

# Adjustment Process of Beginning Teachers to the School Environment

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803248S>

Received: 20 July 2024; Revised: 30 July 2024; Accepted: 03 August 2024; Published: 07 September 2024

## ABSTRACT

The beginning teachers' adjustment in the early years of their careers speaks a lot about their decision to stay or leave the teaching profession. This study aimed to present the adjustment process of early career teachers (ECT) during their early years of teaching. The researcher used the qualitative design employing grounded theory as the approach. The interview was the primary tool in gathering the data. Respondents were 20 teachers, 9 males, and 11 females, coming from the different divisions of the Cordillera Administrative Region (CAR). Analysis of data was utilized through open, axial, and selective coding. Findings revealed five (5) key steps in the adjustment process of beginning teachers to the school environment, which is developed as the Beginning Teachers' Adjustment Theory (BTAT). The sequence is as follows - "just say yes," consulting peers, being a member of a group (circle of friends), knowing the culture, and "going with the flow." Through these strategies, participants managed to adjust to the organizational/cultural system of the institution. One recommendation is to develop a support system for new teachers. The adjustment process is tasking due to the multiple challenges faced by new teachers, but with the proper guidance and proper adjustment process, they can adapt to the teaching environment.

**Keywords:** teaching adjustment, resilience in teaching, early career teachers (ECT), transition

## INTRODUCTION AND RATIONALE

Beginning teachers understand the teaching work because of their education and practice teaching experiences, but they have an insufficient idea of how they adjust to their new teaching environment. All environments have their own set of cultures established by the people in it. Despite the multiple years spent by teachers educating students in the academe learning the theories and concepts of teaching and even with the practice teaching program, the real teaching experience will always be different. As stated by Ganal, Andaya & Guiab (2016), teaching is multi-faceted and involves wide-ranging planning, interactions, and organizational arrangement. These aspects of teaching become sources of challenges.

Adjustment skill is necessary because of the different challenges a new teacher has to face (Youngs, 2007). In the same study conducted by Ganal, Andaya & Guiab (2016), the challenges encountered by practice teachers include personal problems, teacher preparation problems, class participation problems, class management problems, instructional problems, problems with evaluation, emotional problems, and problems in adjusting to pupils/students. With these multiple challenges, new teachers may experience burnout if they are not managed properly (Mansfield, Beltman, & Price, 2014). Curriculum changes such as the adoption of the K to 12 Curriculum in 2013 also introduced various challenges. Teachers had to make necessary adjustments to be adept with the modified competencies. A major shift in education requires changes in the approach of teachers to the teaching and learning process. Not all teachers and other school personnel in charge of educating students find this easy.

Another facet of teaching that new teachers will have to face is students. One concern of teachers today even experienced teachers is students' behavior. A new teacher is considered armed with theories and concepts in imposing discipline among students but these concepts cannot be easily translated in the beginning years of teaching. Students have different behavioral concerns and often discipline approaches are effective for some

students while they are not for others. There has been a lot of fuss coming from the teachers today about the behavior of students. Disciplining is becoming even more difficult because of the diverse attitude of students. It has been a major challenge to handle the learners in terms of discipline for both beginning and seasoned teachers. “Student engagement and the related concept of behavior management are a cause of considerable concern to ECTs, particularly in their first year of teaching. A consistent complaint is that ECTs were unprepared by both their theoretical studies at University and their Professional Experiences (practicums) for the problems of managing unruly classrooms” (Buchanan, et.al., 2013).

Also, new teachers have to adjust to the school or teaching environment, particularly with their peers. Peers become a source of stress for beginning teachers because of the need to get along with them. However, peers play an active role in the healthy adjustment of beginning teachers through their support. “Positive relationships with other teaching staff were vital in the early career teachers’ lives. For some it fostered a sense of belonging and social connectedness.” (Le Cornu, 2013). A group of people in long years of being together will either consciously or unconsciously create a subculture that is observed by the group and that should be practiced by individuals who want to be in that group. In the case of the teaching environment, new or beginning teachers in the school must find comfort in being with the teachers in that school. Adjustment is necessary for these rookie teachers to belong in the group. Some teachers may not find it necessary to feel they belong in the group but this attitude only creates controversies in the teaching environment that will eventually affect the new teachers’ teaching performance.

This study is focused on the adjustment of beginning teachers to the teaching environment. I categorized the teaching environment into classroom teaching and relationships with co-teachers and other personnel in the school. In classroom teaching, new teachers’ styles of adapting to the attitude of the students and mastery of lessons to be comfortable in teaching are explored. In looking at the adjustment in getting along with co-workers, I focused on understanding their process of getting accepted into the group.

The result of this study will be significant for educational policymakers in coming up with policies that would help beginning teachers adjust to their school environment. The teacher induction program can be modified or enhanced through the findings of this study. It can also help the administration in dealing with new teachers by understanding their predicaments and challenges in their rookie years.

## RELATED LITERATURE

The transition of a new teacher to the actual teaching is described as “confronting” (Buchana, et.al, 2013). Challenges confronting practice teacher education students should be addressed with seriousness and urgency to develop teaching efficacy (Ganal, Andaya, & Guiab, 2016). Practice teaching prepares new teachers for their teaching career but it does not mean that their transition to teaching is easy because they will have no choice but address the same problems encountered when they were conducting practice teaching. Eight problems of practice teachers according to Ganal, Andaya, & Guiab, (2016), speak of several problems of practice teachers which can provide an idea of the predicaments of beginning teachers. This is seconded by another study stating that new teachers encounter problems in managing behavior, meeting diverse student needs, forming a positive relationship with staff and students, limited resources and equipment, and challenging teaching assignments (Mansfield, Beltman, & Price, 2014).

The study of teacher resilience has a similar direction to this research because it explores the process of overcoming challenges by new teachers in the beginning years of teaching. Teachers’ resilience is a “work together in complex, dynamic ways to shape the resilience of individual teachers developmentally or cyclically” (Beltman, 2011). The resilience process centers on managing challenges by drawing on resources. This is described as juggling multiple balls, the view that things would improve in the future as they gained experience, reflection, and strong family support and informal support networks (Mansfield, Beltman, & Price, 2014). Emotional support, being listened to, being acknowledged, appreciated positively affect beginning teacher resilience (Papatraianou & Le Cornu, 2014).

In Western countries, 25% to 40% of beginning teachers are likely to leave the academe in the first 5 years. This is failing to adjust or manage the problems associated with beginning teachers (Le Cornu, 2013).

Principals can also help with the adjustment and retention of beginning teachers by interacting with them and developing a mentoring program for these new teachers (Youngs, 2007). Challenges faced by new permanent teachers in Scotland include the challenges of writing courses, forward planning, and moderation with maximum class contact time (Hulmea & Menter). An interesting study was about the preferred value of support by early career teachers (ECT) who have the intention to remain in the profession and those who plan of leaving. Those who planned to stay who were referred a “stayers” value resource sharing (particularly through electronic means); working with more experienced teachers through cooperative planning and observation; having planned conversations about teaching with other ECTs or with supervisors; meeting with their mentor at their school, with discussions focused on classroom management rather than managing stakeholders (e.g., parents) while those labeled as “leavers” hold a significant preference for: a professional voice as opposed to receiving affirmation and inclusion in the form of personal milestones being recognized; the sharing of resources, largely favoring electronic forms; off-campus access to a teaching mentor; mentor discussions to be about classroom management, programming and assessment, with a preference not to discuss matters of career planning; availability of government-based resources online, and for these to be focused on matters of teaching and learning, as opposed to legal matters; and, release for development activities that occur in the form of in-school collegial professional support (Burke, et.al., 2015). Early career teachers consider it discouraging to stay with unsupportive colleagues while staying with supportive peers gives them support to cope with the demands of teaching (Buchanan, et.al. 2013).

One of several reasons why early career teachers find it hard to adjust and eventually resign is the lack of systematic implementation of the induction program. In the case study conducted, induction is not compulsory (Manuel, 2003). There are ways that can motivate a beginning teacher to stay in the profession and can be considered as an adjustment technique. These are student engagement and student achievement while students’ behavior and perceived difficulties around home influences are major factors in regular dissatisfaction (Kitchinga, Morganb & O’Learyb, 2008). Flexibility and freedom of the curriculum allow one to grow as an educator without being constrained to certain expectations or required teaching strategies or lessons (Sachdej, 2018). There was no significant difference among the secondary school teachers’ adjustment in terms of their gender, locality, designation, and teaching experience. The only difference in teacher adjustment was found due to the marital status of the secondary school teachers (Royl & Halder, 2018).

Most of the aforementioned studies outlined factors that affect the resilience and adjustment of beginning teachers. These studies focused on the general view in identifying factors of resilience and adjustment but not on the stages of their adjustment. Few studies if none have focused if there stages in the adjustment process among teachers. The aim of this study is to look closely at the experiences of early career teachers and see if there is a pattern in their adjustment in their early teaching years which include an adjustment in the classroom setting and adjustment with their peers.

### **Statement of The Problem**

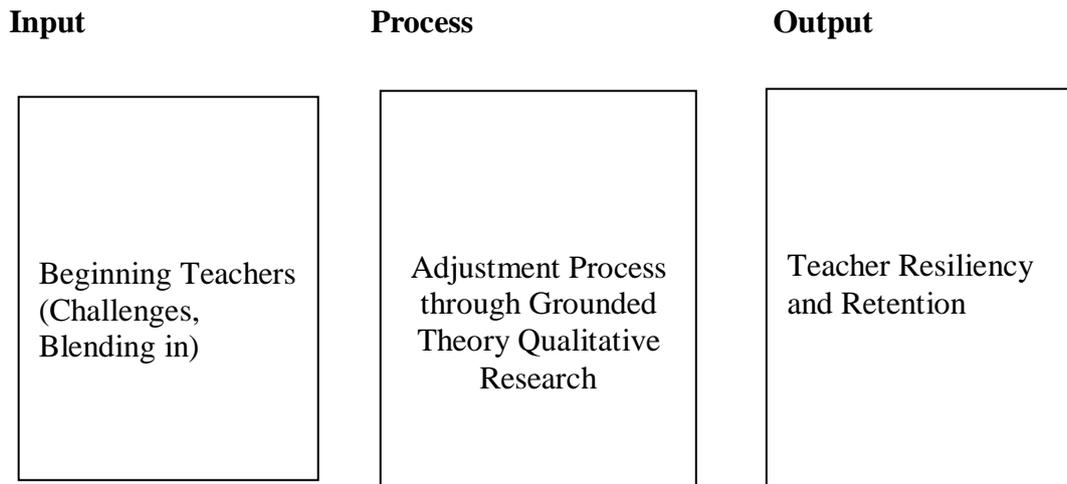
The researcher aimed to understand the adjustment process of the participants at the beginning of their careers. To understand this process, the researcher has this as the primary problem of the study: How is the adjustment process of beginning teachers? The supporting questions are; how did the participants deal with the challenges of teaching and getting along with co-workers? What did participants do to fit into the culture of the school environment?

### **THEORETICAL FRAMEWORK**

This qualitative study was based on a theoretical construct of situated theory (Lave & Wenger, 1991). The situated theory focuses on learning in context, in this case, learning to become a teacher in an on-the-job context, and forming a decision as to whether to stay in or leave the profession (Buchanan, et.al, 2013). Their experiences in their beginning years as a teacher will speak about their decision to stay or leave the profession. Experiences do not only happen without their control. This is where the adjustment comes in. The challenges they face in the context of their early teaching career are vital for their longevity.

Figure 1

### Conceptual Paradigm



### Scope And Limitation

The study covered the strategies and actions employed by participants to adjust while they were in their first years of teaching. This is not limited to their experience in public institutions. The qualification of the participants is that they have at least 5 years of experience in teaching. That is why many of the participants have been in the service for more than 10 years. The 5-year experience of teaching was sufficient to qualify them – meaning they are expected to have gone through the adjustment process. The study does not include the enumeration of the problems and challenges encountered by ECT but is limited to their adjustment process. The adjustment of the transition from a private school to a public school is also not emphasized in the study although a number of the participants belong to this case.

### RESEARCH METHODOLOGY

A qualitative approach through the grounded theory design was used in obtaining data from the respondents. The researcher employed interviews as the main data-gathering tool. A grounded theory study has “movement” or some action that the researcher is attempting to explain (Creswell, 2007). The grounded theory design is used when a researcher tries to describe a process or stages of an action. Grounded theory is an inductive methodological approach and it generates theory about social processes, which are grounded in reality (Mohajan & Mohajan, 2022). In this study, the researcher attempts to present the adjustment strategies in the teaching of seasoned teachers back when they were starting in teaching. This approach does not only provide or enumerate these strategies rather it presents them through a process or stages. It means that from these strategies of the participants, the researcher would come up with steps on how to adjust to the teaching environment of early career teachers (ECT).

### Sampling

The respondents were twenty (20) teachers from different areas in the Cordillera Region, mostly from Baguio City. The sampling is deemed sufficient in grounded theory studies according to Creswell (2013) as long saturation is met. Fourteen (14) participants are from Baguio City, one (1) from Mountain Province, one (1) from Kalinga, one (2) from Benguet, and one (2) from Abra. Participants are chosen through criterion sampling. The participants should have at least five (5) year of experience in teaching whether in public or private schools. If the teacher transferred from a private to a public school, his/her experiences in his/her first school will be interviewed and not on the transition from a private to a public school. All of the participants are currently teaching in public schools and most are teaching at the secondary level.

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## Data Collection

The researcher used an interview to obtain data from the participants. Face-to-face interviews, through one-on-one, and group interviews were conducted. The researcher, with the permission of the interviewees, used a tape recorder to record their responses. For the participants outside Baguio City, the researcher utilized text messaging to gather their responses. The researcher oriented the participants about the study before the interview process. The researcher also explained the direction and goals of the study. Informal and semi-structured questioning was used by the researcher during the interview process. One of the participants claimed that it was more effective because it was just like a usual conversation. According to her, formal interviews make her nervous. Some questions asked were how did they find their first months or years of teaching? What are the challenges they encounter/experienced when they were starting in the service? After these questions were asked and the researcher was satisfied with their answers, the researcher then asked what strategies they did to overcome these challenges. What steps did they apply to adapt themselves to the organizational/teaching system?

## Data Analysis

The taped recorded interviews were transcribed into the laptop's Microsoft Word. The text messages were also copied. This is the method of **open coding** in grounded theory design. All of the responses provided by the participants were transcribed even if they are not directly related to the interview questions. After their responses were transcribed, the researcher categorized these responses into categories. This is the next step of coding under the grounded theory design, **axial coding**. Possible themes can be formed by categorizing the participants' responses. Categorization was handled carefully to avoid confusion. The researcher had to review the transcription and the question being asked to ensure that responses are understood in their proper context.

When axial coding was carried out, the researcher employed the final step of coding which is **selective coding**. In this coding, the researcher selected only the category of responses that are related to the study's problems. Many of the responses after finding out that they are not relevant to the questions being asked were struck out. Themes were given for these categories of responses. The researcher then reviewed the pattern or stages of the themes.

## Ethical Issues

The researcher ensured the confidentiality of all gathered data in this research. Also, the real names of the respondents were not used to maintain anonymity. Data were gathered only after consent from the respondents was obtained. The respondents were informed of their right to withdraw from the conduct of research should they feel uncomfortable or threatened. Upon the completion of this research, the researcher will disseminate the findings to the appropriate forum to ensure that the intent of the study is achieved.

## RESULTS AND DISCUSSION

The coded interviews were reviewed and analyzed to see a pattern or process employed by seasoned teachers in their beginning years to adjust. A teacher who feels comfortable in the faculty and the classroom is considered to have attained full adjustment. Four themes were formulated after the analysis of coded data. To process adjustment to co-workers/teachers and peers according to the participants "just say yes", consult peers, be with a core group, know the culture, and "go with the flow."

### "Just say yes"

Participants believe that their young age and their entry-level position say a lot in dealing with other employees to be accepted. They feel like one way of improving their relationship with other teachers is to not refuse when they ask them to do something. The first theme is not only interpreted as obedience to all favors asked by others but an expression of humility and submission to authority. Two participants explained what they did in their first months of teaching.

“I was being humble. It’s like submitting to authority and recognizing the senior teachers. Also, by obeying them, if they ask something, I do it without complaining or if they ask me not to do this or that, just say yes. Don’t contradict. Greeting them or smiling when crossing paths with them.”

“I didn’t meddle. I just listened. I remember feeling ashamed. I always do what they say. When they asked me to sing before, I didn’t refuse. I always sing during a presentation. I think they even gave me a title for it. I didn’t say no, I was new. I did it because I was new. I felt like it helped me to be accepted in the big group.”

For the participants, showing humility is expressed when one does not refuse what is being asked when they greet first or show a smile when meeting with experienced teachers along the corridors of the school. A participant said that they asked him to participate in the dance contest to represent their grade level in one competition. He could not refuse because he thought it would be rude and improper to do it. “I danced even though I’m not a dancer. I practiced. Now, I am confident to refuse (laughed).” Being silent is associated with not being proud and being humble. Senior teachers expect that new teachers should show respect to them because they have been there before them. There is an implied message that they know more.

“Senior teachers expect us to do most of the things because we were young. They would tell us that also did the same thing when they were new.”

This way of adjustment is not present among many studies on teaching adjustment. Trying to get along with peers has been knowledge of many kinds of literature but the way of always saying yes to get along with experienced teachers is new. This has something to do with relationships and relationships being valued by Filipinos. One study says that relationship is a big factor in the resilience of beginning teachers (Mansfield, Beltman, & Price, 2014). This corroborates his finding because in order to improve the new teachers’ relationship with their peers, they tend to say yes to the tasks or responsibilities given to them. The researcher’s experiences in teaching also conform to the general statements of the participants on relationship building. School heads normally assign tasks to new teachers because of their potential. They were young and this implies that they were full of ideas, and they knew that these new teachers had a hard time saying ‘no.’. Perhaps new teachers feel indebted to their supervisors so it is hard for them to refuse. Also, they want to prove that they can do the responsibilities and tasks so they do not see the choice to contradict. Future research can focus on the reasons why new teachers “just say yes” to tasks given to them by their supervisors and even their older colleagues. “Confronting hierarchical structures and power bases built on the duration of teaching at a school can be very difficult” (Ewing & Sith, 2003)

A recent seminar of a group of more than sixty beginning teachers suggested that principals and experienced school staff need to be reminded of the need for beginning teachers to work alongside new staff and to try to make them feel part of the school community. It was a salient reminder that too often professional development about the needs of beginning teachers is only arranged for those new to the profession (Ewing & Sith, 2003)

### **Consult other teachers**

All of the participants consulted other teachers for help. They consulted those whom they felt approachable. The support of old teachers did a lot for their adjustment. Some said they were ashamed to talk with others but other teachers would initiate support and it helped them to interact with others. Participants said that they would ask fellow teachers (mostly older or longer in teaching years) when they needed assistance.

“I would ask for opinions from the elder teachers.”

“Get advice from those who are ahead of you because they know the system better. Listening to seniors because they talk based on experience...”

“It’s good that I had supportive co-teachers. If I ask something that I find it difficult to do before, they respond immediately.”

This stage is crucial to the adjustment process of the participant because the interaction with other teachers removed communication barriers. Consultation is another sign that new teachers recognize the knowledge and experience of the teachers after them. However, it should be noted that not all teachers were accommodating according to the participants. There were many teachers who didn't seem to like them. When they encounter teachers as such, participants claimed they would still smile and greet. If they do not respond, they will not mind them anymore. "I just shrugged it off."

This consultation as a strategy to adjust in the teaching environment is supported by the findings of Papatraianou & Le Cornu, (2014). It was emphasized how their colleagues' passion, enthusiasm, and support contributed to their sense of belonging, collective responsibility, and commitment to teaching. In the same study, it states that "sustained dialogue and interaction amongst colleagues were seen by many as an effective way of building a shared repertoire of expertise and wisdom in their department and/or school" (Papatraianou & Le Cornu, (2014). New teachers, as the label connotes, do not know everything, especially the organizational climate. It is always best to ask or consult peers who have been there for a certain period of time to be oriented. This also applies to the problems encountered in the classroom setting. New teachers are encouraged to consult more experienced peers when encountering difficulties in teaching.

### **Be with a core group/circle of friends**

This third step was introduced during my group interview with a group of male teachers and was seconded by one female participant. Not all of them mentioned this strategy but many practiced it. The group or circle of friends was a sort of protection for new teachers.

"My friends in our group would protect me from those who were very critical of me. I used to hear negative comments from other teachers but my friends were there to back me up. I also became confident being with them."

"My friends introduced me to the system. They introduced me also to other teachers who became my friends. They would invite me to join activities and I am grateful because I learned a lot."

Sometimes teachers would also warn the new teachers whom to beware of. Other teachers inform new teachers not to be too lax in sharing personal information with some particular individuals because of trust issues. Friends are the source of support and protection. New teachers can rely on them. They are not left out of the big group and are left to be alone during activities or events. 'A tight team' was perceived by many as the moral foundation for the achievement of a strong sense of collective efficacy and professional fulfillment – which contributed to their enhanced capacity to be resilient on every working day (Papatraianou & Le Cornu, 2014). This is especially true when new teachers are hired in big schools where there is a big number of teachers. The need to be in a small group is necessary to for the adjustment because that circle of friends will serve as a guide on how to deal with whom and boost the teachers' confidence in the midst of difficulties.

A statement of the value of close relationships was given by a participant in one study saying that the closeness of the relationships with his colleagues made him feel that his current school was the 'best place' that he had ever worked (Papatraianou & Le Cornu, 2014). It is encouraged for beginning teachers to form friendships with other peers at the beginning of their teaching years for their positive adjustment to the teaching environment.

### **Know the culture**

The two previous themes discussed can be done simultaneously with this fourth theme. While consulting with others and being in a group, teachers realized that they have to know the culture of the organization. Culture can also be understood here as the teaching environment, the teachers' collective attitude, and the school system. Participants would ask or observe things going on around them for them to know what to do and what not to do.

"Go with their culture, feel their culture, observe their culture."

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“As long as you know the culture of the people, you’ll be okay.”

“By knowing the info, profile, and other matters about co-teachers.”

The culture or system can be observed and familiarized through constant interaction with fellow teachers. Understanding staff room, school, and community cultures continue to be an ongoing concern for beginning teachers. There is a limit to how much induction manuals can communicate about taken-for-granted norms and rituals that have grown up in a school or faculty community. Beginning teachers often find themselves unprepared for the politics of the staffroom (Ewing & Sith, 2003). Understanding the culture of the teaching environment is crucial because it lessens the shock they feel at new experiences. For instance, new teachers find the mongering of teachers in the faculty on co-teachers and students outrageous. In a study, one participant shared her view when asked about her feeling on this issue. “I’ve been used to the corporate world but I’ve never experienced the level of tension that I found in the staffroom...I couldn’t handle the way the teachers talked about each other or the children” (Ewing & Sith, 2003).

### “Go with the flow”

When they were familiar with the culture it was easy for the new teachers to adjust because they knew what to do. ‘Go with the flow for one participant is joining activities and invitation of co-teachers when invited.

“When they invite you to come, just join because if you don’t join, they see you as proud or different. They feel like you do not want to go with them and that’s negative on them.”

Go with the flow also means joining the activities and programs of the teachers’ learning area department and of the school without complaint.

“Get along with them, “go with the flow.” Follow the system, know the system, follow what they told you, especially the seniors.”

To avoid being put on the hot seat by the supervisors, new teachers’ final step in adjusting to the teaching environment is doing what everybody does. They try not to go against the policies and rules and regulations of the school. It is trying not to be extremely different from them. Beginning teachers must be in their complete uniform or else other teachers will make them the subject of their talks. They should religiously join activities of their learning area department or of the school or else there will be negative consequences. Their supervisors will have ill feelings toward them. At this time of their career, new teachers are expected to be enthusiastic about the activities of the school and these beginning years are the time to prove their mettle as teachers. ‘Go with the flow is not to contradict or question the policies given by DepEd or the school. It is not the duty of the new teachers to voice out their complaints but of the experienced teachers because this ‘voicing out’ can be taken against them. There is a connotation of culture that new teachers’ main tasks are to listen, obey, and follow. There is hardly any literature that supports this step of teachers’ adjustment. This is something new in the field of teachers’ adjustment and transition from a student to an actual classroom teacher. A study cited the words of Darwin that teachers’ adjustment is an adaptation according to the demands of the external environment where it becomes the basic need for survival (Roy & Halder, 2018). These demands of the environment are dictated by the culture of the organization. ‘Go with the flow as a strategy may not be healthy depending on the practice of the school especially in indirectly curtailing the voice of the new teachers. New teachers can still voice out their opinions but they must be ready to hear negative feedback from other teachers. These criticisms will surely affect new teachers and if they are not strong enough or they lack the necessary support from other peers, they might experience a lot of stress that affects their decision to stay or leave.

### Summary

There are five key steps practiced by new teachers in the process of adjustment in their teaching career. First is by saying yes, this is accepting the given tasks and responsibilities given to you. This is also seen as doing extra work or help to colleagues. For others, it is one way of showing your capacity as a teacher. The second is

consulting others. When new teachers experience challenges, they ask their peers for advice and guidance. Third is by being in a group of friends or being with a circle of friends. These friends become the new teachers all of whom also serve as a guide, confidants, and protectors. Fourth is knowing the culture or system by observing and interacting with staff. Finally, ‘go with the flow.’ It is doing what the majority does. It is camouflaging.

Below is the figure of the adjustment process (theory) formed through the analysis of the participants’ responses.

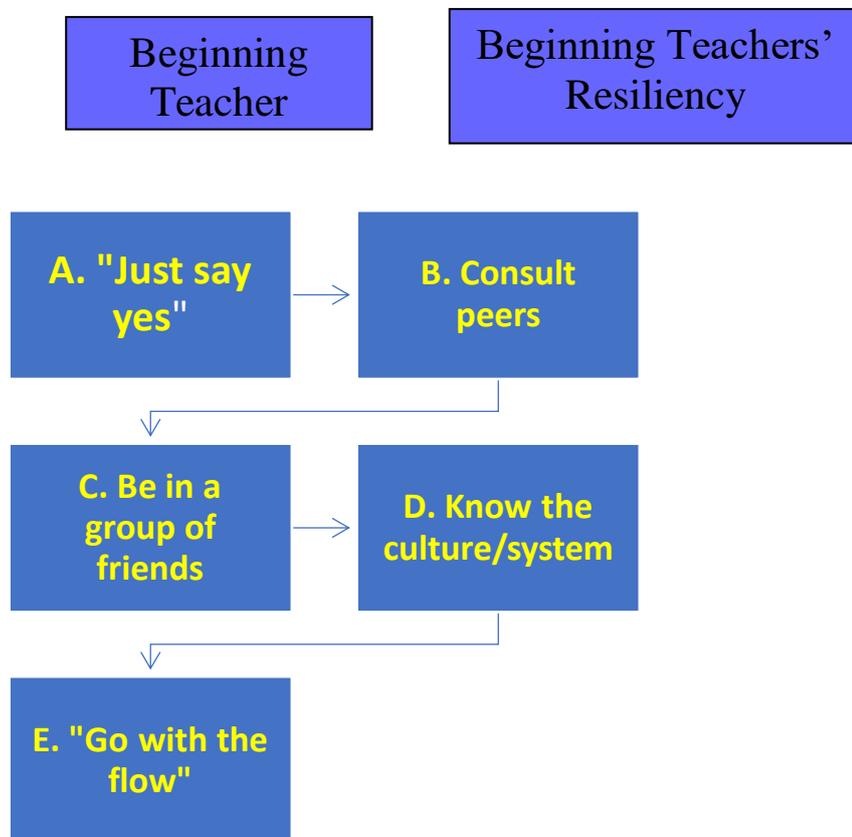


Figure 2. Beginning Teachers’ Adjustment Model (BTAM)

## CONCLUSION AND RECOMMENDATION

### Conclusion

The transition from being a student to an actual teaching career is challenging. Even with the practice teaching program, the actual teaching scenario will always present a new set of challenges that cannot be immediately addressed by the theories and concepts learned. In this study, beginning teachers employed strategies, consciously or unconsciously, in their rookie career years to make it against the challenges associated with an early teaching career (ECT). These five stages are the result of the study but do not mean that these are the most appropriate things to do.

These five steps were formed:

- A. “Just say yes.” This is the expression of humility among new teachers. It was a sign of respect to their senior teachers and a recognition of their wide experience.
- B. Consult peers. This step is asking for assistance from knowledgeable peers when problems arise in teaching and even with issues concerning their adjustment.
- C. Be in a group (circle of friends). It helps new teachers lift their self-confidence. Friends are a source of support when new teachers experience challenges.

- D. Know the culture. To know what to do, new teachers asked their co-teachers and other employees about the system or environment in the school. New teachers also observe.
- E. "Go with the flow." New teachers follow the trend in the school. They follow rules and regulations of the school. They join activities set by their department of the school to show their support and cooperation.

## RECOMMENDATIONS

The researcher recommends;

1. That the school heads and head teachers assign tasks and give school-related designations to teachers based on their abilities and interest and not on the basis of their tenure. Young teachers are sometimes tasked to do school-related duties and responsibilities because they are new in the service.
2. That a support system is encouraged to be formed for new teachers. Support is felt when the immediate head teacher constantly orients new teachers on their role and expectations from them. It is by acknowledging their skill and performance as a teacher. For others teachers, support is felt when teachers interact with new teachers and also by giving them advice and guidance in their early years of teaching.
3. The policymakers to review the teacher induction program (TIP) ensuring that new teachers are given orientation on the school's organizational culture. Expectations from them should be clearly set for them to easily adjust to the teaching environment.

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