

A STUDY OF BEGINNING TEACHERS' CHALLENGES IN BASIC EDUCATION HIGH SCHOOLS

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Abstract

The main aim of this study is to study the beginning teachers' challenges in Basic Education High Schools in Thaton, Belin and Paung Townships. Quantitative method and qualitative method were used in this study. All beginning teachers were selected as subjects from Thaton, Belin and Paung Townships (37 Basic Education High Schools), using the census method. This questionnaire included demographic data, work-related challenges items, social challenges items and open-ended questions. The Cronbach's alpha (α) of the whole scales of beginning teachers' challenges was 0.89. Descriptive statistics, Independent Samples *t* test, One-way ANOVA and Post Hoc Tukey HSD were used to analysis the data in this study. Interview was conducted for 12 beginning teachers (four beginning teachers from each township). In this study, beginning teachers' challenges in Basic Education High Schools were determined by mean scores responses on the questionnaires items. Beginning teachers' challenges in Basic Education High Schools in this study was moderately low challenge (mean=2.23, SD=.24). Beginning teachers' work-related challenges was moderately high challenge (mean=2.58, SD=.26) and beginning teachers' social challenges was moderately low challenge (mean=2.02, SD=.29). There were no significant differences in beginning teachers' challenges grouped by gender, grade, subject, school size and teaching experience. There was significant difference in beginning teachers' work-related challenges grouped by township. According to qualitative data obtained by open-ended questions, the ways to overcome the challenges of beginning teachers were expressed. Other besetting challenges of beginning teachers in their first positing were overcrowded class and shortage of teacher, transportation, difficulties related with livelihood and health, and insufficient school plant.

Keywords: beginning teacher, challenge

Introduction

Education plays a vital role for overall individual, social and national development. The quality of education that the child and adolescent receive will determine to a great extent the quality of work which he will perform as an adult. Therefore, many countries are now drastically changing the way they educate their citizens. So, the emphasis is shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Therefore, requirements on the teaching profession are changing quickly, necessitating an evolution in strategies on the part of teachers. So, teacher education occupies important part in education system. Teacher education, although defined as "the process for the preparation of those individuals who want to practice in the teaching profession" (Moyles & Robinson, 2002), is an important component of the quality of educational systems, and divided into two stages: (1) pre-service teacher education, and (2) in-service teacher education. Beginning teachers' transition from pre-service education to in-service education is often "unsettling" because there is not a gradual induction into job responsibilities as in other professions and they encounter many besetting problems.

Wyatt III and White (2007) stated teaching as "a wonderfully complex endeavor" and as "one of the most rewarding professions". And, a teaching career is highly challenging,

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intellectually demanding and emotionally rewarding. Some of these challenges and problems produce stress (Hessong & Weeks, 1991). Together with the changing world, this profession has become more and more complex. Whether it is new or experienced teacher, there are various types of challenges, that teacher have to face. Many researchers concluded that most of the teachers entering the profession are highly motivated at the beginning stage of the career, however, being motivated cannot eliminate some of the difficulties for beginning teachers. Beginning teachers are more difficult to overcome these challenges than the experienced teachers. The findings of Wang, Strong and Odell (2004) brought out the fact that concerns of beginning teachers might vary in different parts of the world, and in different parts of the countries. If the difficulties and specific needs of beginning teachers are not addressed, negative emotion, physical, attitudinal, and behavioral problems may result (Cameron, 1994; Dussault et al., 1999; Schmidt & Knowles, 1995). Even some of beginning teachers are leaving the profession. I am interested in finding out the challenges/problems that beginning teachers faced in their first positing. Therefore, this study aims to find out the beginning teachers' challenges in Basic Education High Schools at higher level.

Main Aim

The main aim of this study was to study the beginning teachers' challenges in Basic Education High Schools in Thaton, Belin and Paung Townships.

Specific Aims

1. To investigate the challenges faced by the beginning teachers related to work
2. To investigate the challenges faced by the beginning teachers related to social concerns
3. To investigate the ways to overcome the challenges of beginning teachers
4. To investigate the other besetting challenges of beginning teachers

Research Questions

1. What are the challenges faced by the beginning teachers related to work?
2. What are the challenges faced by the beginning teachers related to social concerns?
3. What are the ways to overcome the challenges of beginning teachers?
4. What are the other besetting challenges of beginning teachers?

Limitations of the Study

This study is geographically restricted to Thaton, Belin and Paung Townships, Mon State. The participants in this study are all beginning teachers at higher level (senior teachers) from these three townships. Census method was used in this study.

Conceptual Framework

In this study, beginning teachers challenges are studied under two dimensions based on Ozturk (2008) dimensions for beginning teachers' challenges.

(1) Work-related Challenges

The difficulties related with works of the teacher including workload, instruction and classroom management.

Workload Challenges: One of the biggest work-related challenges for new teachers is the “overwhelming workload” or “lacking of spare time.” Lack of time strongly correlates with the dislike of non-teaching duties (Hessong and Weeks, 1991). Workload categories in the concerns of beginning teachers include the items like excessive paperwork, extracurricular activities, difficult teaching assignments, daily duties, etc.

Instructional Challenges: Instructional challenges are the core of teaching profession. In the pre-class stage, an effective planning is the main goal for all. In-class instructional challenges are teaching problems such as the teaching techniques, approaches or instructional tips. After class, Athanases and Achinstein (2003) indicated that assessment emerged as the most dominant domain of knowledge, for the new teacher, to be able to focus on individual student learning.

Classroom Management Challenges: Management is “the single most difficult challenge for a beginning teacher” (Howard, 2006). More new teachers fail in their first year of teaching through their inability to handle children’s conduct effectively than through any other cause (Yauch, Bartels and Morris, 1955). Without proper order in the classroom, it is impossible to have a really profitable teaching learning situation.

(2) Social Challenges

The difficulties related with social life of the teachers including social status and teacher identity, relationship with students, parents, principal and colleagues, and school context problems.

Social Status and Teacher Identity: Social status depends partly on the community and partly on the individual teacher (Yauch, Bartels and Morris, 1955). However, it starts quite difficult for many novice teachers to construct their “teacher identity” in the early years. Developing a “self” as a teacher is challenging for many beginning teachers.

Relationship with Students: How to set a good relationship with students, the two most frequently perceived issues are “individual differences” and common “behaviour problems” among students, because they sometimes prevent but mostly decrease learning. Understanding the importance of responding to individual student needs always requires an attitude and awareness on the part of new teachers (Athanases & Achinstein, 2003).

Relationship with Parents: Success in dealing with parents may be a foundation stone for the teacher’s professional security (Yauch, Bartels and Morris, 1955). Sometimes, novices are often frustrated over lack of parental concern and their inability to communicate in the most effective ways with parents (Britt, 1997). As Wyatt III and White (2007) depicted, communicating with parents is both rewarding and frustrating action.

Relationship with Colleagues: New teachers need the feedback and encouragement, experienced teachers can provide. It results in much greater productivity, and the students are the greatest beneficiaries (Hessong and Weeks, 1991). Isolation from colleagues is mentioned in personal narratives of many novices in the study of Stanulis et al. (2002).

Relationship with Principal: Working well with principals is crucial to be happy in the workplace. So, novice teachers need to take positive actions anytime to establish positive relationship with principals (Thompson, 2007). Gilbert (2005) suggested a supervisor’s task is: to embed support and professional development for new teachers in day-to-day work of teaching by

building collaborative structures that offer new teachers multiple opportunities to interact with experienced colleagues while doing meaningful work.

School Context Problems: The school context in which the new teacher was assigned and the characteristic of school culture are important impact on adaptation to the profession. In this dimension, researches identify a “cultural mismatch” between new teachers and the school including other school members (Achinstein & Barret, 2004).

Definition of Key Terms

- **Beginning Teacher:** Beginning teacher means “a teacher in a public school who has been teaching less than a total of three complete school years.” (According to US laws, Codes & Statutes)
- **Challenge:** The term challenge is defined as an event or incident that prevents the smoothness of performing particular responsibilities in a certain institution or field (Oxford Advanced Learners’ Dictionary, 2010).

Operational Definition

- **Beginning Teacher:** Beginning teacher is a newly appointed teacher who has no more than three years of teaching experiences at higher level.

Methodology

Quantitative methodology

Sample

In this study, there were Thaton, Belin and Paung Townships, Mon State. All Basic Education High schools where beginning teachers at higher level (senior teachers) were assigned within these three Townships were selected in this study. The sample was comprised of thirty seven high schools in these three townships. The participants in this study were all beginning teachers at higher level (66) from 37 high schools, using the census method in this study to collect data.

Instrumentation

The questionnaire was developed by the researcher based on Ozturk (2008) dimensions to explore beginning teachers’ challenges at higher level. This questionnaire included demographic data, work-related challenges items and social challenges items. There were fifty-five items and each item was rated on a Four-point Likert scale ranging from (1) “strongly disagree”, (2) “disagree”, (3) “agree” and “strongly agree”. In this instrument, item 1 to item 21 was related to work-related challenges whereas social challenges included item 22 to 55. **Instrument Validity:** Before pilot study, instrument was reviewed by a panel of experts. The review panel examined the instrument for content, format, item clarity, grammar and usages. After getting the validity of this instrument, pilot study was conducted with 40 beginning teachers (senior teachers) from M.Ed.I students (2018-2019 Academic Year) in Yangon University of Education in 17th, September. **Instrument Reliability:** The value of Cronbach’s alpha for beginning teachers’ work-related challenges was 0.72 and alpha for social challenges was 0.88. The Cronbach’s alpha (α) of the whole scales of beginning teachers’ challenges was 0.89.

Procedure

First and foremost, the relevant literature was explored. In order to get the required data, the instruments were constructed under the guidance of the supervisor. After receiving permission from the professor of Department of Educational Theory, the Thaton District education officer, Township education officer from Thaton, Belin and Paung townships, the questionnaires were distributed to the respondents in each school between 22th October, 2018 and 23th November, 2018. All questionnaires were collected by the researcher after two weeks and were completely answered.

Data Analysis

Descriptive Statistics, Independent Samples *t* test, One-way ANOVA and Post Hoc Tukey HSD were used to analyze the data.

Qualitative Methodology

Answering open-ended questions and interviewing were used to collect more information about the beginning teachers' challenges.

Sample

Sixty-six beginning teachers were responded in answering open-ended questions. Four beginning teachers from each township were participated in conducting interviews.

Instrumentation

Fifty-seven open-ended questions and eleven interview questions were included in qualitative study. Among open-ended questions, 55 items regarded with ways to overcome the challenges, one item regarded with the five most challenging parts in beginning teachers' first positing, and one item regarded with other besetting challenges that beginning teachers faced in their first positing.

Procedure

Interview was conducted by using partially structured interview from 25th November to 1st December.

Findings

Quantitative Findings

Findings for research question (1) are presented in Table 1.

Table 1 Mean Values and Standard Deviations Showing Beginning Teachers' Work-Related Challenges (N=66)

No.	Variables	Mean	SD
1	Workload Challenges	2.65	.29
2	Instructional Challenges	2.58	.32
3	Classroom Management Challenges	2.52	.45
Work-Related Challenges Overall		2.58	.26

Scoring Direction: 1.00 – 1.49=Low Challenge

2.50 – 3.49=Moderately High Challenge

1.50 – 2.49=Moderately Low Challenge

3.50 – 4.00=High Challenge

Under work-related challenges, the overall mean value was 2.58. According to this result, it can be said that the beginning teachers had moderately high challenge in work. In this challenge, the beginning teachers had moderately high challenge in each sub-dimensions dealing with work such as workload, instruction and classroom management challenges (see Table 1).

Findings for research question (2) are revealed in Table 2.

Table 2 Mean Values and Standard Deviations Showing Beginning Teachers' Social Challenges (N=66)

No.	Variables	Mean	SD
1	Social Status and Teacher Identity	1.88	.45
2	Relationship with Students	2.12	.35
3	Relationship with Parents	2.40	.34
4	Relationship with Colleagues	1.72	.48
5	Relationship with Principals	2.00	.43
6	School Context Problems	1.97	.43
Social Challenges Overall		2.02	.29

Scoring Direction:

1.00 – 1.49=Low Challenge

1.50 – 2.49=Moderately Low Challenge

2.50 – 3.49=Moderately High Challenge

3.50 – 4.00=High Challenge

Under social challenges, the overall mean value was 2.02. This mean value indicated that the beginning teachers had moderately low challenge in social concern. According to mean values, the beginning teachers had moderately low challenge in each sub-dimensions related to social concerns such as social status and teacher identity, relationship with students, relationship with parents, relationship with colleagues, relationship with principals and school context problems (see Table 2).

The mean values and standard deviations of beginning teachers' challenges are presented in Table 3.

Table 3 Mean Values and Standard Deviations Showing Beginning Teachers' Challenges (N=66)

No.	Variables	Mean	SD
1	Work-Related Challenges	2.58	.26
2	Social Challenges	2.02	.29
Overall		2.23	.24

Scoring Direction:

1.00 – 1.49=Low Challenge

1.50 – 2.49=Moderately Low Challenge

2.50 – 3.49=Moderately High Challenge

3.50 – 4.00=High Challenge

According to Table 3, mean value of overall beginning teachers' challenges was 2.23. It can be said that the beginning teachers had moderately low challenge in overall.

Qualitative Findings

Findings for research question (3) are presented in below;

(i) Ways to overcome the challenges

Overload Challenges: Beginning teachers tried to finish their works within working hours by managing their times effectively. Most of them did their works at leisure time, at nights and holidays. They asked for helps and learnt from principals, office staffs, seniors and colleagues about difficulties regarding paperwork. They tried to do the best in both teaching and non-teaching duties. Some had no ideas to overcome it. They suggested that it should be assigned the works related with teaching, enough time should be accompanied with a given duty, a teacher should handle at most one subject, the workload for beginning teachers should not be the same as experienced teachers and the principals should manage the workload and extra-teaching duties for beginning teachers as manageable as possible, non-instruction duties should be solved by giving order exactly, by keeping staffs for doing these duties, and by reducing non-instruction duties, and university of education should prepare sufficiently for the prospective teachers to be able to manage administrative paperwork, official correspondence, and reports.

Instructional Challenges: Beginning teachers said that preparation was very important and attempted to solve it by learning literature that supports profession, by trying to understand individual differences of students, by asking veteran teachers and attending workshops and courses related to teaching subjects, by preparing a good lesson plan, by choosing teaching methods according to students' intelligence, by stimulating students' interests and supporting collaborative activities for students, by learning from internet and changing the methods, and by checking their weaknesses themselves and learning how to complement to be perfect. Some had no ideas to overcome it. They suggested that the subjects that they had been assigned must be matched with their specialized subjects, class-size should be reduced, and teaching aids should be enough, Teachers should learn subjects and syllabus thoroughly to teach expertly, should observe initially students' readiness, intelligence, culture and interests, and should build a positive relationship with students, and township education officers should conduct the up-to-date professional development programs and refresher courses for beginning teachers.

Classroom management Challenges: Beginning teachers said that effective classroom control was directly proportional to effective teaching learning situation and they always studied classroom management strategy. They controlled the classroom and solved classroom management problems by drawing students' attention into their lessons, by behaving like an ideal person, by applying effectively Educational Theory, Psychology and Methodology, by preparing the lessons effectively before class and attempting to become an effective teaching learning situation, by making students to set up and follow the classroom disciplines by students own, by using "reward and punishment method" and "positive and negative reinforcement", and by negotiating with principals, colleagues and parents. Some beginning teachers had no ideas to overcome it. Some mentioned that "If there is no limitation with the monthly syllabus, they can create a more successful teaching learning situation". They suggested that teachers should attempt to know students' backgrounds and persona and should discuss friendly with students, different intelligence level of students should not be in same class and student-teacher ratios should be enough, and teachers need to manage effectively the time, the space and students.

Social Status and Teacher Identity: Beginning teachers acted in accordance with teachers' code of conduct, communicated friendly with students and colleagues, attempted to success in their teaching, changed their persona as much as they could, and separated their personal life and professional life. Some of them said that teaching profession was incompatible with their aptitude

but they tried to become a good teacher. Some were unable to overcome it. They said that if teachers were satisfied with their basic needs, effective teaching learning could take place, so there should be enough salary and staff-housing, and teachers could live freely as an ordinary person at outside of the school-time. They suggested that teachers' role must be raised, and teachers need to act properly the best in social communication and attempt to conduct their best in teaching.

Relationship with Students: Beginning teachers built a positive relationship with students based on mutual respect. They took the action harmonizing with teachers' code of conduct, always reflected themselves and changed negative behaviors to positive ones, studied Child Psychology, tried to know students' backgrounds, cultures and learning styles, discussed with principles, veteran teachers, parents and students about students' needs and difficulties, used "reward and punishment method" and behaved carefully every actions because they might be just a few years older than the students. Some were unable to overcome it. They proposed that teachers should build a positive relationship with students by behaving themselves as an ideal teacher, and teachers need to understand expertly in subject matter and in Child Psychology as well.

Relationship with Parents: Beginning teachers tried to be a positive relationship with parents, and used various ways to get attention of parents regarding their children' lives in schools by conducting regular meeting, and behaved like an ideal person to get the parents' trust in both teaching and social communication. Some were unable to overcome it. They advised that teachers should solve the problems related with parents by discussing with principals, colleagues, parents, local administrators, school community members and students together, teachers should perform in better way to get the belief in school from parents, and teachers should persuade parents to collaborate in the school affairs by educating them in somehow.

Relationship with Colleagues: Working with good colleagues in work place is the best to get work done well. Beginning teachers solved the problems related with colleagues by trying to be a positive relationship with colleagues by respecting and helping out each other and by changing their persona, by participating and collaborating friendly in every event, feeling lonely due to lack of collaboration of their colleagues but tried to flexible with colleagues by taking all responsibilities, by finding the best and friendly teachers in the school and requesting support from them, by trying to focus on their work only. Some were unable to overcome it. They suggested that colleagues should welcome and assist beginning teacher, teachers should try to develop in both profession and personal affairs by themselves, and should review relationship with their colleagues.

Relationship with principal: Working well with principal is crucial to be happy in the workplace and to develop the students' education. Most principals made them to learn together with veteran teachers. Beginning teachers solved the problems related with principals by building a positive relationship with their principals, by trying to outperform confidently their work over the expectations of principals, by trying to handle all problems by themselves, by negotiating with principals about their manageable workload. They advised that principals need to give advice and guidance to beginning teachers' affairs, and should nurture a habit that encourages collaboration and cohesion between beginning teachers and veteran teachers, beginning teachers should follow as principals' instruction, and teachers should try to be independent to do everything.

School Context Problems: Beginning teachers said that “When in Rome, do as the Romans do”. They solved the problems regarding school context problems by attempting to know school cultures and trying to be flexible with these cultures, by using suitable teaching methods in line with the school cultures, by interchanging ideas and negotiating with each other, by working confidently and trying to be qualified in workplace, and by using their own ways. Some were unable to overcome it. They suggested that students should be able to speak fluently not only in regional dialect but also in official language, local people, board of trustee and school families should interest and assist in education, teachers should build a positive relationship with local people by adapting to the situation, teachers should consult with the local teachers or veteran teachers for difficult situations, and school environment should be healthy and safe.

Findings for research question (4) are shown in below;

(ii) Open-ended Questions (other besetting challenges)

- Overcrowded class and shortage of teacher (42.42%, n=28)
- Transportation (28.79%, n=19)
- Difficulties related with livelihood and health (12.12%, n=8)
- Insufficient school plant

Schools had not enough classrooms and desks. (10.61%, n=7)

There was no staff-housing and a safe school environment. (12.12%, n=8)

(iii) Findings from Interview

According to interview, 33.33% of beginning teachers experienced challenges in work, and 66.67% in social, and 8.33% in transportation. They faced difficulties in transition period from pre-service to in-service and they had limitations to meet their expectations on profession. 83.33% of beginning teachers felt that pre-service teacher education is insufficient in subject matter and teaching methodology, and it is more theoretical than practice. 66.67% found difficulties to understand test and measurement, while 41.67% were being answered to understand the marking scheme hardly.

Regarding with their teacher identity, half of them worried about how others thinking of them whether they were good teachers or not, some (41.67%) were under pressure between their identity and teacher identity, and 25% felt that they are losing their idealistic side due to the profession. In regard to their students, some (41.67%) were not afraid of the students who did not pay respect them as a teacher. Concerning with their colleagues, some (16.67%) were welcomed them but not getting any help from colleagues, and one beginning teacher got some help and welcoming but she distressed her colleagues because they kept their eyes on her actions.

In relation to principals, some teachers, 25%, were welcomed by the principles but not getting any help, and their principals did not believe them as they were young and they had not enough experience whereas 8.3% of them did not even receive neither welcoming nor support. 33.33% found difficulties in relationship with their principals in both professional development and social communication, and their principals did not believe and help them passionately. 16.67% of principals assigned too much work to them rather than veteran teachers, and one beginning teacher said that principal did not believe in her dealing with work and did not give any responsibility to her trustfully.

In regard to cultural mismatch, 75% of them were under pressure between them and the school including other school members but they tried to be flexible with these cultures. In relation to students' parents, board of trustee and school community members, 33.33% faced that these people had no willingness to welcome and assist them passionately and the level of interest was low in school, while one beginning teacher said that their level of interest was low in school but they helped in school affairs. Regarding with feelings of their first positing, half of them felt like they were not happy and warm, and they felt insecurity in schools where they were assigned. Regarding with their professional development, all beginning teachers were willing to attend professional development courses or refresher courses related to their teaching subject, practical activities, tasks, management and social communication.

Conclusion, Discussion and Recommendation

Conclusion and Discussion

The research findings revealed that the overall mean value of beginning teachers' challenges was 2.23 (moderately low challenge). The mean values of work-related challenges and social challenges were 2.58 (moderately high challenge) and 2.02 (moderately low challenge) respectively. According to findings, it can be interpreted that beginning teachers were significantly more experienced in work-related challenges than social challenges. The research of Ozturk (2008) also found that novice teachers had work-related concerns more than the social concerns. In **work-related challenges**, the result indicated that the beginning teachers were slightly more experienced in workload challenges than instruction and classroom management challenges. The findings of Ozturk (2008) also indicated that workload challenges were more experienced than instructional or classroom management challenges in novice teachers. In **social challenges**, beginning teachers were more experienced in relationship with parents than other ones dealing with social challenges.

There were no significant differences in beginning teachers' challenges grouped by gender, grade, subject, school size and teaching experience. There was significant difference in beginning teachers' work-related challenges grouped by township. The mean values indicated a sequence of challenges starting from the most challenging part: (1) workload, (2) instruction, (3) classroom management, (4) relationship with parents, (5) relationship with students, (6) relationship with principals, (7) school context problems, (8) social status and teacher identity, and lastly (9) relationship with colleagues.

This study revealed that workload was the most challenging part among nine sub-dimensions. According to findings, open-ended questions, and interview, the reason why beginning teachers had moderately high challenge in workload is excessive paperwork and extra-teaching duties. Overwhelming workload may be unhappy in workplace, so workload for beginning teachers should be reviewed.

Instructional challenges are the core of the teaching profession. The reasons why they had moderately high challenge in instruction are: they were insufficient in general pedagogical knowledge, to create an effective lesson plan and to implement this lesson plan, in understanding individual differences, in using instruction tools, to meet individual students' needs. According to interview, 83.33% of beginning teachers faced hardship in understanding the test and measurement and marking scheme. It can be interpreted that beginning teachers experienced challenges in pre-class, in-class and as well as after-class.

According to findings, most beginning teachers thought that classroom management is the most challenging part of the teaching profession. The reasons why they had moderately high challenge in classroom management are: they had difficulty in managing unruly classes with discipline problems and pupils' undesirable behaviors, and they could not able to use effective classroom management strategies. These findings were similar that Lundeen (2004) who revealed that "discipline and classroom management problems to be the most prevalent problems of the beginning teacher, waning as the year progresses".

Beginning teachers felt insufficient in dealing with students' physical, cognitive, and social development. They were frustrated over lack of parental concern or no parental involvement, and experienced the parents who deny for their children even their children are wrong. They felt insufficient in dealing with school-parent relationship. This finding supported to Britt (1997): sometimes, the novices are often frustrated over lack of parental concern and their inability to communicate in most effective ways with parents. And, they worried about satisfying their principals' expectations on them. It was similar with the finding of McCann, Johannessen, & Ricca (2005): novice teachers identified satisfying the expectations of their supervisors as one of their major concerns. In this study, the quantitative findings mentioned that beginning teachers had moderately low challenge in social challenges such as social status and teacher identity, relationship with students, parents, colleagues and principal, and school context problems. However, according to the result of open-ended questions and interview, it can be interpreted that some beginning teachers encountered challenge in social challenges to some degree.

According to quantitative and qualitative findings, it can be pointed out that beginning teachers faced challenges not only in work but also in social and other besetting areas in their first positing to some extent.

Recommendations

Suggestions for beginning teachers, colleagues, principals and all stakeholders concerned with education to reduce the challenges of beginning teachers are as follows:

- Beginning teachers should try to success not only in teaching but also in social communication.
- Colleagues and principals should support effectively for beginning teachers in professional and personal affairs as well.
- Principals should manage the workload for beginning teachers as manageable as possible, and should nurture a collaborative environment that encourages beginning teachers in both professional and personal development.
- Not only child psychology but also adult psychology should be educated to the prospective teachers by pre-service teacher education.
- All stakeholders related to education should educate the parents about parental education effectively.
- Township education officers and all stakeholders concerned with education should conduct the induction programs and support systems, the up-to-date professional development programs and refresher courses for beginning teachers.

- The partnership between the schools and university trainers should be provided to ensure the professional development for beginning teachers, and a teacher education program must be inquiry-oriented and research-based system.

Needs for Further Study

This study should be reproduced with a large sample size and with beginning teachers who have just started to teach in the teaching profession. It should be interviewed not only beginning teachers but also their students, colleagues and principals. It is necessary to conduct that study not only in higher level but also in primary level because beginning teachers at primary level are more younger than the beginning teachers at higher level, and as well as other states and regions to present the whole country. Furthermore, it should also be conducted at the higher education institutions.

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