

Navigating the Transition: A Phenomenological Inquiry on The Lived Experiences of Neophyte Teachers in Private Secondary Schools

Luningning D. Viterbo, Anabel V. Franada, Dante D. Montebon, Ana Patricia G. Obeso, John Paul M. Pines, Ramonita Salamanca, Karen Joy Sobrecarey

University of immaculate Conception, Philippines

DOI: <https://doi.org/10.51244/IJRSI.2025.12050066>

Received: 23 April 2025; Accepted: 06 May 2025; Published: 05 June 2025

ABSTRACT

The purpose of the study is to understand the essence of navigating the transition of neophyte teachers in private secondary schools with teaching experience of not more than 3 years. The participants of the study were 10 neophyte teachers from the selected private secondary schools in Davao del Norte and Davao de Oro. Using a qualitative phenomenological approach, the research investigated their challenges, coping mechanisms, and the impact of self-belief on their teaching. The study was guided by Bandura's Self-Efficacy Theory, Social Cognitive Theory, and Schlossberg's Transition Theory which highlighted the interplay between personal beliefs, student interaction, and the work environment. Data collection involved in-depth interviews and focus group discussions, which was then thematically analyzed. The findings revealed that neophyte teachers face numerous challenges during their initial transition in teaching. However, they navigate these challenges through self-directed learning, student-centered teaching methods, goal setting based on annual evaluations, and self-reflection on teaching effectiveness. The study emphasizes the importance of passion for education, regular feedback mechanisms, and peer mentorship for successful teacher onboarding in private schools. These findings provide valuable insights for developing training programs and support systems that will equip neophyte teachers for success in their critical first year of teaching.

Keywords: Neophyte, transition, education, qualitative, phenomenology, Philippines

INTRODUCTION

Neophyte teachers themselves might struggle to adapt when they first enter the private school setting. In their sphere, they have to learn customs, norms, and unwritten rules unique to those institutions. Experiencing the ethos of a private school — be it the peer group dynamics, the administrative culture, or the pedagogical approaches of the classroom — become a part of that journey (Smith & Johnson, 2022). In addition, the importance of mentoring and support during the induction period is crucial. Neophyte teachers overanalyze the uncertainty of teaching, and the guidance of an experienced mentor is needed to guide, support, and give them tips on their first teaching experience. Creating a dependable safety net has a great impact on their work environment as professionals (Garcia et al., 2023). From experience when entering a private secondary school, the bitter truth is that neophytes realize that their knowledge in pedagogy is limited. It becomes vivid that there is a gap between theoretical training and practical application. Teaching everybody, ensuring fair evaluation, and involving all the learners requires constant education and improvement (Chen and Lee, 2021). Lastly, it promotes hardship in time management and large amounts of work on new teachers or neophytes. Managing the day-to-day lesson delivery, assessment, and organization together with personal daily needs forms an unmanageable task. There are good time management skills that need to be employed as a way of avoiding early exhaustion and losing the love for teaching (Wong & Tan, 2020).

In the United States, their transition experience is a critical point for the neophyte that will indispensable determine the quality and longevity of the rest of their future in education. Typically, this period is characterized by numerous challenges associated with the teachers' lack of experience and is often marked by classroom management issues, hiccups with lesson planning and student assessment, as well as work-life

balance difficulties. These and other challenges are left unattended, driving the newly arrived specialist to the so-called phenomenon of transition shock. Transition shock prompts teachers to revert to past practices and abandon innovations, or even, in some cases, leave the profession. Statistics show that approximately 50% of educators quit their jobs in the first five years of their careers (McGeehan, 2019). Moreover, in the United Arab Emirates, to assist their faculties to transition from theory to practice, they often rely on a structured induction and mentoring program to deliver new teachers with the tools and support they require to become effective instructors and Council members in their profession for many years. Even though the impact of the program on professional and student learning demonstrates that new teachers' helps improve instruction and influence student achievement, the positive benefits of the programs often develop over a period of years (Abdallah & Alkaabi, 2023).

The study done in the Philippines employed qualitative research techniques to establish the experiences of the novice teachers in Bay Area schools. The following are some of the challenges that befalls these newly employed teachers as they join the teaching profession. Among the most accurately identified challenges, it is possible to highlight the application of theory into real-life contexts as a problem. The instructional contexts of the teachers, the learners' conduct in classroom, and other events that unfold in a classroom can be particularly challenging for these new teachers. Nevertheless, neophytes remain confused as to how they are going to teach especially within a learning setting and on how they are supposed to plan for the lessons, handle students, and accommodate a range of learning abilities (Capili, 2024). True challenges exist in the combined aspects of content sharing, students' attention and instructional/assessment strategies as well. However, neophytes do so because they get to find mentors, workshop attendance and association with other teachers. Developing good relations with other teachers, parents and school managers are extremely important and they try to stay in good standings from the populace of the school (Duroman, et. al., 2022). These challenges define the actual development of these individuals as teachers, and given the proposed paper's innovative solutions stemming from this research, new teachers in the Bay Area schools may find these suggestions useful.

Further studies undertaken in Davao Region on transitional experiences of newcomer teachers demand one to fulfill different in-the-classroom challenges to ensure successful learning outcomes. These include planning and executing a lesson by carefully managing the available time, developing questioning techniques to facilitate proper classroom talk, managing classroom climate, creating assessments that match the intended learning outcomes, and being an effective communicator and trainer (Asirit et al., 2022). First-year student teachers in the Philippines are either challenged or encouraged to participate in professional development activities such as learning from others and reflecting, researching, good relationship building, and engaged leadership. These transitions aim to develop the art of teaching, monitor students' progress, and ensure the teacher is always learning, which, in the end, shows instructional professionalism.

Studies made on the challenges faced by novice teachers during the crisis and the new normal in the Davao area have already been done (Aporbo, 2022). However, the contribution and novelty of this study originate from the fact that it is exclusively based on the neophyte teachers practicing in private secondary schools only. The following research focuses on the changes of attitudes of private school secondary novice teachers regarding the private school traditions and other pertinent factors. This study contributes knowledge regarding a specific and significant category of workers in the area of education for the time when they faced significant difficulties.

In such light, our study introduces a local context by, for the first time, exploring the lived experiences of neophyte teachers within private secondary schools in the Davao Region. Building upon said study which laid the foundation by showcasing the instructional competences and readiness of newly hired private school teachers, this research puts that focus into perspective by looking at Navigating the Transition of Neophyte Teachers in Private Secondary Schools.

By employing a qualitative approach centered on the Davao Region, our study attends to a localized demographic, lending a unique and intimate perspective on the transitional challenges and growth experiences that are peculiar to the private secondary education sector in this area. The regional context and the specific sector focus are poised to carve out new understandings, potentially leading to novel insights and targeted

solutions that can inform teacher support systems, policy-making, and the overall enhancement of teacher development programs in localized contexts.

The social relevance of this study is considerable. Understanding the experiences of neophyte teachers in this region is crucial for retaining teaching talent and ensuring high-quality educational outcomes for students. The urgency to conduct this inquiry stems from the need to address the attrition rates of new teachers, enhance their job satisfaction, and ultimately impact student learning positively. Moreover, our dissemination plan involves presenting our findings at an international conference, thereby contributing to the global discourse on teacher education. Sharing these localized experiences on an international stage will promote cross-cultural learning, inspire similar studies in other regions, and foster a collaborative effort towards the betterment of teacher induction programs worldwide.

Research Questions

What are the lived experiences of neophyte teachers in private secondary schools in terms of navigating their transition as newly licensed professionals in the field?

What are the positive encounters you had in navigating your transition from being a pre-service teacher to that of a licensed teacher in the first three years of their stay in the institution?

What are the negative experiences you experienced in navigating your transition?

What are the challenges you have faced upon the first three years of your employment?

How do the participants cope with the challenges that they faced in navigating their transition in private secondary schools?

What are your personal coping mechanisms that enable you to surmount the challenges you had experienced? Can you elaborate each coping technique?

How did your colleagues guide you through in navigating the struggles you have experienced?

What role did your school administration assume to make sure that the problems you have experienced were mitigated and addressed?

What recommendations and suggestions can the participants suggest to help other neophyte teachers navigate through their transition in their respective schools?

What do you recommend to the school administration in making sure that neophyte teachers are given the best guidance during their transition?

What do you suggest the faculty and staff, especially those with authority and seniority, do so as to make transitions for neophyte teachers who are wholesome and productive?

What best practices can you recommend to your fellow neophyte teachers to advise them in their transition?

Purpose of the Study

The purpose of this study is to understand the essence of navigating the transition as manifested through the lived experiences of neophyte private secondary teachers in the Davao Region. This study aims to shed light on the unique challenges and coping strategies employed by novice teachers as they enter the teaching profession in private secondary schools within the Davao Region.

Theoretical Underpinnings

The study on the lived experiences of neophyte teachers in private secondary schools is based on the following theoretical frameworks: Bandura's self-efficacy theory, Bandura's social cognitive theory, and the transition

theory of Schlossberg. The first theory that forms the basis of this study is Bandura's (1997) self-efficacy theory, which highlights how people's perceptions of their ability to achieve desired goals are shaped by cognitive and symbolic representations. This is an important component of Bandura's social cognitive theory (Klassen & Usher, 2010). On the other hand, in the 1991, Bandura established his Social Cognitive Theory, which highlights the mutual influence of behavioral, contextual, and personal factors (Devi, et.al., 2017). This suggests that learning happens in a social context with a dynamic and reciprocal interplay of the individual, environment, and behavior. The theory considers how an individual's past experiences influence their likelihood of engaging in behavioral actions. Finally, a fundamental component of life-role, life-span development, and life-stage theories was transition theory (Schlossberg, 1981). Transition models try to explain how people react to change, whether it's in their surroundings or in their own lives (Sugarman et al., 1986).

These theories mentioned how neophyte teachers in private schools regulate their behavior, which is influenced early in learning and can be reinforced by achieving goal-directed behavior. This considers the unique way teachers acquire and maintain behavior while also considering the social environment in which they perform the behavior, which means that in order for neophyte teachers in private schools to contribute their best from their own experiences, a successful transition model should concentrate on addressing obstacles and offering assistance.

These theories, Bandura's self-efficacy, social cognitive theory, and transition models, are closely related to each other and are important in this study because they guide the neophyte teachers, students, the school administration, department of education officials, stakeholders, and future researchers to use the results of this study as base-line data for amendments in the institution's rules and regulations. Additionally, the findings of this study are the basis for an induction program to be created specifically for neophyte teachers by adding more training and workshops, which in turn can benefit the learners. The study is helpful to other stakeholders since it will provide them with ideas for modeling good teaching techniques and fostering a welcoming environment for neophyte teachers. Finally, this study provides future researchers with information on navigating the lived experiences of neophyte teachers in private secondary schools as they transitioned from their pre-service teaching to the actual teaching in their chosen institution. This study can be an important and trustworthy source of information for research projects in the future.

Research Design

The study utilized qualitative phenomenological design. Qualitative data sources include observation and participant observation (fieldwork), interviews and research questions, researcher's impressions and reactions (Myers 2013). Moreover, the qualitative research design is interested in how people interpret their experiences, how they construct their worlds and what meaning they attribute to their experiences (Merriam & Tisdell, 2015). This study employed a phenomenological approach to describe the experiences of the neophyte teachers. Since it deals with experiences, we considered phenomenology as the most appropriate qualitative design for our study. As emphasized by Creswell and Poth (2018), phenomenology is a **research strategy** that focuses on understanding the **essence of lived experiences** from the participants' perspective of a particular phenomenon. It is emphasized that the basic purpose of phenomenology is to reduce neophyte teachers' experiences with a phenomenon to a description of the universal essence.

Research Site and Participants

In this study, the participants were ten (10) neophyte teachers who are in the first and second year in the teaching field. In the field of education, according to Kuma (2021), neophyte teachers are often described as individuals who are new to the profession and have limited or no prior teaching experience. Qualitative studies require a minimum sample size of at least 10 to reach data saturation. A sample of 10 was deemed sufficient for the qualitative analysis and scale of this study. according to Braun and Clarke (2016). As suggested by Schutt (2016), the participants will be selected and identified through the purposive sampling technique to choose informants based on their particular knowledge of, and/or experience with, the focus of empirical inquiry. Further, purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell et al., 2011).

In our study, purposive sampling was utilized to carefully select the teachers who have transitional experiences in their early years. Furthermore, these 10 participants are teachers that came from different cultures in their pre-service years. Following a selection criteria for purposive sampling, the participants must have one to two years of teaching experience, must be currently employed in SY 2023-2024, they recently passed the LET, and) had already a license.. On the other hand, those teachers that are teaching 2 years above are not included and qualified as research participants of this study. There were five (5) participants who underwent in-depth interviews (IDI) and five (1) for focus group discussions (FGD).

Data Analysis

In this study, thematic analysis was used to gain insight and knowledge from data that were gathered. The method involved distilling data and determining broad patterns to conduct more granular research and analysis. The researchers used Nvivo software in getting the themes and to ensure they have coded every two or three lines of text to identify key words or concepts. To avoid misinterpretation and biases, the data were reviewed with the help of a qualitative research expert. That is to read and re-read the data, double-check the codes to make them more consistent and valid. Emergent themes were identified after the codebook was prepared. The codebook was used to identify themes and sub-themes that emerged from patterns like conversation topics and vocabulary. These themes were defined sufficiently. The name of each theme was finalized with description and illustration of quotations from the original text (Braun & Clarke, 2022). The use of coding and audit trail were utilized in the discussion and analysis of the study since it utilized thematic analysis. The codes used for in-depth interviews are (IDI01, IDI02, IDI03...) and for focus group discussion (FGD01, FGD02, FGD03...). The codes were utilized to label the transcribed interviews of the participants of the study. These codes will robust the meat of the study by getting the gist of the data coming from the participants.

Trustworthiness

To demonstrate the reliability of this qualitative thematic analysis, using concepts like credibility, confirmability, transferability, and dependability—adopted from Lincoln and Guba's (1985) model, which provides four criteria—was used. The goal of credibility is to bolster the claim that the investigation's results are important enough to pay attention to.

Results

This segment presents the study's findings. This part delves into the full story of experiences gleaned from the interview questions that guided the study. The findings are organized into themes and main ideas and the results are divided according to the research questions. Additionally, data presentation is supported by transcripts from in-depth interviews and focus group discussions. The data are described, explicated, and explained in this part. Also, the results present the data in tabular form supported with lifted verbatim from the transcripts.

Profile of Participants

The informants and participants of my study were 10 neophyte teachers from private secondary schools of Davao Region who are teaching for one to two years now. These schools include the three prominent private schools in Davao del Norte and Davao de oro. Five of them participated in the in-depth interview and five in the focus group discussion. These informants, a mixture of 4 male and 6 females, and ages that range from 23 to 31 years old, voluntarily participated in this study without expecting any return.

Table 1

Profile of Participants

No.	Code	Sex	Age	Position	Year in Service	Study Group
1	IDI01	Male	23	Teacher – 1	2	IDI
2	IDI02	Female	30	Teacher – 2	1	IDI
3	IDI03	Female	23	Teacher – 1	2	IDI
4	IDI04	Female	24	Teacher – 1	1	IDI
5	IDI05	Male	24	Teacher – 1	2	IDI
6	FGD01	Male	25	Teacher – 1	3	FGD
7	FGD02	Male	32	Teacher – 2	2	FGD
8	FGD03	Female	24	Teacher – 1	2	FGD
9	FGD04	Female	24	Teacher – 1	2	FGD
1p	FGD05	Female	26	Teacher – 1	1	FGD

The Lived Experiences of Neophyte Teachers in Private Secondary Schools in Terms of Navigating Their Transition as Newly Licensed Professionals in the Field

Shown in Table 2 are the essential themes and core ideas extracted from the IDI AND FGD on the lived experiences of neophyte teachers in private secondary schools in terms of navigating their transition as newly licensed professionals in the field. The themes are discussed in the preceding pages.

Table 2

The Lived Experiences of Neophyte Teachers in Private Secondary Schools in Terms of Navigating their Transition as a Newly Licensed Professionals in the Field

Essential Themes	Core Ideas
Difficulties during the Adjustment Period	Feeling the nervousness at first
	Being anxious about the extra preparations
	Struggling to meet the demands of the curriculum and create engaging lessons
	Facing challenges in building rapport with students, parents, and colleagues in a new environment

Issues on Negative Emotions	Feeling unsure of one's decisions and competence
	Feeling the nervousness at first
	Feeling overwhelmed and exhausted due to work demands
Struggles in Seeking Guidance and Workload Management	Experiencing struggles in seeking mentorship
	Having a difficulty in managing one's workload and time
	Encountering the difficulty in work-life balance

Difficulties during the Adjustment Period. The first theme of the research question tackles the issues faced by the private neophyte teachers as they expressed the lived experiences they had on navigating their transition. For the difficulties faced by the participants, they narrated their experiences through the following core ideas: idea 1. Feeling the nervousness at first, idea 2. Being anxious about the extra preparations, idea 3. Struggling to meet the demands of the curriculum and create engaging lessons and idea 4. Facing challenges in building rapport with students, parents, and colleagues in a new environment. Lifted from the transcripts of the interview, the participants expressed:

As a neophyte teacher in a private secondary school it was a tough ride as I have experienced the reality in teaching. Compared to my experience as a Pre-service Teacher, it was nowhere close to reality. (IDI04)

I've had a lot of experiences as a newly licensed professional teacher. Others sometimes assume that teachers are incapable of making mistakes, which makes their jobs challenging but rewarding—especially when their students recognize their reason for career choice and love of teaching. (IDI05)

Issues on Negative Emotions. The second theme of the research question tackles the issues faced by the private neophyte teachers as they expressed the challenges emotionally during their transitional period as a newly licensed professional teacher. For the Issues on negative emotions of the participants, they narrated their experiences through the following core ideas: idea 1. Feeling unsure of one's decisions and competence, idea 2. Feeling the nervousness at first, idea and 3. Feeling overwhelmed and exhausted due to work demands. Lifted from the transcripts of the interview, the participants expressed:

I talked earlier about the ability I think. I struggled there, those are the things that I really struggled like I am comparing myself to them. (IDI01)

I am not sure of my decisions and competence to the point that I doubt myself if I can be a very good teacher. I am now emotionally challenge in becoming a good teacher (FGD06)

Struggles in Seeking Guidance and Workload Management . The third theme of the research question tackles the struggles in seeking guidance and workload management faced by the private neophyte teachers as they expressed the challenges during their transitional period as a newly licensed professional teacher. For the seeking guidance and workload management of the participants, they narrated their experiences through the following core ideas: idea 1. Experiencing struggles in seeking mentorship, idea 2. Having a difficulty in managing one's workload and time, idea and 3. Encountering the difficulty in work-life balance. Lifted from the transcripts of the interview, the participants expressed:

I was thinking if I will really grow in this field. I was asking for guidance from the seasoned teachers, but sometimes I feel shy because I keep on asking over and over again. (IDI03)

I'm confused of what strategy that I'm going to use to teach them effectively the lesson I think I need to develop more my teaching styles I feel challenge in terms of growth and development. (FGD02)

Coping Mechanisms used on the challenges of Neophyte Teachers in Navigating their Transition in Private Secondary Schools

Shown in table 3 are the essential themes and core ideas extracted from the IDI AND FGD on the Coping Mechanisms used on the challenges of Neophyte Teachers in Navigating their Transition in Private Secondary Schools. The themes are discussed in the preceding pages.

Table 3 (Sir Jaypee and Mam K Arenl)

Coping Mechanisms used on the challenges of Neophyte Teachers in Navigating their Transition in Private Secondary Schools

Essential Themes	Core Ideas
Strengthening Adaptability	Being flexible, versatile, and adaptable
	Volunteering to attend training and workshops
	Reverting negative thoughts into positive ones
	Building a sense of belongingness
	Being acquainted with the existing policies for discipline
Addressing Concerns of Neophyte Teachers	Providing personal and professional development
	Providing proper guidance on the efficiency of work
	Deliberating challenges in the academe
	Relieving stress through team building
Mastering Instruction	Seek mentorship
	Practice and study the subject area

Strengthening Adaptability. This theme emerged when the participants were asked what personal coping mechanisms they employed to manage the challenges they encountered in their transition period in private secondary schools. The participants responded that the personal coping mechanisms used to surmount their challenges were to become flexible, versatile and adaptable. Teachers must be well diverse in handling classes to manage the students. They reverted the negative thoughts into positive ones, also they attended training and workshops to address concerns and improve teaching strategies and methodologies. In order to have a positive relationship with their colleagues, teachers must know how to blend and accept things encountered in the workplace. Towards discipline, teachers must be acquainted or familiarized with the existing policies of the school to impose students' discipline.

To be honest, these are three things that I do. First is flexibility. Second is versatility. And lastly, I have this theory called adaptive adaptability or being able to adapt in a certain community like or in a certain institution. (IDI01)

So, what I have done as a coping strategy is the positive reframing or what we call this, your thinking of a negative situation or a negative thing, but in a positive way how you handle it. (FGD03)

So, it is very important that we also need to initiate or we need to do initiatives just to attend training and workshops to really address our concerns of being a teacher, or to improve our teaching methodologies and strategies. (FGD02)

Addressing Concerns of Neophyte Teachers. This is the second theme that emerged as one of the coping mechanisms on the challenges encountered towards the role of the school administration addressing the concerns of neophyte teachers. The participants of the study suggest the school administration must conduct programs for personal and professional; development like seminars and training. They also suggest that they need proper guidance towards the efficiency of the work and deliberate the challenges encountered. In a certain organization, team building is very essential for the members to relieve the stress of the teachers.

The administrators of the schools, they always make sure that we as teachers are working in the most convenient way and we are also working out at our best. (IDI01)

We work together to attend training and seminars in order to make our tasks easier. We discuss significant issues regarding our jobs and our roles as teachers during our bonding sessions and open forums. The role of our administration administrator or admin, especially the school principal and the RVM Sisters is that they are our guidance. (IDI05)

For me, Ma'am. The school management should make initiatives to improve or develop the personal and professional development of the teachers and of course also the administration should also hear the concerns and suggestions of the teachers to also improve the management of the School.(FGD03)

Mastering Instructions. This is the last theme that emerged after collecting and analyzing the data in this study concerning the guidance of the colleagues of the neophyte teachers in navigating their struggles. The participants of the study seek mentorship from their colleagues to help teachers to be prepared and organized. To master the subject taught, teachers must practice and study the subject area to become fully equipped with knowledge towards the subject taught.

By mentoring me through their teaching experiences. (IDI03)

In this journey, my colleagues who are at a proficient level in service helped me by sharing their strategy in different situations. (IDI04)

The recommendations and suggestions can the participants suggest to help other neophyte teachers navigate through their transition in their respective schools

Shown in table 4 are the essential themes and core ideas extracted from the IDI AND FGD on their recommendations and suggestions to help other neophyte teachers navigate through their transition in their respective schools. The themes are discussed in the preceding pages.

Table 4

Recommendations and suggestions can the participants suggest to help other neophyte teachers navigate through their transition in their respective schools

Essential Themes	Core Ideas
Having Regular Feedback and Guidance	Doing regular feedback for the improvement of practice

	<p>Scheduling regular pop-ins and class observations to assess progress</p> <p>Having open communication in the office</p> <p>Identifying areas for growth as baseline for improvement</p> <p>Receiving guidance from the school administrators</p> <p>Initiating teacher-induction programs</p>
Being Passionate at Work	Being faithful to their core purpose
	<p>Being passionate about adapting the school's work culture</p> <p>Being open-minded and prepared for the reality</p>
	Remaining teachable
Doing Peer Mentoring	Having the opportunity to work together
	Collaborating with the senior teachers
	Brainstorming with the other teachers

Having Regular feedback and Guidance. Scheduling regular pop-in visits and class observations, can help provide regular feedback to the neophyte teachers, and through that, the administrators can help improve their practice and assess progress. All the areas for growth should be identified for the administration to best guide their teachers. It will also help them to craft teacher-induction programs in the future to ensure productive orientation to the neophyte teachers.

Communicate and be open to them. Ask them what they need and be part of the solution to their struggles. (IDI03)

Having clear communication skills and a methodical approach when offering guidance. Inexperienced educators occasionally hesitate to address inquiries since they don't have somebody with whom to discuss their concerns. (IDI05)

Schools administration should provide proper orientation on the school policy to guide the neophyte teachers on the Standards of the school. (FGD02)

As teachers, we have the same goal or mission for our students, which is to impart knowledge and transform them as a whole. So, I feel like there is a need for us to collaborate, exchange ideas, and, most of all, have mutual understanding. (IDI02)

Being Passionate at Work. This is the first theme that emerged after the participants of the study were asked if their recommendations and suggestions are to help other neophyte teachers navigate through their transition in their respective schools. Neophyte teachers are saying that they should go back to their sole purpose, and adapt the school's culture. The expectations from the pre-service years may not go along with the realities in the actual teaching field, therefore, they should be open-minded to prepare themselves.

You will never forget that you are the one who will adapt to your environment, not your surroundings. Simply keep an open mind to any advice that others may have to help you improve as a teacher. (IDI05)

I would tell those future teachers to really just stick to their core, which is being passionate about educating people. Also, Learn how to adopt the school culture because that will help you along your journey as an educator. (IDI02)

They should be teachable and adaptable and adaptable with the school culture with the environment that they are in at the same time they should be more realistic, especially in their approach. (FGD01)

Doing Peer mentoring. Among all the best practices that the participants mentioned, this is the most common one. The senior teachers should give opportunities for the neophyte teachers to work with them and have collaboration among all employees. To provide mutual understanding among all teachers, they can have brainstorming and regular peer mentoring.

I believe faculty and staff, especially those with authority and seniority, should create an opportunity for working together. As teachers, we have the same goal or mission for our students, which is to impart knowledge and transform them as a whole. So, I feel like there is a need for us to collaborate, exchange ideas, and, most of all, have mutual understanding. (IDI02)

It's really a big help to have colleagues that's very supportive and they really give a helping hand, advice, teaching me how to handle because they have more experience than me. (FGD05)

One of the most valuable practices for neophyte teachers is mentorship. Seek out experienced educators who can offer guidance, support, and practical advice as you navigate your new role. (IDI02)

DISCUSSION

Through in-depth interviews and qualitative analysis, three predominant themes have emerged from the Research Question 1: the difficulties during the adjustment period, issues surrounding negative emotions, and struggles in seeking guidance and managing workloads. These themes offer better clarity about these educators, and the issues they experience, giving deeper revelation of the early phase of these teachers and the factors that need to be put in place to enable their growth and protection.

On the basis of the information presented in the current investigation, it is possible to conclude that entering the teaching profession may be a rather critical experience for newly licensed teachers especially those working in private secondary schools (Gilani et. al., 2020). Newly appointed teachers experience several complexes during their probationary period whereby they experience challenges in; coverage of curriculum content, lesson planning and delivery, student, parents, and institutional culture (Hong & Abdullah, 2020). Also, novice teachers often suffer from a number of manifestations of emotional distress, including doubting the correctness of their decisions and personal professional efficacy, feeling nervous, and experiencing the exhaustion resulting from job demands (Xie, 2022). The difficulties of searching for leadership and organizing work are also typical, as well as new teachers' challenges with finding good models of emulation, time division, and work-life balance. Future research has map-out that rookie teachers, especially, are subject to other challenges in entering teaching practice. Pre-Service teachers are most often students from the older and matured group of people who have cultivated successful careers in both social and managerial fields other than the teaching profession and therefore it is Freudian slip for them to conform to the teaching culture and Education system due to lack of indoctrination (Alharbi, 2020) (Soleas & Code, 2020). Moreover, it is evident from the scholarly publications that new teachers in private secondary schools may experience some difficulties since these institutions are known to face challenges that include; poor resource provision, teachers' poor qualifications, and high teacher turnover (Kwee, 2020).

In exploring the coping mechanisms employed by neophyte teachers in Research Question 2, three central themes emerge: Strengthening Adaptability, Mastering Instructional Techniques, and Addressing Concerns of Neophyte Teachers. Collectively, these themes offer an important framework for analyzing the meaning and processes of new teachers' work, as well as their practices and prospects. Effectively dealing with such a shift requires the use of a number of key strategies that are intended to contain the diverse concerns that the people experience.

Thus, resiliency is also another component of coping that novice teachers need to learn because being flexible is very important. Thus, constant attendance of training sessions and workshops allow new teachers to have good skills and knowledge that shall enable them to come up with the requirements of the class. Engaging in these professional development activities improves on their teaching approaches and the use of teaching aids and handling of learners in the classroom (Padillo, 2021). Moreover, knowledge of the school's policy on discipline helps neophyte teachers govern their classes appropriately. Compliance with these rulings gives a pathway of ensuring that there is order and regularity in the surrounding, which is very significant in fostering a learning environment (Howard, 2021). Finally, essential and efficient theoretical and practical characteristics of the instructional skills are crucial for new teachers. Veteran teachers can be of tremendous help to new teachers just getting their feet wet in the field. Daily contacts with idealized figures allow for getting equal life experiences and applying knowledge obtained at the theoretical level to practice, to produce more significant results in terms of teaching activity (Wilson, 2020).

In addressing the potential recommendations and suggestions made by participants to assist neophyte teachers in their transition within their respective schools in Research Question 3, three prominent themes have emerged: the necessity of regular feedback and support, a passion for educating students and the value of peer mentoring.

The first theme, namely, accumulation of the regular feedback and support, is crucial for the further professional development of the new teachers. Based on participants' recommendations, McGeehan (2019) has identified that new teachers should look for and appreciate feedback, regarding their practice from other teachers, the administration or even students. Such assessments and feedback are also supportive as it helps the neophytes to know some of their capabilities and where they are flawed at. This feedback loop makes it easier for these students to engage in learning that is consistent with the higher learning education system hence facilitating the acquisition of professional development (Abdallah & Alkaabi, 2023). Furthermore, support from the administrators about the resources that are available as well as reasonable workload may help to play a part in some of the pressures that new teachers experience to reduce since they feel that they can easily direct their efforts towards teaching.

Secondly, the recommendation that relates to the element of being passionate in educating the students is of paramount significance. Prospective teachers are warned to work and keep themselves always fired up in their passion to teach, as this would act as a motivation tool for them. A passionate educator will probably be positively received by the students as well as ensure that the students are also receptive to the educational process and the arising challenges in the classroom (Tus, 2020). This intrinsic motivation may also be useful for helping neophyte teachers get through their first major challenges after they enter the profession. Furthermore, cultivating interest towards teaching apart from increasing job satisfaction of the teacher plays a crucial role in shaping the students' learning processes and achievements (Zhao, e. al., 2021).

Lastly, peer mentoring is established as a component that should not be overlooked with a view of helping neophyte teachers. Another factor that could be of significant advantage is the proper setting up of mentorship where new teachers 'are assisted by old hands. Mentoring from peers can provide the learners emotional and practical support, instructional methods, and management skills in a classroom (Smith, 2020). These interactions foster some form of fellowship within the school whereby new teachers do not feel so much alone and out of touch with the remaining educators. Such a system establishes professional relationships that can positively impact the teacher's job satisfaction and employment with the school.

Implications for Educational Practice

The findings of this study can greatly interest and benefit school administrators, policymakers, education consultants and teacher training programs. Hence, the findings are encompassing and present a development map for increasing the assistance offered to the new teachers by reducing the specific difficulties stated above.

The conclusion made in the study elaborated on challenges neophyte teachers undergo during the period of probation. Most of the new teachers find it hard to learn the school setting, handle classroom relationships, and the official routines. If the conclusions and advice mentioned by the participants are taken into consideration,

this research can be considered a strong foundation for administrators to create the comprehensive induction programs. Such plans should involve; coaching, peer support, and systematic familiarization with the school's schedule and environment so that new teachers can follow a mapped-out process to guarantee their smooth transition into mainstream teaching practice.

Further, one notes the concerns on negative affective states like stress, anxiety and frustration that neophyte teachers often report. Noting the significance of mental health and emotional wellness, schools should include mental health check-ins, offer counselors' services, and create environments in which educators feel free to voice their issues. Alleviating such negative emotions will help to establish an understanding environment and foster good teachers'–students' relationships with the ultimate effect of facilitating teachers' productiveness in teaching.

Another groundbreaking study deals with difficulties in asking for help and what seems to be the absence of role models. The concern that arises and which neophyte teachers always find themselves in a dilemma on who to consult is the professional reference. In order to fix this problem, schools ought to carry out clear direction processes in which an experienced teacher is assigned to a newcomer. These mentors may provide helpful information and practical suggestions to which the other individuals can relate and which may be rooted in friendship, trust and cooperation. Further, the professional development workshops held periodically offer the professional development and knowledge update needed by the teachers.

Interpretation of workload also remains as a challenge specially the workload management amongst neophyte teachers. According to the study, it was realized that it is very challenging for teachers to effectively coordinate handling of lesson planning time, grading time, and other office related tasks at the same time. As a result, the school administrators should encourage the organization of the schools' timetable with a dedicated time for collaboration and reduce bureaucratic steps to complete various forms. Other types of support include offering the teachers with training on the various ways they can manage their schedules effectively and how to use technological tools.

Thus, it is possible to improve the educational practices responding to the aforementioned challenges and following the guidelines suggested in the framework of the present study. This enhancement will be useful for sheltering neophyte teachers as well as for improving the productivity and employees' satisfaction of the educational institution that, in its turn, will lead to the improvement of the student community as well.

REFERENCES

1. Asirit, L. B., Hua, J., & Mendoza, L. (2022). A closer look at neophyte teachers' instructional competence: A phenomenological study, Vol 2, No. 2. International Research Journal of Science, Technology, Education and Management
2. Syreeta Palmer (2023). A Phenomenological Study of Novice Teachers' Experiences with Diverse Classroom Readiness. Retrieved from <https://digitalcommons.liberty.edu/cg>.
3. Catulpos, L, Rodriguez J., Sambrana,G. A. & Cabello, C. (2024), Newly Hired Teachers Lived Experiences in Classroom Management During the Full Face-to-Face Classes in the New Normal: A Phenomenology. PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL Volume: 16 Issue 9 Pages: 1001-1008.
4. Aporbo, R. J. (2023). Filipino Neophyte ESL Teachers amidst Covid-19 Pandemic: A Phenomenological Inquiry. World Journal of English Language, 13(2), 340–340. <https://doi.org/10.5430/wjel.v13n2p340>
5. Bandura, A. (1977). Self-Efficacy: The Exercise of Control. Encyclopedia of Psychology, (7) 212-213. doi:10.1037/10522-094
6. Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational behavior and human decision processes, 50(2), 248-287.
7. Capili, M. K., (2024). Unfolding the Stories of the Neophyte Educators in the Bay Schools: A Phenomenological Study. International Journal of Academic Multidisciplinary Research (IJAMR), 8, 207–213. <http://ijeais.org/wp-content/uploads/2024/1/IJAMR240127.pdf>

8. Chen, Q., & Lee, H. (2021). *Emotional Resilience in Early Career Teachers*. Teaching and Teacher Education, 40(3), 112-125.
9. Devi, B., Khandelwal, B., & Das, M. (2017). Application of Bandura's social cognitive theory in the technology enhanced, blended learning environment. International journal of applied research, 3, 721-724. Corpus ID: 46900739
10. Duropan, A., & San Jose, A. E. (2022). Blended Learning as the New Norm: Neophyte Language Teachers' Attitude and Perceptions. European Journal of Education and Pedagogy, 3(4), 116–122. <https://doi.org/10.24018/ejedu.2022.3.4.408>
11. Garcia, M., Rodriguez, L., & Martinez, S. (2023). *Time Management Strategies for Novice Teachers*. Educational Leadership, 30(4), 56-67.
12. Klassen, R.M. and Usher, E.L. (2010), "Self-efficacy in educational settings: Recent research and emerging directions", Urdan, T.C. and Karabenick, S.A. (Ed.) The Decade Ahead: Theoretical Perspectives on Motivation and Achievement (Advances in Motivation and Achievement, Vol. 16 Part A), Emerald Group Publishing Limited, Leeds, pp. 1-33. [https://doi.org/10.1108/S0749-7423\(2010\)000016A004](https://doi.org/10.1108/S0749-7423(2010)000016A004)
13. Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. The counseling psychologist, 9(2), 2-18.
14. Smith, J., & Johnson, R. (2022). *Classroom Management Challenges: Bridging Theory and Practice*. Journal of Education, 45(2), 78-92.
15. Sugarman, L. (1986). Life-span development: Frameworks, accounts and strategies. Routledge, 256. <https://doi.org/10.4324/9780203626948>
16. Wong, A., & Tan, B. (2020). *Navigating School Culture: The Role of Mentorship*. International Journal of Educational Research, 18(1), 24-39.
17. Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological (pp. 57–71). American Psychological Association. Retrieved from <https://doi.org/10.1037/13620-004>