Challenges Faced by Novice EFL Teachers

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Abstract

The aim of this study was to investigate adaptation challenges of novice EFL teachers during induction period in Iraqi Kurdistan. Through a questionnaire prepared in a cross-sectional descriptive design, the data were collected from 20 novice EFL teachers teaching in four provinces of the Kurdistan region. The outcomes of the study presented that novice EFL teachers had both job-related and social challenges. The most frequent adaptation challenges were related to (1) relationship with students, (2) social status and identity, (3) supervisors (school principals and inspectors), and (4) classroom management. The data are analyzed with SPSS 16.0 , the findings are discussed and the appropriate recommendations are given.

Keywords: Language teaching, EFL, Novice teachers, Problems and Challenges, Iraqi Kurdistan.

1. Introduction

There is a hot debate on the role of novice teachers and also influences, challenges, and problems they faced in first year of their career. Novice teachers, who are also called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher-education program (including the practicum) and have just commenced teaching in an educational institution. Novice language teachers face many challenges as they learn how to teach in their first year. Essentially novice teachers are developing conceptions of "self-as-teacher"; they are formulating teacher identities related to institutional, personal, and professional conceptions of the role of the novice teacher.

Beginning teachers' transition from pre-service education to professional practice is often 'unsettling,' because there is no gradual induction into teaching profession. The novices most often teach like experienced teachers, thereby having a multiplicity of roles like being a student, a teacher and a researcher (Smith & Sela, 2005). There seems to be a common understanding that what is required from an experienced teacher is also required from a novice teacher. Despite the fact that novices do not possess the qualities of an experienced teacher, they are expected to meet similar requirements as soon as they enter the field, and sometimes, this unfairness goes further and beginning teachers commonly receive the most difficult teaching assignments (Yost, 2006). This creates another challenge in novice teachers' struggles. As a consequence, "beginning teachers leave the field at higher rates than beginning workers in other careers" (Wonacott, 2002, p. 3).

Teachers enter the education profession and are attracted to teaching as a career because of what they view as the role of the teacher (Anhorn, 2008). Culross (2007) stated what motivated her to stay in the teaching profession was her love for continuous learning and teaching. Educators experience contentment in their role as a teacher because of the compassion they have for teaching students and the subject matter (Loui, 2006).

Novice teachers do not necessarily realize how complex the teaching profession can be. In their first year, many beginning teachers describe this period as a time for survival. Many researchers labeled the first-year of teaching as a "sink or swim" scenario (Varah, Theune, and Parker 1986). Novice teachers are expected to figure out how to survive the classroom challenges and the daily interactions with administrators, colleagues, and parents. When new teachers arrive into the classroom, a harsh reality occurs because they had unrealistic expectations of the teaching profession prior to entering the classroom.

Research on new teachers identified two critical challenges in relation to how novices view their induction status: a "practice shock" that results in an over emphasis on controlling students and a "cultural mismatch" that causes novices to see diversity as a problem Generally researchers of this field clarified, the first year of teaching is full of highs and lows, with few days in-between or neutral, and it is quite natural that there will be days when teaching seems wonderful and the days when teaching spreads fear. Thus, early experiences have significant influences on teachers' practices and attitudes throughout the remainder of their careers. Yost (2006) identified the early problems of newly qualified teachers as: inexperience, conflicts between pre-service training and in-service applications; pressures on

new teachers; effort to be able to finish more tasks, fear of inspection, and adaptation to school and environment. Resulting from inexperience, other difficulties were discussed as classroom management, planning and implementation of the curriculum in line with the level of the classroom and the time allocated, using common and context-specific teaching methods, adjusting lessons according to individual and group differences, and learning the legislation regarding the profession and the employee rights. Lundeen (2004) investigated what the perceived problems of new teachers in their first year were, how they changed over time, and what changes in their development were evident.

The study by Achinstein and Barret (2004) on novice teachers' challenges produced three frames: the managerial frame (like routines and procedures for managing students during activities in the classrooms, behaviour problems and consequences for discipline, timing and pacing of lessons), which was addressed in 93% of the cases; the human relations frame (such as knowing individual students' needs and learning styles, student-teacher relationships and communications, classroom culture, sense of community, collaboration, and connections with students and parents, student expression, choice, and motivation), which was addressed in 100 % of the cases; the political frame (like diverse students' needs in order to foster equity and access to learning, differentiation of instruction, students' prior knowledge and cultural understandings, teachers' expectations about learners, an analysis of race, culture, language and access; and inequities of student participation in classroom discourse), which was addressed in 87% of the cases. The major categories of challenges identified in interview transcripts of beginning teachers as: relationships with students, parents, colleagues and supervisors; workload, time management, and fatigue; knowledge of subject and curriculum; evaluation and grading; authority and control; and appearance and identity. (McCann, Johannessen, & Ricca, 2005). All these challenges identified in the literature are summarized in Jarvis and Algozzine (2006) as: workload, time management, and fatigue; content and curriculum knowledge; relationship with students, parents, colleagues, and supervisors; evaluation and grading; and autonomy and control. Beside all these common challenges, there are also specific problems encountered in different settings by different groups or individuals. Schulz (2005) focused on novice classroom teachers' problems with respect to teacher certification processes they were engaged in. General findings indicated that the participants experienced problems in: teaching at mixed-level classes; understanding and implementing current rules and regulations; teaching reading and writing to elementary school students; developing supporting teaching materials; and getting students to participate in the course. The literature reviewed globally indicated various dimensions of novice teachers' adaptation challenges, but the studies in Iraqi Kurdistan are rare in scope. Therefore, a more comprehensive research investigating those dimensions with teachers from different parts of the country appeared to be a need.

2. Method

This study is based on a cross-sectional survey design in which the data were collected from 20 novice EFL teachers in Iraqi Kurdistan (an autonomous region in north of Iraq), who were in the first, second, and third year of their teaching profession, through a questionnaire (Öztürk, M., & Yildirim, A. (2013) to identify their perceptions on adaptation problems experienced in different schools randomly have been chosen from three provinces (Irbil, Sulaimaniyah, and Halabja) in Iraqi Kurdistan. Out of 20 participants, 8 were female (n=20),

and 12 were male novice teachers (n=20). They graduated from colleges of Education, Language, and Arts and all of them participated in pre-service training course by Ministry of Education from one to three months. Teaching experience of the participants ranged from 1 to 3 years. Through a detailed analysis of related literature, a survey questionnaire, Questionnaire for Novice Teachers, was used to obtain data on most frequently occurring adaptation challenges. The questionnaire was developed by (Öztürk and Yıldırım, 2013). It consisted of three main parts: Personal Information; Job-related Challenges, and Social Challenges. Items in job-related challenges were grouped under the sections of (a) Workload Challenges, (b) Instructional Challenges including knowledge of subject matter, curriculum, planning, and evaluation, and (c) Classroom Management Challenges. Items in social challenges were grouped under the sections of (a) Social Status and Identity Challenges, (b) Challenges in Relationship with Students, (c) Conflicts with Colleagues, (d) Supervisor Challenges, and (e) Challenges in Relationship with Mentor Teachers. A Likert Scale was adopted in the questionnaire to inquire the frequency of adaptation challenges in five-level from (1) Never to (5) Always. Reliability of the instrument was ensured through "reliability analysis" of Cronbach's alpha level. With the objective of looking at the internal consistency of the items in the data collection instrument, Cronbach's alpha level was calculated as .89 for the 66-item questionnaire. In the last section of the questionnaire, for our quantitative data open-ended item regarding their further comments regarding the topic was asked, but because the time for collecting data clashed with their exam time the participants didn't answer this section. The data were analyzed through SPSS 16.0 to get the results.

3. Results

In connection to the whole research question, the general concerns of the novice teachers were investigated under two classifications: job-related and social challenges. Results for each category were organized and discussed under those dimensions

First: Job-related Challenges

This part describes the first domain, job-related challenges of novices under sub-divisions as workload challenges, instructional challenges, and classroom management challenges.

Table 1: Workload Challenges

Items of Workload Challenges	**%**					**Mean**
	A	**U**	**S**	**R**	**N**	
I have challenges in preparing administrative paperwork, official correspondence, and reports.	0	25	60	10	5	**2.95**
I have difficulty in getting everything all done because of overwhelming workload.	5	30	50	15	0	**2.75**
Non-instructional duties become tiring.	5	45	30	15	5	**2.70**
I spend my time at home assessing students' papers.	50	20	20	10	0	**1.90**
Extra-curricular tasks require too much time.	25	40	15	15	5	**2.35**
I have sleepless nights due to time-consuming burden.	10	25	20	35	10	**3.1**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

Table 1 illustrates that, the findings in relation to workload challenges, nearly half of the novice teachers reported that they sometimes (60%) and usually (25%) had difficulties in preparing administrative paperwork, official correspondence, and reports. 45% found non-instructional duties tiring while 30% sometimes experienced these challenges. Similarly, 50% perceived sometimes difficulty in getting everything all done because of overwhelming workload, and 50% of them reported that they spent their time at home by assessing students' papers. On the other hand, having extra-curricular activities requiring too much time and having sleepless nights due to time consuming burden were reported as a challenge usually or always faced by a smaller number of teachers (65% and 35% respectively).

Table 2: Instructional Challenges

Items of Instructional Challenges	**%**					**Mean**
	A	**U**	**S**	**R**	**N**	
I experience a curriculum conundrum.	25	10	30	35	0	**2.75**
I feel I need an extra support in planning.	35	15	30	10	10	**2.45**
I have difficulty when implementing what I plan.	5	25	50	15	5	**2.90**
Determining course objectives is hard for me.	0	10	40	35	15	**3.55**
I have difficulty in choosing appropriate teaching methods.	5	20	25	30	20	**3.40**
I cannot decide what is really important to teach.	10	5	35	15	35	**3.60**
I have difficulty in drawing attention of the students into the activities in the lesson.	5	15	20	30	30	**3.65**
I feel insufficient in the issue of teaching strategies.	25	10	25	35	5	**2.85**
I feel insufficient in testing and evaluation.	20	15	35	20	10	**2.85**
I have difficulty when matching students' grades with my subjective impressions.	15	25	15	35	10	**3.00**
I feel hardship in using instructional tools.	5	15	45	20	15	**3.25**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

Table 2 shows that, most of the instructional challenges were among the least experienced ones, as almost more than quarter of the participants never or rarely had difficulties in: using instructional tools (35%); matching quantitative numbers with their subjective impressions (45%); and testing and evaluation (30%). Apart from these, about half of the novices never or rarely felt insufficient in the issues of: teaching strategies (40%); drawing attention of the students into activities (60%); deciding what is important to teach (50%); choosing appropriate methods and techniques (50%); determining course objectives (50%); and implementing what is planned (20%).

In relation to instructional challenges occurring sometimes or more often, 65% of the participants experienced a curriculum conundrum and 80% needed extra support in planning.

Table 3: Classroom Management Challenges **Items of Classroom Management Challenges**	%					**Mean**
	A	**U**	**S**	**R**	**N**	
I think classroom management is the most challenging part of the profession.	60	10	5	20	5	**2.00**
I have difficulty in managing unruly classes with discipline problems.	0	15	65	10	10	**3.15**
I don't know the best way to approach students' problematic behaviours.	5	15	30	35	15	**3.40**
I can't use effective classroom management strategies.	5	5	25	40	25	**3.75**
I have problems in determining class rules.	0	0	45	50	5	**3.60**
I feel insufficient to undertake leadership or coaching roles in the class.	10	0	20	55	15	**3.65**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

In **Table 3** which shows results of classroom management items, illustrates that nearly three-fourth (70%) of the novice EFL teachers in Iraqi Kurdistan usually or always perceived classroom management as the most challenging part of the profession while only 5% sometimes thought so. 65% of the teachers found it difficult to manage unruly classes with discipline problems only sometimes.

On the other hand, almost more than half of the novice EFL teachers rarely and never felt insufficient to undertake leadership or coaching roles in the class (60%); and the same amount never or rarely had problems in determining class rules (60%); 50% of them never or rarely experienced difficulty in choosing the best way to approach student behaviours and more than half of the teachers were never or rarely unable to use effective classroom management strategies (65%).

Second: Social Challenges

This section shows the outcomes regarding the second category, social challenges of the novice EFL teachers in Iraqi Kurdistan, according to their frequency under four themes: social status and identity, relationships with students, conflicts with colleagues, and supervisor challenges.

Table 4: Social Status and Identity Challenges **Items of Social Status and Identity Challenges**	%					**Mean**
	A	**U**	**S**	**R**	**N**	
I am dissatisfied with my employee rights.	15	10	25	15	35	**3.45**
I am dissatisfied with my salary.	20	20	10	15	35	**3.20**
I think I need an emotional support.	30	25	20	15	10	**2.50**
I feel a great pressure of teaching profession on me.	10	35	25	30	0	**2.75**
I have difficulty when revealing my teaching persona in class and at school.	0	10	40	35	15	**3.55**
I am unable to see myself as a professional educator.	15	5	15	25	40	**3.70**
I experience times when I feel hopeless and callous about the profession.	5	0	40	45	10	**3.55**

	A	U	S	R	N	Mean
I am losing my idealistic side for the profession.	5	20	25	25	25	**3.45**
I am unable to connect my undergraduate training with the current atmosphere of the school.	30	25	15	10	20	**2.65**
I am dissatisfied with my social status.	35	0	5	35	25	**3.15**
I have worries about whether I am a good teacher or not.	25	15	30	15	15	**2.80**
I don't think I am respected in the society as a teacher.	5	25	5	35	30	**3.60**
I am unable to adapt to the culture of the school.	0	5	25	50	20	**3.85**
I am worried about how the students judge me.	5	5	30	30	30	**3.25**
I find my profession unsuitable for my personality.	5	0	10	30	55	**4.30**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

In Table 4, for social status and identity challenges for novice EFL teachers in Iraqi Kurdistan, approximately more than quarter of the participants were always or usually dissatisfied with their employee rights (30%) and their salary (40%) while 25% were sometimes dissatisfied regarding these issues.

And more than half of the participants usually or always needed emotional support for the profession (55%); felt a great pressure of teaching profession on them (45%); and had difficulty when revealing their teaching persona in the class (10%).

A number of teachers experienced these challenges sometimes (25%, 35%, and 10%). Additionally, almost about half of the participants sometimes experienced moments when they felt hopeless and callous about the profession (40); couldn't see themselves as professional educators (15%); and felt losing their idealistic side for the profession (25%). On the other hand, being unable to adapt to school culture, finding teaching profession unsuitable for their personality, and being worried about how the students judged them were reported as challenges usually or always faced by a small number of teachers (only 5% and less than 5 for each).

Table 5: Challenges in Relationship with Students

Items of Relationship with Students Challenges	**%**					**Mean**
	A	**U**	**S**	**R**	**N**	
I have problems in helping students with behavioural problems.	0	10	25	35	30	**3.85**
I have difficulty in guiding students and giving advice.	0	5	5	45	45	**4.30**
It is difficult for me to recognize individual differences of students.	0	30	25	25	20	**3.50**
I feel insufficient in dealing with students' physical, cognitive, and social development.	0	10	40	35	15	**3.50**
I am unable to provide emotional support to the students.	0	5	5	65	15	**3.90**
I experience hardship in establishing a positive relationship with students.	5	10	25	10	50	**3.90**
I feel the students do not see me as a good teacher.	0	0	15	35	50	**4.35**
I am afraid of that the students do not respect me as a teacher.	5	0	5	45	45	**4.25**
I think the students do not like me as a person.	0	0	20	40	40	**4.20**
I am unable to learn the students' names.	15	15	30	20	20	**3.15**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

Table 5 illustrates that, the challenges occurring in relationships with students indicated that one-ten of the participants usually experienced problems in helping the students with behavioural problems and 25% experienced the same challenge sometimes. But, they sometimes encountered difficulty in: guiding students and giving advice (5%); perceiving individual differences (25.8%), and dealing with students' physical, cognitive, and social development (40%). All the other challenges were rather rare.

For instance, 20% never had problems in learning the students' names and calling them by name; 40% never felt that students did not like them as a person; 45% were never afraid that students would not respect them as a teacher; 50% never worried that students would not accept them as a good teacher; and lastly establishing a positive relationship with students was never hard for 50% of the novice EFL teachers in Iraqi Kurdistan.

Table 6: Conflicts with Colleagues	%					Mean
Items of Conflicts with Colleagues	**A**	**U**	**S**	**R**	**N**	
Unfriendly approaches of my colleagues make me upset	10	35	45	0	10	**2.65**
I think experienced colleagues do not spend time with novice teachers.	25	20	35	20	0	**2.50**
I think my colleagues don't assist and support me as a novice teacher.	30	30	15	15	10	**2.45**
I am not glad with my colleagues' behaviour and manner.	20	10	25	35	10	**3.50**
I don't have collaboratively approaching colleagues.	20	10	40	25	5	**2.85**
My colleagues aren't willing to be in a professional sharing with me.	15	15	25	20	25	**3.25**
My colleagues do not respect my personal efforts.	15	10	5	45	25	**3.25**
I am unable to develop positive relationships with the colleagues.	10	5	20	30	35	**3.75**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

As results of Table 6 shows, the conflicts with colleagues unfriendly approach of colleagues usually or always upset 45% of the participants; and 45% thought experienced colleagues did not usually or always spent time with novice teachers.

However, the other occasions were experienced never or rarely, because 65% did not feel unable to develop a positive relationship with their colleagues; colleagues respected personal efforts of 70% of the participants; colleagues were engaged in a professional sharing with 45% of the participants; 30% had collaboratively-approaching colleagues; 40% were glad with the colleagues' behaviour and manner; and colleagues supported 25% of them.

Table 7: Challenges in Supervisor Challenges	%					Mean
Items of Supervisor Challenges	**A**	**U**	**S**	**R**	**N**	
I have worries like satisfying the expectations of my principal/supervisors.	5	15	30	40	10	**3.35**
My principal/supervisors are not proactive in providing feedback.	15	25	15	45	0	**2.90**
I think my principal/supervisors are not sympathetic	5	15	15	50	15	**3.55**

listeners trying to understand me.						
My principal does not nurture an environment that encourages me as a new teacher.	5	25	40	15	15	**3.10**
My principal requires too much work from me.	30	25	15	30	0	**2.45**
My principal is not willing to deal with my problems.	5	10	25	40	20	**3.60**
I have difficulty in communicating with my principal/supervisors on professional development issue.	0	5	40	45	10	**3.60**
I don't feel I will satisfy the expectations of my supervisors.	0	30	40	20	10	**3.10**
I hesitate to ask questions to my principal.	5	15	20	25	35	**3.70**
My principal/supervisors have a highly critical assessment of my lessons or me.	10	30	30	20	10	**3.90**

A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all tables.

To continue with Table 7, one-fifth of the participants usually or always had worries about satisfying the expectations of the principals or supervisors (20%) and thought that principals or supervisors were not proactive in providing feedback (40%).

About 20% usually or always had principals or supervisors who were not sympathetic listeners trying to understand them and claimed that principals did not nurture an environment encouraging new teachers.

For challenges occurring never or rarely, it was revealed that (30%) of the novice EFL teachers in Iraqi Kurdistan did not have principals or supervisors with a highly critical assessment of them or their lessons; 30% did not feel unable to satisfy the expectations of principals/supervisors; 60% did not hesitate to ask questions to principals; and 55% did not have problems in communicating with supervisors on professional development issues.

4. Discussion and Conclusion

The major results about the adaptation challenges of the novices indicated that they experienced job-related challenges a little more often than the social challenges, which was consistent with some of the related literature pointing out the problems such as workplace stress, workload, time management, content and curriculum knowledge (Jarvis & Algozzzine, 2006), teaching, subject matter, students (Wang, Strong, & Odell, 2004), and instructional errors (Kellough, 2005).

Challenges in Relationship with Students received the top rating among the sub-group categories (M=4.35), which was supported by the related literature. Some of the challenges occurring in relationship with students were the difficulties in helping the ones with behavioural problems, guiding students and giving advice, and perceiving individual differences, like in some literature (Athaneses & Acinstein, 2003; Lundeen, 2004; Walsdorf & Lynn, 2002).

The second most frequent sub-group was social status and identity challenges (M=4.30). This finding seemed to be in line with a small amount of literature, which is rather focusing on creating an identity, defining the teacher persona or developing a "self" as a teacher (Agee, 2004; McCann & Johannesses, 2004).

Thirdly, the EFL novices in Iraqi Kurdistan had concerns about supervisor challenges (M=3.90) more than many other issues. Being consistent with this finding, supervisor challenges were asserted in an average amount of the related literature (Howard, 2006; Williams & Prestage, 2002).

On the other hand, the findings about classroom management, and conflicts with colleagues (M=3.75) appearing as the fourth most frequent group, were less similar with some literature attaching a highlighting importance to the management issue, for instance Howard (2006) calling management as the "single most difficult challenge" or Wyatt III and White (2007) considering it as "teachers' nightmares". It was also similar to the findings of Lundeen (2004), who had designated that classroom management problems outnumbered adult relationship problems; and Watzke (2003), who had stated that classroom management problems initially overshadowed novices' attention to instructing and nurturing children.

Instructional challenges (M=3.65) followed them, but they were not as serious as some literature depict (Athaneses & Achinstein, 2003; Wyatt III & White, 2007), because the novices had very limited challenges about using instructional tools, testing and evaluation, teaching strategies, choosing appropriate methods and techniques, determining course objectives, and implementation.

The least frequent sub-categories were all about the workload challenges (M=3.1). Workload challenges received the top rating among the sub-group categories, which was supported by the related literature, as overwhelming workload was emphasized in many papers or books (Britt; 1997; Gilbert; 2005; Walsdorf & Lynn, 2002).

All adaptation challenges discussed in my study might result from various variables such as school context in which the novice EFL teachers in Iraqi Kurdistan started to teach and their prior experiences from pre-service years. These factors might have some direct or indirect effects on novice EFL teachers' adaptation processes, which is a question to be studied and elaborated in a further research.

Under the light of the results the study revealed, some practical implications could be provided for different stakeholders, as newly beginning teachers are not the only responsible body for current situation and further professional development. Decision makers, teacher organizations, teacher educators, state and local officials, inspectors, school principals, students, their parents, researchers and educational specialists all are to be included in the team for their welfare. It is certain that different perspectives from different units are needed for improvement. Since the implications cannot be from one way, it is aimed to offer partnership between university trainers and the school community in ensuring the professional development of new teachers.

For a novice teacher having adaptation difficulties, lesson observations of other colleagues, video recording of their own teaching, conducting action research, keeping learning logs, reflective writing could be beneficial to decrease particular challenges and ensure professional development. Besides learning from self-study, new teachers will benefit from a broader network of contacts with their peers.

In this study, an important step was taken to see the induction processes of the novice EFL teachers in Iraqi Kurdistan by clarifying their adaptation challenges. However, these findings could be multiplied through a deeper research carried out with multiple participants and multiple instruments.

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Appendix 1
Consent Letter

 I volunteer to participate in the research study conducted by Dr. [Momen Yaseen M.Amin] from University of Human Development/ Iraqi Kurdistan. I understand that the study is designed to gather information about **"A study on the problems faced by novice teachers in the first year of their career in Kurdistan Region-Iraq",** I will be one of the approximately 20 people being interviewed for this research.

- ✓ My participation in this questionnaire is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.
- ✓ I understand that most interviewees will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
- ✓ I understand that the researcher will not identify me by name in any reports using information obtained from this survey, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
- ✓ I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
- ✓ I have been given a copy of this consent form.

_____
My Signature Date

Great thanks for your participation

For further information, please contact me:
 [Momen Yaseen M.Amin]

Appendix 2
Dear Participant,
     This questionnaire is on "**A study on the problems faced by novice teachers in the first year of their career in Kurdistan Region-Iraq**", which aims to collect data for a research study, Your answers will be used only for research purposes and your identity will be kept confidential. Please answer all the questions.
Thank you for your cooperation and help.
Note: 1= Always, 2=Usually, 3=Sometimes, 4=Rarely, and 5=Never in this and all of the following tables.

	Items	1	2	3	4	5
	Workload Challenges					
1	I have challenges in preparing administrative paperwork, official correspondence, and reports.					

2	I have difficulty in getting everything all done because of overwhelming workload.					
3	Non-instructional duties become tiring.					
4	I spend my time at home assessing students' papers.					
5	Extra-curricular tasks require too much time.					
6	I have sleepless nights due to time-consuming burden.					
	Instructional Challenges					
1	I experience a curriculum conundrum.					
2	I feel I need an extra support in planning.					
3	I have difficulty when implementing what I plan.					
4	Determining course objectives is hard for me.					
5	I have difficulty in choosing appropriate teaching methods.					
6	I cannot decide what is really important to teach.					
7	I have difficulty in drawing attention of the students into the activities in the lesson.					
8	I feel insufficient in the issue of teaching strategies.					
9	I feel insufficient in testing and evaluation.					
10	I have difficulty when matching students' grades with my subjective impressions.					
11	I feel hardship in using instructional tools.					
	Classroom Management Challenges					
1	I think classroom management is the most challenging part of the profession.					
2	I have difficulty in managing unruly classes with discipline problems.					
3	I don't know the best way to approach students' problematic behaviours.					
4	I can't use effective classroom management strategies.					
5	I have problems in determining class rules.					
6	I feel insufficient to undertake leadership or coaching roles in the class.					
1	**Social Status & Identity Challenges**					
1	I am dissatisfied with my employee rights.					
2	I am dissatisfied with my salary.					
3	I think I need an emotional support.					
4	I feel a great pressure of teaching profession on me.					
5	I have difficulty when revealing my teaching persona in class and at school.					
6	I am unable to see myself as a professional educator.					
7	I experience times when I feel hopeless and callous about the profession.					
8	I am losing my idealistic side for the profession.					
9	I am unable to connect my undergraduate training with the current atmosphere of the school.					
10	I am dissatisfied with my social status.					
11	I have worries about whether I am a good teacher or not.					

12	I don't think I am respected in the society as a teacher.					
13	I am unable to adapt to the culture of the school.					
14	I am worried about how the students judge me.					
15	I find my profession unsuitable for my personality.					
	Relationship with Students					
1	I have problems in helping students with behavioural problems.					
2	I have difficulty in guiding students and giving advice.					
3	It is difficult for me to recognize individual differences of students.					
4	I feel insufficient in dealing with students' physical, cognitive, and social development.					
5	I am unable to provide emotional support to the students.					
6	I experience hardship in establishing a positive relationship with students.					
7	I feel the students do not see me as a good teacher.					
8	I am afraid of that the students do not respect me as a teacher.					
9	I think the students do not like me as a person.					
10	I am unable to learn the students' names.					
	Conflicts with Colleagues					
1	Unfriendly approaches of my colleagues make me upset					
2	I think experienced colleagues do not spend time with novice teachers.					
3	I think my colleagues don't assist and support me as a novice teacher.					
4	I am not glad with my colleagues' behaviour and manner.					
5	I don't have collaboratively approaching colleagues.					
6	My colleagues aren't willing to be in a professional sharing with me.					
7	My colleagues do not respect my personal efforts.					
8	I am unable to develop positive relationships with the colleagues.					
	Supervisor Challenges					
1	I have worries like satisfying the expectations of my principal/supervisors.					
2	My principal/supervisors are not proactive in providing feedback.					
3	I think my principal/supervisors are not sympathetic listeners trying to understand me.					
4	My principal does not nurture an environment that encourages me as a new teacher.					
5	My principal requires too much work from me.					
6	My principal is not willing to deal with my problems.					
7	I have difficulty in communicating with my principal/supervisors on professional development issue.					
8	I don't feel I will satisfy the expectations of my supervisors.					
9	I hesitate to ask questions to my principal.					
10	My principal/supervisors have a highly critical assessment of my lessons or me.					

Any other comments you'd like to share regarding the problems you faced in first year of your teaching:

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Date:
Your Signature:

Source of questionnaire:

Öztürk, M., & Yildirim, A. (2013). Adaptation challenges of novice teachers. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28 (28-1).

Thank you again for your participation.