



# International Journal of Multidisciplinary Research and Growth Evaluation.

## Lived Experiences of Newly Hired Elementary School Teachers

Crystal Poly Amamio <sup>1\*</sup>, Irish Atamosa <sup>2</sup>, Leila Javinne Aranco <sup>3</sup>, Trisha Basera <sup>4</sup>, Je-An Bahag <sup>5</sup>, Trixie Angelie Castillo <sup>6</sup>, Jessa Mae Dela Cruz <sup>7</sup>, Angelito Cabanilla <sup>8</sup>  
<sup>1-8</sup> Cebu Normal University, Cebu, Philippines

\* Corresponding Author: **Crystal Poly Amamio**

---

### Article Info

**ISSN (Online):** 2582-7138  
**Impact Factor (RSIF):** 8.04  
**Volume:** 07  
**Issue:** 03  
**May-June 2026**  
**Received:** 08-03-2026  
**Accepted:** 06-04-2026  
**Published:** 04-05-2026  
**Page No:** 333-340

### Abstract

This qualitative phenomenological study aimed to explore the lived experiences and coping strategies of newly hired elementary school teachers during their first year of teaching. Ten (10) teacher-respondents from both public and private schools participated in the study. Data were gathered through online interviews using a semi-structured guide composed of open-ended questions. Thematic analysis was utilized to analyze the data. Results revealed that newly hired elementary school teachers face challenges in classroom management, workload, and transition to the real classroom setting, while also developing coping strategies and professional growth. Four themes emerged from the lived experiences of the participants, highlighting challenges in transition, classroom management, learner diversity, and workload. These themes also revealed coping strategies and professional growth through support systems and adaptability. It is concluded that understanding these experiences is essential in supporting newly hired teachers and improving teaching practices. It is recommended to strengthen mentoring and induction programs and provide support in managing workloads for newly hired elementary school teachers.

**DOI:** <https://doi.org/10.54660/IJMRGE.2026.7.3.333-340>

**Keywords:** Classroom management, coping strategies, first-year teaching, lived experiences, newly hired teachers, professional development

---

### 1. Introduction

Teaching at the elementary level in the Philippine public school system is a complex and demanding profession that requires newly hired teachers to balance instructional responsibilities, classroom management, and heavy workload demands during their early years of service (Hernando-Malipot, 2022) <sup>[11]</sup>. Local studies indicate that new teachers commonly experience difficulties related to unfamiliar work environments, increasing workloads, and expanding professional responsibilities, which can affect their adjustment to the teaching profession (Mananay & Sumalinog, 2025). However, most studies focus on observable challenges and institutional demands, giving limited attention to how newly hired teachers personally interpret and make meaning of their early teaching experiences (No *et al.*, 2022). This lack of focus is particularly evident in the Philippine public school context, where persistent issues such as overcrowded classrooms and limited resources further complicate the experiences of beginning teachers (Peña & Galigao, 2024) <sup>[20]</sup>. Thus, this study aims to explore the lived experiences and coping strategies of newly hired elementary school teachers during their first year of teaching using a phenomenological qualitative research approach.

Newly hired elementary teachers often face a challenging adjustment period marked by high demands, burdensome responsibilities such as lesson planning and grading, and difficulties in managing student conduct and involvement, which can contribute to significant stress (Quimque, 2020) <sup>[22]</sup>. These challenges include feelings of inadequacy, high pressure, unrealistic expectations, and issues with administrative tasks, adapting to new situations, accountability, uncertainty, established norms, and limited resources (Babae, 2023) <sup>[2]</sup>. Through shared experiences and professional interactions, newly hired teachers obtain

affirmation of their experiences and learn about effective coping mechanisms adopted by peers in related roles (Peria & Torres, 2021) <sup>[21]</sup>. Policy approaches, therefore, advocate for innovations in workload distribution, classroom management strategies, responsiveness to varied student requirements, and strengthened early-career support, while emphasizing teacher wellbeing and the sustainability of existing support systems (Young, 2024) <sup>[24]</sup>. The study emphasizes actual challenges and achievements of newly hired elementary teachers, effectively bridging academic concepts into everyday reality.

In international research, it indicates that newly hired elementary and beginning school teachers benefit significantly from structured support systems, which help in their professional growth, motivation, and sense of fulfillment during their early years of teaching. For instance, a study conducted in the United Arab Emirates found that teacher induction programs positively influence teachers' classroom practices, self-efficacy, and students' achievements, leading to improved classroom management and instructional effectiveness (Abdallah & Alkaabi, 2023) <sup>[1]</sup>. Similarly, a large-scale study in China reported that participation in induction programs enhances first-year teachers' self-efficacy and increases their intention to remain in the profession (Han, 2023) <sup>[10]</sup>. In South Africa, mentorship has also been shown to positively help influence newly hired teachers in their self-directedness and autonomy, allowing them to develop instructional skills and establish a strong professional identity (Mokoena & Tonder, 2024) <sup>[16]</sup>. In addition, in Sweden a study highlights that collaborative school environments and school-based initiatives help the professional development of new teachers. New teachers benefit from participating in school-based sessions such as network meetings, collaborative learning, peer observations, and informal discussions, leaving a positive impact on them and strengthening their skills and strategies (Karlberg & Bezzina, 2022) <sup>[14]</sup>.

In the Philippine context, research on newly hired elementary school teachers remains limited in addressing their everyday challenges, particularly heavy workloads and inadequate institutional support across public schools. While some local studies have noted concerns related to unclear Department of Education (DepEd) policies and delays in hiring processes, few have examined how these early experiences affect teachers' trust and adjustment during their first year (Jomoad, 2020) <sup>[12]</sup>. Moreover, limited attention has been given to workplace relationships, including conflicts with school administrators and weak collegial support, despite evidence that such factors contribute to heightened stress and cases of workplace bullying in elementary schools (Buhayan, 2024) <sup>[4]</sup>.

Existing Philippine literature also tends to focus on classroom management difficulties without linking these challenges to teachers' mental health, burnout, or intentions to leave the profession, particularly in under-resourced schools across urban and rural areas (Faisal & Hussien, 2023; Quimque, 2020) <sup>[8, 22]</sup>. The absence of comprehensive national data and teacher narratives limits the development of effective retention strategies for newly hired teachers. These gaps highlight the need for phenomenological studies that explore the negative lived experiences and coping strategies of newly hired elementary school teachers in the Philippine context. In response to these gaps, this study is significant as it addresses the limited qualitative research on the lived

experiences of newly hired elementary school teachers in the Philippines. By focusing on teachers' personal experiences, the study aims to provide deeper insight into the professional, emotional, and social challenges they encounter during their first year of teaching, as well as their coping strategies. The findings of this research may inform school administrators and policymakers, particularly the Department of Education, in designing a more responsive induction and support programs for newly hired teachers. This study also contributes to filling gaps in local literature that largely emphasize quantitative indicators while overlooking the teachers' narratives. Ultimately, the study aims to support teacher well-being, improve retention, and enhance the quality of elementary education.

## 2. Objectives of the Study

This study aims to explore the lived experiences and coping strategies of newly hired elementary school teachers during their first year of teaching. It seeks to answer the question; What are the lived experiences of newly hired elementary school teachers during their first years of teaching?

## 3. Methodology

### 3.1. Research Design

This study used a qualitative research approach, specifically a phenomenological research design, to explore the lived experiences of newly hired elementary school teachers during their first year of teaching. A qualitative research approach was appropriate for this study as it allowed for an in-depth understanding of participants' personal experiences, perceptions, and coping strategies within their real-life teaching contexts (Creswell, 2013). Phenomenological research focused on describing and interpreting the essence of individuals' lived experiences as perceived by those who have experienced the phenomenon firsthand (Moustakas, 1994) <sup>[17]</sup>. This design aimed to gather rich, meaningful data to help achieve the study's overall goal.

### 3.2. Sampling Design, Research Respondents & Environments

A purposive sampling design was used in selecting the main respondents of the study. Using this method ensured that the right individuals involved in this research study truly possess all the characteristics that fit the study's requirements. Specifically, the study included newly hired elementary school teachers with 3 years below of teaching experience, as they are most likely to share rich insights about their struggles, challenges, and adjustments during the early years of their teaching careers.

The study involved ten (10) participants which provided sufficient data for meaningful analysis. Data were collected from teachers employed in both public and private elementary schools to capture diverse teaching environments and experiences that may influence their perceptions and coping strategies, providing a more comprehensive understanding of the phenomenon. This approach focused on collecting data and information about the lived experiences of newly hired elementary school teachers, which will serve as a guide for future generations in handling similar challenges in their time. Purposive sampling was appropriate because it allowed the deliberate selection of participants who were information-rich and directly relevant to the research objectives (Etikan, Musa, & Alkassim, 2016) <sup>[7]</sup>.

### 3.3. Research Instrument

In this study, the researcher served as the primary research instrument and was responsible for designing, administering, and interpreting the data to explore the lived experiences of newly hired elementary school teachers during their first year of teaching. A semi-structured interview guide, administered through Google Meet, composed of open-ended questions, was used as the secondary instrument for data collection. The use of open-ended questions allowed participants to freely express their experiences, perceptions, emotions, and coping strategies in their own words, thereby generating rich qualitative data. As noted by Creswell and Poth (2018) [5], open-ended questions were effective in capturing participants' personal meanings and interpretations of their experiences.

The semi-structured interview guide was used during online interviews conducted via Google Meet to ensure accessibility and convenience for the participants. Although the guide provided a set of guiding questions, its flexible nature enabled respondents to elaborate and reflect deeply on their experiences. When necessary, probing and follow-up questions were asked during the interview to clarify responses and encourage deeper reflection. According to Patton (2015) [19], semi-structured qualitative interviews allowed respondents to share their perspectives within a guided framework while still offering freedom of expression, which supports the identification of common patterns and themes. The use of a Google Meet-based interview ensured efficient data collection while maintaining the depth required for phenomenological and thematic analysis of the data.

### 3.4. Data Gathering Procedure

Before data collection, the researchers secured ethical clearance from the appropriate institutional review board to ensure adherence to ethical research standards. After obtaining ethical approval, digital permission was sought from the relevant authorities and participants. The study employed purposive sampling to select elementary school teachers who were newly hired and were currently in their first to third years of teaching.

Once permission was granted, the researchers contacted the selected participants through email or messaging platforms to explain the purpose of the study and schedule the interviews. An informed consent was provided prior to the interview, and participants were informed that their participation was voluntary and that they may withdraw from the study at any time without penalty. Data were gathered through online interviews conducted via Google Meet, using a semi-structured interview guide with open-ended questions. With the participants' consent, the interviews were audio-recorded to ensure accuracy of responses. After the interviews were completed, participants were formally thanked, and an electronic certificate (e-certificate) was provided as a token of appreciation for their time and valuable contributions to the study.

### 3.5. Data Analysis

The data gathered from the Google Meet-based interviews were analyzed using thematic analysis. Audio-recorded interviews were transcribed verbatim, after which the researchers read and reviewed the transcripts to become familiar with the data. Because the interviews followed a semi-structured guide, the responses were organized around guiding questions while still allowing participants to

elaborate freely. Meaningful statements and significant responses were coded and organized into categories, which will then be grouped to form emerging themes related to the experiences, challenges, coping strategies, and adjustments of newly hired elementary school teachers. Following the process outlined by Braun and Clarke (2006) [3], the researchers systematically reviewed, refined, and interpreted the themes in relation to the objectives of the study. This analytical approach allowed the identification of recurring patterns across participants' lived experiences while preserving the depth and richness of qualitative data, which was appropriate for a phenomenological study.

### 3.6. Ethical Considerations

Ethical considerations were observed before the conduct of the study to ensure that research protocols were followed. Participants were informed about the purpose and procedures of the study before the interviews were conducted. Participation was voluntary, and respondents were allowed to skip any question or withdraw at any time. Confidentiality and anonymity were assured, and all information collected was securely stored and used solely for academic purposes.

## 4. Results and Discussion

The findings of this study reveal that the first years of experience of newly hired teachers are a multifaceted process shaped by both foundational training and real-world challenges. Guided by the four emerging themes, namely Transition from Pre-Service Preparation to Real Classroom Context, Classroom Management and Learner Diversity Challenges, Workload Demands and Professional Responsibilities, and Professional Growth, Support Systems, and Coping Strategies, this study highlights the complex realities faced by beginning teachers.

### Theme 1: Transition from Pre-Service Preparation to Real Classroom Context

This theme underscores how pre-service training provides a strong foundation in teaching strategies, lesson planning, and professional values for newly hired teachers, helping ease their initial entry into the profession. However, it also reveals that real classroom experiences demand greater adaptability and practical competence than training alone can provide. Thus, the transition becomes a crucial learning phase where teachers refine their skills and develop greater confidence through actual practice.

These were supported by the responses of the informants stated below:

*My pre-service training during my college year was a very, very great help in my teaching journey. Kay it prepared me for the realities of teaching profession and it taught me to be resilient in facing challenges and of course overcoming adversities. (My pre-service training during my college years was a very, very great help in my teaching journey because it prepared me for the realities of the teaching profession. It also taught me to be resilient in facing challenges and, of course, in overcoming adversities.) — Teacher 3*

*So my pre-service training prepared me well in teaching strategies. But, but, more exposure to*

*classroom management kay mas ma-develop ka or mas capable naka. Kay kung adto sa imong pre-service training, di man gd siya ingon na kanang grabe na gd nu, lisud ang, ahm, kung ari naka sa realidad gd sa pagtudlo kay mas makat-on ka. (So my pre-service training prepared me well in teaching strategies. But, more exposure to classroom management would help you develop more and become more capable. During pre-service training, it is not really that intense yet, but when you are already in the real situation of teaching, you learn more.) —Teacher 6*

*My pre-service training and orientation prepared me in many foundational ways for my first year of teaching. It equipped me with knowledge of teaching strategies, lesson planning, classroom assessment, and child development. Through practice teaching, I gained initial exposure to managing a classroom, delivering lessons, and preparing instructional materials. I also learned the importance of professionalism, ethics, and maintaining positive relationships with learners. However, while pre-service training provided theoretical knowledge and limited practical experience, it did not fully prepare me for the realities of a full-time teaching load. The actual demand of handling diverse learners. —Teacher 9*

*So, it is very helpful because during my pre-service or internship kay I was really guided on how to make the different methodologies, so different kanang strategies on how to make your lesson plan, and kanang especially when you're teaching na. (So, it was very helpful because during my pre-service training or internship, I was really guided on how to use different methodologies and strategies in creating lesson plans, especially when it comes to actual teaching.) — Teacher 10*

These statements suggest that pre-service training is an essential preparation for aspiring teachers, equipping them with foundational knowledge, teaching strategies, and practical skills such as lesson planning, classroom management, and instructional delivery. They also indicate that pre-service training fosters professionalism, ethical conduct, and the ability to build positive relationships with learners. At the same time, the respondents highlight that pre-service training alone cannot fully prepare teachers for the realities of actual classroom teaching. Real teaching experience allows them to face diverse challenges, develop resilience, and refine their strategies to meet the needs of their learners. Thus, pre-service training provides guidance, while hands-on classroom experience strengthens competence and confidence in teaching. Kihwele and Mtandi (2020) [15] confirmed that teaching practice is crucial because it allows pre-service teachers to consolidate their pedagogical skills by merging theoretical understanding with actual practice. As supported by Fitzsimons *et al.* (2024), teachers who undergo rigorous field exposure demonstrate significantly higher levels of instructional quality and adaptability than those with

theoretical training alone. The study reveals that while pre-service training provides a vital pedagogical foundation, it serves primarily as an initial orientation for novice educators. The findings indicate that these preparatory programs equip teachers with essential technical skills, yet a significant "reality gap" remains between theoretical training and full-time professional practice. It is only through direct classroom exposure that teachers transition from basic implementation to the adaptive expertise required for diverse learners. These findings imply that pre-service training is a critical foundational tool for developing competent teachers, providing essential knowledge, teaching strategies, and initial practical experience. It equips aspiring educators with skills in lesson planning, classroom management, professionalism, and ethical conduct. However, pre-service training alone cannot fully prepare teachers for the complex and dynamic realities of actual classroom teaching. Real-world teaching experiences are necessary for teachers to apply theoretical knowledge, confront unforeseen challenges, and develop resilience.

## **Theme 2: Classroom Management and Learner Diversity Challenges**

This theme highlights how newly hired teachers face challenges in managing classrooms while addressing the diverse needs and behaviors of learners. Effective classroom management requires flexibility, patience, and strong decision-making skills to maintain discipline and engagement. It also emphasizes that classroom management is not only about controlling behavior but also about creating a positive and inclusive learning environment that supports both academic and social-emotional development.

These were supported by the responses of the informants stated below:

*I would say first is about the sguro school environment and next is handling students or students' behavior nga I believe that at first lisod siya, or very challenging. But as time nga naka teach nako or naka handle na jud ko in real life, naka ingon ko nga dili jud diay siya ingon nga grabe jud kalisod. However, ara lang jud ka ma test if unsaon nimo pag manage ang imohang classroom. (I would say first is about the school environment and handling students' behavior. I believed at first that it would be difficult or very challenging. But over time, when I was already teaching and handling students in real life, I realized that it's not actually as difficult as I thought. However, that's where you are really tested on how you manage your classroom.) -- Teacher 3*

*But pagsud nako sa public, last year, is diha ra gyud nako na naexperience nga ay dili diay siya sayon noh, kay kanang lahi lahi man ug kuan ang mga bata so need nimo ah ilhon ang mga kuan man sa mga bata so sa diha palang gani daan struggle naka, so dili gyud diay siya sayon nga kaning magteach ka sa public school. (But when I entered a public school last year, that's when I really experienced that it's actually not easy. The students are very different from one another, so you really need to get to know them individually.*

Right from the start, it's already a struggle. So I realized that teaching in a public school is really not easy.) — *Teacher 7*

*Classroom management was one of the biggest challenges, especially handling diverse learners, including pupils with special needs, preparing lesson plans, checking papers, attending meetings, and completing reports added to the first row. There were days when I felt exhausted, questioning whether I was doing enough for my students. The actual demand of handling diverse learners, including pupils with special needs, were more complex than what I had encountered during practice teaching. Classroom management in real-life situations required quicker decision-making, stronger emotional resilience, and greater flexibility than I had expected.* — *Teacher 9*

*Nana ng kanang nanay magshagit shagit, nanay mag assignment, dili mag activity just because they doesn't feel to do so. So mao na siya nag experience up until now, but as you go on sad siya you'll get to know the students. And while you're knowing the students uhm you'll know or you'll actually find ways how to handle these students. (There are students who shout, refuse to do assignments, or won't participate in activities just because they don't feel like doing so. Those are the things I've been experiencing up until now. But as you continue, you get to know your students better, and through that, you'll be able to find ways on how to handle them effectively.)* — *Teacher 10*

These statements suggest that classroom management is one of the most challenging aspects of teaching, especially when dealing with diverse learners, including students with special needs. They indicate that while pre-service training and expectations may give teachers a sense of preparation, the realities of managing a classroom in real-life situations are often more complex and demanding. They also say that they must quickly adapt, develop strategies for different student behaviors, and build emotional resilience to handle daily challenges. Thus, actual teaching experience is crucial in shaping teachers' practical skills and confidence in classroom management. Woodcock and Reupert (2023)<sup>[23]</sup> found that first-year teachers often struggle with classroom management and need time and experience to develop effective strategies especially when facing a wide range of student behaviors. This difficulty is particularly pronounced when managing classrooms with students exhibiting diverse behaviors and learning needs. These findings indicate that classroom management and addressing the needs of diverse learners are the most significant challenges during the first year of teaching. This period is crucial because it is when newly hired teachers are first exposed to a wide range of student behaviors. By establishing clear rules and boundaries early on, these challenges become easier to navigate. With time and consistent practice, managing the classroom environment gradually becomes more manageable. These findings imply that managing a classroom during the first year of teaching is both challenging and demanding. The complexity of addressing varied student needs and behaviors makes it

difficult for beginning teachers to immediately apply effective management strategies. However, continuous exposure to the real classroom environment and regular interaction with students gradually enhance teachers' skills, confidence, and adaptability. Over time, this experience enables teachers to develop and refine effective strategies for maintaining classroom order and responding to diverse learning needs.

### **Theme 3: Workload Demands and Professional Responsibilities**

This theme highlights that teachers perform various tasks beyond classroom instruction, including lesson preparation, assessment of student work, and completion of administrative requirements. It shows that newly hired elementary teachers often experience difficulty in managing their time and balancing multiple responsibilities. They may encounter pressure as they strive to meet professional expectations both inside and outside the classroom. Despite these challenges, such experiences contribute to the development of their organizational and time management skills.

These were supported by the responses of the informants stated below:

*In terms of workloads naman, syempre paperworks, dun tayo medyo nanibago kasi during the training ah pinaka na introduce lang satin eh will be paggawa ng lesson plan then yung preview lang ng classwork nu, pero in terms of working na talaga ahh medyo madami na eh kasi we'll have the attendance that will be submitted to the DepEd and yung e-class record, so madami pa, yung test papers. (In terms of workload, of course, there's the paperwork. That's where we were a bit surprised because during the training, what was mainly introduced to us was just how to make lesson plans and a preview of classwork. But when it comes to actually working, it's quite a lot—we have attendance that needs to be submitted to DepEd, the e-class record, and many more, including test papers.)* — *Teacher 1*

*I thought most of the time will be spent in teaching the subject and also imong e realize imong pagka creative in teaching, imong mga strategies imong nahibal an, but then, especially now, daghan kaayo kag compliance or paperworks, mga administrative tasks, and then naa pay kuan grading, mag compute kag grades sa mga bata, planning and then meetings, also naa puy mga parent-teacher conference, so makuhaan jud, usahay it's often beyond school hours. (I initially thought that most of the time would be spent teaching the subject and allowing you to express your creativity in teaching, using the strategies you have learned. However, especially now, there are so many requirements and paperwork, along with administrative tasks. There's also grading, where you have to compute students' grades, planning lessons, and attending meetings. In addition, there are parent-teacher conferences. Because of all these, a significant amount of time is taken, and sometimes the work*

even goes beyond school hours.) — *Teacher 2*

*There are so many administrative tasks such as checking pictures, recording grades, preparing reports, attending meetings, and participating in school activities. At times, the workload felt overwhelming and physically exhausting. Adjusting school policies and procedures was challenging. As a newly hired teacher, I had to familiarize myself with school rules, documentation processes, curriculum standards, and expectations from administrators. —Teacher 9*

*For the workloads kay of course, managing the time. Although sometimes dili siya mamanage no, but it is really best if you would kanang have schedule you do scheduling of your task and iorganize pud nimo imong task. So that would somehow lighten the burdens of kanang sa workloads. (As for the workload, it is important to manage your time. Although sometimes it can be difficult to manage everything, it is still best to create a schedule and organize your tasks. Doing so can somehow help lighten the burden of your workload.) — Teacher 10*

These statements suggest that teaching is a profession that involves multiple responsibilities beyond classroom instruction, including lesson planning, documentation, classroom management, and administrative tasks. For newly hired teachers, this experience becomes more overwhelming as they adjust to real classroom situations while simultaneously meeting institutional expectations. They highlighted challenges such as managing time, organizing tasks, and handling numerous paperwork requirements like lesson plans, attendance reports, test papers, and e-class records. These responses consistently show that workload extends beyond teaching and directly affects teachers' efficiency. Dempster (2024)<sup>[6]</sup> identifies this phenomenon as "workload intensification", arguing that the surge in non-teaching responsibilities such as recording pupil progress and general administration. Systematically strips away the time necessary for instructional reflection and strategic planning, thereby undermining teacher efficiency. These findings indicate that teachers may spend more time completing forms than preparing engaging lessons which can affect the efficiency of the teachers. These findings imply that effective time management helps, but it is not always enough if the system itself demands excessive outputs. Schools should consider balancing administrative tasks with instructional priorities. Additionally, providing support systems such as administrative assistance or digital tools may help lessen the burden and allow teachers to perform their roles more effectively.

#### **Theme 4: Professional Growth, Support Systems, and Coping Strategies**

This theme explores how newly hired elementary school teachers experience professional growth through the support systems and coping strategies they develop during their first year of teaching. It highlights how they handle challenges and adapt to the demands of the profession while maintaining their personal well-being. Through their experiences, the

support they receive and the coping strategies they develop contribute to strengthening their confidence, competence, and overall professional growth despite the demands of their work.

These were supported by the responses of the informants stated below:

*... makaingon nalang ka, expectation versus reality, like you expected teaching is primarily about delivering and inspiring, but in reality teaching is about building relationships with the colleagues, students, staffs, then manage pud nimo ang complexity sa lesson and then you will grow together with your students. (.. you can say that it's expectation versus reality, you expected that teaching is mainly about delivering lessons and inspiring students, but in reality teaching is about building relationships with colleagues, students, staffs, managing the complexity of the lesson, and growing together with your students.) — Teacher 2*

*... I learned to embrace those challenges and also work hard to improve myself. Okay, so there are moments where I do trial and error, especially in managing the classroom and also planning lessons. And of course, adjusting to the school environment. And instead of just being discouraged by those mistakes, uhm I treated them as learning opportunities which would help me grow professionally. — Teacher 3*

*... so naa sad siyay feedbacking, so very helpful man jud ang feed backing jud Ms. gud kay diba as we all know strict man jud na, but dili man jud ta tanan perfect, so still need gihapon mga feedback para mo grow ta as a person or as a professional. (.. there is a feedbacking, feedback is very helpful Ms. as we all know they are really strict, and none of us are perfect, so we still need feedback in order to grow as a person or as a professional.) — Teacher 2*

*... I'm actually very thankful because I'm in a school where my co-teachers and my principal are very welcoming and they really help me. When it comes to paperwork, I actually don't have any idea of the paperwork that we're going to be doing. So, that's why every time we need to pass a document or paperwork, I always ask because that's what I learned. — Teacher 8*

*Ahm, during my first year in teaching, I received guidance from my school head and senior teachers. Sila gd, wala na gyud lain mo-kuan nimo ang imong kauban ra gyud ug principal. Ang mo-guide nimo sa tanan-tanan, basta ikaw willing lang ka modawat sa ilang advice bahalag naay sakit. Kay kana siya padung, para ra gihapon na siya para sa imong ka-ayuhan, para nindot imong pagtudlo sa skwelahan. (Ahm, during my first year in teaching, I received guidance from my school head and senior teachers. They were really the ones who guided*

me, there was no one else but my colleagues and the principal who helped me in everything. As long as you are willing to accept their advice, even if it is sometimes painful, it is still for your own good so that you can improve your teaching in the school.) — *Teacher 6*

*Well, one thing that I always do every weekend is I always travel. It's not really like I travel out of Cebu or out of the country. But I do travel and I do things that make me happy. Like sometimes go to somewhere new. There are a lot of places in Cebu that you can visit. So, that's what I always do. Every weekend, I don't want myself to be stuck at home. So, that's why I always travel every weekend. So, that's the thing that really helps me with the environment that I work with now or to cope up with the stress. — Teacher 8*

*During my first year of teaching, I coped with the challenges by learning to be patient, adaptable, and open to growth. This is very important as a teacher. —Teacher 9*

These responses indicate that newly hired teachers during their early years of teaching may experience challenges and differences between how they expect teaching versus the realities of teaching profession; however this may motivate them and learn how to embrace their profession wholeheartedly and develop professionally in their teaching career. They also mentioned that at first they expect that teaching may include only how they deliver the lesson and inspire their students but later on they realize that it focuses on building strong relationships with your students, colleagues, and other teaching staff to help and guide you manage the complexities of teaching tasks. With the help of collaborating, mentoring, and feedback from your colleagues, senior teachers, and school heads may help you adjust with the demands of your work and develop practices that will help you improve in teaching. Jungert *et al.* (2018) <sup>[13]</sup> supported the study that collaboration among colleagues plays an important role for teachers professional development as they will guide you in identifying areas for improvement by sharing their ideas that will help them strengthen their professional competence. These findings show the effectiveness of building strong relationships with colleagues and students as these would foster strong connections for a supportive environment that enhances teacher's overall professional development. These findings imply how support systems and personal well-being practices play an important role for newly hired teachers to gain confidence, competence, and holistic development therefore schools should strengthen mentoring programs and self-care support that will help teachers cope up professional challenges and enable them in achieving professional growth and maintaining long-term commitment to their profession.

## 5. Conclusion and Recommendation

This study indicates that newly hired elementary school teachers experience a challenging adjustment period as they manage classroom demands, diverse learners, and heavy workloads despite their pre-service training. Their actual teaching experiences help them develop confidence, skills, and resilience, while support from colleagues and effective

coping strategies assist them in handling these challenges. It is recommended that the Department of Education and school administrators strengthen mentoring and induction programs and provide support in managing workloads to better assist newly hired elementary school teachers and improve the quality of teaching.

## References

1. Abdallah AK, Alkaabi AM. Induction programs' effectiveness in boosting new teachers' instruction and student achievement: A critical review. *Int J Learn Teach Educ Res.* 2023;22(5):Article 25. doi:10.26803/ijlter.22.5.25.
2. Babaee M. A phenomenological approach to the lived experience of new teachers. *J Res Educ Syst.* 2023;17(61):70–86. doi:10.22034/jiera.2023.402203.2994.
3. Braun V, Clarke V. Using thematic analysis in psychology. *Qual Res Psychol.* 2006;3(2):77–101.
4. Buhayan IG. Basic education teachers and workplace bullying: Experiences in a public elementary school. *Int J Adv Manag Soc Sci.* 2024;3(4):154–169. Available from: <https://www.ijams-bbp.net/wp-content/uploads/2024/05/4-IJAMS-APRIL-2024-154-169.pdf>
5. Creswell JW, Poth CN. *Qualitative inquiry and research design: Choosing among five approaches.* 4th ed. Sage Publications; 2018. Available from: <https://collegepublishing.sagepub.com/products/qualitative-inquiry-and-research-design-4-246896>
6. Dempster S. Workload intensification and wellbeing among primary school teachers: An analysis of emergent operational issues. *Educ Res.* 2024.
7. Etikan I, Musa SA, Alkassim RS. Comparison of convenience sampling and purposive sampling. *Am J Theor Appl Stat.* 2016;5(1):1–4. doi:10.11648/j.ajtas.20160501.11.
8. Faisal H, Hussien O. Challenges encountered by the newly hired teachers in the new normal: Tagoloan District experience. *Psychol Educ Multidiscip J.* 2023;13(4):357–368. Available from: <https://doi.org/10.5281/zenodo.8332529>
9. Fitzsimons S, Sexton PJ, Lehane P, Donlon E, McDonald E, Karakolidis A, *et al.* Understanding pre-service teachers' improvement in professional practice: A quantitative perspective. *Ir Educ Stud.* 2025;44(2):341–357. doi:10.1080/03323315.2024.2330883.
10. Han X. Associations between the helpfulness of teacher induction programs, teacher self-efficacy, and anticipated first-year teacher retention. *Front Psychol.* 2023;14:1088111. doi:10.3389/fpsyg.2023.1088111.
11. Hernando-Malipot M. DepEd urged to ease 'inhumane' workload of public school teachers. *Manila Bull.* 2022 Sep 28. Available from: <https://mb.com.ph/2022/09/28/depd-urged-to-ease-inhumane-workload-of-public-school-teachers>
12. Jomoad PD. Challenges encountered by newly-hired teachers during first year of service. *PAMARISA J.* 2020;3(1):1–12. doi:10.7828/jmds.v6i1.1037.
13. Jungert T, Van Den Broeck A, Schreurs B, Osterman U. How colleagues can support each other's needs and motivation: An intervention on employee work motivation. *Appl Psychol.* 2018. doi:10.1111/apps.12111.

14. Karlberg M, Bezzina C. The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Prof Dev Educ.* 2022;48(4):624–641. doi:10.1080/19415257.2020.1712451.
15. Kihwele JE, Mtandi R. Impact of teaching practice on pre-service teachers' pedagogical competencies in Tanzania. *East Afr J Educ Soc Sci.* 2020;1(1):101–111. doi:10.46606/eajess2020v01i01.0011.
16. Mokoena TD, van Tonder GP. Influencing beginner teachers' autonomy: The impact of mentorship in fostering self-directed learning. *Int J Educ Manag.* 2024;38(5):1265–1288. doi:10.1108/IJEM-05-2023-0247.
17. Moustakas C. *Phenomenological research methods.* Sage Publications; 1994. Available from: <https://www.scirp.org/reference/referencespapers?referenceid=2056212>
18. No JG, Abdurakman SNU, Robles KGA, Etom NC, Ombao CJ, Arawe EM. Expectations and lived experiences of newly hired teachers in public elementary schools of Bataraza, Palawan, Philippines. *Asian J Educ Soc Stud.* 2022:33–44. doi:10.9734/ajess/2022/v32i330772.
19. Patton MQ. *Qualitative research & evaluation methods.* 4th ed. Sage Publications; 2015. Available from: <https://uk.sagepub.com/en-gb/eur/qualitative-research-evaluation-methods/book232962>
20. Peña HD, Galigao R. Bridging the divide: An analysis of demand and supply of education resources in various countries around the world. *Pantao Int J Humanit Soc Sci.* 2024. doi:10.69651/pijhss030416.
21. Peria A, Torres BR. Aspects of classroom lived experiences of newly hired teachers. *Liceo J High Educ Res.* 2021;15(2):65–85. doi:10.7828/ljher.v15n2.1323.
22. Quimque P. Lived experiences of newly hired teachers: Basis for policy recommendations. *JPAIR Multidiscip Res.* 2020;39(1):147–158. doi:10.7719/jpair.v39i1.766.
23. Woodcock S, Reupert A. First-year primary teachers' classroom management strategies: Perceptions of use, confidence, and effectiveness. *Teach Teach Educ.* 2023;90–106. doi:10.1080/02607476.2023.2219218.
24. Young CJ. *The lived experiences of elementary teachers and their relationships to their principals: Evaluations and reviews, professional development and mentorship.* Doctoral dissertation. Keiser University; 2024.

#### How to Cite This Article

Amamio CP, Atamosa I, Aranco LJ, Basera T, Bahag JE, Castillo TA, et al. Lived experiences of newly hired elementary school teachers. *International Journal of Multidisciplinary Research and Growth Evaluation.* 2026;7(3):333–340. doi:10.54660/IJMRGE.2026.7.3.333-340.

#### Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.