

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Challenges of Fresh Graduate English Teachers Face During Their First Year of Teaching

There is a number of data obtain during one time interview. The data have been written on the coding table below.

Table 4.1 Coding for Subject N :

No (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	"I imagined students as unique individuals..."	Idealistic expectations of students	The teacher expected to be unique individuals before starting teaching	Expectation Before Teaching
2	"I hoped the education system could provide adequate resources to support teaching..."	Expectation of institutional support	The teacher expected the education system to provide adequate resources to support teaching	Expectation Before Teaching
3	"I had to maintain discipline and ensure all were engaged in learning process..."	Managing classroom discipline and student engagement	The teacher had to manage classroom discipline and maintain student engagement	Classroom Management Challenges

			during lessons	
4	“One of my expectations was to have comfortable colleagues, but in reality, there was one colleague who was overly perfectionist...”	Mismatch in collegial expectations	Expectation– reality mismatch in collegial relationships	Collegial Relationships
5	“I was asked to be a scout leader even though I had not participated in scouts for a long time...”	Unexpected additional responsibility	Assigned duties beyond expertise	Assigned duties beyond expertise
6	“I have developed more effective teaching skills and can manage the classroom better.. ”	Improved classroom management skills	Improvement in competence	Skill Development Through Experience
7	“Being open and giving constructive feedback”	Open communication and constructive feedback	Valuing open communication and supportive feedback	Teaching Values and Principles
8	“Understanding their needs and building positive relationships”	Understanding students’ needs and relationships	Valuing students’ needs and relationships	Student-Centered Teaching Values
9	“Some students were rude, slept in class even with a teacher present and were critical thinkers...”	Challenging student behavior	Experiencing problematic student behavior	Classroom Management Challenges

Based on the interview results with subject N, nine challenges were identified during the subject’s first year of teaching. These challenges are related to teacher expectations before teaching, classroom management, collegial

relationships, assigned duties beyond expertise, skill development, teaching values and principles, and student-centered teaching values. First, regarding teacher expectations before teaching, the subject encountered realities that did not match her initial expectations, particularly in relation to students and learning facilities. Second, in terms of classroom management, the subject experienced difficulties in disciplining students. Third, concerning collegial relationships, the subject faced mismatches and discomfort in interactions with colleagues. Fourth, related to assigned duties beyond expertise, the subject was required to carry out tasks that they had never performed before. Fifth, in terms of skill development, the subject felt the need to continuously improve her skills to meet teaching demands. Sixth, regarding teaching values and principles, subject N perceived the importance of receiving feedback from colleagues; however, the reality did not align with this expectation. Finally, in relation to student-centered teaching values, subject N experienced difficulties in deeply understanding students and addressing their individual needs.

Table 4.2 Coding for Subject D

N o (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	“Since I’m teaching at an elementary school, the students still have that little-kid energy”	Observing high-energy students	Observing lively elementary students	Student behavior challenges
2	“Every kid thinks and learns differently, and their emotions are all over the place or unstable...”	Dealing with unpredictable emotions	Managing diverse learning styles & unpredictable emotion	Student diversity challenges
3	“Expectations not matching reality...”	Expectation-reality mismatch	Experiencing mismatch between expectations & reality	Reality shock
4	“Teach a class full of noisy kids or fight with each other..”	Managing disruptive students	Facing classroom behavior challenges	Behavioral challenges in the classroom

5	“At first, I was so lost and confused”	Feeling lost as a novice teacher	Experiencing confusion and uncertainty	Initial struggles in teaching
6	“Teaching is not just about explaining stuff in class...”	Realizing teaching is multifaceted	Realizing teaching is multifaceted	Professional realization
7	“Not all students respect or appreciate their teachers”	Dealing with disrespectful students	Facing students who are disrespectful or unappreciative	Student behavior challenges

Based on the interview results with subject D, seven challenges were identified during the subject’s first year of teaching. The first challenge relates to student behavior. The students taught by the subject were elementary school students who were very active, difficult to manage, and had not yet fully understood the role of a teacher. The second challenge concerns student diversity, where the subject experienced difficulties in dealing with students’ varying emotions. The third challenge is related to reality shock, as the subject felt that many of her expectations did not match the actual conditions in the classroom. The fourth challenge involves behavioral challenges in the classroom, where differences in student behavior often led to conflicts among students, making classroom management more difficult for the subject. The fifth challenge concerns initial struggles in teaching, in which the subject frequently felt confused when handling classroom situations. The sixth challenge relates to professional realization, where the subject became aware that teaching is not merely about explaining subject matter, but also involves managing students and understanding their needs.

2. The New Teachers Adjust to Curriculum, Students and School Environment

Table 4.3 Coding for Subject N

No (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	“I want to help students improve	Intrinsic motivation	Desire to support	Motivation for entering teaching

	their English skills...”		students’ development	
2	“To build good relationships with students...”	Positive relationship expectations	Expectation of positive student–teacher relationships	Expectations of student–teacher relationships
3	“I hoped to collaborate with other teachers and staff to create a positive and supportive school environment.. ”	Expectation to collaborate with colleagues	Expectation of collaborating with colleagues and school staff to create a positive and supportive school environment.	Expectations of collegial collaboration
4	“Creating a clear and structured lesson plan	Preparing structured lesson plans	Teaching preparation	Professional readiness
5	“If I encounter administrative issues, I ask for help from colleagues....””	Seeking help from colleagues	Seeking support	Collegial support
6	“They did not just give advice, they actively helped on the ground when I needed assistance”	Coworker support	Strong support system	Practical collegial support
7	“Searched for references online and studied them in depth...”	Searching for online teaching references	Independent learning through online resources	Self-directed learning
8	“I focused more on delivering the material and following the lesson plan”	Focusing on content delivery	Prioritizing content delivery	Instructional focus
9	“Active engagement, encouraging	Encouraging active student	Encouraging student	Active learning strategies

	students to actively participate through discussions, group activities..”	participation	participation	
10	“Enhancing knowledge, developing innovative teaching methods...”	Enhancing professional knowledge	Improving knowledge & methods	Professional development

Subject N adjusted to the school curriculum by studying and preparing structured lesson plans, reviewing learning resources, and implementing teaching practices based on the prepared lesson plans. In addition, the subject enhanced her knowledge of teaching methods to improve instructional effectiveness. Furthermore, the subject’s adjustment to students was carried out by building positive relationships with them, providing motivation, and encouraging all students to actively engage in discussions and interactions. Finally, adjustment to the school environment was achieved through collaboration with other teachers and school staff in positive ways. The subject emphasized mutual support and cooperation in order to create a supportive working environment among colleagues.

Table 4.4 Coding for Subject D

N o (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	“The school feels like a family, and even though I’m a contract teacher, they treat me well...”	Support aiding teacher adaptation	Feeling accepted and supported, facilitating adaptation	Adjustment through supportive collegial relationships
2	“I still have a lot to learn, and I take it one step at a time by observing and practicing	Continuous learning through observation and practice	Gradually learning through practice and observation	Adjustment through learning and practice

	directly...”			
3	“Perfectionist colleagues make me uncomfortable...”	Expectation–reality conflict	Work environment not matching expectations	Reality shock
4	“I’m the kind of person who blends in easily, I adjusted myself and built the kind of image I wanted at work”	Adjusting personal behavior for work	Actively adapting behavior to fit in and create professional image	Adjustment through social adaptation
5	“Keeping up with Gen Alpha and their love for tech”	Adapting to tech-savvy students	Adapting teaching methods for tech-savvy students	Adjustment through technology integration
6	“From those programs, I get extra knowledge, more structured learning...”	Gaining extra knowledge through programs	Gaining knowledge and structured learning from programs	Adjustment through professional development

Subject D’s adjustment primarily focused on relationships with colleagues. The subject had supportive coworkers and learned many aspects of teaching practices through collaboration with them. Meanwhile, the subject’s adjustment to students was related to generational differences, as the subject had to teach students from Generation Alpha. Adjustment to the curriculum was achieved through training programs, where the subject gained additional knowledge and a better understanding of the school curriculum.

3. The Most Surprising or Enjoyable Experiences for the Teachers During Their First Year

Table 4.5 Coding for Subject N

No (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	“One colleague who was overly	Discomfort due to	Feeling uncomfortable	Challenging collegial

	perfectionist, which made me feel uncomfortable...”	colleague	with a perfectionist colleague	relationships
2	“Give rewards to students who are active during lessons to motivate others...”	Motivating students	Using rewards to motivate students	Motivational teaching strategies
3	“I was asked to be scout leader, even though I had not participated in scouts for a long time...”	Unexpected additional role	Unexpected appointment as scout leader	Unexpected additional responsibilities
4	“They did not just give advice, they actively helped on the ground....”	Receiving hands-on support from colleagues	Receiving practical support from colleagues	Supportive collegial relationships
5	“Some students were rude, slept in class and critical thinkers...”	Challenges with student behavior	Encountering challenging student behaviors	Classroom management challenges
6	“They were humble, enthusiastic, and sharing problems with me...”	Positive student behavior	Experiencing positive student attitudes	Enjoyable student interactions

Three surprising experiences were identified from subject N’s first year of teaching. Two of these experiences were related to colleagues, where the subject felt a mismatch with one colleague’s attitude and was also asked to take on the role of a scout leader, despite having no prior experience in that area. Another surprising experience was related to negative student behavior encountered in the classroom. In addition, three enjoyable experiences were also reported by the subject. These experiences were mainly associated with support from colleagues, as the subject received significant assistance in handling various tasks. The subject also described enjoyable experiences with students, particularly when students were active in learning, showed enthusiasm, and were open in sharing their problems.

Table 4.6 Coding for Subject D

No (1)	Quote/Subject Response (2)	Initial Code (3)	Meaning Unit (4)	Potential Sub-Theme (5)
1	“About school itself, thought it would be close to where I live...”	Unexpected school location	Experiencing unexpected school location	Unexpected aspects of the school environment
2	“When I help other teachers I get paid a little extra money..”	Gaining additional income	Receiving small rewards	Positive reinforcement
3	“When they hug me or give little gifts...”	Receiving hugs / Receiving small gifts	Experiencing gestures of affection and appreciation	Emotional rewards from students
4	“I love it when I see them understand and actually use English in daily conversation”	Student comprehension and application	Feeling joy from students’ comprehension and application	Satisfaction from student progress

Subject D experienced three enjoyable experiences and one surprising experience during the first year of teaching. The subject felt happy when students were able to understand the lessons and showed respect toward the subject as their teacher. The most surprising experience for the subject was the school’s location, which was much farther from the subject’s place of residence than initially expected.

B. Discussion

This part discusses what the findings mean in relation to the research questions and the theories that guided this study. By comparing the results with

previous research, this section explains how the experiences of the subjects fit into the larger discussion about novice teachers and their professional identity.

1. The Challenges of Fresh Graduate English Teachers Face During Their First Year of Teaching

Subject N :

- a. Ingersoll and Smith (2004) argue that beginning teachers are particularly vulnerable to stress because they often face high expectations with limited practical experience and support. Feiman-Nemser highlights the importance of support systems, such as mentoring, collaboration with experienced teachers, and a supportive school culture. The subject experienced a mismatch with colleagues, which became an obstacle and affected the subject's mental well-being.
- b. The subject was asked to carry out tasks that they had never performed before; however, the support from colleagues was limited and not clearly communicated. Ideally, colleagues should have provided adequate support to prevent the subject from experiencing difficulties. This situation is consistent with Feiman-Nemser (2001) highlights the importance of support systems, such as mentoring, collaboration with experienced teachers, and a supportive school culture.

- c. Beauchamp and Thomas (2009) For novice teachers, the process of building professional identity is particularly significant during the first years of teaching, when they are forming their sense of belonging to the profession. Factors influencing identity formation include previous teaching preparation, mentorship and support, personal values, and the specific context in which they teach. This situation was experienced by the subject, who felt the need to continuously improve their abilities. This effort was essentially undertaken to prepare effective and well-planned teaching and learning activities.
- d. Feiman- Nemser (2001) highlights the importance of support systems, such as mentoring, collaboration with experienced teachers, and supportive school culture. This view is consistent with the challenges experienced by the subject, as the subject received limited feedback from some colleagues. The subject also felt a lack of collaboration from colleagues in completing work-related tasks.

- e. Another challenge faced by the subject was the difficulty in deeply understanding students. The subject aimed to understand students' behaviors during the learning process, as each student has different characteristics and learning needs. Evertson and Weinstein (2006) also explain that novice teachers may struggle to establish authority and consistency in the classroom due to limited teaching experience. As a result, they may find it difficult to handle noisy classrooms, students talking without permission, and lack of attention during lessons.

Subject D

- a. Evertson and Weinstein (2006) explain that novice teachers may find it difficult to handle noisy classrooms, students talking without permission, and lack of attention during lessons. This is consistent with the challenges experienced by the subject, who found it difficult to manage elementary school students who were highly active and hard to control. Moreover, elementary school students tend to be more interested in playing than in focusing on learning activities.
- b. The subject experienced difficulties in dealing with students' diverse emotions. This was due to the subject's lack of prior experience and limited support from colleagues. This situation is explained by Evertson and Weinstein (2006) emphasize that classroom management is closely related to preventive actions rather than punishment. Effective classroom management helps teachers minimize disruptions and maximize students' engagement during the learning process.
- c. Veenman (1984) to describe the difficulties new teachers face when transitioning from pre-service training to the realities of the classroom. This theory explains the tension experienced by beginning teachers when their expectations about teaching are confronted with the actual conditions in schools. The expectations held by the subject turned out to be significantly different from the realities encountered during the teaching and learning process. Therefore, this challenge aligns with Veenman's explanation that one

of the major challenges faced by novice teachers is the gap between their expectations and the actual realities in the field.

- d. The subject encountered diverse student behaviors in the classroom. Evertson and Weinstein (2006) said Teachers are encouraged to set clear expectations at the beginning of the lesson, manage transitions smoothly, and keep students actively involved in classroom activities. However, the subject found it difficult to handle these diverse behaviors. Therefore, this finding is consistent with the view of Veenman (1984) said that Reality shock is therefore a crucial concept for understanding the early career experiences of teachers, particularly in their first year of teaching. The subject experienced reality shock due to unmet expectations.
- e. Smith (2004) argue that beginning teachers are particularly vulnerable to stress because they often face high expectations with limited practical experience and support. Veenman (1984) Common factors contributing to reality shock include classroom management issues, heavy workload, administrative tasks, and limited professional support. The subject experienced stress and reality shock when dealing with classroom situations. This finding is consistent with Smith's view, which suggests that teachers are often faced with high expectations while receiving insufficient support.
- f. Beauchamp and Thomas (2009) highlight that professional identity is not static; it develops as teachers negotiate between their personal experiences and the professional expectations of the teaching community. They also explain that identity is shaped by personal beliefs, experiences, and interactions within the school context. For beginning teachers, the first year is a crucial time in developing their professional identity, especially as they navigate new responsibilities and expectations. This is related to the challenges faced by the subject, as the subject realized that teaching is not limited to explaining content to students. Instead, the subject also had to build their identity as a teacher throughout the teaching and learning process

2. The New Teachers Adjust to Curriculum, Students and School Environment

Subject N

Feinman –Nemser (2001) according to this perspective, learning to teach does not stop after graduation; it continues when teachers enter real school environments and interact with students, colleagues, and school leaders. Feiman-Nemser's explanation aligns with the subject's adjustment to students, in which

the subject built positive relationships with students, provided motivation, and encouraged students to interact with one another.

Deci and Ryan (1985) when fresh graduate teachers feel trusted to manage their classrooms, capable of delivering lessons, and supported by students or colleagues, they are more likely to remain motivated despite difficulties. The subject received support from colleagues, which facilitated adjustment and enhanced motivation, making it easier for the subject to adapt and remain motivated in carrying out professional responsibilities.

Subject D

Feinman-Nemser (2001) highlights the importance of support systems, such as mentoring, collaboration with experienced teachers, and a supportive school culture. This is consistent with the subject's adjustment experiences, in which the subject received support from colleagues and collaborated with more experienced teachers. Another adjustment experience involved dealing with Generation Alpha students, who belong to a different generation from the subject. This is related to Veenman's (1984) research identified several major problem areas for beginning teachers, such as maintaining classroom discipline, motivating students, dealing with individual differences, assessing students' work, and organizing class activities.

Kyriacou (2007) identifies essential teaching skills as core components of professionalism, including effective lesson planning, classroom management, assessment strategies, and communication with students. This view aligns with the

adjustment made by subject D, who participated in training programs to acquire new knowledge.

3. The Most Surprising or Enjoyable Experiences for the Teachers During Their First Year

Subjek N

Firstly, subject N felt a mismatch with a colleague's attitude and was asked to take on the role of a scout leader despite having no prior experience. This situation is consistent with Feiman-Nemser(2001) highlights the importance of support systems, such as mentoring, collaboration with experienced teachers, and a supportive school culture. Without adequate support, novice teachers may experience confusion, stress, and difficulty adapting to their professional roles. Consequently, the subject's lack of experience made it challenging to carry out assigned tasks effectively, which eventually resulted in stress.

Furthermore, the mismatch with colleagues made it difficult for the subject to handle administrative tasks. This finding is consistent with Veenman (1984) common factors contributing to reality shock include classroom management issues, heavy workload, administrative tasks, and limited professional. Similarly, negative student behavior is closely related to reality shock and classroom management challenges. As stated by Evertson and Weinstein (2006), it is not limited to controlling students' behavior, but also involves organizing classroom routines, establishing clear rules, and building positive teacher–student

relationships. Evertson and Weinstein (2006) as also stated classroom management refers to the strategies used by teachers to create and maintain an orderly, productive, and supportive learning environment. This is consistent with the subject's experience, as the subject received support from several colleagues and also developed positive learning relationships with students.

Subject D

Evertson and Weinstein (2006) emphasize that classroom management is closely related to preventive actions rather than punishment. Teachers are encouraged to set clear expectations at the beginning of the lesson, manage transitions smoothly, and keep students actively involved in classroom activities. This statement aligns with the subject's experience of feeling happy when students understood the lesson and actively participated in the learning process. Ingersoll and Smith (2004) highlight Stress that is not effectively managed can lead to burnout, characterized by emotional exhaustion, reduced motivation, and diminished self-efficacy. The distant location of the school caused the subject to experience fatigue and stress, which eventually led to burnout.