

## Article

# Career Adjustment: Understanding Transitional Challenges Among Newly-Hired Public School Teachers

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**Abstract:** The study titled “Career Adjustment: Understanding the Transitional Challenges Among Newly-Hired Public School Teachers” explores the lived experiences of newly hired public elementary school teachers during their first year of service, aiming to understand the challenges they face and the coping strategies they employ. Conducted in Cabuyao City, Laguna during School Year 2024–2025, the research provides localized insights into the transitional experiences of new educators in public elementary schools. Using a qualitative phenomenological research design, data were gathered through semi-structured, in-depth interviews with ten purposively selected participants all with one year or less of teaching experience. Colaizzi’s method of phenomenological analysis was used to extract significant statements, formulate meanings, and identify emerging themes. Findings revealed several transitional challenges, including managing large class sizes, addressing diverse learner needs, handling absenteeism and underperformance, and balancing teaching with administrative tasks. The absence of structured orientation and mentoring programs contributed to feelings of unpreparedness, emotional stress, and low self-confidence. Financial constraints and limited teaching resources also increased the burden. To cope, participants sought mentorship from experienced colleagues, engaged in professional development, applied differentiated instruction, and cultivated supportive relationships within the school community. They also practiced emotional resilience, time management, and stress-reduction strategies to navigate their adjustment period. The study recommends the implementation of a Transition Support Program - a structured, context-responsive initiative to assist newly hired teachers in adapting to public-school teaching demands. This program should encourage collaboration among school administrators, policymakers, and educators to build a supportive and sustainable teaching environment. Overall, the study offers valuable insights for improving teacher induction programs and enhancing retention strategies in the Philippine public education system, highlighting the importance of supporting novice teachers during their critical first year.

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**Keywords:** Lived Experiences, Newly Hired Teachers, Transitional Challenges, Public Elementary Schools, Coping Strategies, Teacher Adjustment, Classroom Management

## 1. Introduction

Teaching is universally recognized as one of the noblest professions, as teachers play a vital role in shaping the academic foundation and values of future generations. They are often regarded as role models, exemplifying integrity, commitment, and compassion. However, behind this idealized image are the unseen realities of the teaching profession - stress, heavy workloads, and a wide range of challenges that significantly impact teachers' well-being and effectiveness. These issues are especially burdensome for newly hired public school teachers, who must navigate unfamiliar environments while adjusting to new responsibilities and expectations. Newly hired teachers, as defined by the Department of Education in the Philippines, are those with less than three years of teaching experience

in the public school system. Transitioning into public education whether from private schools or as first-time teachers brings with it complex challenges such as classroom management difficulties, administrative burdens, inadequate support, and emotional strain. The Theory of Work Adjustment by Rene Dawis emphasizes how individuals adapt to new work environments through changes in behavior and values, which aligns with the experiences of novice teachers striving to meet the demands of the public school system. Although induction programs like DepEd's Training Induction Program exist to ease this transition, many teachers continue to struggle in their early years, highlighting the need for a deeper understanding of their experiences. This study aimed to explore the lived experiences of newly hired public school teachers in relation to the transitional challenges they encountered and the coping strategies they employed during their adjustment period.

### **Research Questions**

The primary concern of this study was to explore the lived experiences of newly hired public elementary school teachers regarding the transitional challenges they faced and the coping strategies they used during their adjustment from private to public school. Specifically, it sought to answer the following questions:

1. What are the lived experiences of newly hired elementary public-school teachers in their transitional challenges?
2. How do newly hired elementary public-school teachers face the demands and challenges in transition?
3. What themes emerged from the responses of participants?
4. What output can be proposed based on the findings of the study?

## **2. Materials and Methods**

This qualitative study employed a phenomenological research design to explore the lived experiences of newly hired public elementary school teachers in Cabuyao City. The participants were selected using purposive sampling, focusing on public school teachers with zero to three years of teaching experience, as defined by the Department of Education (DepEd). A total of 10 participants were involved in the study.

The primary research instrument was a semi-structured interview guide containing general and open-ended questions designed to elicit in-depth responses about the participants' transitional challenges and coping strategies. The questions were self-constructed and subjected to content validation by three experts in the field of education, particularly in administration and supervision. Their feedback was used to refine the instrument for clarity, relevance, and alignment with the study's objectives. A pilot interview was also conducted with two teachers outside of the study sample to ensure the appropriateness of the instrument and interview flow.

Data collection was conducted through one-on-one interviews, either face-to-face or online depending on the participants' availability. Each interview was audio or video recorded with the participant's consent and later transcribed verbatim for analysis. Thematic analysis was conducted using Colaizzi's (1987) Analytical Framework: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report. This method allowed the researcher to identify recurring patterns and significant insights into the transitional experiences of the participants.

Ethical considerations were strictly observed throughout the study. Informed consent was obtained from all participants, and confidentiality was maintained by using pseudonyms during data transcription and analysis. Approval was also sought from relevant authorities prior to data gathering.

### 3. Results

The results of the study were analyzed and discussed in relation to each research problem. The primary objective of the study was to explore the lived experiences of newly hired public elementary school teachers in Cabuyao City during their first year of service. To address this, the researcher developed superordinate themes derived from the codes identified in the participants' responses. These superordinate themes were then organized into major themes, each corresponding to the key research questions, providing a comprehensive understanding of the transitional challenges faced by the participants and the coping strategies they employed.

**Table 1.** Summary of the Superordinate Themes and Major Themes Emerged in the Study.

Superordinate Themes	Major Themes
Instructional and Classroom Management Challenges	Transitional Challenges of Newly-Hired Elementary Public-School Teachers
Administrative and Workload Challenges	
Socio-Emotional and Workplace Adaptation Challenges	
Financial, Physical, and Resource Challenges	
Professional Development and Workplace Integration	
Instructional Strategies and Classroom Adaptation	Effective Strategies in Facing the Transitional Challenges of Newly-Hired Elementary Public-School Teachers
Building Relationships and Community Engagement	
Emotional Resilience and Work-Life Balance	

The first major theme, Transitional Challenges of Newly-Hired Elementary Public-School Teachers, explores the challenges teachers face in their first year. This includes instructional and classroom management difficulties such as large class sizes and diverse student needs, socio-emotional challenges like stress and low self-confidence, financial and resource limitations, and the heavy administrative workload that adds to their stress.

The second major theme, Effective Strategies in Facing the Transitional Challenges of Newly-Hired Elementary Public-School Teachers, discusses the strategies teachers use to cope. These include employing differentiated instruction and active teaching methods, building relationships within the school community, fostering emotional resilience, maintaining work-life balance, and engaging in professional development to adapt and grow in their roles.

**Table 2.** Summary of Subordinate Themes, Superordinate Themes, and Major Theme for Research Question 1.

Subordinate Themes	Superordinate Themes	Major Theme
1. Class Size Adjustment	Instructional and Classroom Management Challenges	Transitional Challenges of Newly-Hired Elementary
2. Classroom Management Struggles		
3. Handling Challenging Students		
4. Instructional Adjustments		
5. Adjusting to Diverse Learners		

6. Grade Level Transition	Public-School Teachers
7. Student Attendance Challenges	
8. Addressing Reading Difficulties	
9. Lack of Classroom Assistance	
10. Student Hygiene Concerns	
11. Malnutrition of Students	
12. Difficult Interactions with Parents	
13. Handling Subjects Outside Specialization	
14. Challenges in Teaching Multiple Subjects	
15. Overwhelming Paper works	
16. Time Management Struggles	
17. Overwhelming Deadlines	
18. Immediate Task Assignment	
19. Non-Teaching Tasks	
20. Unexpected Administrative Monitoring	
21. Adjusting to Independence in Lesson Planning	Administrative and Workload Challenges
22. Administrative Workloads	
23. Seniority-Based Workload Distribution	
24. Overwhelming Multi-Role Responsibility	
25. Lack of Familiarity with Paperwork	
26. Delays in Receiving Paperwork Templates	
27. Lesson Preparation Challenges	
28. Struggles in Creating Periodical Tests	
29. Emotional Rollercoaster in Transition	
30. Workplace Adjustment Anxiety	
31. Challenges in Workplace Dynamics	
32. Difficulty Relating to Senior Colleagues	
33. Uncertainty in Teaching Assignment	Socio-Emotional and Workplace Adaptation Challenges
34. Adapting to New Work Environment	
35. Initial Hesitation in Seeking Help	
36. Uncertainty in Role Transition	
37. Pressure from Classroom Observations	
38. Pressure from High Expectations	
39. Fear of Making Mistakes	
40. Poor Classroom Condition	
41. Perceived Benefits of Public-School Teaching	
42. Financial Burden of Teaching	
43. Self-Funded Classroom Setup	Financial, Physical, and Resource Challenges
44. Physical Exhaustion	
45. Physical Working Conditions	
46. Lack of Teaching Equipment	
47. Technological Struggles	

Table 2 presents the themes that emerged from the qualitative data collected. These themes reflect the lived experiences specifically the transitional challenges of newly hired elementary public-school teachers during their first year of service, focusing on the challenges they encountered.

**Table 3.** Summary of Subordinate Themes, Superordinate Themes, and Major Theme for Research Question 2.

Subordinate Themes	Superordinate Themes	Major Theme
1. Seeking Guidance from Experienced Teachers	Professional Development and Workplace Integration	Effective Strategies in Facing the Transitional Challenges of Newly-Hired Elementary Public-School Teachers
2. Importance of Asking Questions		
3. Training and Seminars		
4. Proactive Learning and Initiative		
5. Mentoring of Master Teachers		
6. Becoming More Understanding and Patient		
7. Collaboration Meetings		
8. Teacher Induction Program		
9. Practical Teaching Strategies		
10. Practical Classroom Management		
11. Balancing Teaching and Administrative Tasks		
12. Managing Heavy Paperwork Requirements		
13. Need for Hands-On Training		
14. Avoiding Unnecessary Exposure at Work		
15. Strict Compliance with Deadlines		
16. Awareness of Child Protection Policies		
17. Differentiated Instruction for Diverse Learners	Instructional Strategies and Classroom Adaptation	
18. Remedial Classes for Struggling Learners		
19. Multimedia-Assisted Learning		
20. Play-Based Learning Approach		
21. Increased Hands-On Approach		
22. Integration of Instructional Materials for Engaging Learning		
23. Adjusting to a Standardized Curriculum		
24. Flexibility in Teaching Approaches		
25. Supporting Struggling and Non-Reader Students		
26. Understanding Student Behavior and Backgrounds		
27. Establishing Classroom Rules and Routines	Building Relationships and	
28. Adjusting to Larger Class Sizes and Diverse Student Needs		
29. Balancing Traditional and Modern Educational Approaches		
30. Managing Student Diversity		
31. Building Relationships with Colleagues		

32. Parental Involvement in Student Learning	Community
33. Developing Cultural Sensitivity and Adaptability	Engagement
34. Conducting Home Visits for Absent Students	
35. Emphasis on Community and Social Interaction	
36. Respect for Authority and Elders	
37. Importance of a Supportive Work Environment	
38. Self-Reliance	
39. Self-Confidence	
40. Overcoming Shyness	
41. Increased Sense of Responsibility	
42. Heightened Sense of Responsibility	Emotional
43. Emotional Detachment for Work-Life Balance	Resilience and
44. Development of Self-Discipline	Work-Life Balance
45. Adjustment to Work Expectations	
46. Be Observant	
47. Be Open-minded	
48. Stress Management through Eating Habits	

Table 3 presents the themes that emerged from the qualitative data gathered. The themes highlight how newly hired elementary public-school teachers face the demands and challenges during their first year of service. Despite the difficulties they encounter, such as instructional challenges, emotional stress, and limited resources, teachers continue to implement strategies and find ways to adapt and overcome these obstacles in their transition to the teaching profession.

#### 4. Discussion

##### Transitional Challenges of Newly-Hired Elementary Public-School Teachers Instructional and Classroom Management Challenges

The theme “Instructional and Classroom Management Challenges” emerged as a common struggle among newly hired public elementary school teachers, reflecting the difficulties they face in lesson delivery, classroom management, and adjusting to student diversity. These challenges arise from several key factors, including classroom dynamics, student diversity, subject area adjustments, and interactions with parents.

A significant challenge was class size adjustment, where large student populations made it difficult to provide individualized instruction. Many newly hired teachers found themselves managing classrooms with a high number of students, often exceeding the ideal teacher-to-student ratio. The emotional burden of this adjustment was evident, as teachers struggled with the enormity of the task and the pressure to meet expectations. These challenges align with findings by Blatchford and Russell, who emphasized that larger class sizes reduce the quality of teacher-student interactions and hinder effective classroom management. For many teachers, overcrowded classrooms became a barrier to establishing meaningful connections, delivering differentiated instruction, and maintaining control essentials for creating a supportive and effective learning environment[1].



Another major difficulty faced by teachers was managing challenging student behavior, particularly in terms of discipline. Newly hired teachers often encountered students with disruptive behaviors, such as inattentiveness, defiance, aggression, excessive talking, or refusal to follow classroom rules. These behavioral challenges created obstacles to maintaining a structured and productive learning environment, making it difficult for teachers to focus on lesson delivery and student engagement. Nearly half of new teachers feel "not at all prepared" or "only somewhat prepared" to handle disruptive students, due to limited training in classroom management during teacher education programs[2]. In addition, adjusting to diverse learners and addressing student attendance challenges were significant concerns. Differentiated instruction is essential for catering to diverse student needs, yet many new teachers struggled with implementing such strategies effectively. Socio-economic factors, such as absenteeism and family problems, further complicated these challenges.

Furthermore, newly hired teachers often faced instructional adjustments, particularly when assigned to teach subjects outside their specialization. Research by Arendain and Limpot indicated that teachers assigned to subjects they hadn't mastered struggled to find and deliver meaningful lesson content, often fearing their instruction was insufficient for students' success[3]. Beyond instructional concerns, teachers reported issues related to student hygiene and malnutrition, which further complicated classroom management. Malnutrition negatively affects cognitive function, concentration, and overall academic performance, making it harder for students to engage in learning.

Additionally, parental involvement plays a crucial role in a child's educational success, yet many participants experienced difficult interactions with parents, which limited their ability to address student needs effectively. Howley-Rouse highlighted that infrequent and inadequate communication can lead to misunderstandings and a lack of mutual respect between teachers and parents. This situation was particularly challenging for new teachers who were still developing their communication strategies and seeking to establish positive relationships with parents[4]. Another issue raised was the lack of classroom assistance, especially for teachers handling lower grade levels like Kindergarten. Teachers found it difficult to manage all responsibilities alone, especially in classrooms with younger children who required constant supervision. The burden of teaching, disciplining, comforting, and attending to the needs of each young learner fell entirely on one person, often leading to feelings of being overwhelmed and exhausted by the end of the day.

In some cases, teachers were assigned to teach multiple subjects, particularly in subjects like MAPEH. This required them to plan and teach different areas each day, increasing preparation time and cognitive load. The experiences of newly hired public elementary school teachers reveal that instructional and classroom management challenges are deeply rooted in the realities of public education. Overcrowded classrooms, disruptive behaviors, and student diversity stretched teachers emotionally and professionally. Many struggled with behavior management, felt unprepared for handling large groups, and faced emotional fatigue from trying to meet each learner's unique needs. Socio-economic issues like absenteeism, malnutrition, and lack of hygiene further complicated the situation, affecting both student learning and teacher morale. Assignments outside their specialization, limited parental involvement, and lack of classroom support heightened stress, especially for those in lower grades or teaching multiple subjects.

Overall, these challenges highlight the resilience and dedication of teachers as they strive to make a meaningful impact despite the many obstacles they face.

#### **Administrative and Workload Challenges**

The theme "Administrative and Workload Challenges" emerged as a significant concern among newly hired public elementary school teachers, highlighting the

overwhelming demands of paperwork, tight deadlines, multitasking, and balancing instructional and non-teaching responsibilities.

Overwhelming paperwork and time management struggles were commonly cited difficulties, with participants expressing frustration over excessive documentation requirements that consumed valuable teaching time. Newly hired teachers found themselves burdened with various administrative tasks, including lesson planning, student assessments, progress reports, and compliance documents required by the school and education authorities. This aligns with the findings of Toropova et al, who emphasized that excessive administrative workloads contribute to teacher stress and decreased job satisfaction[5]. Immediate task assignments and unexpected administrative monitoring further added pressure, often requiring teachers to complete multiple non-teaching tasks with little preparation time. A study by Jomud and Anore highlighted that sudden task demands and unanticipated administrative responsibilities create significant hurdles in the professional adjustment of newly hired teachers[6].

Teachers were also often thrown into administrative roles such as enrollment processing without prior briefing, increasing their anxiety and sense of unpreparedness. These unexpected duties not only demanded administrative competence but also detracted from their instructional time, complicating their classroom responsibilities. Additionally, extracurricular duties, such as being elected into positions with significant workloads during their first year of teaching, increased their burden. These positions required active involvement in school organizations, often without adequate training or transition support, amplifying the pressures faced by novice teachers.

Seniority-based workload distribution was another prominent concern, where newly hired teachers were often assigned heavier administrative tasks compared to their more experienced colleagues. This disparity contributes to early burnout and lower morale among new educators, as supported by Sorensen and Ladd, who noted that novice teachers typically receive less favorable task allocations, often justified by their perceived availability or youth[7]. Adjusting to independent lesson planning and preparation posed additional challenges, as newly hired teachers had to create instructional materials and structure lessons with minimal guidance. Without readily available mentoring or standardized resources, aligning their lesson plans with curriculum standards while maintaining student engagement became a significant struggle. Delays in receiving paperwork templates further complicated their workload, forcing them to spend additional time formatting reports and completing administrative requirements rather than focusing on instruction.

Furthermore, newly hired teachers experienced difficulties in constructing periodical tests that were aligned with curriculum standards. Many struggled to create assessments that accurately measured student learning objectives. According to Goodwin, one of the most common challenges for new teachers is balancing instructional responsibilities with administrative duties, such as preparing exams and compiling student records. These tasks often reduce instructional time and increase stress, undermining effective lesson delivery and student engagement[8].

The experiences of newly hired public elementary school teachers reveal that administrative and workload challenges add significant pressure to their already demanding roles. Excessive paperwork, tight deadlines, and multitasking create constant stress, leaving teachers feeling overwhelmed and unsupported. Disparities in task distribution, lack of standardized resources, and minimal guidance in administrative responsibilities all contribute to early career burnout. Despite these challenges, teachers continue to show resilience and dedication in fulfilling their professional duties.

### **Socio-Emotional and Workplace Adaptation Challenges**

The theme “Socio-Emotional and Workplace Adaptation Challenges” emerged as a significant struggle among newly hired public elementary school teachers, reflecting the



emotional and professional adjustments they undergo during their transition into the teaching profession. Many new teachers described their early experiences as emotionally overwhelming - simultaneously feeling excitement about achieving their dream of teaching while dealing with anxiety over meeting expectations and managing classrooms.

Self-doubt was commonly reported as they adapted to their new roles, questioning their competence and seeking validation from colleagues and administrators. This aligns with the findings of Catulpos et al., who emphasized that novice teachers often experience fear, frustration, stress, and diminished self-confidence as they adjust to school environments and professional expectation[9]. Workplace adjustment anxiety was another commonly cited concern, arising from the pressure to manage classrooms effectively, meet academic standards, and align with school policies- all while forming relationships with students, colleagues, and administrators. This type of anxiety has been validated by Conroy, who described the emotional struggles experienced by educators adjusting to a new school environment, particularly when support systems are lacking[10].

Furthermore, newly hired teachers reported difficulties in workplace dynamics, especially in building collegial relationships with more experienced coworkers. The cultural expectation of pakikisama (harmonious social adaptation) placed added pressure on new teachers to conform, even when they struggled to connect with their peers. Hobson's research highlighted that workplace relationships strongly influence teacher retention and that a lack of collegial support can result in isolation and low morale among new educators[11]. Generational gaps between novice teachers and older colleagues further complicated social integration. Younger teachers often found it difficult to relate to older staff members, which limited the formation of professional networks and increased feelings of disconnection within the workplace.

Classroom observations and performance evaluations imposed additional stress, with new teachers expressing concerns about being constantly assessed. These formal observations, such as those under the Classroom Observation Tool (COT), heightened their anxiety, especially when paired with high expectations from both administrators and parents. Johnson emphasized that such elevated expectations can lead to self-doubt and burnout among early-career teachers who are still in the process of developing their skills and professional identity[12].

Overall, Socio-Emotional and Workplace Adaptation Challenges highlight the emotional hurdles faced by newly hired public elementary school teachers. Many struggled with a combination of anxiety, performance pressure, feelings of isolation, and difficulty integrating into the social fabric of their schools. They reported emotional vulnerability while striving to meet the demands of the profession and prove their competence in an often high-pressure environment. Despite these obstacles, many exhibited resilience, driven by a desire to succeed and a commitment to their role as educators.

### **Financial, Physical, and Resource Challenges**

The theme "Financial, Physical, and Resource Challenges" emerged as a significant concern among newly hired public elementary school teachers, highlighting the financial burdens, inadequate teaching resources, and physical demands that affect their transition into the profession.

Poor classroom conditions were a frequently cited challenge. Limited infrastructure, outdated facilities, and overcrowded classrooms hindered effective teaching, making it difficult for teachers to implement engaging instructional strategies, manage student behavior, and foster a positive learning environment. These substandard conditions contributed to increased stress and difficulty adjusting to their new roles. The Education Revolution Association emphasized that such challenging working environments contribute to teacher stress and burnout, especially in under-resourced and high-poverty schools[13]. Financial burdens added to these difficulties. Many newly hired teachers were

expected to fund their own classroom setup, including instructional materials, teaching aids, and classroom decorations. This expectation placed added strain on teachers already facing modest salaries. Singleton and Roberts found that financial constraints such as low pay and the need to self-fund teaching supplies are significant stressors and contribute to high attrition rates among new educators[14].

In addition to financial stress, new teachers also experienced physical exhaustion due to the demands of the profession. Long hours, the physical strain of supervising and engaging with students, and the frequent lack of rest or recovery time resulted in fatigue. This was compounded by uncomfortable classroom environments and an absence of work-life boundaries. Rodgers noted that new teachers often feel "emotionally, mentally, and physically depleted" as they attempt to manage their responsibilities in and out of the classroom[15]. Moreover, many teachers reported that the demands of the profession extended beyond regular workdays, with tasks spilling over into weekends and free time. They were also frequently asked to take on additional responsibilities, including covering for absent colleagues or assisting with tasks outside of their job description, further contributing to burnout.

In summary, Financial, Physical, and Resource Challenges reflect the multifaceted struggles of newly hired public elementary school teachers. The lack of adequate resources, financial pressure to self-fund classrooms, and physically taxing work conditions significantly hinder their ability to adjust and perform effectively. These challenges align with broader findings in the literature that link underfunded school environments and systemic inadequacies to teacher stress and attrition. Despite these hardships, many teachers remained committed to their roles, displaying resilience and dedication in the face of adversity.

### **Effective Strategies in Facing the Transitional Challenges of Newly-Hired Elementary Public-School Teachers**

#### **Professional Development and Workplace Integration**

The theme "Professional Development and Workplace Integration" emerged as a vital factor in easing the transition of newly hired public elementary school teachers. Newly hired teachers employed various strategies to adjust effectively to their roles, including seeking mentorship, participating in professional development, and actively adapting to their new workplace environments.

One of the most significant strategies was mentorship. Many newly hired teachers benefited from guidance provided by experienced teachers, master teachers, and supportive colleagues. Mentorship not only offered solutions to classroom and administrative challenges but also fostered confidence, professional identity, and a sense of belonging. Loftin emphasized that mentorship during a teacher's early career helps bridge the gap between theoretical training and practical application, enhancing professional competence and decision-making skills[16]. Another essential factor in teacher integration was continuous professional development. Many new teachers participated in seminars, workshops, and in-service training focused on new teaching strategies, classroom management techniques, and updates in educational policies. These learning opportunities enabled teachers to refine their skills and align more effectively with the public school system. According to Teachers Guide, continuous learning is essential for helping new teachers thrive and transition smoothly from their pre-service education into classroom realities[17].

Furthermore, many teachers demonstrated a commitment to proactive learning and personal initiative. They engaged in self-directed research, experimented with teaching methodologies, and sought feedback to improve their practice. Zhang et al. found that proactive personality traits among educators are linked to more effective adaptation, as these individuals actively seek alignment between their teaching strategies and the needs of their new environments[18]. Apart from instructional responsibilities, teachers also had

to manage a range of administrative tasks, often under strict deadlines. Effective time management, prioritization, and organizational strategies were key to managing the workload efficiently. Manly noted that although teachers have limited flexibility due to rigid schedules, strategic use of unstructured time can improve productivity and reduce stress[19]. These skills were critical to ensuring timely submission of paperwork and compliance with institutional expectations.

In summary, the theme of Professional Development and Workplace Integration underscores the importance of structured mentorship, ongoing professional development, and personal initiative in helping newly hired public elementary school teachers adjust to the demands of their profession. These elements collectively enhanced their teaching effectiveness, administrative efficiency, and emotional resilience during the transition into public school teaching.

### **Instructional Strategies and Classroom Adaptation**

The theme “Instructional Strategies and Classroom Adaptation” emerged as a crucial approach in addressing the instructional challenges faced by newly hired public elementary school teachers. To effectively manage diverse classrooms and establish instructional efficiency, new teachers adopted various strategies to improve lesson delivery, student engagement, and classroom management.

One prominent approach was the implementation of differentiated instruction to address the varying learning abilities and backgrounds of students. This strategy allowed teachers to tailor lessons to meet individual student needs, making the learning experience more inclusive and effective. The Stanford Center for Teaching and Learning defines differentiated instruction as an approach that adjusts content, process, product, and learning environment according to students’ readiness, interests, and learning profiles. This method enhances student engagement and helps teachers foster a more equitable classroom[20]. Multimedia-assisted learning was another significant strategy used to make lessons more interactive and accessible. The integration of digital tools, videos, and interactive presentations enhanced student participation and understanding. Multimedia approaches cater to multiple learning styles and provide visual and auditory stimuli that can increase motivation and retention among students.

Newly hired teachers also utilized remedial teaching to provide additional support to struggling learners. Remedial instruction, especially in core skills such as reading and comprehension, helped bridge learning gaps and offered students the opportunity to catch up at their own pace. Thakuria highlights that remedial education equips teachers with techniques to address individual learning challenges, enabling them to support students who are at risk of falling behind[21]. In early grade levels, many educators adopted play-based learning to make learning more enjoyable and relatable. This instructional strategy, which integrates play into academic lessons, helps build stronger teacher-student relationships and encourages cooperative learning. Ross notes that play-based learning not only enhances engagement but also promotes critical social and emotional development, especially for young learners[22].

Establishing clear classroom rules and routines also proved to be essential in maintaining a structured and conducive learning environment. This strategy helped teachers foster discipline, minimize behavioral issues, and create a positive atmosphere that encouraged academic focus. Cleaver emphasizes that explicitly teaching and consistently reinforcing classroom procedures are crucial steps for creating a productive classroom culture, especially for novice teachers[23].

In summary, the theme of Instructional Strategies and Classroom Adaptation highlights how newly hired teachers leveraged differentiated instruction, multimedia tools, remedial classes, play-based learning, and classroom routines to meet the instructional demands of their new roles. These strategies not only helped accommodate

student diversity but also equipped new teachers with tools to build engaging, organized, and supportive classroom environments.

### **Building Relationships and Community Engagement**

The theme “Building Relationships and Community Engagement” emerged as a vital approach to alleviating the social and professional challenges experienced by newly hired public elementary school teachers. Establishing positive relationships with colleagues, students, parents, and the school community was essential in creating a supportive and collaborative teaching environment, especially during the transitional period of entering the profession.

A key strategy emphasized by new teachers was fostering strong relationships with colleagues. These relationships extended beyond professional collaboration to include emotional support and camaraderie, which eased the pressures and challenges of their transition into teaching. According to Degler and Hampton, collaborative teams play a significant role in integrating new teachers into the school culture, offering guidance on curriculum, student behavior, and instructional strategies[24]. Such relationships not only help in professional development but also reduce feelings of isolation and stress for novice educators.

Parental involvement in students’ education was also identified as a crucial element in supporting instructional goals and improving student outcomes. New teachers observed that when parents actively engaged in their children's learning, it reinforced lessons at home and provided teachers with additional support in managing behavioral and academic challenges. Fenmachi noted that active parental involvement facilitates smoother transitions for students into formal education, which in turn supports teachers in understanding and meeting diverse learning needs[25]. An important practice in fostering family-school collaboration was conducting home visits and maintaining open communication with parents. These strategies helped teachers gain a better understanding of the students' home environments, contributing to more personalized and empathetic teaching. Distributing take-home learning materials and encouraging regular parental engagement also ensured that learning extended beyond the classroom and was reinforced in the home setting.

Additionally, teachers recognized the importance of cultural sensitivity and adaptability in managing diverse classrooms. Public schools often serve students from varied cultural, socio-economic, and ethnic backgrounds. Embracing this diversity requires teachers to develop a deep understanding of their students’ backgrounds to create inclusive and respectful learning environments. Caingcoy et al. emphasized that culturally responsive teaching (CRT) is essential for educators, especially during their early years of service. Developing CRT competence allows teachers to address unique student needs and foster stronger teacher-student relationships[26].

In summary, the theme of Building Relationships and Community Engagement underscores the importance of building collegial support systems, establishing strong family-school partnerships, and embracing cultural diversity in the classroom. These strategies helped newly hired teachers integrate into the school environment more effectively, manage social and emotional demands, and create inclusive, student-centered classrooms that support learning and growth.

### **Emotional Resilience and Work-Life Balance**

The theme “Emotional Resilience and Work-Life Balance” was identified as a crucial strategy for newly hired public elementary school teachers in navigating the emotional and personal demands of their profession. Participants emphasized that developing resilience, managing stress, and maintaining a healthy work-life balance were essential to sustaining their well-being and classroom effectiveness during the early stages of their careers.

A central strategy was the development of self-reliance and self-confidence. New teachers found that building confidence in their teaching abilities helped them overcome the uncertainties and challenges commonly faced during their initial years. Teachers who developed self-efficacy were better equipped to make independent decisions, manage classroom dynamics, and adapt to unexpected situations. Anderson and Schuh emphasized that new teachers who cultivate self-efficacy are more likely to assert themselves and make proactive decisions, enabling smoother professional transitions[27]. Another important aspect was overcoming shyness and cultivating a sense of increased responsibility. Many novice teachers initially struggled with public speaking and asserting authority. However, through continued exposure and experience, they developed a stronger presence and more effectively engaged with students and colleagues. According to Benedith, addressing shyness helps educators engage more actively, manage classroom challenges with greater ease, and build stronger student relationships[28].

Participants also stressed the significance of emotional detachment from work to maintain a healthy work-life balance. Teachers reported that separating professional concerns from personal life was essential in preventing burnout. As new teachers often encounter heavy workloads and emotional demands, setting boundaries allowed them to recharge, sustain personal well-being, and avoid the exhaustion commonly associated with early teaching years. Gonser emphasized the importance of setting emotional boundaries to prevent stress-related symptoms and protect teacher well-being. [29] In addition, stress management through healthy eating habits was identified as a personal coping strategy. Maintaining a balanced diet contributed to both physical and mental resilience. Till explained that proper nutrition enhances energy, improves cognitive performance, and supports the stamina needed for teaching[29]. Likewise, The Curious Nutritionist recommended simple, sustainable strategies such as batch cooking and using frozen vegetables to help busy educators maintain healthy eating routines[30].

In summary, the theme of Emotional Resilience and Work-Life Balance highlights essential strategies for newly hired teachers to manage the psychological demands of their profession. These include building confidence, overcoming personal inhibitions, setting emotional boundaries, and maintaining physical health through self-care practices. Together, these approaches help new educators sustain their passion, maintain effectiveness, and thrive in the classroom environment.

### **Proposed Transition Support Program for Newly Hired Public Elementary Teachers**

Based on the study's findings regarding the transitional challenges faced by newly hired public elementary teachers, the program "Navigating the First Year: A Transition Support Program for Newly Hired Public Elementary School Teachers in Cabuyao City" is designed to provide targeted support to help these teachers navigate their initial year in the profession. Its primary objectives are to offer mentorship, improve classroom management skills, provide emotional support, and foster professional collaboration. The program emphasizes resilience, self-efficacy, and the development of practical skills to manage the challenges associated with instructional duties, administrative workloads, and socio-emotional adaptation. By providing new teachers with the necessary tools, guidance, and peer support, this program aims to improve their confidence and competence, reduce burnout, and ultimately enhance teacher retention. The program will contribute significantly to the professional growth and long-term success of newly hired teachers, helping them transition into their roles with greater ease and effectiveness.

## **5. Conclusion**

The transitional challenges experienced by newly hired public elementary school teachers in Cabuyao City underscore the complexities and demands of entering the teaching profession. These challenges range from classroom management issues and excessive workloads to adjusting to the expectations of the school system and handling



emotional stress. The first year of teaching emerges as a crucial period, filled with uncertainties and pressures that test the new teachers' confidence, adaptability, and professional identity. The process of adjustment is further complicated by limited resources, unclear role expectations, and the need to balance administrative tasks with instructional responsibilities.

However, despite these numerous hurdles, newly hired teachers demonstrate remarkable resilience, commitment, and creativity in navigating their professional journey. They employ various coping strategies, including seeking support from mentors, collaborating with peers, engaging in reflective practices, and participating in continuous professional development. These approaches help them to manage stress, build competence, and foster a sense of belonging within the school community. By embracing learning opportunities and adapting their teaching practices, they are able to create meaningful learning experiences for their students while developing their own confidence and teaching style.

Furthermore, supportive leadership and collegial environments play a vital role in facilitating the adjustment process. Encouraging feedback, emotional support, and practical assistance from administrators and fellow educators contribute significantly to the new teachers' ability to thrive amid challenges. These support systems promote a culture of collaboration, professional growth, and psychological safety, all of which are essential for teacher retention and success.

Other important elements that support career adjustment include building strong relationships with students and parents, staying open to feedback, and being flexible in addressing the dynamic needs of the classroom. By responding proactively to challenges, these teachers develop the skills, mindset, and perseverance necessary for long-term success in the profession. Their ability to endure and evolve in the face of adversity reflects not only their dedication but also the potential of a well-supported educational system to nurture and sustain effective educators. Through their continuous efforts, they not only survive their first year they lay the foundation for impactful, lifelong careers in education.

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