

# Exploring Novice Teacher Experiences: A Phenomenology of Self-Navigation in Recently Established Schools

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**Abstract:-** The primary aim of this study was to explore the experiences of novice teachers teaching in recently established schools in Davao Central District. The study focused on understanding the specific experiences/challenges they face, the coping strategies they employ to address these challenges, and the valuable insights they gain that can be shared to the academe. This study employed a qualitative research design with a phenomenological methodology provided a robust framework for capturing the depth and nuances of these experiences. Participants were selected purposively from 11 teachers of Magallanes Elementary School ensuring a diverse range of perspectives.

Their voluntary participation ensured that the study could authentically explore and document the multifaceted dynamics of novice teachers experiences. The experiences were: (a) balancing ancillary roles and teaching (b) inadequate infrastructure and resources, and (c) inconducive learning spaces. On the coping strategies of novice teachers were (a) learning from experienced colleagues, (b) keeping one's vision in mind, and (c) fostering a growth oriented mindset. The educational management insights drawn from the findings of the study that can be shared to the academe were (a) direct experience is unmatched (b) embrace positivity, and (c) necessity of assistance from DepEd. The findings of this study seem to lead to the conclusion to underscore the need to give extra attention to schools that are starting to serve its functions. Installation of facilities and construction of buildings must cater the number of enrollees so that it can purposely serve its goals.

**Keywords:-** *Experiences, Novice, Established, Self-Navigation, Philippines.*

## I. INTRODUCTION

The very first year of teaching is often difficult. Research suggests that student performance is frequently lower in the classrooms of first-year teachers, but it rises in the second and third years (Rivkin, Hanushek, & Kain, 2005). According to Braid (2015), early attrition in the teaching profession is due to a perceived lack of influence over the work environment and a heavy workload. Furthermore, new teachers encounter challenges such as the need to adjust to the demands of full-time teaching, relationships with colleagues and parents, comprehending the cultural context of the school, and reconciling the discrepancies between pre-service

expectations and in-service reality (Fetherstone & Lummis, 2012).

Burnout, a lack of fitness that can be traced back to their undergraduate teacher preparation programs, and feelings of isolation during the first few years on the job are among the numerous causes of teacher attrition (Kaufman & Al-Bataineh, 2011). Nevertheless, the primary cause for teacher turnover is a lack of support (Curtis, 2012). Numerous sources identify the absence of support as a prevalent cause of teacher turnover (Buchanan, 2012; Cochran-Smith et al., 2012). Moreover, research indicates that novice teachers, who are within their first few years of employment (Understanding the 2014 Certification Rule, 2014), either abandon the profession or their schools at an alarming rate.

Furthermore, numerous international studies have reported findings regarding novice teachers' experiences. 24% of the BT intended to quit within the first five years of their teaching jobs, according to a study conducted by the Australian Primary Principals' Association (APPA) in 2006 (Australian Primary Principals Association). The results of these investigations have been inconclusive. Regrettably, the results of these studies indicate that neophyte instructors frequently experience issues and experience a high rate of attrition during their initial years of teaching (Buchanan et al., 2013). This is accurate in both Canada and Australia (Schuck, Brady, & Griffin, 2005). Another investigation into the attrition of novice teachers revealed that 29% of them expressed a desire to depart during their second year of teaching, while 10% explicitly expressed their intention to do so (O'Brien, Goddard, & Keeffe, 2007).

In addition, in numerous urban regions of the United States, there is a general correlation between low student achievement and high levels of teacher attrition (Hudley, 2013; Patterson & Silverman, 2013; Ronfeldt, Loeb, & Wyckoff, 2013). The fundamental lack of funding for essentials such as safe, clean buildings and basic, up-to-date curricular materials (Hudley, 2013) and a debilitating administrative mindset at failing institutions that can cause an almost numbing blindness of potential solutions (Finnegan & Daly, 2012) are the underlying contributors to this problem in schools serving urban, low socio-economic communities. The demise of public education and neighborhood decline frequently occur in conjunction, and the poor reputation of a school within its adjacent community can exacerbate the woes of an already declining neighborhood (Patterson & Silverman, 2013). A pervasive negative synergy is present.

Ingersoll and Smith (2003) and Smith and Ingersoll (2004) have both observed that the steep learning curve is challenging for both students and teachers. In fact, 15% of teachers leave the profession and 14% change schools after their first year, frequently due to feelings of inadequacy, inadequacy, and lack of support. Case studies and surveys provide compelling insights into the typical areas in which new teachers encounter difficulties. Schools can assist new teachers in developing their skills more quickly by effectively addressing these areas, which will retain them in the profession and increase student achievement. According to Tellez (2005), teaching is the sole occupation that requires compliance with the same obligations and obligations as experienced professionals. It is challenging for novice teachers to manage the diverse requirements of students, time constraints, and immense overload, as well as their lack of communication skills when interacting with parents in challenging situations (Meister & Meinick, 2003). The same is true for behavior issues. Conversely, teachers' dissatisfaction is primarily attributable to their inadequate preparation, student discipline issues, inadequate support, and inadequate salary (McCoy, 2003).

In the Philippines, Dinagsao (2013) discovered that newly hired teachers who were inexperienced were confronted with numerous obstacles. The novice teachers expressed a strong desire for classroom management instruction in order to acquire the skills necessary to maintain order and discipline in the classroom, as well as to adhere to the designated time. Aguirre and Faller (2017) also discovered that the novice teachers' experiences in the early stages of their respective teaching careers are problematic and challenging. This is due to their lack of expertise in teaching practice, knowledge about the learners, and the culture and context of the University where they are teaching. As stated in the section on coping strategies, novice teachers requested direct assistance from their colleagues and senior faculty members, who promptly provided the much-needed support. It is suggested that the motivation behind this coping mechanism of contacting senior faculty and colleagues is a desire to be mentored and to engage in a formal neophyte teacher mentoring program.

In addition, novice teachers are anticipated to adapt to the school's facilities, routines, policies, and procedures, while also becoming acquainted with the curriculum and instructional strategies used at the school and establishing their own classroom management structure and procedures for the first time (Mutter et al., 2000). Writing report cards and conducting long-term planning are just two of the many obligations that new teachers must shoulder.

Additionally, my research will concentrate on the experiences of novice teachers in Davao Central District and aim to resolve the issue that arose when these teachers began to fulfill their responsibilities. My research paper will examine a variety of literature and the experiences of teachers in recently established schools in order to better understand current perspectives and methods, as well as to stimulate discussion of how the principals or mentors might assist these teachers in becoming productive in teaching. I have since

observed numerous studies on the experiences of novice teachers in public, private, and international schools.

This study described the experiences of novice teachers teaching in recently established schools. Specifically, it sought an answer to the following questions:

- What are the experiences of teachers teaching in recently established schools?
- What are the coping strategies of the novice teachers teaching in recently established schools?
- What are the learning insights of the novice teachers teaching in recently established schools that they want to share in the academe?

## II. METHOD

This section highlights the methods used in the study. This includes research design, role of the researcher, research participants, data collection, data analysis, trustworthiness, and ethical considerations are featured herein.

This study was based on Phenomenological Assumptions, according to the researcher. Researcher in this study described the stories and struggles of the novice teachers in recently established schools. The school is the epistemological assumption, where subjective evidence is assembled based on individual views from research conducted in the field. To do this, the researcher presented the participant's quotes. The third is the axiological assumption, which stated that the researcher declared their beliefs in the analysis and actively reported their values and prejudices, as well as the value-laden essence of data collected in the field. The researcher was aware of the value-laden nature of knowledge as well as the possibility of prejudices. The fourth is technique, which refers to the techniques used in the analysis process. In order to arrive at this conclusion, the researcher detailed the study's methodology in this chapter.

The researcher employed a qualitative research design to document the experiences of novice teachers in recently established schools, focusing on their subjective perspectives. This study explored and understood their narrative experiences and the impact on their lives, using non-numeric data like words and images. Data were collected through interviews, focus groups, field notes, open questionnaires, and journals. The study adopted a phenomenological approach, emphasizing descriptive and analytical insights while acknowledging the subjective and social constructs of the participants' experiences. This method aimed to capture the quality and meaning of their experiences without relying on prescribed techniques, maintaining the phenomenon's integrity.

This study employed a qualitative research design to explore and understand the meanings individuals or groups ascribe to social or human problems (Creswell, 2013). It involved emerging questions, data collection in participants' settings, inductive data analysis, and researcher interpretations. Phenomenology was used to study human perceptions and relive participants' experiences through in-depth discussions (Campbell, 2011; Creswell, 2013; Speziale

& Carpenter, 2007; Wills, 2007). This approach captured the essence of public school teachers' experiences as novice teachers, comparing and contrasting these experiences to gain insights (Sullivan, 2012). The phenomenological method allowed for a deep understanding of participants' thoughts, feelings, and actions, making it suitable for studying novice teachers in recently established schools. Data were gathered through in-depth interviews with 11 informants and focus group discussions with 7 participants, following procedures to analyze the meaning of lived experiences (Giorgi, 2011; Polkinghorne, 2002). The researcher aimed to classify themes from these experiences while maintaining flexibility and openness (Strauss & Corbin, 2008).

The participants in this study were public elementary school novice teachers from Magallanes Elementary School in Davao Central District, Davao City Division, Region XI during the 2019-2020 school year. Eleven teachers were selected for in-depth interviews and seven for focus group discussions based on specific inclusion criteria: permanent position at Magallanes Elementary School, a minimum of three years teaching experience, and currently teaching any subject at the school. Exclusion criteria included teachers not affiliated with Magallanes Elementary School. Convenience sampling was used to select participants who were readily available and willing to participate, ensuring practicality and efficiency in data collection (Saunders et al., 2012; Henry, 1990). Participants were informed of the study's purpose, interview details, and confidentiality measures, emphasizing voluntary participation and the option to withdraw at any time without penalty (Patton, 2015; Palinkas et al., 2015).

Ethical practices were rigorously followed throughout the study. Participants were fully informed of the research's purpose and their voluntary participation rights, adhering to informed consent protocols as recommended by Creswell (2013). Privacy and confidentiality were strictly maintained by anonymizing participant details and ensuring secure data handling. Recruitment followed inclusion criteria, and participants were assured of no harm, emphasizing their contributions' value. Token gestures of gratitude were given for their time and insights. Steps were taken to prevent plagiarism through expert review and software checks, ensuring data integrity. Conflicts of interest were managed transparently, focusing on factual accuracy and original data collection without fabrication or alteration. Ethical considerations were paramount in conducting interviews and focus group discussions, ensuring participants' safety and comfort.

As a researcher enrolled in a masteral program, the researcher adhered to rigorous academic standards and ethical guidelines throughout my study. The researcher conducted focused group discussions and in-depth interviews using a semi-structured guide, ensuring authenticity by recording sessions. The researcher then fulfilled multiple roles as interviewer, note-taker, encoder, and facilitator, aiming to gather reliable data from participants who shared their experiences as novice teachers in recently established schools. I maintained sensitivity and respect, following ethical principles outlined by Nickelson (2011) and Patton

(2012), to foster an open and comfortable environment for participants to share their insights.

The study followed essential steps to ensure its integrity and compliance with ethical standards. Initial approvals were obtained from the Graduate School Dean and the Division Superintendent's office, with individual letters sent to participants and school heads. Interviews adhered to strict COVID-19 protocols mandated by the Inter-Agency Task Force, including social distancing, wearing masks and face shields, and hand hygiene. In-depth interviews (IDIs) were conducted with participants, focusing on three main questions: challenges faced by novice teachers in recently established schools, coping strategies, and insights for academic improvement. Audio recordings were transcribed verbatim, and thematic content analysis was applied to analyze participants' responses effectively.

This study aimed to explore the experiences and coping mechanisms of novice teachers in a recently established school using thematic content analysis and triangulation. Thematic content analysis (TCA), as described by Anderson (2007), involved reviewing qualitative data from interview transcripts to identify key themes and trends. Triangulation, according to Guion (2002), was employed to validate data collected through in-depth interviews by comparing and analyzing multiple sources such as interviews, observations, and existing literature. The study utilized semi-structured interviews recorded with participants' consent, ensuring a comprehensive exploration of their perspectives and experiences. Additionally, secondary data from relevant studies and printed materials were included through document analysis to enrich the findings.

In qualitative research, ensuring rigor or trustworthiness involves several key criteria. Credibility was established through the use of phenomenological research methods, employing well-crafted interview questions validated by experts in the field. I focused on immersing myself in the participants' world to build trust and gather rich, relevant data through continuous observation and triangulation. Transferability was addressed by ensuring the study's contextual details were clearly articulated, allowing readers to assess the applicability of findings to different settings. Confirmability was maintained by recording the research process transparently, ensuring that interpretations were grounded in participants' actual responses without bias. Finally, reliability was upheld by documenting all aspects of the research thoroughly, enabling replication and verification of the study's outcomes by others in the field.

### III. RESULTS AND DISCUSSIONS

This section highlights the results and discussion of the study. Themes are extracted based on participants' responses to each question experiences of novice teachers teaching in recently established schools, how they cope with the challenges as teachers teaching in recently established schools, and determine their learning insights that they want to share in the academe.

### A. Experiences of Novice Teachers Teaching in recently established schools

#### ➤ *Balancing Ancillary Roles and Teaching*

The experiences of novice teachers in recently established schools indicated a theme of balancing teaching with other tasks since they manage a variety of work assignments assigned by their school principal. This encapsulates the following: focused in teaching is affected by several ancillaries assigned; can't perform two tasks at the same time; spent more time in performing ancillary tasks; organized LAC sessions as advised by the school principal; keen on organizing money-making activities; canvass materials for educational supplies and need; sacrifice class instruction due to report submission; struggle in performing multiple ancillaries; consumed too much time. These manifestations are comparable to those reported by focus group participants who have supplementary activities or functions that impair their profession as teachers.

*I have four other duties. In addition to being the level head for grade 9, I also coordinate English, ADM, and assistance SBM. I can't concentrate on teaching because I have too many additional tasks. (P1)*

*One can't please both masters at the same time, and it affects both teaching and learning, since the place where students learn is important. Like, there aren't enough teachers, and some of the ones who are there are teaching things that aren't in their area of expertise. It's not clear what the lesson is about, and the noise from the cars outside made the students feel uneasy. (P2)*

Multitasking experts showed how teachers' ancillary functions affect teaching and learning for both teachers and parents. The analysts noted: According to Procast (2014) and Tropall (2016), humans cannot focus on numerous tasks at once, unlike computers, which can conduct multiple operations with full attention. One must focus on the work at hand and outsource extraneous inputs to lower levels of consciousness to accomplish effectively. According to Shutti (2014), teachers' multitasking needs attention and interventions, but switching focus quickly can harm education because teachers can't do their best work if they're distracted. Moreover, the effect of multitasking of teachers in classroom setting in the school organization's productivity is somehow difficult to determine directly since it is a result of factors such as the management and leadership of school administrators in dealing with teachers needs and responsibilities (Narsen, 2014). This was supported by a British study showed that the opinion the multitasking of teachers in classroom setting reduced the productivity of teachers as well as the school organization (Lutgen, 2013). When teachers are performed multitasking in the classroom, it disables the school organization and resulted low productivity and performance of the teachers as well as the learners that causes the school organization to fall down (Sypher, 2010).

#### ➤ *Inadequate Infrastructure and Resources*

The second major theme is inadequate infrastructure and resources. This emerged as manifested by the lack of classroom and office for teachers to stay and work; had to depend on borrowed materials from other teachers; borrowed two classrooms from the elementary; lack of printers to use, no place to work on instructional materials; facilities limited to chalk, manila paper, pictures and lecturette; no science lab, ICT lab and other labs; classes/performances are hold under the mango tree; chairs are not available to some students, some chairs are defective; resources shared on ratio of 1:2; class of 60 students utilized 25 personal computers; holes are evident on blackboard; had to make chairs out of trees; windows and doors are broken, no comfort rooms; and classes are conducted in the gym.

*Lack of classroom and office for teachers to stay and work. Also, he shared his concern on not well-ventilated rooms, broken windows and doors, no books, no comfort rooms, insufficient area for teachers, no security guard to secure the place, no proper communication from head to subordinates, and no area for SLAC sessions for teachers' development. (P1)*

*No printers to use, no place to work on instructional materials (P4)*

*Facilities are limited to chalk, manila paper, pictures and lecturette. (P5)*

Experts in the inadequate infrastructure and resources proved how the lack of resources in school, in the classroom, and in teaching affects the teaching and learning process of both teachers and parents. These experts noted that: Charts, posters, white boards, blocks, cards, clay, crayons, chalks, and other resource items play an important role in students' learning experiences. If resource materials are used wisely, they can significantly increase the impact of a class. The availability of a diverse set of instructional tools helps pique students' attention and actively involve them in mathematics learning (Herward, 2009).

#### ➤ *Inconducive Learning Spaces*

The third theme is inconducive learning spaces which are experienced by teacher-participants while they are teaching in recently established schools. This came out as manifested by students' lose focused and they are exposed from rays of the sun; classrooms are not ventilated and some students had to take their shirt off; the class size is big and teachers cannot monitor some students; huge number of students makes the class noisy and mic or lapel is needed for teachers to be heard; room is too crowded which made students uncomfortable and complained; running vehicles outside create too much noise and dust; students scamper off bringing their chairs when it rains; classes had to be stopped during inclement weather; more than 200 students had to fit in a room to seek shelter from rain; students smell bad because of profuse sweating; and stealing and theft in the classroom are evident and the absence of security guards contributes to the case.

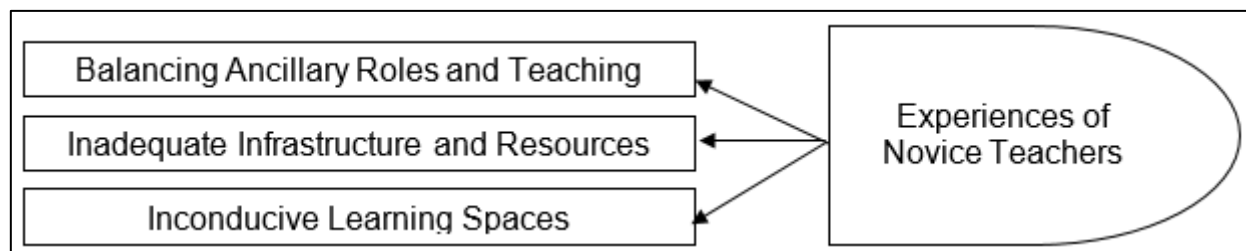


*Students cannot concentrate because they are exposed to sunlight. She added that other sections needed to hold sessions under the mango tree because the school lacks a learning environment. (P1)*

*Over 200 students crowded into a room to seek shelter from rain. The classroom learning atmosphere is unsuitable because we are only sharing a class under the mango tree. When it rains, our courses are disrupted because we need to evacuate. (P9)*

Experts in the inconducive learning spaces proved how the learning environment or the inability to provide a

conducive learning environment affects the teaching-and-learning processes of both the teachers and the students. These experts noted that: In the opinion of Alexander (2013), observed that a conducive and healthy school environment shapes the attitudes which children develop toward the school as well as promotes teaching and learning. A safe and healthy physical environment requires a good location and safe buildings; protection from excessive noise; natural light; clean indoor air and water; a healthy outdoor environment; and healthy school related activities including safe management and maintenance practices, use of nontoxic cleaning supplies, careful use of pesticides, vector control and use of non-toxic art supplies.



**Fig 1.** Experiences of Novice Teachers

## B. Coping Strategies of Novice Teachers

### ➤ Learning from Experienced Colleague.

The first major theme under coping with the challenges as a novice teacher in recently established schools was learning from experienced colleague. It elucidates different core ideas which came out during the focused group discussion and in-depth interview. The following core ideas are share struggles with co-teachers and learn from them; conflict is avoided by adjusting when ideas collide; good relationship between teachers is maintained; talking to veteran teachers when free and obtain tips from their experience; seek advice from peers on how they solved a particular issue; listen to the wisdom of the wise; seek shelter from experienced teachers and listen to their advices; and consult and ask the opinions of experienced teachers.

*Express your struggles with other teachers and learn from them. I typically approached teachers at Cabantian National High School and inquired about their teaching methods. I learned from them the value of activity papers. From then on, I always make sure to have activity sheets ready for my class. This allowed me to relax during my class while also monitoring my students' learning progress. (P1)*

*Ask peers how they overcame challenges and seek professional collaboration. Other sources of motivation include God's direction and prayer, positivism, family, and students. All of these tactics helped me overcome these obstacles. (P5)*

Similarly, people routinely seek advice from others while making critical decisions, whether they are professional or personal in nature. In many circumstances, guidance has a significant impact on advice recipients' decision-making processes and outcomes. Work-related advice is especially influential for advice recipients in organizations since it is

ultimately tied to the recipients' job performance (Morrison, 1993; Zagenczyk & Murrell, 2009). From an organizational aspect, employees' advice-seeking and advice-taking behaviors are particularly important, because receiving advice can help employees acquire organizationally valued behaviors. Mentors in work, in particular, play an important role in providing advice. Given the importance of seeking advice in the workplace, scholars and practitioners have paid close attention to mentors' roles as advise providers (Bonaccio and Dalal, 2006; Kram, 1985).

### ➤ Keeping One's Vision in Mind.

The second theme under coping with the challenges as a seasoned teacher teaching to maintain high performance output is focusing on the purpose and the mission. It elucidates different core ideas during focused group discussion and in-depth interview which includes: directed on the goal than the conflict; prioritize the main progress of the school; focused on the reason for existence as teacher; recognize value of work; familiar with the mission and the call of the vocation, always reminds self that everything is for the students; looking at the reason for being in the profession; focusing more on what can be done rather than on the obstacles; and conditions one's thinking that presence means chance to contribute.

*Focus on the purpose of teaching and the value of their job. When I'm at home, I basically do my schoolwork and spend quality time with my family. (P3)*

*Looking at the reason for being in the profession. I achieve personal work balance by establishing ties and relationships with my co-teachers, students and parents as well. (P6)*

Furthermore, researchers believe that teacher visioning can help to empower educators by giving them a voice in the face of institutional instructions that constrain teachers' instructional choices (Duffy, 2005; Hammerness, 2008; Vaughn, 2013). These findings demonstrate that when teachers utilize their vision to make decisions, they strive to deliver instruction that meets the particular requirements of their students, classrooms, and school community. Hammerness (2006) suggests that visions can disclose teachers' perspectives on subjects and pupils, as well as their level of attentiveness to each (p. 6). Taken together, visioning appears to be a feasible strategy for empowering today's educators to educate based on their personal ideas and opinions about what works best for kids.

➤ *Fostering a Growth Oriented Mindset.*

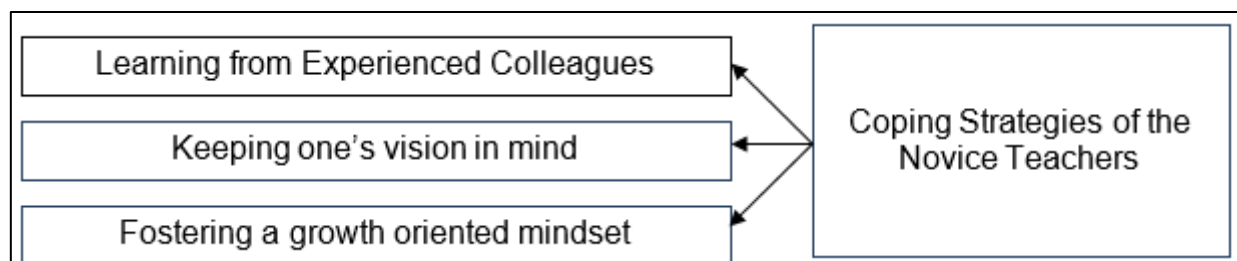
The third theme is fostering a growth-oriented mindset. This emerged from the responses of the participants during the focus group discussion and in-depth interview. This is captured by the following responses: open to new ideas and shows positivity and optimism; shows positive attitude; confident; learning from experience; focused on simple life; finds happiness in all the activities done; accepts the fact that school has limited resources; recognize that the best is yet to come; considers challenges as learning opportunities; instead

of complaining, think of what can be done, and bridge the gap; shows confidence in God's grace; and surrounded by positive people.

*Remember that the best is yet to come. I realized that I inspired many of my students in some way, and that is how I know I am truly effective. (P6)*

*Consider challenges as learning opportunities. Though challenges will go along the way but I have the heart full of gratitude of the blessings that I received as a person and as an educator. (P7)*

Mindsets are essential sets of beliefs that serve as glasses through which we perceive, interpret, and interact with the worlds in which we work and live (Dweck, 2006; Gergen, 2015; McGonigal, 2015). If mindsets are the ways we see, absorb, and then respond to and with our world, then flourishing mindsets could be defined as an openness of mind, heart, and spirit to the joys, mysteries, and limitless abundance of the teaching work world; a capacity to notice, seek out, and magnify opportunities for wellbeing, positive relationships, purpose and a sense of meaning, play, and enjoyment (Cherkowski, Hanson, & Walker, 2018).



**Fig 2.** Coping Strategies of the Novice Teachers

*C. Learning Insights of Novice Teachers*

➤ *Direct Experience is Unmatched.*

The first theme is direct experience is unmatched. This emerged from the following responses such as experiences teaches them to persevere, shows dedication and hard work; understand that teaching is a continuous learning process; realized that a lesson is learned from every experience; the lessons and insights from the experiences will always be treasured; learn from your mistakes and improve it for the better; richness of experiences mold one to become a better teacher; treasure the experiences and lessons learned from them; and richness of experiences made one effective and efficient.

*Experiences taught me tenacity, determination, and hard work. (P1)*

*Each event teaches us something. (P3)*

Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) discovered that expert teachers were much better at predicting classroom management events than experienced teachers. This shows that with more experience, teachers gain a better grasp of classroom management, allowing them to foresee

problems and change their classroom management strategies accordingly. Similarly, Morris-Rotschild and Brassard (2006) found that years of teaching experience were positively associated with compromising and integrating—two positive conflict strategies within classrooms that are conceptually close to autonomy support—and negatively associated with obliging, which is conceptually close to control.

➤ *Embrace Positivity*

The second theme is embracing positivity. This stemmed out from participants' responses on their learning insights as novice teachers in recently established schools. These are when things get tough and rough, remember the reason for being a teacher; everything is possible for those who go beyond and exerts extra efforts; commitment to the profession creates internal happiness and fulfillment; bear in mind that changes is always for the better; find joy in small achievements; do things in the name of love without expecting in return; live one day at a time and take one step at a time; take it easy and appreciate life's simple pleasures; and always be grateful to God.

*When things get tough and harsh, remember your reason for being. Teaching in a newly established school developed a mature individual. It awakened my eyes to the minute nuances that have an impact on everyone's lives. (P1)*

*Commitment to the art leads to inner contentment and fulfillment. Teaching at a freshly founded school is difficult, but it provides many opportunities for learning and memory. (P3)*

A person's mindset is a core set of beliefs that influences how they perceive, analyze, and interact with their living and working environments (Dweck, 2006; Gergen, 2015; McGonigal, 2015). Flourishing mindsets include the ability to notice, seek out, and enhance possibilities for well-being, positive relationships, purpose and meaning, play, and enjoyment. If mindsets are the ways we observe, absorb, and respond to and with our reality, flourishing mindsets could be defined as an openness of mind, heart, and spirit to the joys, mysteries, and limitless wealth of the teaching work world (Cherkowski, Hanson, & Walker, 2018).

#### ➤ Necessity of Assistance from DepEd.

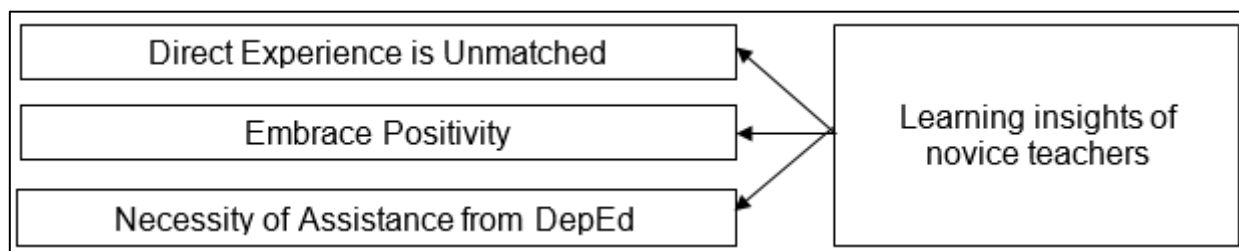
The last theme under the learning insights that teacher wanted to share in the academe is the necessity of assistance from DepEd. This emerged based on participants' responses such as awareness of educational leaders on the problems

existed in recently established schools; maintain high performance output need all the support it can get; 21st century learning needs 21st century facilities; close monitoring and ready assistance should be done; very ironic for DepEd to claim quality education; DepEd hires teachers without basic training; no budget given by DepEd to school; and dependent on support extended by mother school. The last insight acquired is focus on the role of DepEd. DepEd must ensure that schools are functional though it is recently established. The support of DepEd is significant to the success of the delivery of instruction in recently established schools. With this manifestation, participants claimed that:

*Maintaining high performance requires additional support. (P2)*

*Close monitoring and ready assistance should be done. (P4)*

Seriously, the Department of Education is trying its immense means to help all schools to become fully conducive for teaching so that the quality of education will be obtained by learners. Despite of the limited resources, DepEd is forging partnerships to other agencies to help every school that needs assistance particularly on the establishment of facilities that are beneficial to teachers and students.



**Fig 3.** Learning Insights of Novice Teachers

## IV. CONCLUSIONS AND RECOMMENDATIONS

The results of my analysis revealed the following significant findings.

The experiences of the novice teachers teaching in recently established schools revealed different scenarios in the academic filed. Considering the case of participant 1 she uttered that having too many ancillary functions she can't focus on teaching. Still, she was able to deliver her best in teaching her students. Also, participant 2 experienced the same dilemma on how to teach her students since she is serving two masters at the same time. Further, participant 3 stressed that having too many ancillaries or function really affects teaching and learning. It is hard to be in placed holding several functions where the main job might be sacrificed.

Inadequate Infrastructure and Resources came forth as the second major theme of novice teachers experienced teaching in recently established schools. Inadequate infrastructure and resources is manifested by the lack of classroom and office for teachers to stay and work; had to depend on borrowed materials from other teachers; borrowed two classrooms from the elementary; lack of printers to use,

no place to work on instructional materials; facilities limited to chalk, manila paper, pictures and lecturette; no science lab, ICT lab and other labs; classes/performances are hold under the mango tree; chairs are not available to some students, some chairs are defective; resources shared on ratio of 1:2; class of 60 students utilized 25 personal computers; holes are evident on blackboard; had to make chairs out of trees; windows and doors are broken, no comfort rooms; and classes are conducted in the gym.

Inconducive Learning Spaces surfaced as the third major theme for novice teachers experienced teaching in recently established schools. These were manifested students' lose focused and they are exposed from rays of the sun; classrooms are not ventilated and some students had to take their shirt off; the class size is big and teachers cannot monitor some students; huge number of students makes the class noisy and mic or lapel is needed for teachers to be heard; room is too crowded which made students uncomfortable and complained; running vehicles outside create too much noise and dust; students scamper off bringing their chairs when it rains; classes had to be stopped during inclement weather; more than 200 students had to fit in a room to seek shelter from rain; students smell bad because of profuse sweating;

and stealing and theft in the classroom are evident and the absence of security guards contributes to the case.

The coping mechanisms used by participants to address the challenges in teaching in recently established schools. generated three major themes like learning from experienced colleagues; keeping one's vision in mind; and fostering a growth oriented mindset.

Each emerging theme is presented with its corresponding core ideas supported by authors and references. Learning from experienced colleagues is the first major theme that emerged during the thematic analysis of teachers with teaching in recently established schools.. Responses of the participants highlighted share struggles with co-teachers and learn from them; conflict is avoided by adjusting when ideas collide; good relationship between teachers is maintained; talking to veteran teachers when free and obtain tips from their experience; seek advice from peers on how they solved a particular issue; listen to the wisdom of the wise; seek shelter from experienced teachers and listen to their advices; and consult and ask the opinions of experienced teachers.

Keeping one's vision in mind appeared as the second major theme which emerged as coping mechanism of novice teachers teaching in recently established schools because it directed on the goal than the conflict; prioritize the main progress of the school; focused on the reason for existence as teacher; recognize value of work; familiar with the mission and the call of the vocation, always reminds self that everything is for the students; looking at the reason for being in the profession; focusing more on what can be done rather than on the obstacles; and conditions one's thinking that presence means chance to contribute.

Fostering a growth-oriented mindset is the third major theme emerged as a coping mechanism of novice teachers teaching in recently established schools. This captured the following responses as being open to new ideas and shows positivity and optimism; shows positive attitude; confident; learning from experience; focused on simple life; finds happiness in all the activities done; accepts the fact that school has limited resources; recognize that the best is yet to come; considers challenges as learning opportunities; instead of complaining, think of what can be done, and bridge the gap; shows confidence in God's grace; and surrounded by positive people.

The participants of the study take into account the learning insights acquired from their experiences as novice teachers teaching in recently established schools. Three major themes emerged which includes: Direct experience is unmatched; embrace positivity, and necessity of assistance from DepEd.

Direct experience is unmatched is the first major theme emerged because their experiences teaches them to persevere, shows dedication and hardwork; understand that teaching is a continuous learning process; realized that a lesson is learned from every experience; the lessons and insights from the

experiences will always be treasured; learn from your mistakes and improve it for the better; richness of experiences mold one to become a better teacher; treasure the experiences and lessons learned from them; and richness of experiences made one effective and efficient.

Embrace Positivity is the second major theme emerged from the learning insights acquired by novice teachers from their experiences in teaching in recently established schools. This described that when things get tough and rough, remember the reason for being a teacher; everything is possible for those who go beyond and exerts extra efforts; commitment to the profession creates internal happiness and fulfillment; bear in mind that changes is always for the better; find joy in small achievements; do things in the name of love without expecting in return; live one day at a time and take one step at a time; take it easy and appreciate life's simple pleasures; and always be grateful to God.

The last theme is necessity of assistance from DepEd. This highlighted from awareness of educational leaders on the problems existed in recently established schools; recently established schools need all the support it can get; 21st century learning needs 21st century facilities; close monitoring and ready assistance should be done; very ironic for DepEd to claim quality education; DepEd hires teachers without basic training; no budget given by DepEd to school; and dependent on support extended by mother school. As participant uttered that educational leader should be aware of the problems of new schools. Also, participant 2 supported by stating that maintain high performance output need all the support it can get.

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended.

DepEd officials both local and national must give extra attention to schools that are starting to serve its functions. Installation of facilities and construction of buildings must cater the number of enrollees so that it can purposely serve its goals.

School head may continue to practice better leadership for teachers to cooperate and inspire to perform on the best of their abilities. Securing teachers trust and confidence may strengthen teacher-school head relationships which may result to efficient delivery of educational services.

Teachers who are teaching must continue to live with the passion of serving students despite of the limited resources and facilities. Adapting to the situation and being resilient will make one a better and efficient teacher.

Future research, since this study is limited to the public elementary school teachers from Davao Central District schools of Davao City, Region XI, the following future researches are recommended. They may be conducted by describing novice teachers' experiences teaching in newly established schools. output in others districts in the Division of Davao City with another group of participants in order to



substantiate the findings. Second, future research may be conducted by describing the experiences of novice teachers teaching in newly established schools in other parts of the country to add to the research base other ideas and issues related to it.

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