The Challenges Encountered by Novice Teachers in Barayong National High School

VERNIE R. TUGADE
Teacher II
Rizal Memorial Colleges, Inc.
Master of Arts in Educational Management
vernie.tugade01@depwd.gov.ph

Abstract — Quality teaching, being a key factor in shaping students' academic and personal growth, has been at the center of scientific debate for many years. Sustainable professional development of novice teachers has recently been recognized worldwide as one of the key areas for improving the quality of teaching and learning in schools. Given that the initial years on the job are generally characterized by novice teachers as the most challenging and intense in their career, the following questions typically arise: What can be done to sustain and facilitate teaching at the early developmental stages in teachers' career? What are the contextual factors and the prerequisites leading to the quality of teaching and learning? The study presents the findings from a qualitative study aimed to contribute to the research base for understanding this crucial stage. More specifically, the purpose of this study was to provide deeper understanding and insights into key factors influencing and shaping novice teachers early professional development and learning, as well as their capacities to effectively adapt to their new roles and operate in complex and dynamically changing open-ended school environment. The research is framed as analysis of 10 novice teachers working in public schools. The data were collected through multiple sources (i.e. semi-structured in-depth interviews, questionnaire, and group discussions). The author have also identified numerous patterns of novice teachers teaching practice closely associated with teachers' concerns and early professional experience interpretations, which might result in substantial fluctuation in teaching quality and teachers' career paths. Implications for teacher education programs, mentoring, supervision, teachers' professional development, and future research are discussed.

Keywords — novice teacher, continuum of teacher development, induction, mentoring, education for sustainable development.

I.   Introduction

This study will shed light on the difficulties encountered by beginning teachers. This investigation will concentrate on actual, day-to-day interactions and teachers' personal perceptions of their experiences. The study will focus on the beginning teachers of Barayong National High School of Magsaysay, Davao del Sur.

In the Philippine public educational system each public school educator encompasses a customary full-time teaching task and is ordered to give a greatest of six hours of real classroom instruction a day, beneath the Magna Carta for Public School Teachers. In reality, be that as it may,

a few extra administrative or they were handling being the coach of extracurricular activities, club adviser, coordinator, property custodian, and others. This striking obligation placed to public school teachers requires them to have adequate knowledge, attitude, and the right knowledge and skill to address the additional task in their respective additional assignments.

It is from this experience that the research tried to scrutinize the challenges encountered by public school teachers in terms of planning the lesson plan; implementing the lesson; and assessment of learning. The finding showed the challenges encountered by novice teachers planning the lesson were developing; proficient in implementing and assessment of the lesson, there is a significant relationship between the demographic profile and challenges encountered by novice teachers.

The study looked into the challenges encountered by the public secondary beginning teachers and how they deal or overcome it. Through the results of the present study, the researcher also crafted manual about comprehensive training program for beginning (or novice) teachers. The central question of the study is: What is the essence of the lived experiences of public secondary beginning teachers?

The study was guided by the following specific questions:

1. What are the beginning teachers lived experiences as regards to the challenges in teaching?

2. What themes emerge from the testimonies shared by the beginning teachers as to the challenges they encounter in teaching?

3. Based on the findings and reflections, what comprehensive training program can be offered to help the beginning teacher?

An educator's first year on the task is usually difficult. In step with research, learner attainment is being wanted to be meaningfully worse within the classrooms of first-year educators beforehand increasing in educators' second and third years (Rivkin, Hanushek, & Kain, 2021). Novice teachers often seem to desire to, yet rarely take, significant feedback on their teaching from proficient colleagues and administrators (Fry, 2021; McCormack, Gore, & Thomas, 2022). Novice teachers should explain what the youngsters are learning throughout the year once they don't seem to be sure what they're doing the subsequent day. Mentors can play a vital role in helping these new teachers steels themselves against that event and parent conferences by role-playing and even sitting in on difficult conferences (Rutherford, P. 2021).

Additionally, newly-hired teachers agreeing to Marei and Mustafa (2019), were being challenged within the range of classroom administration. Illustrating arrange inside the classroom were the foremost imperative variables and the necessities within the instructive handle. They were considered the essential issues which confronted the newly-hired instructor since it devoured much

exertion and time, and they were considered as touchy, critical, and basic components for the teacher's victory or disappointment in his/her assignments. Within the governance of fundamental instruction within the Philippines (Republic Act 9155 s. 2001), the school head has to energize and upgrade staff improvement. This portion remains exceptionally crucial in helping the newly-hired instructors since he/she is the person most responsible for the teachers' welfare.

novice teachers are unable to manage their classroom or control the students. it also revealed novice teachers' shortage of knowledge and they don't have confidence (Keow, Kanokorn, & Prachak, 2019). To conclude, the above mentioned studies focused on the novice teachers' problems in managing their classes, performing the lessons or the kind of supports that such teachers are in need. However, this study focuses on the linguistics problems that novice teachers have and also the problems they encounter in lesson planning and applying such plan in performing their lessons. Thus, the observation and amendment to the problems of novice teachers are to be performed by educative mentoring.

many novice teachers lack the advanced skills that experienced teachers have acquired for years. Unlike experienced teachers, novices are not as organized as their experienced counterparts and had limited pedagogical content knowledge. They cannot predict where in the curriculum, students could have difficulty, and therefore, struggle to make effective decisions around prioritizing content coverage (Gaikhorst, Beishuizen, Roosenboom & Volman, 2019). Novice teachers often take more time in the planning process for each lesson than the experienced teachers, due to a wide variety of lesson characteristics including timing, content, scope, pacing, instructional and behavioral management concerns, and sequencing activities. Therefore, novice teachers see planning as time-consuming compared to other core tasks they must fulfill for their students (Koni & Krull, 2019)

Another aspect that impacts novice teachers' experiences is contextual challenges. Novice teachers' understanding of their school contexts, for example, the collegial climate, influence their intentions to continue with their teaching career (Borko & Livingston, 2019; Coburn and Russell, 2019; Coleman, 2019; Penuel, Riel, Joshi, Pearlman, Kim & Frank, 2020). School policies and administration demands could also influence novice teachers' feelings about job conditions and satisfaction (Coburn & Russell, 2019; Ivanitsky, 2019; Penuel, Riel, Joshi, Pearlman, Kim & Frank, 2020; Powell, 2019).

There are also societal factors that influence teachers. The social status of teachers can be an essential area of how teachers perceive their profession. For example, in a society where teachers are highly respected and hired as civil servants with life-long job security such as in Japan and Germany, teachers experience higher satisfaction with their jobs and enjoy a relatively higher social status than teachers in other countries where the status of teachers was lower (Fwu, & Wang, 2022). These factors influence the novice teachers' reaction to their first teaching position experiences and play a role in their choice to stay or leave the profession.

Novice teachers' coping strategies

When facing challenges and stress, teachers subjectively perceive the school environment's quality, and the support available to them is vital for dealing with a stressful situation (Montgomery & Rupp, 2020). Developing strategies to cope with stress and adversity is vital to ensure teacher retention (Prilleltensky, Neff & Bessell, 2019).

Coping strategies are categorized into several areas. There are direct-action strategies that attempt to eliminate the source of stress (Austin, Shah & Muncer, 2020; Sharplin, O'Neill & Chapman, 2019). Direct-action strategies can include seeking assistance, obtaining information, accessing professional development opportunities, connecting with others and reflecting, reframing, and establishing boundaries (Sharplin, O'Neill & Chapman, 2019). Research indicates that directaction strategies seem to alleviate job distress and are efficient in reducing teacher burnout (Pogere, López-Sangil, García-Señorán & González, 2019).

Palliative strategies attempt to reduce internal or emotional reactions (Austin, Shah & Muncer, 2005; Pogere et al. 2019). These include adopting a goal focus, establishing psychological boundaries, using humor and maintaining health and well-being, and maintaining relationships. Finally, avoidant and distancing coping strategies lead to withdrawal from the cause of stress, depersonalization, and emotional fatigue, and lack of accomplishment (Chan & Hui, 2019; Gustems-Carnicer, Calderón & Calderón-Garrido, 2019). However, these coping strategies increased psychological symptoms (Chan, 2019; Pogere et al. 2019).

Regarding the Gulf Cooperation Council (GCC) countries, there are fewer studies that address novice teachers. Dickson, Riddlebarger, Stringer, Tennant and Kennetz (2019) studied novice teachers in the United Arab Emirates, reporting that novice teachers leaving the profession were high. These new teachers were challenged with classroom management issues, coping with their new workload, managing lesson planning, navigating inter-cultural relationships with colleagues, and balancing work with their demanding home lives.

Chaaban and Du (2019) investigated the challenges and coping strategies of five novices and five experienced teachers in Qatari governmental schools. They reported differences in the challenges facing experienced teachers and their novice colleagues and the different coping strategies used by these teachers. Their findings indicated that novice teachers in Qatar governmental schools used several of the above-mentioned direct-action strategies, while experienced teachers used direct-action and palliative strategies. It was evident that new teachers also employed strategies to seek help, mainly to deal with classroom management problems and manage a heavy workload.

Ecosystems theory (Bronfenbrenner, 1997, 2017) was the theoretical perspective that guided this research. Based on Bronfenbrenner's Ecological Systems Theory, individuals develop in multiple systems; these systems are organic, constantly changing, and the relationship between individuals and systems are reciprocal (i.e., the system can affect the individual and the individual

can also affect the system). Bronfenbrenner (1997, 2017) proposed that there are five systems that comprise the contexts in which individuals grow, change, and develop over time: (a) the microsystem, (b) mesosystem, (c) exosystem, (d) macrosystem, and (e) chronosystem.

The microsystem is the system comprising of an individual's immediate surroundings and is the most influential on development. For novice teachers, some examples of microsystems might include their classrooms, home life, and relationships with colleagues.

Mesosystems are composed of the interactions between microsystems. An example of a mesosystem for a novice teacher might be if a child from the teacher's classroom (one microsystem) attends the same church the teacher attends (the church is another microsystem).

The exosystem is a larger system that provides structure in the forms of resources, rules, and policies that support microsystems (such as school board policies and classroom materials or funds). The macrosystem includes cultural and social values, customs, and the economy. This system encapsulates cultural beliefs about education and teachers, the value of learning, and economic and social conditions affecting students and teachers. The chronosystem is in relation to how all of the other systems change over time. For teachers, the chronosystem might include how the teaching profession has changed over the years; for example, stressors such as increased accountability, economic challenges that have stagnated teacher pay, and adoption and implementation of Common Core State Standards have all impacted teachers and the teaching profession over time.

When addressing the concept of teacher development, it is assumed that teacher's pedagogical beliefs, knowledge, teaching skills, attitudes, adaptability skills and abilities can be and actually are acquired and shaped gradually over time, in a certain sequence and under the influence of specific contexts (Katz, 2019; Conway & Clark, 2020; Kagan, 2019; Salite et al., 2019). Typically, teachers' competence increases and improves with experience, and the knowledge and practice that come with it, which is consistently evidenced in literature (Katz, 2019; Ingersoll et al., 2010; Melnick & Meister, 2020; Okas et al., 2019; Gerritsen et al., 2019; Jensen et al., 2019). Accordingly, it seems worthwhile and important to pay greater attention to teachers' developmental stages and the individual training and support needs that emerge and change based on these stages.

The initial years in teaching, encompassing the transition from student to professional educator, are highly likely to have a considerable (and sometimes crucial) impact on teacher's future professional development, and it might be critical time for novice teachers to determine their professional beliefs, attitudes, practices, and philosophy for the rest of their career (Hudson, 2019; Okas et al., 2019; Helms-Lorenz et al., 2019; Owen et al., 2019; Andrews et al., 2019, Salite, 2019). This stage in teachers' career involves teachers' attempts to transform their predominantly theoretical knowledge and beliefs into meaningful and effective practice in various real teaching contexts; furthermore, this stage leads to significant changes in teachers' ways of thinking,

reasoning, and interpreting their experiences. The professional development of teachers therefore is considered to be the result of learning processes, directed towards the acquisition of an interrelated whole of knowledge, insights, attitudes, and skills which a teacher needs for the day-to-day adequate practice of his or her profession in a given school environment. Furthermore, it is assumed that, the interactions between novice teachers and the environment result in a substantial change in the teachers' opinions, knowledge, attitudes, and skills (Sadler, & Klosterman, 2019; Franey, 2019; Levin, 2020). These processes can be characterized as explicitly uneven and non-linear, often proceeding not step by step but in leaps (Adams, 2019; Franey, 2019). During the initial years of teaching teachers experience an incredible amount of growth and development influenced by their experiences in the classroom, their professional learning, and other internal and external factors. Research consistently shows that novice teachers are highly likely to have challenges in core professional practices including classroom discipline, motivating students, dealing with individual differences, assessing students' work, contacts with parents, the organization of class work, insufficient teaching materials and supplies, and problems of individual students (Adams, 2019; Franey, 2019).

According to a number of teacher development theories, based on the stages of concern in a teacher's career (Fuller, 2019; Burden, 2020; Katz, 2019) a novice teacher goes gradually through three developmental phases, and at each of these phase the teacher's focus of concern is shifted from being predominantly self-concerned (e.g., survival, self-adequacy, and acceptance) to being task-concerned (e.g., student performance and teacher duties), and finally impact-concerned (e.g., social and educational impact on the system). It is assumed therefore that the novice teacher will not proceed to the next stage of concern without solving the concerns of the previous stage. The concerns-based teachers' development theories are still considered highly relevant, especially in the light of increasing number of research activities focusing on teacher professional preparation, development, beginning teacher quality, novice teacher retention and attrition (Franey, 2019; Conway, & Clark, 2020; Levin, 2020, 2021).

II. Methodology

The study employed a qualitative approach guided by hermeneutic phenomenology. This method is used when a researcher is "interested in elucidating

relationships and patterns within gathered data in order to gain a more complete understanding of a phenomenon" (Research in Daily Life 1, 2019). The researcher conducted an in-depth examination of the difficulties encountered by beginning teachers. It prompted the researcher to employ this research design, which applies to studying an anthology of beginning teacher challenges.

The current study necessitated the recruitment of a relatively homogeneous group of participants. The participants in this study were ten (10) beginning teachers, all of whom were

female and were in their first three years of teaching in public schools. Although fifteen teachers were initially interviewed regarding their willingness to participate in the study, five teachers did not meet the researcher's set criteria and were not interviewed later. Consent letters were sent to the selected beginning teachers.

A letter of approval and consent was obtained from the Superintendent of the Schools Divisions of Magsaysay, Davao del Sur, the principal of the school, and the Graduate School Dean. Before facilitating the interview, the researcher prepared guide questions, recording devices, and writing materials. Additionally, an assistant was requested to participate to transcribe the discussion. Transcripts of the recorded interviews were compared to the written account. Following that, she encoded the verbatim transcription, tabulated the data, and analyzed the qualitative data to identify emerging themes.

Additionally, in this phenomenological study, the primary data collection method is in-depth interviews with participants (Creswell, 2007). Similarly, multiple interviews with each of the research respondents were conducted (Creswell, 2007). Individual and group interviews, observations, and video recordings were used to collect data. In addition to the interview, the research environment was observed using an observation method. Data were gathered from a variety of informants to facilitate triangulation.

This study used a qualitative method known as theme-centered or category-based analysis. Thematic analysis is a term that refers to analysis that is focused on a specific theme. Thematic analysis will be accomplished using data coding. Coding will be accomplished by combining data for themes, ideas, and categories and labeling similar text passages with a code label so they can be retrieved and compared at a later stage. Coding the data simplifies the process of searching for, comparing, and identifying any pattern (Alase, 2019). Additionally, the data analysis for this phenomenological study was conducted using Giorgi's (2019) descriptive phenomenological method

III. Results and Discussion

Novice or beginning teachers lived experiences

The following specific themes explicitly emerged from the interviews and additional data sources: *1) novice teachers concerns and challenges, 2) developmental shift of concerns 3) novice teachers' pedagogical beliefs and changes in pedagogical beliefs and philosophy, 4) inconsistency between teaching beliefs and classroom practices, and 5) novice teachers professional training and support needs.*

Challenges encountered in teaching by novice or beginning teacher

The challenges faced by novice teachers in governmental schools are classified into three interrelated themes namely, *teaching challenges, challenges created by government policies and administrative demands, and professional challenges.*

Training program to help the beginning teacher

A formal training program was expected by the researcher, however instead of this, the participants gave several suggestions to help the beginning teacher. Their suggestions were grouped into several themes: *formal policies and practices at school, social relations, teaching practices, support, individual factors, and adaptation to school and environment.*

Discussion

Understanding at which developmental stage the novice teachers are in their career might help schools provide differentiated professional development based on teachers' developmental levels. The findings of this study strongly suggest that current system of newly qualified teacher attraction, recruitment, retention, and support existing in schools does not provide adequate opportunity for a systematic, continuous, timely, and effective instructional, personal and professional growth. In order to address the problems associated with quality teachers shortage, which still remains a serious concern in Latvian context, as well as in order to ensure the adequate supply of well-prepared, high quality teachers capable of providing quality, competence-based education for sustainable development, the following two systems ñ (1) meaningful, systematic, and evidence-based support system for novice teachers, and (2) teacher attraction, selection, and retention system ñ seem to be critical factors for schools to ensure high quality teaching and learning for sustainable development.

Obviously, more targeted and systematic feedback and assistance is required to support teachers' professional growth and development throughout their career. A vision of a radically different teacher education and professional development system is emerging now one that is approached as a coherent continuum encompassing interconnected developmental stages (i.e., teacher education, the initial years of teaching, and on-going teacher professional development and career) that are equally important for teachers quality and effectiveness; the system that is capable of preparing teachers who are innovative, student-oriented system thinkers, able to successfully adapt to and effectively operate in highly complex and dynamically changing school environment.

Understanding the content of novice teachers concerns, beliefs and experiences is significant for teacher educators, mentors, school leaders, and education policy makers, because these constructs influence and guide teachers' subsequent actions in the classroom and affect teachers' quality. It is especially important when education reforms are being implemented because the success of any education reform is highly dependent on teachers, their attitudes, abilities and willingness to adopt new initiatives.

The study revealed that majority of the participants are graduates of Education course, but it is not their preference or first choice. There are so many reasons why they choose to be a teacher, but the most prevailing reason is that their preferred course is not affordable.

There are also participants who chose this profession because it is their dream to be a teacher and impart knowledge for the students. The participants had their in-campus and off-campus practice teaching. Some of them were not able to attend the Teachers induction program given by the Department of Education. It also shows that the beginning teachers face the following challenges: (a) student diversity, (b) stupefied with work, (c) dissension with colleagues and (d) skills and competencies incongruity. Despite the challenges encountered by these teachers they were able to handle and cope-up with these difficulties because of the support given by the school by assigning them to more experienced teachers who can assist them.

The following directions in the future are made based on the findings of the study:

The Department of Education should review their guidelines for selecting and hiring new teachers to ensure that those wishing to enter the profession are fully equipped with the skills of seeking answers to complex problems of teaching and learning, rather than simply relying on their undergraduate credentials, as is currently the case.

To assist beginning teachers in recognizing and building on the knowledge and experience they bring into the classroom; the school head should develop an effective plan that assists the teachers in gaining what is weak or lacking and extends learning so that the teacher progresses to higher levels of accomplished teaching.

The comprehensive training program manual, which highlights the proper way of orienting beginning teachers to help them fully adjust during their first three years of service, may be considered by school officials in the future.

Future researchers should conduct a phenomenological study with a methodology like the current study but with a variation in the participation of candidates based on their gender and geographic location.

IV. Conclusion

This study explored the challenges that novice teachers' faced teaching in government schools and the coping strategies that they adopted. Qualitative data from interviews with 10 participants showed that the majority of the participants face several challenges, including teaching and classroom, government and administrative demands, and various professional challenges. Participants reported various coping strategies employed to address these challenges. These teachers reported various challenges that are compatible with the findings Dickson et al. (2014) findings that reported similiar challenges faced by the novice teachers concerning the school

environment. It is important to note that similarities in culture and education systems, with both systems undergoing substantial educational reform and rapid changes in school every year, causing the same types of challenges to teachers' work in governmental schools. The addressed challenges were included as (1) implementing the new curriculum and (2) administrative demands, (3) classroom management, and (4) a perception of a lack of support (Dickson, Riddlebarger, Stringer, Tennant & Kennetz, 2019; Tennant et al., 2019).

Novice teachers reported in the current study that they encounter challenges in planning the lesson plans and challenges in students' differences. This aligns with what was reported previously by Du and Chaaban (2020) that all lesson plans were identical and were restricted by MOEE and had specific directions by subject coordinators, which created teachers' lack of understanding of PBL and avoided them to be creative while delivering the lessons. Although PBL and PBL addressed the individual differences among the students, teachers still had issues of a lack of motivation among public schools (Al Said et al. 2019).

Several female participants in this study expressed their feelings of stress or being exhausted working at government schools, which is in line with what was reported previously by Alloh (2019) when female novice teachers in primary schools with less than five years of experience were scored high levels in their Emotional Exhaustion burnout (EE). In this study, it seems that male teachers suffered less from the burnout levels, feeling of exhaustion, and depression, which align with the findings of Boström, Björklund, Bergström, Nybergh, Schäfer Elinder, Stigmar and Kwak, (2020), female participants were significantly more stressed than their male colleagues, with 20.2% of female teachers reported "very much stress" compared to 4.5% of male teachers.

Concerning new policies and decisions from MOEE, which affect instructional practices and the daily performance of teachers, some participants of this study hinted about implementing the K to 12 in primary government schools as a new instructional approach in the classroom, and it is similar to a previous study obtained by Al Said et al. (2019). The study examined math teachers' beliefs regarding their roles, practices, and perceived change; half of the interviewed teachers mentioned that some of their peer teachers were resisting the change strategy and the top-down decision from MOEE and school. They have negative attitudes toward participating in the daily practice of K to 12 and did not believe in the benefits of K to 12 that may be helpful to their students' achievement. Therefore, both the current study and the previous study concluded that the policy changes and decisions need to be better communicated if they are to be well understood by teachers and especially novices. The directives are not clear, and a meaningful discussion and improved communication would help schools offer extensive professional development for any new changes and regulations.

Novice teachers in this study lacked self-confidence and self-efficacy beliefs that could eventually cause a lower job satisfaction among teachers (Klassen, Bong, Usher, Chong, Huan, Wong & Georgiou, 2019), it may also create barriers to professional development (Renbarger &

Davis, 2019). The novice teachers' self-efficacy beliefs will increase gradually along with the higher job satisfaction and positive energy in the profession as they gain years of experience and know their students' needs (Chaaban & Du, 2019).

In addition, novice teachers in the current study mentioned the distinction between the pre-service teachers' programs and the reality of teachers' work in schools revealed by female and male teachers that is similar to research by Qadhi, Hendawi, Mohammad, Ghazi, Al-Dosari and Du (2020) when the interviewed teachers identified some significant challenges involved, the feeling a gap between the program and work-life; in terms of, the difficulty of using students' assessment results to provide feedback and confusing between theories of classroom strategies they learned from college and handling students in a classroom setting.

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AUTHOR'S PROFILE

VERNIE R. TUGADE

The author is 39 years old, married, born on april 3, 1985 at Pikit North Cotabato, Philippines. She is currently living at lower dolo, bansalan davao del sur. She finished her bachelor's degree in secondary education major in biological science at st. Mary's college of bansalan, bansalan davao del sur.

Right after her graduation she took the licensure examination for teachers and was able to get a very satisfactory rating and got hired by the department of education as teacher i last 2017 at jose abad santos. She is now finishing her master's degree of arts in education major in management in The Rizal Memorial Colleges at davao city.

Currently, she is now a teacher ii in the department of education, division of davao del sur. She is a grade 10 adviser (handling science subject)and grade 9 teacher (handling Edukasyon sa Pagpapakatao)at barayong national high school, barayong, magsaysay davao del sur, philippines. She is a coordinator in youth for environment in schools organization and a treasurer in the teacher association.