Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

# A Case Study of Early Career Teachers' Challenges and Coping Strategies in Higher Education

**Dr. Nazish Andleeb**
Lecturer, Department of Education, University of Gujrat. nazish.andleeb@uog.edu.pk
**Dr. Muhammad Ahsan Mukhtar***
Lecturer, Department of Commerce, University of Gujrat. Corresponding Author Email: Ahsan.mukhtar@uog.edu.pk

## ABSTRACT

With the growth of the higher education systems all over the world, the burden become 2-fold as early career teachers (ECTs) continue to frame their professional identities on one hand, and become exposed to complicated academic settings on the other. The paper examines nursing problems in the ECTs present in institutions of higher learning and coping mechanisms ECTs utilize to balance their workload, institutional stresses, and pedagogic roles. The qualitative case study design was used, with 10 early career faculty studies in 3 public universities as its focal point. Semi-structured interviews and the analysis of institutional documents were used to gather data, and NVivo software was used to analyze the data thematically. The research problem of the study is that ECTs in university are under specific stressors not only teaching-related, but also those associated with teaching research, administration, and role confusion. Some of the notable results include that ECTs tend to have emotional burnout, poor time management, and inadequate mentorship. They however cope with informal peer networks, reflective practices in teaching, and adaptive time structuring. The results are consistent with foreign research, but they also provide some locally particular issues including academic ranks cultures and inaccessibility to professional development. The research finds that institutions need an orderly induction program, a mentoring system, and even a flexible models of workload to assist early career faculty retention and achievement. Prospective studies ought to analyze the long-term effects of the institutional support on career paths and ECT development.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

## Introduction

Academic entry into early professional as teacher (ECT) is a strenuous and gale period marked with enormous anticipation, a change of roles, and underdeveloped support systems. With the growing number of students attending universities globally and the increase in the amount of research produced, higher education institutions demand professors in their early career phases to provide quality teaching, undertake research as well as engagement in the process of institutional services all in new academic cultures. These are some of the overlapping duties that cause professional stress, identity conflict and job dissatisfaction in ECTs (Bazeley, 2003); (McAlpine and Akerlind, 2010). The system of higher education in developing nations, like Pakistan, has other complexities, i.e. hierarchical work organization, absence of the tenure planning and inadequacy of accessibility to pedagogical development.

Although it is true that the issues of ECTs in the Western settings have already been extensively studied, presuming that these conclusions can be generalized by other nations is a negation of the fact that faculty members during their early career stages in South Asia undergo individual socio-cultural and institutional processes. Specifically, lack of qualitative, context-based studies that reflect the lived experiences of ECTs in Pakistani institutions of higher learning in the public sector is evident. The bulk of the current literature is related to the dynamics of recruitment, or the productivity of the research, but there is still much to understand regarding how ECTs view and react to their work-related stressors, and how they affect the teaching practices, career-related choices, and well-being.

This paper seeks to discuss the issues faced by young teachers as they enter their professional teaching life in educational institutions and the survival mechanisms that teachers use to conquer the experiences that they go through. The research employs a qualitative approach of case study to capture in-depth views by new faculty hires in three state universities. It adds to the available literature because it emphasizes not only on the structural and emotional demands in which ECTs find themselves, but also the adaptive behaviors and informal support systems that they depend on. The article is structured as follows: literature review is descriptive of the challenges of ECTs worldwide and in the region; methodology

Online ISSN 3007-3197
Print ISSN 3007-3189



section is comprehensive with the description of the participants recruitment and data analysis approaches; findings, critical discussion, and recommendations to support the early career faculty in the sphere of higher education are presented.

**Literature Review**

Higher learning institutions are the special case of early career teachers (ECTs) who have a different set of issues which are not similar to the ones that can be encountered in primary and secondary education. These can be such challenges as reconciliation of research and teaching, institutional politics, and emotional and psychological pressures in relation to the transition into academia. Although there has been a lot of international research on the faculty development process, not much evidence has been captured to have a clear understanding of the experiences of ECTs within the South Asian higher education systems. The review of the literature combines major findings across the literature that concentrate on four major topics: workload and role conflict, emotional stress and burnout, institutional support and mentorship, and coping mechanisms.

**Role Conflict and Workload**

Some of the most discussed issues facing early career teachers (ECTs) in institutions of higher learning include workload management and role conflict. ECTs are supposed to adapt swiftly to various professional expectations unlike their more established colleagues with expectations to undergraduate and post graduate teaching, course development, publication of research, getting grants, student advising, serving on committees, and administrative tasks all even as they establish their academic identity and fulfill their probationary expectations (Bazeley, 2003); (Boyd and Harris, 2010).

The result of this diversity of roles is frequently what has been termed in literature as role conflict where roles in various aspects of academic life come into conflict or even neutral to each other. To give an example, this mandatory publication can be against time-consuming necessities to teach large classes, particularly by faculty who are unfamiliar with the curriculum planning and classroom management demands. ECTs in resource constrained institutions are often required to start hitting the ground without any form of formal orientation or accommodation to workload. This leaves a fragmented working experience, and this

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

may be overwhelming even to highly motivated people (Leibowitz et al., 2012).

Also, most ECTs say that the performance expectations are either vague or not clearly passed across, causing confusion on the priorities of the institution. Which one should they put emphasis on research output, student engagement, or administration compliance? The selected metrics in the evaluation process are also ambiguous in certain instances, which worsens the stress. Youth in Pakistani institutions, as an example, usually end up in different kinds of institutions that have ambiguous job descriptions and performance expectations that make them feel inadequate or rather uncertain regarding their career advancement (Khan and Shah, 2014).

Also, in connection with it, the prestige hierarchy within academia is observed to aggravate the issue, as noted by international literature. Research is frequently rewarded in performance assessment and promotion standards, so ECTs are in a bind between awarding energy to research in order to gain tenure or teaching which might provide them with shorter-term personal gratification and institutional influence but less credit.

This pressure occurs more intensely in institutions that are either understaffed or those which are at the expansion stage. ECTs often find themselves with several teaching vacancies, have very many students to advise, or even departmental duties traditionally the province of more-senior faculty with no lessened teaching loads or lower expectations. These factors result in work-life disconnection, pressure, and job burnout at the time when their professions should be established and formative.

Overall, it can be somewhat concluded that the literature creates a clear picture of the situation: early career teachers are overworked as they must juggle between competing institutional needs, which are not always accompanied by the structural support and clarity to properly prioritize. Workload and role conflict should be mitigated through both redistribution of the workload and recognition at the level of the institutions that this is a special pressure ECTs are undergoing upon joining the academic workforce.

**Burnout and Stresses at Work**

Emotional strains and job burnout is also reported as the hallmark of the initial

Online ISSN 3007-3197
Print ISSN 3007-3189



academic career experience. Early career teachers (ECTs) often enter the field full of excitement and inflatiation but they are soon being exposed to a complicated and challenging working environment, that they are expected to withstand emotionally. Such continuous switching of teaching activities, research pressures and duties as a service, with strict timeframes and unclear demands, is a source of constant stress and mental exhaustion (McAlpine and Akerlind, 2010).

The process of burnout as emotional exhaustion, depersonalization, and low feelings of achievement is especially high among ECTs who are not exposed to the tacit cultural and bureaucratic rules of academia (Maslach & Leiter, 2016). Most of them complain of feeling inadequate and isolated particularly where institutions do not have formal induction programs or mentoring. These feelings are further intensified by the culture of publish or perish which is common in most universities. ECTs are under stress to deliver research deliverables fast occasionally at the cost of pedagogy and their own wellbeing which results in frustration, anxiety, and self-doubt (Guthrie et al., 2017).

This emotional pressure is increased in South Asian academia, such as in Pakistan, by the inflexible hierarchies of the institution, the inadequate job security, and the absence of psychological support services. Faculty members that are still young are usually afraid of raising concerns because of the fear of being looked down upon as incompetent or unprofessional. This translates into the internalized stress whereby emotional conflicts are not figured out thereby increasing manic health hazards. Also, cultural beliefs can prevent open dialogue of stress and burnout, building a culture of silence of our profession in dealing with emotional well-being (Khan and Shah, 2014).

Moreover, even teaching itself may be an emotional labor. ECTs and particularly those who believe in student centered learning, place a lot of emotional labor in student interaction, evaluation and classroom work. This emotional investment may not be rewarded, even negatively, without some institutional support or positive feedback. Literature also records that ECTs that do not have enough control in curriculum design or assessment choose to express greater degrees of stress because they have difficulties in adjusting institutional demands with their changing teaching identities (Leibowitz et al., 2012).

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

After all, an emotional load that early career academics experience is not only a personal problem, but a structural one as well. Those institutions that do not identify and respond to these pressures are likely to lose not only faculty but also teaching prowess, research efficiency, and an uninvolved academic culture. To avoid burnout, the reforms should be systemic to emphasize mental health, build a supportive collegium, and popularize the dialogue on emotional health in the academic environment.

**Gaps in Institutional Support and Mentorship**

Formal mentorship programs and professional development opportunities are the institutional support structures that have a significant role in the successful socialization and retention of the early career teachers (ECTs) in higher education. However, in most universities particularly in developing countries such structures are too few, not uniformly being implemented, or they exist but not at all. Consequently, ECTs tend to have no one to support them through the rigors of academic life, which adds to the perception of professional insecurities, marginalization, and hindered career growth (Darling-Hammond et al., 2017); (Brew et al., 2011).

The literature has indicated that mentorship is a key success factor in the development of ECT. Good mentoring provides an opportunity to early career academics to communicate with people who are not officially involved in the institution, give directions about the culture, as well as give personal guidance to idea planning, teaching techniques and career development (Leibowitz et al., 2012). Nevertheless, in most institutions especially those in the Global South mentorship even when it exists is informal, unstructured and very uneven in terms of quality. Mentors are usually untrained and assignments are set according to who is available and not according to compatibility and academic fit. This negatively affects the efficiency of the relationship and, in certain situations, supports the authority situation that does not encourage the open discussion or criticism (Khan and Shah, 2014).

The non-existence of institutionalized orientation programs/pedagogical training also makes this issue more difficult in the context of Pakistani higher education. Emerging faculty are usually assigned the teaching duties but without

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

any formal training, observations in the classroom or evaluation systems. They will be supposed to learn on the job, which postpones pedagogical development and causes stress. Also, the policies adopted in universities tend to lean heavily on research output and administrative conformity rather than faculty growth giving colleges very small or limited space and motivation to actively invest on extensive induction programs (Altbach, 2003).

Other than mentorship, the resources and support services are also scarce. ECTs commonly complain that they do not have access to teaching workshops, academic writing support, grant writing assistance or training in digital pedagogy. Within resource-limited settings, professional development is hardly customized to meet the needs of new faculty staff, and where it is provided, the tight schedules, insufficient funds, or intermediary obstacles to attendance. In addition, peer collaboration as a possible informal source of support is frequently not utilized because of departmental siloing or competitive academic cultures. Where ECTs are not fostered or supported to establish contact with other workers at other disciplines and levels of experience, they forego important chances to engage in reflective dialogue, to co-teach and collaborate to tackle problems.

Altogether, the absence of institutional support and fruitful mentorship denies novice educators the chance to survive the challenging world of university education by offering guidance, feedback, and support. In the absence of specific measures and policies to address such gaps, there is a danger that institutions not only can halt the professional development of new faculty members but also can continue to accommodate the culture of isolation, burnout, and disengagement.

**The Strategies and Adaptive Practices of Coping**

Irrespective of the fact that they are going through a major challenge, the early career teachers (ECTs) in the higher education show an array of coping strategies and adaptive behaviors to go through the changes in academic life. Not only the individual survival in the profession, but also long-term resiliency, job satisfaction, and identity development are dependent on such strategies. According to the literatures, ECTs currently lack organizational assistance, so they depend on individual agency, peer relations, and reflective practices to overcome stress and workload management, as well as being motivated (Leibowitz et al., 2012);

Online ISSN 3007-3197
Print ISSN 3007-3189



(McAlpine and Akerlind, 2010).

The use of informal peer networks is one of the coping mechanisms that has been noted to be common. In cases where formal mentorship systems lack or are inefficient, the initial career academics tend to develop informal support groups amongst themselves that consist of fellow academics at their respective career stages. These networks give a haven on which to share ideas, challenges, and provide emotional support. In most instances, peer association ends up serving as a professional vindication as well as a countering of isolation specifically within a competitive or a hierarchy in respect to academics (Trowler and Knight, 2000).

Other adaptive tools that ECTs embrace include self-regulated learning and reflective teaching. A large number of them start experimenting in the way of teaching, modifying classroom instruction given their feedbacks and forming their individual philosophy of teaching. Reflective journals, trying to secure student response, looking into how fellow teachers teach are some of the reported methods through which ECTs gain cognizance of their experiences and eventually develop pedagogical self-assurance (Brookfield, 1995). Such a reflection process aids the development of identity and strengthens the purpose of the profession.

Other important coping mechanisms are time management, and prioritization. Having to balance between the urgent needs in the teaching field, research sphere and administration, successful ECTs tend to create their personal systems to overcome the challenges of the short-term needs and the long-term objectives. The methods of planning (structured daily schedules, using digital tools), task batching, and protected time to do research are also mentioned in the literature as useful in preventing burnout and staying productive (Guthrie et al., 2017).

Moreover, intrinsic motivation and individual values, like being passionate about teaching, being devoted to the success of students, or having a desire to make a specific contribution to the national development as a result of education, are also used by some ECTs as the source of strength. Although such an internal motivation does not remove structural challenges, it may be able to offer a psychological base on persistence in challenging transitions (Bazeley, 2003).

Last but not least, South Asian literature singles out family support and spiritual or cultural grounding as what is considered to be unique. Family support and social

Online ISSN 3007-3197
Print ISSN 3007-3189



support is able to provide the stability and confirmation mostly lacking in institutions in cultures where collectivism is present. Other scholars also mention religious or spiritual practices as a form of coping that helps people to remain in balance and get a sense in their struggles (Khan and Shah, 2014).

Although these coping mechanisms are evidence of the resourcefulness and resiliency of early career faculty, the literature warns that self reliance is not sustainable. Even the most adaptive ECTs might have low well-being or even leave the profession without any institutional recognition and structural support. As such, coping strategies cannot be considered to replace reform, but form an important component of a greater ecosystem that should also incorporate mentorship, work load management, and faculty development programs.

## Methodology

### Methodological Approach

This paper examines challenges and coping mechanisms of early career teachers (ECTs) in higher education with reference to the case of Pakistani public universities. Since the research was exploratory and context-specific, the qualitative case study design was used. This will be able to capture the lived experiences and perception of participants in the real institutional contexts. The research was based on primary data and was a descriptive study that sought to record the patterns, themes, and individual stories in an un-experimental fashion.

### Data Collection Methods

Choosing semi-structured interview as the main tool of data collection was followed by the analysis of institutional documents to conduct the research background on the role of the faculty and support policies.

- Ten early career faculty members (less than 5 years of teaching experience) were selected through purposive sampling technique in three public universities in Punjab, Pakistan. The sample was an amalgamation of the various fields, sex, and features of contracts.
- The interviews were carried out either physically in person or Zoom, as requested by participants and took 45-60 minutes. The interviews covered the responsibilities of a teacher, expectations placed on the teacher by the

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

institution, stressors, coping strategies, and perceived support.

Triangulation of findings and determination of consistency between policy and practice was carried out by examining documents like faculty appointment letters, university work load policy and professional development circulars.

- Interviews were taped (with consent), transcribed, and even translated.

**Data Analysis Methods**

Thematic analysis of data was founded on six-step framework of Braun and Clarke (2006). NVivo 12 software was used to help code and organize as well as categorize the data. Primary open coding revealed common mentioning of emotional strain, workload imbalance, informal peer support, and mentoring gaps. These codes were then grouped into four large themes, representing the experience of ECT, using the method of an axial coding. The in-vivo coding (exact words of the participants) was given special focus in service of keeping the purest memory of the lived experience.

**Evaluation and Justification**

The case study design suited the qualitative methodology best in the context of early career faculty realities, subjective and full of subtlety due to the institutional dimension. Both the interviews provided very detailed and informative data, whereas the analysis of the documents served to confirm the arguments of the participants and show possible discrepancies in the policies.

Small sample size and geographical confinement to Punjab are used to limit the study, and this might be a constraint to generalization. Also, job insecurity may have made the participants not give out the criticism. Such limitations were confronted by providing confidentiality, pseudonymy, and credibility of triangulation of data sources. The trust worthiness of the analysis was also enhanced by researcher reflexivity and peer debriefing.

**Results**

Thematic analysis of the interview data of 10 early career teachers (ECTs) working in three public universities showed that there were four main themes that showed their problems and coping strategies. Below each theme will be offered along with illustrative passages, major tendencies, and variations observed.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 3, Issue 10 (2025)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

**Role Conflict and Overload on Work**

Respondents always noted that they had a hard time balancing between their teaching, research, and administrative responsibilities. All the interviewees reported that in their first semester, they were given full teaching loads with little or no orientation or instructional support.

My schedule was that of four classes on my first day. I was not provided any syllabus or even a mentor to seek their assistance. Participant 3

Most of them complained of having a bewildered idea of the institutional priorities with some struggling under stress to publish and some overwhelmed with the departmental obligations. The performance measures were not determined clearly, and thus there was confusion and nervousness.

**Psychological Exhaustion and Emotional Strain**

Eight out of ten respondents complained of burnouts in the first year of appointment. Some of the most usual emotional reactions were stress, feeling alone, fear of performing poorly, and imposter syndrome.

Sometimes I wake up having a panic attack when I am sure that I am not doing enough to prove that I do deserve my position. Participant 6

The female participants especially, mentioned other stresses in terms of gendered expectations in academic departments. Others said they would not dare to have open discussions with the supervisors, in case they are termed as weak or unprofessional.

The latter mentioned having any kind of structured mentoring only two times. Majority of them highlighted their experiences as sink or swim, having little advice on pedagogical learning, evaluation processes or promotion standards.

No one told me how to teach and prepare exams. I was forced to learn through watching YouTube videos. Participant 8

Analysis of documents indicated that although the university policy documents have mentioned mentorship and induction, it could not be evidenced that it was being implemented at the departmental level. In most of the accounts, this policy/practice gap was apparent. ECTs utilized different coping strategies despite being institutional gaps. Of the seven participants, seven of them mentioned mainstream peer groups as their major support system. Some of the strategies

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

involved exchanging teaching resources, talking about the hard times and having an emotional outburst.

My colleagues saved me. We gather once a week to chat and put off stress. Participant 1

Others employed time management systems (planners, online calendar) or self-care systems (exercise, prayer, or journaling). Some of them used the assistance of family or partners to balance stress at work. Respondents remarked that they had come up with coping mechanisms although such strategies were usually short-lived or too ineffective. Some of them felt that they may not be in the field of their study permanently without systematic aid.

**Discussion**

During this study, the researcher sought to understand the issues that affected early career teachers (ECTs) in Pakistani public universities and how they coped with such issues. The main findings are high workload and role conflict, emotional exhaustion, insufficiency of institutional support, and dependence on the informal coping strategies including peer networks and individual resilience strategies.

The results highlight the fact that ECTs are often put in stressful situations with minimal preparation and instructions. The research, teaching, and service are co-existing without definite expectations, which causes the role conflict and work overload. Not only the workload but also the institutional ambiguity, the lack of mentoring, and cultural requirements become the sources of the emotional stress of women. In spite of the fact that ECTs work out an informal coping pattern, it is usually reactive and is not alternative to structural solutions.

These findings are similar to the studies on ECT stress and burnout conducted internationally. Other studies such as McAlpine and Akerlind (2010) and Bazeley (2003) also raise the issue of misunderstanding academic roles and pressures of academic performance. The emotional exhaustion found in the report of the subjects aligns with the Maslach and Leiter (2016) model of burnout. The absence of formal mentorship in the Pakistani setting is also in line with the rest of the literature pointing to the fact that the induction policies are usually just on paper (Khan and Shah, 2014). The prominence of the use of peer support resonates with the outcomes of the study by Leibowitz et al. (2012) in which informal networks are

Online ISSN 3007-3197
Print ISSN 3007-3189



considered rather useful with a lack of formal organization.

A small sample size and concentration on one area limited this study due to the possibility of not getting institutional variance on a nationwide basis. It can lead to self-censoring when criticism is self-censored because the participants fear professional punishment even though this is promised by confidentiality. In addition, it would be impossible to track the development of coping styles or career outcomes in a long-term since no tracking would be available.

The results have massive consequences on institutions of higher learning. Universities need to provide faculty with structured induction programs, a clear performance expectation and institutionalized mentoring systems in order to promote faculty retention and improved teaching. Faculty support services and wellness programs should deal with emotional well-being. Support of the reflective practice and collaboration among groups of peers can increase resilience, however, it should be combined with formal and system-wide processes of support.

Although institutional failure can be seen as one of the main problems, personal expectations or the absence of preparation may also be part of ECT struggles. There is a possibility that some faculty will enter academia with minimal knowledge of its requirement or have faulty notions of autonomy and flexibility. Besides, the cultures of departments might be different to the extent that the current study design had not entirely covered. The paper provides a direct response to the research questions by determining the multi-layered challenges that the ECTs encounter and the journal of the specific coping mechanisms that the ECTs are known to engage in. It contributes to the contrast of institutional policy and lived practice, which proves that the ECTs are resilient and adaptive, but at present, the pressure of survival is too great and falls on an individual instead of individual roles of an institution.

**Conclusion**

The research aimed at investigating the following research question: What are the challenges experienced by early career teachers in high education, and how those experiences are managed? By so doing, it explored the existential lives of the new faculty members as they went through with teaching, research, and institutional demands in the Pakistani universities.

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

The results support the hypothesis that early career teachers are frequently subjected to a lack of correspondence between the requirements of their institutions and support systems that are available to them to address these requirements. The participants were faced with role conflict, emotional level stress and poor performance expectations aggravated by absence of mentorship and guided orientation. Such circumstances compelled numerous ECTs to devise coping skills on their own, including peer support groups up to time management plans.

This study will add to the general studies made on the development of academic workforce by establishing that early career faculty is not merely under-supported but is also under-acknowledged within the policy of the institutions. Devoid of a balance on the structural causes of stress such as blurred role descriptions, lack of mentoring, and unrealistic allocation of work stress universities stand to lose high turnover rates, decrease productivity and burnout of a generation of future educators.

Coming back to the introduction, the present study is quite a gap filler since it directs its attention to the context-grounded experiences of the early career teachers in the developing country setting. It changes the discourse of the general development of the faculty to a more specific example of the early-career period, which determines the long-term success in academics. So what? The importance of this work is that it requested system reform. The institutions should also invest in young career faculty by placing them in induction programs, constant mentorship and other mechanisms to decrease stress levels associated with their work. These measures are not merely supportive ones, but strategic in nature, the new faculty will be flourishing and make a significant contribution in teaching, research and development of the institution.

In a last guiding suggestion, the research work to be performed in the future should dwell on longitudinal results of the early careers assistance initiatives, and compare the results on the faculty, based on the field, gender, and category of institutions to formulate scalable, evidence-based academic induction and retention policies.

**References**

Altbach, P. G. (2003). The decline of the guru: The academic profession in

Online ISSN 3007-3197
Print ISSN 3007-3189



developing and middle-income countries. *Palgrave Macmillan.*

Bazeley, P. (2003). Defining 'early career' in research. *Higher Education*, 45(3), 257–279. https://doi.org/10.1023/A:1022669903306

Boyd, D., & Harris, K. (2010). Becoming a teacher: The experiences of students in a post-graduate professional course. *Teacher Development*, 14(1), 69–83. https://doi.org/10.1080/13664531003696656

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.

Brew, A., Boud, D., Namgung, S. U., Lucas, L., & Crawford, K. (2011). Influences on the formation of academics: The role of the doctorate and structured development opportunities. *Studies in Continuing Education*, 33(1), 51–66. https://doi.org/10.1080/0158037X.2010.515570

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2017). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Guthrie, J., Lichtenstein, B., & Carver, B. (2017). Thriving in academia: The role of agency in early-career scholars' professional growth. *Studies in Higher Education*, 42(11), 2050–2064. https://doi.org/10.1080/03075079.2015.1130037

Khan, R. M., & Shah, A. (2014). An investigation of challenges faced by new faculty members in higher education institutions of Pakistan. *International Journal of Higher Education*, 3(2), 144–153. https://doi.org/10.5430/ijhe.v3n2p144

Leibowitz, B., Garraway, J., & Walters, S. (2012). *Conceptualising academic staff development: Reflection, critique and planning*. African Minds.

Maslach, C., & Leiter, M. P. (2016). *Burnout: A multidimensional perspective.* Psychology Press.

McAlpine, L., & Akerlind, G. (2010). Becoming an academic: International perspectives. *Palgrave Macmillan.*

Trowler, P., & Knight, P. (2000). Coming to know in higher education: Theorising faculty entry to new work contexts. *Higher Education Research & Development*, 19(1), 27–42. https://doi.org/10.1080/07294360050020453