

THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS: A PHENOMENOLOGY OF SELF- NAVIGATION

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RUETER P. DIEL

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APPROVAL SHEET

This dissertation entitled, “**THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS: A PHENOMENOLOGY OF SELF- NAVIGATION**”, prepared and submitted by **RUETER P. DIEL**, in partial fulfillment of the requirements for the degree of Doctor of Education Major in Educational Management, has been examined and is hereby recommended for approval and acceptance.

EUNICE A. ATIENZAR, EdD
Adviser

PANEL OF EXAMINERS

APPROVED by the panel of examiners on oral examination with a grade of **PASSED**.

JOCELYN B. BACASMOT, PhD
Chairman

JOEL B. TAN, DBA
Member

EDWIN L. NEBRIA, EdD
Member

LYNDON A. QUINES, EdD
Member

RINANTE L. GENUBA, EdD
Member

ACCEPTED in partial fulfillment of the requirements for the degree of **Doctor of Education Major in Educational Management**.

Comprehensive Examination: **PASSED**

Date:

EUGENIO S. GUHAO, JR,DM
Dean, Graduate School

ABSTRACT

This phenomenological study aimed to understand the experiences of novice teachers teaching in newly established Junior High Schools in Davao City Division for the school year 2019-2020. A total of 18 Junior High School teachers were identified through purposive sampling. The study utilized a qualitative research design using a phenomenological approach. Thematic content analysis is used as a data analysis tool. Results revealed that teachers' experiences teaching in newly established schools made them a jack of all trades, witnessed an acute and perpetual dearth of resources, and exposed to noxious and adverse learning conditions where they were obligated and obliged to perform such duty. Also, teachers were tightly wound and chronically tense where they forgot their loved ones and selves.

Additionally, they settled for mediocrity in teaching their lessons where they used the available resources. On the coping mechanisms, teachers drew strength and lessons from peers, focused on the purpose and the mission; cultivated a growth (positive) mindset; demonstrated creativity, innovativeness, and thoroughness; and mastered the art of solicitation. Furthermore, on teachers' learning insights acquired, it exemplified nothing beats experience; positivity is the key; it is an opportunity to grow and make a difference and need a long, hard, and serious look

from DepEd.

Keywords plight, novice teachers, self-navigation, educational management, Philippines

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R.P.D

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DEDICATION

This intellectual endeavor is wholeheartedly dedicated to my loving family, friends and to my participants in newly established schools who continue to dedicate themselves to the teaching profession.

IJSER
Rueter

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Chapter 1

INTRODUCTION

When novice teachers start their first job, they face many challenges, which affect their growth as teachers (Du Plessis, 2016). When teachers describe their first year of teaching in a newly founded school, they often describe a sink-or-swim feeling (Brubaker, 2016). Beginning educators, according to Roberson (2019), are often faced with challenging teaching situations.

In the Philippines, new teachers are given tough teaching assignments that can easily set them up for failure as pointed out by Aguirre (2015). Furthermore, Aguirre and Faller (2017) discovered that inexperienced teachers' experiences in the early stages of their respective teaching careers are problematic and difficult due to their lack of expertise on the topic.

In Mindanao, a study by Retubada (2014) found that the tension of the first year will cause new teachers to have a lower commitment and leave the classroom after only a few years. Further, he noted that the poor reputation of a newly established school within its surrounding community can exacerbate the woes of an already declining personnel. As personnel decline, the demise of public education often occurs in conjunction.

However, beginner teachers benefit from mentoring relationships with seasoned teachers in a newly founded school who are friendly and approachable and who share positive teaching methods of cooperation and contemplation,

according to the Center for Educator Recruitment, Retention, and Advancement (Center for Educator Recruitment, Retention, and Advancement, 2016). The relationships between inexperienced teachers and their more seasoned peers aid novice teachers in surviving.

This research focused on understanding the lived experiences of teachers teaching in newly established schools, how they deal with the leadership styles of their administrators, adapt school practices, cope with the different challenges, and highlight significant learning and insights from their experiences in public-school teachers in a newly established school. Based on my readings, I have not encountered similar studies about the experiences of teachers in a newly established school or annex school. Thus, this undertaking is conducted with urgency to explore a range of literature about teachers' experiences in the newly established school to better understand the current perspectives and methods and to stimulate discussion of how the principals or mentors might help these teachers become productive in their teaching and learning.

Purpose of the Study

This phenomenological analysis aims to explain inexperienced teachers' teaching experiences in newly established schools in Davao City Division, DepED Region XI for the School Year 2019-2020. The participants of this phenomenological study are the Junior High School teachers teaching in newly established Junior High School. At this point in the report, the aim was to explain how inexperienced teachers in recently established schools manage to exercise

their careers and extract knowledge from which future replacements could improve their perspectives.

This study was also important for several reasons. First, it describes the experiences of novice teachers in newly established schools, citing their challenges and difficulties encountered. Second, it aided to account what are the coping mechanisms of these teachers to conquer challenges and difficulties in a newly established school. Lastly, convey significant insights despite the hurdles they have encountered along the way.

Research Questions

1. What are the experiences of novice teachers teaching in newly established schools?
2. How do novice teachers cope with the challenges in newly established schools?
3. What are the learning insights that novice teachers teaching in newly established schools can share with their colleagues and with the academic community in general?

Theoretical Lens

This research is based on Kolb's (1984) Experiential Learning Theory. Kolb's Experiential Learning Philosophy is based on Dewey's (1938) philosophical works, reflective thinking and behavior (Kurt, 1946), action learning (Piaget, 1958), and cognitive progress. Kolb's philosophy stresses the importance of familiarity in

the learning process. As trainee teachers progress through periods of career development, the theory contains a system.

Throughout the stages of teacher professional development, Kolb's (1984) realistic encounters, reflective reflection, abstract conceptualization, and constructive experimentation are essential factors for exploring learning environments. Specific perspectives are imparted by consistent support from university seminars, frequent and collaborative conversations from students, and constant motivation from school principals as trainee teachers learn and improve on instructional methodologies. Trainee teachers need sufficient preparedness and conditional expertise in teaching and technical topics, co-curricular events, and micro-teaching to navigate through Kolb's continuum of learning, which will translate into professional growth.

Alfred Bandura's (1995) Self-Efficacy Theory, which emphasized the confidence in one's ability to plan and implement the courses of action necessary to handle prospective scenarios, is another theory that confirms the current research. According to him, a person's self-efficacy decides how much work they are willing to put forward and how long they are willing to persevere in the face of adversity (Bandura, 1982).

The way people think, behave, inspire themselves and behave affects self-efficiency (Bandura, 1995). In addition to insecurity in the preliminary learning of expertise and skills, Bandura (1982) reported to be the help to successful success is a deep sense of self-effectiveness to resistance failures. In the study context,

this theory supported teachers' plight in teaching in a newly established school where a higher self-efficacy is required for them to become successful in managing the school operation.

This hypothesis showed that classroom management, various demographics, and the teaching preparation of the newly founded school frequently arise in New Teachers. In addition to a degree of confusion in stimulating preparatory gain in information and ability, Bandura's theory for self-efficiency (1995) has affirmed that successful success means a deep sense of self effectiveness to confront failures.

Darling-Hammond (2010) said inexperienced teachers had insufficient pedagogical skills and administration in their teaching practices. In this respect, the study loop, which provides a repeated sequence of learning activities for trainees. In the course of teaching, trainee teachers undertake formative evaluations, where such problems are found regularly in instructional management. To overcome these problems, the trainee instructor tests on potential solutions, focus on resolutions, corrects mistakes, and begins the loop in successive attempts to reach possible successful teaching solutions.

Significance of the Study

In the educational method, teachers play an essential role. The DepED of Human Resource Development Division would learn from the results to help them develop mentoring services and techniques for new-grown teachers. Data

collected from the 17 teachers in public schools will inform them in a contemporary context on their selected careers.

In the quarterly conduct of the monthly learning activity cell meetings, school managers are directed to improve the teachers' abilities and skills and develop initiatives to give beginning teachers a broad portfolio of skills and resources for successful training for teaching (LAC).

The participants of this study would benefit from learning the different aspects of school management as part of their ancillary functions to attain continuous improvement by considering the school's performance indicators in terms of Access, Quality, and Efficiency.

This research provided the school's officials with an opportunity to set up a strategy on resource generation in the school to meet the needs of the school, the teachers, and students.

Furthermore, the study results are beneficial for Grade Heads to provide more efficient and effective ways of giving feedback on curriculum supervision to establish a harmonious relationship and active collaboration among novice teachers assigned in a newly established school.

Definition of Terms

The following terms used in this study were defined operationally for clarity and a common frame of reference:

Novice Teachers.It describes public Junior High School Teachers who are newly hired in the Department of Education with less than two years of experience.

Plight.It describes novice teachers teaching in a newly established school that is hard to get out of because of the challenges encountered.

Self- navigation.It is a process of keeping oneself motivated amid change and ambiguity, going deeper into their mental strength and courage, and identifying the essence and surface of the roller coaster experiences.

Delimitations and Limitations of the Study

The research includes the training of inexperienced teachers in the new school for the academic year 2019-2020 in Davao City. The data was collected for in-depth interviews from 11 randomly selected teachers and 7 teachers for focus group discussions. The research relied on the participants' abilities to explain their experiences and answer questions from the interview. Participants have differing degrees of information and experience and can be subjective. Thus, the School Principal was told of the research and its intent because administrative approval was required to access the participants.

The limitation of selecting participants in this context was the examination of such Junior High teachers teaching in urban areas who were identified as participants of the study. There was a possibility that the condition of such a situation differed from Junior High School teachers in newly opened schools located in rural areas, which can be studied through further research. The study was based on open-ended questions through one-on-one interviews and focus

group discussions. Due to the fact that there were only 11 participants for the in-depth interview and seven participants for the focus group discussion, the results of this study were not generalizable to all junior high novice teachers teaching in a newly established school around the country. This study was descriptive in its investigation. Finally, this investigation was focused solely on teachers' experiences in a newly established Junior High Schools in the Davao City division. Beyond that, no other study was conducted.

Organization of the Study

This study entitled *The Plight of Novice Teachers Teaching in Newly Established Schools: A Phenomenology of Self Navigation*” aims to explore the experiences and challenges of novice teachers in a newly established School. It also gains insights into the implications of how teachers coped with these challenges to collaborate and identify pedagogical competencies to deliver quality teaching and learning.

The problem and phenomenon to be studied are discussed in chapter 1. The relevance of the thesis is highlighted in this chapter. It discusses what was investigated in the past and in the present. The gaps found by current researchers are then illustrated. Followed is the study's intent to explore and examine the teacher interactions of a newly-established school. The following is the study. It intends to unfold the difficult experience of teachers at that newly founded school and how they can cope with the experiences that could illuminate all newly

employed teachers at a newly opened school. It aims to learn about the experience of teachers.

The research questions that were used for the in-depth interviews and focus group discussions are then presented. The presentation of the theoretical lens associated with the research study is another section of this chapter. The significance of the study and the people who would benefit from it are outlined below. Important terms in the study were operationally defined because it is also important to clearly understand the terms. The study's delimitation and limitations are discussed in the final section of this chapter. It shows people who might be interested in participating in the study. The study's flaws and validity are also discussed.

Chapter 2 accumulates the readings that were made to understand the nature of the research better. The chapter exhibits different scholarly articles that were related to the topic being studied. Moreover, the chapter also features different points-of-view of authors about the key points to study in the conduct of the research.

Chapter 3 discusses the design and methodology used in the study, including the study design, research role, research participants, data collection, analysis of data, credibility, transferability, and confirmability of research criteria, and ethical consideration of the study.

Chapter 4 presents the study results, which highlighted the experiences, coping mechanisms, and learning insights acquired by teachers teaching in newly established schools.

Chapter 5 exemplifies the discussion of each theme under experiences, coping mechanisms, and learning insights acquired by teachers teaching in newly established schools. These are supported by core ideas of each theme and significant literature. Additionally, the implication for practice, future research, and concluding remarks are also presented.

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Chapter 2

REVIEW OF RELATED LITERATURE

This chapter discusses existing research literature about novice teachers teaching in newly established schools. It includes a literature review, such as the challenges of teachers and their coping mechanisms.

Experiences of Novice Teachers

Particularly in the first year, new teachers face several challenges. The new teachers have to deal with classroom management, curriculum freedom, and unsupportive working environments (Aguirre & Faller, Jr. (2017). Discipline is a case that instills teachers into the classroom. A novice teacher has no knowledge of a messy, troubled class with misconduct among students.

Many new teachers are hired in schools with lower performance levels and classrooms with more university and socioeconomic challenges students (Henning, Gut, & Beam, 2015). Roberson (2019) pointed out that beginning teachers frequently have difficult teaching tasks, which can be crowded with students at all levels of education and behavior.

Kidd et al. (2015) said that new teachers come with difficult instructional tasks that can easily set them up for failure. Similarly, Larson (2015) revealed that there are other literatures highlighting that teachers have the feeling of tremor and surprise during their first year of teaching. Their ideas formed during training were different from the actual experience. Likewise, Reeves and Lowenhaupt (2016)

stressed that discipline management, planning lessons, students with disabilities support, and the necessary accountability paperwork are among the requirements.

Prilleltensky, Neff, and Bessell (2016) also cited the many concerns raised by first-year teachers as class control, student grading, parental interactions, and class organizing. The first year includes a list of phrases a novice lecturer experiences; the disillusionment phase when preparing meets the truth.

In addition, in the first year of teaching, the stress level of the novice teachers increases, and their effectiveness decreases when demands of courses, parents, and administration are met. Stress can affect novice teachers negatively and can lead to a reduced teaching career commitment (Curry et al., 2016). The risk lists of teacher stress were outlined in Prilleltensky, Neff, and Bessell (2016) and indicated that mentoring matches and support networks protected against such risks and that effective mentoring was a means of ending unsupported entry into the teaching profession and keeping good teachers in the classroom.

Many new teachers are also considered ineffective in comparison to more skilled teachers, but job duties and expectations are identical (Pogodzinski, 2015). These new teachers will then be at the same level as the older and more experienced professors (Strauss, 2017). Inadequate issues can contribute to the novice teacher's feelings of uncertainty and doubt. Regrettably, a negative first year can result in the enthusiastic teacher leaving the profession, whatever if he or she is a successful graduate (Wolff, Jarodzka, & Boshuizen, 2017). The notion was further supported by the numbers Smith and Nadelsonin (2016).

The literature is firmly committed to supporting the challenge of the first year of teaching. Still, mentors can support new teachers to meet these challenges (Wolgast & Fischer, 2017). Henning et al. (2015) also affirmed that the delivery of professional development, which focuses on reflection and solving problems, may mitigate difficulties; subsequently, isolation may decrease, and a positive attitude for the first year may be generated.

Jack of All Trades

Multiple auxiliary tasks of teachers often lead to a loss of motivation, satisfaction, and skill (Into & Gempes, 2018). A person is only looking for several ancillary functions for support purposes in the study conducted by Parham and Gordon (2011). This emphasizes the potential negative effects on satisfaction, quality of life, and individual performance. In addition, the nature and characteristics of teachers with various ancillary functions have been questioned. Zickar, Gibby, and Jenny (2004) reported a higher risk of rivalry as an employee because he had to exert multiple functions and behaviors.

Moreover, several teachers' ancillary functions are among the problems face in schools in Davao del Sur, Region XI. Retubada (2014) cites that teachers have additional workloads, aside from their main function as classroom adviser, they have to be appointed as the subject coordinators, grade level head, canteen manager, sports coordinator, SBM, coordinator, club facilitators, cluster area coordinator, coaches in different areas, as well as additional non-teaching functions.

However, the combination of multiple ancillary functions in Parham and Gordon (2011) highlighted positive impacts on a person's wellbeing. The reported less stress-free Canadian teachers with several ancillary functions have lower intentions to quit (Jamal, Baba, & Riviere, 1999; Yahya, Ismail, Salleh, & Abdullah, 2015).

Teachers reinvent themselves and their jobs to serve schools and students better (Levin, 1993; Wijetunge, 2016). Teachers need attitudes and skills to meet the challenges as teachers with multiple functions to better serve the school. Rife and Hall's pronouncement (2015) states that a person's commitment to work is defined by a person as a positive and fulfilling mindset characterized by endurance, dedication, and absorption. In the paper published in Sappa, Boldrini, and Apre (2015), teachers empowered by the school were not compensated for their increased responsibilities but were crossed into management positions. The study entitled Relations and Resilience: a Role for School Controller showed that these difficulties were caused by their tiredness and the lack of energy due to the multiple working burdens and ancillary functions when teachers experienced difficulties in personal relations (Peters & Pearce, 2012).

Additionally, the teachers with multiple secondary functions have "role conflict" when primary and secondary employment is very different (Zickar et al., 2004). An employee will face a conflict of roles and feel less satisfied because more is needed to shift roles and adapt roles and behavior to various job demands. Administrators need to be proactive and help in managing the workload to prevent

teachers' stress outcomes while at the same time fostering collaboration and ownership (Don, Puteh, Nasir, Ashaari, & Kawangit, 2016; Martin, 1992).

In the study carried out by Sappa, Boldrini, and Aprea (2015), however, teachers perceived multiple supporting functions as factors that promote their welfare. Teachers seemed to help combine teaching with other ancillary work to get away from school situations and take the issue into consideration on the emotional level. Furthermore, it has been described as a source of strength and a way to be continuously stimulated through various inputs. Different advantages in the education field were associated with performing several auxiliary tasks since students were strongly credible (Baker, 2006) and reiterated how well a person is expected to deal in living conditions with a style of attachment. People with a safe support system have positive relationships with others who are supportive, are more likely to perceive good social support networks and are satisfied with the support they receive. For many professors, multiple roles for school restructuring and optimal teacher development are considered essential (Smith, 2018). The findings from Channar, Shaikh, Pathan, and Mug (2014) indicated that trust is said to be a major attitude as teachers with multiple jobs to foster collaborative leadership in schools that foster positive links as their efforts to create relationships of confidence in the school community continue to be concentrated.

Novice Teachers' Preparedness to Differentiate Instruction

Too often, teachers cannot meet the challenges they face in class (Brubaker, 2016). It identified three important challenges facing new professors

due to unpreparedness: the expectations of the teacher, the inability to differentiate education between different students, and the lack of teaching skills.

Gravett, Petersen, and Ramsaroop (2019) also stated that education is complex and needs skills and knowledge in three broad fields to effectively teach early teachers. These would encompass student knowledge, topics, and content in a productive and positive environment with a detailed understanding of themselves as teachers and students.

In addition, teachers need to understand the constructive nature of learners' knowledge, cognitive treatment, metacognition, and ability to motivate them (Darling-Hammond, Burns, Campbell, Goodwin, Hammerness, & Low, 2017). Korthagen (2016) said that beginning teachers are not prepared to adequately teach when they transition from student teachers to teachers. Loughran and Hamilton (2016) pointed out that characteristics of a differentiated classroom are present, teachers start where students are located, engage students in different ways of learning, and more than others, students compete against themselves. Teachers give individuals specific ways of learning. Teachers use class time flexibly, teachers are diagnostics, each student prescribes the best teaching possible.

Novice Teachers' Preparedness in Classroom Management

School boards are often elected to place new teachers or new recruits with little experience in the most difficult circumstances (Brubaker, 2016). The theory underlines that, whatever the experience and level, one teacher is as good as the

next. Many teachers are simply not prepared for their classroom challenges (Darling-Hammond et al., 2017).

They also argued that a number of teachers are among the least well-prepared in our society, and they do not receive the strict training and clinical experience to prepare them successfully as teachers (Gomes, 2017). Similarly, beginner teachers should be equipped and adequately trained in the subject and the content of a school and task suited to their experience and level of expertise. They added that beginning teachers are very different in their training and in their ability and expertise (Tucker, 2014).

In addition, teaching requires that teachers have the skills and knowledge to engage their students in active and authentic learning experiences and manage well where students work productively (Wader, 2015). In the meantime, teachers who understand child learning and development are more capable and ready to develop the learning process. Those who have had professional training in the developmental stages of students (King & Butler, 2015).

The National Teaching and Future Commission (NCTAF) of 1996 also stated that teaching experience is an important factor in our student's achievement and learning. The results demonstrated that the quality of education has a lasting impact on pupil performance, especially for students at risk (Stassie, 2018).

They also argued that there are two levels of teacher readiness. Teachers will be trained during their college programs and secondly during their entire careers in professional development (Penningroth, 2017). They also noted that

professional development is not just a fun activity in which teachers volunteer but also an obligation to retain their position.

Taylor and Robinson (2019) further emphasizes that the world's leading countries have developed policies aimed at compensating, recruiting, educating, training, and running their educators, in very similar ways as doctors, counterparts, architects, and other professional high standing professionals, recruiting, training and managing them.

Unrealized Expectations of the Teaching Profession

In general, teaching is stressful, rigorous, and demanding. Teachers often tell you about their first years of life in the classroom (Goodwin & Miller, 2013).

Teachers place unreal expectations to themselves in the classroom which become one of their greatest sources of stress as highlighted by Smith (2018). The stress associated with this expectation, both job-related expectations and expectations of teachers, is sometimes overwhelming for beginning teachers, in particular. He also suggested that teachers start to slow down, focus less on their own performance and pay close attention to successful strategies, which allow starting teachers to enhance their teaching experience in general.

Struggling with Classroom Management

Classroom management is the biggest challenge facing new teachers. In a 2004 survey, 85 percent of teachers thought that "new teachers are especially unable to address behavioral problems in their schools" (p. 3). A separate study of 500 teachers showed teachers with three years or less were more than twice as

likely as teachers with more knowledge (19 percent versus 7 percent) to say that their behavior in their classrooms was a problem (Melnick & Meister, 2008). Meanwhile, interviewed, numerous beginning teachers say their preservation programs, including the unwelcome students, did little to prepare them for the realities of classrooms. A first-year teacher confessed that "a bigger bag of classroom management tricks would have been helpful" (Fry, 2007, p. 225). New teachers usually report that the most difficult students are particularly overwhelmed. Often, the difficulty in classroom management can prompt new teachers to throw away many of the research they have learned at college in favor of a constant diet of lectures and textbooks (Hover & Yeager, 2004).

Burdened by Curricular Freedom

The lack of guidance and resources for lesson and unit planning is another concern that new educators raise commonly. 41 percent said their schools or districts have provided less or no educational resources like lesson plans, according to a recent survey of more than 8,000 teachers for America across the country. They were rarely useful when classroom materials were provided. Only 15 percent of respondents said they had sufficient free use materials (Mathews, 2011).

While the old teachers may welcome this curriculum freedom, it seems to impose a burden on new teachers who still have not developed a robust repertoire of lesson ideas or knowledge on how their classrooms will work (Fry, 2007). Case studies have shown novice instructors who struggle to create "just enough

curricula" and who spend 10 to 12 hours per day juggling lessons and grading: as well as the myriad demands of paperwork, commissions, and extracurricular work (Fry, 2007).

In addition, there is a very different approach in numerous schools that have successfully increased the achievements of low-income students. They provide binders full of models of classes and teaching resources developed by older teachers rather than let new teachers sink or swim with lesson schedules (Chenoweth, 2009).

Sinking in Unsupportive Environments

Another significant challenge is the sinking or swimming nature of the experiences of many teachers in the first years. New teachers often report difficult interactions between the "benevolent neglect" of managers and lack of cooperation or even hostility by old professors (Fry, 2007, p. 229).

One first-year teacher, for instance, said a colleague refused flatly to share his lesson plans which "my first year was unfortunate, fallen and got no assistance" (Hover & Yaeger, 2004, p. 21). Another instructor reported that a departmental veteran entered her classes, put his feet on the desk, and interrupted her education by throwing historical facts away. She was saying, "It was so degrading" (Hover & Yeager, 2004, p. 20).

Novice teachers often seem to want meaningful feedback but rarely receive, from experienced colleagues and administrators on their teaching (Fry, 2007; McCormack, Gore, & Thomas, 2006). Regrettably, the teacher mentors, who were ostensibly assigned to support them, were sometimes part of the problem (Fry, 2007).

Educative Mentoring

In the educational environment, mentoring is probably connected with the intentional relationship between a novice and an experienced teacher, which leads this new teacher through the first year of his career (Roberson, 2019). The act of mentorship was described by Wolgast and Fischer (2017) as the process of serving as a mentor and supporting the development of someone else. Mentors are an important part of building trust through observation and feedback (Kidd, Brown, & Fitzallen, 2015).

Furthermore, the important relationship was suggested based on organized collegial exchanges such as peer observations, non-school lectures, email, and telephone conversations (Reeves & Lowenhaupt, 2016). Exchanges of novices and their experienced peers help novice teachers survive the first year of education by promoting meaningful connections built on communication and reflection (Ginkle, Verloop & Denessen, 2016). Therefore, an effective and successful mentoring relationship is essential to the proper exchange of mentors and mental assistants.

In addition, the school management directly affects the selection and training of learning mentors. Mentors were said to have outstanding communication skills, give feedback, and ready to share effective teaching practices (Pogodzinski, 2015). He added further that the mentor's right alignment with the novice increases significant interactions that foster retention and efficiency by the novice teacher. Mentoring must also be monitored, structured, and organized and a program of a year's duration that provides a trained mentor and a chance to effectively develop the novice teacher (Roberson, 2019). While this was the case, supportive colleagues acted like leading executives and created high expectations and demanding strong performance (Mann, 2016). Carver and Meier (2013) added that they often participated in co-planning and teaching and encouraged new teachers to be creative, which led to more faith in teaching.

Likewise, the choices of the right mentor greatly affect retention factors (Kidd et al., 2015). Bradley-Levine, Lee, and Mosier (2016) stated, "There is a teacher mentor who teaches a familiar subject and has standard planning time for collaboration that has the most impact on novice teachers."

Even more, a phenomenological study conducted by Zhang and Zeller (2016) to 22 teachers, both from primary and secondary school, about their experiences with a mentor during their first year of teaching, indicated that experience and support and learning planning and classroom management were the strengths of mentoring. In other words, both the mentor and the mentee had to feel enthusiasm for a productive relationship.

Many new teachers struggle during their first year with the enormous number of teaching tasks. The way teachers feel in their first year has many factors. French (2020) teacher phases of the first year help understand the experiences of new teachers. The five phases include forecasting, survival, deception, rejuvenation, and reflection.

In the meantime, new teachers are experiencing a phase of survival. They cannot manage the overwhelming teaching responsibility. The next stage is a disappointment if many question their choice as a teacher. There may not be many things as they planned, and a feeling of rejuvenation for many new teachers can see below at this point. Barnett and Friedrichsen (2015) describe educational mentorship in support of new instructors, based on an explicit vision of good education and knowledge of teacher learning.

In addition, in the first year of teaching and in cooperation with other teachers Curry, Webb, and Latham (2016), found that teachers who received mentors from a similar content field and support were less likely to leave their profession their first year of teaching. These mentors use questioning based on inquiries and support meaningful teaching and learning based upon the whereabouts of new teachers. A veteran's guidance can enable new teachers as part of an experienced team to make decisions rather than on their own.

In addition, new teachers are recommended to support networks that help teachers deal with classroom management and their contents (Ellis, 2018). New teachers must have a mentor who can help design lessons, carry out effective curricula, teaching practices, and reflect.

In addition, matching a support teacher with initial teachers can be the most powerful and economical tool in induction (Branch, 2016). Because retention is an issue for so many schools, it is prudent to create systems that support professors and keep them in school instead of instructing new teachers on repeated occasions.

On the other hand, even minimal induction programs have shown that the view of teachers and their profession has a positive effect (Milliken, 2019). In the research review, the mentors can help new teachers, including emotional support, school standards and routines, cultural fluency, and cognitive coaching (Powell, 2016).

Cognitive coaching also involves strategies that enable coaches to improve another person's perceptions, decisions, and intellectual functions. Coaches can mediate and improve teachers' practice in reflective discussions through various forms of discussion and questioning (Griffiths, 2015).

In a case study of the mentor relationship, an experienced mentor analyzed the knowledge base of an expert mentor to learn more about how mentors work with new teachers and how a successful mentor works with them (Arnesson & Albinsson, 2017). They examined the type of professional development that has been provided to properly encourage new teachers in the complex pedagogical and social knowledge of equity education in various classrooms.

An effective mentor can help the new teacher to teach equity for a variety of people. However, the culture of schools is essential to supporting these efforts in and out of class. School leaders also need to understand and encourage cultural

equity practices and expectations of high levels of student learning (Hollowell, 2019).

Cultural Mentoring

There are many conclusions that mentoring details are helpful for new teachers (Banks, Conway, Darmody, Leavy, Smyth, & Watson, 2015). However, cultural mentoring recently became a necessary component in influencing how professors view their students and develop suitable curricula to meet their needs (Aspfors & Fransson, 2015).

Cultural mentorship helps teachers understand the various cultural backgrounds in the communities of their students. While understanding the backgrounds of students is important, most teachers report little or no preparation for the different classrooms they find (Terry, 2015). Professors and students suffer when cultural understanding is lacking.

In the meantime, teaching candidates' demographics generally lack the type of diversity represented in schools. Teachers are white, middle class, and women with overwhelmingly different experiences from their students (Lareau, Evans, & Yee, 2015). To make things worse, teacher education programs do not prepare for their students' different home cultures.

They also noted that teachers tend to rely on experience and often have myths about the absence of capacity in a diverse population of cultures and languages (Johnson, Vasinda, & Szabo, 2016). Their findings help clarify the preconceptions of new teachers in social and cultural matters. Learning programs

should introduce teachers and experience to expand prospective teachers' theoretical backgrounds to increase their ability to work effectively with cultural diversity to strengthen and promote equity and social justice (Venkatesh, 2015).

Similarly, new teachers need permanent support in pre-service training and experience. Hawaiian schools have a diverse socioeconomic and cultural status. Consequently, teachers need a broad understanding of the different backgrounds of the students in their classrooms (Muñiz, 2019).

Many teachers from the mainland come to teach Hawaiian cultures with little or no knowledge. Johnson (2008) recently collected data via interviews and surveys in a need evaluation in Hawaiian public schools to understand the support of the new teachers. To get a good state representation, participants had a deliberate sample of new teachers and administrators.

The study was carried out by Noel (2020) in an inner-city school conducted by two Afro-American pre-service teachers. It was found that interactions between mentors enhanced teachers' self-efficacy and helped teachers overcome their negative feelings of working with young people in city center schools. Mentors helped the teachers to negotiate an understanding of school culture in the inner city to improve their personal and practical knowledge.

Administrative Support

Administrative support for retaining and developing new teachers is documented as extremely important (European Commission, 2020). It takes courageous and collaborative leadership to support teachers for their professional

growth and lead them into a positive school environment. In Berry, Byrd, and Wieder (2013), teachers are usually left without a consistent and systematic effort to promote teachers as leaders even when administrators view their teachers as potential leaders.

When Berry (2014) looked at 50 administrative staff from over 30 school distributors who were awarded federal grants for innovative teacher leadership, most interviewees found that teachers in positions other than traditional teachers or peer reviewers were not imagined.

McNeill (2017) defines leadership as creating and maintaining the culture and production, and collegiality of an organization. It was overwhelmingly indicated that if schools have a positive and collaborative culture, they tend to keep their teachers (Jantz, 2016). Also, the experiences of new teachers at work affect the way they view their work and influence their career commitment. Many schools across the country have begun to implement induction programs that affect teachers' perceptions of their jobs and provide support for the first year since the retention of beginning teachers and professional communities (Schein, 2017).

Although teacher retention has been successful in induction programs, they alone cannot succeed so well without administrative support, which contributes to the experience and effectiveness of the teacher (Segraves & Reid, 2019). The educators have higher moral levels and a stronger commitment to teaching and continuing their education in schools where empowerment and collaboration are standards.

In addition, the teacher's perceptions of the support they received from their principal were examined by Bruggink, Goei, and Koot (2019). The results of the interviews showed that teachers sought further support from their managers. Approximately 38 percent of participants felt insufficient support.

This also suggests that the leaders who have supported new teachers have created an inclusive culture of support for all teachers that promotes the decision of teachers to remain in the field of teaching and limit mobility. Similarly, Hinde (2015) found that the teachers are affected by the school culture developed by the director. Instead of collaboration, many teachers sink or swim through organizational cultures based on individuality.

Professional Development

Teaching is a process rather than a function of a teacher training program or experience with induction. Nishimoto (2016) promotes career development that addresses the many complicated teaching processes for the first and subsequent years. For all stakeholders in children's education, lifelong learning is important and for many years has been a part of schools.

The form of workshops off-campus is traditional professional development. There is little connection or implementation on the school level. Brubaker (2016) argues that vocational growth must shift from imposing knowledge and skills upon teachers to offering practical reflections to develop their own understanding of contents, pedagogy, and learners.

Meanwhile, in many school's quality teachers with expertise and information are frequently the most untapped resources. Mentoring, coaching, and critical dialog can increase the understanding and achievement of teachers on the day of their teacher and teacher satisfaction (Vumilia & Semali, 2016). Establishing teacher support networks can be a highly effective development for both novices and veterans. Besides, new teachers can work together on teacher practices and curriculums, professional learning groups (PLCs), or teacher studies and support groups operating within school days (Hudson, 2015).

Many successful schools are becoming teaching and drawing on their rich knowledge base through PLCs at a time when many schools and teachers are pressured by the national, state, and district mandates to improve their test results. Such programs can be structured to allow teachers to work in a consistent and meaningful way with colleagues and provide them with learning opportunities (Brown & van der Merwe, 2015).

Another key factor for professional development is that teachers are actively involved in authentic contexts (Edwards, 2015). For instance, teachers can schedule lessons with colleagues and are empowered to make decisions to improve their own profession.

Certainly, in revealing the experience of teachers, the coping mechanisms, and the insights acquired in a newly established school, the variables mentioned above are significant. The literature notes that in a school that has recently established itself, there is a lack of studies related to the plight of teachers. Therefore future researchers in the research question concerning teaching in a

new school use the information presented above on the topics generated for teacher experiences, coping mechanisms, and insights gained.

The retention of teachers in a newly established school is crucial to students' success (Hammack & Ivey, 2017). Also, student and colleague relationships develop through consistency and support in the new school curriculum development, classroom management, and (Dias-Lacy &Guirguis, 2017). Furthermore, this study is based on the Illeris (2004) Learning Model, which examines the cognitive, emotional, and social dimensions of adult learning used to examine the experiences of novice teachers who work with their co-teachers.

IJSER

Chapter 3

METHOD

This section emphasizes the study methods. These include research design, research participants' role, data collection, data analysis, reliability, and ethical considerations. The objective of the study is to share the experience of newly-founded teachers.

Research Design

This study uses a qualitative design for research. This is used for investigating and understanding the meaning of individuals or groups. This includes emerging questions and procedures, data typically obtained throughout participant setting, data analysis inductively building on particular topics, and interpreting the meaning of the data by researchers.

Hancock et al. (2012) also mentioned that it is systematically concerned with how people or groups can look at reality differently. The unique feature of qualitative research is that results can be produced that have not been previously identified. The results can also apply beyond the immediate borders of the study. The researcher used phenomenology in this study. It concerns the investigation of the human perception of events or phenomena in the real world.

The study aims to relive and deepen participants' experiences, identifying the essence of the experience, as described by participants in extensive debates (Campbell, 2011; Creswell, 2013; Speziale & Carpenter, 2007; Wills, 2007).

Phenomenology research is a philosophical and psychological design, as Giorgi (2012) puts it. In this research, the participants described the experiences experienced by individuals regarding the phenomenon as described. It also compares to all research participants' experiences, based on their pedagogical experiences, the researcher discovers (Sullivan, 2012).

This enables the researcher to develop an idea of how important these experiences are for other newly-established teachers in a new school. As a phenomenologist, careful presentation and interpretation of the research participants' experiences are very important. The developments of these research can be interpreted by narration (Letts et al., 2012). The flight of public school teachers with multiple auxiliary functions is described in phenomenology.

Role of the Researcher

It is my role as a researcher to collect reliable information from my participants. I am qualified to carry this investigation since I am officially enrolled in the doctorate program. Also, I can finish the university's academic requirements before enrolling in my dissertation. Further, I have already proposed my title, and fortunately, it was approved by the panel to carry out.

Meanwhile, I have certain etiquettes to follow to ensure that the information my participants disclose is authentic. The researcher has demonstrated different roles in this undertaking. I have worked as an interviewer, an encoder, and a facilitator. I was the primary data gatherer, ultimately. I conducted a focused group discussion and in-depth interview with a half-structured interview guide as an interviewer. The participants' interview was recorded with the tape to ensure that

the collected data or information was accurate. I have taken notes here to keep substantial information.

Furthermore, in this study, I became a *participant observer* and *facilitator* during the interview to see the behavior and activities of the participants. Also, I encoded the data in an appropriate format to provide a meaningful analysis of the data collected. Throughout my research, School Year 2019-2020, I exerted all efforts to interact with my participants with much patience and understanding.

This is under Nickelson (2011), citing Patton (2012), who states that one must always bear in mind to observe open-mindedness and understanding in dealing with the participants.

I was very careful and sensitive to the feelings of my participantsn the course of my research so that I could not offend them or make them feel in any way uncomfortable. I showed the utmost interest and attention in the interview sessions. At the same time, participants developed their experiences as novice teachers at the newly founded school.

Research Participants

The study was participated by the novice teachers from the public high schools of Cluster III, Davao City Division, Region XI for the 2019-2020 school year in a newly established secondary school. For my detailed interview, I chose 11 teachers and 7 for the discussion with my focus group. The participants were selected in this context following the inclusion criteria laid down in this study. Inclusion criteria are characteristics to be included in the study by future subjects

(Yale University, 2021).

The inclusion criteria cover Junior High School novice teachers with a permanent position in one of the secondary schools in Cluster 3, Congressional District II of Davao City Division. The research participants must have teaching experience in the newly established school for at least 3 years regardless of the subject specialization. On the other hand, exclusion criteria are defined as features of potential study participants that satisfy the inclusion criteria but that have further features that may interfere with the study's success or increase their risk of adverse results (Patino & Ferreira, 2018). In this study, the exclusion criteria cover the novice teachers teaching in the newly established schools outside cluster 3 schools and one teaching in the senior high school program.

Participants may back out in the study if they encountered major accidents, and their lives will be at stake that will lead to death. The second option to look into is by looking to other participants that will qualify to the inclusion criteria set for the present study. Their refusal to participate will involve no penalty or loss of benefits. They may withdraw their consent anytime and discontinue their participation without penalty.

Further, I followed the suggestion of Guest, Bunce, and Johnson (2012) to employ 11 participants in the interview because having this number provided the saturation of data or a point where my participants will no longer give new insights that were needed in the study. This was also following the statement of Speziale and Carpenter (2012) that sample sizes of 10-15 were adequate to provide rich

descriptions of the phenomena. Moreover, the participants were selected using purposive sampling.

Saunders, Lewis, and Thornhill (2012) once mentioned that deliberate sampling is a sort of unlikely sampling method where a sample is taken from easily contacted people. This sample type is also known as sample collection or sampling availability. No other criteria except for the availability and readiness to participate were found for the sampling method. Moreover, a simple random sample is not necessary for this type of sampling method. The only criterion is whether participants are willing.

Purpose samples can be used and have been around for generations by nearly everyone. The many advantages it offers are one of the reasons it is most frequently used. This is extremely fast, easy, available, and cost-effective so that most researchers find it an attractive option (Henry, 1990).

Hancock (2011), in particular, states that focused groups considered working well with about eight individuals. The participants were well informed in qualitative research of the interview to be conducted, the time and place when and where the meeting to be conducted (Creswell, 2012; Lochmiller & Lester, 2016; Patton, 2002); the interviewee preferred the place and the time the information was given for their convenience (Boyce & Neale, 2012; Hancock, Ockleford, & Windridge, 2012; Lochmiller & Lester, 2016). The participants were chosen with a targeted sample because it was widely used and popular in qualitative research to identify and select cases with high information related to the phenomenon of interest (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015; Patton, 2002).

Pseudonym was used to protect the participants' confidentiality. In finalizing the list of my key informants and participants, I considered the inclusive criteria that it should be a public secondary school novice teacher teaching in a newly opened school and the length of service in the teaching profession. I must have rendered one to three years and above teaching experience in the public school system.

Their willingness and openness to participate in the study were very important for the success of data collection. I informed each of them personally about my intention to include their stories about novice teachers teaching in newly opened schools and explained to them the means and rationale for conducting interviews, including trust and confidentiality.

Data Collection

In this research, I have used various types of data sources to obtain information from research participants. Creswell (2013) suggested collecting data through observations, interviews, documents, or audiovisual material, in a natural environment. For this reason, I personally gathered data in Cluster III novice secondary school teachers in the newly open school of the Davao City Division, Region XI. At the same time, I followed their protocols in conducting the research.

Among the aforementioned data-gathering technique in qualitative research, as enumerated by Creswell (2013), the interview was the principal source of data in this research. Creswell suggested four kinds of interviews: face-to-face, telephone, focus group, and internet interview. However, I considered the type of research participants that I have; I chose individual and group interviews for such reason. But there were limitations in using interviews to collect data because some

interviewees could not perceive, understand, and state clearly their views. For such reason, Creswell (2013) contended that interviews were a weak source of information. However, I surmounted this limitation through a well-planned interview as suggested by Polkinghorne (2012).

In fact, the interviews were conducted thrice until I have gathered sufficient data from the research participants. Furthermore, the frequency of the interviews that I conducted with them qualified in the requirements mentioned by Polkinghorne (2012), citing Seidman (2011). I divided the schedule of my interview with my research participants into three. The first was a scheduled interview which was an orientation with the research participants. I had to first formally introduced myself to them as a researcher and as a student. Likewise, I also asked their names individually to have familiarity with one another.

This initial effort to get to know my potential research participants has helped me build rapport with them. Whatley (2015) said that in gathering information from my research participants, it is important to sustain a friendly atmosphere so that they feel comfortable with the conversations. With this, I initiated discussions such as explaining what my study is all about and how the outcome of my study can benefit them in the future. To develop a systematic interview, I used an interview guide having open-ended questions suggested by Jackson and Trochim (2012).

Correspondingly, Hancock (2012) therefore emphasized that the best way to use semi-structured interviews is to know my study's focus. Based on Jackson and Trochim's (2012) and Hancock's suggestions (2012), I used a half-structured

open-ended interview to obtain relevant information from participants in the research. To make the words that I used understandable, I translated the interview questions into her layman's terms. I expressed my intent in conducting the research by reading aloud the consent to them and asked their willful participation in the research and presented their rights as possible participants of my research.

This likewise delivered in layman's terms to guarantee that they fully realize my intention in conducting the interview. Aside from asking for their willful participation in my research, I also indicated in the consent that the interview proceedings with them will be audiotaped. I ensured that the rights of my research participants were respected. Soon as they verbalized their willingness to participate in the study, I let them affix their signature in the informed consent. I kept their informed consent to serve as proof of their willful participation. After checking their willingness to participate in my research, the questions found in the questionnaire were read to them aloud.

After reading, I entertained clarifications that were related to the interview guide questions that need my clarifications. After clarifying my intent, I allowed them to choose the kind of interview they were comfortable with, such as Focus Group Discussion or in-depth interview, which was not in conflict with their class schedule. To keep them informed about these two modes of interviews, I explained how they were done.

Hancock (2012) learned that the recommended size for a focus group discussion in qualitative research was 10-15. Hancock further states that smaller than this number of research participants in FGD would limit the potential amount

of information gathered from them. However, excess in this number would likewise be difficult for the research participants to interact and participate. Based on the ideas of Hancock, I was confident that the number of my research participants for FGD was adequate.

Among the 18 research participants, I made sure that seven informants participated in the FGD while the remaining 11 research participants were enlisted for IDI. When I scheduled for the second phase of the interview, I left a questionnaire to my research participants so that they had time to draft their answers. In such a manner, I believed that it helped them recall their past experiences as novice teachers teaching in a newly established school. It aided us in making the interview process easier. Similarly, the technique used assisted me in gathering profound and comprehensive information from my research participants.

During the second interview, I focused on the FGD because I felt comfortable starting gathering data in a group. Before the interview, I searched for a place that was conducive to conduct for discussion. I made sure that it was the appropriate venue for the interview. After, we arranged the seats in such a way that we can hear each other. While doing this, I always checked my gestures, facial expressions, and the words I used because these might distract my research participants unknowingly. I am aware that I needed to set a friendly atmosphere within the group.

Therefore, I asked first their personal information and their feelings about the interview to be conducted. After which, I explained to them the concept of the

FGD and how they can contribute to the discussion. I expected that there were hesitations and aloofness on their part while answering the questions. As a researcher, I made sure that these feelings would not become a hindrance in the interview process. To remediate the issue, I emphasized that there were no wrong answers in the interview and could express their answers in their mother tongue. With such assurance, I can remove the hesitations and inhibitions that they have.

Following the protocols in conducting an interview, I kept in mind that I considered the privacy of my research participants. Correspondingly, I asked them about their pseudonym that they wanted me to use to represent their identity. These pseudonyms became useful in labeling their answers. After the preliminary discussions, we started with our formal focused group discussion. Soon as the focused group discussion ended, I will inform them that I will come back for the third FGD if there were some data that I need to clarify. After the focus group discussion, I scheduled the in-depth interview with the remaining 11 research participants.

The in-depth interview was scheduled depending on their availability. Similarly, we started with preliminary conversations such as getting to know my interviewee then the interview proper followed. Despite the limitation of interviews as presented by Creswell (2013) in collecting data, I am confident that I collected sufficient information to answer my research questions. To support the facts that I gathered through IDI, I used other data collection techniques such as journal and audio-visual. I believed that it will supplement whatever unexpected omission within the information that my research participants provided. In that case,

according to Creswell (2013), documents such as letters or journals helped me to incur the language and words of my participants. Besides that, Creswell also declared that the audiovisual materials gave a chance to my research participants to share their reality at once. During my interview sessions, I used a systematic style of gathering data. Aside from a tape recorder, I also used bond paper in taking down notes. These were stapled to avoid reshuffling. Since there were eight research participants in the focused group discussion, I divided the paper into four equal parts.

To clarify my technique, I allotted each part to every research participant. The first four research participants used the front side while the other four used the backside. This kind of note-taking has not been easy because some research participants talked so fast. Nonetheless, these notes served as supplemental information in my data collection. I realized that collecting data from eight interviewees in a group was indeed difficult to deal with. I remember the saying that to achieve success, we should “hit the iron while it is hot.” Without a doubt, I immediately started the tasks.

To not forget the answers of my interviewees, I listened to the tape recorder often while looking at my notes after each interview. This helped me familiarize their answers before I came up with verbatim statements, which were later written on separate notes. As a teacher, I acknowledged the limitations of my abilities in note-taking and my personal constraints in transcribing the data on my in-depth interview. For such reason, I hired a transcriptionist who did the job on my behalf. I was convinced that transcribing was a strenuous procedure (Hancock, 2012),

especially if the transcriber was not familiar with the terminologies or languages used in the interviews. They have the tendency to commit many mistakes in the transcripts that likewise lengthen the time in transcription. Considering the fact laid by Hancock, I identified some qualifications of a transcriptionist who will transcribe my data and function as a secretary and a teacher by profession. The transcriptionist that I hired was well versed in transcribing and taking notes because it was his function as a secretary to write minutes during a daylong meeting. With the skillfulness by processing special knowledge, I am sure that my data were transcribed correctly.

After the transcription, I double-checked the data with my notes to ensure its correctness. Furthermore, I applied what Creswell (2013) suggested that as a researcher, I knew how to ensure its security, store data in a standardized and ordered format in a secure location. I have been careful to gather and preserve data correctly and systematically over the whole course of the research. Moreover, it was mentioned by Greiner (2012) that effective and economic collection, recovery, and retrieval of data may also help in adequate data preparation. My key concern was ensuring data confidentiality was not changed, removed, destroyed, or accessed by unauthorized users for data stored electronically. The problem concerned electronic and non-electronic structures like paper archives, newspapers, and lab notebooks.

Since I used electronic systems such as laptops, personal digital assistants, video cassette recording media, CD's, DVDs, flashcards, etc. as means of storing and disposing of data, therefore, I adequately plan at the start of this research that

these issues related to data integrity can be analyzed and addressed earlier with the guidance of my adviser. I also applied what was mentioned in ORI website, 2003 that in creating secure electronic data, I had to consider the following issues; protect systems' and individual files with login and passwords; manage access rights; regularly update virus protection to prevent vulnerability of data; have limited physical access to equipment and storage media; ensure data recoverability in case of emergencies; regularly update electronic storage media to avoid outdated storage/retrieval devices; back up multiple copies in secured multiple locations; encrypt files when wireless devices are used, and keep track of wireless connectivity to prevent accidental file-sharing. I will record date and time when a piece of electronic data is originally recorded to prevent alteration or manipulation at a future date.

In disposing of data, I kept it in a format for three to five years. I made sure that this conformed to the requirements set by the university, which was following discipline norms, whichever is the longer period. It was also mentioned that disposing data containing confidential information on my research requires additional care to ensure that the information could not be reconstructed from the disposed of media. When disposing of electronically data stored on computer disks, the disks were erased several times and certified that data cannot be recovered from them (ORI website, 2003).

Data Analysis

The gathered stories were presented in a storytelling type. Creswell and Miller (2000) recommended several ways of presenting narrated experiences into

qualitative data. The storytelling technique was one of them. Taking into consideration, Zabel (2011) noted that the use of storytelling in the classroom is costless aside from giving pleasure to the learners. As contemplated by Alterio (2013), storytelling will have developed the speaking ability of a person and the right usage of language. It is also mentioned by Bernard (2013) that the minds of individuals become alert when engaged in storytelling, aside from developing the creative ability of the learner. Langellier (2011) and Dakhtin (2011) asserted that storytelling formed a mental image of our community and its culture.

Patton (2012) contended that to give justice to the inside (emic) and outside (etic) view of that of the interviewer and interviewee, storytelling is recommended because it presents a methodological challenge. The emic approach is used in this research to write the oral narration of participants of their experiences, thoughts, and insights. In the presentation of the story, it gave an impression that the experiences being told were their experiences of novice teachers teaching in newly established schools. It accurately conveyed to the readers the notion that what was narrated in the story was also my story as novice teachers teaching in newly opened school.

To make this possible, I intently listened to the disclosures of the experiences to get a clear picture of all the events and situations, along with the feelings and emotions associated with such events. It is the contention of Merriam (2011) that after the data were gathered, the pieces of information were thoroughly examined, analyzed, and compared with other sources. As defined by O'Donoghue (2012), open coding is a process of knowing how to compare,

conceptualize, and categorize data. The data collected were checked to find its likeness or difference from other sources. In conceptualizing, the ideas were clearly perceived to be able to group them in an orderly manner. Shepard and Greene (2013) discussed the stories of novice teachers teaching in newly opened schools shared by the participants were analyzed and utilized through a qualitative phenomenological study. The sequence stories of novice teachers teaching in newly opened schools as told by the participant will be defined and categorized before establishing prior categories. Here, categories will set up with the presumption that interpretation and theorizing will follow after the participants will tell their full account experiences. I considered the paradoxes, strategies, and techniques that the participant developed while they narrated their experiences.

It was emphasized by MacKay and Quinlan (2013), the fact that no outside observer can construct the experience of another, being part and parcel of the structural layout of participant's experiences, since objective coherence is being interviewed by subjective experience. In the point of view of Connor (2012), rhetorical and methodological approaches were used in writing and presenting the whole narration. Thus, I followed suit in writing and presenting my research. Moreover, the readers saw me as the participant and not as the researcher, which eventually added to the emphatic feeling. This supported the contention of Patton (2013) that the etic method was the best way to express and write the story.

More so, Piantanida and Garman (2011) presented the experimental-theoretical transition model regarding the sequence in gathering information until it will be transcribed in writing. In my research, the story's presentation gave the

presumption that it was my own experience and not that of the participant. They also stressed that in formulating an experimental text, it was remembered that only those that clearly pictured the events should be included. Piantanida and Garman (2011) also cited that in conveying the informant's revelation, personal views of the researcher on life's realities must come into work. With this as a motivation, I followed their theory, considered that the participants' reveal experiences that have a little touch of fiction, and presented both the unfolded experiences and the range of truth. I also employed a creative way of thinking and writing in conducting the research. In this way, transcribing and writing out the meaning of the participants' narration transforms into views to hit the exact meaning as told in the oral narration. Making the final draw of the participants' untold stories was uprooted by the manifestation of proof and evidence to corroborate their story.

Trustworthiness

There are four elements in assessing the trustworthiness of data that I considered in this research: credibility, trustworthiness, and confirmability (Gempes, 2016, citing Lincoln & Guba, 2012). Accountability refers to the relevance of the results for Veal (2011), Bryman (2012), and Loh (2013), the applicability of findings in other contexts; trustworthiness refers to the reliability of the test findings at a time, and confirmability refers to the objectivity of researchers in conducting their study.

In terms of credibility, the conclusions fit the data used to develop the tests, a report is reliable (Ferrari, 2016). It is defined as the trust that can be put in the truth of the results (Macnee & McCabe, 2008). Credibility determines whether the

study outcomes reflect plausible evidence obtained from the initial data of the participants and a valid representation of the original views of the participants (Graneheim & Lundman, 2004). For reputation purposes, I used the data triangulation technique and member checking. Data triangulation will bring about through the use of various methods in the gathering of data, such as in-depth interviews, focus group discussion, and the use of audiovisual materials. This technique in data gathering helped me reduce biases in this research.

Triangulation has been accomplished by many data collection approaches (Denzin, 1978). By integrating approaches, it improves research. This can mean different approaches or data (Patton, 2002). In the opinion of Maxwell (2005), it reduces the possibility that inference only reflects the systematic distinctions or constraints of a given source or process being investigated. Thus, triangulation was completed by asking different study subjects the same research questions and gathering data from different sources and using numerous approaches to address these research questions. Semi-structured interviews, questionnaires, field notes, or observations from participants were also used to triangulate data in this analysis. The credibility of the analysis was discussed by the use of a range of data sources.

On the other hand, Member monitoring is a methodology used by scholars to boost the study's precision and reputation (Creswell, 1994). Member inspection allows the author to consider and decide what he intends to do by his conduct. It allows them the power to correct and question misinterpretations that are viewed as inaccurate. It also offers the ability to provide voluntary input that can be

stimulated via the playback process (Byrne, 2001). This was done through the involvement of the research participants to ensure that the experiences of the phenomenon that I presented in this manuscript were the same as how it was presented by the research participants. I managed this through a scheduled face-to-face discussion with the research participants. We discussed how I came up with the codes, themes, and inter-relatedness of the ideas that provided a visual representation of the phenomenon under investigation. Through this, I was able to prove that all data presented were accurately analyzed. I kept the transcripts and records in case the analysis process was audited.

Another criterion was dependability. The stability of outcomes is referred to as reliability (Bryman, Burgess, & Burgess, 2005). Participants evaluate the results and analyze the report and guidelines to ensure that all evidence from study informants is supported (Cohen, Manion, & Morrison, 2011). In this context, a thorough and systematic presentation of the analysis procedure was given by the researcher. Shenton (2004) mentioned that qualitative inquiry was similar outcomes if the work were repeated in the same setting, in the same protocol, and with the same participants. Hence, to achieve this criterion, the processes within the study were reported in detail, as per relevant observation and analysis without bias and hesitation, which would enable other researchers to repeat the work and gain far better results.

Additionally, dependability was based on an audit trail and comparisons to peers or iterators (Ary, Jacobs, Razavieh, & Sorensen, 2010). A trail of the audit consists of examining the investigation process and a product to validate the data to demonstrate how the data are collected, registered, and analyzed (Bowen,

2009). The following records should be preserved for the review process to be reviewed for an inspector to perform a detailed audit trail: raw data, interview and observation reports, documents and documents from the field, test results, and others (Guba & Lincoln, 1982). Also, the audit trail confirms the study (Tobin & Begley, 2004). Wallendorf and Belk (1989) state that assessing the reliability of the survey calls for a long period of thorough observation by the informants to understand all changes and give explanations as to whether the changes and findings need to be honestly examined.

Another way to establish dependability was through peer examination. In principle, peer review does not differ from the member control strategy used for improving the credibility of the investigation (Bitsch, 2005). In this context, the researcher discussed his research and research with neutral colleagues, such as doctoral students, who either have done qualitative research or have qualitative research experience. He said that the peer review helped the researcher be honest about his study and that his or her peers helped make a more profound reflection analysis. Furthermore, colleagues are involved in identifying categories not covered by research questions or in identifying negative cases.

Next was confirmability. Confirmability refers to the extent to which other researchers can confirm or confirm the results of an inquiry (Baxter & Eyles, 1997). Furthermore, it concerns the establishment that data and interpretations of results are not figures of the imagination of the investigator but clearly derived from the data (Tobin & Begley, 2004). Studies have shown that quality confirmation was achieved by means of an audit trail, a reflexive journal, and a triangulation (Bowen,

2009; Koch, 2006). According to Bowen (2009), an audit trail shows that the researchers have not just found what they intend to find from their process and product.

Meanwhile, a reflexive journal can be used to establish confirmability (Koch, 2006). A reflexive journal was described by Wallendorf and Belk in 89 as reflexive documents maintained by the researchers to reflect on, interpret and plan for the collection of data. Within this context, the researcher had to keep a reflection journal that should contain personal reflections on the subject, such as the 'ah' phenomenon that comes with an investigation, which should include all occurrences in this field. In other words, Krefting (1991) pointed out that reflectivity represents an analysis of the influence of the researcher' on the qualitative research process, perceptions, and interests.

Last was transferability. Transferability is the interpretive equivalent of generalizability to refers to the degree to which qualitative research results can be transferred in other contexts with other respondents (Tobin & Begley, 2004). By "thick description" and purposeful sampling, the investigator facilitates the assessment by a potential user. This allows the transferability of an inquiry to be facilitated when a detailed description is provided by the researchers and the participants have been deliberately selected.

Meanwhile, providing a thick description ensures transferability. Transferability. Li (2004) also added that the thick description allows assessments on how well the research context fits other environments, and the research report should include thick, detailed descriptive information, such as a wide range of

details relating to methodology and contexts. The researchers are thoroughly described to elucidate all research processes from data collection, study context to final report production. Thick description helps other researchers in other settings to replicate the study under similar conditions.

Shenton (2004) argued that it is difficult for the final account reader to determine how far the overall findings would be without this understanding [thick description] The researcher needs to "collect" large descriptive data in order to ensure the transferability of qualitative inquiries to other possible contexts in which the transfer could take place and produce a thick context description to make an assessment of the context in line with other possible contexts (Guba, 1981).

Ethical Consideration

Ethical practice was observed by the researcher during the conduct of the study. In the data gathering process, the researcher conformed to the University of Mindanao Ethics Review protocol by accomplishing the standard forms prior to the conduct of the study. The researcher compiled all the elements of ethical review. These were discussed below.

Voluntary Participation

The researcher ensured that all human participants exhibited a willingness to participate and demonstrated full knowledge of its purpose. The researcher comprehensively explained to the participants the nature of the research and of the extent of their involvement in the study.

Privacy and Confidential

In the present study, privacy and confidentiality were safeguarded by ensuring that any detail from the participants was treated with full disclosure. In collecting all the needed data, the researcher ensured that no one has access to the data and that the name of the participants was removed from all data collection forms. I kept the confidentiality of the identity of my key informants and study participants by not mentioning their names at all. This manifests my deepest respect for the data they shared. I believed that keeping the names of the participants in private did not affect the reliability of the information they have shared.

Informed Consent

I talked to my research participants to get their initial agreement to be part of my study. I explained to them that their participation in research is voluntary in nature, and their decisions in the participation of my research were made from an informed position; then, I undertook the protocol of informed consent. In accomplishing the free prior informed consent requirement, I adhered to the contention of Creswell (2013).

This means that I included the agreement letter, the right of the subject and the study participants to revoke the study at any time, its central aim and procedures for data collection, comments concerning the protection of research participants' confidentiality, a statement on the known risks associated with study participation, the expected benefits that participants are to be added to the study, and a place to sign and date the form; were included in the draft, and likewise,

understood and accepted by the key informants. I discussed these items with the study participants and made sure that everything was completely understood and agreed upon by them. I also allowed the study participants to speak in their mother tongue.

Recruitment

Participants of the study were properly identified based on the inclusion criteria. They were informed properly and explain to them their roles to play in the successful conduct and participation in the study. Written consent was given to the participants to signify their intention to participate in this study. Additionally, they were informed of the objectives and potential benefits they will obtain in participating in this study.

Also, the participants were assured that this study can do no harm to them. They shared experiences to shed some light on the study. Their insights and experiences gave color and meaning to this research endeavor. With these things in mind, the conduct in-depth interview and focus group discussion were scheduled on informants' availability, properly done in the place and environment safe and suitable enough for the study. I assured it that the reporting and dissemination of the findings of the study are carried out with utmost professional accountability.

Risks

The participants were assured that no one can do harm to them. They shared experiences to shed some light on the study. Their insights and

experiences gave color and meaning to this research endeavor. They were situated in an area where threats and inconvenience did not affect the conduct of the interview. The researcher ensured that participants were safe and healthy before and after the conduct of data gathering.

Benefits

Teachers in the newly established schools in Cluster 3 in the division of Davao City may benefit from the success of this study. This strengthened and benefited the school's faculty development and resources. One consideration was getting the right people to participate so as not to falsify data that would be gathered. As a sign of gratitude, participants were given tokens for sharing their stories and experiences as well as their time for the realization of this study. The contributed responses from the participants were used in future plans and programs to be implemented by school leaders.

Plagiarism

I sought the help of grammar experts or Grammarly checker as a tool to paraphrase my manuscript in order to shun away plagiarism as it is rampantly done. The manuscript was rechecked by the university by subjecting it to a plagiarism detector or the Turnitin software.

Fabrication and Falsification

I professionally presented factual accuracy and avoided fascination,

fabrication, modification, exaggerations, suppression, or misinterpretation, and any sort of altering the responses made in this study. I made sure that the original, properly transcribed, checked by members, peer debriefing, and no data compilation and alteration in the results were all data and data collected. Qualitative research was carried out so that the main informants and participants were informed about life experiences.

Conflict of Interest

It was also my responsibility that in the process of conducting this research that I assured that there was no conflict of interest manifested in the study. Hence this study was conducted without any vested interest like financial gains and seeking academic recognition in the workplace or the general public.

Deceit

One consideration was getting the right people to participate so as not to falsify data that were gathered. I see to it that the data were collected following the given protocol set by the School Administrative Officer. Also, the participants were informed of the goal of the study. Similarly, they were oriented on the methods used in the study. Moreover, their identities and responses during the interview were kept confidential.

Permission from Organization/Location

I attached the approved letter request of the Schools Division Superintendent of Davao City Division to the letter request to Secondary School Principal to conduct the study and get the exact location and information from the

participants. Moreover, I made sure that the key informants and participants were treated well.

Authorship

The researcher in this study was given credit for conducting this study. His roles were depicted in the methods of the study. Additionally, the contributions of the panel members and chairperson made the content valid and reliable. Moreover, the adviser of the researcher deserved an acknowledgment and can serve as co-author of this study depending on their discussion with the researcher.

IJSER

Chapter 4

RESULT

Presented in this chapter are the experiences of novice teachers teaching in newly established schools, how do they cope with the challenges as novice teachers in a newly established school, and determine their learnings and insights that they wanted to share with their colleagues in the academe in general.

This chapter is divided into four parts: Part 1 tackles the participants' data from which the qualitative data were collected. Part 2 covers the data analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interviews and focus group discussion. Part 3 deals with the responses to the in-depth interviews and Focus Group Discussion questions under each research problem, and part 4 contains the summary of the informants' and participants' responses

Participants

The participants of this study were the 18 public secondary school novice teachers teaching in newly established secondary schools from Cluster III, Davao City Division for School Year 2019-2020. Eleven teachers were selected for the in-depth interview, and seven teachers for the focus group discussion. These teachers were teaching for at least three years in one of the schools in Cluster 3.

Participants' Information

Assumed Name	Gender	Location	Years of Experience	Level	Study Group
(1) Red	F	Davao City	1 year	JHS	Interview
(2) Blue	F	Davao City	6 months	JHS	Interview
(3) Green	M	Davao City	1 year	JHS	Interview
(4) Yellow	F	Davao City	1 year	JHS	Interview
(5) Orange	F	Davao City	10 months	JHS	Interview
(6) Purple	F	Davao City	10 months	JHS	Interview
(7) Pink	F	Davao City	9 months	JHS	Interview
(8) Maroon	F	Davao City	10 months	JHS	Interview
(9) Amber	F	Davao City	1 year	JHS	Interview
(10) Violet	F	Davao City	1 year	JHS	Interview
(11) Turquoise	F	Davao City	11 months	JHS	Interview
(12) Fuchsia	F	Davao City	1 year	JHS	Focus Group
(13) Aqua	F	Davao City	1 year	JHS	Focus Group
(14) Mustard	F	Davao City	1 year	JHS	Focus Group
(15) Coral	F	Davao City	1 year	JHS	Focus Group
(16) Grey	F	Davao City	1 year	JHS	Focus Group
(17) Peach	F	Davao City	1 year	JHS	Focus Group
(18) Lime	F	Davao City	1 year	JHS	Focus Group

Experiences of Teachers Teaching in Newly Established Schools

From the data collected on the experiences of the study participants, six main themes were generated as presented in Table 1. These themes were Jack of all Trades, Acute and Perpetual Dearth, Noxious and Adverse Learning Conditions, Obligated and Obligated, Tightly Wound and Chronically Tense, and Settling for Mediocrity. The same is true for focused group participants, where a good number of them had encountered the same experience.

Jack of All Trades

The experiences of teachers teaching in newly established schools revealed a theme *jack of all trades* because they manage several work tasks designated by their school head. This encapsulates the following: *focus in teaching is affected due to several ancillaries assigned; can't perform two tasks at the same time; spent more time in performing ancillary tasks; organized LAC sessions as per advised by the school principal; keen on organizing income-generating activities; canvass materials for school supplies and need; sacrifice class instruction due to submission of report; struggle in performing multiple ancillaries; consumed too much time in performing non-teaching functions, and performing ancillary tasks affect teaching and learning.* These manifestations hold similarity to the focus group participants where ancillary tasks or functions affect their job as a teacher.

*Table 1
Themes and Core Ideas on Experiences of Teachers Teaching in Newly Established Schools*

Major Themes	Core Ideas
Jack of all trades	<p>Too many ancillary functions; can't focus on teaching Can't serve two masters at the same time Much of the teacher's time is spent on ancillary functions Tapped by the principal to organize SLAC sessions Had to organize income-generating activities Need to be away from school to canvass materials. Had to sacrifice class when asked to submit a report Doing multiple ancillaries is truly a struggle Non-teaching functions eat up so much of teachers' time Ancillary function affects teaching and learning Lack of classroom and office for teachers to stay and work Had to depend on borrowed materials from other teachers Just borrowed two classrooms from the elementary No printers to use, no place to work on instructional materials</p>
Acute and perpetual dearth	<p>Facilities limited to chalk, manila paper, pictures, and lecturette The school doesn't have a science lab, ICT lab, and other labs Had to hold classes/performances under the mango tree Some students don't even have chairs, some chairs defective Resources shared on a ratio of 1:2; have 25 PC units for the class of 60 Blackboard has holes; had to make chairs out of trees Broken windows and doors, no comfort rooms Conducting classes in the gym Students can't focus; are exposed to rays from the sun Classrooms are not ventilated, some students had to take the shirt off</p>
Noxious and adverse learning conditions	<p>Huge class size; unable to monitor some students Very noisy due to huge number; need mic/lapel to be heard Students are uncomfortable, room too crowded, students complain Too much noise and dust from vehicles outside Students scamper off, bringing their chairs when it rains Classes had to be stopped during inclement weather 200+ students had to fit in a room to seek shelter from rain Students smell bad because of profuse sweating A lot of stealing and theft in the classroom; no security guards.</p>

Continuation of Table 1

Major Themes	Core Ideas
Obligated and Obligated	Had to dig from my own pocket to cover school expenses Provide learning materials for the class using own money Allocate a portion of salary to finance class instructional needs Dig into own pocket to provide needed learning materials Forced to spend own resources as school funds already depleted
Tightly Wound and Chronically Tense	Organize IGP to purchase supplies/reproduce activity sheets, etc Buy own laptop, print out lessons and activity guides Had to bring a personal table, apparatus for housekeeping Teachers spend for restructuring of the classroom; even for test papers Use own money to provide materials during school activities Had to spend personal money on classroom, beautification Barely have time to visit grandma; not bonding with mom anymore. It is sad and tiring; always broke. Workload is overwhelming; gets disappointed/frustrated at times There are times one feels like giving up Had financial difficulty; need to pay for internet connection Assigned to teach a subject, not in line with specialization Teachers have to forget about personal needs No personal work balance, work 20 hours/day 6 days a week Principal sometimes complicate matters, highly reactive Some parents complain about the fees; about discipline Had to be careful that the Child protection policy is not violated Students have many issues at home; broken family; poverty, etc Students cannot get new information because of a lack of facilities Had limitations in making class motivating, interactive, engaging
Setting for Mediocrity	Had to use the traditional method of teaching and learning Not all students get to participate and answer the activities Students too dependent on teachers; can't search for themselves Poor performance of students; students have no hands-on activities With huge class size, quality of instruction had to be sacrificed All teachers were newly hired -no senior one to guide

Students have no firsthand experience on use of TLE equipment
It is hard to have to lower one's standards
Hard to be competent when there are no resources to back one up

Red honestly said didn't hesitate to say with regards to her four-ancillary work, she said that:

"I have four ancillaries. I am a Grade 9 Level Head, English Coordinator, ADM Coordinator, and Assistance SBM Coordinator. Having too many ancillary functions, I can't focus on teaching".
(PNTNESAPSNIDIP#1)

This was supported by Blue on the degree of performing too many tasks as she mentioned her sentiments with a smile and said:

"Can't serve two masters at the same time, and it affects teaching and learning because learning of the students depends on the learning environment. For example, the lack of teachers, other teachers are teaching not in line with the field of expertise. He or she cannot explain the lesson well, and students were uneasy because of the noise coming from public vehicles".(PNTNESAPSNIDIP#2)

Greenalso shares the same sentiments that when you are teaching in a newly established school, there you have to attend to one or two ancillary functions, and she added that:

"Much of teacher's time is spent on ancillary functions. I believed it really affects teaching and learning because I need to leave my class just to attend to the urgent request from parents whose children were already in different school". (PNTNESAPSNIDIP#3)

Violet also affirmed with Green, noting that their ancillary functions affect how they deliver teaching and learning in their day to day class:

“Ancillary function affects teaching and learning since there are times that they need to do multitasking, leave her students with a seatwork while doing a report for submission to the Division Office.
(PNTNESAPSNIDIP#10)

Meanwhile, Amber had been so vocal with regards to performing ancillary function where she indicated that:

“And Non – Teaching Functions nakosa school mukaonjudusahayugpanahonsaakongtrabaho as maestra, usahaydilinakomakaadtosaakong advisory class tungod nay mgarequest among principal nakailangannako ma himougmmapasa before ang deadline.

“Non-teaching functions eat up so much of my time, sometimes I could not attend my advisory class since I need to attend to some request from our head that I need to accomplish and submit before the deadline.
(PNTNESAPSNIDIP#9)

However, while the other participants openly adhere to each other's statements, the researcher also noticed someone's hand trying to raise in one corner, and that is Maroon who opposes the sentiments of the previous participants explaining that:

“Doing multiple ancillaries is truly a struggle. Yet, he/she disagreed with the abovementioned participants that having multiple ancillaries do not affect teaching and learning; instead it widens his/her perspective and even improved his/her work ethics”.(PNTNESAPSNIDIP#8)

But Aqua and Purple have shown dilemma in carrying their tasks in school because of an urgent report that they need to accomplish where they indicated that:

Yes, kaynaa man gudusahaymga urgent na report, mao need judpaminsanminsang ma sakripisyoangklase.

“Had to sacrifice class when asked to submit a report”(PNTNESAPSNFGDP#2)

Looking at the same perspective, Purple supported the statement of Aqua and added that:

For example, ekanang mag canvass ug mga materials sa school dilinasiyapwedipagpalibankaynaa may deadline and liquidation report. Kaya akonalanggina explainssaakongmgastudentseverytimemugawasko.

“For example, I need to be away from school to canvass materials, I don’t need to do it to some other time since we have scheduled in the submission of liquidation report, that is why I explain this scenario to my students, every time I need to go out to canvass materials for the school.(PNTNESAPSNIDIP#6)

Moreover, the researcher found gladness in the face of Maroon when Orange and Turquoise vehemently share their thoughts about having too many ancillaries in a newly established school, they exclaimed that:

“Yes, I had to organize income-generating activities and not to consider my other task in school. But I found it rewarding that after these tiring days, I can see the students and my other co-teacher benefit from the activity that we have organized because I see to it that after series of Income Generating activities, tangible projects would arise. ((PNTNESAPSNIDIP#8);

On a personal basis, having too many ancillaries in a newly established school helped me a lot as a teacher. Why? because every time I was a task by my

Principal to organize Learning Action Cell (LAC) Sessions with my other Co-teachers, it develops my skills and capabilities as well. (PNTNESAPSNIDIP#11).

The participants' experiences demonstrated that they are performing other tasks aside from their main job as teaching personnel.

Acute and Perpetual Dearth

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

On the lack of resources, Red lamented the:

“Lack of classroom and office for teachers to stay and work. Also, he shared his concern on not well-ventilated rooms, broken windows and doors, no books, no comfort rooms, insufficient area for teachers, no security guard to secure the place, no proper communication from head to subordinates, and no area for SLAC sessions for teachers' development”.(PNTNESAPSNIDIP#1)

Other Yellow and Orange also echoed their concerns about the lack of

resources to be used in the delivery of instruction:

“No printers to use, no place to work on instructional materials, *maolagimagreklamonaakong mama kay halos tanannamonggamitsabalayakonangmadalasa school*” (PNTNESAPSNIDIP#4).

Continued by Orange that the:

“Facilities are limited to chalk, manila paper, pictures, and lecturette. That is why I have realized that sometimes I need to get something from my own pocket just to provide the things that I need inside the classroom. (PNTNESAPSNIDIP#5)

On the use of computers, Amber raised the concern with the:

“Yes, that is really true, like for example, I need to integrate ICT in my class in TLE. Students need to share Resources where the ratio is about 1:2; we have 25 computers, and I have a class of 60”.(PNTNESAPSNIDIP#9)

Meanwhile, about the learning environment, Violet claims that:

“*Gubaangmgabangko, naajud time nagi ask nakoangmgabata to assembletheir own chairs out of used coco lumber. Buslotpajudang blackboard.*”(PNTNESAPSNIDIP#10)

Blackboards have holes; they had to make chairs out of trees.

The above claim is supported by Turquoise where he says that:

Since we lack classrooms, I need to conduct classes under the mango tree. What is worst is that when heavy rainfalls, students need to go to the gym where 3 to four classes are simultaneously done. As a teacher, I need to bring always with me my umbrella. (laughing while covering her face) (PNTNESAPSNIDIP#11)

Also, teachers and students cannot do hands-on activities as claimed by

Purple since the:

“School doesn’t have a science lab, ICT lab, and other laboratories. I need to reinforce my topic with demonstration. If not, I need to assign materials for my students to bring to conduct the topic, which requires laboratory execution. But I need to announce it early to my students.” (PNTNESAPANIDIP#6)

Further, other participants have noted other concerns with regards to the availability of resources where Pink has to say with regards to her teaching experience that she has to:

“Hold classes/performances under the mango tree.” We simply look for our ways and means to deliver our lesson without sacrificing the competencies set before us. Thus it really requires commitment if you will be assigned to a newly established school. Aside from that, as a teacher, we need to be resourceful in many ways.” (PNTNESAPSNIDIP#7)

Moreover, some participants asked the help of their co-teachers about the learning resources to be utilized. Blue says that:

“I had to depend on borrowed materials from other teachers since we have issues in terms of classroom learning environment, especially classroom facilities and equipment because, in this newly established school, we lack chairs, classrooms, and laboratories that are most important in the learning process of the students.” (PNTNESAPSNIDIP#2)

Green agreed to the above concern since she experienced to:

“At first, we actually borrowed two classrooms from the elementary school.” She added that there is a lot of issues that require immediate action. Classrooms are not enough for the number of students. Some sections will have their class under the mango tree”.

(PNTNESAPSNIDIP#3)

The acute and perpetual shortage of learning resources creates a big concern to teachers since this will affect students' performance. Additionally, the limited resources do not transform to effective and efficient transfer of learning to many students.

Noxious and Adverse Learning Conditions

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

The adverse learning condition has affected student and teacher interaction in the class where Blue says that:

“Students can’t focus; they are exposed to rays from the sun. She added that other sections needed to have classes under the mango tree because obviously, the school doesn’t have any learning space”.(PNTNESAPSNIDIP#2)

Added by Amber that:

“More than 200 students had to fit in a room to seek shelter from rain. The classroom learning environment is not conducive because we are just sharing class under the mango tree. When there is rain, our classes get interrupted because we need to evacuate”.(PNTNESAPSNIDIP#9)

The claim of Amber is supported by Maroon when there is rain, they need to evacuate; thus, the class is disrupted. Maroon shares that:

Classes had to be stopped during inclement weather”. It really adds burden to us as a teacher, because there are times that we need to tackle important lessons in preparation for the examination. But, what else can we do during these circumstances? ”.(PNTNESAPSNIDIP#8)

Also, Pink has to narrate during bad weather that:

*Oo, kanangmuulan,
manghugyawangmgabatanyaabtik kayo managan,
mangitaasasilamakapasilong.*

Students scamper off bringing their chairs when it rains”.(PNTNESAPSNIDIP#7)

With the emergence of unpredictable weather, teachers need to adjust their classroom instruction to continue their teaching activities. Yet, when issues are inherent in the classroom, some participants had to echo their sentiments like Blue :

Classrooms are not ventilated. Some students had to take their shirts off. Some students smell bad because of profuse sweating.”.(PNTNESAPSNIDIP#2)

Additionally, other participants have shared that:

“Huge class size, unable to monitor attendance of some students.”So, what I did, I assigned a class monitor, who will randomly check attendance every period subject. ”.(PNTNESAPSNIDIP#3)

Yellow added that:

“Very noisy due to huge number; need mic/lapel to be heard. The classroom learning environment is quite a challenge, having 4-6 classes with a class size of 60-65 but have only 2 classrooms to utilize. It’s quite challenging to hold classes at the gym or under the mango tree”.”.(PNTNESAPSNIDIP4)

While Orange and Purple had claimed that:

“Students are uncomfortable. Maybe because of the class size. The classroom is too crowded, and the majority of them are complaining. I had also realized that during these times, I need to modify my strategy, and that is to give them a hand on performance tasks so that everybody would be involved. ”.(PNTNESAPSNIDIP#5)

Uncontrolled event also took place in the area when Turquoise has observed that:

“Because of the reason that they are too many inside the class. There are issues such as stealing money, and valuable items are often occurring. And since the school don’t have security guards, other students would prefer to escape from classes.”.(PNTNESAPSNIDIP#11)

The toxic and adverse learning conditions in newly established schools must be given enough attention for teachers to perform at their best. The absence of a conducive learning environment affects the learning performance of students. Definitely, tapping stakeholders to the shoulder and providing assistance to

creating additional schools coupled with facilities is a must to these schools.

Obligated and Obliged

Obligated and obliged is the fourth theme of teachers' experiences in teaching in newly established schools. This emerged as indicated by the following teachers' responses such as *use own money to cover school expenses; provide learning materials using own expenses; utilize salary to shoulder class instructional needs; allocate a portion of salary to finance class instructional needs; use own money to provide the needed learning materials; forced to use personal resources due to lack of school funds; organize IGP to purchase supplies/reproduce activity sheets, etc.; purchase a personal laptop and print out lessons and activity guides; bring personal table and apparatus for housekeeping; use personal money for restructuring of classroom and for the reproduction of test papers; spend own money to provide materials during school activities, and use own money for classroom beautification.*

This theme manifests teachers' undying love for the service. Despite the lack of resources, teachers had to use their personal resources to help the school runs its function and operation. As Red narrated that:

“Had to dig from own pocket to cover school expenses. Also, I use my printer to lessen my expenses”.“(PNTNESAPSNIDIP#1)

While other participants also did the same actions where Blue shared:

“Provide learning materials for the class using my own money. Yes, especially in restructuring our classroom just to provide an environment conducive for learning”.“(PNTNESAPSNIDIP#2)

Green says;

“I allocated a portion of salary to finance class instructional materials. Yes, I used my money to provide learning resources to my students. I used my printer just to reproduce learning activity sheets to provide my students with enough information that they should learn for the day”.”(PNTNESAPSNIDIP#3)

Same thing with Orange when he said that:

“I am forced to spend my own resources as school funds already depleted.””(PNTNESAPSNIDIP#5)

Moreover, the absence of enough equipment for teaching purposes has prompted teachers to use their own money where Purple has to:

“Organize IGP to purchase supplies/reproduce activity sheets, etc. Also, we tapped external stakeholders like Barangay for us to address the lack of resources.””(PNTNESAPSNIDIP#6)

Pink has to be flexible enough in addressing this difficulty where she:

“Buy her own laptop, print out lessons and activity guides. I just personally answer my own class needs. I have my own salary to support and to ensure convenience on my part”.”(PNTNESAPSNIDIP#7)

Additionally, since teacher’s commitment to the profession is insurmountable, Maroon:

“Had to bring a personal table, apparatus for housekeeping and other things which I found very necessary in my teaching delivery.””(PNTNESAPSNIDIP#8)

Amber narrated that:

“Teachers spend for restructuring of the classroom, even for test papers. I always consider this as part of my life. Part of my monthly expenses. There were times that I also asked assistance from our school principal to

request materials from our mother
school".(PNTNESAPSNIDIP#9)

Tightly Wound and Chronically Tense

The fifth theme that emerged is *tightly wound and chronically tense*. This came out as a result of teachers' experiences teaching in newly established schools. These are manifested by *limited time in visiting his/her grandmother and bonding with his/her mother; feeling of sadness, tiresome, and broken; one feels like giving up; had financial difficulty; need to pay for internet connection; assigned to teach subject not in line with specialization; forget his/her personal needs; lacks personal work balance, work in 6 days a week for 20 hours per day; sometimes their school head complicate matters, highly reactive; some parents complain about the fees and about discipline; implementation of Child protection policy must not be violated; and students are facing too many issues at home like broken family, poverty, etc.*

Commitment to work sometimes takes away some of our precious time and moment when Blue narrated that:

"It is sad and tiring; always broke" That feeling doing a lot of things in school, but at the end of the month, you're broke."(PNTNESAPSNIDIP#2)

Added by Yellow that:

"There are times one feels like giving up. Yes, it's a mixed emotion. I am saddened with circumstances on how am I going to surpass every week with no hassle on my part as a teacher, and on the part of my students."(PNTNESAPSNIDIP#4)

Because of too much focus on working, Pink shared that:

“In a newly established school, doing multiple ancillaries is a must. Sometimes I have to forget about personal needs. Yes, because I need to attend to school work, especially doing urgent reports.”.(PNTNESAPSNIDIP#7)

The overwhelming workload in school has resulted in limited bonding or time with loved ones, as experienced by Red where she noted that:

“Barely have time to visit grandma, not bonding with mom anymore. Sometimes, you will be overwhelmed with many responsibilities in school, technically since there are only a few of you who are sharing these responsibilities.”.(PNTNESAPSNIDIP#1)

Green has agreed with the above sentiment that:

“Workload is overwhelming; gets disappointed/frustrated at times, especially when you already sacrifice personal things and you were not able to accomplish the task assigned to you.”.(PNTNESAPSNIDIP#3)

Aside from these personal concerns, other issues have also evolved from people who are part of the job, like the school head where she shared that:

“Principal sometimes complicates matters. Highly reactive. She gets easily mad every time students would misbehave, or our teachers offended her. She screams and shouts in front of many students and other teachers.”.(PNTNESAPSNIDIP#9)

Violet added that there are complaints also from parents pertaining to school fees where she pointed that:

“Some parents complain about the legal fees. But we do understand us, teachers. We all know that some of our parents don't have the ability to pay. We just explain it to them but never imposed it. Sometimes there are also parents complaining about how

teachers discipline their children, and I guess it's just a matter of establishing open communication".(PNTNESAPSNIDIP#10)

Also, teachers are reminded of disciplining students properly. Turquoise shared that:

"I need to be careful in disciplining learners to note that Child Protection Policy is not violated.".(PNTNESAPSNIDIP#11)

The tightly wound and chronically tense experience of teachers in newly established schools is a manifestation that every teacher must be flexible enough to avoid being locked up in an environment where it limits your freedom and happiness. This scenario must be considered by DepEd officials for teachers to carry on their tasks despite the challenges that they are facing.

Setting for Mediocrity

The sixth theme that emerged from teachers' experiences teaching in newly established schools is *setting for mediocrity*. This theme emerged from *students' difficulty to obtain new information due to lack of facilities; has limitation to make class engaging, interactive, and motivating; implemented traditional method of teaching and learning; only a few students get to participate and perform the activities; students depend too much to their teachers and cannot perform on their own; students performance is poor where they can't do hands-on activities; the huge class size has sacrificed the quality of instruction; neophyte teachers have no Senior teachers to guide them; students have no firsthand experience on use of TLE equipment; it is hard to lower one's standards, and insufficient resources resulted to incompetent performance.*

The simplicity of teaching is evolving and operating in newly established schools. Orange shared that:

“Students are too dependent on teachers and cannot search for themselves. Students are not given enough learning modules. Our school lacks facilities”.(PNTNESAPSNIDIP#5)

Hence, Turquoise shared her sentiment that:

“Hard to be competent where there are no resources to back one up. Resources are limited since our school is a newly established. We are just waiting for materials from DepEd Division Office”.(PNTNESAPSNIDIP#11)

Also, Violet commented that:

“It is hard to lower one’s standards. Limited learning modules will really affect teaching and learning. But still, I just look for other ways to address the issue by duplication of learning activity sheets prepared by me. However, they will read concepts and be able to understand them even without my guidance. But if you will just let the students do on their own, it won’t achieve once targets”.(PNTNESAPSNIDIP#10)

This is supported by Blue that she:

“Had limitations in making class motivating, interactive, engaging. We need sufficient /enough resources so that we can provide a best and meaningful learning experience for students especially that I am a Science Teacher”.(PNTNESAPSNIDIP#2)

Further, to make class sustainable and productive, Green implemented the commonly used method in teaching where she said that:

“Had to use the traditional method of teaching and learning. Yes, as much as we do our best in teaching but there are no resources to be used there no authentic and productive learning to happen will just be limited to lecture method”.(PNTNESAPSNIDIP#3)

As much as the teacher performs her best in teaching, still, we cannot expect the best from our students, as narrated by Yellowthat:

“Not all students get to participate and answer the activities. As much as we want to provide them more authentic and meaningful learning, the insufficiencies would limit us in our teaching-learning process, thus, limiting students learning”.”(PNTNESAPSNIDIP#4)

In times when we need to settle what is available, teachers' responses are enormous as the scenarios imply. For as long as learning is possible, teachers adapt to the learning environment and utilize methods that they think effective and efficient. This tendency will continue the delivery of instruction, yet it cannot guarantee the quality of learning

Coping with the Challenges as a Teacher in a Newly Established School

From the data collected, there are five major themes presented in Table 2, which emerged from teachers' responses on how they cope with the challenges in teaching in a newly established school. These themes are drawing strength and lessons from peers; focusing on the purpose and the mission; cultivating a growth (positive) mindset; being creative, innovative, and thorough; and mastering the art of solicitation.

Drawing Strength and Lessons from Peers

Drawing strength and lessons from peers is the first major theme under coping with the challenges as a teacher in a newly established school. It elucidates different core ideas which came out during the focused group

discussion and in-depth interview. The following core ideas are share struggles with co-teachers and learn from them; conflict is avoided by adjusting when ideas collide; the good relationship between teachers is maintained; talking to veteran teachers when free and obtain tips from their experience; seek advice from peers on how they solved a particular issue; listen to the wisdom of the wise; seek shelter from experienced teachers and listen to their advice, and consult and ask the opinions of experienced teachers.

More likely, teachers often get strength from the colleagues where they shared the same sentiments as narrated by Red that:

“Share struggles with fellow teachers and learn from them. Normally, I approached teachers from Cabanian National High school and asked them how to do their lessons. I learned from them the importance of activity sheets. From then on, I always make it sure to have activity sheets prepared for my class.”(PNTNESAPSNIDIP#1)

*Table 2
Themes and Core Ideas on How Teachers Cope with the Challenges in a Newly Established School*

Major Themes	Core Ideas
Drawing strength and lessons from peers	Share struggles with fellow teachers; learn from them When ideas collide, try to adjust to avoid conflict Maintain good relationship with fellow teachers Find time to talk to veteran teachers; learn from their experience Asked peers how they resolved issues; seek professional collaboration Listen to the wisdom of wiser people, those who had been there Seek refuge from seasoned teachers; listen to their advice. Consult with veteran teachers; ask others' opinions Focus on the goal rather than the conflict
Focusing on the purpose and the mission	Focusing more on the progress of the school is the main priority Focus on the reason for existence as a teacher; seeing the value of work Remember the mission and the call of the vocation Keep reminding yourself that this is for the students

Cultivating a growth (positive) mindset	<p>Looking at the reason for being in the profession Focusing more on what can be done rather than on the obstacles Condition self that presence means a chance to contribute, Being open to new ideas; being positive and optimistic Having a positive attitude; being confident; learning from experience Not thinking much about scenarios that can complicate life Always finding joy in all the activities that are done. Simply accepting the fact that school has limited resources. Just remember that the best is yet to be Consider challenges as learning opportunities Instead of complaining; think of what can be done; bridge the gap All the confidence in God's grace. Being surrounded by positive people Use available internet resources like YouTube videos Search online resources and incorporate class lessons. Always make sure activity sheets are prepared Learning to think outside of the box; learning to be well-rounded</p>
Being creative, innovative, and thorough	<p>Just recycle and innovate available materials Bringing personal belonging and personal effects to school Maximize use of available resources; managing limited resources Made use of Dynamic learning Program (DLP) Leave task sheets when ancillary functions beckon Knows one's priorities & doing tasks properly; organizing schedule well</p>

Continuation of Table 2

Major Themes	Core Ideas
Mastering the art of solicitation	<p>Asking financial assistance from the parents, other stakeholders Tapping the aid of Barangay officials Talking to the students, explaining the limitations, asking for help Just asking for help and guidance when problems arise Presenting issues and concerns to parents for their support Reaching out to the stakeholders Being dependent on support from external stakeholders/parents</p>

Asking students to contribute money to buy tools for a class activity

Additionally, when I find the task difficult, I usually consulted my experienced co-teachers as narrated by Yellow :

“I find time to talk to veteran teachers; learn from their experience. Being a novice is not an easy task. We start from low, and we start humble. To cope with the challenges, I have learned to listen to others, be humble and accept mistakes. Although it involves your emotional stability, I learned to accept the consequence of my wrongdoings and simply learn from them. It may be hard sometimes, but learning to forgive yourself and do better next time is the best thing to do. Being not too hard with yourself helps a lot”.
”.(PNTNESAPSNIDIP#4)

Also, Orange shared her views when finding the situation difficult, she said:

“I asked peers how they resolved issues; seek professional collaboration. Also, motivation from others, God's guidance and prayer, positivity, family, and students. All these are strategies that I used to overcome these challenges”.
”.(PNTNESAPSNIDIP#5)

Other participants agreed to the above manifestations where Purple mentioned that:

“I listen to the wisdom of wiser people, those who had been there. I seek refuge from seasoned teachers and listen to their advice. From them, I learned to apply it on my own, especially in the delivery of my lessons”.
”.(PNTNESAPSNIDIP#6)

Pink also declared that:

“Seek refuge from seasoned teachers; listen to their advice” and apply it during those times that I find it difficult to resolve.”.
”.(PNTNESAPSNIDIP#7)

And Green has noted that:

“Maintain good relationship with fellow teachers. I listened to the wisdom of veteran teachers, apply the things that I learned everyday and accept criticisms for improvement and development”.”.(PNTNESAPSNIDIP#3)

For teachers to survive in newly established schools, leaning to seasoned teachers and their colleagues is a primary response for them to be oriented and adjusted to the schools' norms and operations. Day-to-day learning will mold them to become flexible and resilient teachers. Also, the support and encouragement given by their colleagues will make them efficient and effective teachers.

Focusing on the Purpose and the Mission

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

Despite the challenges and struggles encountered by teachers, their job is to constantly and consistently deliver the purpose of education. Red narrated that:

“Focusing more on the progress of the school is the

main priority. Hence, I just have to maintain wonderful relationships with my co-teachers, school head, students, and parents as well. I see to it that after class, I just leave the tasks in school and again focus on my family".(PNTNESAPSNIDIP#1)

This is supported by Green that:

"Focus on the reason for existence as a teacher; seeing the value of work. I just perform the school, works in school and spend quality time with my family when I am in our house".(PNTNESAPSNIDIP#2)

Purple also shared that:

"Looking at the reason for being in the profession. I achieve personal work balance by establishing ties and relationships with my co-teachers, students, and parents as well".(PNTNESAPSNIDIP#6)

Meanwhile, Orange is reminded that the job sacrificed is for every learner where she stressed that:

"Keep reminding myself that this is for the students. That I need to find that sense of commitment that I once pledge before God and the Republic of the Philippines. ".(PNTNESAPSNIDIP#5)

Certainly, every teacher's job is to serve the purpose of education despite the many challenges that are obstructing the way. With teachers' resilience and clear mind on its passion and commitment to serve the students, the delivery of learning and education will eventually be served to the persons needing it.

Cultivating a Growth (positive) Mindset

The third theme is *cultivating a growth (positive) mindset*. This emerged from the responses of the participants during the focus group discussion and in-depth interview. This is captured by the following responses: *open to new ideas*

and shows positivity and optimism; shows positive attitude; confident; learning from experience; focused on simple life; finds happiness in all the activities done; accepts the fact that school has limited resources; recognize that the best is yet to come; considers challenges as learning opportunities; instead of complaining, think of what can be done, and bridge the gap; shows confidence in God's grace, and surrounded by positive people.

The challenges experienced by teachers may serve as a test for them to develop or enrich their skills. Developing a positive mindset must always be retained in the minds of every teacher.

Green shared that:

“Not thinking much about scenarios that can complicate life. Definitely, I am very satisfied with my current job that I have. Aside from that fact that I learned many things in school from dealing with difficult persons, I learned to think outside the box and be able to think of ways to resolve an existing problem”.
”.(PNTNESAPSNIDIP#3)

Purple narrated having a positive mindset can inspire others where she noted:

“Just remember that the best is yet to be. I noticed I inspired a lot of my students in one way or another and that somehow is my gage that I am truly effective”.
”.(PNTNESAPSNIDIP#6)

Pink claimed that challenges are part of daily life; hence, being strong and open-minded must be adapted by teachers where she mentioned that:

“Consider challenges as learning opportunities. Though challenges will go along the way, I have the heart full of gratitude for the blessings that I received as a person and as an educator”.
”.(PNTNESAPSNIDIP#7)

Meanwhile, Maroon pointed out that complaining is not good while you are experiencing issues in the workplace; instead, do the best that you can to contribute or solve the problems of the school. She says that:

“Instead of complaining, think of what can be done; bridge the gap.”Through this, I will be able to become productive and be able to finished tasks ahead of time. Maintaining a positive outlook towards one job gave a sense of direction and even satisfaction.”.(PNTNESAPSNIDIP#8)

Being Creative, Innovative, and Thorough

Being creative, innovative, and thorough is the fourth theme under coping with the challenges as a teacher in a newly established school. This stemmed out from participants responses such as *utilizing available internet resources like YouTube videos; search online resources and incorporate lesson in class; prepares activity sheets; learning holistically; recycle and innovate materials that are available; brings personal belonging and impact to school; maximize the use of resources and managing limited resources; make use of Dynamic Learning Program (DLP); task sheets are provided when performing ancillary functions, and understands one’s priorities, do tasks properly, and organize schedule well.*

The basic requisites must be inherent to teachers in teaching in newly established schools, namely creativity, innovative and thorough. As shared by Orange that:

“Just recycle and innovate materials that are available.”Used bond papers are being recycled in the reproduction of our Learning Activity Sheets. I usually used available materials at home in order to perform activities without sacrificing the concepts and content of the lessons. ”.(PNTNESAPSNIDIP#5)

This is supported by other participants:

“Maximize use of available resources; managing limited resources.”I usually requested them to bring materials for the success of our activities. Sometimes their cooking ingredients are being brought to school just to push true the set activities for the day. ”.(PNTNESAPSNIDIP#7)

“Learning to think outside of the box; learning to be well-rounded.”I usually tapped and used readily available resources that can be reached by my learners. I tried to think of activities that somehow related to the ideas and content I wanted to develop in a particular quarter. ”.(PNTNESAPSNIDIP#4)

“Use available internet resources like YouTube videos.”This I will no longer sacrifice abstract concepts that need to be clarified in the development of lessons. Thanks to the availability of online videos because through this, I was able to present concepts in a lighter manner. ”.(PNTNESAPSNIDIP#7)

Indeed, being creative, innovative, and thorough entails a big challenge since these skills are not developed instantly, yet teachers are trying to give their optimum potentials to cope with the challenges. Definitely, the skills manifested will help solve the issues prevailing in the learning environment.

Mastering the Art of Solicitation

The fifth theme under coping with the challenges in teaching in a newly established school is *mastering the art of solicitation*. This is manifested by the following responses such as *solicits financial assistance from parents and other stakeholders; tap the barangay officials; talk to the students, explain the limitations, and asks help; asks help and guidance when problems arise; present issues and*

concerns to parents for their support; reach out to stakeholders; dependent on the assistance of the external stakeholders/parents; and ask students to contribute money to buy tools for a class activity.

Another way to address the challenges is by asking for the help of different stakeholders. Stakeholders form part of the school's success. As participants shared that:

“Tapping the aid of Barangay Officials.”They are really played a very big role in the realization of our plans and projects in school. We always considered them as our backbone in providing us support in the entire plans of the school. Without them, our plans won't prosper since they open doors to us.

These people are significant in providing assistance to the school by making the community peaceful and responsive to the needs of the school.

Purple agreed to the above statement that:

“Reaching out to the stakeholders.”Itcant stand on its own because of the non-availability of funds and resources. Through them, it gave us hope to continue working because they're somebody they believe that you can't make it.”.(PNTNESAPSNIDIP#6)

Also, other stakeholders can help school like the parents where Red narrated that:

“Asking financial assistance from the parents, other stakeholders.” By presenting to them our needs, they immediately responded to the call and looked for initiatives inorder for us to be provided of the things needed.”.(PNTNESAPSNIDIP#1)

Yellow elaborated that:

“Just asking help and guidance when problems arise.”
They can't bear to see their children and us being
deprived of the quality of education they
deserved, especially their
children.”.(PNTNESAPSNIDIP#4)

The role of stakeholders plays a big in addressing school's issues and concerns. Their contributions and support help the school to improve and serve its clientele accurately and effectively. Hence, tapping several stakeholders will establish collaboration and partnership that eventually leads to better school performance.

Teachers' Learning Insights that they Want to Share in the Academe

Presented in Table 3 are the responses of the informants and participants with regards to the learning insights they have acquired in teaching in a newly established school. It generated four themes, namely; *nothing beats experience; positivity is the key; it is an opportunity to grow and make a difference, and need for a long, hard, and serious look from DepEd.*

Nothing Beats Experience

The first theme is *nothing beats experience*. This emerged from the following responses such as *experiences teaches them to persevere, shows dedication and hard work; understand that teaching is a continuous learning process; realized that a lesson is learned from every experience; the lessons and insights from the experiences will always be treasured; learn from your mistakes and improve it for the better; the richness of experiences mold one to become a*

better teacher; treasure the experiences and lessons learned from them, and richness of experiences made one effective and efficient.

Table 3
Themes and Core Ideas on Teachers' Learning Insights that they Want to Share in the Academe

Major Themes	Core Ideas
Nothing beats experience.	Experiences taught perseverance, dedication, and hardwork Teaching is a continuous learning process There is a lesson to be learned in every experience Experiences make a person what he/she is today. The experiences, lessons, and insights will always be a treasure Learn from your mistakes and improve them for the better. The richness of experiences mold one to become a better teacher I Will treasure the experiences and lessons learned from them The richness of experiences made one effective and efficient When things get tough and rough, remember the reason for being Nothing is impossible for those who go beyond & walk the extra mile
Positivity is the key.	Commitment to the craft brings inner happiness and fulfillment Bear in mind that things change for the better. Find joy in small achievements Do things in the name of love without expecting in return. Live one day at a time; take one step at a time Take it easy and appreciate life's simple pleasures Always be grateful to the Lord It's a privilege and honor to serve in a newly established school. Life in newly established schools is like an experiment
It is an opportunity to grow and make a difference	In newly established schools, the only way to go is up. Teaching in a newly established school is an honor & a privilege. Always work beyond what is expected without counting the cost. Teaching opened eyes to small details that impact the lives of students Teaching there can "purge" one's soul. Developed critical thinking skills in solving daily problems Educational leaders should be aware of the problems of new schools

Need for a long, hard, and serious look from DepEd	Newly established schools need all the support they can get 21 st -century learning need 21 st -century facilities Close monitoring and ready assistance should be done Very ironic for DepEd to claim quality education DepEd hires teachers without training them first The school has no budget given by DepEd Just dependent on the support extended by mother school
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Experience is the best teacher. Seasoned teachers are far more knowledgeable than beginning teachers; hence they are at an advantage. Red shares her insights in teaching in newly established schools; she pointed that:

“Experiences taught perseverance, dedication, and hard work.” That in spite all of these things will run smoothly with the support of the parents and external stakeholders ”.(PNTNESAPSNIDIP#1)

Green also shared that:

“There is a lesson to be learned in every experience.”Lessons that will always be treasured for the rest of our lives.The lesson that taught us to become better and see positive in the things that we are doing in the name of love to our vocation.”.(PNTNESAPSNIDIP#3)

Indeed, lessons acquired from every experience serves as a big treasure which is affirmed by Orange:

“The experiences, lessons, and insights will always be a treasure.” Since those experiences taught us to aim and soar high in the craft that we choose. Experiences that inspire and motivate us to strive more reminded of our duties and responsibilities as an educator.”.(PNTNESAPSNIDIP#5)

Purple stresses a reminder to all that:

“Learn from your mistakes and improve them for the better.” This allowed us to correct our wrongdoings and be able to overcome them as we go along with life.
”.(PNTNESAPSNIDIP#6)

Further, Amber has echoed the significance of experiences:

“Richness of experiences made one effective and efficient.” This somehow manifested in dealing with problems wisely and calmly. Treating things maturely with greater purpose”.(PNTNESAPSNIDIP#9)

Experience plays a significant part in teachers' life. The more experienced a teacher, the more likely he/she can solve or address the challenges that he/she might encounter. Hence, difficulties experienced in newly established schools can be addressed by teachers' experience itself.

Positivity is the Key

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

Another insight acquired is positivity. Despite the many challenges, being optimistic can give you outlooks that make you withstand and solve the problems.

As Red shares that:

“When things get tough and rough, remember the reason for being. Teaching in a newly established school made me a mature person. It opened my eyes to small details that have an impact on the life of every individual”.”.(PNTNESAPSNIDIP#1)

Added by Green that:

“Commitment to the craft brings inner happiness and fulfillment. Teaching in the newly established school is challenging and brings a lot of learning and memories”.”.(PNTNESAPSNIDIP#3)

Orange agreed with the above statements that:

“It is indeed a pleasure and challenging to teach in a newly established school. Find joy in small achievements”.”.(PNTNESAPSNIDIP#5)

And Maroon supported the above claims that:

“Take it easy and appreciate life’s simple pleasure.” Through them, you will be recognized how blessed I am in all aspects. That attitude reminded us how to be grateful and to see positivity amidst negativity.”.(PNTNESAPSNIDIP#8)

It is an Opportunity to Grow and Make a Difference

The third theme is it is an opportunity to grow and make a difference. This came out based on participants’ responses on the learning insights that they want to share in the academe. The responses are *it’s a privilege and honor to serve in a newly established school; life in newly established schools is like an experiment;*

in newly established schools, the only way to go is up; teaching in a newly established school is an honor and a privilege; always work beyond what is expected without counting the cost; teaching opened eyes to small details that impact the lives of students; teaching there can “purge” one's soul, and developing critical thinking skills in solving daily problems.

This third insight acquired manifested the opportunity to become an agent of change. Also, it highlights teachers growing professionally. As participant 2 shared that:

“Life in newly established schools is like an experiment. Just equipped your selves professionally and updated yourself everyday by always look positive in life”.

Red added that teaching in a newly established school is a privilege where she pointed out that:

“It's a privilege and honor to serve in a newly established school.” As what others said, many are called, but few are chose. To be of service to people with limited resources taught us to grateful and be innovative in facing all odds.”.(PNTNESAPSNIDIP#1)

Maroon claimed that teaching in newly established school:

“Developed critical thinking skills in solving daily problems. Novice teachers should sharpen their skills every now and then for them to be ready for the practicalities of life. They should enroll themselves in graduate schools for them to be updated with the signs of the times. They should read books to be updated to the signs of the times.”.(PNTNESAPSNIDIP#8)

Need for Long, Hard, and Serious Look from DepED

The last theme under the learning insights that the teacher wanted to share

in the academe is the *need for a long, hard, and serious look from DepEd*. This emerged based on participants' responses such as *awareness of educational leaders on the problems that existed in newly established schools; newly established schools need all the support it can get; 21st-century learning need 21st-century facilities; close monitoring and ready assistance should be done; very ironic for DepEd to claim quality education; DepEd hires teachers without basic training; no budget given by DepEd to school, and dependent on the support extended by mother school*.

The last insight acquired is focused on the role of DepEd. DepEd must ensure that schools are functional though it is newly established. The support of DepEd is significant to the success of the delivery of instruction in the newly established schools. With this manifestation, Red claimed that:

“Educational leaders should be aware of the problems of new schools.” They should open their eyes and be sensitive enough in looking for alternative solutions in addressing issues.”.(PNTNESAPSNIDIP#1)

The above claim is supported by the following participants:

“Newly established schools need all the support they can get.”They need assistance not only resources but technical as well. They should not be left behind but instead supported help they deserved”.(PNTNESAPSNIDIP#2)

“Close monitoring and ready assistance should be done” They should be given much support in as much as the limited resources.”(PNTNESAPSNIDIP#2)

Meanwhile, other participants claimed that DepEd is expecting big, one

indicated that:

“Very ironic for DepEd to claim quality education.”Quality should also be equated to equality since we are working in one DepEd family. Technical assistance should include the prime focus to newly established schools”.(PNTNESAPSNIDIP#5)

The other one pointed out that:

“School has no budget given by DepEd.”It seems that we never felt it. ”. (PNTNESAPSNIDIP#7)

This is supported by Purple that:

“DepEd hires teachers without training them first.”I just work on their own hoping that someone will guide them along the way”. (PNTNESAPSNIDIP#6)

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

Chapter 5

DISCUSSION

This chapter highlights the thorough discussion of the results of the study. Also, it presents the implication for practice, future research, and the conclusion of the study. This study aimed to explore novice teachers' experiences in newly established Junior High Schools, their coping strategies, and the learning insights they have acquired.

Meanwhile, this study utilized a qualitative research design using a phenomenological approach. Giorgi (2011) averred that the purpose of the phenomenological approach was to enlighten the specific and to identify the phenomena through how they are perceived by the researcher in a particular situation. A phenomenological study clearly unfolded the meaning of the lived experiences. It also describes individuals about a concept or phenomenon. Also, phenomenology analyzed the structure is of consciousness in human experiences (Polkinghorne, 2002). Hence, the approach was appropriate since these uncovered participants lived experiences in a newly established school.

The participants of the study simply described their lived experiences while teaching in newly established schools. The first major theme that emerged in this study is a *jack of all trades*. It is focused on teaching, which is affected due to several ancillaries assigned; can't perform two tasks at the same time; spent more time in performing ancillary tasks; organized LAC sessions as per advised by the school principal; keen on organizing income-generating activities; canvass materials for school supplies and need; sacrifice class instruction due to submission of report; struggle in performing multiple

ancillaries; consumed too much time in performing non-teaching functions, and performing ancillary tasks affect teaching and learning.

Considering the case of Red, she uttered that having too many ancillary functions, she can't focus on teaching. Still, she was able to deliver her best in teaching her students. Also, Blue experienced the same dilemma on how to teach her students since she is serving two masters at the same time. Further, Green stressed that having too many ancillaries or functions really affects teaching and learning. It is hard to be in placed holding several functions where the main job might be sacrificed.

There are not far from the postulates of (Into & Gempes, 2018). It was cited that teachers' multiple ancillary functions often result in a loss of motivation, satisfaction, and skill.

A person seeks several additional functions through promotion in the study conducted by Parham and Gordon (2011). This highlights the potential negative effect of work, quality of life, and performance on the satisfaction of the individual. Moreover, the nature and characteristics of teachers having several auxiliary functions have been questioned by the researchers. Similarly Zickar, Gibby and Jenny (2004) reported that an employee is more likely to encounter professional rivalry because he has to exert more effort to manage multiple roles and behaviors to the different ancillary functions.

Acute and perpetual dearth came forth as the second major theme of teachers teaching in newly established schools. Acute and perpetual dearth is manifested by lack of classroom and office for teachers to stay and work; had to depend on borrowed materials from other teachers; borrowed two classrooms from the elementary; lack of printers to use, no place to work on instructional materials; facilities limited to chalk, manila paper, pictures, and lecturette; no science lab, ICT lab, and other labs; classes/performances are held under the mango tree; chairs

are not available to some students, some chairs are defective; resources shared on the ratio of 1:2; class of 60 students utilized 25 personal computers; holes are evident on the blackboard; had to make chairs out of trees; windows and doors are broken, no comfort rooms; and classes are conducted in the gym.

The case of Yellow showed the limited resources she has experienced where she stated that there are no printers to use and no place to work on instructional materials. Additionally, when using school resources, particularly on computers, participant 9 claimed that resources shared on the ratio of 1:2; have 25 PC units for a class of 60. Further, with regards to the learning environment, Turquoise stated that no comfort rooms are evident in broken windows and doors.

This agrees with the study of (Levin, 1993; Wijetunge, 2016). Accordingly, to better serve schools and students, teachers reinvent themselves. Their jobs and teachers must have the skills and attitudes to meet the challenges of being teachers with multiple additional functions.

The same is true with the pronouncement of Rife and Hall (2015). It says that the worker's commitment is defined as a positive and fulfilling state of mind related to the work that is characterized by endurance, commitment, and absorption.

Noxious and adverse learning conditions surfaced as the third major theme for teachers experienced teaching in newly established schools. These were manifested students' lose focus, and they are exposed to rays of the sun; classrooms are not ventilated, and some students had to take their shirt off; the class size is big, and teachers cannot monitor some students; a huge number of students makes the class noisy, and mic or lapel is needed for teachers to be heard; the room is too crowded which made students uncomfortable and complained; running vehicles outside create too much noise and dust; students scamper off bringing their chairs when it rains; classes had to be

stopped during inclement weather; more than 200 students had to fit in a room to seek shelter from the rain; students smell bad because of profuse sweating, and stealing and theft in the classroom are evident, and the absence of security guards contributes to the case.

Red, who described the learning environment as not conducive since her students are exposed to the rays of the sun and focused on her students, are somewhat affected. Blue added that the classrooms are not ventilated; some students had to take their shirts off. Also, Orange claimed that students are uncomfortable, the room is too crowded, and students complained.

The above-mentioned experiences of the participants were supported by Zickar et al. study (2004) showed "role conflict," where the primary and secondary jobs are very different, for teachers with multiple ancillary functions occurs. An employee is more likely to be confronted with roles and feels less happy because more effort is needed to change roles and adapt roles and behaviors.

This was also similar to the idea that administrators should be proactive and help manage the workload while promoting collaborative responsibility and ownership, preventing excessive stress on teachers (Don, Puteh, Nasir, Ashaari, & Kawangit, 2016; Martin, 1992).

Obligated and obliged emerged as the fourth and major theme, stemming from teachers' experiences teaching in newly established schools. These are manifested by use own money to cover school expenses; provide learning materials using own expenses; utilize salary to shoulder class instructional needs; allocate a portion of salary to finance class instructional needs; use own money to provide the needed learning materials; forced to use personal resources due to

lack of school funds; organize IGP to purchase supplies/reproduce activity sheets, etc.; purchase a personal laptop and print out lessons and activity guides; bring personal table and apparatus for housekeeping; use personal money for restructuring of classroom and for the reproduction of test papers; spend own money to provide materials during school activities, and use own money for classroom beautification.

Red has to dig from her own pocket to cover school expenses. Also, she uses her printer to lessen school expenses. Same sentiments have been echoed by other participants, such as providing learning materials for the class declared by Blue.Green has allocated a portion of their salary to finance class instructional materials. She used her money to provide students learning resources.

In the article published by Sappa, Boldrini, and Apre (2015), administrators should be proactive and help manage the workload while promoting collaborative responsibility and ownership, preventing the outcome of excessive stress on teachers (Don, Puteh, Nasir, Ashaari, & Kawangit, 2016; Martin, 1992).

Tightly wound and chronically sense emerged as the fifth theme that best described teachers' experiences teaching in newly established schools. This was encapsulated by the limited time in visiting his/her grandmother and bonding with his/her mother; feeling of sadness, tiresome, and broken; one feels like giving up; had financial difficulty; need to pay for internet connection; assigned to teach subject not in line with specialization; forget his/her personal needs; lacks personal work balance, work in 6 days a week for 20 hours per day; sometimes their school head complicate matters, highly reactive; some parents complain about the fees

and about discipline; implementation of Child protection policy must not be violated, and students are facing too many issues at home like broken family and poverty.

Pink shared that because of too much work, she forgot her personal needs. Participant 8 lamented that she has no personal work balance; she worked 20 hours per day, 6 days a week. Violet added that there are complaints from parents about fees and discipline. Hence, Turquoise reminded us to be careful on implementing the Child Protection Policy, which should be observed correctly.

At the instructional level, the opportunity to perform several auxiliary teaching functions has been associated with a number of advantages since, in front of the students, they feel more credible (Baker, 2006) reiterated how well an individual is expected to deal with life situations with attachment styles.

Those with a safe support system have a history of good, supportive connections with others who are more likely to see good social support networks and to be satisfied with the support they receive. Many teachers regard multiple roles as essential to restructuring schools and optimal teachers' development (Smith, 2018).

The findings of Channar, Shaikh, Pathan, and Mugal (2014) cited that trust is said to be an important attitude in having teachers with multiple jobs to develop collaborative leadership within schools to foster positive relations, as their efforts continue to focus on building relationships of trust in the school community

Setting for mediocrity is the last theme under teachers' experiences teaching in newly established schools. These were manifested by students'

difficulty to obtain new information due to lack of facilities; has limitation to make class engaging, interactive, and motivating; implemented traditional method of teaching and learning; only a few students get to participate and perform the activities; students depend too much to their teachers and cannot perform on their own; students' performance is poor where they can't do hands-on activities; the huge class size has sacrificed the quality of instruction; neophyte teachers have no Senior teachers to guide them; students have no firsthand experience on the use of TLE equipment; it is hard to lower one's standards, and insufficient resources resulted to incompetent performance.

Let's take the case of Orange, where he shared that students are too dependent on teachers and cannot search for themselves, and they are not given enough learning modules. This concern is also raised by Yellow that not all students get to participate and answer the activities. On the other hand, Blue has experienced difficulty making her class engaging. She indicated that she had limitations in making class motivating, interactive, and engaging. She needs sufficient /enough resources to provide the best and meaningful learning experience for students.

The idea was aligned with the study of (Brubaker, 2016). He mentioned that School boards are often chosen to place new and less experienced teachers or recruits in the hardest situations. The theory stresses that, regardless of the level of experience and skill, one teacher is as good as the next. Many teachers are simply unprepared to meet their classroom challenges (Darling-Hammond et al., 2017).

Additionally, they contended that a lot of beginning teachers are some of our society's least developed professionals and do not receive the strict training and clinical experience needed to successfully prepare them as a classroom teacher (Gomes, 2017). Similarly, beginning teachers should be adequate and trained to teach and continue in a school and assignment suitable for their level of experience and skills in subjects and content to which they are assigned. They added that initial teachers differ greatly in their formal qualifications and their skills and expertise (Tucker, 2014).

The coping mechanisms used by participants to address the challenges in teaching in newly established schools generated five major themes like drawing strength and lessons from peers; focusing on the purpose and the mission; cultivating a growth (positive) mindset; being creative, innovative, and thorough; and mastering the art of solicitation.

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

Take the case of Red, where she uttered that share struggles with fellow

teachers and learn from them. Meanwhile, Yellow claimed that finding time to talk to veteran teachers and learn from their experience. Being a novice is not an easy task. Further, Orange asked her peers how they resolved issues, and she seeks professional collaboration.

The findings above are in parallel to the idea of Rytivaara and Kershner (2012) that providing support to peers is the strong component of professional training since teachers can be viewed as central to the learning process by reflecting and involving a supporting community with shared visions, knowledge, and commitment. Successful cooperation between peers requires both teachers to actively participate in a newly established school to plan for education (Friend, Cook, & Hurley, 2010; Gurgur & Uzuner, 2011).

Further, Ingersoll and Strong (2011) and Jones (2012) stated that continuing support needs to be provided for teachers to become qualified professionals and remain in the profession. The Alliance for Excellent Education (2008) suggested that teachers starting with education should be nurtured and supported to develop teaching skills.

Focusing on the purpose and the mission appeared as the second major theme which emerged as a coping mechanism of teachers teaching in newly established schools because it directed on the goal than the conflict; prioritize the main progress of the school; focused on the reason for existence as a teacher; recognize the value of work; familiar with the mission and the call of the vocation, always reminds self that everything is for the students; looking at the reason for being in the profession; focusing more on what can be done rather than on the

obstacles, and conditions one's thinking that presence means a chance to contribute.

The case of Red highlighted that her main priority was the progress of the school. Green added that she was focused on the reason for existence as a teacher and sees the value of work.

The result is consistent with Chughtai and Buckley's idea (2010), which shows positive associations between the orientation of a learning objective and the search for teachers' behavior. VandeWalle (2004) added that environmental factors such as positive and negative feedback and new ways of working are considered relevant for enhancing skills rather than a judgment of performance when the learning goal guidelines are adopted. Teachers with a high learning goal (Runhaar et al., 2010) have a high level of automatic efficiency and pro-active behavior (Schiefele & Schaffner, 2015; Zhang, Law, & Lin, 2016).

Similarly, studies have shown that teachers with learning goals support their colleagues and students more using learning-orientated teaching methods (Butler & Shibaz, 2008; Retelsdorf, Butler, Streblow, & Schiefele, 2010).

Cultivating a growth (positive) mindset is the third major theme that emerged as a coping mechanism of teachers teaching in newly established schools. This captured the following responses as being open to new ideas and shows positivity and optimism; shows positive attitude; confidence; learning from experience; focused on simple life; finds happiness in all the activities done; accepts the fact that school has limited resources; recognize that the best is yet to come; considers challenges as learning opportunities; instead of complaining,

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

Let's take the case of Green that where she narrated that she was not thinking much about scenarios that can complicate life. Meanwhile, Pink considered challenges as learning opportunities. Being creative, innovative, and thorough is the fourth major theme that emerged as the coping mechanism of teachers teaching in newly established schools. The responses encapsulated utilization of available internet resources like YouTube videos; search online resources and incorporate lesson in class; prepares activity sheets; learning holistically; recycle and innovate materials that are available; brings personal belonging and impact to school; maximize the use of resources and managing limited resources; make use of Dynamic Learning Program (DLP); task sheets are provided when performing ancillary functions, and understands one's priorities, do tasks properly, and organize schedule well.

Pink noted to maximize the use of available resources; managing limited resources. Yellow added that learning to think outside of the box; learning to be well-rounded. Meanwhile, Red indicated the use of available internet resources like YouTube videos.

The result above agrees with the idea of Singh (2020) the ability of teachers and students to solve problems and learn new things can have an effect on positive thinking. Positive thinking helps people to feel relaxed and happier, making it easier to focus on tasks and to gain new knowledge.

The last theme is *mastering the art of solicitation*. This highlighted solicitation of financial assistance from parents and other stakeholders; tap the barangay officials; talk to the students, explain the limitations, and asks help; asks help and guidance when problems arise; present issues and concerns to parents for their support; reach out to stakeholders; dependent on the assistance of the external stakeholders/parents, and asks students to contribute money to buy tools for a class activity. This is evident by the response of participant 6 to reach out to stakeholders. Similarly, Red cited asking for financial assistance from the parents and other stakeholders.

The discussion above supports the idea the most common reasons given for implementing collaborative practices in schools such as school boards, college leadership, and parental/community participation are better education, better education, and increased school efficiency / organizational efficiency (Gichohi, 2015). This is because moving the school closer to the community and listening to the feelings of the parties concerned creates a synergy and interdependence that promotes a learning organization to better choices.

Others believed that the collaborative practices of schools give greater motivation, morality, and commitment to employees (Jowi, 2003). Gamage and Pang (2003) also stated that it would produce good results for teachers to participate in decision-making. The involvement in decision-makers and implementation has a positive effect on employee satisfaction, motivation, morale, and self-esteem. Likewise, collaborative school management practices promote employee engagement and loyalty (Wong, 2003).

The participants of the study take into account the learning insights acquired from their experiences as teachers teaching in newly established schools. Four major themes emerged, which include: nothing beats experience; positivity is the key; it is an opportunity to grow and make a difference; and need for a long, hard, and serious look from DepED.

Nothing beats experience is the first major theme that emerged because their experiences teach them to persevere, shows dedication and hardwork; understand that teaching is a continuous learning process; realized that a lesson is learned from every experience; the lessons and insights from the experiences will always be treasured; learn from your mistakes and improve it for the better; the richness of experiences mold one to become a better teacher; treasure the experiences and lessons learned from them, and richness of experiences made one effective and efficient.

Purple has stressed that to learn from one's mistakes and improve for the better. Further, Maroon echoed the significance of experiences that should be treasured and lessons learned from them.

The result is in parallel to the idea of Klnl and Podowsky (2016) that the more experienced teachers are supporting better learning for their colleagues, the school in its entirety, and their own students. Wolff, van den Bogert, Jarodzka, and Bohuizen (2014) also showed that the prediction of classroom management events was significantly more effective than the prediction of novice teachers. This suggests that teachers develop a better understanding of classroom management with years of experience, which enables teachers to anticipate problems and tailor

their teaching practices.

In the same line, Morris-Rotschild and Brassard (2006) reported that years of teaching experience have been positively linked to compromise and incorporate - two positive classroom conflict strategies that are conceptually close to autonomy support and negatively linked to binding, conceptually close to control.

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

Green narrated that commitment to the craft brings inner happiness and fulfillment. Teaching in the newly established school is challenging and brings a lot of learning and memories. Similarly, Orange shared that it is a pleasure and challenging to teach in a newly established school.

The findings are in accordance with the idea of Stenger (2018) that positive behavior can help cope, improve well-being overall and even boost the immune system. Evidence has also been revealed that a positive attitude can affect the ability to learn and solve problems.

It is an opportunity to grow and make a difference is the third theme under

the learning insights acquired by teachers from their experiences in teaching in newly established schools. It is described as a privilege and honor to serve in a newly established school; life in newly established schools is like an experiment; in newly established schools, the only way to go is up; teaching in a newly established school is an honor and a privilege; always work beyond what is expected without counting the cost; teaching opened eyes to small details that impact the lives of students; teaching there can “purge” one's soul, and develop critical thinking skills in solving daily problems.

The case of Blue claimed that life in newly established schools is like an experiment. Just equipped your selves professionally and updated yourself everyday by always look positive in life. Additionally, Maroon shared that teaching in newly established schools developed critical thinking skills in solving daily problems.

The findings are in consonance with the idea of Avalos (2011) said teachers are learning as well as objects, and teachers are an intricate process that requires the cognitive and emotional involvement of teachers. Teachers' development is a complex process.

Additionally, Pow and Wong (2017) pointed out that the core of the professional development effort is the learning of teachers, their learning, and transformation of knowledge into practice to the benefit of the growth of their students.

The last theme is the *need for a long, hard, and serious look from DepEd*. This highlighted from awareness of educational leaders on the problems that

existed in newly established schools; newly established schools need all the support it can get; 21st-century learning need 21st-century facilities; close monitoring and ready assistance should be done; very ironic for DepEd to claim quality education; DepEd hires teachers without basic training; no budget given by DepEd to school; and dependent on the support extended by mother school. A participant uttered that educational leaders should be aware of the problems of new schools. Also, Blue supported by stating that newly established schools need all the support they can get.

The findings of the study are in parallel with the idea of Wallace Foundation (2013) that in the context of the rapidly evolving dynamics of schools and society, not only the principal of today's public schools has to cope with the management of a complex humane organization, but also has to be an effective leader, in a wide variety of sectors, emphasizing the achievements of all students.

Implication for Practice

Teaching in newly established schools requires immense commitment and passion. It is a challenge and opportunity to transform a community and transfer effective learning to students. Seemingly, DepEd officials, both local and national, may give extra attention to schools that are starting to serve their functions. Installation of facilities and construction of buildings must cater to the number of enrollees so that it can purposely serve its goals.

Tapping stakeholders or venturing partnerships may be carried out by school heads managing newly established schools. The collaboration and partnership must center on sustaining on school's operations which highlight the improvement of facilities and

construction of a conducive learning environment. If there is one thing we can do as a change for the future of education is to forge strong partnerships with stakeholders because as students progress toward higher grades in the system, schools may also need to start branching out vocational opportunities like other foreign schools are doing , to allow students greater chances to personalize their learning. Essentially, the 'one' thing I would change is the scope of the educational experience.

The school head may continue to practice better leadership for teachers to cooperate and inspire to perform to the best of their abilities. Securing teachers' trust and confidence may strengthen teacher-school head relationships which may result in the efficient delivery of educational services. As a principal, if I want my teachers to personalize/differentiate for our learners, how am I providing the same for them? What initiative can I make to broaden and equip my school management experience to address this? The example here is about personalized learning but it ranges beyond that to include resource allocation and much more.

Teachers who are teaching must continue to live with the passion of serving students despite the limited resources and facilities. Adapting to the situation and being resilient will make one a better and efficient teacher. An integrated, interdisciplinary curriculum links a variety of learning subjects as they are related to the topics of integrated curriculum units. The emphasis on connecting and synthesizing information around topics of interest to the students provides favorable conditions for the acquisition of knowledge from different disciplines through congruous concepts and ideas. Integrated curriculum units are chosen by the students with the teacher and involve teams of students working cooperatively toward common goals. These can be undertaken under the 21st century teaching-learning landscape.

Implication for Future Research

Since this study is limited to the public secondary school teachers from Cluster III schools of Davao City, Region XI, the following future researches are recommended:

I found out that the findings of this study are not generalizable beyond the 18 participants; hence future research may be conducted by describing teachers' experiences teaching in newly established schools in other clusters in the Division of Davao City with another group of participants in order to substantiate the findings.

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

Concluding Remarks

From the findings of the study, I was able to understand the lived experiences of teachers teaching in newly established schools which revealed that most of them were able to perform other functions aside from their main job. Additionally, I have found out that they had witnessed the limited resources and facilities which significantly affect teaching and learning, the challenging learning conditions were also evident, no choice but to work despite the lack of materials, and manage or utilize materials which are available in the area to deliver the learning instruction.

Additionally, based on their coping mechanisms, I was able to highlight positive actions which made them survive despite the lack of resources. Also, the support of seasoned teachers to their younger peers has helped them overcome the difficulty. Adapting to the situation made teachers become creative and innovative. Further, the delivery of teaching instruction has anchored on the school's goals and mission which is carried out and put into the mind by respective

teachers.

For the shared insight acquired from their experiences, teachers realized the significance of long experience in the service where one acquires substantial techniques and information in solving issues and problems inherent in school. Additionally, being optimistic is an ideal attitude to be practiced in schools that are newly established.

Further, the experiences they had created an opportunity to grow and made a difference to their students. More importantly, the Department of Education must look into the case of newly established schools for them to be provided with the necessary assistance.

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[https://doi.org/10.1016/s001-8791\(03\)00047-2](https://doi.org/10.1016/s001-8791(03)00047-2)

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APPENDICES

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APPENDIX A

**Letter Request to the Division Superintendent to
Conduct Study**

1st Endorsement
March 11, 2020



Respectfully endorsed to **DR. REYNALDO M. GUILLENA, CESO V**, Schools Division Superintendent, Davao City, the attached letter of **MR. RUETER P. DIEL**, a student of the Professional Schools in this university requesting permission to conduct his study in your division/office.

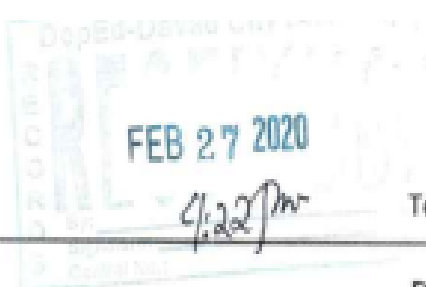
For your approval.



EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

IJSER

Not valid
w/out dry seal



DOC TRACK :

February 11, 2020

#2020-11214 105

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent
Division of Davao City

Dear Ma'am/Sir:

The undersigned is currently working on his dissertation entitled, "**The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation**" as a requirement for the degree of **Doctor of Education in Educational Management**

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility and the confidentiality of the data that you will share will be carefully safeguarded. Attached herewith is a sample of the interview guide/survey questionnaire that reflects the topics and questions to be discussed.


Looking forward for your favorable response on the said request.

Respectfully yours,


RUETER P. DIEL
Researcher


EUNICE A. ATIENZAR, EdD
Research Adviser

Noted by:


EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

APPENDIX B

Approved Letter Request from the Division Superintendent to Conduct Study

IJSER

REPUBLIKA NG PILIPINAS
KAGAWARAN NG EDUKASYON

REHIYON XI

SANGAY NG LUNGSOD NG DAVAO

LUNGSOD NG DAVAO

TIN 000-863-955

0629-811

0913-941379



March 17, 2020

Rueter P. Diel

Proponent

University of Mindanao

Matina, Davao City

Dear Mr. Diel:

This has reference to your letter received by this Office on March 12, 2020, requesting permission to conduct a research study to selected public secondary school teachers in Cluster III, this Division, as a requirement for the study entitled **"The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation"**.

In this connection, permission is hereby granted provided the following conditions are met:

1. That prior arrangement and APPROVAL in writing from the school administrator be made;
2. That class shall not be disrupted;
3. That all expenses shall be borne by the researcher;
4. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
5. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
6. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
7. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter; and
8. That this office shall be furnished with the result of this study.

Please be guided accordingly.

Very truly yours,

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent

For the Schools Division Superintendent:


EMMA A. CAMPOREDONDO, CESB

OK - Asst. Schools Division Superintendent





Republic of the Philippines
Department of Education
REGION XI
DAVAO CITY DIVISION
COMMUNAL NATIONAL HIGH SCHOOL
Brgy. Communal, Buhangin, Davao City

March 24, 2020

JANETH C. MUSA
Principal II
Communal National High School
Brgy. Communal, Buhangin, Davao City

Maam:

The undersigned is currently working his dissertation entitled: **The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self Navigation as a requirement for the degree of Doctor of Education major in Educational Management.**

In this regard, the researcher would like to request your approval to conduct the study to the identified teacher participants. Rest assured that the confidentiality of the data will be an utmost priority.

Please find attached

1. Approval letter from the Schools Division Superintendent
2. Questionnaire to be answered by the participants.

I am looking forward for your favorable response on this request.

Respectfully yours,


RUETER P. DIEL
Researcher

Approved by:


JANETH C. MUSA
Principal II

IJSER

APPENDIX C
Informed Consent

University of Mindanao Ethics Review Committee
Matina, Davao City

Informed Consent Form for (indicate the title of the study): The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self -Navigation.

Name of the Researcher: Rueter P. Diel

Institution: University of Mindanao Professional Schools

INTRODUCTION

You are invited to participate in a research study conducted by Rueter P. Diel, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to explore the experiences of novice teachers teaching in newly established Junior High Schools in Davao City Division and to dig deeper on their coping mechanism in facing with their challenges.

STUDY PROCEDURES

If you volunteer to participate in this study, You will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as the Department of Education (DepEd).

This research can contrite to the rare studies on novice teachers teaching in newly established schools. Educators and researchers in the ASEAN region may find this study a point of reference. DepEd School Governance Office Division and Curriculum and Instruction Division can find this research beneficial as they can be provided with information on novice teachers and provide immediate technical assistance. School principals can identify behavioral and academic problems that faced teachers in the classroom, in order to find solutions to decrease the effect of these problems on the level of teacher participation and student achievement. A basis for educational administrations to make decision to face the classroom problems through teacher training programs and address existing problems of teachers assigned in the newly established school.

Informed Consent Form (ICF)

Control No.: _____

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary, to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION


If you have any questions or concerns about the research, please feel free to contact the researcher at Block 2 Lot 17, Emerald Street, Purok 3, Brgy. Communal, Buhangin, Davao City through telephone number 287-4189 or mobile phone number 09226643083 or through email at rueterdiel33@gmail.com; or if you need to see her, she can be located at DepEd-Communal National High School, Purok 3 Ilumina Estate Subdivision Emerald Street, Brgy. Communal, Buhangin, Davao City.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of Mindanao Professional Schools at 305-06-45.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.



Signature above Printed Name of Participant

9/18/2020

Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.


RUETER P. DIEL
Name of Person Obtaining Consent

Date Signed

Control No.: _____

University of Mindanao Ethics Review Committee
Matina, Davao City

Informed Consent Form for (indicate the title of the study): The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self -Navigation.

Name of the Researcher: Rueter P. DieI

Institution: University of Mindanao Professional Schools

INTRODUCTION

You are invited to participate in a research study conducted by Rueter P. DieI, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

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This study aims to explore the experiences of novice teachers teaching in newly established Junior High Schools in Davao City Division and to dig deeper on their coping mechanism in facing with their challenges.

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If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

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POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as the Department of Education (DepEd).

This research can contribute to the rare studies on novice teachers teaching in newly established schools. Educators and researchers in the ASEAN region may find this study a point of reference. DepEd School Governance Office Division and Curriculum and Instruction Division can find this research beneficial as they can be provided with information on novice teachers and provide immediate technical assistance. School principals can identify behavioral and academic problems that faced teachers in the classroom, in order to find solutions to decrease the effect of these problems on the level of teacher participation and student achievement. A basis for educational administrations to make decision to face the classroom problems through teacher training programs and address existing problems of teachers assigned in the newly established school.

Informed Consent Form (ICF)

Control No.: _____

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary, to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact the researcher at Block 2 Lot 17, Emerald Street, Purok 3, Brgy. Communal, Buhangin, Davao City through telephone number 287-4189 or mobile phone number 09226643083 or through email at rueterdiel33@gmail.com; or if you need to see her, she can be located at DepEd-Communal National High School, Purok 3 Ilumina Estate Subdivision Emerald Street, Brgy. Communal, Buhangin, Davao City.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of Mindanao Professional Schools at 305-06-45

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

Signature above Printed Name of Participant

9/18/2020

Date Signed

To be accomplished by the Researcher Obtaining Consent:

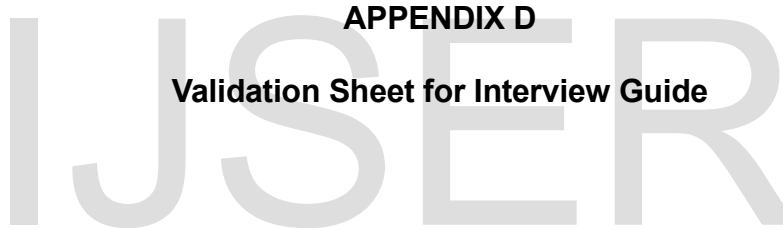
I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.


RUETER P. DIEL

Name of Person Obtaining Consent

Date Signed

APPENDIX D
Validation Sheet for Interview Guide





PROFESSIONAL SCHOOLS

[] Main [] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE

Name of Evaluator : Dr. Jocelyn B. Bacasmot
 Degree : M. Ed. Applied Linguistics
 Position : Dean

To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks

[] 10 Very Good

[] 8-9 Good

[] 6-7 May be upgraded if revised

[] 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.		✓
2. Informed consent is included.		✓
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.		✓
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓	
6. Questions are stated in the affirmative.	✓	
7. Probe questions are provided.	✓	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓	
9. Questions are stated in clear and simple terms.	✓	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓	

Title of Approved Research : The Plight of Novice Teachers in Newly Established Schools : A Phenomenology of Self-Navigation

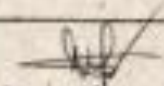
Name of Researcher : Ruelito P. Diaz

Degree Enrolled : Doctor of Education

Research Adviser : Dr. Elnice A. Atienza

Date of Evaluation of Questionnaire: Jan. 29, 2020

Remarks of the Evaluator : Please provide items 1 + 2 in the evaluation.


Jocelyn B. Bacasmot
 Signature of Evaluator Above Printed Name

Name of Evaluator : Dr. Rinarde L. Garuba

Degree : _____

Position : _____

To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks
 10 Very Good

 8-9 Good

 6-7 May be upgraded if revised

 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.		
2. Informed consent is included.		
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	/	

 Title of Approved Research : The Right of Novice Teachers in Newly Established Schools:
A Phenomenology of Self-Navigation

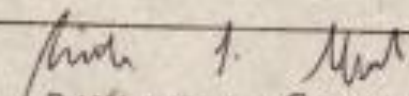
 Name of Researcher : Ryter P. Diez

 Degree Enrolled : Doctor of Education (EdD)

 Research Adviser : Dr. Eurice A. Atienza

Date of Evaluation of Questionnaire: _____

 Remarks of the Evaluator : Please provide informed consent.


RINARDE L. GARUBA, EdD
Chairman of Evaluation Committee

Name of Evaluator : Dr. Eufrosina Mines

 Degree : EdD Educational Management

Position : _____

To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks
 10 Very Good

 8-9 Good

 6-7 May be upgraded if revised

 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.	✓	
2. Informed consent is included.		✓
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓	
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓	
6. Questions are stated in the affirmative.	✓	
7. Probe questions are provided.	✓	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓	
9. Questions are stated in clear and simple terms.	✓	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓	✓

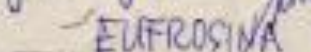
 Title of Approved Research : "The Plight of Native Teachers in Newly Established Schools: A Mononymology of Self-Navigation"

 Name of Researcher : Rexter P. Dixi

 Degree Enrolled : Doctor of Education (EdD.)

 Research Adviser : Eunica A. Atienza

 Date of Evaluation of Questionnaire: Feb. 1, 2020

 Remarks of the Evaluator : No informed consent attached.
Too many questions for RQ1. Reduce to a few direct-to-the-subject questions so you will not have to deal with too many texts that you might not need.

EUFROSINA P. MINES
 Signature of Evaluator Above Printed Name

Name of Evaluator : Dr. Joel B. Tan

 Degree : DBA

 Position : RC

To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks
 10 Very Good

 8-9 Good

 6-7 May be upgraded if revised

 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.		✓
2. Informed consent is included.		✓
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓	
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓	
6. Questions are stated in the affirmative.	✓	
7. Probe questions are provided.	✓	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.		✓
9. Questions are stated in clear and simple terms.	✓	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.		✓

 Title of Approved Research : The Plight of Novice Teachers in Newly Established Schools : A Phenomenology of Self-Navigation

 Name of Researcher : Ruel A. Diaz

 Degree Enrolled : Doctor of Education (EdD)

 Research Adviser : Dr. Ewice A. Atienza

 Date of Evaluation of Questionnaire: 1/31/2020

 Remarks of the Evaluator : Kindly see comments. Thanks.


Name of Evaluator : Dr. Elizabeth M. Malmzo

Degree : _____

Position : _____

To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks
 10 Very Good

 6-7 May be upgraded if revised

 8-9 Good

 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.	/	
2. Informed consent is included.		/
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	/	

 Title of Approved Research : The Plight of Novice Teachers in Newly Established Schools:
A Phenomenology of Self-Navigation

 Name of Researcher : Risler F. Die I

 Degree Enrolled : Doctor of Education

 Research Adviser : Dr. Eulicia A. Atienza

Date of Evaluation of Questionnaire: _____

 Remarks of the Evaluator : OK



PROFESSIONAL SCHOOLS

[/] Main [] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE

Name of Evaluator : Cherry Ann D. Into, EdD
 Degree : Doctor of Education
 Position : DepEd Region XI: Education Program Supervisor
 To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks

[] 10 Very Good

[] 8-9 Good

[] 6-7 May be upgraded if revised

[] 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.		
2. Informed consent is included.	/	
Artistry		
3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	/	

Title of Approved Research : The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation.

Name of Researcher : Ruster P. Dial

Degree Enrolled : Doctor of Education (EdD)

Research Adviser : Emice A. Aranzar, EdD

Date of Evaluation of Questionnaire: February 1, 2020

Remarks of the Evaluator : Follow suggestions written in blue marks.

Cherry Ann D. Into EdD

Curriculum Vitae- External Validator



Cherry Ann D. Into
Block 47, Lot 4, Country Homes, Cabantian, Davao City
Cellphone Number 0923-6448086

PERSONAL INFORMATION

IBSER

Birthdate : August 29, 1980
Birth Place : New Rizal Mlang Cotabato
Civil Status : Married
Citizenship : Filipino
Occupation : Teacher
Employers Name : DepEd Region XI-Policy, Planning & Research Div
Employers Address : DepED-Region XI, Davao City
Position : Regional Education Program Supervisor

FAMILY BACKGROUND

Spouse : Engr. Ferdinand J. Into
Occupation : Mechanical Engineer
Employers Name : Solid Shipping Lines Corporation
Employers Address : Bo. Ilang, Tibungco Street, Davao City
Name of Child :
Ellianne Blaise D. Into
Nikkolai Ivan D. Into
Fathers Name : Eduardo G. Diel
Mothers Name : Aida P. Diel

EDUCATIONAL BACKGROUND

- Elementary : **New Rizal Elementary School**
New Rizal Mlang Cotabato
S.Y. 1992 – 1993
Class Valedictorian
- Secondary : **New Rizal High School**
New Rizal Mlang Cotabato
S.Y. 1996 – 1997
Class Valedictorian
- Tertiary : **San Pedro College**
C. de Guzman Street, Davao City
Bachelor of Secondary of Education
Major in General Science
October 2002
- Graduate Studies : **University of Southern Mindanao**
Kabacan North Cotabato
Certificate Program in Teaching Physics (CPTP)
24 units
Summer 2006 and 2007
- University of Mindanao**
Bolton Street Davao City
Master of Arts in Educational
Major in Educational Management
- University of Mindanao**
Bolton Street Davao City
Doctor of Arts in Education
Major in Educational Management (CAR)

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teachers (LET)
August 31, 2003
University of Mindanao Davao City

NON ACADEMIC DISTINCTIONS/ RECOGNITIONS

Certificate of Recognition as Evaluator in Curriculum Guide for Special Science Program at National Educators Academy of the Philippines, Marikina City

CONTINUATION OF NON ACADEMIC DISTINCTIONS/ RECOGNITIONS

Certificate of Recognition as Writer in Curriculum Guide for Special Science Program at National Educators Academy of the Philippines, Marikina City

Certificate of Recognition as Writer in Grade 7 Learners Material and Teachers Guide at Tagaytay, Convention Center

Certificate of Recognition as National Trainer in Science for Grade 9 and Grade 10 at UP Diliman, Quizon City

Certificate of Recognition as Regional Trainer in Science for Grade 9 and Grade 10 at Ateneo De Davao University and University of Mindanao

Certificate of Recognition as Regional Trainer in Science for Grade 7 and Grade 8 at UP Diliman, Quizon City

Certificate of recognition as Module Witter in Standard Based Assessment in Science, held at RELC Marikina City

Certificate of Recognition as Division Test Developer for the National Achievement Test Reviewer in Science.

Certificate of Appreciation as National Demonstration Teacher during the Mass Training of First Year Secondary Teachers for the SEC using Understanding by Design Approach at Water Front Insular Hotel, Davao

Certificate of Commendation as Regional Demonstration Teacher in Science during the Teacher Induction Program (TIP) at University of Mindanao High School Department

Certificate of Commendation as Quizmaster during the 9th Regional Science Quest and Mathematics Quiz at Davao City National High School

Certificate of Commendation as Judge during the 9th Regional Science Quest and Mathematics Quiz at Davao City National High School

Certificate of Recognition as Regional Trainer in Science during the Mass Training of Second Year Secondary Teachers for the SEC using Understanding by Design Approach Tagum City National High School

Certificate of Recognition as Regional Trainer in Science during the conduct of Technical Vocational Education Program (STVEP) of the 2012 SEC using Understanding by Design Approach held at NEAP – Dep Ed Region XI

Certificate of Recognition during the 9th Youth for Environment Summer Camp and National Training at Teachers Camp, Baguio City

Certificate of Recognition during the 6th Youth for Environment Summer Camp and National Training held at Foundation University, Dumaguete City

Certificate of Recognition as Regional Trainer in Science during the Mass Training of First Year Secondary Teachers for the SEC using Understanding by Design Approach Tagum City National High School

Certificate of Appreciation as Resource Speaker in Science during Catholic Educators Congress for Diocese of Mati on Understanding by Design Approach held at Immaculate Heart of Mary Academy, Mati Davao Oriental

Certificate of Appreciation as Resource Speaker in science during Faculty Development Seminar on Understanding by Design Approach of the Private Secondary Schools of Comval, Compostela Valley

Certificate of Appreciation as Resource Person in Science during the Understanding by Design Approach Seminar Workshop at Holy Cross of Agdao, Davao City

Certificate of Recognition as Division Trainer during the Mass Training of untrained First Year Secondary Teachers for the SEC using Understanding by Design Approach Davao City National High School

Certificate of Recognition as Division Trainer during the 2009 RXI Training of Master Teachers and School Heads on Classroom Based Assessment

Certificate of Recognition as Division Demonstration Teacher in Science a program with US AID, US DOE, Dep Ed, and Clean Cities Davao Coalition, Inc.

Certificate of Recognition as Resource Speaker during the Mid Year Performance Review and Evaluation MPRE of Bernardo D. Carpio National High School on Current Trends of Test Development

Certificate of Appreciation as Resource Speaker during the Mid Year Performance Review and Evaluation MPRE of Davao City National High School on Classroom Based Assessment

Certificate of Appreciation as Resource Speaker the Cluster Based Echo Training in MAKABAYAN on Current Trends of Test Development and Utilization of Test Results held at Bernardo Carpio National High School, Buhangin, Davao City

Certificate of Commendation as Resource Speaker during the 2010 Mid Year Performance Review and Evaluation MPRE of Cabantian National High School

Certificate of Commendation as Resource Speaker during the School Based Training Program SBTP of Cabantian National High School

Certificate of Appreciation as Corporate Secretary Clean Cities Davao Coalition CCDCI Davao City Chapter

Certificate of Recognition as Secretary Davao City Science Teachers Association DCSTAI

TRAINING PROGRAMS

National Training Workshop for NSTIC and Regional Trainers on the Use and care of Science Equipment held At Dep Ed – ECOTECH Center, Sudlon, Lahug Cebu City

9th Youth for Environment Summer and Training Camp held at Teachers Camp, Baguio City

National Training of Trainers for Mass Training of First Year Teachers on the 2010 SEC at Water Front Insular Hotel Davao

Pinoy Green Academy Caravan in partnership with US AID, US DOE, SEDP, Dep Ed held at Quezon City, Philippines

6th Youth for Environment Summer and Training Camp held at Foundation University, Dumaguete City

2009 RXI Training of Trainers on Classroom Based Assessment at Garden Oases Resort and Restaurant, Davao City

Regional Training Workshop on Improvisation, Repair and Maintenance of Science Equipment with content Integration at MIC, Cursillo House, Davao City

Division Training Workshop on Strategic Intervention Material (SIM) at Sta. Ana National High School, Davao City

PA – BEAM In – Service Training for Fourth Year Science Teachers, held at Davao Davao City National High School

Division Seminar Workshop on Test Development and Utilization of Test Results held at Dep Ed Division Training Center, Davao City

Division Level Module Writeshop on Alternative Fuels and Renewable Energy held at Dep Ed Division Training Center, Davao City

IJSER

APPENDIX E
UMERC Certification

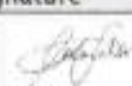
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FORM 2.6

Certificate of Approval

Date September 2, 2020

This is to certify that the following protocol and related documents have been granted approval by the University of Mindanao Ethics Review Committee for implementation.

UMERC Protocol No.	UMERC - 2020 - 091	Sponsor Protocol No	NA
Principal Investigator/s	NA	Sponsor	NA
Title	The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation		
Protocol Version No.	2	Version Date	August 20, 2020
ICF Version No.	1	Version Date	March 18, 2020
Other documents	NA		
Members of research team	NA		
Study sites	Davao City, Philippines		
Type of review	<input checked="" type="checkbox"/> Expedited <input type="checkbox"/> Full board	Duration of Approval From June 2019 To April 2020	Approved Meeting Date: August 28, 2020
UMERC Chair Person	Signature	Date	
PROF. NORMELIZA MORALES		September 02, 2020	



ETHICS REVIEW COMMITTEE (UMERC)

Ground Floor, Professional Schools Building
Ma-a Matina Campus, Davao City
Telephone: (082)305-0640 local 189
umethicsreviewer@umindanao.edu.ph

Investigator Responsibilities after Approval:

- Submit document amendments for UMERC approval before implementing them
- Submit SAE and SUSAR reports to the UMERC
- Submit progress report every ____ months
- Submit final report after completion of protocol procedures at the study site
- Report protocol deviation/ violation
- Comply with all relevant international and national guidelines and regulations
- Abide by the principles of good clinical practice and ethical research

Received

by:

Name

RUETER PINEDA DIEL

Signature



Date September 02,
2020

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APPENDIX F
Interview Guide

INTERVIEW GUIDE

**Research Title: The Plight of Novice Teachers in Newly Established Schools:
A Phenomenology of Self - Navigation.**

Researcher's Name: Rueter P. Diel

Research Questions	Interview Guide Questions	Probing Questions
<p>1. What are the experiences of novice teachers in newly established schools?</p>	<p>1.1 How old are you?</p> <p>1.2 Is teaching profession your first choice?</p> <p>1.3 Why pursue teaching as a profession?</p> <p>1.4 What is your perception about newly established school?</p> <p>1.5 Describe yourself as a classroom teacher? What is your class size by the way?</p> <p>1.6 Can you deeply describe your relationship with your students?</p>	<p>1.5.1. Identify happy moments inside the classroom. How about sad moments in the classroom?</p> <p>1.6.1. Is there an instance where you experienced difficult students? How do you resolve it? Have you ever find causes why students misbehaved during your class?</p>

	<p>1.7 Describe your relationship to your co teacher?</p> <p>1.8 Please describe your school principal? Is she/he (a. autocratic, b. Servant leader c. democratic?</p> <p>1.9 Describe parents support in terms of projects, programs and activities?</p>	<p>1.7.1. Do you have misunderstanding/conflict with your co teacher? Can you share to me the causes and reason of conflict?</p> <p>1.8.1. How did your school administrator manage the school? Is there an instance where your school principal encountered with the teaching and non teaching personnel? How did he/she manage it? If yes, please describe the support extended by the school principal in addressing learning resources?</p> <p>1.9.1 How about the problems encountered in terms of teaching learning resources? Do you think the budget allocated for teaching learning resources enough for the teachers and students? Why or why not? Is there any point in his/her leadership and management wherein she/he was able to get money from her/his pocket just to provide you with resources needed?</p> <p>Do they attend meetings and conferences? Are they positively responding on the mandatory fees expected from them? Does the school encountered conflicts and disagreements on this matter? How were you able to resolve it? Please discuss further.</p>
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	<p>1.10 How do you find teaching in a newly established school? Can you deeply describe your school in terms of a. physical learning environment, facilities, learning resources and community support?</p> <p>1.11. What is your most remarkable and unforgettable experience that you've encountered in school? a. administrator b. learner c. learning environment d. learning resources</p> <p>1.12. How do you describe yourself as a classroom teacher?</p>	<p>Do you have voluntary contributions from the parents? If yes, why do you have this kind of cause? How did they react/responded on this matter? Do they reacted positively otherwise? Why or why not? Are there any complaints/reactions? Were this presented to them clearly? After the activity, were you able to present the financial report? Why would sort to this kind of decision? Is your administrator aware of this?</p> <p>1.10.1. Knowing the limited resources, what are the initiatives that you've done to lessen and even address issues in school? Have you experience difficulty in looking for ways and means? In terms of teaching learning resources?</p> <p>1.12.1. Is there a time that you leave your class and attend to other concerns in school? 1.12.2. How did you manage your class if you're not around?</p>
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	<p>1.13. What are your experiences as a novice teacher in a newly established school?</p> <p>1.14. Do you face challenging moments with students?</p> <p>1.15. Is your school head mentors you in school?</p>	
<p>2. How do you cope with the challenges as a novice teacher in a newly established school?</p>	<p>2.1 What are some of the strategies you use to overcome these challenges?</p> <p>2.2. What are your coping mechanism of being a novice teacher in newly established school?</p> <p>2.3 How did you achieve personal-work balance?</p> <p>2.4 At the moment, are you satisfied with your job right now?</p> <p>2.5 How do you evaluate your sense of competence as a teacher?</p> <p>2.6. How confident are you to face professional challenges?</p>	<p>2.4.1. Why or why not?</p>

<p>3. What insight can the participants share to their colleagues and to the academe in general?</p>	<p>3.13. How do you live your life now?</p> <p>3.14. Bringing you back to the time where you can choose to teach, will you still teach in the newly established school?</p> <p>3.15. What advice you give to the novice teachers teaching in newly established school?</p> <p>3.16. What do you intend to do with these lessons, insights and reflections?</p>	
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APPENDIX G
Archival Log

Archival Log In-Depth Interview/FGD Form

Archival #	Category	Interviewer	Transcriber	Encoder	Date of Interview	Language of Interview
PNTNESA PSNP IDI P#1	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#2	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#3	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#4	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#5	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#6	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#7	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 18,2020	English/Mother Tongue
PNTNESA PSNP IDI P#8	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 19,2020	English/Mother Tongue
PNTNESA PSNP IDI	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 19,2020	English/Mother Tongue

P#9						
PNTNESA PSNP IDI P#10	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 19,2020	English/Mother Tongue
PNTNESA PSNP IDI P#11	In-depth Interview	Rueter Diel	Rueter Diel	Rueter Diel	March 19,2020	English/Mother Tongue
PNTNESA PSNP FGD P#1	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#2	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#3	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#4	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#5	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#6	FGD	Rueter Diel	Rueter Diel	Rueter Diel	March 20,2020	English/Mother Tongue
PNTNESA PSNP FGD P#7	FGD	Rueter Die	Rueter Diel	Rueter Diek	March 20,2020	English/Mother Tongue

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APPENDIX H
Participant Verification

PARTICIPANTS VERIFICATION

After carefully reading and checking the narrative of my experiences regarding my story of the plight of novice teachers in newly establish schools conducted by the investigator, **RUETER P. DIEL**, I hereby attest to the truthfulness and accuracy of the data. I therefore categorically declare it has the same information that I have provided during the in-depth interview.

Furthermore, I have checked the summary that the investigator has provided and found them to be exact representation of my account on my story as a novice teacher in newly established schools.

In addition, the investigator has also correctly described the circumstances surrounding the said interview and has his word that he will provide me the opportunity to verify the information I have given during the in-depth interview.


Participant


Signature


Date

PARTICIPANTS VERIFICATION

After carefully reading and checking the narrative of my experiences regarding my story of the plight of novice teachers in newly establish schools conducted by the investigator, **RUETER P. DIEL**, I hereby attest to the truthfulness and accuracy of the data. I therefore categorically declare it has the same information that I have provided during the in-depth interview.

Furthermore, I have checked the summary that the investigator has provided and found them to be exact representation of my account on my story as a novice teacher in newly established schools.

In addition, the investigator has also correctly described the circumstances surrounding the said interview and has his word that he will provide me the opportunity to verify the information I have given during the in-depth interview.


Participant


Signature

Date

APPENDIX I
Debrief Certificate

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CERTIFICATION OF THE DEBRIEFER


This is to certify that the dissertation entitled: **The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self Navigation** has developed peer debriefing. The researcher employed appropriate and enough information to establish credibility, transferability, dependability, and confirmability (Crewell,2007) Specifically, the researcher followed strict process in gathering information. Notably, the researcher sought permission from the experts for their competent validation of the study.

Further, the researcher presented and recorded conversation and transcribed information of the in-depth interviews and focused group discussion. Likewise, the researcher used the participants pseudonyms in response to ethics of research. It is also interesting to note that the researcher developed a conducive environment and trust before the conduct of the study to ensure honesty of response from the research informants.

It is to certify further that the researcher made use of the rich source of data which were validated to establish credibility. The researcher provided comprehensive description and discussion allowing other researchers to make reasonable judgment about transferability of result and implication to different setting or context.

Finally, the researcher gathered information were classified and categorized. All information were kept and secured for future validation.

Issued on September 2,2020 in Davao City, Philippines.


CHERRY ANN D. INTO, EdD
Education Program Supervisor
Policy, Planning and Research Division

CERTIFICATION OF THE DEBRIEFER

This is to certify that the dissertation entitled: **The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self Navigation** has developed peer debriefing. The researcher employed appropriate and enough information to establish credibility, transferability, dependability, and confirmability (Crewell,2007)

Specifically, the researcher followed strict process in gathering information. Notably, the researcher sought permission from the experts for their competent validation of the study.

Further, the researcher presented and recorded conversation and transcribed information of the in-depth interviews and focused group discussion. Likewise, the researcher used the participants pseudonyms in response to ethics of research. It is also interesting to note that the researcher developed a conducive environment and trust before the conduct of the study to ensure honesty of response from the research informants.

It is to certify further that the researcher made use of the rich source of data which were validated to establish credibility. The researcher provided comprehensive description and discussion allowing other researchers to make reasonable judgment about transferability of result and implication to different setting or context.

Finally, the researcher gathered information were classified and categorized. All information were kept and secured for future validation.

Issued on September 2,2020 in Davao City ,Philippines.


FRETZIE MARIE D. PANIZAL
Registrar 1

APPENDIX j
Turnittin (Plagiarism Checker) Result



THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS: A PHENOMENOLOGY OF SELF- NAVIGATION

ORIGINALITY REPORT

7%	7%	1%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	tafpublications.com Internet Source	2%
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Publication

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Submission author: **Rueter P. Diel**
Assignment title: **PS 2019-2020**
Submission title: **THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED S...**
File name: **DIEL.docx**
File size: **184.05K**
Page count: **112**
Word count: **27,110**
Character count: **150,395**
Submission date: **12-Apr-2021 09:25AM (UTC+0800)**
Submission ID: **1556470109**

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THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS:
A PHENOMENOLOGY OF SELF-NAVIGATION

A Dissertation Proposal
Presented to
The Faculty of the Professional Schools
University of Missouri
Columbia City

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Major in Educational Management

RUETER P. DIEL

IJSER

APPENDIX K
Member Checking Form

[REDACTED]

[REDACTED]

Dear Participant,

Have a nice day.

This is to inform you that I have already consolidate the transcription of the last interview that we have done in both audio, record, and written form. They are containing your experiences, coping mechanisms and insights that you have shared as one of the participants of this study entitled: **"The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation"**. Your wholehearted participation is greatly appreciated for the realization of this study.


The attached documents are the consolidated transcription of the in-depth interview/focused group discussion for data analysis. Before further actions for these data, I would like you to check the accuracy and truthfulness of the documents for any misinterpretation of the information that you have given to me.

I am looking forward to receive the Participation Verification form truly signed by yours as soon as you find the transcription true and correct and well presented as you have expected to. Any corrections, and changes that you want to do will be highly recognized as not to jeopardize your rights and privacy and for your own convenience.

Please feel free to notify me or see me personally for any changes.

Thank you for your cooperation.

Very truly yours,


RUETER P. DIEL
Researcher

IJSER

APPENDIX L
Editor's Certificate

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Mr. Rueter P. Diel** entitled, "**The Plight of Novice Teachers in Newly Established Schools: A Phenomenology of Self-Navigation**" has been checked and edited by the undersigned in accordance with the standard mechanics, format, spacing, and references set by the university.

This certification is issued on April 18, 2021.



GEOFFREY E. GIRADO, JD, RN, MAEd
Reader/Grammarian

THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS-A PHENOMENOLOGY OF SELF-NAVIGATION by Rueter Diel (part 1)

by geoffrey girado

General metrics

95,050	14,282	878	57 min 7 sec	1 hr 49 min
characters	words	sentences	reading time	speaking time



This text scores better than 97% of all texts checked by Grammarly

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THE PLIGHT OF NOVICE TEACHERS IN NEWLY ESTABLISHED SCHOOLS-A PHENOMENOLOGY OF SELF-NAVIGATION by Rueter Diel (part 2)

by geoffrey girado

General metrics

82,698	12,751	754	51 min 0 sec	1 hr 38 min
characters	words	sentences	reading time	speaking time

Score



This text scores better than 97% of all texts checked by Grammarly

Writing Issues

277 Issues left **50** Critical **227** Advanced

Plagiarism

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CURRICULUM VITAE

IJSER



Rueter Pineda Diel

Block 2, Lot 17, Ilumina Estate Subdivision, Emeral Street,
Purok 3 Brgy. Communal, Buhangin, Davao City
Cellphone Number: 09226643083
Email Address: rueterdiel33@gmail.com

PERSONAL INFORMATION

Birthdate: July 17, 1983
Birth Place: New Rizal, M'lang, North Cotabato
Civil Status: Single
Citizenship: Filipino
Profession: Teaching
Employers Name: Cabantian National High School assigned at
Communal National High School
Employers Address: Country Homes, Cabantian, Davao City
Position: Teacher III

FAMILY BACKGROUND

Mothers Name: Aida P. Diel
Fathers Name: Eduardo G. Diel
Siblings:
Teresita Diel, Fretzie Marie Diel, Cherry Ann P. Diel, Bryan Edd P. Diel and
Phee May P. Diel

Educational Attainment

Doctor of Educatio(EdD)
Concentration: Educational Management (CAR)
University of Mindanao-Professional School (April 2019)

Master of Arts in Education major in Educational Management

Holy Cross of Davao College
Sta. Avenue, Davao City
April 2017

Certificate Program in Teaching Chemistry

24 units
University of Southern Mindanao
Kabacan, North Cotabato

National Certificate in Wellness Massage

Asian Wellness Spa Academy
Ponciano Street, Davao City
April 2016

Bachelor of Secondary Education major in General Science

Holy Cross of Davao College
Sta. Ana Avenue, Davao City
October 2005

New Rizal High School
Class Valedictorian
New Rizal, M'lang, North Cotabato
1999-2000

New Rizal Elementary School
Third Honors
New Rizal, M'lang, North Cotabato
1995-1996

WORK EXPERIENCES

School Head
Paradise Embac National High School
Paradise Embac, Paquibato District, Davao City
June 1,2020- present

Teacher III
Communal National High School
November 18, 2019- May 30,2020

Teacher 1

Cabantian National High School-Communal Campus
Brgy. Communal, Davao City
February 1- November 17,2019

Teacher II
New Rizal High Shool
New Rizal,M'lang North Cotabato
September 2015- November 16,2019

Teacher I
New Rizal High School
New Rizal,M'lang, North Cotabato
March 2014-September 2015

Teacher 1
Cabantian National High School
Country Homes, Cabantian, Davao City
Sept 1,2009-March 2014

Cabantian National High School
ALSONS /BRGY PAID TEACHER
Country Homes, Cabantian, Davao City
June 2008-October 2009

Philippine Womens College
Science Teacher
Juna Subdivision, Matina , Davao City
2007-2008

Philippine Womens College
Part Time College Professor
Juna Subdivision
First Semester 2007

Philippine Womens College
Sunday High School Department
Science Teacher
2007-2008

Cabantian National High School,
Office Staff
Country Homes Subdivision
Cabantian Davao City
January 2007-May 2007

Seminars/Trainings:

5-DAY INSTRUCTIONAL MANAGEMENT AND LEADERSHIP TRAINING

RELC-NEAP Region XI

E. Quirino Avenue, Davao City

April 19-23, 2021

3rd Regional Assembly of Education Leaders

Philippine Association of Schools Superintendents of Region XI

Tagum City Philippines

April 6-8, 2021

7 Days National Webinar on Critical Thinking for DepEd Potential Leaders

Danilyn Publishing House

January 24, 30, 31, February 6, 7, 13, 21

Series of Webinar : Davao City Division Orientation on the Philippine Professional Standards for School Heads

Davao City Division

February 18, 22, 2020

International Seminar Workshop School Leadership & Management in Various Educational Settings

Ceter for Human Research and Development Foundation Inc.

December 4-6, 2020

International Seminar Workshop on Instructional Leadership in the 21st Century Pedagogical Approaches

Ceter for Human Research and Development Foundation Inc.

November 30, 2020-December 2, 2020

International Seminar Workshop on Academic and Action Research Capacity Building

Ceter for Human Research and Development Foundation Inc.

November 27-29, 2020

Division 3 Day Training on the Software Application of the Digitally Developed Materials

DepEd Davao City Division Learning Resource Management Section

Five Week 2017 Summer STEM Physics Training Program

Ateneo De Davao University -Physics Department

April 24, 2017- May 26, 2017

Physics Seminar Workshop For Science Teachers

Physics Department

Ateneo De Davao University
May 26-27,2016

Pueblo Science
Ateneo De Davao University Junior High School
May 15-17,2016

National Seminar Workshop on Differentiated Instruction
Center for Professional Advancement
April 29,2016-May 1,2016

International Seminar on Science Teaching
Philippine Association For Career Advancement
April 25-27,2016

Teacher Training Series Part II (ABK-3 LEAP)
Water Front Hotel, Davao City
August 24-28, 20116

3 DAY MIXED METHOD RESEARCH TRAINING
Davao City Division Training Center
May 18-20,2015

QUANTITATIVE REASERCH TRAINING
Davao City Division Training Center
May 13-15,2015

Regional Mass Training for Grade 10 K-12 Science Teachers
Notre Dame of Marbel University
Koronadal City
May 4-9,2015

3 DAY QUALITATIVE ACTION RESEARCH TRAINING
Davao City Division Training Center
April 22-24,2016

Regional Mass Training for Grade 9 K-12 Science Teachers
Notre Dame of Marbel University
Koronadal City
May 4-9,2014

Regional Training for Grade 7 K-12 Science Teachers
Ateneo De Davao University
Davao City
May 7-12,2012

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