

Untold Stories of Newly Hired Public School Teachers

Mae Zherilou H. Cagalawan, Avelino N. Santillan

Department Of Education, La Carlota City, Negros Occidental, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100700942>

Received: 02 August 2026; Accepted: 07 August 2026; Published: 18 August 2026

ABSTRACT

This study explored the lived experiences of newly hired secondary public-school teachers in one of the Schools Division in the Negros Island Region, focusing on their challenges, coping strategies, and insights for strengthening teacher induction programs. A qualitative narrative research design was employed, involving eight newly hired teachers selected through purposive sampling. Data were collected using a validated semi-structured interview guide and analyzed through thematic analysis. The findings revealed that newly hired teachers encountered challenges related to classroom management, workload, learner diversity, and adjustment to the public school system. Despite these difficulties, they demonstrated resilience by engaging in continuous learning, reflective practice, collaboration with colleagues, and seeking guidance from mentors and school leaders. The study also identified key themes highlighting the importance of structured mentorship, practical and needs-based training, a supportive school environment, effective leadership, and confidence-building opportunities in facilitating teacher adjustment and professional growth. These findings suggest that comprehensive teacher induction programs play a vital role in enhancing the competence, resilience, and commitment of newly hired teachers. The results may serve as a basis for developing responsive policies and sustainable support programs that promote teacher effectiveness, well-being, and retention in the public school system.

INTRODUCTION

This chapter presents the study's background, theoretical and conceptual frameworks, problem statement, study hypotheses, significance, scope, and limitations, and definitions of terminology.

Background of the Study

The first years of teaching are widely recognized as one of the most demanding stages in a teacher's professional career. Around the world, newly hired teachers are expected to manage classrooms, respond to diverse learner needs, accomplish administrative responsibilities, and adapt to the culture of their schools while simultaneously establishing their professional identity. Although many countries have introduced teacher induction and mentoring programs to ease this transition, beginning teachers continue to experience stress, uncertainty, and challenges that influence their confidence, well-being, and decision to remain in the profession (Kaplan, 2021; van Ginkel et al., 2020). In the Philippines, the Department of Education has institutionalized the Teacher Induction Program (TIP) to support newly hired teachers; however, several studies reveal that novice teachers still encounter difficulties in classroom management, paperwork, workload, lack of orientation, and adjustment to school expectations despite existing support mechanisms (Mendoza, 2020; Peria & Torres, 2021; Quimque, 2020). These realities are likewise evident in public schools in La Carlota City, Negros Occidental, where newly hired teachers are expected to perform multiple instructional and noninstructional responsibilities while adapting to new school environments and meeting the demands of quality education. As they navigate these responsibilities, many rely on personal resilience, peer support, and guidance from experienced colleagues to successfully adjust to the profession.

While existing research has substantially examined beginning teachers' challenges, resilience, induction experiences, and professional competence, much of the literature has focused on evaluating induction programs

or identifying common difficulties encountered during the early years of teaching. Comparatively fewer studies have explored the untold personal narratives of newly hired public school teachers and how these experiences can inform the continuous improvement of teacher induction programs and support mechanisms, particularly within specific local contexts. Likewise, there is limited qualitative evidence describing the experiences of newly hired teachers in public schools in one of the cities in Negros Occidental. This gap underscores the need to listen to the voices of beginning teachers and understand their lived realities beyond measurable outcomes. Hence, this study was undertaken to explore the untold stories of newly hired public school teachers, with the intention of generating context-based insights that may contribute to strengthening teacher induction programs, improving school-based support systems, and fostering a more responsive environment for beginning teachers as they transition into the profession.

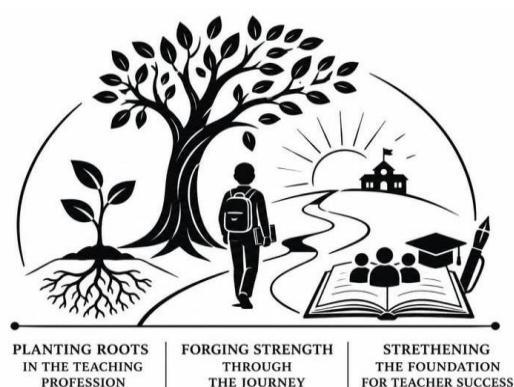
CONCEPTUAL FRAMEWORK

This study examines the personal narratives of newly hired public school teachers, including the challenges they encounter during their transition, the coping mechanisms they employ, the institutional and collegial support they receive, and the personal narratives that reveal their professional journeys. The framework emphasizes how these factors are related to one another, highlighting how their lived experiences shape their adaptation, resilience, and professional growth in the public school system.

The first element, Planting Roots in the Teaching Profession, represents the baseline realities, classroom challenges, and initial adaptation period educators encounter—such as adjusting to diverse learner needs, coping with non-specialized teaching assignments, and overcoming resource constraints—illustrating how these foundational experiences establish the ground for professional development. The second component, Forging Strength Through the Journey, highlights the internal coping strategies, emotional maturity, personal faith, time management, and support networks teachers use to deal with these difficulties, depicting the continuous path teachers navigate toward personal resilience and professional identity formation. The third component, Strengthening the Foundation for Teacher Success, stands for the insights and institutional recommendations derived from their experiences—focusing on structured mentoring, practical training, supportive leadership, and responsive induction programs—providing essential guidance, tools, and structural support that empower educators to fulfill their roles and sustain educational excellence.

These elements come together to form the integrated conceptual design, indicating that the initial roots, adaptive journeys, and structural foundations of teachers are what provide the insights gained from their lived experiences. As a conceptual road map, the design directs the investigation into the untold tales of recently recruited public school teachers. It shows that their experiences must be analyzed through the combination of challenges, coping strategies, outside assistance, and insight rather than being comprehended in an empty space. By arranging these components, the framework guarantees that the study stays concentrated on its goals, which are to investigate teacher adjustment, resilience, and identity formation and to provide significant implications for educational practice and policy.

Figure 1 below represents the interplay of the variables.



Objectives of the Study

This study sought to explore the untold stories of newly hired public school teachers, providing insights into their personal narratives, the challenges and difficulties they face, and the coping mechanisms they employ during their initial years of service. By uncovering these stories, the study aimed to generate knowledge that may enhance the teaching system and strengthen support for beginning educators.

Specifically, it addressed the following research questions:

1. What personal narratives do newly hired public school teachers share about their early experiences, challenges and difficulties do they encounter in the teaching profession?
2. How do these teachers cope with the demands, pressures, and adjustments required in their new roles?
3. What insights can be drawn from their untold stories to inform teacher induction programs and support mechanisms in public schools?

Significance of the Study

The result of the study would be beneficial to the following:

Policy Makers. This research is helpful as it may provide evidence for establishing and optimizing teacher induction policies and support structures. Additionally, it may guarantee that national frameworks take into account teachers' actual experiences rather than merely performance indicators.

School Administrator. The study can be beneficial as it may provide practical insights for strengthening induction programs, mentoring systems, and school-based support. Additionally, it might foster a school environment that is sympathetic and encouraging to new teachers.

Teachers. This study is beneficial because it acknowledges their hardships and victories by validating their unknown experiences. encourages reflective practice, professional identity, and resilience.

Students. This study can be helpful since it could benefit students by guaranteeing that their teachers are more capable, self-assured, and encouraged. Additionally, it could encourage more significant and interesting opportunities for education.

Community and Society. This research is helpful because it highlights teachers as agents of change whose stories reflect broader social realities. encourages community support for educators and shared accountability for education.

Future Researchers. This study is beneficial because it highlights the importance of individual narratives as data and improves narrative approach in teaching. Opens pathways for further qualitative inquiry into teacher development and professional identity.

Scope and Limitation of the Study

This study examined the personal narratives, challenges, and coping strategies of newly hired public school teachers throughout their first one to three years of employment as they adapt to the demands of their line of work. In order to ensure that the results accurately represent the experiences of educators working within the local public education system, it is limited to public schools in the selected location. In-depth interviews are the only method used for data gathering, which enables participants to express their experiences in their own words. However, compared to studies that use surveys, observations, or document analysis, this dependence on interviews may limit the range of viewpoints. The scope excludes private school teachers and those with more than three years of service, and the findings, while insightful, are context-specific and may not be fully generalizable to other regions or educational settings.

Definition of Terms

The following terms were conceptually and operationally defined in the study:

Coping Mechanism. Conceptually, refers to the adaptive strategies and personal responses that newly hired public school teachers develop and use to handle stress, navigate professional challenges, and sustain their well-being during their early years in the teaching profession (Skinner & Zimmer-Gembeck, 2021).

In this study, coping mechanisms are the practices and supports described by teachers, including collaborative work among peers, coaching, and reflective practice, for dealing with professional challenges.

Department of Education (DepEd). Conceptually, the Department of Education (DepEd) is the executive department of the Philippine government tasked with guaranteeing accessibility to, fostering equity within, and enhancing the quality of basic education (DepEd, 2023).

In this study, DepEd refers to the national agency that supervises public schools and implements the Teacher Induction Program in the chosen area.

Narrative Methodology. Conceptually, refers to a qualitative research approach that explores and interprets individuals lived experiences through the stories they share, focusing on how they construct meaning from personal events within their social and professional contexts (Clandinin & Connelly, 2020).

In this study, narrative methodology implies the use of teacher interviews as the primary source of data, capturing their untold stories and experiences.

Newly Hired Teachers. Conceptually, refer to educators who are in their first years of professional service in public schools and are in the process of adjusting to the demands, responsibilities, and expectations of the teaching profession (Ingersoll, 2021; OECD, 2020).

Based on this study, it describes newly hired teachers as those with 1–3 years of experience as educators in public schools within the chosen area.

Public Schools. Conceptually, refer to government-funded educational institutions that provide free and accessible basic education to learners and operate under national or local education authorities in accordance with established policies and standards (UNESCO, 2020; OECD, 2021).

In this study, public schools refer to the government-run schools in the selected locality where the participants are employed.

Teacher Induction Program (TIP). Conceptually, refers to a structured system of support provided to beginning teachers, including mentoring, orientation, and professional development activities, designed to help them transition effectively into the teaching profession and strengthen their competence and confidence during their early years of service (OECD, 2021; Ingersoll & Strong, 2020).

In this study, TIP means the Department of Education's induction program as experienced and perceived by newly hired teachers in public schools.

Untold Stories. Conceptually, refer to the personal experiences, reflections, and perspectives of individuals that have not been widely shared or documented, often revealing deeper insights into challenges, emotions, and coping strategies within a particular context (Riessman, 2021).

In this study, untold stories are the narratives provided by newly hired public school teachers throughout interviews, focusing on their early experiences, challenges, coping mechanisms, and insights.

Workload. Conceptually, refers to the total amount of tasks, responsibilities, and professional duties assigned to teachers, including instructional, administrative, and extracurricular obligations, which can impact their stress levels, job performance, and overall well-being (Kyriacou, 2020).

In this study, workload is described by participants as the number of teaching responsibilities, lesson planning, and administrative tasks they handle during their first years of service.

REVIEW OF RELATED LITERATURE AND STUDIES

Pertinent research and literature on the current subject of study are presented in this chapter. This literature's goal is to provide readers with a clear comprehension of the subject being studied.

Planting Roots in the Teaching Profession

The entry of newly hired public school teachers into the basic education system marks a transformative transitional phase characterized by baseline realities, complex classroom management demands, and environmental adaptations. Early career educators routinely encounter the imperative of guiding every learner beyond the classroom, recognizing that effective pedagogy requires extending instructional roles into holistic learner development. Effective teaching goes beyond standard content delivery to foster comprehensive student growth (Hoidn and Reusser, 2020).

Enduring these initial difficulties allows educators to begin harvesting the fruits of perseverance, which represents the long-term professional fulfillment and self-efficacy achieved after enduring early career adversity. Although the initial transition is characterized by physical exhaustion and administrative overload, educators who remain committed gradually build instructional confidence and resilience (Gu, 2018). Building on this insight, Day et al. (2020) showed that developing pedagogical self-efficacy and job satisfaction ultimately drives long-term professional commitment.

Nevertheless, according to Ingersoll et al. (2018), novice teachers routinely experienced excessive administrative workloads, extensive lesson preparation, and continuous record-keeping alongside actual classroom instruction. Navigating this early phase of teaching is widely conceptualized as running in the learning marathon, requiring high physical, mental, and emotional endurance Jin (2024) stressed that these continuous demands create heightened vulnerability to emotional depletion and burnout during the first three years of service.

Furthermore, climbing the summit of professional competence requires navigating systemic evaluation systems and institutional expectations. In the Philippine public school system, newly hired teachers are evaluated through performance assessment tools such as the Results-Based Performance Management System (RPMS), which measured domainspecific competencies (Sumanga et al., 2022). As Bustamante and Chagas (2022) demonstrated, striving for exemplary performance requires novice teachers to continuously refine lesson planning, integrate innovative strategies, and demonstrate classroom management mastery, transforming initial struggles into recognized professional growth.

To navigate these systemic demands effectively, Narcilla and Cerado (2025) highlighted that newly appointed teachers frequently report ambiguity regarding administrative protocols, DepEd orders, and school-level policies. Seeking stronger institutional guidance reflects the imperative need for structured orientation and continuous administrative direction during onboarding. In addressing this issue, Darling-Hammond et al. (2020) affirmed that transparent guidance, administrative accessibility, and proactive instructional leadership reduce uncertainty, allowing novice educators to align their practices with institutional goals and standards efficiently.

Concurrently, standing firm through challenges involves cultivating professional resilience and personal fortitude in response to chronic occupational stressors. Public school environments present persistent challenges, including large class sizes, diverse student behaviors, and shifting curricular mandates (Pillay et al., 2022). As Santerva et al. (2024) observed, teachers who develop adaptive resilience maintain professional

dedication by viewing institutional obstacles as manageable components of career growth rather than insurmountable barriers.

In this context, Pillay et al. (2022) emphasized that the quality of interpersonal dynamics with school heads, senior colleagues, administrative staff, and parents significantly influences teacher adaptation, rowing through professional relationships underscores the social context of teaching. This is reinforced by Santerva et al. (2024), who noted that while positive collegial interactions foster an environment of shared responsibility and emotional security, isolation or interpersonal friction amplifies workplace stress and feelings of alienation among new hires.

These experiences naturally lead to reflections of determination, which highlighted the role of introspective evaluation in professional identity formation. Engaging in systematic reflection enables educators to evaluate instructional successes and failures, reconstruct pedagogical strategies, and internalize professional values as demonstrated by Marco-Bujosa et al. (2020) and Agyapong et al. (2022)

Often, stepping beyond the comfort zone forces novice educators to adopt unfamiliar roles, innovate under pressure, and develop leadership capabilities early in their careers. Public school assignments frequently require teachers to undertake ancillary roles—such as serving as club advisors, sports coaches, or committee heads—alongside full instructional loads (Agyapong et al., 2022; Evardo, 2024).

Moreover, Belay et al. (2023) explained that high-stress school environments generate interpersonal and structural tensions that require self-control and conflict resolution skills. Weathering the storm within the workplace involves developing emotional regulation strategies to cope with administrative pressure, bureaucratic delays, and occasional workplace misunderstandings. In agreement, Jin (2024) founded that teachers who master emotional regulation navigate workplace volatility effectively without sacrificing instructional quality or personal mental health.

Forging Strength Through the Journey

The internal coping mechanisms and adaptive pathways utilized by novice teachers determine their ability to overcome early career adversity. When leaning on strong foundations, educators draw upon personal self-efficacy, core internal values, and established social support networks to build a coherent professional identity (Ingersoll et al., 2018; Ghasemi, 2025). As Solhi et al. (2024) observed, teachers with high self-efficacy demonstrate greater confidence, persist longer when facing instructional setbacks, and maintain high standards of classroom engagement.

Applying this framework, Collie (2021) and García-Crespo et al. (2021) showed that by maintaining a hopeful orientation, novice teachers frame current operational difficulties as temporary conditions, sustaining long-term motivation and reducing susceptibility to psychological burnout. High-pressure school settings, choosing to hope over professional pressure functions as a critical psychological buffer, enabling teachers to preserve optimism and job satisfaction. According to hope theory, hope is conceptualized as a cognitive state based on goal-directed determination and executable pathways.

Similarly, being anchored by faith and personal spiritual practices represents a widely documented coping mechanism among educators facing high workplace stress. Spiritual faith and existential grounding provide emotional solace, hope, and a sense of higher purpose, allowing teachers to view their professional duties as a meaningful vocation rather than merely employment (Nwoko et al., 2024). As de Brito Sena et al.

(2021) further explained, faith-based practices, such as prayer and reflective contemplation, offer psychological restoration during periods of acute professional exhaustion.

Sonnentag et al. (2023) pointed out that novice teachers face extensive clerical and instructional demands that can lead to chronic fatigue if left unorganized. Establishing clear daily routines, prioritizing essential tasks, and protecting personal time enable educators to fulfill administrative obligations while preserving personal well-being.

Ultimately, as Spaan et al. (2023) and Stover et al. (2024) concluded, navigating complex interpersonal and instructional situations repeatedly builds cognitive resilience, equipping teachers with the psychological stamina required for long-term career success in public education.

Strengthening the Foundation for Teacher Success

As Akyeampong (2022) asserted, systematic induction ensures that new hires receive consistent orientation regarding curriculum standards and administrative protocols. Institutional frameworks, structured support systems, and collaborative school environments play a vital role in transforming initial transitional challenges into sustained professional growth. Guided paths toward professional development are most effective when embedded within formal Teacher Induction Programs (TIP) and structured mentorship frameworks. Narcilla and Cerado (2025) similarly affirmed that structured onboarding helps novice teachers understand school culture during their initial adjustment period.

A central element of this process involves pairing novice educators with experienced mentors, which provides essential feedback, instructional modeling, and emotional reassurance. Effective mentorship accelerates pedagogical development, enhances classroom management skills, and reduces feelings of isolation among new teachers (Kutsyuruba et al., 2019; Suphaari & Chinokul, 2021).

Grounded in experiential learning theory, Marco-Bujosa et al. (2020) and Täschner et al. (2025) argued that professional competence develops through action, reflection, and application. Grounding professional growth in authentic classroom experiences allows novice teachers to bridge theoretical pre-service training with the practical realities of public-school teaching.

Moreover, building a culture of support within educational institutions relies on establishing active Professional Learning Communities (PLCs), peer collaboration, and transparent communication. According to Hargreaves (2021) as well as Tschannen-Moran and Woolf (2021), schools that foster collaborative environments encourage peer observation, resource sharing, and collective problem-solving, which enhances job satisfaction and teacher retention across all career stages.

Ultimately, establishing robust structural, collegial, and institutional foundations ensures that educators remain committed to inspiring the next generation of learners. Sustained administrative support, comprehensive induction, and positive school culture preserve teacher well-being and instructional quality. As Hoidn and Reusser (2020) and Morris (2023) concluded, by strengthening these institutional foundations, basic education systems reduce early career attrition and maintain high standards of teaching and learning across public schools.

RESEARCH METHODOLOGY

This chapter shows the study's research design, participant selection, research instruments, data collection methods, and analytical procedures.

Research Design

This study employed a qualitative narrative research design to explore the untold stories of newly hired public school teachers. Narrative inquiry is appropriate because it seeks to understand individuals' experiences through the stories they tell, allowing researchers to examine how participants interpret and give meaning to significant events in their personal and professional lives (Clandinin & Caine, 2020). Through this approach, the study explored the participants' experiences during their transition into the public school system, the challenges they encountered, the coping strategies they employed, and the insights they gained that may contribute to strengthening teacher induction programs and support mechanisms. By documenting and interpreting these narratives, the study provided a deeper understanding of the realities faced by newly hired teachers within their specific educational context.

Participants of the Study

The participants of this study were: (1) newly hired secondary public-school teachers from one of the schools divisions in Negros Island Region; (2) currently in their first years of teaching, specifically three years and below; and (3) must be willing to participate in the study. These teachers have been purposively selected to ensure that they possess firsthand experiences of adjusting to the demands, responsibilities, and challenges associated with entering the profession. By focusing on educators from this specific division, the study aimed to capture the unique contextual factors, school environments, and support systems that shape their early professional experiences. The participants' narratives were provided rich, detailed insights into their personal journeys, including the obstacles they face, the coping mechanisms they employ, and the guidance they receive from colleagues, mentors, and family members.

Sampling Technique

This study employed purposive sampling to intentionally select eight newly hired public school teachers from one of the schools divisions in Negros Island Region who can provide rich, detailed accounts of their early professional experiences. Purposive sampling enables the researcher to focus on individuals who have direct experience with the phenomenon of interest, ensuring that the data collected is meaningful and relevant to understanding the challenges, coping strategies, and support systems of beginning educators (Campbell et al., 2020; Gill, 2020). By selecting participants who are currently navigating their initial years in the teaching profession, the study prioritizes depth of insight and lived experience over numerical representation, which aligns with narrative inquiry research objectives that emphasize the quality and context of personal narratives (Nyimbili & Nyimbili, 2024).

Data Gathering Instrument

A semi-structured interview guide was the main tool used to collect comprehensive data from research participants. According to Creswell (2013, 2018, as referenced in Reyes et. al, 2025), this method allows the researcher to ask pre-planned questions while giving participants the flexibility to go further into issues and introduce new ones. The semistructured style guarantees that the researcher stays focused on the study's goals while simultaneously collecting the depth of participants' undiscovered experiences by fusing structure with flexibility.

To examine the untold stories of newly hired public school teachers, the researcher developed an interview guide that is reviewed and validated by the research adviser. The purpose of the questions is to generate narratives about their professional experiences, including difficulties they have faced as teachers, coping strategies they have used, support networks they have accessed, and thoughts on who they are as new teachers. In order to promote deeper storytelling and guarantee that replies accurately represent the viewpoints and experiences of the participants, follow-up questions are employed. Because it lets participants create meaning via storytelling instead than restricting them to succinct or preset answers, this instrument is especially well-suited to narrative inquiry. By doing this, the interview guide turns into a tool for revealing the depth of teachers' stories, emphasizing both individual distinctiveness and group themes.

Trustworthiness in Research

In qualitative research, trustworthiness refers to the extent to which the findings accurately represent the experiences, perspectives, and realities shared by the participants. It serves as a basis for establishing the credibility, dependability, confirmability, and transferability of qualitative findings (Lincoln & Guba, 1985, as cited by Reyes et al., 2025). In this study, the trustworthiness of the findings was established through systematic procedures before, during, and after data collection and analysis. These procedures ensured that the stories and experiences of newly hired public school teachers were presented accurately and that the interpretations were firmly grounded in the participants' narratives rather than in the researcher's assumptions.

Credibility. Credibility was established to ensure that the findings faithfully represented the experiences and perspectives of newly hired public school teachers. The researcher first developed rapport and established a

trusting relationship with the participants before conducting the interviews. This was achieved by clearly explaining the purpose of the study, assuring participants of the confidentiality of their responses, and creating a comfortable environment where they could freely share their experiences. During the interviews, the researcher used open-ended questions and appropriate followup questions to encourage participants to provide detailed descriptions of their experiences, challenges, adjustments, and accomplishments as newly hired teachers.

To further establish credibility, the researcher employed member checking. After the interviews were transcribed and initially interpreted, selected participants were given the opportunity to review their interview transcripts or summarized interpretations. They were asked to confirm whether the information accurately reflected what they intended to communicate and to clarify, modify, or add information when necessary. Any corrections or clarifications provided by the participants were incorporated into the final data analysis. This process helped ensure that the emerging themes accurately reflected the participants' intended meanings and personal experiences.

The researcher also engaged in prolonged engagement with the participants and the research context. Sufficient time was devoted to understanding the participants' experiences and the circumstances surrounding their transition into the teaching profession. Through sustained interaction and careful listening, the researcher was able to gain a deeper understanding of the participants' stories and identify meanings that might not have been revealed through brief interactions alone. In addition, peer debriefing was conducted by seeking feedback from individuals knowledgeable in qualitative research. These peers reviewed the research procedures, emerging interpretations, and thematic analysis to identify possible inconsistencies, researcher assumptions, or alternative explanations. Their feedback was considered in refining the analysis and strengthening the credibility of the findings (Merriam, 2009, as cited by Cypress, 2017; Reyes et al., 2025).

Data Analyses

To ensure an in-depth examination of the qualitative data, the analysis procedure in this study followed an organized strategy. Participants' narratives were methodically examined using thematic analysis, as described by Braun and Clarke (2006) and referenced by Nowell et al. (2017) and Reyes et al. (2025). Because it preserves the individuality of each teacher's unwritten story while enabling the researcher to spot recurrent trends, this method is especially well-suited to narrative inquiry.

Data Familiarization. To thoroughly engage with the content, the researcher reread the transcripts of the interviews many times. This phase guarantees a thorough comprehension of the participants' secret tales as recently employed educators, including their coping mechanisms, identity reflections, and difficulties in social and professional settings.

Important information and developing stories are highlighted in preliminary notes. **Generating Initial Codes.** Essential components of the stories were methodically coded. Participants' difficulties, coping strategies, support networks, and thoughts on their career paths were categorized through to the coding of each important segment of the interviews.

Searching for Themes. To find possible themes that represent the participants' undiscovered stories, the produced codes were examined.

The emerging themes—such as handling classroom realities, developing resilience, locating support networks, and reframing professional identity—highlight both individual distinctiveness and group patterns.

Reviewing and Refining Themes. To make sure the themes appropriately reflect the facts, they were carefully evaluated. This procedure entails confirming that every theme was consistent and in line with the entire dataset. To ensure a thorough portrayal of the teacher's stories, modifications were made as needed to hone the themes and remove repetitions.

Defining and Naming Themes. After they are complete, the themes were

categorized and precisely defined to capture the key ideas found in the data. Each subject draws attention to a unique and significant aspect of the participants' unseen tales, including their challenges, coping mechanisms, and thoughts on personal development.

Producing the Report. The last phase was combining the findings and coordinating them with the goals of the research. The researcher offered insights into the coping mechanisms, professional difficulties, and identity construction of recently recruited teachers by interpreting the topics in the context of their hidden tales. To enhance authenticity and openness, the findings provided summaries of supporting narratives.

Presentation, Analysis and Interpretation of Data

This study explored the lived experiences of newly hired public school teachers, focusing on their transition into the teaching profession, the challenges they encountered, the coping strategies they employed, and the insights they gained to strengthen teacher induction programs and support mechanisms. Through the narratives of the participants, the study sought to deepen the understanding of the realities faced by beginning teachers and the factors that supported their professional adjustment, resilience, and growth. Furthermore, it aimed to provide valuable insights that may serve as a basis for enhancing teacher induction programs and developing more responsive support systems for newly hired public school teachers.

Theme 1: Planting Roots in the Teaching Profession

Sub-Theme 1: Guiding Every Learner Beyond the Classroom

The transition into public school teaching exposed newly hired teachers to realities that extended beyond lesson planning and classroom instruction. As they interacted with learners from diverse socioeconomic backgrounds, they realized that students' academic performance was often influenced by circumstances outside the classroom. Their experiences revealed that effective teaching required not only delivering lessons but also understanding learners' personal situations, providing appropriate interventions, and responding with empathy to the challenges students encountered.

For many participants, one of the first realities they encountered was the presence of learners who struggled with basic academic competencies despite being enrolled in higher grade levels. These learning gaps prompted them to design interventions that would address the specific needs of their students instead of simply following the prescribed curriculum.

The following are the statements that affirm this theme:

“Sang na-assign ako diri around January 2025, damo ako expectations sa mga estudyante kay Grade 10 sila. Pero sang nag-umpisa na ang klase, nakita ko nga bisan ang mga basic concepts sang Mathematics pareho sang: Addition, Subtraction, Multiplication, Division of integers. May mga learners gihapon nga naga-struggle. Tungod sini, nagpaminsar ako sang interventions nga pwede ko mahimo para matabangan sila. Isa sa mga initiatives nga gin-ubra ko amo ang paghatag remedial activities every Friday para mabalikan ang basic mathematical concepts antes magkadto sa mas komplikado nga lessons.”

Mr. N

This experience demonstrates that newly hired teachers immediately recognized the importance of adapting instruction to learners' actual abilities. Rather than expressing frustration over students' academic deficiencies, they viewed these challenges as opportunities to provide additional support. Their willingness to modify instruction reflects a learner-centered approach that prioritizes understanding students' needs over merely completing curricular requirements.

Beyond academic difficulties, participants also discovered that many learners experienced hardships rooted in their family and socioeconomic conditions. These realities shaped the teachers' perspectives and influenced how they responded to classroom situations.

"During my time at Ayungon Extension School, many learners came from families of sugarcane workers and farmers. Those experiences taught me to become more understanding and sensitive to the realities they faced every day. They changed the way I teach and communicate with my learners." Ms. VS

These narratives reveal that newly hired teachers gradually developed empathy as they became more familiar with their learners' backgrounds. Instead of viewing poor academic performance solely as a result of students' lack of effort, they recognized that economic hardship, family circumstances, and emotional concerns often affected learners' engagement and classroom participation. Such experiences encouraged them to become more compassionate educators who considered the whole child rather than focusing only on academic outcomes.

Participants also observed that learners displayed different behaviors that reflected their personal circumstances. Some students appeared disengaged, while others sought attention in ways that disrupted classroom routines. Rather than immediately imposing disciplinary measures, participants emphasized the importance of understanding the reasons behind these behaviors.

"Some children are physically present in the classroom but show no interest in learning, while others constantly seek attention. Their actions often reflect struggles that are not immediately visible. That is why it is important to understand their background before making conclusions."

Mr. N

"I learned that you cannot use one teaching approach for every learner. Some children need more encouragement, while others are naturally independent and self-motivated."

Ms. VS

These responses indicate that newly hired teachers recognized learner diversity as a defining characteristic of public-school classrooms. They acknowledged that effective instruction requires flexibility, patience, and responsiveness to students' varying learning styles, abilities, and personal circumstances. As they gained classroom experience, participants moved away from applying uniform teaching strategies and instead adopted more individualized approaches to instruction and classroom management.

The findings are consistent with the work of Kim, L. E. and Asbury, K. (2020), who reported that teachers continually adapted their instructional practices to respond to learners' diverse academic and emotional needs, particularly during periods of educational disruption. Likewise, Darling-Hammond, L. and colleagues (2022) emphasized that effective teaching extends beyond content delivery by recognizing learners' individual contexts and providing equitable opportunities for learning. Similarly, UNESCO (2021) stressed that inclusive and equitable education requires teachers to understand learners' diverse backgrounds and implement responsive instructional strategies that promote participation and academic success.

Sub-Theme 2: Harvesting the Fruits of Perseverance

Harvesting the Fruits of Perseverance symbolizes the fulfillment and stability that newly hired public school teachers experienced after years of waiting, sacrifice, and professional preparation. Similar to a farmer patiently cultivating crops before reaping a harvest, the participants described becoming permanent teachers as the culmination of years of hard work, temporary appointments, and unwavering determination. Securing a permanent teaching position represented not only financial stability but also personal achievement and professional validation.

The participants' narratives revealed that obtaining a permanent teaching position was not an instant accomplishment. Instead, it was the result of persistence, patience, and continuous efforts to remain committed

to their chosen profession despite uncertainties. Their experiences demonstrate that the journey toward permanence strengthened their appreciation of the profession and deepened their commitment to serving learners.

The following statements illustrate this theme:

"One of the first things I felt was fulfillment upon becoming a permanent teacher because after several years of waiting and striving, I was finally hired as a permanent teacher. There is a big difference in salary compared to before, and this has greatly helped me with my personal needs, my family, and even my classroom requirements. I can now afford instructional materials and other necessities for teaching."

Mr. N

Mr. N's experience reflects how achieving permanent employment brought both emotional satisfaction and financial security. Beyond improving his personal

circumstances, the stability of his position enabled him to provide better learning resources for his students. This finding suggests that employment security contributes not only to teachers' well-being but also enhances their capacity to support effective instruction.

"My journey toward a permanent position was not easy. I first went through contractual and temporary appointments. I worked hard to finally obtain a permanent item."

Ms. J This statement highlights the lengthy and often uncertain career pathway experienced by many beginning public school teachers. Temporary employment demanded continuous perseverance while waiting for a permanent appointment. Despite these challenges, participants remained committed to the profession because they believed that their sacrifices would eventually lead to greater opportunities for professional growth and stability.

"Before becoming a permanent teacher, I already had experience teaching in public school through my two years as an SEF teacher. Because of that experience, I already had an idea of what public school teaching was like. That experience helped prepare me for different situations that I would eventually encounter as a permanent teacher."

Ms. VS

Collectively, the participants viewed permanent employment as more than a career milestone. It represented recognition of their dedication, competence, and resilience. The achievement of a permanent position strengthened their professional identity and reinforced their motivation to continue improving their practice. Financial stability also reduced personal stress, allowing them to focus more effectively on teaching and learner development.

The findings indicate that the transition from temporary employment to permanent teaching contributes significantly to teachers' professional satisfaction. Employment security provides teachers with greater confidence, encourages long-term commitment to the profession, and creates opportunities for continuous professional development. Moreover, the participants' experiences suggest that the challenges encountered before obtaining a permanent position became valuable learning experiences that shaped their attitudes toward perseverance and service.

These findings support the work of Flores, M. A. and Swennen, A. (2020), who emphasized that beginning teachers develop professional identity through experiences of adaptation, persistence, and reflection during their early years in the profession. Likewise, OECD (2020) reported that employment stability and supportive working conditions are associated with higher teacher commitment, job satisfaction, and instructional effectiveness. Furthermore, Day, C. and colleagues (2020) explained that teachers who perceive stability and

professional recognition are more likely to remain motivated and committed to improving student learning despite the demands of the profession.

Sub-Theme 3: Running in the Learning Marathon

Finding Purpose Through Learners' Success reflects the profound sense of fulfillment that newly hired public school teachers experienced as they witnessed the growth, appreciation, and transformation of their learners. While participants acknowledged that teaching involved numerous challenges and sacrifices, they consistently described their students' progress and gratitude as the greatest source of motivation to continue in the profession. Similar to a gardener who patiently nurtures plants until they bloom, the participants found genuine satisfaction in seeing learners gradually develop academically, socially, and personally through their guidance.

The participants' narratives revealed that the true rewards of teaching were not measured by financial compensation or professional recognition alone but by the positive impact they made on the lives of their students. Every expression of gratitude, improvement in learner performance, and demonstration of confidence strengthened their commitment to their profession and reminded them of the meaningful role they played as educators.

The following statements illustrate this theme:

"The most fulfilling thing for me is the appreciation of the students. Even if there are struggling learners, when you hear them say 'thank you' and express their appreciation for your efforts, it feels as though all the exhaustion and sacrifices have been repaid."

"That is one of the things that motivates me to continue in the profession."

Mr. N

Mr. N's experience demonstrates that students' appreciation served as an important emotional reward for newly hired teachers. Although teaching often required long hours of preparation, classroom management, and addressing diverse learner needs, simple expressions of gratitude reassured participants that their efforts had made a meaningful difference. These moments reinforced their sense of purpose and encouraged them to remain dedicated despite the demands of the profession.

"One of the most memorable experiences for me is seeing the progress of the learners."

"There were students who, at first, were very shy and did not want to participate in the classroom. But as time passed, I saw that they became more confident and were willing to share their ideas. For me, this is one of the most beautiful parts of teaching—witnessing positive change in learners because of your guidance and efforts."

Ms. C

This narrative highlights that teaching extends beyond improving academic achievement. Participants valued the opportunity to witness learners become more confident, expressive, and engaged in classroom activities. These transformations affirmed that meaningful learning involves the development of learners' self-esteem, communication skills, and willingness to participate, all of which contribute to their holistic growth.

"Even with the challenges and struggles, what I feel is still fulfillment—especially when you see that learners have been helped and that you have made a positive impact on their lives. For me, teaching is not just a job; it is a responsibility and an opportunity to help shape the future of the youth. That is why, even though it can be difficult at times, the profession is still worth it."

Mr. N

This statement reflects how participants gradually developed a deeper understanding of their professional identity. Rather than viewing teaching solely as employment, they regarded it as a lifelong commitment to

nurturing future generations. Their experiences suggest that the fulfillment derived from positively influencing learners outweighed the challenges associated with the profession.

Across the interviews, participants consistently associated professional satisfaction with learner development. Whether expressed through improved academic performance, increased classroom participation, or simple words of appreciation, these experiences strengthened their commitment to continue teaching despite the inevitable difficulties encountered during their transition into the public school system.

The findings indicate that meaningful relationships between teachers and learners play a significant role in sustaining teachers' motivation and professional commitment. Positive interactions with learners foster emotional fulfillment, reinforce teachers' sense of purpose, and contribute to greater job satisfaction. These experiences also demonstrate that newly hired teachers derive intrinsic motivation from witnessing learners overcome challenges and achieve personal growth.

The present findings are consistent with the work of Collie, R. J. (2021), who reported that positive teacher–student relationships significantly contribute to teachers' occupational well-being, professional engagement, and job satisfaction. Likewise, Hascher, T. and Waber, J. (2021) found that teachers experience greater professional fulfillment when they observe meaningful academic and personal growth among their learners. Furthermore, UNESCO (2021) emphasized that supportive teacher–learner relationships are fundamental to promoting inclusive, equitable, and learner-centered education, as they foster both student success and teacher motivation.

Sub-Theme 4: Crossing New Educational Landscapes

Crossing New Educational Landscapes represents the significant adjustments newly hired public school teachers experienced as they transitioned into unfamiliar school environments. Much like a traveler entering a new landscape, the participants encountered different educational settings, larger student populations, diverse learner needs, unfamiliar teaching assignments, and new workplace cultures that required continuous adaptation.

The participants described that one of the most challenging aspects of becoming a permanent public-school teacher was adapting to a completely different school environment. Several participants came from private schools, extension schools, or temporary teaching positions where the learning environment, student population, and organizational structure were considerably different from those in large public schools. These transitions required them to adjust not only to their instructional responsibilities but also to new colleagues, school policies, and organizational expectations.

The following statements illustrate this theme:

"The adjustment was truly significant when I transferred. In the extension school where I came from, there were only about eight teachers, and we were all very close. But when I arrived here, there were already more than one hundred teachers. One of the biggest adjustments I had to make was establishing relationships and getting to know a large number of people." Mr. N

Mr. N's experience highlights that transitioning into a larger school community involved more than learning new routines. It also required developing professional relationships within a much bigger organization. The shift from a close-knit workplace to a more complex institutional setting challenged participants to strengthen their communication skills, collaboration, and professional interactions.

"The student population here is much larger and more diverse. The learners come from different backgrounds. Some are children of sugarcane farmers, while others come from families with different economic and social conditions. Because of that, the classroom environment is very different. The needs, attitudes, and behaviors of learners are more diverse."

Ms. VS

This narrative demonstrates that newly hired teachers quickly realized that learner diversity extended beyond academic ability. Differences in socioeconomic background, family experiences, and individual learning needs influenced classroom participation and student behavior. These realities encouraged participants to become more flexible in planning instruction and managing classroom interactions.

"It was a big adjustment because they were Grade 7 learners. They had just come from elementary school, and a completely different approach was needed in teaching them."

Mr. B

This statement suggests that newly hired teachers recognized the developmental differences among learners across grade levels. Participants learned that instructional strategies effective in one educational setting might not be equally appropriate in another.

Consequently, they continuously modified their teaching approaches to respond to learners' developmental needs.

"I came from a private school where the population was smaller and the number of learners I handled was more limited. When I transferred to the public school, I truly saw the difference. There were more learners, more sections, and more responsibilities for teachers. At first, it was quite overwhelming, but I viewed it as an opportunity to learn and further develop my skills as a teacher."

Ms. C

"At the beginning, being newly hired was truly difficult because it was my first time entering the public school setting. I had to familiarize myself with the environment, the learners, and the people I would be working with. One of the challenges was the lack of guidance and actual experience in some of the subjects I was assigned to teach." Ms. P

These experiences reveal that newly hired teachers often encountered teaching assignments outside their specialization while simultaneously adjusting to unfamiliar institutional practices. Despite these difficulties, participants demonstrated openness to learning and viewed every challenge as an opportunity to broaden their professional competence.

"Since I came from a private school, the subjects I taught there were aligned with my specialization. But when I entered the public school, there were subjects that were no longer aligned with my background."

Ms. C2

Overall, the findings demonstrate that transitioning into public school teaching required newly hired teachers to adapt simultaneously to new institutional cultures, diverse learner populations, expanded teaching responsibilities, and evolving instructional practices. Although these adjustments initially caused uncertainty and stress, they ultimately strengthened participants' confidence, flexibility, and professional competence.

Their experiences illustrate that successful transition into the teaching profession is an ongoing process of learning, reflection, and adaptation rather than a single event.

These findings are consistent with the study of Flores, M. A. and Day, C. (2022), who emphasized that beginning teachers undergo continuous professional adjustment as they adapt to changing school contexts, institutional cultures, and diverse learner needs. Similarly, OECD (2020) reported that teachers' ability to adapt to different classroom environments, collaborate with colleagues, and respond to learner diversity contributes significantly to teaching effectiveness and professional satisfaction. Furthermore, UNESCO (2021) stressed that inclusive education requires teachers to employ flexible instructional practices that acknowledge learners'

varied backgrounds, experiences, and learning needs. Collectively, these studies reinforce the participants' experiences, demonstrating that professional growth is fostered through continuous adaptation to evolving educational environments.

Sub-Theme 5: Climbing the Summit

Learning Never Ends symbolizes the continuous process of professional growth experienced by newly hired public school teachers as they navigated the realities of classroom teaching. Similar to an endless journey where every destination leads to another path, the participants realized that becoming a teacher did not signify the end of learning but rather the beginning of continuous personal and professional development.

The participants consistently expressed that their expectations of the teaching profession changed after entering the public school system. Many initially believed that completing their degree and passing the licensure examination had fully prepared them for the profession. However, actual classroom experiences revealed that teaching required constant learning, flexibility, and the willingness to improve every day.

The following statements affirm this theme:

"I have learned that there is still so much more I need to know. At first, I thought that once you became a teacher, you were already fully prepared for everything. But when you face the actual work, that is when you realize that you continue learning. I also learned that it is very important to be flexible and open to new ideas and strategies. If you are not willing to adjust, you will truly struggle to grow as a professional." Mr. B

Mr. B's experience illustrates the realization that professional competence is continuously developed through practice rather than acquired solely through formal education. As he encountered diverse classroom situations, he recognized that successful teaching required adaptability, openness to change, and continuous self-improvement. This finding highlights that teacher development is an ongoing process shaped by reflection and practical experience.

"No matter how many trainings and seminars you attend, the learning you gain from actual work is still very different."

Mr. S

This statement underscores the importance of experiential learning in developing teaching competence. While seminars and workshops contribute valuable theoretical knowledge, participants believed that real classroom situations provided more meaningful opportunities to strengthen instructional skills, classroom management, and decisionmaking abilities.

"Facing the learners, managing the class, and solving the everyday challenges have truly been the greatest teachers for me. Each day, there is always something new to learn."

Mr. B

This narrative reflects how participants viewed every teaching experience as an opportunity for growth. Rather than perceiving classroom challenges as obstacles, they regarded them as valuable learning experiences that gradually enhanced their competence and confidence. Through continuous reflection and practice, they developed strategies that could not be fully learned through textbooks or teacher education courses alone.

"Through actual teaching experience, I learned that the work of a teacher is not limited to your specialization. There are subjects and responsibilities that you also need to learn, even if they are not your major. That is why it is very important to be flexible and willing to learn."

Ms. C

This statement demonstrates that flexibility became an essential characteristic of beginning teachers. Participants acknowledged that adapting to different teaching assignments and additional responsibilities broadened their professional competence and enabled them to become more versatile educators.

"At first, I thought teaching was simple. But when I was already in the actual classroom,

I realized that there were many responsibilities and challenges I had not expected. Still, because I truly love the profession, I continued and gave my very best." Ms. C

This reflection illustrates how participants' understanding of teaching evolved throughout their professional journey. Their initial expectations gradually gave way to a deeper appreciation of the profession's complexity. Despite the increased responsibilities and unexpected challenges, they remained committed because of their passion for teaching and their desire to contribute positively to learners' lives.

The findings indicate that newly hired teachers develop professional competence primarily through experiential learning. While formal education and professional development activities provide essential theoretical foundations, authentic teaching experiences enable beginning teachers to integrate knowledge with practice, strengthen their decision-making skills, and build confidence in responding to the complex realities of classroom instruction. The participants' narratives further suggest that maintaining a willingness to learn is fundamental to sustaining long-term effectiveness in the teaching profession.

The findings corroborate the work of Flores, M. A. (2020), who emphasized that beginning teachers construct professional knowledge through reflection on authentic teaching experiences and continuous adaptation to classroom realities. Likewise, König, J. and colleagues (2020) found that practical teaching experiences significantly enhance teachers' instructional competence, adaptability, and professional confidence beyond what is acquired during pre-service education. Furthermore, OECD (2020) reported that teachers who actively engage in continuous professional learning and reflective practice demonstrate greater instructional effectiveness, resilience, and long-term career satisfaction. These studies support the participants' recognition that teaching competence develops through continuous learning, practical experience, and a sustained commitment to professional growth.

Sub-Theme 6: Seeking Stronger Institutional Guidance

Seeking Stronger Institutional Guidance reflects the participants' experiences regarding the support they received during their transition into the public school system. Similar to a traveler navigating an unfamiliar path, newly hired teachers recognized the value of orientation programs and institutional policies; however, they also expressed the need for more practical mentoring, continuous coaching, and face-to-face guidance. While the Teacher Induction Program (TIP) provided an initial understanding of the profession, the participants believed that actual mentoring and collaborative learning would have better prepared them for the realities of public-school teaching.

The participants consistently acknowledged that the Teacher Induction Program served as an important introduction to the policies, responsibilities, and expectations of newly hired teachers. Nevertheless, they shared that learning about procedures through orientation alone was not always sufficient. They believed that beginning teachers would benefit more from opportunities to observe experienced teachers, participate in mentoring sessions, and engage in practical demonstrations that connect theory with actual classroom practice.

The following statements affirm this theme:

"We had an orientation and introduction about the Teacher Induction Program, which helped in presenting the policies, responsibilities, and expectations of being a public-

school teacher. But for me, it would have been better if there were more actual mentoring and face-to-face discussions because sometimes things are easier to understand when there are real examples and sharing of experiences."

Mr. B

Mr. B recognized the value of the orientation but emphasized that practical learning opportunities would have made the transition less difficult. His experience suggests that while beginning teachers understand institutional policies, they also require continuous guidance in applying these policies within actual classroom and school settings.

"I know that there is a Teacher Induction Program for newly hired teachers. But for me, it would have been better if its implementation were more hands-on and interactive. It would be more effective if there were face-to-face discussions, workshops, mentoring sessions, and demonstrations because processes and responsibilities are easier to understand when there are actual examples and guidance."

Ms. J

This statement highlights that beginning teachers value collaborative learning environments where experienced educators can demonstrate effective practices and provide immediate feedback. Rather than relying solely on self-paced learning materials, participants preferred opportunities to ask questions, observe best practices, and discuss real classroom situations with mentors.

"The Teacher Induction Program was helpful because it provided information about the profession and the responsibilities of teachers. But for me, it would have been better if it were more interactive. It would be more effective if there were face-to-face discussions, workshops, demonstrations, and mentoring sessions because concepts are easier to understand when there are actual examples and sharing of experiences."

Ms. C

This narrative demonstrates that participants did not question the value of the Teacher Induction Program itself. Instead, they recommended strengthening its implementation by incorporating experiential learning opportunities that would allow beginning teachers to connect theoretical knowledge with practical application. Despite these recommendations, participants also acknowledged the positive contribution of the orientation they received.

"We also had an orientation and introduction about the Teacher Induction Program. It was helpful in providing an overview of the profession, school policies, and the responsibilities of a public-school teacher."

Mr. S

This response indicates that the orientation served as an important foundation during the participants' entry into the profession. It familiarized them with organizational expectations and administrative procedures, thereby reducing uncertainty during their first months of service. However, they emphasized that orientation should be complemented by sustained mentoring to help newly hired teachers confidently address the complex realities of classroom teaching.

The findings suggest that institutional support plays a critical role in easing the transition of newly hired teachers into the public school system. Although the Teacher Induction Program successfully introduced participants to the profession, its effectiveness could be enhanced through structured mentoring, collaborative workshops, classroom observations, coaching sessions, and continuous professional support. These strategies would enable beginning teachers to translate theoretical knowledge into effective classroom practice while strengthening their professional confidence and competence.

The present findings are consistent with the work of Ingersoll, R. M. and Strong, M., whose recent work continues to show that comprehensive induction and mentoring programs improve beginning teachers' instructional competence, confidence, and retention. Likewise, OECD (2020) reported that schools providing sustained mentoring and collaborative professional learning create more positive working environments for earlycareer teachers and contribute to higher teaching effectiveness. Furthermore, UNESCO (2021) emphasized that quality teacher support systems should extend beyond initial orientation by providing continuous professional learning opportunities that promote teacher effectiveness and learner success.

Sub-Theme 7: Standing Firm Through Challenges

Standing Firm Through Challenges symbolizes the resilience, perseverance, and unwavering commitment demonstrated by newly hired public school teachers as they faced the realities of the profession. Like a tree that remains firmly rooted despite strong winds and storms, the participants described their teaching journey as one filled with challenges, disappointments, adjustments, and sacrifices. However, these difficulties did not discourage them from pursuing their calling. Instead, every challenge became an opportunity to develop patience, strengthen resilience, and deepen their commitment to educating learners.

The participants consistently acknowledged that their transition into public school teaching was not without obstacles. They encountered emotional exhaustion, increased responsibilities, unfamiliar situations, and moments of self-doubt. Despite these experiences, they remained motivated by their commitment to their learners and their passion for teaching. Their narratives demonstrate that resilience was not simply an individual characteristic but a quality that gradually developed through continuous experience and reflection.

The following statements affirm this theme:

"The most important lesson I have learned is perseverance. There are days when you feel tired and want to give up, but I realized that success in teaching does not come immediately. It requires patience, commitment, and dedication. I also learned that every learner has a unique story, and we need to respond to them and help them in the best way we can."

Mr. B

Mr. B's reflection illustrates that perseverance became one of the most valuable lessons he acquired during his transition into the profession. Rather than expecting immediate success, he recognized that becoming an effective teacher requires continuous effort, patience, and a genuine commitment to learners' development. His experience also highlights that resilience is strengthened when teachers develop empathy and recognize the diverse realities faced by their students.

"The journey has been difficult, but it is truly worth it. There have been many challenges, adjustments, and sacrifices, yet there are also many rewards and lessons I have gained from the profession. The experiences I have gone through are what shaped me into the teacher I am today. Even with the struggles, I remain thankful because I have learned so much and have been able to help many learners. For me, teaching is not just a job but a true calling and a responsibility to help shape the children and their future." Mr. B

This narrative reflects how participants viewed challenges as essential components of their professional formation. Instead of focusing solely on the difficulties they encountered, they appreciated the lessons gained through experience. Their accounts suggest that adversity contributed to the development of stronger professional identities and a deeper understanding of their purpose as educators.

"Looking back at my first months in the public school, it was truly difficult but also rewarding. There were many challenges, but there were also many opportunities to grow as a professional. That is why, even though it was tiring at times, I remain thankful that I became part of the public school system."

Ms. C

This statement demonstrates that the participants did not perceive challenges as barriers to success. Instead, they considered these experiences valuable opportunities for learning and professional development. Their willingness to embrace challenges allowed them to gradually build confidence and competence in fulfilling their responsibilities.

"There are struggles, disappointments, and frustrations too. But there are also fulfillments, achievements, and meaningful experiences. Through everything that happened, I remain thankful because the experiences I went through are what shaped me as a teacher and as a person. Without the challenges, I might not have learned the lessons that I carry with me today."

Mr. S

This reflection illustrates that resilience develops through the ability to find meaning in adversity. Rather than allowing setbacks to diminish their motivation, participants transformed difficult experiences into valuable learning opportunities that strengthened both their personal character and professional competence.

"Looking at my journey, I am truly thankful for all the experiences I have gone through. Even with challenges and difficulties, I have also received many learnings and blessings."

The teaching profession has taught me perseverance, patience, and compassion. That is why I am proud to have become a teacher and to be part of the public school system."

Ms. C

She emphasized:

"The most important lesson I have learned is perseverance. There are truly days when you struggle. There are days when you feel tired and want to stop. But if you have commitment to your purpose and to your learners, you will always find a reason to continue."

Across the interviews, participants consistently associated resilience with a strong sense of professional purpose. Their commitment to learners enabled them to overcome fatigue, frustration, and uncertainty while maintaining enthusiasm for teaching. Rather than viewing setbacks as reasons to leave the profession, they regarded them as experiences that strengthened their dedication and reinforced their sense of calling.

The findings indicate that resilience is an essential characteristic that supports newly hired teachers during their transition into public school teaching. Professional challenges, emotional demands, and workplace adjustments became opportunities for growth rather than obstacles to success. The participants demonstrated that perseverance, reflective practice, and commitment to learner welfare enabled them to sustain motivation despite the complexities of the profession.

These findings are consistent with the study of Mansfield, C. F. and colleagues (2021), who emphasized that teacher resilience develops through continuous adaptation, reflection, and supportive professional experiences rather than through individual traits alone. Similarly, Beltman, S. (2021) explained that resilient teachers are more likely to remain committed to the profession because they view challenges as opportunities for learning and professional growth. Likewise, UNESCO (2021) emphasized that strengthening teachers' resilience is fundamental to sustaining teacher well-being, improving instructional quality, and ensuring positive educational outcomes. Collectively, these studies reinforce the participants' experiences, demonstrating that resilience enables beginning teachers to navigate professional challenges while maintaining commitment to their learners and their profession.

Sub-Theme 8: Rowing Through Professional Relationships

Growing Through Professional Relationships represents the participants' experiences of building positive relationships with colleagues, school heads, mentors, and other members of the school community during their

transition into public school teaching. Similar to a tree that becomes stronger through the support of its surrounding environment, the newly hired teachers recognized that professional growth was not achieved through individual effort alone. Instead, it was nurtured through collaboration, mutual respect, open communication, and the guidance of more experienced educators. As they gradually became part of their respective school communities, they learned that maintaining positive professional relationships was essential not only for their adjustment but also for their effectiveness as teachers.

The following statements affirm this theme:

"One of the biggest adjustments I had to make was learning how to work with many different people. In my previous school, there were only a few teachers, and we knew each other very well. When I transferred here, I had to build new relationships and learn how to communicate with colleagues who came from different backgrounds and experiences."

Mr. N

Mr. N's experience demonstrates that professional adjustment extends beyond classroom instruction. Entering a larger school community required him to develop interpersonal skills that enabled him to collaborate effectively with colleagues while adapting to a new organizational culture. His experience illustrates that successful transition into a new workplace depends not only on professional competence but also on the ability to establish meaningful working relationships.

"I realized that you should never hesitate to ask questions, especially from senior teachers. They have already experienced many situations that we are only beginning to encounter. Their advice and guidance helped me become more confident in handling my responsibilities."

Ms. J

This statement highlights the significant role of mentoring and collegial support in easing the transition of beginning teachers. Participants viewed experienced colleagues as valuable sources of practical knowledge who provided guidance beyond what was learned during formal teacher education. Seeking assistance from senior teachers allowed them to develop confidence while minimizing feelings of uncertainty during their first years of service.

"One lesson I learned is that you cannot always expect everyone to have the same personality or perspective. You have to remain professional, respect others, and learn how to work with different kinds of people because teamwork is very important in school."

Ms. C

This narrative suggests that participants gradually developed emotional maturity as they interacted with colleagues from diverse professional backgrounds. They learned to appreciate differences in opinions and working styles while maintaining respectful and cooperative relationships. Such experiences enabled them to become more effective members of their school communities.

"I am grateful because my co-teachers and school head were approachable whenever I needed guidance. There were many things that I still needed to learn, but knowing that there were people willing to help made my adjustment much easier."

Mr. S

This experience demonstrates that supportive school environments promote beginning teachers' confidence and professional growth. The availability of guidance from school leaders and colleagues encouraged participants to seek assistance whenever necessary, reducing the anxiety often associated with entering a new workplace.

Across the interviews, participants consistently emphasized that positive relationships within the school community fostered a sense of belonging, reduced professional isolation, and strengthened their commitment to teaching. Their experiences demonstrate that collegial support provided emotional encouragement, practical assistance, and opportunities for continuous learning, all of which contributed to a smoother transition into the profession.

The findings suggest that professional relationships are fundamental to the successful induction of newly hired teachers. Schools that promote collaboration, mutual respect, mentoring, and open communication create environments where beginning teachers feel supported, valued, and motivated to improve their practice. These experiences also reinforce the idea that teaching is a collaborative profession in which shared knowledge and collective responsibility contribute to both teacher development and learner success.

These findings are consistent with the study of Admiraal, W. and colleagues (2021), who found that collaborative professional relationships positively influence beginning teachers' confidence, job satisfaction, and instructional competence. Likewise, Kelchtermans, G. (2022) emphasized that supportive collegial environments strengthen teachers' professional identity and facilitate successful adaptation to school culture. Furthermore, OECD (2020) reported that schools characterized by strong collaboration and professional learning communities promote teacher well-being, continuous professional development, and improved educational outcomes. Together, these studies support the participants' experiences, highlighting the importance of collegial support and collaborative school cultures in fostering beginning teachers' professional growth.

Sub-Theme 9: Reflections of Determination

Understanding Every Learner's Story reflects the participants' realization that effective teaching begins with recognizing the diverse circumstances influencing learners' academic performance and behavior. Throughout their transition into the public school system, newly hired teachers encountered students from different socioeconomic backgrounds, family situations, and learning abilities. These experiences enabled them to appreciate that learners should not be viewed solely through their academic performance but as individuals whose personal experiences significantly shape their learning journey. Like reading different chapters of a book, every learner carried a unique story that required understanding, patience, and compassion before meaningful learning could take place.

The participants consistently shared that learner diversity became one of the most eyeopening realities they experienced in public school teaching. They observed that while some students were academically prepared and highly motivated, others struggled because of poverty, family problems, emotional concerns, or learning difficulties. These experiences challenged them to become more compassionate educators and to adopt teaching approaches that considered learners' individual circumstances.

The following statements affirm this theme:

"There are learners who are highly motivated to study. But there are also those who struggle because of family concerns, financial problems, personal struggles, or learning difficulties. That is why I learned that it is very important to know the learners not only as students but as children with different life experiences. When you understand their situation, you can better help them in their learning journey."

Ms. C

Ms. C's experience demonstrates that teaching extends beyond delivering lessons. As she became more familiar with her learners, she realized that understanding their personal circumstances enabled her to respond more appropriately to their academic and emotional needs. Rather than making immediate judgments based on classroom performance, she developed a more empathetic perspective that acknowledged the influence of learners' life experiences on their education.

"In public schools, the number of students is overwhelming. There are around 37 students per section, and if you count the entire school year, there are so many. You cannot immediately check each student's background one-on-one. That is why you need to adjust your approach."

Ms. C2 She further explained:

"Some children truly need more attention. If you know their background, you can better understand how to handle them. But with so many students, it is hard to monitor each one individually. That is why flexibility is essential for teachers." Ms. C2

These narratives highlight the complexity of addressing learner diversity in large public-school classrooms. Participants recognized the importance of individualized support but acknowledged that large class sizes often limited their ability to provide personalized attention. Consequently, flexibility and creativity became essential in responding to learners' varying academic and behavioral needs.

"Another challenge was student support. In private schools, guidance counselors assist teachers with student concerns... In public schools, such support is very limited."

Ms. C2

She added:

"Sometimes, the teacher has to deal with situations even if they are not trained for it."

"That is why close supervision and guidance on handling different learners are really needed."

Ms. C2

Likewise, Ms. J shared:

"Some were academically prepared, while others struggled due to family problems, financial concerns, personal issues, or learning gaps. That is why I learned that it is important to know the learner first before making assumptions."

Collectively, these narratives demonstrate that newly hired teachers gradually shifted from viewing learner performance as solely an academic concern to understanding it as a reflection of broader social, emotional, and economic realities. Their experiences reinforced the importance of empathy, flexibility, and learner-centered teaching practices in addressing the diverse needs of students.

The findings indicate that understanding learner diversity is fundamental to effective teaching in public schools. By recognizing learners' backgrounds and responding to their individual needs, teachers become better equipped to create inclusive learning environments that promote participation, engagement, and academic success. However, the participants also emphasized that this responsibility becomes more challenging in large classes where individualized support is difficult to provide.

These findings are consistent with the work of Darling-Hammond, L. et al. (2022), who emphasized that equitable teaching requires educators to understand learners' social, emotional, and cultural contexts to provide meaningful learning opportunities. Similarly, UNESCO (2021) stressed that inclusive education depends on teachers' ability to recognize learner diversity and adapt instruction to meet varying needs. Furthermore, recent research by DeMatthews, D. and Knight, D. (2021) found that schools promoting inclusive practices and learner-centered support systems enhance both student engagement and teacher effectiveness.

Sub-Theme 10: Beyond the Comfort Zone

Beyond the Comfort Zone represents the experiences of newly hired public school teachers who were assigned teaching responsibilities beyond their areas of specialization while simultaneously coping with limited

instructional resources. Similar to stepping into unfamiliar territory, the participants found themselves teaching subjects for which they had little formal preparation, creating instructional materials from scratch, and improvising with scarce resources. Although these situations initially created uncertainty and additional workload, they eventually became opportunities to broaden their knowledge, strengthen their instructional skills, and develop greater professional adaptability.

The following statements affirm this theme:

“For example, I handled ICT subjects with topics like basic Microsoft Word, Excel, PowerPoint, and other computer-related competencies. Since my specialization is Filipino, I really had to review and study first before teaching these lessons to the students.”

Ms. C2

This experience demonstrates that newly hired teachers frequently assumed instructional responsibilities beyond their formal academic preparation. Instead of allowing unfamiliar content to limit their effectiveness, participants devoted additional time to independent learning so they could confidently deliver lessons to their students. Their willingness to acquire new knowledge reflects a strong sense of professionalism and commitment to providing quality instruction despite the challenges they encountered.

“As a Filipino major, I am more confident teaching Filipino and communication-related subjects. But when I was assigned to ICT, there were competencies like crimping, computer operations, and other technical skills that were not part of my specialization.”

Ms. C2

This narrative illustrates that teaching outside one's specialization required considerable preparation and continuous self-directed learning. Participants recognized that effective instruction depended not only on subject knowledge but also on their willingness to learn unfamiliar competencies. Their experiences demonstrate that professional growth often occurs when teachers are challenged to extend beyond their existing expertise.

In addition to unfamiliar teaching assignments, participants also described the lack of instructional resources as a significant challenge during their transition into public school teaching.

“There were also challenges with resources. I did not have a printer, laptop, or other necessary tools. Most of the equipment I had to find ways to borrow or improvise for teaching.”

Ms. C2

This statement highlights the practical realities faced by beginning teachers who entered the profession with limited personal resources.

Preparing lessons often required borrowing equipment, improvising instructional materials, and investing personal time and effort to ensure that learners still received meaningful educational experiences.

“It is also important that teachers have access to the necessary resources. If there are adequate materials and teaching aids, lesson delivery becomes more effective. There were times when teachers had to adjust because of the lack of resources.

If this issue is addressed, the work of teachers will be lighter and the learning experience of students will be better.”

Ms. J

This reflection demonstrates that instructional resources directly influence both teacher effectiveness and learner engagement. Participants believed that access to appropriate teaching materials would reduce unnecessary workload, improve lesson delivery, and enhance the overall quality of classroom instruction.

The participants also explained that lesson preparation demanded considerable effort because they could not simply rely on existing instructional materials.

“Unlike experienced teachers who already have previous lesson plans they can edit or revise, as a new teacher, I had to start from scratch. I also needed to prepare visual aids,

PowerPoint presentations, and other instructional materials for the class.”

Ms. VS

This account reveals that beginning teachers invested substantial time in lesson planning and material preparation. Without an existing collection of instructional resources, they were required to create learning materials independently while simultaneously adapting to their new teaching responsibilities. Although demanding, these experiences gradually strengthened their creativity, organization, and instructional planning skills.

Collectively, the participants recognized that teaching beyond their specialization and coping with limited resources were among the most demanding aspects of their transition into public school teaching. Nevertheless, these experiences encouraged them to become resourceful, independent, and adaptable educators who continuously sought opportunities to improve their professional practice despite existing constraints.

The findings indicate that beginning teachers frequently encounter instructional assignments and workplace conditions that require flexibility beyond what they acquired during pre-service education. Their ability to study unfamiliar subjects, develop instructional materials, and maximize available resources reflects the importance of adaptability and lifelong learning in the teaching profession. These experiences also underscore the need for institutional support through adequate instructional resources and appropriate teaching assignments to facilitate a smoother transition for newly hired teachers.

The present findings are supported by Guerriero, S. (2021), who emphasized that teacher adaptability and continuous professional learning are essential competencies in responding to changing instructional demands. Likewise, OECD (2020) reported that adequate teaching resources, professional support, and alignment between teachers' qualifications and teaching assignments contribute significantly to instructional quality and teacher well-being. Furthermore, UNESCO (2021) highlighted that providing teachers with sufficient instructional materials and opportunities for professional development strengthens teaching effectiveness and promotes equitable learning opportunities for students.

Sub-Theme 11: Weathering the Storm Within the Workplace

Weathering the Storm Within the Workplace symbolizes the emotional and interpersonal challenges that newly hired public school teachers encountered as they adjusted to the culture and dynamics of the public-school environment. Like sailors navigating turbulent waters, the participants faced misunderstandings, workplace conflicts, emotional struggles, and moments of self-doubt that tested both their personal resilience and professional commitment.

The participants revealed that their transition into the public school system involved more than adjusting to teaching responsibilities. They also had to navigate different personalities, workplace expectations, organizational cultures, and interpersonal relationships. Entering a new workplace exposed them to situations they had never anticipated, requiring them to develop patience, emotional control, and professional judgment.

The following statements affirm this theme:

"In truth, there were times when the environment felt toxic compared to other organizations, I had experienced. But I also learned that respect for authority and leadership is important."

Ms. C2

Ms. C2's experience demonstrates that newly hired teachers sometimes encountered workplace cultures that differed significantly from their previous professional experiences. Although these situations created discomfort, they recognized the importance of maintaining professionalism and respecting organizational structures despite personal challenges. Rather than responding emotionally, participants gradually learned to focus on their responsibilities while maintaining respectful relationships with colleagues and school leaders.

Similarly, the adjustment process occasionally led participants to question their professional decisions.

"At first, I felt that adjusting to the environment was very difficult. There were things I did not expect to happen in the workplace. Because of this, there were times when I questioned myself if I still wanted to continue in the profession or pursue higher positions." Ms. C2

This statement reflects the emotional uncertainty that often accompanies career transitions. Encountering unfamiliar workplace realities led some participants to experience temporary doubts regarding their professional future. Nevertheless, these moments of uncertainty did not diminish their commitment to teaching. Instead, they became opportunities for reflection and personal growth that ultimately strengthened their resolve to remain in the profession.

"There were also misunderstandings with colleagues because of different expectations and perspectives. These experiences taught me the importance of communication, patience, and professionalism."

Ms. C2

This narrative illustrates that workplace conflicts often emerged not from intentional disagreements but from differences in communication styles, expectations, and professional perspectives. Through these experiences, participants learned that effective communication and mutual respect are essential in maintaining healthy professional relationships within the school community.

One participant reflected:

"There were situations that affected me emotionally, especially when I felt that my efforts were not appreciated or understood. There were also times when I asked myself if I still wanted to continue pursuing higher positions in the educational system." Ms. C2

This statement demonstrates that beginning teachers often experience emotional vulnerability while striving to establish themselves professionally. Feelings of discouragement occasionally emerged when participants perceived that their efforts were overlooked. However, rather than allowing these experiences to discourage them permanently, they gradually learned to derive motivation from their commitment to learners and their professional aspirations.

"I had experiences where I felt I was being used as a messenger or instrument in misunderstandings that I did not even know about at the start. Since I was new and did not yet know the background of everyone, I sometimes got involved in situations I should not have been part of."

Ms. P

This experience highlights one of the realities faced by newly hired teachers entering unfamiliar organizational environments. Limited knowledge of existing workplace relationships occasionally resulted in unintentional

involvement in conflicts. These situations taught participants the importance of exercising caution, maintaining neutrality, and avoiding premature judgments.

Ms. P further reflected:

“There were situations where I felt that the system was affected by personal issues or misunderstandings. As a new teacher, it was sometimes difficult to understand the bigger picture because I lacked information. I learned that you should not make conclusions right away if you do not yet know the whole situation.”

This statement demonstrates the participants' growing professional maturity. Rather than reacting immediately to workplace situations, they learned the value of objectivity, patience, and careful observation before forming conclusions.

Perhaps one of the most significant lessons involved establishing professional boundaries.

Ms. P shared:

“At first, I thought that if someone was your friend, you could trust them completely. But over time, I realized that professional boundaries are still necessary. I learned that discernment is important and that not all relationships are the same.”

This reflection illustrates the development of professional wisdom throughout the participants' transition into public school teaching. While maintaining positive relationships remained important, they also recognized the need to establish appropriate boundaries, exercise sound judgment, and distinguish personal friendships from professional responsibilities.

Collectively, these narratives demonstrate that newly hired teachers encountered emotional and interpersonal challenges that extended beyond classroom instruction. Workplace misunderstandings, differences in personalities, organizational dynamics, and emotional struggles became important learning experiences that strengthened their professionalism and resilience. Rather than allowing these challenges to define their careers, participants transformed them into opportunities to develop emotional intelligence, effective communication skills, and sound professional judgment.

The findings indicate that workplace adjustment is an integral component of beginning teachers' professional transition. Successfully navigating interpersonal relationships requires emotional resilience, professionalism, and reflective decisionmaking. The participants' experiences further suggest that supportive organizational cultures, respectful communication, and mentoring can significantly reduce workplace stress and facilitate healthier professional relationships among beginning teachers.

These findings are consistent with the work of Kelchtermans, G. (2022), who emphasized that beginning teachers construct their professional identities while negotiating complex workplace relationships and organizational cultures. Likewise, Collie, R. J. (2021) reported that supportive collegial relationships and positive organizational climates contribute significantly to teachers' emotional well-being, professional engagement, and job satisfaction. Furthermore, OECD (2020) highlighted that collaborative school cultures characterized by trust, communication, and professional respect strengthen teacher resilience, improve workplace satisfaction, and promote long-term teacher retention.

Sub-Theme 12: Building Classrooms Amid Limitations

Building Classrooms Amid Limitations symbolizes the participants' determination to provide meaningful learning experiences despite the inadequacy of physical facilities and classroom resources. Similar to builders constructing a strong foundation using limited materials, the newly hired public school teachers demonstrated creativity, resourcefulness, and dedication in creating conducive learning environments for their students.

The following statements affirm this theme:

“One of the first challenges I experienced was the lack of a permanent classroom. There were times when we had to transfer rooms or adjust to whatever classroom was available. At times, you really had to be resourceful to provide a good learning environment for the students. You needed to find ways to make the classroom comfortable and effective even with limited resources.”

Ms. J

Ms. J's experience illustrates how the absence of a permanent classroom affected both instructional planning and classroom management. Frequently transferring from one classroom to another required additional preparation and flexibility. Despite these inconveniences, participants remained committed to creating learning environments that encouraged student participation and engagement. Their experiences demonstrate that effective teaching depends not only on physical facilities but also on teachers' creativity, adaptability, and commitment to learner success.

The participants also explained that classroom limitations often required them to modify their instructional strategies according to the available learning space.

One participant reflected that classroom changes affected the organization of instructional materials and lesson delivery. Preparing learning activities became more demanding because instructional resources had to be transported from one classroom to another, while maintaining students' attention during transitions also required additional effort. These circumstances encouraged beginning teachers to become more organized and resourceful in planning their daily classroom activities.

Another participant described how inadequate facilities reinforced the importance of creativity in teaching. Instead of depending solely on the available physical environment, participants improvised classroom arrangements, modified learning activities, and utilized locally available materials to sustain learner engagement. These experiences enabled them to discover practical teaching strategies that responded to the realities of resource-constrained public schools.

Across the interviews, participants consistently demonstrated that limited facilities did not diminish their commitment to teaching. Rather than viewing inadequate classrooms as barriers to learning, they considered them challenges that required innovation and perseverance. Their willingness to adapt reflected a learner-centered mindset in which the quality of instruction remained the primary priority despite physical limitations.

The participants likewise emphasized that providing an effective learning environment extends beyond having modern facilities. They believed that teachers play a central role in creating classrooms where learners feel safe, motivated, and encouraged to participate. Through positive teacher–student relationships, organized instruction, and effective classroom management, they sought to establish supportive learning environments even when physical resources were insufficient.

Overall, the findings indicate that newly hired public school teachers developed resilience and resourcefulness as they adjusted to the realities of limited classroom facilities. Their experiences demonstrate that professional commitment is reflected not only in instructional competence but also in their willingness to create meaningful learning experiences despite environmental constraints. These narratives further suggest that institutional efforts to improve school facilities and provide adequate classroom spaces would significantly enhance both teacher effectiveness and learner outcomes.

The findings are supported by UNESCO (2021), which emphasized that safe, inclusive, and adequately equipped learning environments are essential components of quality education. Similarly, OECD (2020) reported that adequate school facilities and instructional resources positively influence teachers' instructional effectiveness, job satisfaction, and learner engagement. Furthermore, Barrett, P. and colleagues (2021) found that the quality of physical learning environments significantly affects students' academic achievement, classroom participation, and teachers' instructional practices. Collectively, these studies reinforce the

participants' experiences by demonstrating that although effective teachers can adapt to challenging conditions, improved educational facilities contribute substantially to better teaching and learning outcomes.

Theme 2: Forging Strength Through the Journey

Sub-Theme 1: Leaning on Strong Foundations

Leaning on Strong Foundations symbolizes the importance of supportive relationships in helping newly hired public school teachers overcome the demands and pressures of their transition into the profession. Similar to a structure that relies on a strong foundation for stability, the participants emphasized that emotional, social, and professional support from family members, colleagues, friends, mentors, and school administrators enabled them to remain resilient despite the challenges they encountered. Rather than facing difficulties alone, they relied on trusted individuals who offered encouragement, practical advice, and reassurance during periods of adjustment.

The following statements affirm this theme:

"In our department, the relationships are harmonious. Naturally, there are disagreements and misunderstandings. But what is good in our department is that concerns are resolved immediately. If two people have a problem, they talk directly to each other to fix the situation. Conflicts are not allowed to linger."

Mr. N

Mr. N's experience demonstrates the value of a healthy professional environment in facilitating the adjustment of newly hired teachers. Although workplace disagreements were inevitable, he appreciated that conflicts were addressed through open communication rather than being allowed to escalate. This culture of transparency and mutual respect enabled him to work confidently while maintaining positive professional relationships with his colleagues.

Another participant identified family as the primary source of emotional strength during challenging periods.

"My family has been my strongest support system. They encourage me not to give up. I also have colleagues who give advice and guidance. When you have people who support you, it becomes much easier to survive the adjustment period." Mr. S

This narrative illustrates that coping with professional challenges extends beyond the workplace. Emotional encouragement from family members provided the participants with reassurance and motivation whenever they experienced stress or discouragement. Likewise, the guidance they received from colleagues helped them gain confidence in handling unfamiliar responsibilities and school procedures.

Similarly, Mr. N emphasized the importance of maintaining supportive friendships even outside the school where he was assigned.

"In truth, I received greater support from my friends and former colleagues in the extension school. They are the people I often talk to when I face struggles and challenges."

I feel more comfortable sharing my experiences and concerns with them. That is why they became one of the strongest support systems I have."

Mr. N

This reflection highlights that meaningful support does not necessarily come only from current co-workers. Maintaining relationships with trusted friends and former colleagues provided participants with safe spaces to express their concerns, seek advice, and receive encouragement. Such relationships reduced feelings of isolation during the adjustment process and strengthened their emotional well-being.

Across the interviews, participants consistently viewed supportive relationships as essential in helping them navigate the emotional demands of beginning their teaching careers. Family members provided encouragement during difficult periods, colleagues shared practical knowledge that facilitated professional adjustment, and friends served as trusted confidants who listened without judgment. Together, these support systems contributed to greater emotional stability and resilience as participants adapted to the expectations of the public school system.

The findings corroborate the work of Ainsworth, S. and Oldfield, J. (2022), who reported that social support from colleagues and mentors significantly contributes to beginning teachers' resilience and successful professional adjustment. Likewise, OECD (2020) emphasized that collaborative school environments, collegial relationships, and supportive leadership positively influence teachers' well-being, job satisfaction, and instructional effectiveness. Similarly, Admiraal, W. et al. (2021) found that schools characterized by strong professional learning communities foster greater teacher confidence, collaboration, and continuous professional development. These studies support the participants' experiences by demonstrating that supportive professional relationships are fundamental to helping beginning teachers successfully cope with workplace challenges.

Sub-Theme 2: Choosing Hope Over Pressure

Choosing Hope Over Pressure represents the participants' conscious decision to maintain a positive outlook despite the numerous demands, pressures, and adjustments associated with their new roles as public school teachers. Similar to choosing light during moments of darkness, the participants described how optimism, perseverance, and a clear sense of purpose enabled them to overcome stress and remain committed to their profession. Rather than allowing difficulties to discourage them, they viewed challenges as opportunities to learn, improve, and strengthen themselves both personally and professionally.

The following statements affirm this theme:

“When challenges arise, I try to see them as opportunities to learn. Stress in the profession is unavoidable, but I realized that it is important to remain positive and solution-oriented. It is better to focus on what can be done rather than dwell on the problem. This mindset has contributed to my professional growth.”

Ms. VS

Ms. VS's statement illustrates how adopting a positive perspective became an effective coping strategy. Rather than allowing stressful situations to overwhelm her, she viewed every challenge as an opportunity to gain new knowledge and improve her teaching practice. Her experience demonstrates that maintaining a solution-oriented mindset encourages resilience and enables teachers to respond more effectively to professional demands.

Similarly, Mr. B described stress as an important component of his professional development.

“I consider stress and pressure as part of the learning process. When problems arise, I look for solutions and consult with more experienced teachers.” Mr. B

This reflection shows that participants did not perceive workplace stress solely as a negative experience. Instead, they recognized that difficult situations contributed to their professional growth by encouraging them to seek guidance, reflect on their experiences, and continuously improve their teaching practices. Consulting experienced colleagues also strengthened their confidence in making instructional and professional decisions.

Another participant emphasized the importance of remaining connected to one's purpose during moments of discouragement.

“One of the greatest lessons I learned is perseverance. There are days when you truly struggle. There are days when you feel tired and want to stop. But when you look back at your purpose and the reason you entered the profession, you still find the motivation to continue. That has been one of the things that helped me most.”

Mr. S

Mr. S's experience highlights that professional purpose became a powerful source of motivation during emotionally demanding situations. Remembering the reasons for entering the teaching profession enabled participants to overcome temporary frustrations and remain committed to serving their learners despite the pressures they encountered.

Likewise, Ms. J described how focusing only on controllable situations reduced unnecessary stress.

“When challenges and stress arise, I try to find positive ways to handle them. It is important not to burden yourself too much. I focus on the things I can control and try to address concerns one at a time. This helped me continue despite difficulties.”

Ms. J

This statement demonstrates the participants' development of healthy coping strategies. By concentrating on manageable responsibilities instead of becoming overwhelmed by every problem, they gradually learned to regulate their emotions and maintain productivity. Their experiences indicate that prioritizing tasks and accepting circumstances beyond their control contributed to better emotional well-being.

Participants also recognized the importance of self-care in maintaining their physical and emotional health.

One participant shared:

“When I feel stressed, I make sure to find time to rest and relax. It is important not to constantly burden yourself. I also spend time with my family and with people who support me. This helps me manage stress and pressure.”

Mr. B

This narrative illustrates that coping with workplace pressure requires intentional efforts to maintain work-life balance. Participants acknowledged that taking time to rest, spending time with loved ones, and engaging in enjoyable activities helped restore their energy and allowed them to return to work with renewed motivation.

Another participant found encouragement through the positive impact of teaching.

“Despite the difficulties, the fulfillment of seeing a learner helped and improved is one of the greatest rewards of the profession. That is why, even though it is sometimes hard, being a teacher is still worth it.” Mr. S

This reflection reveals that participants derived emotional strength from witnessing their learners' progress. Seeing students improve academically and personally reminded them of the meaningful purpose of their profession, making the challenges they experienced worthwhile.

Across the interviews, participants consistently demonstrated that maintaining a positive mindset did not eliminate the pressures of teaching but enabled them to respond more constructively to those pressures. Optimism, perseverance, self-care, and a strong sense of professional purpose helped them transform stressful experiences into opportunities for learning and growth.

The findings indicate that positive thinking and resilience are essential coping mechanisms for newly hired public school teachers. By adopting solution-focused perspectives, practicing self-care, seeking support, and remaining connected to their professional purpose, participants were able to manage workplace stress while sustaining their motivation and commitment to teaching. These coping strategies contributed not only to their emotional well-being but also to their continuing professional development.

The findings support the study of Mansfield, C. F. and colleagues (2021), who found that resilient teachers actively employ positive coping strategies, reflective thinking, and problem-solving skills to manage occupational stress and maintain professional commitment. Similarly, Collie, R. J. (2021) reported that teachers

who demonstrate optimism, emotional regulation, and strong professional purpose experience greater wellbeing, work engagement, and resilience despite workplace challenges. Furthermore, OECD (2020) emphasized that teachers' psychological well-being, resilience, and supportive work environments are essential in promoting instructional effectiveness and long-term career satisfaction.

Sub-Theme 3: Anchored by Faith

Anchored by Faith represents the participants' reliance on their spiritual beliefs as a source of strength while coping with the demands, pressures, and adjustments of becoming newly hired public school teachers. Like a ship anchored firmly amidst turbulent waters, the participants found stability, hope, and emotional comfort through prayer, faith in God, and personal reflection. During moments of uncertainty, discouragement, and exhaustion, their spiritual beliefs enabled them to remain hopeful, persevere through challenges, and continue fulfilling their responsibilities with dedication.

The following statements affirm this theme:

"Whenever I encounter difficulties in school, I always pray first. Prayer gives me peace of mind because I know that God is guiding me. Even if the situation is difficult, I remind myself that there is always a purpose behind every challenge." Mr. S

Mr. S's statement illustrates how prayer became an important source of emotional stability during stressful situations. Instead of responding immediately to workplace pressures, he sought comfort through prayer, which enabled him to remain calm and focused. His experience demonstrates that faith helped him view challenges from a more hopeful perspective, strengthening his ability to cope with professional demands.

Similarly, another participant shared:

"There are times when I become discouraged because of the workload and responsibilities. During those moments, I pray and ask God for wisdom and strength."

After praying, I feel lighter and more motivated to continue doing my responsibilities."

Ms. J

This reflection highlights the restorative effect of spiritual practices on the participants' emotional well-being. Prayer not only reduced feelings of stress and discouragement but also renewed their motivation to continue serving their learners despite the difficulties they experienced. Their reliance on faith enabled them to approach their work with greater confidence and optimism.

Another participant explained that faith helped her maintain perspective whenever unexpected challenges arose.

"There are situations that I cannot control anymore. Instead of worrying too much, I entrust everything to God and continue doing my best. I believe that everything happens for a reason, and that gives me peace."

Ms. VS

This narrative demonstrates the participants' ability to distinguish between situations they could influence and those beyond their control. By placing their trust in God, they minimized unnecessary anxiety and focused their energy on fulfilling their responsibilities to the best of their abilities. Such acceptance contributed to healthier emotional regulation and reduced workplace stress.

Likewise, another participant reflected on how faith strengthened perseverance.

"Teaching is not always easy, but my faith reminds me that every challenge has a purpose. Whenever I feel tired or discouraged, I pray and remind myself why God placed me in this profession."

Mr. B

This statement reveals that participants viewed teaching not merely as a profession but also as a meaningful vocation. Their belief that they were serving a greater purpose encouraged them to persevere despite physical exhaustion, emotional stress, and professional challenges. Faith became a constant reminder of their commitment to making a positive difference in the lives of their learners.

Across the interviews, participants consistently emphasized that faith did not eliminate workplace difficulties. Instead, it provided them with inner peace, emotional resilience, and hope that enabled them to continue fulfilling their responsibilities with dedication. Their spiritual beliefs became a stable foundation that guided their decisions, strengthened their emotional well-being, and reinforced their commitment to teaching despite the inevitable demands of the profession.

The findings indicate that spirituality plays a significant role in helping newly hired public school teachers cope with occupational stress and professional adjustment. Prayer, reflection, and trust in God enabled participants to regulate their emotions, maintain optimism, and remain committed to their responsibilities. These coping strategies contributed not only to their psychological well-being but also to their continued professional engagement and resilience.

These findings are supported by the study of Kim, L. E. and Asbury, K. (2020), who found that teachers who drew upon personal sources of meaning and emotional support demonstrated greater resilience during periods of occupational stress. Likewise, Mansfield, C. F. et al. (2021) emphasized that resilience among teachers is strengthened by internal protective factors such as optimism, reflection, purpose, and emotional regulation. In addition, World Health Organization (2022) recognized that spirituality and meaningful personal beliefs may contribute positively to mental well-being by helping individuals manage stress, maintain hope, and recover from challenging life experiences.

Sub-Theme 4: Responding with Wisdom

Responding with Wisdom reflects the participants' ability to cope with workplace demands by developing emotional maturity, professionalism, and sound judgment when confronted with challenges. Similar to a seasoned navigator who carefully steers a ship through uncertain waters, the newly hired public school teachers learned to respond thoughtfully rather than react emotionally to difficult situations. As they adjusted to their new professional environment, they discovered that patience, self-control, effective communication, and objective decision-making were essential qualities for maintaining positive workplace relationships and fulfilling their responsibilities effectively.

The following statements affirm this theme:

"There are misunderstandings in every workplace, but I learned that the best way to solve them is through proper communication. Instead of reacting immediately, I try to understand the situation first before making any decision."

Mr. S

This statement illustrates that the participants developed the ability to regulate their emotions before responding to workplace challenges. Rather than allowing misunderstandings to escalate, they recognized the value of listening carefully, gathering complete information, and communicating respectfully. Such experiences enabled them to strengthen interpersonal relationships while minimizing unnecessary conflict.

Another participant shared:

"I realized that not everything deserves a reaction. There are situations that are beyond my control, so I focus on doing my responsibilities well instead of thinking about negative comments or opinions."

Ms. B

This reflection demonstrates emotional maturity in handling workplace pressures. The participant learned to distinguish between situations that required action and those that were better addressed through acceptance and professionalism. By concentrating on responsibilities rather than external negativity, the participant-maintained productivity and reduced emotional exhaustion.

Similarly, one participant described how patience became an important coping strategy.

“Teaching has taught me to become more patient—not only with learners but also with colleagues and even with myself. Every challenge has helped me become more understanding and more careful in dealing with people.”

Ms. J

This narrative suggests that coping with professional demands extends beyond instructional competence. Through daily interactions with learners, colleagues, and school administrators, participants gradually developed empathy, patience, and emotional intelligence. These qualities enabled them to build healthier professional relationships while promoting a positive school environment.

Another participant reflected on the importance of remaining objective during difficult situations.

“Whenever there is a problem, I avoid making conclusions immediately. I first listen to both sides because I learned that every situation has different perspectives.” Mr. S

This experience highlights the participants' growing capacity for critical reflection and professional judgment. Rather than relying on assumptions, they learned to evaluate situations carefully before making decisions. Such objectivity contributed to more effective conflict resolution and strengthened their credibility as professionals.

Across the interviews, participants consistently described professionalism as an essential coping strategy in managing workplace challenges. They believed that maintaining respect, practicing emotional self-control, and communicating openly enabled them to overcome misunderstandings while preserving harmonious relationships within the school community. These experiences contributed significantly to their personal growth and reinforced the importance of integrity and professionalism in public service.

The findings suggest that newly hired teachers cope more effectively with workplace demands when they develop emotional intelligence, professionalism, and reflective decision-making. Rather than reacting impulsively to stressful situations, they gradually learn to approach challenges with patience, empathy, and sound judgment. These coping strategies not only improve workplace relationships but also strengthen teachers' confidence, resilience, and overall professional effectiveness.

The findings are supported by the study of Collie, Rebecca J. (2021), which found that teachers with higher emotional regulation and professional engagement demonstrate greater resilience, lower emotional exhaustion, and higher job satisfaction. Likewise, Taxer, Jamie L. and Gross, James J. (2021) reported that teachers who effectively regulate their emotions establish healthier classroom and workplace relationships while experiencing lower occupational stress. Similarly, Burić, Irena and Kim, Lisa E. (2021) emphasized that emotional competence and reflective practice are significant predictors of teacher well-being, instructional effectiveness, and professional commitment.

Sub-Theme 5: Learning to Adapt

Learning to Adapt symbolizes the participants' willingness to embrace change, adjust to unfamiliar situations, and develop practical solutions while transitioning into their new roles as public school teachers. Like a river that continuously changes its course to overcome obstacles without stopping its flow, the participants demonstrated flexibility and resourcefulness in responding to the demands of the teaching profession. Instead

of viewing changes as barriers, they accepted them as opportunities to develop professionally, improve their instructional practices, and become more effective educators.

The following statements affirm this theme:

"I saw a strategy on Facebook and TikTok that used a bouncing balls application to monitor classroom noise."

Mr. N

Mr. N's statement demonstrates his willingness to explore innovative teaching strategies through digital platforms. Instead of relying solely on traditional classroom management techniques, he actively searched for practical approaches that could improve learner engagement and classroom discipline. This initiative reflects the participants' openness to innovation and their readiness to integrate technology into their instructional practices.

Similarly, Mr. S emphasized the importance of adapting to different situations.

"I learned how to adapt to different situations and how to manage the difficulties that come."

Mr. S

This reflection illustrates that adaptability became an essential professional skill during the participants' adjustment period. Rather than resisting change, Mr. S recognized that every challenge required flexibility, patience, and a willingness to modify existing practices. Such experiences enabled him to become more confident in handling the unpredictable nature of teaching.

Ms. J likewise highlighted the importance of resourcefulness in addressing instructional limitations.

"I learned that being resourceful is very important. If there are missing materials, you need to find alternatives. If lessons require certain resources, sometimes you have to find ways yourself to complete what is needed for the class."

Ms. J

This statement demonstrates that participants frequently encountered situations where instructional resources were unavailable or insufficient. Instead of allowing these limitations to hinder student learning, they improvised instructional materials and explored alternative methods that enabled them to deliver quality lessons. Their creativity and initiative illustrate how resourcefulness contributes significantly to effective teaching in resource-constrained environments.

Another important aspect of adaptation involved becoming familiar with the organizational culture of the school.

Ms. J shared:

"Adjustment is necessary. At first, I tried to get to know people and understand the school system. There were established practices and routines that I had to follow. But over time, I became more comfortable and was able to adjust to the environment."

Ms. J

This experience highlights that adjustment extends beyond classroom instruction. Beginning teachers must also learn organizational procedures, workplace expectations, and professional relationships that influence their daily responsibilities. Through observation, communication, and continuous learning, participants gradually became integrated into the school community.

Ms. J further reflected on the gradual nature of adaptation.

“Of course, as a new teacher, there are things you cannot immediately understand. You need to familiarize yourself with the school system and procedures first. Over time, everything became clearer and I became more comfortable working in the organization.”

Ms. J

This narrative demonstrates that professional adjustment is a gradual process rather than an immediate achievement. Participants acknowledged that becoming familiar with institutional systems required patience, openness, and continuous learning. As their understanding increased, so did their confidence and effectiveness in performing their professional responsibilities.

The findings indicate that adaptability is an essential characteristic of beginning teachers because it enables them to respond effectively to evolving educational demands. Teachers who remain open to learning, embrace innovation, and creatively solve problems are more capable of sustaining quality instruction despite changing circumstances. Such adaptability contributes significantly to professional growth, instructional effectiveness, and successful adjustment within the public school system.

These findings are consistent with the study of Kim, Lisa E. and Asbury, Kathryn (2020), who found that teachers who demonstrated flexibility and adaptability were better able to manage changing educational demands and maintain effective teaching practices. Likewise, Beltman, Susan and Mansfield, Caroline F. (2022) emphasized that adaptive coping strategies and reflective practice strengthen teacher resilience and support longterm professional development. Furthermore, Klassen, Robert M. et al. (2021) reported that adaptability and continuous learning are among the strongest predictors of beginning teachers' successful transition, job satisfaction, and professional commitment.

Sub-Theme 6: Staying Organized Amid Responsibilities

Staying Organized Amid Responsibilities symbolizes the participants' ability to manage the increasing demands of the teaching profession through careful planning, time management, and prioritization. Like a conductor skillfully leading an orchestra, newly hired public school teachers learned to organize multiple responsibilities while ensuring that each task received the attention it required. As they transitioned into their new roles, they realized that effective organization was essential not only for accomplishing administrative requirements but also for maintaining the quality of instruction and preserving their personal well-being.

The following statements affirm this theme:

“I make sure to have a system in my work. If there is a deadline, I plan ahead on what should be prioritized. I learned that it is not possible to finish everything in one day. Responsibilities need to be handled one at a time, focusing on the most important tasks.

This helped me avoid feeling overwhelmed.”

Ms. VS

Ms. VS's statement illustrates the importance of systematic planning in managing professional responsibilities. Rather than attempting to complete numerous tasks simultaneously, she learned to prioritize activities according to urgency and importance. This strategy enabled her to remain productive without becoming emotionally or physically exhausted. Her experience demonstrates that effective planning is a valuable coping mechanism for beginning teachers adjusting to demanding workloads.

Similarly, Ms. J emphasized that organization became necessary to prevent work from accumulating.

"I learned the importance of time management. If you are not organized, tasks will pile up quickly. That is why I made sure to have a schedule and plan for the things that needed to be done. Sometimes, I even worked on tasks at home just to finish reports and preparations."

Ms. J

This reflection highlights the participants' recognition that teaching extends beyond classroom instruction. Completing reports, preparing instructional materials, and fulfilling administrative responsibilities required careful scheduling and personal discipline.

Although these additional tasks occasionally demanded work beyond regular school hours, participants accepted them as part of their professional responsibilities while striving to maintain productivity and efficiency.

The participants also explained that organizing their workload enabled them to reduce unnecessary stress. By preparing lesson materials in advance, creating daily schedules, and setting realistic priorities, they became more confident in handling multiple responsibilities. These practices allowed them to accomplish essential tasks without compromising the quality of instruction or learner engagement.

Another participant observed that learning to prioritize responsibilities prevented feelings of frustration during particularly busy periods. Rather than becoming discouraged by unfinished work, participants learned to divide larger responsibilities into manageable tasks that could be completed systematically over time. This approach helped them maintain focus while avoiding emotional exhaustion.

Across the interviews, participants consistently described organization and time management as essential professional skills developed during their transition into public school teaching. They recognized that careful planning enabled them to balance instructional responsibilities with administrative requirements while maintaining high standards of teaching. These experiences strengthened their confidence, improved work efficiency, and contributed to healthier coping with occupational demands.

The findings indicate that effective time management and organization play a significant role in helping beginning teachers cope with professional responsibilities.

Teachers who establish clear priorities, develop structured work routines, and manage their time effectively are better equipped to handle increasing workloads while maintaining instructional quality and personal well-being. These organizational skills contribute substantially to teacher effectiveness, resilience, and long-term professional success.

The findings are supported by Sokal, Laura, Trudel, Lesley E., and Babb, Jeff C. (2020), who reported that teachers who employed effective time-management and organizational strategies experienced lower levels of stress and burnout while maintaining greater professional commitment. Similarly, Pressley, Tim (2021) found that careful planning, workload management, and prioritization significantly contributed to teachers' occupational well-being and instructional effectiveness. Furthermore, MacIntyre, Paul D., Gregersen, Tammy, and Mercer, Sarah (2020) emphasized that effective coping strategies, including organization and self-regulation, enable teachers to manage professional demands while sustaining motivation and psychological well-being.

Sub-Theme 7: The Cognitive Gym

Growing Through Every Challenge represents the participants' realization that coping with the demands of public-school teaching involves continuous learning, selfimprovement, and professional development. Similar to a tree that becomes stronger with every season it endures, the newly hired public school teachers viewed every challenge as an opportunity to expand their knowledge, refine their teaching practices, and strengthen their commitment to the profession. Rather than allowing setbacks to discourage them, they embraced each experience as part of their journey toward becoming competent, confident, and effective educators.

The following statements affirm this theme:

"I always remind myself that learning never stops. Every day is an opportunity to improve my teaching. Whenever I encounter something unfamiliar, I ask questions because I know that seeking guidance is part of becoming a better teacher."

Mr. S

Mr. S's statement illustrates his commitment to lifelong learning. Instead of viewing unfamiliar situations as weaknesses, he considered them opportunities to acquire new knowledge and improve his professional competence. His willingness to seek guidance from experienced colleagues reflects humility and openness, qualities that are essential for beginning teachers adjusting to the complexities of the public school system.

Similarly, Mr. B described how every experience contributed to his professional development.

"Every challenge teaches me something new. Even mistakes become lessons because they help me improve my teaching and avoid repeating the same errors in the future."

Mr. B

This reflection demonstrates that participants viewed challenges as valuable learning experiences rather than obstacles to success. Instead of becoming discouraged by mistakes, they reflected on their experiences, identified areas for improvement, and applied these lessons to future situations. Such reflective practice strengthened their confidence and enhanced the quality of their instruction.

Another participant highlighted the importance of mentorship and collaboration.

"Whenever I experience difficulties, I do not hesitate to ask my master teacher and senior colleagues. Their advice helps me understand what I should improve and how I can become more effective in my work."

Ms. J

This narrative emphasizes that professional growth is strengthened through collaboration and mentorship. Seeking guidance from experienced educators enabled participants to gain practical knowledge, improve instructional strategies, and become more confident in addressing classroom and administrative challenges. These mentoring relationships also fostered a supportive professional environment that encouraged continuous improvement.

Ms. VS likewise emphasized the value of accepting constructive feedback.

"I accept corrections because I know they help me improve. Instead of taking feedback negatively, I use it as motivation to become a better teacher for my learners."

Ms. VS

This statement demonstrates the participants' growth mindset and commitment to professional excellence. They recognized that constructive criticism is an important component of professional learning, enabling them to evaluate their practices objectively and continuously enhance their performance. Their openness to feedback reflects a strong commitment to lifelong learning and instructional improvement.

Across the interviews, participants consistently viewed continuous learning as the foundation of their professional journey. They acknowledged that teaching requires constant reflection, collaboration, and self-improvement. Through mentorship, professional development activities, and everyday experiences, they gradually developed the knowledge, skills, and confidence necessary to thrive in the public school system. These experiences transformed initial uncertainties into valuable opportunities for personal and professional growth.

These findings are supported by the study of Admiraal, Wilfried et al. (2021), who found that teachers who actively participate in professional learning communities demonstrate higher levels of collaboration, instructional improvement, and professional confidence. Likewise, Beltman, Susan and Mansfield, Caroline F. (2022) emphasized that continuous professional learning, mentoring, and reflective practice are among the strongest factors that promote teacher resilience and career longevity. Similarly, Richter, Dirk, Lazarides, Rebecca, and Richter, Eva (2021) reported that beginning teachers who engage in collaborative learning and actively seek professional support demonstrate greater self-efficacy, job satisfaction, and commitment to the teaching profession.

Theme 3: Strengthening the Foundation for Teacher Success

Sub-Theme 1: Guided Paths Toward Professional Growth

Guided Paths Toward Professional Growth symbolizes the importance of structured mentorship in helping newly hired teachers successfully transition into the teaching profession. Similar to a traveler navigating an unfamiliar road with the assistance of an experienced guide, beginning teachers recognize that mentorship provides direction, reassurance, and practical knowledge during the early stages of their careers. Rather than facing professional challenges alone, they emphasized that consistent guidance from experienced educators helps them build confidence, develop competence, and adjust more effectively to the realities of public-school teaching.

The following statements affirm this theme:

“For me, there should be a more structured mentoring program. Newly hired teachers should have an assigned mentor whom they can approach with concerns and difficulties. It is very important to have someone guiding you during your first years. It would also be better if there were regular follow-up and coaching sessions to monitor the progress of new teachers.”

Mr. B

Mr. B's statement demonstrates that mentoring should not be limited to assigning a senior teacher but should include continuous coaching and regular monitoring. He emphasized that beginning teachers need sustained guidance throughout their adjustment period rather than one-time orientation activities. Such continuous support enables novice teachers to address challenges immediately while promoting professional confidence and competence.

Similarly, Mr. B highlighted the broader role of mentorship within a supportive work environment.

“Number one for me is guidance and mentorship. Next is access to teaching resources. It is difficult to teach when instructional materials are lacking and you still need to spend for additional resources. A supportive environment where you are not afraid to ask questions or seek help is also important. When the workplace is supportive, the adjustment of newly hired teachers becomes faster.”

Mr. B

This reflection illustrates that mentorship becomes more meaningful when combined with adequate instructional resources and a school culture that encourages open communication. Participants believed that supportive workplaces reduce uncertainty and enable beginning teachers to adapt more confidently to professional responsibilities.

Ms. C likewise emphasized the importance of learning from experienced educators.

“For me, it is very important to have a mentorship program for newly hired teachers.”

There are things that cannot be learned from modules or seminars alone. The practical experiences and guidance of experienced teachers are the greatest help in the adjustment process."

Ms. C

Her statement suggests that practical knowledge acquired through mentoring complements theoretical learning obtained from formal training. Participants recognized that experienced teachers possess valuable insights regarding classroom realities, school culture, and effective instructional practices that significantly ease the adjustment process.

Ms. J expressed a similar perspective.

"For me, a mentorship program is essential. It would be good if every newly hired teacher had an assigned mentor. There should be someone they can approach and consult when they have concerns. This greatly helps in building confidence and easing the adjustment of new teachers."

Ms. J

This statement highlights the importance of accessibility and trust within mentoring relationships. Having designated mentors encourages beginning teachers to seek assistance whenever challenges arise, reducing anxiety and fostering professional growth. Through continuous guidance, new teachers gradually develop confidence in managing

instructional, administrative, and interpersonal responsibilities.

The findings suggest that effective teacher induction programs should institutionalize structured mentoring systems that include assigned mentors, regular coaching sessions, collaborative reflection, and accessible professional support. Such initiatives strengthen beginning teachers' confidence, instructional competence, and commitment to the profession while promoting a positive and supportive school culture.

These findings are supported by the study of Richter, Dirk, Richter, Eva, and Lazarides, Rebecca (2021), who found that structured mentoring significantly enhances beginning teachers' professional competence, self-efficacy, and commitment to teaching.

Similarly, Admiraal, Wilfried et al. (2021) emphasized that collaborative mentoring and professional learning communities improve instructional quality while strengthening teacher confidence and workplace engagement. Furthermore, Beltman, Susan and Mansfield, Caroline F. (2022) concluded that sustained mentoring and collegial support are among the strongest protective factors promoting resilience and long-term teacher retention.

Sub-Theme 2: Learning by Doing

Learning by Doing reflects the participants' belief that teacher induction programs become more meaningful when they emphasize practical, hands-on learning experiences that mirror the actual responsibilities of classroom teachers. Like an apprentice who develops mastery through practice rather than observation alone, newly hired teachers stressed that professional competence grows when knowledge is applied in authentic situations. Their experiences suggest that practical training bridges the gap between theoretical preparation and the realities of public-school teaching, allowing beginning teachers to gain confidence while performing their daily responsibilities.

The following statements affirm this theme:

"One of the most important needs of newly hired teachers is practical training. While many seminars are provided, not all of them are applicable to the daily work of a teacher. Trainings should focus more on the actual responsibilities of classroom teachers."

Mr. N

Mr. N's statement highlights the need to bridge the gap between professional development activities and actual classroom practice. While theoretical discussions provide foundational knowledge, participants believed that beginning teachers benefit more from learning experiences directly related to their daily instructional and administrative responsibilities.

Mr. N further emphasized the importance of hands-on activities.

“Training on school forms such as SF1, SF2, SF5, SF9, and SF10 would be a big help for new teachers. It is more effective if these trainings include hands-on activities and actual use of the forms because when you practice them yourself, you learn faster.”

Mr. N

This reflection illustrates that experiential learning enhances teachers' confidence in performing administrative tasks. Rather than merely explaining procedures, practical demonstrations and guided practice allow beginning teachers to acquire the technical skills required in their everyday work.

Mr. N also recommended expanding practical training to other essential responsibilities.

“It would also be beneficial to have trainings on the Learner Information System (LIS), encoding of grades, generation of reports, and documentation since these tasks are part of the everyday responsibilities of teachers.”

Mr. N

This statement demonstrates that participants viewed administrative competence as equally important as instructional competence. Familiarity with school systems and documentation procedures helps newly hired teachers perform their duties efficiently while reducing stress associated with unfamiliar tasks.

Similarly, Ms. C shared:

“There are many seminars, but sometimes they lack actual application. It would be more effective if trainings focused on classroom management, documentation, school forms, student behavior, communication with parents, and professional responsibilities because these are the tasks teachers deal with every day.”

Ms. C

Ms. C emphasized that professional development should reflect the realities of teaching. Training programs that address classroom management, parent communication, and administrative work provide beginning teachers with practical knowledge that can be applied immediately in their schools.

Ms. VS likewise underscored the importance of improving the Teacher Induction Program.

“The Teacher Induction Program is very important for newly hired teachers because it helps orient them to the profession. However, it would be better if the implementation were more practical and interactive. Workshops, actual demonstrations, mentoring activities, and sharing of best practices make learning more meaningful.”

Ms. VS

This narrative suggests that active participation promotes deeper understanding than passive learning. Participants believed that workshops, demonstrations, and collaborative learning opportunities allow newly hired teachers to connect theory with practice while building confidence in applying newly acquired skills.

Across the interviews, participants consistently recommended that teacher induction programs adopt a more experiential approach to professional learning. They emphasized that practical workshops, demonstrations, simulations, mentoring activities, and collaborative sharing sessions provide greater value than lecture-based seminars alone. Such learning experiences equip newly hired teachers with the knowledge, skills, and confidence necessary to perform their instructional and administrative responsibilities successfully.

The findings indicate that effective teacher induction programs should prioritize authentic, needs-based, and practice-oriented professional development. When teachers are provided with opportunities to apply learning in realistic situations, they develop stronger professional competence, greater self-confidence, and improved readiness for the demands of public-school teaching.

These findings are consistent with the study of Darling-Hammond, Linda et al. (2022), which found that professional development is most effective when it includes active learning, collaboration, coaching, and opportunities to apply knowledge in authentic teaching contexts. Likewise, Kraft, Matthew A., Blazar, David, and Hogan, David (2021) reported that practice-based professional learning significantly improves instructional effectiveness and teacher confidence. Furthermore, Admiraal, Wilfried et al. (2021) emphasized that collaborative and experiential professional learning enhances teachers' competence, engagement, and long-term professional growth.

Sub-Theme 3: Building a Culture of Support

Building a Culture of Support reflects the participants' belief that a positive, collaborative, and caring school environment plays a vital role in helping newly hired teachers successfully adjust to the profession. Similar to a bridge that connects individuals and provides stability during uncertain crossings, a supportive workplace enables beginning teachers to navigate challenges with greater confidence and resilience. The participants emphasized that emotional support, collegial relationships, open communication, and encouragement from school leaders significantly influence their motivation, professional growth, and commitment to teaching.

The following statements affirm this theme:

"It is also important to provide emotional and professional support for newly hired teachers. There are times when a teacher struggles with the adjustment process. If there is a support system, they can adjust faster and are more likely to remain in the profession."

Ms. C

Ms. C's statement demonstrates that teacher adjustment extends beyond acquiring instructional knowledge. She emphasized that emotional encouragement and professional guidance enable beginning teachers to cope more effectively with the pressures associated with entering the profession. Supportive environments reduce feelings of isolation while fostering resilience and long-term commitment.

Similarly, Ms. J highlighted the importance of seeking guidance from others.

"My first advice is not to be afraid to ask questions. It is normal not to know everything at the beginning. As a new teacher, there are many things you still need to learn. It is better to seek guidance than to remain confused."

Ms. J

This reflection illustrates that openness to learning contributes significantly to successful professional adjustment. Participants recognized that asking questions should be viewed as a strength rather than a weakness.

Through open communication and guidance from experienced colleagues, beginning teachers develop confidence while avoiding unnecessary mistakes.

Ms. J further emphasized the value of collegial relationships.

"It is also important to establish good relationships with colleagues. Experienced teachers can be a source of knowledge and support. If you are open to learning and collaboration, your adjustment to the profession will be faster. That is why respect and professionalism in dealing with others are very important."

Ms. J

This statement highlights the importance of collaboration within the school community. Participants viewed positive relationships with colleagues as valuable sources of professional learning, emotional encouragement, and practical assistance. Mutual respect and teamwork create an environment where newly hired teachers feel accepted and supported throughout their adjustment process.

Ms. J also stressed the role of school leaders in supporting beginning teachers.

"It is very important to listen to and support newly hired teachers. The adjustment process is not easy. If there is a supportive environment, they can adjust faster and be more motivated to continue in the profession. The guidance and encouragement of school leaders are a big factor in the success of new teachers."

Ms. J

This narrative demonstrates that leadership support extends beyond administrative supervision. Participants believed that approachable and encouraging school leaders create a culture where beginning teachers feel valued, motivated, and empowered to improve their professional practice.

The findings suggest that teacher induction programs should extend beyond technical training by promoting collaborative professional relationships and emotional support systems. Schools that encourage open communication, teamwork, mentorship, and psychological safety provide beginning teachers with a stronger foundation for successful adjustment, sustained motivation, and long-term professional commitment.

These findings are supported by the study of Collie, Rebecca J. (2021), who found that supportive school leadership and positive workplace relationships significantly enhance teacher well-being, resilience, and job satisfaction. Likewise, Beltman, Susan and

Mansfield, Caroline F. (2022) concluded that supportive professional relationships and collegial collaboration are essential factors in promoting teacher resilience and reducing occupational stress. Furthermore, Admiraal, Wilfried et al. (2021) emphasized that schools characterized by collaborative learning cultures foster greater professional engagement, confidence, and instructional improvement among teachers.

Sub-Theme 4: Leading with Purpose

Leading with Purpose reflects the participants' belief that effective school leadership plays a crucial role in shaping the successful transition of newly hired teachers into the public school system. Similar to a lighthouse that provides direction and assurance to ships navigating unfamiliar waters, school leaders serve as guides who help beginning teachers understand institutional expectations, strengthen their professional competence, and build confidence in carrying out their responsibilities. The participants emphasized that supportive leadership, clear communication, and organized induction activities foster an environment where novice teachers feel valued, motivated, and equipped to perform their roles effectively.

The following statements affirm this theme:

“School heads should regularly check on newly hired teachers, not only to monitor their performance but also to know what support they need. There should be regular meetings where teachers can openly share their concerns and receive guidance.”

Ms. C

Ms. C's statement demonstrates that beginning teachers value leaders who prioritize professional guidance alongside performance evaluation. Regular communication provides opportunities to identify challenges early, offer timely assistance, and develop practical solutions that strengthen teachers' confidence and effectiveness.

Similarly, Mr. N emphasized the importance of organized orientation programs.

“A comprehensive orientation program should be conducted before newly hired teachers begin teaching. This orientation should explain school policies, administrative procedures, teacher responsibilities, and the expectations that every teacher needs to understand.”

Mr. N

This reflection highlights the significance of structured induction activities in reducing uncertainty among beginning teachers. Participants believed that clear explanations regarding school policies, organizational procedures, and professional expectations enable teachers to perform their responsibilities with greater confidence and competence.

Another participant underscored the importance of accessible leadership.

“It is encouraging when school administrators are approachable and willing to listen.

Knowing that there is someone who will guide you whenever you encounter problems gives you confidence to continue doing your best.”

Ms. J

Ms. J's narrative illustrates that approachable leaders contribute to a supportive organizational climate. Participants recognized that school administrators who actively listen, provide encouragement, and respond to teachers' concerns cultivate trust and strengthen beginning teachers' commitment to the profession.

The findings suggest that teacher induction programs should integrate active leadership involvement throughout the adjustment process. School administrators should not only orient newly hired teachers regarding institutional policies but should also establish regular mentoring conversations, monitor professional progress, and provide constructive feedback. Such leadership practices promote teacher well-being, improve instructional competence, and enhance teacher retention.

The findings support the study of Leithwood, Kenneth et al. (2020), who emphasized that effective school leadership significantly influences teacher motivation, instructional quality, and organizational commitment. Similarly, Collie, Rebecca J. (2021) found that supportive principals contribute to higher teacher well-being, greater professional engagement, and reduced workplace stress. Furthermore, Hallinger, Philip (2020) reported that instructional leadership positively affects teachers' professional learning, school climate, and overall educational effectiveness.

Sub-Theme 5: Inspiring the Next Generation

Inspiring the Next Generation symbolizes the participants' desire to transform their personal experiences into meaningful guidance for future newly hired public school teachers. Like a torch passed from one generation to the next, their untold stories illuminate the path for beginning educators by sharing lessons learned through challenges, perseverance, and professional growth. Rather than allowing their struggles to remain personal

experiences, the participants hoped that future teachers would benefit from their insights and enter the profession with greater confidence, resilience, and preparedness.

The following statements affirm this theme:

“My advice to newly hired teachers is to be patient with yourself. You will not learn everything immediately, and that is perfectly normal. Every experience, whether good or difficult, teaches you something valuable. Continue learning because every day is an opportunity to become a better teacher.”

Mr. S

Mr. S's reflection demonstrates that professional competence develops gradually through experience. Rather than expecting immediate mastery, he encouraged beginning teachers to embrace continuous learning and self-improvement. His advice reflects the importance of maintaining realistic expectations while remaining committed to personal and professional growth.

Similarly, Ms. J encouraged beginning teachers to develop positive relationships within the school community.

“Do not hesitate to ask for help from your colleagues. There is nothing wrong with asking questions because everyone started as a beginner. Respect your fellow teachers, work collaboratively, and always remain open to learning from others.”

Ms. J

This statement highlights the importance of humility and collaboration during the adjustment process. Participants believed that learning becomes more meaningful when teachers actively engage with experienced colleagues and maintain positive professional relationships. Collaboration not only improves instructional practice but also creates a supportive environment that eases the transition into the profession.

Ms. C also emphasized perseverance and dedication.

“Teaching is not an easy profession, but it is very rewarding. There will always be challenges, but do not allow them to discourage you. Stay focused on your learners, continue improving yourself, and remember why you chose this profession.”

Ms. C

Her statement illustrates that maintaining a strong sense of purpose enables teachers to overcome professional difficulties. Participants recognized that commitment to learners serves as a powerful source of motivation, helping teachers remain dedicated even during demanding situations.

Mr. B reflected on the value of resilience.

“Mistakes are part of learning. Instead of being afraid to fail, use every challenge as motivation to improve. Confidence comes with experience, so keep moving forward and believe that you will become better with time.”

Mr. B

This narrative demonstrates that resilience develops through reflection and perseverance. Participants viewed mistakes as opportunities for growth rather than signs of failure. Such a mindset encourages beginning teachers to remain optimistic while continuously refining their instructional practices.

Across the interviews, participants consistently emphasized that successful adjustment depends on maintaining a positive attitude, embracing lifelong learning, seeking support when necessary, and remaining committed to serving learners. Their untold stories reveal that while the first years of teaching may be filled with uncertainty, these experiences ultimately shape stronger, more competent, and more compassionate educators. By sharing

their experiences, participants hoped to encourage future teachers to approach the profession with confidence, determination, and an openness to continuous learning.

These findings are supported by Flores, Maria Assunção and Day, Christopher (2021), who emphasized that beginning teachers' professional identities develop through reflection, continuous learning, and supportive professional relationships. Likewise, Beltman, Susan and Mansfield, Caroline F. (2022) reported that resilience is strengthened when teachers adopt positive coping strategies, maintain collaborative relationships, and engage in ongoing professional development. Furthermore, Admiraal, Wilfried et al. (2021) found that collaborative learning cultures encourage reflective practice, increase teacher confidence, and promote long-term professional commitment.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter summarized the key findings of the study, outlined the conclusions formulated from the results, and presented recommendations intended to guide future practice, policy, and research.

Summary of Findings

This section summarizes the study's findings, emphasizing the key themes that emerged and the lived experiences of non-readers.

1. This study explored the lived experiences of newly hired public school teachers, revealing twelve interconnected themes that reflect their transition, challenges, and professional growth in the teaching profession. *Planting Roots in the Teaching Profession* portrays how they learned to understand learners beyond academic performance by recognizing the influence of students' personal, social, and economic realities. *Harvesting the Fruits of Perseverance* highlights the fulfillment and stability they gained after years of waiting and sacrifice to secure permanent teaching positions, strengthening their commitment to the profession. *Finding Purpose Through Learners' Success* illustrates how learners' progress, appreciation, and personal growth became their greatest source of motivation and reinforced the meaningful purpose of teaching. *Crossing New Educational Landscapes* reflects the adjustments teachers made as they adapted to unfamiliar school environments, diverse learners, and expanded responsibilities, while *Learning Never Ends* emphasizes that professional competence is continuously developed through everyday teaching experiences, reflection, and lifelong learning. *Seeking Stronger Institutional Guidance* underscores the importance of practical mentoring, collaborative learning, and sustained support to help beginning teachers confidently navigate the realities of public-school teaching. The findings further reveal that *Standing Firm Through Challenges* captures the resilience, patience, and perseverance teachers developed as they overcame professional and personal difficulties throughout their transition. *Growing Through Professional Relationships* highlights how supportive colleagues, mentors, and school leaders fostered collaboration, confidence, and professional growth. *Understanding Every Learner's Story* demonstrates that meaningful teaching begins with recognizing learners' diverse backgrounds and responding with empathy, flexibility, and learner-centered approaches. Finally, *Beyond the Comfort Zone* illustrates how teachers expanded their competence by teaching beyond their specialization and maximizing limited resources. *Weathering the Storm Within the Workplace* reflects the emotional and interpersonal challenges that strengthened their professionalism, discernment, and resilience in navigating workplace dynamics. *Building Classrooms Amid Limitations* portrays their creativity, adaptability, and unwavering commitment to providing meaningful learning experiences despite inadequate facilities and scarce instructional resources, demonstrating that dedication and resourcefulness remain at the heart of effective teaching.
2. This study explored the coping mechanisms of newly hired public school teachers as they adjusted to the demands of the teaching profession, revealing seven key themes that reflect the strategies they employed to remain resilient and committed. *Leaning on Strong Foundations* highlights the vital role of family, colleagues, mentors, and friends in providing the emotional and professional support needed to navigate the challenges of beginning their teaching careers. *Choosing Hope Over Pressure* illustrates how teachers intentionally maintained a positive outlook, practiced selfcare, and remained focused on their purpose,

enabling them to transform workplace stress into opportunities for personal and professional growth. Anchored by Faith reflects how prayer, spiritual beliefs, and trust in God served as sources of strength, peace, and perseverance during moments of uncertainty and emotional exhaustion. The findings further reveal that Responding with Wisdom captures the participants' development of emotional maturity, professionalism, and sound judgment as they learned to manage workplace challenges with patience, self-control, and effective communication. Learning to Adapt emphasizes their willingness to embrace change, respond creatively to limited resources, adopt innovative teaching practices, and adjust to unfamiliar school environments, demonstrating flexibility as an essential characteristic of effective teachers. Finally, Staying Organized Amid Responsibilities portrays how careful planning, time management, and prioritization enabled participants to balance instructional, administrative, and professional responsibilities while reducing stress and maintaining teaching quality. Growing Through Every Challenge illustrates their commitment to lifelong learning, reflective practice, mentorship, and continuous self-improvement, showing that every challenge, mistake, and new experience became an opportunity to strengthen their competence, confidence, and dedication to the teaching profession.

3. This study explored the insights drawn from the untold stories of newly hired public school teachers to strengthen teacher induction programs and support mechanisms, revealing five key themes that reflect their recommendations for improving the transition into the teaching profession. Guided Paths Toward Professional Growth emphasizes the importance of structured mentoring, where experienced teachers provide continuous guidance, coaching, and encouragement that help beginning teachers build confidence, competence, and resilience throughout their adjustment period. Learning by Doing highlights the need for induction programs to prioritize practical, hands-on training that equips newly hired teachers with the instructional, administrative, and classroom management skills required in their daily responsibilities. The findings further reveal that Building a Culture of Support underscores the value of creating collaborative and caring school environments where open communication, collegial relationships, emotional encouragement, and accessible support systems enable beginning teachers to adjust more confidently and remain committed to the profession. Leading with Purpose illustrates the critical role of school leaders in facilitating successful teacher induction through clear communication, organized orientation programs, continuous guidance, and leadership practices that promote professional learning, motivation, and teacher wellbeing. Finally, Inspiring the Next Generation reflects the participants' desire to share their experiences and lessons learned with future newly hired teachers, encouraging them to embrace lifelong learning, seek guidance, remain resilient, and stay committed to their purpose despite the inevitable challenges of the profession. Collectively, these insights demonstrate that effective teacher induction extends beyond technical training by integrating structured mentorship, practice-based learning, supportive professional relationships, purposeful leadership, and opportunities for reflection to foster confident, competent, and resilient educators.

CONCLUSIONS

The conclusions of this study provide a deeper understanding of the experiences of newly hired public school teachers as they navigate the realities of entering the public education system. Their untold stories reveal that the transition into the profession involves more than acquiring instructional skills; it requires continuous guidance, meaningful professional relationships, supportive leadership, and opportunities for practical learning. These findings emphasize that effective teacher induction should extend beyond orientation by fostering mentorship, collaboration, and a supportive school culture that nurtures confidence, resilience, and professional growth. Ultimately, the study highlights the importance of creating induction programs and support mechanisms that empower beginning teachers to thrive and sustain their commitment to quality education.

1. The successful transition of newly hired public school teachers is greatly influenced by structured and continuous support throughout their induction period. The findings show that effective mentoring, practice-oriented training, and accessible professional guidance help beginning teachers develop the competence, confidence, and skills needed to adjust to the demands of public school teaching. Teacher induction programs become more effective when they provide sustained support rather than relying solely on orientation activities.

2. A supportive school environment and purposeful leadership are essential in promoting teacher resilience, well-being, and professional growth. The study concludes that schools characterized by collaborative relationships, open communication, emotional support, and responsive leadership create conditions that enable newly hired teachers to manage challenges more effectively. Such an environment encourages continuous learning, strengthens professional commitment, and contributes to a more positive and productive teaching experience.
3. The lived experiences of newly hired public school teachers provide valuable insights for improving teacher induction programs and support mechanisms. Their untold stories demonstrate that effective induction should integrate structured mentoring, authentic learning experiences, supportive professional relationships, reflective practice, and continuous leadership support. Strengthening these components can better prepare beginning teachers for the realities of the profession while fostering long-term competence, resilience, and commitment to quality education.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Policy Makers and Educational Leaders. Teacher induction programs may be strengthened by providing structured and continuous support for newly hired teachers. Greater emphasis may be placed on mentoring, practical professional development, and collaborative learning opportunities that address the actual needs and experiences of beginning teachers as they transition into the profession.
2. School Administrators and Teachers. Schools are encouraged to foster a supportive and collaborative professional environment where newly hired teachers can access guidance, share experiences, and continuously develop their knowledge and skills. Promoting open communication, reflective practice, and meaningful professional relationships may help beginning teachers adjust more effectively, improve their teaching competence, and sustain their commitment to the profession.
3. Educational Institutions and the School Community. Efforts to support newly hired teachers may extend beyond formal orientation by promoting a culture of continuous learning, collaboration, and professional growth. Providing opportunities for practical learning, shared experiences, and ongoing support may contribute to teacher well-being, instructional effectiveness, and improved educational outcomes.
4. Future Researchers. Future studies may examine the experiences of newly hired teachers in different educational contexts or explore other factors that influence their professional adjustment and development. Further research may also assess the effectiveness of various teacher induction and support programs to provide additional evidence for improving policies and practices that support beginning teachers.

REFERENCES

Books

1. Clandinin, D. J., & Connelly, F. M. (2020). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
2. Folkman, S., & Moskowitz, J. T. (2020). Stress, coping, and well-being: A review and critique. In H. S. Friedman (Ed.), *The Oxford handbook of health psychology* (2nd ed.). Oxford University Press.
3. Guerriero, S. (2021). *Teachers' pedagogical knowledge and the changing nature of the teaching profession*. OECD Publishing.
4. Kyriacou, C. (2020). *Teacher stress and coping strategies in classroom contexts*. Springer.
5. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing.
6. Riessman, C. K. (2021). *Narrative methods for the human sciences*. Sage Publications.
7. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.

8. World Health Organization. (2022). World mental health report: Transforming mental health for all. World Health Organization.

Magazine/Publication/Journal/Researches

1. Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: What can schools do to support professional development of teachers? *Professional Development in Education*, 47(4), 684–698.
2. Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
3. Ainsworth, S., & Oldfield, J. (2022). Social support and early career teacher resilience: A qualitative study. *Teaching and Teacher Education*, 115, 103742.
4. Alipoon, D. S., Ramos, M. J., & Villalobos, E. K. (2023). Resourcefulness and improvisation among novice educators in resource-constrained public schools. *Journal of Educational Resilience and Practice*, 11(2), 145–160.
6. Aquino, R. M., Santos, L. D., & De Guzman, A. B. (2023). Continuous professional development initiatives and teacher motivation in the public sector. *Philippine Journal of Educational Studies*, 58(1), 89–104.
7. Belay, A. A., Gasheya, K. A., Engdaw, G. T., Kabito, G. G., & Tesfaye, A. H. (2023). Work-related burnout among public secondary school teachers is significantly influenced by the psychosocial work factors: A cross-sectional study from Ethiopia. *Frontiers in Psychology*, 14, 1215421. <https://doi.org/10.3389/fpsyg.2023.1215421>
8. Beley, M. A. J. (2025). Stress, out-of-field teaching, and resource constraints among secondary school educators. *International Journal of Instruction*, 18(3).
9. Beltman, S. (2020). Understanding and examining teacher resilience from multiple perspectives. In C. Mansfield (Ed.), *Cultivating Teacher Resilience* (pp. 11–26). Springer, Singapore. https://doi.org/10.1007/978-981-15-5963-1_2
10. Beltman, S. (2021). Understanding and supporting teacher resilience: A review of research and practice. *Educational Research Review*, 34, 100395.
11. Beltran, C. J., & Paglinawan, K. R. (2025). Collegial support and internal resolve as predictors of early-career teaching efficacy. *Asia-Pacific Journal of Teacher Education*, 53(2), 112–128.
12. Burić, I., & Kim, L. E. (2021). Teacher self-efficacy, instructional quality, and teacher well-being: A longitudinal study. *Teaching and Teacher Education*, 103, 103379. <https://doi.org/10.1016/j.tate.2021.103379>
13. Bustamante, H., & Chagas, M. L. (2022). Influence of Teacher Induction Program (TIP) to the beginning teachers' performance. *International Journal of Research Studies in Education*, 11(3), 427–453. <https://doi.org/10.5861/ijrse.2022.195>
14. Catulpos, M. A., Villanueva, F. J., & Gomez, P. L. (2024). Classroom management hurdles and adaptation strategies among beginning public school teachers. *Southeast Asian Journal of Educational Research*, 19(3), 201–215.
15. Chase, S. E. (2021). Narrative inquiry: Still a field in the making. In Y. S. Lincoln & N. K. Denzin (Eds.), *The SAGE handbook of qualitative research* (6th ed.). Sage Publications.
16. Clandinin, D. J., & Caine, V. (2020). Narrative inquiry. In G. Noblit (Ed.), *Oxford research encyclopedia of education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1194>
17. Collie, R. J. (2021). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *AERA Open*, 7, 1–15.
18. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 26(2), 97–140.
19. Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 56(2), 221–258.

20. de Brito Sena, C. A., et al. (2021). Spirituality and health: The role of religious and spiritual coping in managing psychological distress. *Journal of Religion and Health*, 60(4), 2845–2863. <https://doi.org/10.1007/s10943-021-01250-7>
21. Dvir, N., & Schatz-Oppenheimer, O. (2020). Mentoring novice teachers: The role of purposeful guidance and emotional scaffolding in professional development. *Professional Development in Education*, 46(3), 481–495. <https://doi.org/10.1080/19415257.2019.1627687>
22. Evardo, M., & Competente, R. (2024). Ancillary roles and teaching workload of public secondary school teachers: Implication to instructional performance. *Journal of Academic and Educational Research*.
24. Flores, M. A., & Day, C. (2021). Contexts that shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 101, 103303. <https://doi.org/10.1016/j.tate.2021.103303>
25. Flores, M. A., & Swennen, A. (2020). The COVID-19 pandemic and its effects on teacher education. *European Journal of Teacher Education*, 43(4), 453–456.
26. García-Crespo, F. J., Fernandez-Alonso, R., & Muñiz, J. (2021). Resilience and school success: Academic and psychological drivers of resilience in vulnerable educational contexts. *School Effectiveness and School Improvement*, 32(3), 430–450. <https://doi.org/10.1080/09243453.2021.1892621>
27. Gu, Q. (2018). Professional lives of teachers. In *Springer International Handbooks of Education* (pp. 1–21). Springer, Cham. https://doi.org/10.1007/978-3-319-743202_14-1
28. Hargreaves, A. (2021). *Professional capital: Transforming teaching in every school*. Routledge
29. Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from 2000 to 2019. *Educational Research Review*, 34, 100411.
30. Hobbs, L., Campbell, C., Delaney, S., Speldewinde, C., & Lai, J. (2022). Defining teaching out-of-field: An imperative for research, policy and practice. In L. Hobbs & R. Porsch (Eds.), *Out-of-Field Teaching Across Teaching Disciplines and Contexts* (pp. 23–48). Springer, Singapore. https://doi.org/10.1007/978-981-16-9328-1_2
31. Hoidn, S., & Reusser, K. (2020). Foundations of student-centered learning and teaching. In S. Hoidn & M. Klemenčič (Eds.), *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education* (pp. 17–46). Routledge. <https://doi.org/10.4324/9780429259371>
32. Ingersoll, R. M., Merrill, E., Stuckey, D., & Collins, G. (2018). Seven trends: The transformation of the teaching force (CPRE Research Report #RR-2018-13). Consortium for Policy Research in Education, University of Pennsylvania.
33. Ingersoll, R. M., & Strong, M. (2020). The impact of induction and mentoring programs for beginning teachers. *Review of Educational Research*.
34. Javines, R. K., & Azarias, R. A. (2024). Contexture of out-of-field teaching in selected public national high schools: Implication for practice and policy. *Pantao International Journal of Multidisciplinary Studies*.
35. Jin, B. Y. P. (2024). Resilience of novice teachers: A recent systematic literature review (2023–2024). *Journal of Education and Learning (EduLearn)*, 19(4). <https://doi.org/10.11591/edulearn.v19i4.22651>
36. Johnson, S. M., Kraft, M. A., & Papay, J. P. (2021). Early career teacher stress and support: Evidence, prospects, and promise. *Educational Researcher*, 50(2), 80–92.
37. Kaplan, H. (2021). Promoting optimal induction to beginning teachers using selfdetermination theory. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211015680>
38. Kelchtermans, G. (2022). Teacher collaboration and professional collegiality: Understanding their significance for professional development. *Teaching and Teacher Education*, 115, 103720.
39. Kim, L. E., & Asbury, K. (2020). "Like a rug had been pulled from under you": The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90(4), 1062–1083.
40. Kinnunen, U., Feldt, T., & de Bloom, J. (2020). Occupational stress, psychological flexibility, and teacher well-being: A longitudinal perspective. *Journal of Educational and Organizational Psychology*, 32(3), 201–219.

41. Klassen, R. M., Durksen, T. L., Hashmi, J. A., & Kim, L. E. (2021). Teachers' engagement at work: An international validation study. *Teaching and Teacher Education*, 105, 103406.
42. König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622.
43. Kraft, M. A., Blazar, D., & Hogan, D. (2021). The effect of teacher coaching on instruction and achievement.
44. Kutsyuruba, B., Walker, K., Stroud Stasel, R., & Al Makhamreh, M. (2019). Developing resilience and promoting well-being in early career teaching: Advice from Canadian beginning teachers. *Canadian Journal of Education / Revue canadienne de l'éducation*, 42(1), 285–321. <https://doi.org/10.3102/0034654315579222>
45. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress, wellbeing, and negative emotions. *System*, 94, 102352.
46. Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2021). Building resilience in teacher education: An evidence-informed framework. *Teaching and Teacher Education*, 105, 103401.
47. Marco-Bujosa, L. M., McNeill, K. L., & Friedman, A. A. (2020). Becoming an urban science teacher: How beginning teachers negotiate contradictory school contexts.
48. *Journal of Research in Science Teaching*, 57(1), 3–32. <https://doi.org/10.1002/tea.21583>
49. Mendoza, M. D. (2020). The lived experiences of beginning teachers: An odyssey. *JPAIR Multidisciplinary Research*, 41(1), 1–15. <https://doi.org/10.7719/jpair.v41i1.787>
50. Mizzi, D. (2021). Crossing boundaries revisited: Strategies used by science teachers when teaching outside specialism. *Malta Review of Educational Research*, 16(1), 5–32.
51. Monachesi, B., Grecucci, A., Ahmadi Ghomroudi, P., & Messina, I. (2023). Comparing reappraisal and acceptance strategies to understand the neural architecture of emotion regulation: A meta-analytic approach. *Frontiers in Psychology*, 14, 1187092. <https://doi.org/10.3389/fpsyg.2023.1187092>
52. Morris, J. E. (2023). Purposeful leadership and organizational vision in educational settings: Navigating early career challenges for teachers. *Journal of Educational Administration and History*, 55(4), 312–328. <https://doi.org/10.1080/00220620.2023.2185491>
53. Narcilla, J., & Cerado, E. (2025). Onboarding experiences, policy orientation, and administrative guidance among beginning public school teachers. *Journal of Educational Leadership and Management*.
54. Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
55. Nwoko, A. O., et al. (2024). Stressors, spiritual practices, and coping mechanisms among educators in demanding educational settings. *Journal of Educational Psychology and Practice*, 16(2), 112–129.
56. Peria, A. T., & Torres, B. R. R. (2021). Aspects of classroom lived experiences of newly hired teachers. *Liceo Journal of Higher Education Research*, 15(2), 65–85. <https://doi.org/10.7828/ljher.v15n2.1323>
57. Pillay, D., Ragpot, L., & Dunbar-Krige, H. (2022). Navigating occupational stressors and relational dynamics: Teacher resilience and well-being in public school contexts. *South African Journal of Education*, 42(3), 1–11.
58. Polinar, J. G., & Gemota, M. E. (2025). Institutionalizing mentorship and induction to buffer early burnout among beginning educators. *Philippine Educational Research Journal*, 42(1), 77–93.
59. Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher*, 50(5), 325–327.
60. Quimque, P. L. (2020). Lived experiences of newly hired teachers: Basis for policy recommendations. *JPAIR Multidisciplinary Research*, 39(1), 147–158. <https://doi.org/10.7719/jpair.v39i1.766>
61. Richter, D., Richter, E., & Lazarides, R. (2021). Beginning teachers' professional competence development: The role of mentoring, collaboration, and professional learning. *Teaching and Teacher Education*, 106, 103432. <https://doi.org/10.1016/j.tate.2021.103432>
62. Reinke, W. M., Herman, K. C., Stormont, M., & Ghasemi, F. (2025). Teacher stress, coping, burnout, and plans to leave the field: A post-pandemic survey. *School Mental Health*, 17(1), 45–58.

63. Santerva, M., et al. (2024). Professional resilience, social support systems, and organizational climate among novice public school teachers. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(5), 1102–1118.
64. Skinner, E. A., & Zimmer-Gembeck, M. J. (2021). Coping and the development of emotion regulation: A review of theory, measurement, and evidence. *Journal of Child Psychology and Psychiatry*, 62(4), 427–444.
65. Sokal, L., Trudel, L. E., & Babb, J. C. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016.
66. Solhi, M., Zadorozhnyy, A., & Lee, J. S. (2024). Teacher self-efficacy, emotional resilience, and classroom engagement in second language contexts. *Frontiers in Psychology*, 15, 1384912. <https://doi.org/10.3389/fpsyg.2025.1715266>
67. Sonnentag, S., et al. (2023). Workload, boundary management, and recovery processes in demanding professions. *Journal of Occupational Health Psychology*, 28(4), 210–226.
68. Spaan, P., et al. (2023). Building cognitive resilience and psychological stamina in complex educational settings. *International Journal of Educational Research*, 118, 102145.
69. Stover, A., et al. (2024). Positive factors of resilience, cognitive reframing, and emotion regulation in high-stress educational environments. *Journal of Educational Psychology and Practice*, 18(1), 88–104.
70. Sumanga, R., et al. (2022). Factors affecting teaching performance and classroom management of basic education teachers. *Asia Research Network Journal of Education*.
71. Taxer, J. L., Becker-Kurz, B., & Frenzel, A. C. (2021). Dimensions of teachers' emotional lives: A systematic review of teacher emotion research. *Educational Psychology Review*, 33(4), 1631–1656. <https://doi.org/10.1007/s10648-020-09569-2>
72. Tschannen-Moran, M., & Woolf, S. B. (2021). The power of collaboration: Professional learning communities and collective efficacy in schools. *Journal of Educational Administration*, 59(3), 302–318. <http://www.lacarlottacitycollege.edu.ph>
73. van Ginkel, G., Verloop, N., & den Brok, P. (2020). Short interims, long impact? A followup study on early career teachers' induction. *Teaching and Teacher Education*, 88, 102962. <https://doi.org/10.1016/j.tate.2019.102962>
74. Wang, H., & Yin, H. (2023). Cognitive reappraisal and emotion regulation strategies among educators: Impacts on well-being and pedagogical adaptability. *Educational Psychology Review*, 35(2), 415–438.

Online Resources

75. Organisation for Economic Co-operation and Development. (2020). TALIS 2018 results (Volume II): Teachers and school leaders as valued professionals. OECD Publishing.
76. Organisation for Economic Co-operation and Development. (2021). Teachers getting the best out of their students: From primary to upper secondary education (TALIS). OECD Publishing.