

# Novice Teachers Socialization: Issues and Challenges

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i1/21047>

DOI:10.6007/IJARPED/v13-i1/21047

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*Published Online:* 09 March 2024

## Abstract

Novice teachers experience various challenges in a new school. They strive to develop their teaching in new environments. Many factors are in play when it comes to the professional socialization of novice teachers. Socializing factors such as support from school administrators and senior teachers will impact a novice teacher's professional development in a school's community. Guided by three phases of Feldman (1981) socialization theory, this study examined the context of novice teacher socialization processes in school. Therefore, this concept paper will explain the underlying theory of socialization and unveil which issues and challenges they experience as they successfully integrate into the workplace.

**Keywords:** Novice Teachers, Socializations, Challenges

## Introduction

A novice teacher is somebody who teaches for the first time after completing the training (Farrell, 2012). There are different opinions and views regarding the timeline. On the other hand, stated that it is within two years of teaching experience or less (Karataş & Karaman, 2013). Haynes (2011) said it was two years of teaching experience or less. While Sezer (2017) found that newly appointed teachers have no more than three years of service. Ngang & Chan (2015) defined novice teachers as new teachers who have one to three years of teaching career.

The early year of teaching is crucial since it provides a sense of whether the teacher will leave the profession or stay. It is common that when teachers step into the teaching profession for the first time after graduation, there is an overwhelming feeling of worry and insecurity as they fear that they might not be able to perform well as teachers. Only after they have gained various knowledge and experience that they start to build their confidence.

Novice teachers have different challenges, goals, and motivation in their first five years of teaching (Merriweather & Morgan, 2013). They face various challenges which are affecting their performance. Various factors contribute to these difficulties and challenges. Most teachers will just keep quiet instead of asking for help because this doesn't help them much and would be seen as being.

**Background**

Efforts to develop quality human capital are highly emphasized by the Ministry of Education with the implementation of the Malaysia Education Blueprint 2013 - 2025 (Kementerian Pendidikan Malaysia, 2013). To achieve quality human capital development efforts, quality teachers with expertise are essential. Harris & Sass (2011) stated that the quality of teachers is the key to improving the quality of education in schools either at the secondary or primary school level. The transition from trainee teachers to in-service teachers is not easy, as novice teachers have to face real-world challenges which they have never encountered during their training. Nevertheless, in carrying their responsibilities as teachers, their role is not limited to only teaching and learning, but also to nurturing students to achieve a balanced life.

Socialization plays a key role in becoming a professional and effective teacher. Various studies which have been conducted either locally or globally stated that novice teachers find it difficult to adapt to their profession. Such a situation has a particularly negative impact on the resilience of novice teachers in implementing teaching and it also affects the national aspiration to produce quality teachers who can face future challenges. There are many studies conducted on novice teachers locally and internationally Leslie (2010); Majid (2011) and these problems can affect them in various aspects of the teaching profession (Anuradha, 2013; Ahsan, 2018).

**Literature Review**

Teacher socialization is a process by which teachers selectively acquire the values, attitudes, knowledge, skills, and behaviors of the teaching profession. It is known that the effectiveness of teachers is related to teachers' early teaching experiences and preparations.

Staton (2008) said that teacher socialization is the process of how teachers become a member of a community of teachers. Various studies on teacher socialization focus on different perspectives. Although efforts are being taken to address the issues among novice teachers, novice teachers still faced many problems in their schools (Senom et al., 2013). There is a need to help novice teachers across the country as they need to quickly adapt to the school environment.

In conclusion, all novice teachers have been well trained by their respective institutions to meet the demands of the education industry but the transition from trainee teachers to in-service teachers is not easy, as novice teachers have to undergo realities in schools that are different from what they learned in the training institution. The objective of this article is to review the socialization process experienced by novice teachers to gain a deeper understanding of the process they go through as novice teachers as they begin their journey in the educational field.

**Feldman's Model of Socialization**

The Organizational Socialization Model Feldman (1981) explains that organizational socialization is a holistic process for new employees who begin to join an organization. For example, new employees can work independently, provide effective cooperation, show high motivation, have high job satisfaction and job engagement, have the desire to stay with the organization, and have a low intention to quit work (Guimaraes & Igbaria, 1992; Judeh, 2011; Porter et al., 1974; King et al., 2005).

The organizational socialization model is divided into three levels. The first stage is the socialization of expectations (anticipatory socialization) that occurs before the individual joins

the organization. They study organizational characteristics in general but not in depth through information provided by organizations such as internal employee organizations, advertising, the Internet, and recruitment agencies (Sahakiants, 2015). The second stage is called an encounter. At this stage, individuals begin to join the organization and they are known as new employees. They are formally appointed and sign a contract or agreement with the organization. These agreements or contracts require them to abide by the rules set by the organization and they must strive to achieve the goals of the organization. Currently, new employees try to structure the initial perceptions they have built up before entering the organization (Feldman, 1981). The success of organizing their perceptions influences their desire to stay with the organization. Therefore, organizations need to play an important role in refining and changing the initial perceptions that individuals have formed so that they stay with the organization. The last stage is the level of change and acquisition. At this stage, employees begin to accept the values and norms of the group as well as the organization and can perform tasks well and follow instructions. In other words, at this stage, employees have acquired expertise in performing their duties.

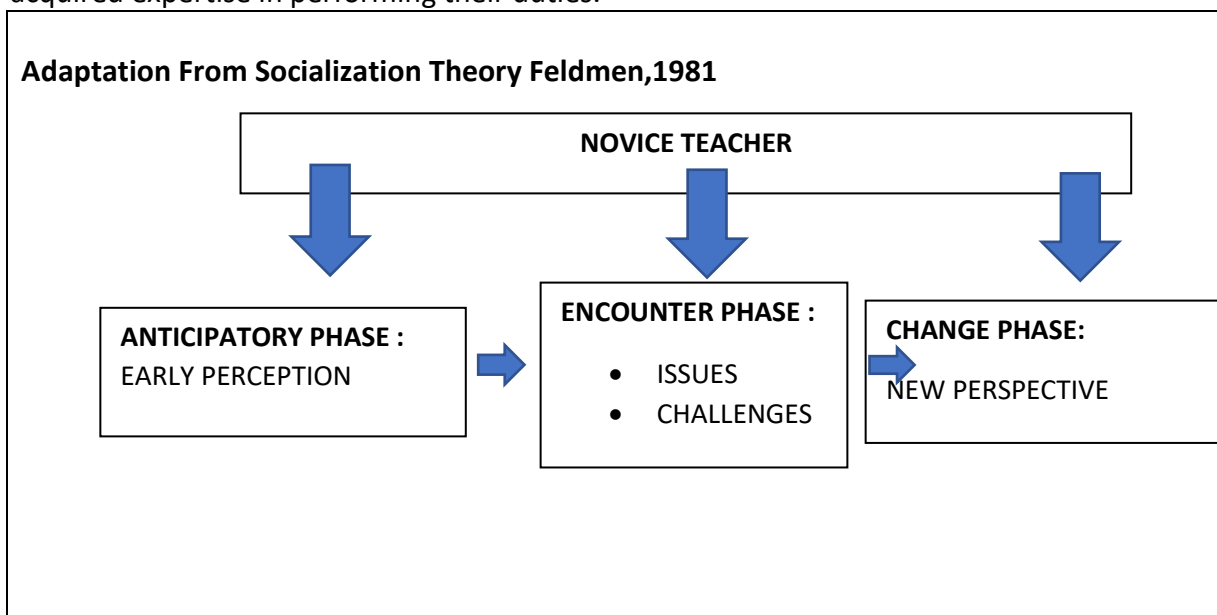


Figure 1. A Conceptual Framework for Socialization Of Novice Teacher.

### Methodology

This article is a content analysis study based on several articles obtained from search engines namely Google Scholar and the ProQuest database. The selected articles are being critically analyzed to answer a formulated question (Dewey, 2016). The analysis of the content was based on a defined plan where the criteria are clearly stated before the content analysis is conducted. The analysis was constructed by looking at several aspects of the study such as study design, respondents, and the findings related to issues and challenges of novice teachers which were also guided by the study objectives. The findings from the content analysis were synthesized to write this article.

This study was conducted based on 10 previous studies related to the issues and challenges of novice teachers. All the articles were analyzed by looking at novice teachers as the target group and the findings of the study. The selected articles chosen for the study meet certain criteria, which are the local and international studies from 2017 to 2020.

### Findings

This section describes in detail the analysis of findings that have been made based on the analysis of the literature review. The findings are illustrated in the table below:

Table 1

#### *Analysis of the Literature Review*

<b>Authors</b>	<b>Issues and Challenges</b>	<b>Domain</b>
(Usoltseva et al., 2020)	Tiredness, fear of children, weak self-organization	Professional Competence
(Goh et al., 2017)	classroom control, student behavior, instructional preparation, knowledge of pedagogy, understanding of student needs, and also awareness as a teacher	Pedagogical competence
(AL-Naimi et al., 2020)	Novice teachers are unable to master their teaching goals due to a lack of competent skills	Professional challenges
(Tengku Kasim & Abdurajak, 2018)	poorly managed classes will contribute to student discipline problems and this can prevent effective teaching approaches from occurring.	Classroom management
(Fariza Khalid & Hazrati Husnin, 2019)	support from senior colleagues and family is important to help these teachers to solve their problems.	Support
(Karlberg & Bezzina, 2022)	novice teachers need more updated professional pieces of training in ICT-related pedagogical skills uplifting software and instructional, devices	Pedagogical competence
(Spencer et al., 2018)	these teachers are lacking the technical skills of modern technology to be used in classrooms for effective teaching	Professional challenges
(Ju Seong Lee, 2017)	New teachers realize that the curriculum, and materials designed for them in their professional programs differ from those used in the school context	Professional challenges
(Hasanah, 2020)	Difficulty in dealing with students in class	Classroom management
(Mohd Ariff Albakri et al., 2021)	the significance of the mentoring, reflective practice, and evaluation of practice among novice teachers	Support

### Research Findings

Based on the studies of issues that novice teachers faced, the researcher has identified five challenges. The issues include pedagogical competence, classroom management, professional challenges, and the support that they need. The details of the findings can be found below.

**Pedagogical Competence**

The analysis in the table above shows that the majority of the research findings illustrate that novice teacher faces the problem with pedagogical competence. A study conducted by Goh et al (2017) found that classroom control, student behavior, instructional preparation, knowledge of pedagogy, understanding of student needs, and also awareness as a teacher is the main challenge faced by a novice teacher. Novice teachers also need more updated professional pieces of training in ICT-related pedagogical skills uplifting software and instructional devices for effective teaching and enhancing students learning (Karlberg & Bezzina, 2020).

**Class Management**

The acceptance and cooperation of more experienced teachers influence the motivation of novice teachers. Apart from that they are also said that they have failed to adapt to the school environment, cultivate knowledge and skills to more effectively use their teaching knowledge and skills, class management and co-curricular activities, and not able to convince others with their image as teachers (Ahmad et al., 2011).

Most novice teachers also struggle to deal with their students' behavior and they described classroom management as a challenge. A study on 55 novice teachers in Turkey by Akcan (2016) found that there are issues related to the management of student behaviors, student low motivation, and student with below-average academic achievement. Hasanah (2020) states that the challenges faced by Novice English Teachers are dealing with students in a class who are noisy and disturb the peace of the class or make noise with their friends. With large numbers of students in class, they also cannot pay attention to every student. In addition, a study done by Gernhardt et al (2014) on 18 novice teachers in Perak, Selangor, Johor, Sabah, and Sarawak, found that the novice teachers are aware of the importance of classroom management knowledge and the need to know students' backgrounds to curb disciplinary issues among students.

Novice teachers also have to deal with various reasons and styles of students in the classroom which interfere with the teaching and learning process (Tengku Kasim & Abdurajak, 2018). Typically, poorly managed classes will contribute to discipline problems. Thus, teachers' knowledge of appropriate control strategies to be used on students with behavioral problems is an important aspect that should be taken into consideration.

**Support**

Some novice teachers do not receive proper support and are not ready to face future challenges (Pogodzinski & Jones, 2015). A conducive and favorable environment for novice teachers will help them to quickly adapt to the real world of education. Thus, they need help and support from senior teachers who have served in the education system for many years.

A study by van Ginkel et al (2016) found that most novice teachers are left to find mentors who are willing to help them. They are often left alone in carrying out their duties as a teacher and this eventually resulted in a collapse of motivation among novice teachers (Wolff et al., 2017). This implies that novice teachers need as much support and help from the people in their new environment as they lacked the experience. A study by Brannan & Bleistein (2012) discovered that novice teachers found support from colleagues useful. Collegial support included sharing ideas, classroom management, and school policies. Novice teachers also reported that they appreciated when their mentors listened to them and offered help when needed.

Chandran et al (2022) stressed the importance of the role mentors play in supporting novice teachers. If there is no support, it will limit the effectiveness. Novice teachers' first years of a job are often a difficult period for them, as many of them feel ineffective, and insecure and are left isolated with no support or guidance from experienced teachers and school heads, which affects their job performance. Concluded by Khalid & Husnin (2019) found that the main supportive elements found to help these teachers in solving their problems are support from senior teachers, colleagues, and family, and information available on the internet.

Based on this article, it is clear that these novice teachers face many challenges and obstacles while they are placed in school no matter where they are, whether in the city or the countryside. When faced with a challenge, they can turn to the senior teacher in their place as a reference (Farrell, 2012). Novice teachers could develop their competency as well as confidence by relying on each other's experience or receiving help from senior teachers. Therefore, the environment plays an important role in helping novice teachers with the socialization process.

### **Professional Challenges**

AL-Naimi et al (2020) found that novice teachers may lack planning skills and they should have extensive professional development sessions and work on evaluating, developing, and revising lesson plans. The findings of a study done by Warren and Warren & Miller (2013) in Australia indicated that very few novice teachers posted to rural areas are prepared to teach effectively and that novice teachers need to have a good references to deepen their knowledge and acquire general professional competencies, self-knowledge, and self-development While Usoltseva et al (2020) found that it is important these teachers of modern pedagogical technologies for the beginning teacher. So work states that we should be motivating these teachers t

### **Conclusions**

Concerning Feldman's socialization model, the findings of the research discussed in this article clearly show that novice teachers experience issues and challenges in the encounter phase. They encounter various issues related to pedagogy competency, classroom management, psychology, and support. At this stage, they face a variety of challenges because as newcomers and they try to manage the conflict between adapting themselves to the demands of the job, understanding the tasks entrusted to them, and adjusting as new employees in the organization. This concept paper unravels the various problems and challenges faced by novice teachers in their socialization process in the school. All parties in this education system need to pay attention to novice teachers. They face various challenges which are related to a sense of belonging, being appreciated by administrators and students, and others.

Therefore, preparation courses for novice teachers which are carried out before their employment needs to be tailored to various challenges that occur in the educational context. Future studies could be conducted to find new perspectives of novice teachers in their early years in teaching and to learn how a sample of novice teachers are being professionally socialized and to uncover how this socialization impacts their teaching, expectations, perceptions toward the profession, and transition into their professional roles.

### Acknowledgment

We would like to express our gratitude to the Faculty of Human Developmental, Universiti Pendidikan Sultan Idris for the consent given to run this research.

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