

**EXAMINING SOCIO-PEDAGOGICAL DETERMINANTS OF TEACHING
STYLES AMONG SOCIAL SCIENCE TEACHERS IN HIGHER SECONDARY
SCHOOLS**

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Abstract

Teaching methodology and techniques of making the learning process efficient are one of the most important aspects of the education system. The purpose of this study was to explore, compare and analyze the socio-pedagogical factors affecting the teaching style of Social Science teachers in Pakistan. This socio-pedagogical factors can be categorized in to four major factors as mentioned career stage factor, curriculum factor, knowledge factor and institution factor. In this study, quantitative information is collected, as statistical results, by survey method, and a qualitative interpretation is made. A specific sample was selected through stratified sampling techniques from 10 Schools in Faisalabad. Data collection was performed by preparing targeted questionnaire containing all relevant questions and statements for the study. Comparative analysis was performed first on qualitative data obtained from 50 respondents followed by their calculation for interpretation. It is detected by the study itself that the socio-pedagogical factors have a massive impact on the teaching style and strategies of the Social science teachers. Though in most cases teachers look upon their Institutional and curriculum Factors, to choose the best plan to fit students properly. i.e. Other than teaching style, career stage factor and knowledge factors are also very important for Choosing & Developing teaching styles. It is important to enhance teaching and learning environments for teachers and students.

Keywords: Socio-pedagogical factors, Teaching style, Social Science Teachers

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INTRODUCTION

Pedagogy consists of theory and practice that undertakes all aspects of teaching and learning faced and done by teachers and students (Sequeira, 2012). Pedagogy expands its sphere and considers everything that influences or affects it. Teaching is the core component of any education system; without effective teaching, no knowledge or skill can be spread.

Certain important factors, such as institutional, career-stage, professional, personal, and knowledge factors, strongly influence teachers' teaching style. In this study, one of the most important factors, the curriculum factor, with its intensity of effect on the teaching style of Social Science teachers, was assessed.

TEACHERS' TEACHING STYLE

In the whole teaching process, the learner is the central focus point. The teacher has to choose teaching styles and strategies according to the students' needs to grow and learn efficiently (Blase, 1986). If a student fails to get what they are being taught, the performance and teaching style of the teacher are questioned. Therefore, a teacher must choose the style and strategy to teach the learners. The teaching profession requires a commitment to the total transformation of the learner, the constant development of their potential for the satisfaction of living life, and being a good member of society. That is why teachers' professionalism and teaching quality are always focused. Teachers who are willing to work on the issues of education and meet the requirements of quality instruction can transform their pupils and bring out their best.

CURRICULUM INFLUENCE ON TEACHING STYLE

As teachers' performance and teaching style are central to the education system, some factors influence teachers' teaching style. This study will discuss the effect of the curriculum taught on the teachers' teaching strategies to make their pupils learn effectively and perform better.

The curriculum consists of theoretical and practical knowledge taught and learned by teachers and students, respectively. The curriculum is typically a combination of scope and breadth of content relevant to the subject area, along with an appropriate order and shape of concepts and activities to be learned by the learners (Akhtar & Kausar, 2011). The standards to be maintained generally outline the aims of learning, tasks, materials, discussion, and representation used to achieve the goals. The curriculum is developed collectively by teachers, curriculum coordinators, state agencies, and textbook publishers. The standards discussed do not prescribe any particular curricula but rather provide specific criteria and instructions about the design of the curricula.

CURRICULA IN PAKISTAN

In Pakistan, many curricula are being offered simultaneously. It can be found on the Wikipedia website, as well as local educational institutions and curricula that have been designed, specifically by the provincial government e.g. the Punjab Education Board or the Sindh Education Board. They are actually alternative qualifications which are not managed by the district's Board of Intermediate and Secondary Education but by independent examination boards based in Pakistan. Currently, the education system operational in Pakistan is the General Certificate of Education (GCE) which substitutes the Secondary School Certificate (SSC) or matriculation of the Intermediate education system with O-Level and Higher Secondary School Certificate (HSSC) with A-Level. AP (for advanced placement) is an alternative education (not to the extent mentioned above).

As a result, there are two fundamental standard curricula in Pakistan that is the Oxford based curriculum and the local curriculum. This study is about the current curriculum being imparted in higher secondary schools (HSS) of Faisalabad district in the province of Punjab. Schools in Faisalabad offer either the curriculum provided by the Punjab Textbook Board and the Oxford designed Curriculum. Punjab Textbook Board is followed by all the public sector schools and some private sector schools. In contrast, all private sector schools follow the Oxford syllabus.

OBJECTIVES

This paper mainly focuses on comparative study of teaching styles of Social Science teachers teaching syllabus of Punjab Textbook Board and Oxford aiming to identify whether syllabus provides any instructions to the Social Science teachers and if so to what extent either way what would be the things need to be done in this regard.

RESEARCH QUESTION

This study has tried to seek the answer to the research question mentioned below:

- How is the teaching style of social science teachers affected by the curriculum they teach?

For more clarification of the scope under study by the research mentioned above, the following explored areas were targeted:

- i. Students analyzing capacity
- ii. Personal examples
- iii. Explanation of everything
- iv. Extracurricular Activities
- v. Multimedia AV aids
- vi. Group discussions
- vii. Individual assignments
- viii. Small groups
- ix. Writing skills
- x. Satisfaction with the current teaching style

The above-stated areas were chosen to cover the maximum possible aspects of the teaching style of Social Science teachers affected by the curricula they teach. Researchers' recommendations were also incorporated to determine variations in the teaching style due to differences in the curriculum.

METHOD

The primary purpose was to have a clear picture of change in the teaching style of beginning Social Science teachers by comparing two curricula they were teaching. The teaching style, along with all the contiguous activities and behavior of a teacher, influences their performance and, of course, the performance of the learners and students (Marzano, Marzano & Pickering, 2003). primarily to achieve the objectives of this research and answer the research question. The methods used are described using the following research approach.

RESEARCH DESIGN AND SAMPLING

A mixed method approach was used for the study, qualitative research design had an important role along with quantitative research method which also had an important part. A questionnaire was published to record the subjective experience and observations of the Social Science teachers' class teaching style regarding the two dissimilar curricula to initiate the data acquisition process. The descriptive research method was employed to conduct the study since it is a useful instrument of collecting descriptive data for any condition and situation (Creswell 1994). Population of the study was serving Social Science teachers of the schools of Faisalabad teaching up to intermediate level. Data Collection Procedure So, out of the population consisting of 50 Social Science teachers, they filled the self-developed questionnaire tool for the data collection process. Of 50, 24 Social Science teachers were teaching Oxford, while the other group of 26 teachers was teaching Punjab Textbook Board (PTB); Syllabus. Participants were selected for the study using probability sampling techniques. As these Social Science teachers were not homogeneous group so stratified random sampling techniques were practiced to have representation of the total population so as to have a genuine population representation through the sample group. The sample group consisted of public and private sector teachers (both male and female) currently serving in the district of Faisalabad, Pakistan from urban and rural areas. Specifically, during the process of sampling, adequate balance was made between the two groups which are Social Science teachers who taught the course introduced by



Punjab Textbook Board (PTB) & Oxford. Based on the nature of the data that was collected and recorded regarding the experiences of the social science teachers, the exploratory study adopted the survey research design as it was the more applicable method. Data were collected in a cross-sectional survey to obtain high-accuracy data. Thus, a cross-sectional survey method was employed to gather the data of the entire population at the same time.

QUESTIONNAIRE AS SURVEY INSTRUMENT

The first thing researchers did was develop a suitable and relevant list of questions and statements showing aspects of teaching style affected by the change in the curriculum. The same aspects-based list afterward helped researchers in collecting the required data. Things remained smooth, and no significant problems were faced during the generation of these survey questions. The researchers either generated the questions above and statements or borrowed from the studies already done in the same area for the same purposes and molded them afterward according to the study being conducted (Hudson, 2012; Ingersoll & Strong, 2011; Rees, 2015; Tahir & Qadir, 2012). Every question or statement used suits diction according to the particular measures of the study content to establish the focus needed for the study concept.

To start the data collection process and fulfill the purpose of getting data, the survey questionnaire was the best option as the primary tool for data collection. A Likert scale format was opted for to understand the intensity and degree of the change in teaching style due to the change in curriculum. The respondents were given six options: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree, to choose one option according to their experience and observations. The under-mentioned scale was followed to collect responses to the questions/statements given by the participants and interpret them afterward:

Range	Interpretation
0.00 – 1.00	Strongly Disagree
1.01 – 2.00	Disagree
2.01 – 3.00	Slightly Disagree
3.01 – 4.00	Slightly Agree
4.01 – 5.00	Agree
5.01 – 6.00	Strongly Agree

PILOTING THE QUESTIONNAIRE

At the end of the questionnaire contribution phase, the questionnaire was delivered to ten respondents to test the validity of the questionnaire. However, the responses of the ten respondents are not part of the data collected and analysed. These were just 10 responses collecting the feedback from the respondents if the statements/questions needed any change, improvement, clarity, or modification. Through this activity, the research instrument chosen by the researchers, i.e., the questionnaire, was improved in terms of both validity and efficiency. The questionnaire was reviewed and adjusted/modified according to the recommendations and propositions of the respondents. Cronbach's alpha was used to evaluate if the questionnaire was a statistically reliable research instrument, reporting a value of 0.88.

INTERVIEWING

In pursuance of the mixed method research approach, it was not only the questionnaire that the researchers relied upon to collect the data, because it has been noticed that respondents sometimes consider it superficial and self-completed (Robson, 2002). To avoid such a situation and ensure the reliability of the data collected, researchers conducted interviews so that the questionnaire results could be confirmed. Structured interviews also work well in certain studies to fulfill exploratory research. Still, in this study, semi-structured interviews were used to collect required data, as they were more flexible and helped develop more understanding and clarity of the under-study phenomenon (Denzin & Lincoln, 2000). The study reveals that while perceiving their task mastery of teaching a specific curriculum effectively, teachers represent various individuals facing challenges when adapting their teaching style to teach that particular

curriculum. After a convenient volunteer sampling for the interviews, the selected Social Science teachers were interviewed to assess the reliability of the quantitative data already collected through the questionnaire. As Miles & Huberman (1994) suggested, the teachers selected for the interviews were from the same groups of teachers who had participated in the data collection process through a questionnaire.

DATA COLLECTION PROCEDURE

The researchers visited several educational institutions (schools) in person, where the required respondents could be found and presented with the questionnaires. As a result, the response rate remained at 90%, which encouraged the researchers to increase their motivational level. Of the 75 questionnaires, the respondents completed 65, but 15 questionnaires were found unsuitable for data analysis because there were ambiguous answers and more than one answer chosen by the respondents. Thus, in the end, 50 filled questionnaires were finalized to start their analysis to achieve the maximum possible accurate results. The data collection process took about two months, including finding the relevant respondents, introducing them to the study, identifying its concepts, purposes, potential outcomes, and practical applications, delivering questionnaires, and then having them return them after filling them out. This sequential mixed-method approach comprised: firstly, an initial survey with the distribution of questionnaires to the sample groups of Social Science teachers with different curricula teaching in their classrooms (Oxford syllabus teaching group = 24 & Punjab Textbook Board Syllabus Teaching Group = 26) and subsequently semi-structured interviews were conducted from the Social Science teachers of both the groups (n=10, five from each group) to support the results acquired through survey questionnaire process.

RESULTS

QUESTIONNAIRE

The well-known statistical software SPSS-16 was utilized to analyze the data collected. The data was analyzed descriptively with separate calculations for each item from both groups. The data entry was made very precisely and carefully. A detailed exploratory data analysis (EDA) was carried out. It was found suitable and normal to analyze the data further. All the necessary descriptive statistics, such as the number of responses (N), mean, standard deviations, and standard error mean, were assessed to obtain appropriate results after the data analysis.

COMPARATIVE ANALYSIS OF CURRICULUM IN TEACHING STYLE

Table 1 provides group statistics of the data collected and analyzed, elaborating on the degree of effect of a particular curriculum on Social Science teachers' teaching styles. Table 1 shows the relevant question statements that were posed by both sets of teachers. The first group was those teachers who were teaching Oxford syllabus to the school students and the second group comprised those teachers who were teaching to school students up to higher secondary level of Punjab textbook board (PTB) syllabus. There were 24 Social Science teachers in group A that followed the Oxford syllabus and second group B consisted of 26 Social Science teachers were exposed to the PTB syllabus. The subsequent column of the table below presents the mean or average value of the responses from each group which has been interpreted at a later stage of the study. The standard deviation is the column next to the mean value, which indicates if the mean values are scattered. Finally, the last column conveys the "Standard Error Mean" which means how similar the mean value looks like answers from the sample to the mean value of the entire population.

TABLE 1: GROUP STATISTICS OF THE CURRICULUM FACTOR

Question Statement	Curriculum School	inN	Mean	Std. Deviation	Std. Error
1 During teaching, special emphasis is given to the analytical capacity of the students for the information they receive.	Oxford syllabus	24	5.1667	1.09014	.22252
	PTB Syllabus	26	4.6923	.67937	.13323
2 Using personal examples to elaborate lessons should be avoided in the classroom.	Oxford syllabus	24	3.5833	1.44212	.29437
	PTB Syllabus	26	4.3077	1.15825	.22715
3 The teacher does not need to explain the part of the lesson assigned to the students.	Oxford syllabus	24	2.7500	1.51083	.30840
	PTB Syllabus	26	4.2692	1.40165	.27489
4 Other than usual homework, students are also assigned extracurricular activities.	Oxford syllabus	24	3.9583	1.54580	.31553
	PTB Syllabus	26	4.4231	1.20576	.23647
5 Assistance from AV aids is often taken in the classroom.	Oxford syllabus	24	3.7917	1.64129	.33503
	PTB Syllabus	26	2.9615	1.61197	.31613
6 Small group discussions mostly begin among students.	Oxford syllabus	24	4.3750	1.37722	.28112
	PTB Syllabus	26	3.7692	1.33589	.26199
7 Students are assigned individual study assignments.	Oxford syllabus	24	4.3750	1.05552	.21546
	PTB Syllabus	26	5.5385	1.17614	.23879
8 Classroom chairs are arranged in small groups (3-5).	Oxford syllabus	24	4.6667	1.00722	.20560
	PTB Syllabus	26	3.6538	1.59856	.31350
9 Writing skills are considered more important to teach students than other language skills.	Oxford syllabus	24	3.5833	1.52990	.31229
	PTB Syllabus	26	4.5769	1.41910	.27831
10 I feel comfortable with my current teaching techniques and styles.	Oxford syllabus	24	5.2083	.83297	.17003
	PTB Syllabus	26	4.6923	1.31967	.25881

The underlying statistical analysis of the data in the above table describes differences of the mean values of teachers teaching the Oxford and the PTB syllabus. The mapping of this question to course objectives first question statement: "During teaching special impulse is given on the analyzing capacity of students for the information they get..." the mean value for the first group of teachers trained with the Oxford syllabus was 5.16. Conversely, the mean value for the second group of teachers with the PTB syllabus was 4.69. Thus, the difference in the mean values of these two groups indicates that teachers with the Oxford syllabus emphasize the analytical capacity of the students with respect to the information they received more than teachers related to the PTB syllabus.

As for the second question statement: "Using personal examples to elaborate lessons should be avoided in the classroom" the average value (mean) was 3.58 for the first group of teachers of the Oxford syllabus. On the contrary, the average of the second group of teachers with the PTB syllabus was 4.30. Therefore, the gap between these two groups' mean values indicates that PTB syllabus teachers believe teachers should not elaborate on the lesson on teaching by using examples from their life. It was less of the Oxford syllabus group teachers preference to avoid personal examples than that of the PTB syllabus teachers group.

In the third question statement, the mean value of the first group of teachers with the Oxford syllabus was 2.75, "The part of the lesson assigned to the students need not be explained by the teacher. On the other hand, the mean of the PTB syllabus of the second group teachers

were 4.26 So, the mean difference between these two groups indicates the teachers who have Oxford syllabus believe that a teacher explaining well is also essential even though students are supposed to prepare or do things themselves. The group of teachers with the PTB syllabus said that there is no need to teach what the part of the students is.

In the fourth statement of question "Other than the usual homework to be done from lesson, students are also assigned extracurricular activities", common values comparison of both the groups represented that tendency to assign extracurricular activities in the teachers' group with the PTB syllabus is greater compared to the teachers' group with the Oxford syllabus.

The mean value of the first group of teachers was 3.79 in reference the fifth question statement ("Assistance from AV-aids is often taken in the classroom") in the Classroom and AV-Aids section. Mean value for the second group of teachers with PTB syllabus was 2.96 However. This is why this divergence of these two groups' mean shows that Oxford syllabus teachers use multi media AV aids. The teachers with the PTB syllabus still uses the AV aids multimedia which is a high difference in teaching.

Small group discussions are mostly initiated between students, the mean value for the first group of teachers was 4.37. Conversely, the mean value of the second group of teachers with PTB syllabus was 3.76. Thus, the disparity in their mean values shows that teachers who have the Oxford syllabus involve their students in small group hurdles compared to those who have the PTB syllabus. For the seventh question statement to the effect that "Students are assigned individual, study, assignments", the mean value for the first group of teachers with Oxford, syllabus was 4.37. In contrast, this number for teachers with PTB syllabus was 5.53. Thus, the means difference of these two groups indicates that teachers whose teaching syllabus is PTB focus on more individual and less collective or group assignments in class as compared to teachers with Oxford syllabus.

Well, in the statement of the eighth question "Classroom chairs are arranged in a small group (3-5) design" the mean value of the first group of teachers with the Oxford syllabus is 4.66. However, the mean value of PTB syllabus of the second group of teachers was 3.65. Thus, the mean difference depicts that the teachers teaching Oxfordsyllabus have more emphasis on designing group study, which is also a requirement for provision of equal opportunity for advancement of the learners, as compared to those teaching PTB syllabus. For the ninth question "It is more important to teach the students writing skills than other language skills" the mean value of the first group of teachers given Oxford's syllabus was 3.58. However, the mean value for the second group of teachers with the PTB syllabus was 4.57. Thus, the mean values difference between both groups indicates that teachers with the PTB syllabus perceive writing skills in Social Science as more expressive and efficient language skills than speaking skills in Social Science. Anyway, all of us are aware of how students are recommended just to write in education system of Pakistani public sector schools. In contrast, the teacher group with Oxford syllabus does not think writing to be as important as the other language skills.

The tenth and final question asked them about their efficacy: "I feel comfortable with my current teaching techniques and styles." Difference between the mean for the first group of teachers with the Oxford syllabus = 5.20 Secondly, for the Oxford syllabus teaching group the average of teachers with PTB syllabus was 4.69 which shows the satisfaction level of teaching style by them is lesser as compared to that teaching group teaching the school students by those teachers group with Oxford syllabus.

TABLE 3.2: UNIVARIATE ANALYSIS OF THE DATA

	1	2	3	4	5	6	7	8	9	10
Teaching Curriculum in School	Students' Analytical Capacity	Personal Examples	Explanation of everything	Extracurricular Activities	Multimedia AV Aids	Group Discussion	Individual Assignments	Small Groups	Writing Skills	Satisfaction with the current Teaching Style
Oxford syllabus	N	24	24	24	24	24	24	24	24	24
	Mean	5.1667	3.5833	2.7500	3.9583	3.7917	4.3750	4.3750	4.6667	3.5833
	Std. Deviation	1.09014	1.44212	1.51083	1.54580	1.64129	1.37722	1.05552	1.00722	1.52990
	Median	5.0000	3.0000	2.0000	4.0000	4.0000	5.0000	4.5000	5.0000	4.0000
	Grouped Median	5.3333	3.3636	2.3846	4.2857	4.0833	4.6429	4.4375	4.8000	4.0000
	Std. Error of Mean	.22252	.29437	.30840	.31553	.33503	.28112	.21546	.20560	.31229
	Skewness	-.2555	.340	.794	-.618	-.537	-.969	-.367	-2.311	-.808
	Std. Error of Skewness	.472	.472	.472	.472	.472	.472	.472	.472	.472
	N	26	26	26	26	26	26	26	26	26
	Mean	4.6923	4.3077	4.2692	4.4231	2.9615	3.7692	6.5385	3.6538	4.5769
Punjab Textbook Board Syllabus	Std. Deviation	.67937	1.15825	1.40165	1.20576	1.61197	1.33589	12.17614	1.59856	1.41910
	Median	5.0000	4.5000	5.0000	4.5000	3.0000	4.0000	4.0000	4.0000	5.0000
	Grouped Median	4.6957	4.4444	4.5000	4.4615	2.7692	3.7857	4.3125	3.6154	4.8571
	Std. Error of Mean	.13323	.22715	.27489	.23647	.31613	.26199	2.38794	.31350	.27831
	Skewness	-.358	-.661	-.994	-.176	.564	-.087	5.033	-.017	-1.260
	Std. Error of Skewness	.456	.456	.456	.456	.456	.456	.456	.456	.456

INTERVIEWS

The semi-structured interviews helped obtain qualitative data processed through conventional content categorization. The models of Miles & Huberman (1994) and the methods by Creswell (2003) were applied for the said purpose. The analysis of the interviews (from 10 respondents, five from each group) confirmed the results already drawn from the data collected through the questionnaire.

DISCUSSION

This study aimed to determine the difference in the teaching style of Social Science teachers because of differences in the teaching material/curricula, namely, the Oxford Syllabus and the Punjab Textbook Board Syllabus.

FINDINGS

The main focus of the study was to reveal the differences in teaching styles of two groups of teachers, which are caused by the change in the curriculum they teach. Hence, the findings about the objectives of this study are described as follows:

- Oxford syllabus teaching Social Science teachers emphasizes the information analysis capacity of the students more.

- Punjab Textbook Board teaching Social Science teachers prefer avoiding personal examples during lessons in the classroom.
- Oxford syllabus teaching Social Science teachers think that students are also taught the part of the lessons they are expected to do by themselves.
- Punjab Textbook Board teaching Social Science teachers also assign extracurricular activities to the students, other than usual study assignments.
- Oxford syllabus teaching Social Science teachers take assistance from multimedia AV aids in the classroom during their teaching.
- Punjab Textbook Board teaching Social Science teachers have not been found encouraging to begin small group discussions among students.
- Punjab Textbook Board teaching Social Science teachers were found to assign more individual study assignments.
- Typically Social Science teachers following Oxford syllabus group chairs in classroom in a small fashion (3-5).
- Teaching Social Science for Punjab Textbook Board is more of teaching writing skills for students than other skills of other languages.
- Oxford syllabus teaching Social Science teachers are found to be more satisfied with their present teaching styles and techniques.

These findings were obtained from the data analysis collected using a questionnaire and semi-structured interviews.

CONCLUSION

The explanatory analysis and its interpretations, in the shape of findings, represented the results that differences in teaching styles of Social Science teachers exist because of the difference in the curriculum they teach. The study has remained successful in acquiring its objectives and answers to the research questions, along with the intensity and degree of the differences between the teaching styles of the two different curriculum teaching groups. The study clearly describes the effects of the curriculum, which can help understand why the performance and outcomes of social science teachers who teach different curricula are different. The effects of variation in curricula are pointed out in this study, which includes emphasis on the analyzing capacity of students, using personal examples in the classroom, explanation of every part of the lesson, assigning extracurricular activities along with usual study homework, use of multimedia AV Aids, small group discussions among students, classroom chair arrangement, important language skills, and satisfaction of Social Science teachers with their current teaching styles and techniques. This study contributes to the existing body of knowledge by describing the effects of curricula and the intensity that distinguishes social science teachers and their performance, ultimately, the performance of students, and the education system.

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