Challenges Faced by Novice English Language Teachers in Raparin Territory During Their Initial Years of Teaching

Rizgar M. Ameen[1], Hawram O. Zahir[2], Karwx B. Majid[3], Binar H. Salam[4]

Abstract

This research is devoted to investigate the challenges faced by novice English language teachers in the Raparin area during their initial years of teaching. Teaching, a process vital worldwide, involves transferring knowledge, skills, and values, and novice teachers often encounter numerous obstacles in this journey. The objective of this study is identifying these obstacles, focusing on classroom management, emotional problems, lesson planning, adaptation to the profession, relational challenges, time management, technological integration, and handling individual student differences. Utilizing a mixed-methods approach, including surveys and interviews with 40 novice teachers, the research reveals that a significant number of these teachers struggle with designing and implementing lesson plans, managing classrooms, and integrating technology effectively. Emotional stress, relational challenges, and insufficient preparation for addressing individual student needs further compound their difficulties. The findings underscore the necessity for targeted support and training programs to enhance novice teachers' competencies and ease their transition into the teaching profession. Addressing these challenges is crucial for improving the quality of education and ensuring the retention and development of novice teachers in the Raparin Territory.

Keywords: *Novice Teachers, Raparin Territory, Emotional Stress, Technological Integration.*

Introduction

Teaching is an ongoing process in the whole world and it's a holy job for teachers because they help an individual get familiar with something he hasn't known about or learned before. "Teaching is intimate contact between a more mature personality and a less mature one which is designed to further the latter's education". (Morrison, and Dewey, 1934) expressed this concept of teaching by an equation. "Teaching is learning as selling is to buying". (Isola, 2019)

Teaching aims at transferring knowledge, skills, and values from the teacher to the students. In this Process there are many difficulties and obstacles that teachers face during early years of teaching process. According to T.S. Farrell, novice teachers are those who have completed their teacher-education programs and have just begun teaching in the educational institution (Farrell, 2009).

The main objective of this research is to comprehensively investigate the obstacles faced by English language teachers in their initial years of teaching. Challenges can be (lack of time, trouble in setting Plan, implementing their plan, preparing paperwork, controlling their classroom, controlling their emotional changes so on. These challenges need to be taken into consideration because they are phenomena seen by novice teachers during their teaching Process. To achieve the goals of this investigation a couple of questions are designed:

- What are the challenges that are faced by Novice English language teachers in Raparin territory during their initial years of teaching?

- What makes novice teachers feel anxiety in the classroom?

---

[1] University of Raparin, College of Basic Education, English Department, Email: rizgar.muhammadameen@uor.edu.krd.
[2] University of Raparin, College of Basic Education, English Department.
[3] University of Raparin, College of Basic Education, English Department.
[4] University of Raparin, College of Basic Education, English Department.

- Are novice teachers benefiting from technology to deliver their material, and have they been provided with adequate technology?

The above questions have been formulated based on the diverse barriers identified in the existing literature, including classroom management, student relationships, and technology use. Addressing these questions will enable a comprehensive exploration of the challenges faced by teachers during their initial years of teaching English as a second language at basic schools in the Raparin Area.

Literature Review

Novice teachers according to (Romanowski, 2020) are those teachers that are in their first year of teaching with very little or no experience. Novice teachers can't teach properly because they may not have enough information about what they are going to teach. It is important for the teachers to gather knowledge about that process, to be able to cross the path easily. It's not always about teaching, this situation can be found in work phases, those people who join a work that is their first time doing it will also be Novices because they don't have enough information and experience about the work.

Karaman (2013) states that novice teachers, experience various challenges as they strive to develop their teaching in new environments, below are the most common ones:

Pre-Planning

There is not a job in the world that can be managed without proper pre-planning, while teachers should have made their minds clear and try to put down the plans and activities that they are going to do, if they want to have a successful teaching course teachers should plan from the first day of their teaching. On one hand, skipping this step and teaching without a proper plan will lead the instructors to blackout, when they wake up, they will find out it's too late. Teachers without a previous plan will not be successful in their careers (Russell, 2022). He also highlights that without having a proper plan, time-wasting will occur, which will lead to disfiguration. (Ibid, 2022)

Emotional Problems

Deng (2018) demonstrates that teachers mostly get damaged and embarrassed in front of their students in their initial year of teaching. For teachers, it will be a new area that they are entering and they feel ashamed and embarrassed because it feels like a new thing for them and they feel like having a huge duty that they should be aware of. Some other researchers like (Hargreaves, 2000), (Beilock, 2010) (Frenzel, 2014) mentioned that teachers that have emotional problems might have been caused by the students in their class, which makes the teacher feel different while teaching the class, so this leads us to the point which made it clear for us that, instructors face emotional damage due to the students or due to their thinking.

Adaptation To Profession

For novice teachers, the initial year of teaching turns out to be stressful and harder than expected. They will face difficulties in adapting to new workplaces, society, and environment, even to the profession itself (Kozikoglu, 2017). By returning to the previous studies, it was found that novice teachers face difficulties in corresponding to the profession in which they work, the schools or institutions that they work for, also the environment and the society in which they are. (Ibid, 2017)

Preparing Administrative Paper Works

These days teachers face difficulties in creating the paperwork that they want to implement on their students. Sometimes teachers don't know what to prepare or how to present it. On one hand, it takes a lot of time to be prepared, because teachers also need to update themselves every day to go with the flow of the changes, so they have to work till late at night to prepare the paperwork and the plans and this may make them feel weary. (Moomen, Amin, 2018)

Relational Challenges

It was realized that novice teachers feel isolated in the first year of teaching rather than advocated by colleagues or students. Manipulating this challenge requires all stakeholder's support in educational areas. Once again, what makes this challenge harder and more difficult is the expectation or requirement of students, colleagues, and administrators towards Novice teachers. If we focus back, we can see that these points are also hard for experienced teachers, so it seems unavoidable for novices to cope with these challenges plus, they are new in this area. (Kozikoglu, 2017

Time Requirement

For Fntilli (2009), Teachers were obliged to stick to the time that was provided for them, and this made the teachers uncomfortable with their teaching, which made them have such complaints like not having the time to reflect meaningfully on their practice, going through confusion because of the work-load that they had and not having much time to deal with. And Meister (2012) in one of the articles proved that teachers who were in their first year of teaching faced time restrictions.

Technological knowledge

Technological issue is another challenge that may the novice teachers face during their initial years of teaching. Dvir demonstrates that teachers are not adequately prepared to integrate technology into their classroom (Dvir, 2020, p. 641). Also, Schatz-Oppenheimer (2020) mentioned that teachers aren't sufficiently prepared to mix technology in their classroom, with this rate the ability of teaching by the new comer teachers will descries, however, coping with these kinds of problems will need a hand from the teacher itself and the institution as well.

Dealing With Individual Differences

Having an understanding of the information needed for a child's growth and learning process, successful instructors embrace and value the unique characteristics of each of their students. Professional issues can also arise from a lack of understanding of individual learning differences, students' learning styles, and cognitive, emotional, and psychomotor components. Educators should work on handling the many cognitive, emotional, and psychomotor learning processes while also developing the capacity to apply knowledge in appropriate ways in various classroom contexts (Bonanno, 2013). Developing the ability to meet the unique needs and differences of every student in the classroom is not something that happens quickly, naturally, or effortlessly. It is necessary to develop these skills during the early training programs. (Ibid, 2013)

Bullough argued in his book "during a new teacher's first year of instruction, the challenge of handling individual differences among students continued to be confusing. every classroom is different based on the skills of the students. Later on, these individual variances become too much for inexperienced teachers to handle at the instructional level if they are not recognized early enough". (Bullough, 1989, p. 103). Moreover, Dimililer (2021) highlights that knowing that every student has a unique learning style necessitates using various teaching strategies, which vary depending on the first training of the beginning teachers.

Classroom Management

Classroom management is another barrier for novice teachers. In his research Taneri (2004) mentioned that novice teachers mostly face great difficulty in the first year of teaching, some are originated to lack of knowledge and experience about classroom management. Classroom management is the most sensitive part of teaching profession, classroom management means having knowledge, or knowing the ways that novice teachers can rely on to manage classroom, motivating students, preventing classroom problems, applying rules and discipline. If the teachers are not skillful and enthusiastic in using instructional methods, thus

teachers do not have students respect and affection, so students' attention is not on the subject and they do not hear their teachers even sometimes they make chaos, eventually the teachers lose control.

Methodology

This research was conducted in the basic schools of the Raparin area within the Kurdistan region of Iraq in the year 2024. The primary objective of this study was to ensure the credibility and dependability of both the data collected and the resulting conclusions.

To gather the necessary information, a meticulously designed questionnaire was employed. The questions in the questionnaire were thoughtfully customized to align with the unique characteristics of the participating teachers, the specific context in which the research was conducted, and the chosen research topic. The questionnaire was thoughtfully administered to teachers of basic schools with a total of 40 carefully selected participants for data collection. A deliberate effort was made to ensure a balanced gender distribution, encompassing both male and female teachers.

Following the meticulous data collection process involving all participants, a comprehensive analysis was conducted. This analysis was instrumental in facilitating the interpretation of the research findings and drawing meaningful conclusions. To ensure the rigor of the study, various statistical and qualitative analysis techniques were employed, including surveys, interviews, and content analysis. The research team also took measures to safeguard the anonymity and privacy of the participants, and ethical considerations were strictly adhered to throughout the study.

Additionally, this study adhered to a clear and systematic research methodology, incorporating a detailed review of relevant literature to build upon existing knowledge in the field. This literature review served as a solid foundation for the research design and data analysis.

To sum up, the study was conducted with the utmost attention to detail, ethical standards, and a robust research methodology to ensure the validity and reliability of both data and outcomes.

Findings

In order to identify the challenges faced by the novice teachers in Raparin territory when teaching English as a second language, a set of statements was devised to investigate their motivations and feelings regarding the issue. The teachers received a collection of eighteen statements, each paired with five response choices: Strongly agree, agree, neutral disagree, or strongly disagree.

Figure (1) below presents novice teachers' perspectives on designing their plans. Item (1) shows that more than half of the teachers (55%) face difficulties in designing their teaching plans, while 15% do not face such challenges and the remaining 30% are undecided. (57.5%) of the teachers agree that applying plans are enough difficult whereas (17.5%) disagree with this statement and (25%) are neutral in item (2). Regarding the implementation of plans, Item three illustrates that (62.5%) of them do not have enough time to implement their plans while (17.5%) have sufficient time and (20%) are neutral. Item (4) demonstrates that less than half (45%) of the participants get tired when preparing paperwork for the lesson, while (17.5%) of them do not agree with this and (37.5%) are undecided.

Moreover, item (5) shows that the majority of the novice teachers (75%) do not know how to create perfect paperwork for their class while (10%) of them are familiar with creating paperwork for it and the rest (15%) are undecided.
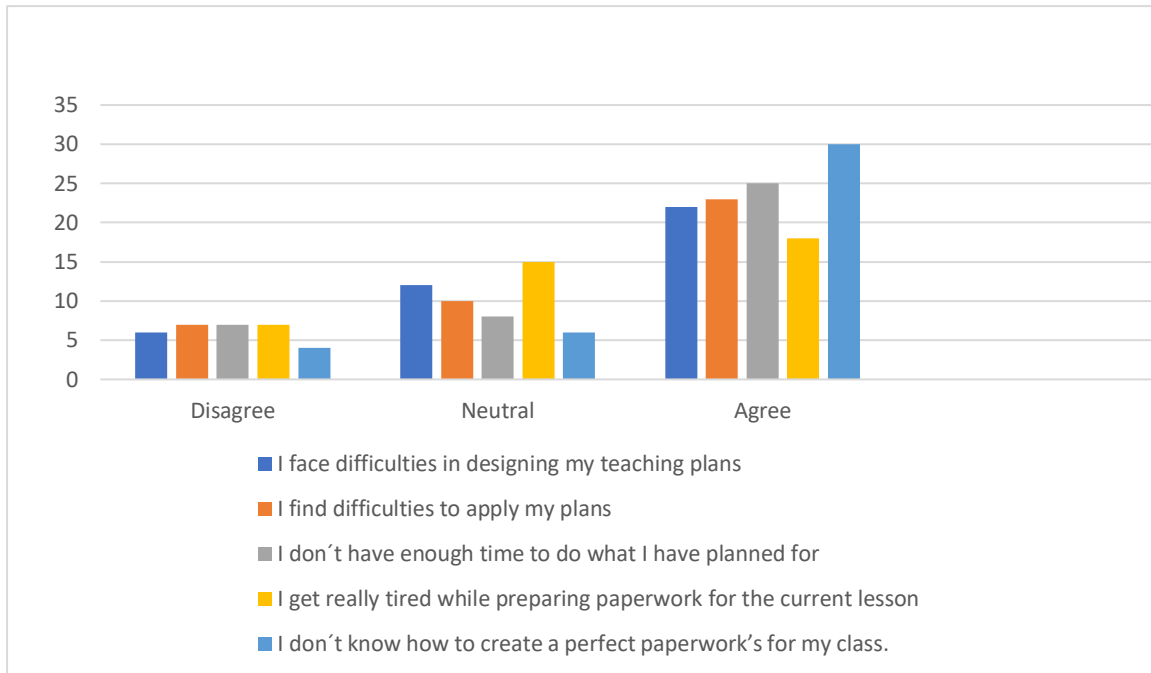
Figure 1. Designing and applying plan

Figure (2) shows the results of items (6 and 7), more than half (60%) of the novice teachers got interrupted by the issues of the classroom while (15%) disagree and (25%) are undecided. Concerning the classroom management, the majority of the teachers (70%) believe that they cannot control their classroom environment properly whereas (27%) are neutral and (5%) don't agree.
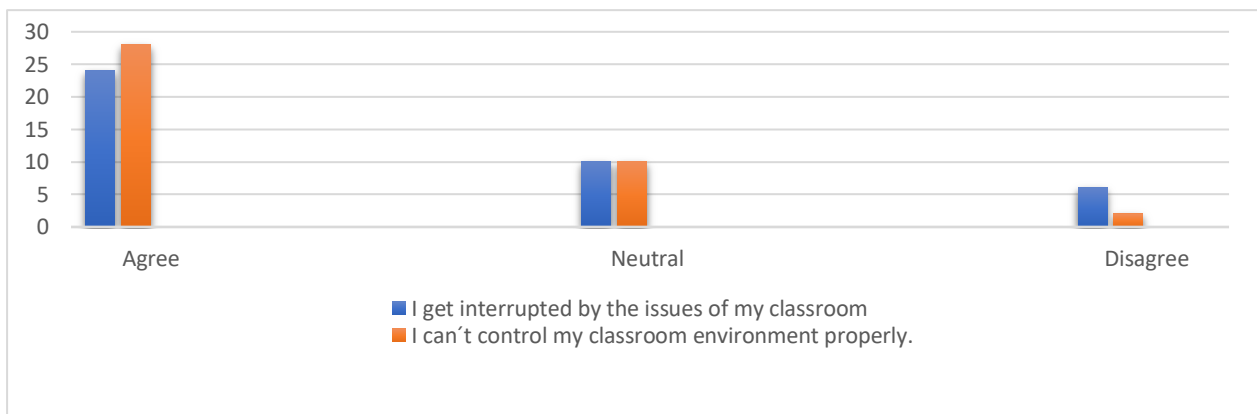

Figure 2. Classroom management

Figure (3) below illustrates the results of items (8 and 9), the teachers were asked about their correspondents to the profession. Item (8) presents that most (75%) of the novice teachers don't know how to correspond with their new professions while only (5%) of them knows how to do it and the rest (20%) are undecided. Regarding the correspondent to the work, the majority (77.5%) of the participants expressed that they like their profession while only (5%) do not do it, and (17.5%) are neutral.
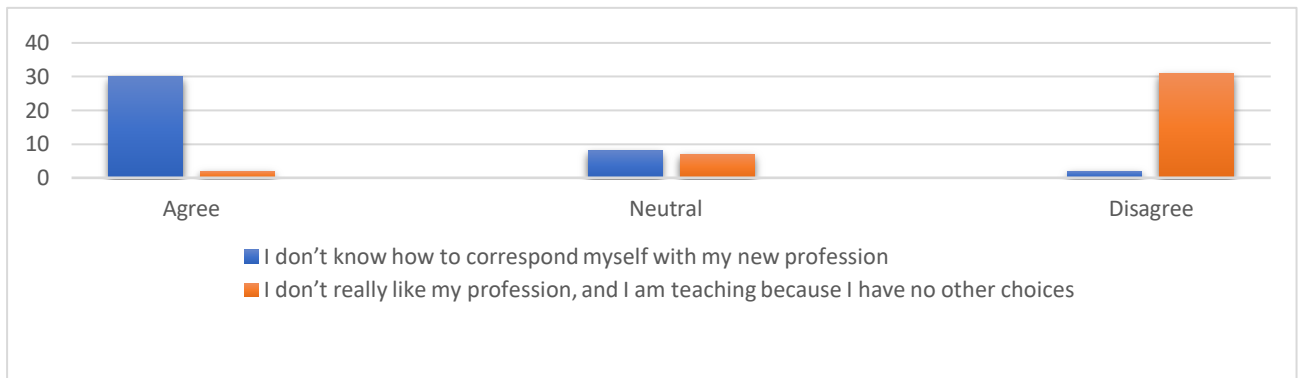
Figure 3. Correspondent to the profession

Figure (4) demonstrates the results of items concerning the deal of novice teachers with the individuals during the process. About three-fourth (65%) of the teachers face difficulties in teaching their students equally while (10%) disagree with this and (25%) are undecided. Item (11) presents that the majority (72.5%) of the participants usually prefer some students over the others while (15%) of them do not do it and the rest (12.5%) are neutral.
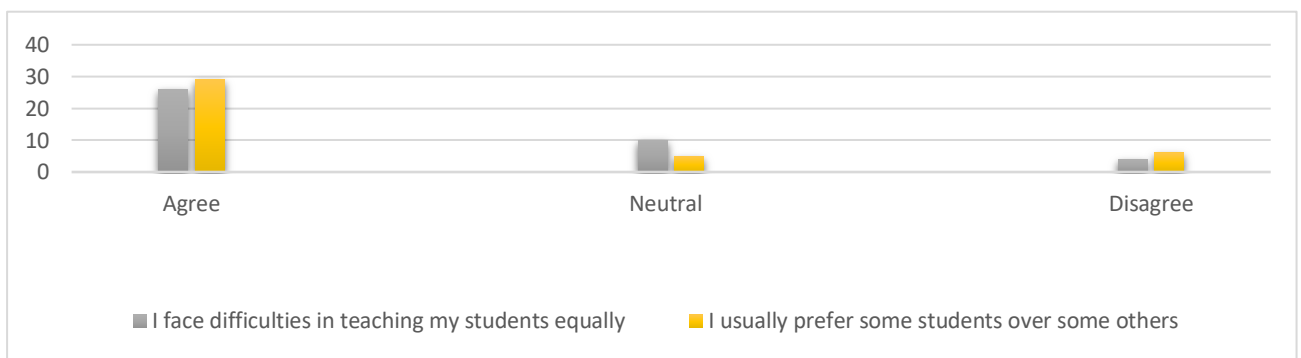
Figure 4. Dealing with the individuals

Figure (5) illustrates the results of items (12 and 13), most of the novice teachers (80%) feel stressed in front of the students during the class whereas only (2.5%) do not have it and (17.5%) are undecided. Also, the majority (72.5%) of the participants feel stressed when they are given a hard question while (17.5) do not agree with this statement and (10%) are neutral.
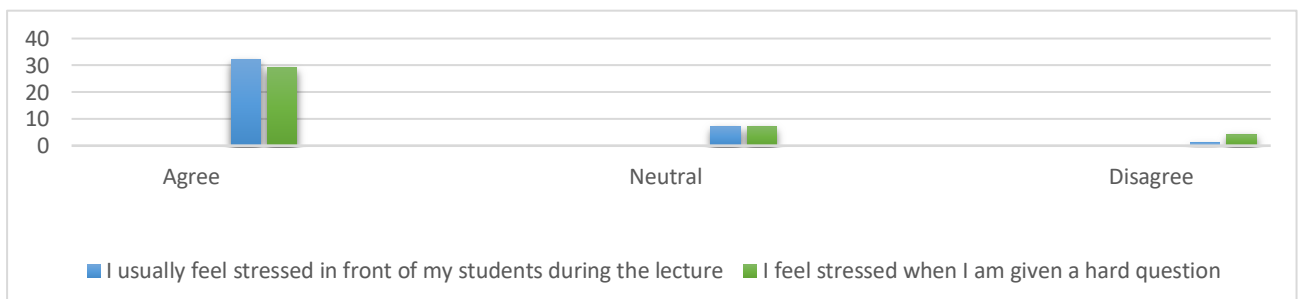
Figure 5. Emotional related

Figure (6) below demonstrates the results of items (14, 15 and 16), more that half (60%) of the novice English language teachers in the Raparin territory have a good rapport with their students whereas (30%) do not have it and (10%) are undecided. The majority of the students (70%) of the participants think that having a good relationship with the students helped them to build a good relationship with their families while only (17.5%) do not agree and (12.5%) are undecided. Moreover, the vast majority (80%) of the

teachers have a good relationship with the stakeholders whereas only (7.5%) do not have it and the rest (12.5%) are undecided.
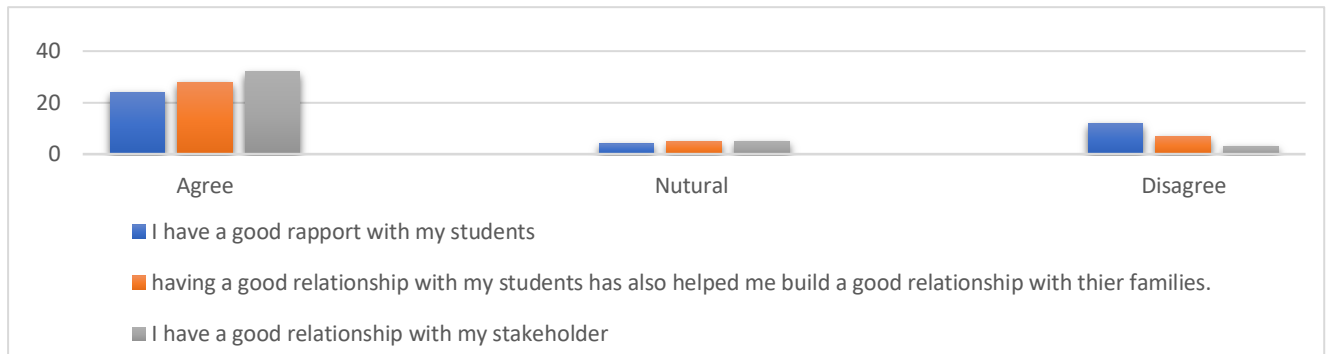
Figure 6. Rapport and relationship

Figure (7) shows the use of technology by the teachers in the classroom, item 17 indicates that (40%) of the novice teachers face many problems in using technology in the classroom while (32.5%) do not face such challenges and (27.5%) have no clue on this point. Concerning the use of technology, the results of item (18) presents that the minority of the novice teachers (27.5%) have been provided with technological tools to teach more effectively while (57.5%) have not been handed out such devices and the rest (15%) are undecided.

Discussion

The purpose of this investigation was to reveal the obstacles that novice English language teachers in Raparin territory face during their initial years of teaching. To achieve this goal, a couple of questions were formulated, and the responses to these questions are expressed below.

- What are the challenges that are faced by Novice English language teachers in Raparin territory during their initial years of teaching?

Designing and Applying plan, classroom management, corresponding to the profession, dealing with the individuals, emotional problems, and rapport and relationship with the students and their families are all challenges that face the novice English language teachers in Raparint area.

The results presented in figure (1) prove that more than half of the teachers do not know how to design and apply their plan and even three- fourth of them do not know how to create perfect paperwork, these results match with the words of Russell (2022) who stated that teachers without a previous plan will not be successful in their careers. He also highlighted that without having a proper plan, time-wasting will occur, which will lead to disfiguration.

Concerning the classroom management, the results demonstrated in figure (2) confirm that the majority of the novice teachers cannot control their classroom environment properly, this result suits with the words of Taneri (2004) who highlighted that novice teachers mostly face great difficulty in the first year of teaching, some are originated to lack of knowledge and experience about classroom management.

Regarding the correspondent to the profession, the results of figure (3) approve that most of the novice English language teachers like their profession, but they do not know how to correspond with it, this reflects the words of Kozikoglu (2017) who stated that novice teachers will face difficulties in adapting to new workplaces, society, and environment, even to the profession itself.

Moreover, the results presented in figure (4) confirm that the majority of the participants can not deal with the students equally and usually prefer some students over others, this result matches what Bonanno (2013) stated "Developing the ability to meet the unique needs and differences of every student in the classroom is not something that happens quickly, naturally, or effortlessly. It is necessary to develop these skills during the early training programs".

The results of figure (5) verify that most of the novice teachers having kind of anxiety and feel stressed when they are given a hard question, this result suits with the words of Deng (2018) who mentioned that teachers mostly get damaged and embarrassed in front of their students in their initial year of teaching.

With reference to relational challenges, the results of figure (6) presented that more than half of the teachers have a good relation with the students and the majority think that having a good relationship with the students helped them to build a good relationship with their families, these results contradict Kozikoğlu's statement (2017) who highlighted that novice teachers feel isolated in their first year rather than supported by colleagues or students.

Furthermore, the results expressed in figure (7) confirm that less than half of the novice teachers use technology, this result meets the words of Dvir (2020) who stated that novice teachers are not adequately prepared to integrate technology into their classroom.

- What makes novice teachers feel anxiety in the classroom?

The confirmed results of Figure 5 illustrate that most novice English language teachers in the Raparin area experience stress when students ask difficult questions. This result aligns with the statements of Hargreaves (2000), Beilock (2010), and Frenzel (2014), who mentioned that teachers with emotional problems might have been affected by their students. This makes the teachers feel different while teaching, leading us to the conclusion that teachers face emotional damage due to their students.

- Are novice teachers benefiting from technology to deliver their material, and have they been provided with adequate technology?

The verified results of figure (7) present that only (40%) of the novice English language teachers use technology in delivering their material to the students and more than half of them think that the institutions do not provide the technological devices for them, this result matches the statements of Schatz-Oppenheimer (2020) who stated that novice teachers aren't sufficiently prepared to mix technology in their classroom, with this rate the ability of teaching by the new comer teachers will descries, however, coping with these kinds of problems will need a hand from the teacher itself and the institution as well.

Conclusion

This research has extensively examined the challenges faced by novice English language teachers in the Raparin area during their initial years of teaching. The findings present several crucial issues that these teachers meet, spanning from difficulties in designing and applying lesson plans, managing classrooms, and adapting to the profession, to emotional stress, relational challenges, and inadequate technological support.

The study reveals that more than half of the novice teachers struggle with planning and creating effective paperwork, aligning with existing literature that emphasizes the importance of pre-planning for teaching success. Classroom management also poses a significant challenge, with most teachers unable to control their classroom environment effectively, further corroborating prior research on the difficulties novice teachers face in this territory.

Adapting to the profession and dealing with individual student differences are additional hurdles. Most novice teachers enjoy their profession but struggle to navigate their new roles and responsibilities.

Furthermore, they often find it challenging to treat students equally and meet their unique needs, reflecting the complexity of developing these skills early in their careers.

Emotional stress is another prevalent issue, with many teachers experiencing anxiety and embarrassment in the classroom, particularly when faced with difficult questions from students. This stress is compounded by relational challenges, although more than half of the teachers report positive relationships with students and their families, which contrasts with some previous findings.

Technological integration remains a significant barrier. Less than half of the novice teachers effectively use technology in their teaching, and many feel inadequately supported by their institutions in this regard. This highlights the need for better technological preparation and resources to enhance teaching efficacy.

In conclusion, addressing these challenges requires targeted interventions, including comprehensive pre-service training, ongoing professional development, robust support systems within schools, and adequate technological resources. By focusing on these areas, educational institutions can better support novice teachers, ultimately improving their teaching experiences and effectiveness in the classroom.

References

Ahmed, I., Farooq, W., & Khan, T. I. (2021). Customers' Perceptions and their Responses to Objectives of Islamic Banks–A Three-Wave Investigation. Asian Economic and Financial Review, 11(1), 43.

Abbas, M., Jam, F. A., & Khan, T. I. (2024). Is it harmful or helpful? Examining the causes and consequences of generative AI usage among university students. International Journal of Educational Technology in Higher Education, 21(1), 10.

al politics and job outcomes

Beilock, S. L. (2010). Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To. Simon & Schuster.

Bonanno, G. A. (2013). Regulatory flexibility: An individual differences perspective on coping and emotion regulation. Emotion, 13(4), 679-682. https://doi.org/10.1037/a0031850

Bullough, R. V. (1989). Teacher education and teacher reflectivity. Journal of Teacher Education, 40(3), 33-39. https://doi.org/10.1177/002248718904000307

Deng, Q. (2018). The Emotional Experiences of Novice Teachers: Embarrassment and Stress in the Classroom. Journal of Education and Practice, 9(5), 102-114.

Dimililer, K. (2021). Deep learning, machine learning, and Internet of Things in geophysical engineering applications: An overview. Journal of Applied Geophysics, 187, 104394. https://doi.org/10.1016/j.jappgeo.2021.104394

Dvir, N. (2020). Novice teachers in a changing reality. European Journal of Teacher Education, 43(4), 510-524. https://doi.org/10.1080/02619768.2020.1827245.

Farrell, T. S. C. (2009). The novice teacher experience. In A. Burns & J. C. Richards (Eds.), The Cambridge Guide to Second Language Teacher Education (pp. 182-189). Cambridge University Press.

Fntilli, R. D. (2009). The role of the university in the preparation of novice teachers: A study of teachers' perceptions. Retrieved from https://central.bac-lac.gc.ca/.item?id=NR52546&op=pdf&app=Library&oclc_number=718167366

Frenzel, A. C. (2014). Teacher Emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), International Handbook of Emotions in Education (pp. 494-519). Routledge.

Hargreaves, A. (2000). Mixed Emotions: Teachers' Perceptions of Their Interactions with Students. Teaching and Teacher Education, 16(8), 811-826.

Isola Rajagopalan. "Concept of Teaching." Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8.

Iqbal Khan, T., Kaewsaeng-on, R., Hassan Zia, M., Ahmed, S., & Khan, A. Z. (2020). Perceived organizational politics and age, interactive effects on job outcomes. SAGE Open, 10(3), 2158244020936989

Jamil, R. A., Qayyum, U., ul Hassan, S. R., & Khan, T. I. (2023). Impact of social media influencers on consumers' well-being and purchase intention: a TikTok perspective. European Journal of Management and Business Economics, (ahead-of-print).

Karaman, A. C. (2013). Challenges Faced by Novice Language Teachers: Support, Identity, And Pedagogy In The Initial Years Of Teaching. The International Journal of Research in Teacher Education, 4(3), 10-23

Khan, M. T., Khan, T. I., & Khan, S. (2020). Innovation & Its Diffusion in Business: Concept, Stages & Procedural Practices. sjesr, 3(4), 174-186.

Khan, T. I., Khan, S., & Zia, M. H. (2019). Impact of personality traits on workplace deviance–a pakistani perspective. Global Regional Review, Humanity only, 4(2), 85-92.

Khan, T. I., Nisar, H. G., Bashir, T., & Ahmed, B. (2018). Impact of aversive leadership on job outcomes: Moderation and mediation model. NICE Research Journal, 56-73.

Khan, T. I., Khan, A. Z., & Khan, S. (2019). Effect of time pressure on organizational citizenship behavior: Moderating role of agreeableness. Sir Syed Journal of Education and Social Research (SJESR), 2(1), 140-156.

Khan, T. I., & Akbar, A. (2015). Impact of stressors on employee performance: Moderating role of big five traits. Islamabad: Mohammad Ali Jinnah UniversityKuo, Y. K., Khan, T. I., Islam, S. U., Abdullah, F. Z., Pradana, M., & Kaewsaeng-On, R. (2022). Impact of green HRM practices on environmental performance: The mediating role of green innovation. Frontiers in Psychology, 13, 916723

Kuo, Y. K., Khan, T. I., Islam, S. U., Abdullah, F. Z., Pradana, M., & Kaewsaeng-On, R. (2022). Impact of green HRM practices on environmental performance: The mediating role of green innovation. Frontiers in Psychology, 13, 916723.

Kozikoglu, I. (2017). A content analysis concerning the studies on challenges faced by novice teachers. Cypriot Journal of Educational Sciences, 12(3), 102-112.

Li, H. X., Hassan, K., Malik, H. A., Anuar, M. M., Khan, T. I., & Yaacob, M. R. (2022). Impulsive and compulsive buying tendencies and consumer resistance to digital innovations: the moderating role of perceived threat of COVID-19. Frontiers in Psychology, 13, 912051.

Meister, D. G. (2012). National new teacher study: Beginning teachers' concerns. Taylor & Francis Online, 87-94. Retrieved from https://www.taylorandfrancis.com/journal/article/10.1080/02619768.2012.717701.

Mushtaq, R., Jabeen, R., Begum, S., Khan, A., & Khan, T. (2021). Expanded job scope model and turnover intentions: A moderated mediation model of Core-Self Evaluation and job involvement. Management Science Letters, 11(5), 1473-1480.

Moomen, M., & Amin, A. R. (2018, June). Challenges faced by novice EFL teachers.

Romanowski, M. H., Al-Naimi, S. R., & Du, X. (2020). Novice teachers' challenges and coping strategies in Qatari government schools. International Journal of Learning, Teaching and Educational Research, 19(9), 118-142.

Russell, K. (2022, April 25). graduate program for educators. Retrieved from https://www.graduateprogram.org/2022/04/challenges-of-a-first-year-teacher/

Sarwat, N., Ali, R., & Khan, T. I. (2021). Challenging, hindering job demands and psychological well-being: The mediating role of stress-related presenteeism. Research Journal of Social Sciences and Economics Review, 2(1), 135-143.

Schatz-Oppenheimer, N., & Shalom, A. (2020). Novice teachers in a changing reality. European Journal of Teacher Education, 43(4), 451-464. https://doi.org/10.1080/02619768.2020.1823481.

Taneri, P. O. (2004). A study on novice classroom teachers' problems with regular and alternative certificates. (Unpublished master's thesis). Middle East Technical University (ODTU-METU), Ankara, Turkey.