

From Classroom Dreams to Reality: Lived Experiences of Beginning Teachers in Abra

Divine Grace B. Adzuara ¹, Marian Loren B. Valera, EdD ¹

¹ – Abra State Institute of Sciences and Technology

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Abstract

Beginning teachers often encounter significant challenges during their transition into the teaching profession, which may affect their confidence, performance, and retention. This study aimed to explore the challenges, coping mechanisms, and support needs of beginning teachers in their early years of teaching. A qualitative research design was used involving six beginning teachers as participants. Data were collected through open-ended responses and analyzed using thematic analysis to identify key themes. Findings revealed that beginning teachers experience instructional difficulties, particularly in multi-grade and early-grade teaching, classroom management, and adjusting to new professional roles. These challenges are commonly associated with self-doubt and perceived inadequate preparation. To cope, teachers relied on professional development activities, self-directed learning, mentorship, and peer support, as well as personal qualities such as persistence and positive attitudes. The study highlights the need for structured support systems, including mentoring and coaching programs, targeted training, and induction programs. Strengthening institutional support can enhance teacher effectiveness, well-being, and retention while fostering a more supportive learning environment for students.

Keywords: *Beginning teachers, instructional challenges, coping mechanisms, teacher support, professional development.*

1. Introduction

A common refrain in one popular song reads "the children are the world's future. Let us teach them well and allow them to show the way." The song, written by Masser, M., and Creed, L. (Writers) (1985), was sung by Whitney Houston and has a profound impact on many new entrants into the field of education. They enter the teaching profession filled with an abundance of enthusiasm, optimism, and hopes to create the next generation. As they begin their journey as a teacher however, they experience reality. Reality is quite different than what most idealistic new entrants to the field of education had envisioned. It is riddled with obstacles and difficult circumstances; particularly for new or novice teachers.

Novice educators are subject to significant stressors throughout their initial periods of teaching. These stressors can be defined as those factors that contribute to the high level of vulnerability that novice educators have toward burn out, attrition, job dissatisfaction during their first five years of service. UNESCO (2021) reinforced the OECD report stating that high rates of attrition among novice educators result in a growing global teacher shortage. This has resulted in an inability to meet the goals established under Sustainable Development Goal 4 (SDG 4). SDG 4 emphasizes that every individual should have access to inclusive, equitable, and quality education (Adu-Yeboah & Karikari, 2021; OECD, 2020).

Issues affecting the world at large have been reflected uniquely and locally within the Philippines. As per the Philippine National Research Center for Teacher Quality (RCTQ, 2021), an overwhelming number of novice teachers face significant challenges when transitioning their theoretical knowledge from pre-service teacher education programs into actual classroom practices. Areas of challenge include classroom management, differentiated instruction and formative assessments. As a result, the Department of Education (DepEd) has established several programs to assist novice teachers with transition. Examples include the Beginning Teacher Induction Program (BTIP), the revised Teacher Education Curriculum and the MATATAG Agenda (DepEd, 2023). Despite these changes there continue to be significant gaps in areas where resources are limited—such as rural locations. Support systems and professional development opportunities for teachers in these regions are few and far between.

The challenges experienced by novice teachers in rural Abra are reflective of those experienced in other rural locations. Abra is located in the Cordillera Administrative Region. It is a mountainous region of the Philippines that is difficult to access. It is considered one of the most disadvantaged provinces in terms of socioeconomic status due to its geography. Many novice teachers who are assigned to work in remote schools in this location are forced to walk long distances over mountains to reach them. In addition, many of the schools they will be working in do not have access to electricity or reliable Internet service. They may not even have sufficient instructional materials for students. Therefore, novice teachers are tasked with not only teaching; but also serving as counselors, community liaison and logistics coordinator. These responsibilities exceed the scope of what their pre-service training typically addresses (Alipio, 2020).

Many believe that teaching is an honorable profession; however, becoming a professional educator can be a daunting experience for many individuals. Student-teachers make a successful transition into the field of education by acquiring more than just educational content, they also gain emotional intelligence, flexibility and awareness of diverse cultures. Studies have shown that early-career teachers are at a greater risk of experiencing stressors that are associated with meeting high standards of performance, curriculum expectations and feeling professionally inadequate (Castillo & Aspillaga, 2021). Those who are assigned to remote or underprivileged areas experience additional psychological and emotional challenges stemming from geographical isolation, lack of peer support, and fewer opportunities to participate in professional development opportunities.

This study will examine the everyday lives of novice teachers working in Abra, specifically those employed in rural towns such as San Isidro. This study will investigate how novice teachers cope with the responsibilities of being an educator, adapt to difficult work settings and discover purpose in their careers. Through documenting the experiences of these educators this study will identify significant findings that may guide initiatives for retaining qualified educators, developing professional growth opportunities for local educators, and provide educators at the school level with support mechanisms.

The significance of this study has its roots in policy. Republic Act No. 7836, also known as the "Teachers Professionalization Act" passed by Congress in 1994, mandated that every practicing public school teacher in the Philippines obtain a license through passing the Licensure Examination for Teachers (LET), while also adhering to established norms of competency and professional ethics. While this legislation provides an entry point into the profession based on minimum levels of proficiency and adherence to established norms of conduct, it does not provide adequate support for the unforeseen, highly situational problems faced by newly licensed teachers — especially those who have been deployed to remote rural schools. Although continuous professional development is both legally and ethically expected; beginning teachers working in rural settings commonly experience limited access to formalized mentoring and instructional coaching opportunities (DepEd, 2023).

Mental health and overall well-being is another very important area. Emotional exhaustion, anxiety, and feelings of isolation are common among new teachers during their first few years of teaching and can result in decreased job satisfaction and early departure from the profession (Cruz, 2022). Recognizing mental health issues as an essential component allows for more empathetic and supportive teacher induction programs which will address both the personal and professional development of the novice teacher.

Furthermore, this research identifies the gap between what is taught in teacher education programs and the demands of working as a teacher in rural areas which are economically poor. While many prospective teachers have a solid theoretical foundation from their preservice program, new teachers may discover that they do not possess the skills necessary to teach effectively in a multigrade classroom; to be culturally responsive; or to build relationships with students and families from the community. This examination of the real lives of new teachers allows for stakeholders to review and revise the curriculum of teacher education programs —

particularly when it comes to preparing teachers for rural schools located in remote or economically disadvantaged areas (Salvador & Macapagal, 2021).

As such, this research demonstrates how the work of beginning teachers can contribute toward meeting Goal 4 of Sustainable Development by helping to advance equitable, quality primary/secondary education for all children and youth around the world. In particular, beginning teachers are often at the forefront of efforts to address educational inequity. The success or failure of new teachers has significant long-term impacts on both the academic performance of students and overall economic growth and development of a nation. Therefore, if novice teachers receive insufficient support and encouragement, there exists the possibility that their idealism and commitment will be replaced by frustration and disillusionment resulting in persistent gaps in access to high-quality education.

This is a qualitative phenomenology research project in which the voice, experience, insight and survival techniques of new educators during the formative years of their career will be documented. The goal of this research is to develop a comprehensive view of these educators' perceptions of their job, challenges they face and hopes for the future. As such, it provides an evidence-based model from which policies and programs can be developed to improve education.

Therefore, the purpose of this study is to address a significant problem within our public schools: How do we empower, support and motivate newly hired (and therefore inexperienced) rural and marginal school district teachers? Through the transformation of lived experiences into knowledge that informs action, this study will contribute to the national conversation regarding the recruitment and retention of quality educators — helping to create classroom realities for every student who enters a classroom.

2. Materials and Methods

- **Research Design**

This was an exploratory qualitative research project designed by way of the phenomenological research design so as to study the lived experience of new teachers within the San Isidro School District. Qualitative research designs are among four types of research designs; quantitative, qualitative, mixed-method, and action research. The qualitative research design would best meet the purposes of this study in light of its objective to study deeply and personally the contextual experiences of new teachers, which can't be measured or quantified (Creswell & Poth, 2018).

Phenomenology is well-suited to studying the lived experiences of people because it investigates how people understand and interpret their day-to-day experiences (van Manen, 2016). Thus, this study's Statement of the Problem, which asks about new teacher expectations (SOP 2); challenges (SOP 3); coping mechanisms (SOP 4); and experiences of growth (SOP 5) will be addressed through the use of phenomenology. Additionally, phenomenology allows researchers to identify important connections and correlations between a new teacher's profile and his/her lived experience (SOP 6 and SOP 7), while maintaining authenticity based on the personal experiences of the new teacher.

The study will use phenomenology through qualitative research methods to explore the ways in which new teachers make the shift from theory into practice by creating an environment in the classroom; developing working relationships with students and colleagues; and experiencing the demands of the job. Phenomenology is an appropriate methodology for this study since it allows the researcher to describe the participant's journey, based on what they have said about themselves. In other words, phenomenology allows the researcher to describe the "essence" of the participant's experience (Moustakas, 1994).

Semi-structured in-depth interviews are the primary method used to collect data. Semi-structured interviews provide participants with a flexible format to tell their story while providing enough focus to elicit a coherent narrative. Data collected via these interviews will undergo thematic analysis to identify commonalities and important themes related to how new teachers develop their professional identity; access to institutional supports or lacks thereof; and build personal and professional resiliency.

Qualitative/Phenomenology is the most suitable methodology as teaching is an emotionally/social/cognitive profession that needs a methodology which accounts for the complexities/deepness/subjunctive nature of human experience (Merriam & Tisdell, 2016) - This method will allow us to have a deeper/more meaningful understanding of being a new teacher in the San Isidro School district.

- **Participants**

The study was conducted in the San Isidro School District and involved six beginning teachers from six different public schools. Five participants were from elementary schools, while one was from a secondary school (JHS/SHS).

- **Instruments**

The researcher used a semi-structured interviews will serve as the main data-gathering method for this study in order to gather the lived-experiences of new teachers in the San Isidro District. The semi-structured interviews will allow for deep personal narrative while aligning the interview process with the research objectives and the specific problem being investigated. Open-ended questions will be used in the interview guide. These types of questions will provide an opportunity for the participants to express their thoughts, feelings and reflective processes. In addition, because these types of questions do not require the participant to select from pre-determined options they will also provide a detailed account of the participant's personal experiences in becoming a teacher.

- **Procedure**

The study employed scientific and ethical procedures to ensure the collection of reliable and meaningful data on the lived experiences of beginning teachers in the San

Isidro School District. The research process included the preparation of the study design, review of related literature, securing approvals from school officials and the School Division Superintendent, and ensuring ethical compliance through informed consent. Participants were selected using purposive sampling based on specific criteria: they were beginning teachers in the district with three years or less of teaching experience. Data were gathered through semi-structured face-to-face interviews, supported by field notes and audio recordings. The collected data were transcribed and analyzed using thematic analysis to identify common themes and patterns related to the participants' experiences, challenges, and coping strategies.

• Data Analysis

The results from this qualitative research are presented in this chapter using thematic analysis to identify common themes in the responses of the participant's accounts. Participants' stories have been analyzed and interpreted with consideration for relevant literature that describe the struggles, strategies employed, and recommendations for potential future support programs for beginning teachers.

3. Results

Table 1: The Common Challenges Faced by Beginning Teachers

Themes	Codes
1. Instructional and Pedagogical Challenges	- Teaching in a multi-grade class - Difficulty teaching reading to early graders - Adapting lesson preparation and delivery - Balancing structured learning with play-based activities
2. Classroom Management	- Managing learner behavior - Establishing classroom routines - Handling inattentive students - Creating a positive environment
3. Learner Diversity and Developmental Readiness	- Addressing individual differences - Teaching unready or non-attentive learners - Managing diverse pupil needs in early childhood education
4. Professional Role Adjustment	- Transitioning from tertiary to secondary teaching - Adjusting to teaching younger learners - Role shift adaptation

5. Time and Workload Management
 - Managing multiple tasks
 - Handling workload and responsibilities
 - Time management issues
6. Personal and Emotional Struggles
 - Lack of confidence

Table 2: The Coping Mechanisms of Beginning Teachers

Themes	Codes
1. Professional Development	Attending seminars on multi-grade teaching, downloading educational materials, creating instructional materials
2. Peer and Mentor Support	Seeking guidance from colleagues and pioneer mentors, mentorship, technical assistance
3. Emotional Resilience	Staying positive, persistence, creating action plans to overcome difficulties
4. Collaborative Problem Solving	Talking to experienced teachers for classroom strategies and time management

PROPOSED PROGRAM

ONE YEAR TRAINING DESIGN

Institution: San Marcial Elementary School

Program Title: TEACH-UP: Training and Empowerment for the Adjustment and Competency, Holistic Upliftment and Progress of Beginning Teachers

Target Participants: Beginning Teachers

Duration: January – December 2026

Venue: SBM ROOM

Implementing Units: School Division Office (SDO)

Budget: ₱20,000.00

Funding Sources: Maintenance and Other Operating Expenses (MOOE)

RATIONALE

The entry of beginning teachers into the profession is often characterized by a steep learning curve and complex process of adjustment. Findings reveal that novice educators encounter significant challenges across various dimensions of their work, including classroom management instructional delivery, handling learner diversity, managing heavy workloads, and navigating role transitions. Many expressed feelings of self-doubt, uncertainty, and pressure to balance academic instruction with administrative responsibilities while meeting strict deadlines.

Specifically, teachers struggle with establishing clear routines and managing behavior, addressing individual differences among learners, adapting their teaching styles when moving across different educational levels. Furthermore, the lack of experience often hinders their ability to effectively manage time and cope with the demands of the job, which can potentially affect their performance, job satisfaction, and retention in the service.

In response to these realities, Project TEACH-UP is conceptualized to provide a systematic, comprehensive, and sustained support system for beginning teachers. This program aims to bridge the gap between theory and practice by offering targeted training, continuous mentorship, and opportunities for professional collaboration. By equipping them with essential competencies, boosting their self-confidence, and facilitating their smooth integration into the school culture, this project seeks to empower new teachers to become effective, resilient, and committed educators capable of delivering quality education.

GENERAL OBJECTIVE

To holistically enhance the professional competence, self-confidence, and adaptability of beginning teachers, enabling them to effectively navigate the demands of the profession, perform their duties with excellence, and successfully transition into confident and committed educators who contribute meaningfully to quality education

SPECIFIC OBJECTIVE

Specifically, this program aims to strengthen teacher' capabilities in managing classroom dynamics and behavior while fostering a positive learning environment. It also seeks to improve their skills in instructional planning and delivery, particularly in addressing learner diversity and teaching foundational skills such as reading. Furthermore, the project intends to develop practical strategies for managing workload and time efficiently to balance instructional tasks with administrative responsibilities. It also aims to facilitate a smooth adjustment and integration into the school culture and organizational system. Ultimately, the program seeks to build the teachers' self-confidence and professional identity, helping them overcome self-doubt and uncertainty as they grow in their practice.

PROGRAM COMPONENTS AND TIMELINE

Time Frame	Focus Area	Activities	Expected Output	Budget (₱)
Jan–Mar	Adaptation & Classroom Management	Orientation, Training, Mentoring, Demo Teaching	Classroom Management Plan	5,000
Apr–Jun	Instructional Competence	Lesson Planning, ICT Integration, LAC, Peer Observation	Improved Lesson Plans	5,000
Jul–Sep	Workload & Assessment	Time Management, Assessment Training, Case Discussions	Assessment Tools & Work Plan	5,000
Oct–Dec	Professional Growth	Stress Management, Portfolio, Action Research, Reflection	Portfolio & Reflection Paper	5,000

Total Budget: ₱20,000.00

EXPECTED OUTPUTS

At the end of the one-year implementation, the project is expected to produce the following tangible results:

- Classroom Management Plan developed and implemented by each teacher.
- Improved and localized Lesson Plans incorporating effective strategies and ICT integration.
- Assessment Tools and Work Plan designed to efficiently evaluate learning and manage tasks.
- Professional Portfolio containing documentation of teaching practices, reflections, and professional development activities.

- Reflection Paper and Mini-Action Research Proposal demonstrating critical thinking and commitment to continuous improvement.
- Certificates of Completion awarded to participants who successfully finished the program

RESULTS/ IMPACT

The successful implementation of Project TEACH-UP is anticipated to yield significant positive outcomes. Participants are expected to demonstrate enhanced teaching competence, showcasing improved skills in classroom management, instructional delivery, and assessment, which will ultimately lead to better learning outcomes for students. Alongside professional growth, the program aims to boost the teachers' confidence and well-being, equipping them with better coping mechanisms to handle work-related stress and challenges with greater ease.

Furthermore, the initiative will facilitate a smooth integration into the school system, allowing new educators to adapt more easily to existing policies, culture, and professional expectations while fostering a strong sense of belonging and commitment. By developing effective strategies for time and workload management, teachers will also achieve improved work efficiency, enabling them to balance instructional duties with administrative responsibilities more effectively. Ultimately, this comprehensive support system will contribute to the retention of quality educators and help build a strong, collaborative, and sustainable professional learning community.

REFLECTIONS/ LESSON LEARNED

The development and implementation of this project highlights several important insights. It emphasizes that the transition into teaching is a critical phase, making continuous guidance, mentorship, and training indispensable in helping beginning teachers succeed. Furthermore, the initiative underscores the value of a holistic approach, recognizing that professional growth requires addressing not only technical skills but also emotional and psychological aspects such as building confidence and managing stress.

Designing activities based on the actual needs and challenges experienced by the teachers ensures that the intervention is relevant, practical, and highly applicable to their daily work. Additionally, the project reinforces that collaboration strengthens professional practices, as creating opportunities for peer observation, sharing of best practices, and open communication fosters a culture of teamwork and continuous learning among educators.

4. Discussion

This section discusses the study's results, interpreting the data collected to address the research problems and providing evidence.

Table 1 displays some of the common problems experienced by beginning teachers during their first year as a teacher.

Thematic analysis of the answers to this question indicated that beginning teachers experienced six major themes when they were experiencing their first year(s) as a teacher. Six major (6) thematic categories were identified based on the data collected and these categories are shown below in Table 1. The categories include the following themes: 1. Pedagogical/and Instructional Challenges. Beginning teachers described the challenge of instructing students in "complex" learning situations. These included but are not limited to, multi-grade classes and early childhood education. An example from one of the participants is "Teaching in a multi-grade class," which represents the complexity of managing the diversity of student needs, and abilities, along with differing grade levels all at once. In addition, many participants described the lack of preparation for teaching in complex educational settings such as multi-grade classes or early childhood education. Complex educational settings present numerous challenges including developing flexible instructional strategies and providing appropriate differentiation for students, while also maintaining adequate classroom management. Most importantly, respondents lacked confidence when it came to teaching reading to young students, especially when considering how to meet each child's unique developmental needs and/or developmental stage. Teaching early literacy can be challenging for new teachers due to the need to develop specialized knowledge regarding teaching children to read, as well as differentiate for the varied literacy needs and developmental stages of student (Pyle & DeLuca, 2017; Cambell et al., 2021).

Classroom management is another common issue. Beginning teachers have difficulty establishing routine and engaging students in their lessons. They also tend to have difficulties with pupil behaviors and they need to create a productive learning environment. "managing behavior while creating positive climate is an art that requires confidence and experience." The lack of experience and confidence can make these tasks even more difficult. For example, one respondent said; "Classroom management, workload and time management were major challenges, as i had to balance student behavior, lesson preparation and administrative tasks while meeting multiple deadlines." Classrooms are environments that require discipline to be productive. Without structure, a Classroom will become unproductive."

Early Childhood Education is another area that had a strong focus on "learner diversity & developmental readiness." Respondents stated they have problems addressing the needs of learners due to their lack of attention span, as well as developmental un-readiness. A participant stated; "I want to know how to teach reading on early grade levels; what do I do? Where do I start? How can I address the difference among my learners and how can I teach someone to read when he/she hasn't developed enough or doesn't have an attention span?" Another participant noted the following about Early Childhood Education: "Teaching Kindergarten the first time presents a lot of problems for me, including; managing different student needs, finding the right balance between structured learning and play based learning and communicating with parents." Tomlinson (2014) states that differentiating instruction for learners at various levels of readiness is a common problem for new teachers, especially without structural supports.

Teachers who changed contexts by moving from one type of education to another also experienced significant changes in their teaching approaches, expectations within the classroom, and the way they interacted with students. One example provided by an individual was transitioning from tertiary to secondary education and making "the greatest adjustment" to his

teaching approach from preparing lessons to delivering them; he found it much more difficult to teach less matured children than "nurtured" adults. Role transitions for new teachers are a common obstacle identified by Ingersoll and Strong (2011) because teachers have not yet developed a clear identity as professionals. The other challenges experienced by these participants were workloads and managing their time. The three main areas that participants identified as problems were managing classrooms, having too many things to do at once (workload and time management) and balancing managing student behavior, creating/developing plans for lessons, developing assessments, and completing administrative tasks (Buchanan et al., 2013).

Finally, self-assurance and professional identity were evident in many of the participants' comments as they described feelings of uncertainty or doubt related to how well they were performing as teachers. For example, one participant stated: "Building confidence as a beginning teacher, I often doubted my ability as a teacher and questioned if I was "doing it right". Building an effective teaching persona takes time, and is heavily influenced by mentoring, constructive feedback and building experience within the classroom (Fantilli & McDougall, 2009).

The study's results indicate that new educators are exposed to a combination of challenges through their first couple of years as educators, including managing classroom behavior, developing curriculum, addressing the needs of all learners, adjusting to the role of an educator, finding time to complete tasks, and building their own emotional well-being. This combination represents both the natural requirements of the role of educator and the transition from being an educator-in-training to becoming an educator.

Teaching students with varying degrees of learning abilities within one classroom setting creates a significant amount of complexity. Teaching at the elementary school level or in multiple grades creates additional complexities for educators, particularly when they have to develop curricula and assessments and understand how children grow and develop. Unfortunately, many new educators do not have the necessary skills to teach students who learn differently, nor do they have the necessary knowledge of how children develop. Therefore, it is critical that they receive specific training and follow-up assistance to help them succeed in their roles (Hammerness et al., 2005). Another key challenge facing novice educators is classroom management. As such, this is a skill that cannot be developed on an educator's own. Educators require guidance and mentoring while working in a classroom environment to become effective in classroom management. Many novice educators feel under-prepared and overwhelmed in managing their classrooms (OECD, 2020).

Beginning teachers transitioning from another sector or background to elementary education have an added layer of adjustments, as they will be expected to quickly modify the way they teach to accommodate the developmental levels of students at lower grade levels. The time required to manage classroom responsibilities and workload will also add to the burden of adapting to this transition; typically, novice teachers are assigned full-time teaching loads before they receive adequate scaffolding or administrative assistance (Darling-Hammond, 2010).

A teacher's inner struggle with developing both confidence and professional identity can also serve as an additional barrier to a teacher's ability to perform well in his/her role and retain employment. A lack of formalized mentorship for new teachers can lead to isolation, uncertainty, and an inability to successfully navigate the requirements and expectations of being an effective teacher.

Overall, the findings clearly show there is an immediate need for induction programs for new teachers, ongoing training/development opportunities, and school-based supports to enable new educators to succeed in their roles over the course of their career.

Table 2 presents the coping mechanisms or difficulties that beginning teachers encounter in their profession and personal lives during their early years in the field.

Thematic analysis of their responses showed four major themes: peer and mentor support, professional development, collaborative problem-solving and emotional resilience.

A number of respondents indicated that they used professional development as an important tool to handle the demands of teaching. Respondent #1 stated that he "was able to cope with the challenges by attending MG seminar." Respondent #2 similarly noted that he "attended seminars, I watched & downloaded video clips, I made reading charts, IM's and asked my colleagues 'what is the best way to proceed.'" (p. 5). Respondents #1 and #2 each also mentioned developing instructional material as a means of coping. Respondent #1 stated that she "made some visual aid for my lessons" while respondent #2 noted that he "made reading charts, IM's etc."

The above examples illustrate an active approach to improving oneself and are consistent with those found by Ingersoll & Strong (2011), who also emphasized the importance of continuous professional development in supporting new teachers develop the knowledge/skills needed to be successful.

Peer and mentor support emerged as a dominant theme among several respondents. Respondents #2 stated "I have attended seminars, I viewed/downloaded video clips, I create reading charts, IM's and asked my colleagues what was the most effective way to manage the classroom/time." Respondent #3 stated "Talking to other experienced teachers made me feel much less isolated and provided me with many useful tips/strategies to use when managing the classroom and utilizing my time effectively." Respondent #5 stated "My pioneer mentors and colleagues were very helpful." Similarly, respondent #12 stated "My pioneer mentors and colleagues were very helpful" and further described how seeking technical assistance from experienced colleagues, pioneer mentors, and co-teachers assisted them through the transition process into the profession of teaching. As Schlichte et al. (2005) indicated, peer and mentor support provide new teachers with opportunities to reduce feelings of isolation and receive practical strategies for implementing lessons in the classroom.

Emotional Resilience — Another Coping Mechanism Identified by Respondent 4
Respondent 4 indicated "Perseverance is one of the biggest keys to beating challenges...I help myself cope through getting support from others; I help myself stay positive by focusing on the

positive aspects; and I make a plan to deal with whatever problems are coming at me." The above-mentioned coping mechanism demonstrated how to remain optimistic, have perseverance and create a plan to overcome adversities. Psychological Resilience, as noted by Beltman, Mansfield & Price (2011) in their research about early career teachers, enables them to be motivated and reduce stress. Creating hopefulness and creating reasonable objectives appear to provide teachers with a greater capacity to endure hardships.

Collaborative Problem-Solving Strategies — Teachers Also Utilized Conversations with Experienced Colleagues to Gather Practical Information on Classroom Management and Time Organization — As Respondent #3 indicated, "Talking to more experienced teachers made me feel less isolated and provided me with practical ways to organize my time and manage the classroom." Collaborative problem-solving approaches do not only improve teachers' teaching skills however they also increase teachers' sense of belonging and professional identity (Kelchtermans, 2006).

Overall, we can conclude from our results that new teachers are able to address their early career challenges using both formal and informal support systems, as well as through personal resiliency and continued development. While these strategies help to provide some relief from the everyday stresses of being a teacher, they will ultimately be beneficial in contributing to long term professional development. Our research supports the importance of providing structured induction processes, ongoing mentoring opportunities and a team-oriented school environment to assist new teachers (Feiman-Nemser, 2001).

Proposed Program Teaching is considered by many to be among the most difficult and rewarding jobs available. In addition to having a solid educational background, new teachers need to have the ability to be adaptable; emotionally resilient; and continually develop in their profession. Teacher Education Programs are designed to give prospective teachers both a foundation for the subject matter they will teach as well as some basic teaching techniques. However, no amount of pre-service education can adequately prepare future teachers for all of the variables found in an actual classroom. For this reason, new teachers typically begin their careers with great enthusiasm and a sense of purpose. Unfortunately, it does not take them long before they face obstacles which threaten to erode their confidence, abilities, and overall desire to continue working as teachers. Teachers who recently began at San Isidro District have reported numerous difficulties adjusting to their job responsibilities during their first year. The issues new teachers have included learning how to manage student behavior across diverse populations; developing instructional methods that effectively reach students; being overwhelmed by a large workload; and understanding school policies and cultural norms. Additionally, new teachers often have difficulty balancing time commitments with delivering lessons and assessing student performance. They are additionally experiencing high levels of emotional distress and self-doubt due to lack of support in addressing their struggles. If left unsupported, these problems could negatively impact new teachers' performance; the success of their learners; and ultimately their decision whether or not to remain in the profession.

Teach-up: Training and Empowerment for the Adjustment and Competency, Holistic Upliftment and Progress of Beginning Teachers Project is a one year training program to support beginning teachers with the challenges of their first two years of teaching.

Teach-up will provide professional development to address the five most common areas of difficulty experienced by new teachers: classroom management; teaching strategies; managing their workload; adapting to their school setting; and building confidence.

This program provides new teachers with opportunities for professional development through training, mentoring, workshops and collaborations (such as Learning Action Cells [LAC] and peer observation). The program is structured by developmental areas or topics that are addressed each quarter during the school year. These include developing classroom management skills and enhancing pedagogical techniques; managing one's own workload and promoting personal development.

By supporting first-year teachers toward becoming both self-assured and competent professionals, the program supports increased quality of instruction as well as student success.

The development of Project Teach-Up was based upon an understanding of how beginning teachers are impacted by a "reality shock" when transitioning from academia (theory) to the classroom environment (practice). Although beginning teachers have sufficient academic preparation with respect to their pedagogy, many struggle to successfully connect what they know academically to actual instruction. In some cases, issues with classroom control can disrupt students' ability to learn; other times, difficulties in meeting learners' diverse needs impact both students' level of engagement and their levels of success.

Furthermore, increasing demands being placed upon educators — including curricular reform, documentation, and accountability measures — create additional pressures for new teachers. These increased demands are often at odds with each other and frequently result in imbalances in workload, high levels of stress, and decreased effectiveness as an educator. Many teachers report feeling inadequate or uncertain about their roles and responsibilities as educators which negatively impacts both their motivation to teach and their potential to remain committed to the profession. If appropriate interventions are not established to help new teachers address the challenges they encounter, it could ultimately lead to teacher burnout, lower job satisfaction, and eventual turnover in the educational workforce. Therefore, there is clearly a great deal of need for a systemic intervention that will develop the instructional capabilities of beginning teachers; while simultaneously developing their emotional resiliency and sense of professionalism.

Project TEACH-UP has been created in order to help address the identified needs for new teachers by providing a complete, supportive framework to assist new teachers during their entry into the field. By providing training, mentorship, peer interaction, and reflective practice for new teachers; project TEACH-UP will provide support throughout the entire transition process of becoming an educator.

The program will operate over a year-long timeframe. The start date will be January 1st through December 31st in 2026 at San Marcial Elementary School. Under the direction of the School-Based Management (SBM) and the School Division Office (SDO); the program will utilize a portion of the Maintenance and Other Operating Expenses (MOOE) funds totaling P20,000.00. As such, the program will be designed to be long-term in nature. Additionally, it

will be practical and responsive to meet the educational needs of its target audience, new teachers. There will be four sequential phases to the program which will align with the developmental stages of beginning educators. In Phase One, focus will be on adapting to a school setting/classroom management. New teachers will receive orientation and mentoring along with demonstrations of best practices in classroom management. These components will aid new teachers in developing routines and managing student behaviors within a structured academic setting. The primary focus in Phase Two is on building instructional competencies. Beginning teachers will participate in workshops focusing on lesson planning, integrating information technology into their lessons, observing peers, and participating in LAC meetings. This will enhance the beginning teachers' abilities to develop instruction that meets the needs of a variety of students. Focus in Phase Three will center around managing workloads and assessment techniques. New teachers will learn how to effectively manage time and create assessments as part of their instructional duties. This will enable new teachers to successfully balance their instructional responsibilities while performing all other required duties. Finally, the fourth and final phase of the program is focused on professional development and reflection. New teachers will engage in activities related to stress management, developing a personal portfolio, conducting action research studies, and writing reflectively. All of these activities will foster ongoing development of each participant's professional identity as well as continued enhancement of their knowledge base and application of that knowledge in their roles as educators.

The positive results of implementing Project TEACH-UP are anticipated to be significant and quantifiable. Expectedly, this project will result in teachers who have developed classroom management plans, which have been modified through the addition of contextualized and ICT-based methods; additionally, they will create effective assessments as well as utilize them. A number of other tangible products will be created through the project including: Professional Portfolios (documenting growth and learning), Reflection Papers (documenting growth and learning) and, ultimately, an enhancement of instructional competence; improvement of student achievement; increase in self-confidence of teachers. As such, beginning teachers will become better able to manage the inevitable challenges of the classroom and provide high-quality instruction. Additionally, beginning teachers will also become more adept at navigating the "culture" of schools as well as meeting the expectations of schools. Finally, the program is designed to help reduce stress and work-related pressure on teachers' emotional well-being by providing them with techniques to cope with these pressures. On the institutional level, the program will aid in retaining good teachers; foster increased collaborative relationships among teachers; and establish a "professional learning community" within the school.

Project TEACH-UP represents more than a teacher-training program. It is a comprehensive support system that supports new teachers as they go through an important time for growth as professionals. This program will ensure that all of the instructional and personal needs of new teachers are addressed so that when they graduate from the program, they have been taught how to be successful in the classroom and grow into competent, confident, and resilient teachers. The creation of Project TEACH-UP is a reflection of the commitment by the San Isidro School District to develop quality educators who can continue to improve and refine the educational experience for students.

5. Conclusion

The research shows that new (beginning) teachers face a broad variety of different types of issues that they have to deal with during their first few years of being a teacher. Those problems are often instructional or related to student needs, but can also be related to how students are managed within the classroom, how well the teacher is able to establish routines and maintain a positive learning environment, etc. Additionally, many new teachers face challenges associated with transitioning into a role at this level, especially if they were previously employed in another educational setting. They will likely need to adjust the ways they approach teaching; develop new ways to communicate; and develop an understanding of what is expected of them as professionals. New teachers use a number of strategies to cope with these challenges including; participating in continuing education events; pursuing additional personal training through independent means; seeking out mentors and peer groups for support and/or encouragement. Strategies used by individuals to positively address the stresses of becoming a new teacher include having a positive outlook; perseverance; and carefully developing plans. The research highlighted the necessity of providing beginning teachers with structured and ongoing support systems. Examples of support systems that could be helpful include; mentoring programs; contextualized professional development opportunities; peer collaborative relationships; wellness programs; and overall school-based induction programs. When beginning teachers receive adequate support during their transition process, it has been shown that the challenging aspects of the early years of teaching can become opportunities for growth. As a result, teacher effectiveness; teacher job satisfaction; teacher retention rates; and ultimately learner success may all improve.

Based on the conclusions of the study, several recommendations are proposed. Schools may implement a structured mentoring and coaching system by assigning each beginning teacher a designated mentor, such as a Master Teacher or experienced teacher, who will provide weekly coaching sessions, conduct monthly classroom observations, and facilitate quarterly performance feedback conferences during the first two to three years of service. This will ensure continuous professional guidance and support. Furthermore, the proposed Project TEACH-UP (Training and Empowerment for the Adjustment and Competency, Holistic Upliftment and Progress) for Beginning Teachers may be endorsed to the Division Office for approval and implementation to address the specific needs of novice teachers. Schools may also strengthen the conduct of monthly Learning Action Cell (LAC) sessions by encouraging collaborative lesson planning, analysis of learner performance, sharing of effective teaching strategies, peer observations at least twice every quarter, and co-teaching activities to improve instructional practices. In addition, schools may provide mental health and wellness programs by incorporating wellness activities, counseling services, and stress management workshops to promote teachers' well-being and resilience. Lastly, future researchers may conduct further studies exploring other factors that influence the performance and professional development of beginning teachers.

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