

**Abstract:** *Many teachers are recruited to meet the needs of the increased number of students in the schools. The nature of newly inducted and experienced teachers working relationships determine the academic environment of the school. The present study aims to interview newly inducted and experienced teachers to understand how both the teachers establish relationships and what they can learn from each other during their professional duties. Seven teacher participants from each of the newly inducted and experienced teachers were selected working in public and private sector schools of a large district in Pakistan. The participants were selected purposively, and the data collected through interviews were analyzed using the line-by-line approach for coding the data and formulating the themes and sub-themes. The themes reflected that newly inducted and experienced teachers had supportive relationships and learned from each other. The newly inducted teachers learned teaching strategies, classroom management, and knowledge about the school and students from the experienced teachers, and the experienced teachers learned how the teachers should be friendly with the students.*

**Key Words:** Newly Inducted Teachers, Experienced Teachers, Work Relationship, Mutual Learning, School Teachers. Induction, Teacher Training

## Introduction

The mutual relationship depends upon the cooperation and coordination of the employees. This coordination is affected by several different aspects. Moreover, the organizational environment is also helpful in creating a conducive working environment. If the experienced people would guide and facilitate the newly inducted people, the organization's working environment will be better and vice versa. Hence, it can be inferred that the newly inducted workers require guidance and supervision from their senior colleagues, especially in the initial days of their appointment. The same is the case with educational institutions; these are also the organization working for the betterment of the students and the teachers' well-being [Allwright & Bailey, 2013; Savolainen et al., 2020].

Although there is a dire need for the newly inducted teachers' recruitment in the schools, sometimes they are not welcomed warmly by the experienced teachers in the profession. It is seen that newly inducted teachers do not get proper support from the expert teachers, and due to the lack of induction programs for newly inducted teachers, they have to face numerous challenges. Newly inducted teachers are expected to carry out

routine teaching work from the very first day of their job [Huling-Austin, 2014]. Newly inducted teachers do not get proper time to adjust to the system and manage the regular workload of the classroom [Halford, 2015]. Besides, newly inducted teachers are given extra classes to teach, extra responsibilities and the problematic students whom other expert teachers do not want to teach [Bosch & Kersey, 2016]. Experienced teachers had themselves undergone the same problems and did not want to help the newly inducted teachers [Dussault, 2007].

Moreover, newly inducted teachers mostly face a situation of "sink or swim" at institutions where they do not get proper help and support from the expert teachers and the administration [Morin, 2016]. Resultantly, newly inducted teachers have no choice except to leave the job [Gordon & Maxey, 2014]. It is observed that 28% who graduated from colleges and universities do not go to the teaching field even after getting the qualification in this field [Choy et al., 2013]. The previous studies have produced alarming figures about the newly inducted teachers who started their career and quit soon after joining. In the first year of their job, 9.3% of teachers left their jobs

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[\[Fideler & Haselkorn, 2011\]](#), at the end of their first year, 15% of teachers left the job, and in two years, 20% of teachers did the same [\[NCES, 2014\]](#). Within three years, 33% and in five years, 50 % of teachers left their jobs [\[Darling-Hammond, 2007; Huling-Austin, 2014\]](#).

This situation demands a significant consideration that why the newly inducted teachers do not take this profession as a lifetime career and leave soon [\[Gordon & Maxey, 2014\]](#). The employees who left their teaching profession and joined other professions felt relaxed and comfortable in new working conditions as those were better than their old teaching job [\[NCES, 2014\]](#). At the start of the induction period, newly inducted teachers need support from experienced teachers [\[Gold, 2016\]](#). Recognition of newly inducted teacher's problems is the first step to resolve them. [Gordon and Maxey's \(2014\)](#) categorization of primary problems of the newly inducted teachers are "environmental in nature" and "grounded in the culture of the teaching profession and the conditions of the school as a workplace" (p. 2).

Mutual learning between newly inducted and experienced teachers has been a very attractive topic to be researched. It is due to the importance of mutual learning in the school rather than the learning itself [\[Gilani et al., 2020; Hassan et al., 2019; Lazarova et al., 2012; Waheed et al. 2020\]](#). It is learning between the experienced and newly inducted teachers in the school formally or informally. Formal learning includes duties assigned to teachers, and informal learning includes paying personal attention to other colleagues [\[Bracknerova & Novotny, 2016\]](#). Both the newly inducted and expert teachers do not need to be aware of the learning and involve rather, it can occur without the awareness of the situation [\[Brucknerova & Novotny, 2016\]](#). Newly inducted teachers need to get support and feedback from experienced teachers. It will be very productive for the newly inducted teachers [\[Shields & Murray, 2017\]](#).

## Research Questions

1. What is the nature of the relationship of the newly inducted and experienced teachers working in schools?
2. What do newly inducted and experienced teachers learn from each other?
3. How do the learning experiences of newly inducted and experienced teachers help them in their teaching activities?

## Methodology

The qualitative approach was employed to conduct this study. According to the qualitative research

It is believed that experienced teachers' support is vital for newly inducted teachers to develop their teaching skills and progress in their profession. The study provided evidence about the learning of newly inducted teachers through newly inducted-expert teachers interaction in which collaborative commitment, mentoring through enquiry, classroom risks taking, positive feedback, and the teacher's role as a mentor are all considered essential and critical elements for mentoring [\[Tonna and Bentley, 2017\]](#).

The results of the different research [\[Wideen, 2008; Carter, 2014; Scholten & Sprenger, 2020\]](#) discussed the initial years of the newly inducted teacher's learning. One of them was the meta-analysis of the 93 studies based on learning to teach [\[Wideen, 2008\]](#). These findings are in agreement with [\[Carter 2014\]](#). This research reflected that "beginning teachers' acquisition of pedagogical content knowledge at the university could not be applied to practice" (p. 154). The study further revealed that "it is widely held view that the first year of teaching is a culture shock for beginning teachers, especially those who are poorly prepared for it" [\[Wideen et al., 2018, p. 158\]](#). Newly inducted teachers' perceptions about the teaching in the time of their education are much different from what they experienced in the actual situation at the start of their professional career.

Most of the newly inducted teachers find it very difficult compared to their prior perceptions about the teaching. As for classroom management, it causes emotional disturbance for the newly inducted teachers, and it becomes challenging to maintain a balance between their humanistic perception of the students and effective teaching. The need for control became very apparent to the beginning teacher, often at the expense of alternative teaching methods. (p. 158). The present study aims to understand newly inducted teachers and experienced teachers experiences of how they learn from each other in school's everyday teaching and non-teaching activities and how this shapes their working relationships.

paradigm, individuals construct and develop their knowledge with real-world interaction in their

engaged situation. [Merriam \(2014\)](#) also argued that there usually are three aspects of qualitative research. First, people's experience and how they interpret; second, how individuals construct these experiences and third, is the participants' meaning toward their experiences. Phenomenology was used because the present study aimed to examine the lived experiences of the newly inducted and

### **Selection of Participants**

The purposive sampling technique was used to select the participants for this study. In qualitative research, the researchers aim to find the individuals who can provide the data and information for a particular phenomenon under study ([Corbin & Strauss, 2015](#)). The researchers identified fourteen experienced and newly inducted teachers from three districts of Punjab, i.e., Okara, Sahiwal and Kasur. Seven experienced and seven newly inducted teachers were selected for this study, including male and female.

The participants' demographic characteristics were collected through a questionnaire, and this information was used while interpreting the result of

### **Data Collection**

In a phenomenological study, the interview is one of the tools of communication with the individuals who are the direct observer of the situation and the event they are engaged in ([Creswell, 2013](#)). The data were collected through semi-structured interviews due to the nature of the study. In qualitative research, semi-structured interviews are considered an effective tool for data collection as it provides deep insights, better understanding and rich data to understand a

### **Data Analysis**

After taking the interview, each recorded interview was transcribed verbatim. Audio recordings were heard repeatedly to make sure there was no discrepancy between recordings and the transcriptions. The notes taken during the interviews were also taken into consideration while transcribing and interpreting the data (Gentles et al., 2015). The researchers were finally ready to conduct the second step of formal analysis. Analysis of the data was applied to every transcript of the interview. Themes

### **Results from the Interviews**

After completing transcriptions of the interviews, the analysis started thoroughly to look for emerging themes, which is a complex process of identifying the participants' actual meaning. A detailed examination

experienced teachers' learning experiences from each other in the school environment. It is a research method to get insights into the particular group of people's experiences they lived through. The primary purpose of phenomenology is to grasp the description and nature of the participants' phenomenon ([Creswell, 2013](#)).

the study. Pseudonyms were used for the participants to maintain their confidentiality. It was tried to maintain the participation from all the participants according to the demographic variables (age, gender, qualification, teaching level, experience). The participants having three years' experience were considered as the newly inducted teachers. Seven participants from each group of newly inducted and experienced teachers were included in the sample. It was ensured to complete the demographic questionnaire before the interviews were conducted to understand the participants and maintain participants' criteria for inclusion in the study (Punch, 2013).

complex phenomenon ([Thai & Chong, 2012](#)). It provides detailed and deeper data compared to other data collection tools, yet it can be conducted in multiple formats like face-to-face, internet and through cell phoned ([Marshall & Rossman, 2016](#)). Face-to-face individual interviews were conducted in the present study for grasping a better understanding of the phenomenon.

and sub-themes emerged and developed during the process of data collection, analysis and interpretation. As both the data collection and data analysis are interrelated, it was necessary to start it with the first interview and its transcription and analysis, which helped conduct the next interviews. ([Corbin & Strauss, 2015](#)). The process continued until each of the themes was formulated through line-by-line coding and described through participants statement

of the transcripts for sentences, paragraphs, phrases, and quotations was the researchers' focal point (Yin, 2014). After analysis, the following themes emerged, which are shown in Fig. 1 on the next page.

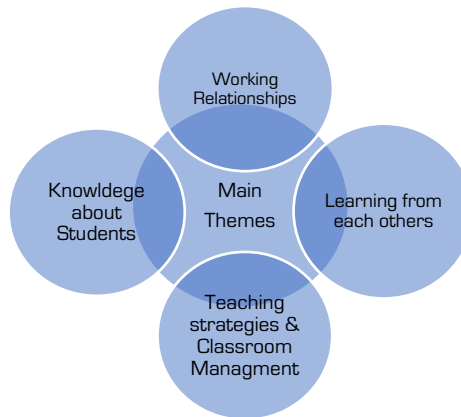


Figure 1: Main Themes of the Study

### Working Relationships

The relationship between the newly inducted and experienced teachers is very crucial. Newly inducted teachers can adjust themselves quickly by having a cordial and supportive relationship with expert teachers.

According to the study participants, most of the newly inducted teachers were warmly welcomed by the expert teachers in the school. Their warm welcome in the system was significant for newly inducted teachers at the start of their career to perform well in the newly joined post. One of the newly inducted teachers further explained that *“most of the expert teachers supported and encouraged them at the start of their career”*. One of the expert teachers having eight years of service, described that *“the atmosphere between the expert and newly inducted teachers is very good in their school. We encouraged and supported the newly inducted teachers, and the staff arranged a party to welcome the newly inducted teachers”*.

The mutual relation between the expert and newly inducted teachers depends on the level of understanding. The school environment contributes a lot to develop a positive relationship between the newly inducted and expert teachers. From the participants' point of view, it is reflected that expert and newly inducted teachers are on good terms. One of the newly inducted teachers having one year of service, remarked that *“we arrange a party every month with everyone's sharing after school time. I love the relationship between the teachers in the*

### Learning from each other

Learning between newly inducted and experienced teachers is a two-way process. It was expressed by the study participants that experienced teachers

*school, and I don't want to leave my school”*. In most schools, the relationship between the newly inducted and expert teachers turns into a strong bond that paves the way for learning, support, and cooperation.

On the contrary, a couple of newly inducted teachers had a different point of view. They experienced a lack of support from their expert/senior teachers. One of the newly inducted male teachers having two years of service on a contract basis in public school shared his experience that:

*“My school was in a remote area where transport system was not proper, and I had to take a lift on someone's bike to reach there. One day my senior teacher and I decided to come to school on alternative days to deal with the transport issue. Nevertheless, when it was his turn, he did not come, and I had to face severe consequences due to the teachers' absence.*

Similarly, one of the newly inducted female teachers shared her non-cooperative attitude with her senior teacher. She had to *“complete one of the assignments given by the headteacher and requested her senior teacher to take her class, but she refused by saying that she had only one free period, so she could not waste it by going to her classroom again. Her refusal put me in trouble, and I had to suffer a lot”*. Anyhow, most of the senior teachers were supportive and cooperative towards newly inducted teachers.

learn from newly inducted teachers; at the same time, the newly inducted teachers learn from experienced teachers. Experienced teachers learn

about the modern trends and advanced technology from the newly inducted teachers, and newly inducted teachers learn how to manage classrooms and students from experienced teachers. Newly inducted teachers have a modern and progressive teaching approach. In this way, both can learn from each other and improve their teaching.

On the contrary to this, sometimes newly inducted and experienced teachers are on two different poles. Few expert teachers experienced that many newly inducted teachers are not interested in taking advice from the experienced teachers during the early period of their teaching. They think that they already know enough and do not need their suggestions, whereas one of the newly inducted teachers explained this by sharing that:

"I was advised to teach the children strictly and keep a distance between the teacher and student. They do not want us to teach students in a friendly way. But I wanted to teach them in a relaxed environment where they can share their problems with me".

She further described that in some cases, the newly inducted teachers took the advice from the experienced teachers, yet they are not sure what to do with this advice, accept or neglect it. If they accept and want to implement their advice, they need help and guidance from experienced teachers. Another newly inducted teacher having one year of service in a private school reflected that:

"After joining the school, I was not aware of the nature and behaviour of the students. So, I got help from one of my experienced colleagues, and he helped me develop a nice relationship with the students. Now, I am very comfortable with them".

So, most of the participants reflected that they learn many things from the experienced teachers related to teaching and how to act in different situations. This is a reflection of the learning of newly inducted teachers from their experienced colleagues.

### **Teaching Strategies and Classroom Management**

The teaching is not confined to impart knowledge; instead, it is learning skills and the ability to manage the classroom. Newly inducted teachers should understand what is teaching all about. The actual teaching is to implement all the techniques and principles in the actual classroom to change. As a teacher, the newly inducted teachers need to understand the classroom management and make their teaching effective and influential.

Most experienced teachers were convinced that if the newly inducted teachers acknowledge their ideas, learning occurs. It is reflected from the results that most of the newly inducted teachers need help from experienced teachers to gaining knowledge of pedagogy. One of the newly inducted teachers described that *"during the early period of my teaching I was not so much confident about the way lesson to be delivered in the classroom, mostly I imitated my experienced teachers to present my topics"*. In order to deal with these problems, newly inducted teachers got help from experienced teachers. Another new entrant shared that *"he was advised to initially deliver one topic in detail one day to understand better"*. One of the newly inducted teachers who was having two years of teaching experiences in a private school expressed that he was advised by an experienced teacher that:

"If you want to develop a good understanding of content among your students, you should give homework to the students so that they have to go through the topics again and in this way, they will be able to comprehend the content better".

One of the surprising things shared by a few experienced teachers about the newly inducted teachers was that most of them came into the teaching profession by chance, not by choice. So, they are not professional and qualified teachers even if they have professional degrees like B.Ed or M.Ed. In this way, the experienced teacher provides them with help on teaching different subjects to the students. The knowledge of the subject matter and its delivery is crucial for experienced teachers who want the newly inducted teachers to learn.

It can be concluded that the experienced teachers have more concerns about the student understanding, and for this purpose, they guide newcomers to teach with the best understanding. Newly inducted teachers understand the expectations of the experienced teachers, but in the beginning, it is challenging for them to implement the same kind of planning and teaching due to a lack of experience.

Most of the newly inducted teachers favoured a democratic style of management and maintained the classroom discipline in a friendly way. At the beginning of the teaching profession, newly inducted teachers try to implement it in the classroom, going against experienced teachers as they are not favouring the democratic style of classroom management. One of the experienced teachers having Master degree and seven years of service in a public sector school permanently described that:

"I asked one of the newly inducted teachers to take strict control over the classroom, and she refused to do so. After a couple of weeks, she came to me and told me that I did wrong by implementing a democratic style of management in the classroom as I suffered a lot".

Experienced teachers have more knowledge about the ground realities, and that's why they take serious actions as the educational theories are not applicable in every situation. Most of the newly inducted teachers implemented the general strategies for delivering the lectures and managing the classrooms. In the beginning, their focus was to adjust themselves in classrooms by using simple and basic teaching and managing techniques by avoiding the complex strategies advised by the experienced teachers. They reflected that pedagogical knowledge and teaching strategies are directly related to each other, as the more complex teaching strategy, for example, a creative strategy needs more pedagogical knowledge. The experienced and newly inducted teachers mentioned many general strategies. One of the experienced teachers described that *"they recommend the newly inducted teachers to put few interesting questions before starting the class. This would help to engage and*

*motivate them to take an interest in the subject"*. These kinds of strategies do not need to have additional skills and experience to implement as these are very common and used universally.

Teaching competencies included three elements in which; the first one is the teacher's manners, body language and students' behavior during teaching. The second one is how newly inducted teachers present their topic using words, sentences and examples. The third is the teacher's interaction that how they should interact in the classroom with the students. Most of the newly inducted teachers learned these skills, but the implementation of these skills was difficult for them due to the lack of experience. One of the newly inducted female teachers, having one year of teaching experience, elaborated that *"I always asked questions from the students by using their seat numbers,"* and an experienced teacher at the same moment described that *"a teacher should have to call their students by name as calling their names gives them nice feeling and creates a quick bond between a teacher and student"*. As a whole, newly inducted teachers try to learn and improve their teaching strategies with little effort and guidance from their experienced teachers.

### Knowledge about the Students

Knowing the students' background information, abilities, and capacities to run the classroom smoothly is vital for successful teaching and management. Every teacher must have all this information, and for newly inducted teachers, it is more crucial to know their students as soon as possible. Most experienced teachers remarked that they used to give students various information to the newly inducted teachers as they already know much about them. Much discussion takes place between the experienced and newly inducted teachers. One of the males experienced teachers who were a headmaster in a public-school having service of ten years explained that:

"One of the major problems most of the newly inducted teachers face that they do not try to develop a rapport with their students. Without establishing a rapport, they would not be able to know their students' socio-economic status, family issues, and capacities and limitations. It would create trouble for newly inducted teachers.

During the teaching, newly inducted teachers perceived that what they had planned and arranged

for the students was easy for them to understand, yet it was not valid for all the students. The situation was not ideal in every classroom, as there were many students with different backgrounds. The newly inducted teachers should try to understand the psychological problems and other emotional factors that become a hurdle in learning. Experienced and newly inducted teachers agreed that as a teacher, we should approach students psychologically so that their problems can be identified and addressed to make the learning process smooth and lasting. To understand the students, the newly inducted teachers need to get knowledge about certain things; one of the experienced teachers mentioned these aspects as, *"I recommend all the newly inducted teachers to get information about the students like family background, cognitive level, psychological conditions and other factors affecting the learning of the student"*. The newly inducted teachers reflected that the teaching-learning process becomes easier and more effective for teachers and students by getting quick information about the students.

### Findings and Discussion

This research exhibited that the nature of the relationship between the experienced and newly

inducted teachers was more or less appreciable for both types of teachers because it was very

supportive and learned from each other. A few newly inducted teachers had experienced the non-supportive attitude from their senior teachers. Newly inducted teachers were warmly welcomed in the school by the experienced teachers, but newly inducted teachers expected that they would have less workload at the beginning of their teaching to adjust to the school system properly, but it did not happen according to experiences of most of the newly inducted teachers. On the contrary, they were assigned much work to do. The results of the current study partially resemble the results of the [Huling-Austin \(2014\)](#). The newly inducted teachers had to do more work during the early years of teaching, but a very encouraging finding that is contrary to this result was revealed by [Gordon and Maxey \(2014\)](#) that these teachers would not think of leaving their jobs despite facing difficult situations as they get much support from their senior teachers.

The study outcomes were similar to the research conducted by Bracknerova and Novotny (2016), which revealed that the mutual learning between newly inducted and experienced teachers is a significant factor. Newly inducted teachers learn

## Conclusion

The relationship between the experienced and newly inducted teachers was supportive and facilitating in most cases. Nevertheless, in few situations, it was revealed that either the newly inducted teachers were more confident as if they had more “advanced and update knowledge” or the experienced teachers thought their knowledge could not compensate for their experience over the years. In most cases, the newly inducted teachers benefitted from the

## Recommendations

The school should plan and organize a coaching system, especially for the newly inducted teachers at the beginning of their career. The principal and experienced teachers should lead this coaching system. The principals and headteachers should allow the newly inducted teachers to choose their experienced teacher as a coach. Being the leaders of the school, principals and headmaster have to be

during the first couple of years of their job, and experienced teachers provide them opportunities to learn and grow their teaching skills, whereas newly inducted teachers also provide the knowledge regarding the latest teaching-learning process trends ([Savolainen et al., 2020](#); [Scholten & Sprenger, 2020](#)). The results revealed that a lack of skills related to teaching causes hurdles for the newly inducted teachers to apply their knowledge which they had gained at college and university level.

The results explained that most of the newly inducted teachers learn from the experienced teachers about the teaching and learning process. As experienced teachers have better knowledge about classroom management and teaching strategies, they guide and help the newly inducted teachers continue their teaching effectively. The newly inducted teachers also get help from the experienced teachers about the students to deal with them accordingly and lead them to a successful life.

experiences of the experienced teachers that made their teaching easy and “effective”. The newly inducted teachers learned from the experienced teachers in teaching strategies, classroom management, lesson planning and how to use students’ information in teaching and managing classrooms. The study revealed that the newly inducted teachers’ learning is essential to survive in the early years of their career.

more responsible. They should motivate and encourage the newly inducted teachers to learn how to manage classroom-related issues. The study implies a need for collaboration between the newly inducted and experienced teachers so that they can share and learn from each other. In this way, they can create such a culture where teaching becomes interesting and effective.

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