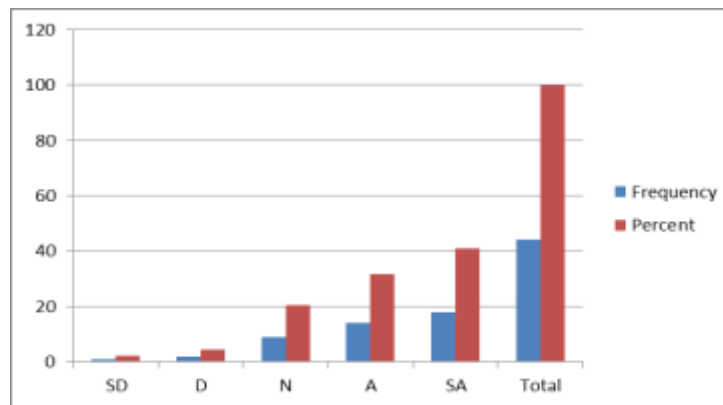


Table 4.28: Administrative Tasks

	Frequency	Percent
SD	1	2.3
D	2	4.5
N	9	20.5
A	14	31.8
SA	18	40.9
Total	44	100.0

Figure 4.28: Administrative Tasks

Table 4.28. indicates that 72.7% of the respondents agreed that administrative tasks take too much time away from teaching, while 20.5% neutral with the statement and only 6.8% were disagreed.

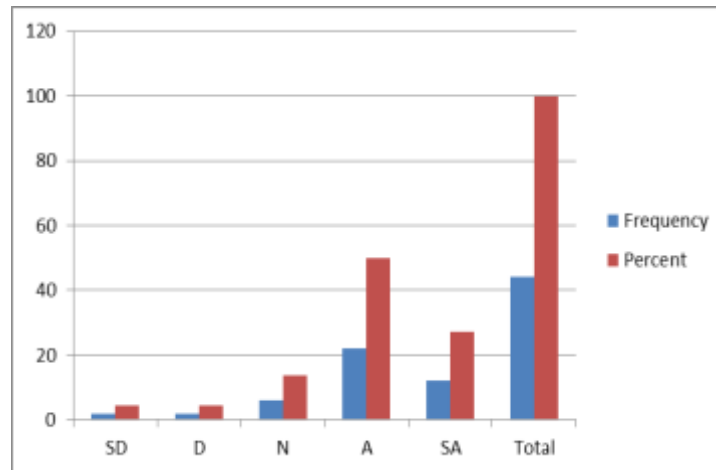


Table 4.29: Clear Communication from Headmaster

	Frequency	Percent
SD	2	4.5
D	2	4.5
N	6	13.6
A	22	50.0
SA	12	27.3
Total	44	100.0

Figure 4.29: Clear Communication from Headmaster

Table 4.29. illustrates that 77.3% of the respondents strongly agreed about receiving clear communication from the headmaster regarding school matters, while 9% of them disagreed with the statement and only 13.6% of them were neutral.

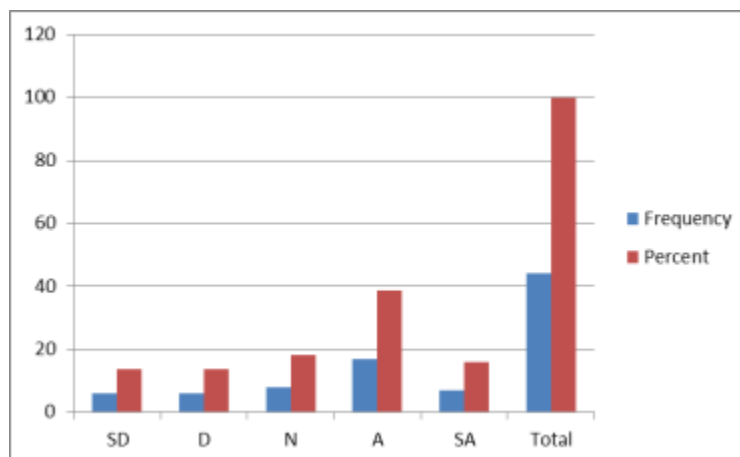


Table 4.30: Timely Information

	Frequency	Percent
SD	6	13.6
D	6	13.6
N	8	18.2
A	17	38.6

SA	7	15.9
Total	44	100.0

Figure 4.30: Timely Information

Table 4.30. indicates that 54.5% of the respondents agreed that receiving information timely about school activities and policies, while 27.2% of them disagreed with the statement and only 18.2% of them were neutral.

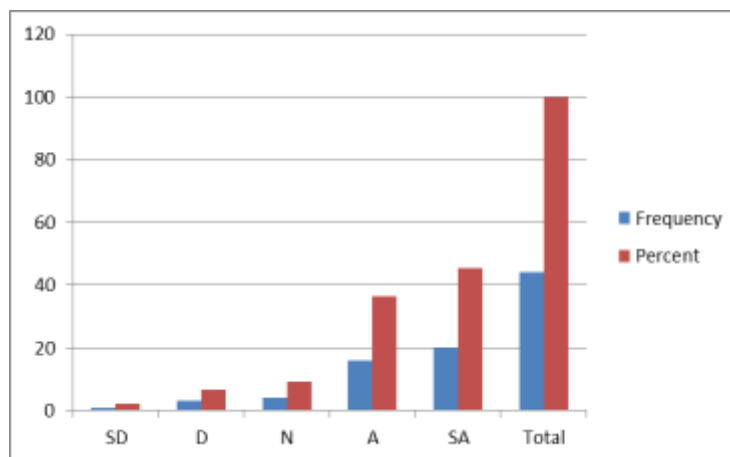


Table 4.31: Heavy Workload

	Frequency	Percent
SD	1	2.3
D	3	6.8
N	4	9.1
A	16	36.4
SA	20	45.5
Total	44	100.0

Figure 4.31: Heavy Workload

Table 4.31. indicates that 81.9% of the respondents agreed that too heavy workload assigned to novice teachers, while only 9.1% of them disagreed and neutral with the statement.

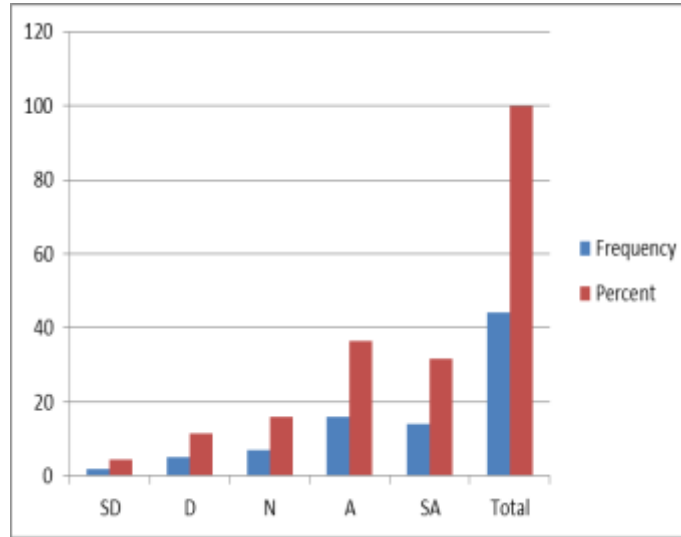


Table 4.32: Paperwork Burden

	Frequency	Percent
SD	2	4.5
D	5	11.4
N	7	15.9
A	16	36.4
SA	14	31.8
Total	44	100.0

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Figure 4.32: Paperwork Burden

Table 4.32. shows that 68.2% of the respondents agreed that administrative paperwork is time-consuming for teachers, however 15.9% of them disagreed and neutral with the statement.

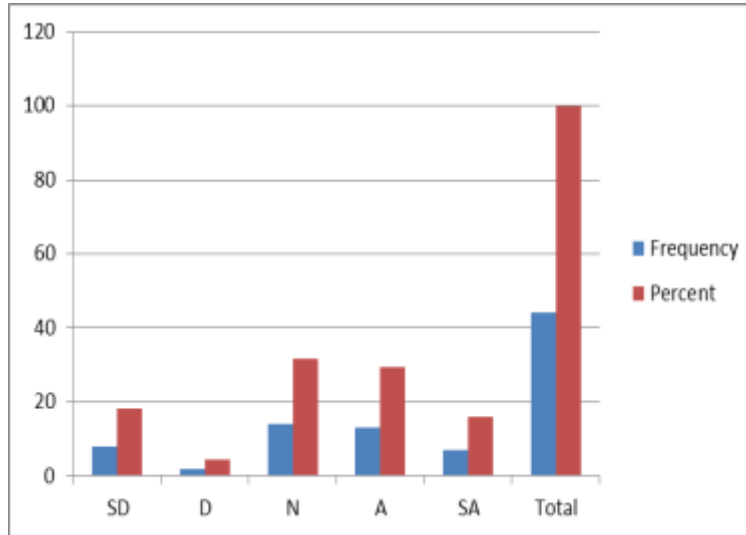


Table 4.33: Opinions Valued

	Frequency	Percent
SD	8	18.2
D	2	4.5
N	14	31.8
A	13	29.5
SA	7	15.9
Total	44	100.0

Figure 4.33: Opinions Valued

Table 4.33 indicates that 45.4% of the respondents agreed that administration should give valued to novice teacher, while 31.8% neutral with the statement and only 22.7% were disagreed.

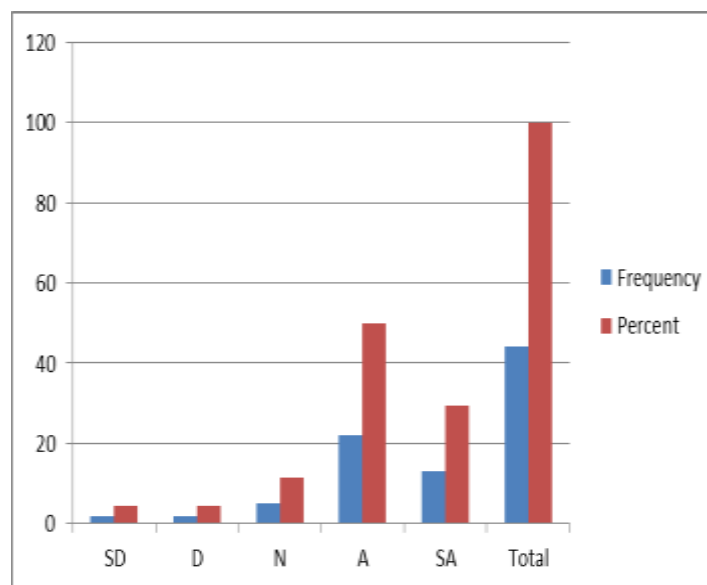


Table 4.34: Clarity of School Rules

	Frequency	Percent
SD	2	4.5
D	2	4.5
N	5	11.4
A	22	50.0
SA	13	29.5
Total	44	100.0

Figure 4.34: Clarity of School Rules

Table 4.34. illustrates that 79.5% of the respondents agreed school rules and procedures are explained clearly to them, while 11.4% of them neutral with the statement and only 9% of them were undecided.

Chapter-5

FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Overview

The purpose of this study was to identify the factors that creates challenges experienced by novice teachers at the Government Primary School Tehsil Mastuj, District Upper Chitral, regarding managing multi-grade classrooms, students' behaviour, and administrative-related challenges during the first three years of teaching experience. This chapter presents the quantitative findings, discussion in line with previous research, conclusions drawn from the study, and recommendations to address these challenges.

5.1 Findings of the Study

This section presents the key findings of the quantitative research study.

5.1.1 Perception of Novice Teachers about Managing Multi-Grade Classroom Challenges

1. A significant majority of the respondents, i.e., 90.9%, of novice teachers at the Government Primary School Tehsil Mastuj, District Upper Chitral, face challenges while teaching in a multi-grade classroom.

2. The data indicated that 90% of novice teachers reported difficulty in preparing lesson plans for different grade levels in a single classroom.

3. A considerable proportion of respondents, i.e., 79.5%, reported that they do not have adequate teaching materials for all grade levels.

4. A significant portion of the respondents, i.e., 80.8%, noted that switching between grade levels in a multi-grade classroom is confusing and time-consuming for novice teachers.

5. A noticeable proportion of novice teachers, i.e., 90.9%, indicated that giving equal attention to each student is very challenging.

6. An intensive number of respondents, i.e., 84.1%, reported that managing activities in a multi-grade classroom is very stressful.

7. The majority of novice teachers, i.e., 74.4%, reported that completing the primary-level syllabus within limited time for all grades in a multi-grade classroom is difficult.

5.1.2 Perception of Novice Teachers about Students' Behavioural Challenges

1. The findings of the study indicated that 47.8% of fresh teachers find it hard to control the class.

2. Low motivation in students was perceived by a significant number of the new teachers (54.5%).

3. The empirical evidence has shown that 81.8% of the participants had difficulties to accommodate individual learning needs.

4. First, the data revealed that 69.6% of beginning teachers experienced interruptions in class on a frequent basis.

5. Many of the beginning teachers, that is, 43.5%, think they encounter no problems in communicating well.

6. Most (48.9%) of the inexperienced teachers have problems in establishing a good

relationship with students with behavioural difficulties.

7. A high proportion of respondents (considering them together, 72.7%) felt that it is difficult to develop engaging lessons for students across different age ranges.

8. Three quarters, or 75%, reported that tracking the academic assessment of each student on a regular basis is difficult.

5.1.3 Perception of Novice Teachers about Administration

1. Most of the new teachers, that 54.6%, said they received enough support and guidance from the school management.

2. On the other side, 52.3% of participants agreed the school generates opportunities for professional development and training.

3. A marked proportion of the respondents (72.7%) commented that administrative duties detract from the time available for teaching.

4. A total of 77.3% of novice teachers were reported to have clear information on the affairs in schools from the headmaster.

5. The results found that 81.9% of the survey respondents believed a heavy workload is piled on newly qualified teachers.

6. Administrative paperwork was also seen as time-consuming by a large percentage of beginning teachers (68.2%).

7. The study found that beginners were 79.5% of new teachers feel the school rules and procedures are communicated to them.

5.2 Conclusion of the Study

The objective of this research was to explore the issues and challenges that encumber the newly appointed teachers at Government Primary School Tehsil Mastuj, District Upper Chitral. Most of the beginning teachers experience a challenge in dealing with multigrade teaching, behavioural problems and bureaucratic duties. They have particular difficulty with personalizing instruction for students, devising work for different ages at the same time, tracking student academics, and controlling classroom behavior.

In addition, the novice teachers have to cope with the stress of heavy workloads along with too much administrative work and limited teaching

materials that hinder them from providing effective instruction. Even with such challenges, school leadership tended to provide more than adequate amount of support and guidance for these novice teachers that partially compensate some of those obstacles.

In general, the research suggests that novice teachers need extra help, specialized professional development and mentorship to navigate the myriad demands of multi-grade teaching and classroom management responsibilities (e.g., Smith & Dillon, 1999) in remote context such as Upper Chitral.

5.3 Discussion of the Study

The results of this study support other studies that suggest unexperienced teachers face great difficulties in controlling a multi-grade class, student behavior and administrative workload (Saleem, 2021; Çakmak et al., 2019). The finding that a considerable proportion of first year teachers experienced difficulties with lesson planning, aligning practices between grades and individualizing instruction resonates with the cognitive load and limited professional experience as discussed in literature (Little, 2006; Veenman, 1984).

Should students present such behavioural issues as classroom disturbances, low engagement and an inability to cater for personal learning needs, it is indicative of the conditions Ingersoll and Strong (2011) found that may make new teachers more susceptible to stress regarding managing discipline within a class. The findings also reveal some of the novice teachers contribute only in terms of communication; relationship and behaviour management with students still remains a challenge as per endorsing previous rural studies made in Pakistan by (Ahmed & Din, and 2024).

Administrative barriers, including dealing with too much paperwork and receiving an unclear sense of workload expectations bolster Fantilli and McDougall's (2009) and Ballet and Kelchtermans findings that administrative roles can take away from decisions to plan for instruction, in turn raising stress in beginning educators. However, the study also demonstrates that administrative support and role clarity in rules can help to

mitigate some of these pressures (consistent with Leithwood et al.). (2004).

In conclusion, the study supports an understanding of beginning teachers' early career experiences as being influenced by pedagogical, behavioural and managerial challenges with implications for systemic, mentorship and contextually focused professional development initiatives.

5.4 Recommendations of the Study

Recommendation Based on the findings, the following recommendations are suggested to assist beginning teachers:

1. Create formal mentorship programs to have expert teachers mentor novice teachers, offer them feedback and get them comfortable in multi-grade classrooms.
2. Provide seminars and workshops in instruction, integrated classroom management, assessment, and differentiated teaching strategies.
3. Offer supporting materials and teaching resources help to address multi-grade level classrooms.
4. Run workshops on managing classroom behaviour, how to motivate students and how to deal with students who are being disruptive.
5. "Cut the amount of non-teaching paperwork that is required of early career teachers to create more time for planning lessons and developing new teaching practices.
6. Communicate school rules, policies, administrative and other expectations effectively.
7. Cultivate responsive school leaders who support teamwork, trust and professional growth.

5.4.1 Recommendations for Future Researchers

1. Compare and contrast novice rural teachers with their urban counterparts to inform analyses of context.
2. Understand the challenges of novice teachers using qualitative or mixed methods to provide richer understanding in classroom context.
3. Study the influence of mentorship and administrative support on novice teacher hardships.

4. To investigate how novice teachers' coping strategies and professional identity develop over the course of their first five years of teaching longitudinally.

5.5 Limitation of the study

The study was confined to one tehsil (Mastuj), which may limit the generalizability of the findings to other regions of Upper Chitral or Pakistan.

The sample size was restricted to 44 novice teachers, which may not fully represent all novice teachers in the district.

The data relied solely on self-reported responses, which may be influenced by personal perceptions or social desirability bias.

Only **quantitative data** were used, which may not capture deeper insights that qualitative methods could reveal.

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