



## EXPERIENCES OF NEWLY HIRED TEACHERS IN ELEMENTARY SCHOOL: INPUT FOR INDUCTION PROGRAM

**CATHERYN C. CAMIT**

**TEACHER I**

Iloilo Central Elementary School

caca.camit@gmail.com

### ABSTRACT

This phenomenological study explored the experiences, challenges and coping strategies of newly-hired teachers aiming to improve induction program. Data was collected through semi-structured interviews and participated by ten (10) public school teachers in Schools Division of Iloilo City during the School Year 2025-2026. Findings revealed that teachers faced a professional reality of "survivalism" and "reality shock". Though enthusiastic at first, participant experienced an "emotional pendulum" of self-doubt and nervousness. Challenges included unruly class behavior, heavy paperwork, and being assigned with coordinator roles before mastering basic teaching. They also coped by relying from senior colleagues, rigorous time management and spiritual fortitude. The study concludes that there is a large gaps between the teachers' preparation and the actual demands of public school works. It recommends restructuring induction program to enforce "No coordinator" policy for new hires, formalize mentorship credits and add emotional debriefing sessions to prevent early- career burn-out.

**Keywords:** *Newly-hired teachers, teacher burn-out, reality shock, classroom management, induction program, Iloilo City*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



\*\*\*\*\*

## INTRODUCTION

The transition from a pre-service student-teacher to a full-fledged professional is one of the most critical phases in an educator's career (Aragasi & Pangandaman, 2021). Historically, this period is described as a "reality shock," where the idealistic expectations of the classroom meet the pragmatic and often exhausting demands of the school system (Veenman, 1984, as cited in de Vera, 2021). In the current educational landscape of Iloilo City, newly hired teachers are entering a "post-pandemic" environment that requires a higher degree of socio-emotional competence and adaptability than previously expected (Frontiers in Education, 2026).

Current data suggest that the professional reality for these new entrants is defined not by immediate mastery, but by "survivalism" and "instability" (MDPI, 2025). Teachers frequently report feeling "overwhelmed" and experiencing "self-doubt" as they realize that the profession goes far beyond delivering lessons (Aragasi & Pangandaman, 2021). They find themselves acting as disciplinarians, clerks, and social workers, often without sufficient institutional support to manage these multifaceted roles (Gomez, 2007, as cited in Belitung Nursing Journal, 2021).

A global analysis by Darling-Hammond, Hyler, and Gardner (2024) found that new teachers often experience a mix of enthusiasm and overwhelm as they move from preparation to practice, with their experiences shaped by both personal efforts and organizational support. In a local context, Reyes (2025) concluded that newly-hired public school teachers in Iloilo City face interconnected challenges related to classroom management, workload, and adaptation—issues amplified by large class sizes and limited initial support. Without proper

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
support, these difficulties may bring about elevated stress, burnout, and early departure from the field. To address this, induction programs are designed to help new teachers adjust, build skills, and grow professionally—but many existing programs lack the local focus needed to meet the specific needs of teachers in places like Iloilo City. Prior studies in the Philippines have highlighted that new elementary teachers in Western Visayas prioritize cultural integration in their teaching and rely on support from colleagues to cope with challenges. Dela Cruz and Santos (2025) noted that these teachers increasingly focus on cultural integration and differentiated instruction as core components of their practice. La Londe (2025) observed that regular mentorship from experienced colleagues provides new teachers with context-specific strategies and emotional support, significantly improving their ability to manage challenges. However, there is still limited research that focuses specifically on the real-life experiences of beginning teachers in Iloilo City and how their insights can shape more effective induction programs. Mendoza (2025) found that 82% of new elementary teachers in the region identify classroom management as their most pressing challenge, with diverse learner needs and high student-to-teacher ratios contributing to difficulties. Additionally, Cruz (2025) reported that new teachers in Iloilo City work an average of 55 hours per week, with administrative duties and additional roles adding significant pressure. These findings underscore the urgency of developing tailored support systems for new teachers in the area. This study seeks to bridge this gap by investigating the lived experiences and challenges, and coping strategies of newly-hired elementary school teachers in Iloilo City. By understanding their perspectives, we can develop targeted inputs for an induction program that addresses

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

their actual needs, helps them succeed in their roles, and supports the long-term improvement of education in the region.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method and design, participants of the study, data-gathering procedures, research instrument, validity of the instrument, and data analysis.

### Research Method

The study utilized the Descriptive-Qualitative method to provide a comprehensive summary of the participants' experiences in their everyday terms. This method is highly valued in contemporary educational studies for its ability to generate "thick descriptions" that lead to practical, actionable outputs (Lambert & Lambert, 2022).

The primary objective of this method is to transform the raw, real-world challenges faced by the newly-hired teachers in Iloilo City into the proposed Contextualized Induction Program. By using semi-structured interviews, the researcher can maintain a flexible dialogue, allowing for the discovery of unexpected coping mechanisms and systemic barriers (Silverman, 2021). This methodological choice ensures that the resulting administrative, instructional, and psychological "scaffolds" are firmly grounded in the contemporary reality of the Philippine educational landscape post-2020.

### Research Design

A qualitative research design, specifically a phenomenological approach, was used in this study.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Qualitative inquiry is essential when the researcher seeks to explore the complexities of human experience and the meanings individuals assign to their social or professional worlds (Creswell & Creswell, 2023). This approach is ideal for the study as it focuses on the subjective experiences of newly-hired elementary teachers in Iloilo City, allowing for an in-depth examinations of the intricacies of their professional journey.

Within this framework, the researcher utilized Interpretative Phenomenological Analysis (IPA). As noted by Smith and Nizza (2021), IPA is particularly effective in educational research for examining how teachers make sense of significant life transitions, such as entering the public school system.

### Participants of the Study

The participants of this study were ten (10) newly hired public elementary school teachers with two or fewer years of teaching experience from the Schools Division of Iloilo City. They were selected using random sampling and responded to a questionnaire that asked about their professional experiences, challenges, and coping strategies as newly hired teachers in the said division.

### Sampling Design

In this study, purposive Sampling design (also known as Judgmental Sampling) was utilized. In qualitative inquiry, the goal is not to represent the entire population statistically, but to select "information-rich" cases that provide a deep understanding of the phenomenon under study (Creswell & Creswell, 2023). This sampling method is based on the researcher's discretion on who to include in the study and who they perceive to best inform the study. The

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

following were the main selection criteria: Newly-hired elementary public school teachers within the School Division of Iloilo City.

## Research Instrument

In qualitative research, the researcher serves as the primary instrument for data collection and analysis. As noted by Creswell and Poth (2024), the researcher in a phenomenological study must be deeply involved in the data collection process to facilitate a meaningful dialogue and observe the nuances of the participants' lived experiences.

To guide the data collection process, a Researcher-Developed Semi-Structured Interview Guide was utilized. This instrument was designed to elicit detailed narratives regarding the "Experiences of newly-hired teachers" in Iloilo City. The semi-structured format was chosen because it provides a clear framework of topics while allowing the flexibility to pursue unexpected leads or deeper emotional insights (Silverman, 2021).

## Validity of the Research Instrument

The researcher-made interview guide was validated by a panel of experts. All comments and suggestions from the validation process were duly considered and integrated to ensure that the questions would elicit the necessary information to answer the research questions.

## Data Gathering Procedures

The researcher proceeded with the study upon obtaining approval from the adviser, the Graduate School Dean, the Schools Division Superintendent, the school heads, and the

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

individual participants. The researcher personally visited the schools or other locations convenient to the participants to conduct the interviews.

Prior to the interviews, the researcher obtained the participants' informed consent through a signed consent form or waiver.

A mobile phone equipped with a voice recorder was used during the interviews to fully capture the participants' responses, subject to their consent. Following the interviews, the researcher compiled all the gathered information.

## Data Analyses

The information gathered from the semi-structured interviews was analyzed using Reflexive Thematic Analysis (TA). This study adopted the contemporary framework of Braun and Clarke (2022) as further described by Stevens (2024). Thematic Analysis is a qualitative method for systematically identifying, analyzing, and reporting patterns—or themes—within a dataset (Braun & Clarke, 2023). This approach is deemed effective for the present study as it allows the researcher to capture the raw and challenging realities of teacher's experiences and organize them into actionable "scaffolds" for an induction program. According to Braun and Clarke (2022) and Byrne (2022), the analysis followed a rigorous six-phase process: familiarizing with the data, generating initial codes, generating initial themes, reviewing themes, defining and naming things, and producing the report.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## RESULTS AND DISCUSSIONS

This study was designed to examine the experiences of newly-hired teachers in Elementary Schools in the Schools Division of Iloilo City during the School Year 2025-2026 as input for induction program. It applied a qualitative phenomenological method involving in-depth interviews with 10 purposively selected newly-hired public school teachers. Data were gathered through a researcher-designed interview schedule that was reviewed for content validity by experts, along with voice recording depending on the permission of the respondents. Necessary permits were secured from relevant authorities before data collection. The participants were asked individually to answer the questions posed. The objective is to gather the participants' experiences, challenges, and coping strategies in the study with the goal of identifying meaningful inputs for induction program. After a series of interviews, the researcher compiled all the collected data.

The researcher systematically consolidated the data gathered from a series of interviews. The collected data were analyzed through a thematic approach.

Presented below are the findings of the study:

Findings showed the professional experiences of newly hired elementary teachers in Iloilo City as follows. It is defined as The Emotional Pendulum of Induction, where teachers experience rapid shifts between excitement especially on their first entry and eventually interrupted by the cycle of nervousness and self-doubt. Then, they quickly find themselves in a state of Holistic Role Expansion, functioning as the "Clerk-Teacher" hybrid, where administrative coordinators are assigned immediately on this new hires alongside heavy

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
teaching loads and adapt their pedagogical training to the large number classes and the specific cultural nuances of the local public school environment

However, this transition was systemic rather than purely instructional. Teachers reported "Classroom Chaos" as a primary challenge, particularly in managing diverse student behaviors and special needs in a crowded setting. There is also a significant administrative pressure and identified as "on-the-spot" Compliance, where the urgents requirements and reports demanded within the same day thus create a star of "time poverty" plus an exploitative workload stretching late into the night. Additionally, Strained Stakeholder Relations with other colleagues and parents sometimes add a layer of relational stress that tests the teacher's professional boundaries.

Furthermore, the following are the coping mechanisms used by newly hired teachers. They utilized a mix of internal and relational coping strategies. Many fell into "The Purpose Trap", using their "passion for students" to justify their exhaustion as a necessary sacrifice for the growth of their students. To survive, they relied on Informal Mentorship as a Survival Shield, leaning and seeking the guidance of senior "work-parents" for survival strategies that formal induction programs often fail to provide. Finally, Spiritual Resilience served as a cultural cornerstone, with prayer providing the psychological fortitude to accept and overcome daily professional hurdles and to maintain a positive mindset.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

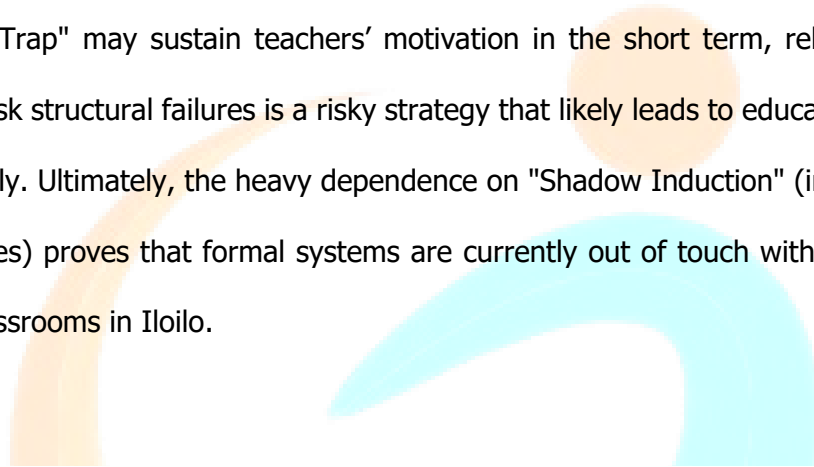
\*\*\*\*\*



\*\*\*\*\*

## Conclusion

The core findings of this study revealed a "Professional identity crisis": the system currently treats the newly-hired teacher as an administrative first-responder rather than recognizing them as expert in instruction. By prioritizing "on-the-spot" or immediate compliance over teaching quality, they put themselves at a risk of Sustainability Gap. While the "Purpose Trap" may sustain teachers' motivation in the short term, relying on a their passion to mask structural failures is a risky strategy that likely leads to educators leaving the profession early. Ultimately, the heavy dependence on "Shadow Induction" (informal support from colleagues) proves that formal systems are currently out of touch with the day-to-day realities of classrooms in Iloilo.



\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## References

- Aragasi, N.A., & Pangandaman, H.K. (2021). Coping style, anxiety level, organizational support, and work commitment of educators during the COVID-19 pandemic in the Philippines: A mixed-methods study. *Belitung Nursing Journal*, 7(4), 267–276. <https://doi.org/10.33546/bnj.1393>
- Bautista, G.T. (2025). Time poverty and the clerk-teacher hybrid: Analyzing the administrative outreach in Philippine public basic education. *Southeast Asian Review of Professional Teaching Standards*, 21(3), 201–219.
- Bautista, R.J. (2025). Efficiency and stress mitigation among early career educators through structured support. *Journal of Teacher Professional Development*, 8(2), 44–59.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications.
- Braun, V., & Clarke, V. (2023). Is thematic analysis used well in health psychology? *British Journal of Health Psychology*.
- Creswell, J.W., & Creswell, J.D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Creswell, J.W., & Poth, C.N. (2024). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
- Cruz, R. (2025). Workload and time management among novice educators. *Journal of Modern Pedagogy*, 12(2), 45–59.
- Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2024). *Effective teacher professional development: A global analysis of induction and retention*. Learning Policy Institute.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Darling-Hammond, L., Oakes, J., & Schaaf, K. (2024). The teacher induction gap: Bridging the transition from theory to urban classroom reality. *Journal of Teacher Education & Practice*, 37(1), 12–29.

Day, C. (2025). *The resilient teacher: Navigating the pressures of the modern classroom* (2nd ed.). Oxford University Press.

Day, C. (2025). Relational scaffolding: The role of informal mentorship in teacher retention. *Oxford Review of Education*, 51(2), 156–174.

de Vera, M.V. (2021). The adjustment period for new teachers and reality shock. *The Rural Educator*, 46(3), 73.

Dela Cruz, A., & Santos, M. (2025). Generic vs. contextualized: Evaluating induction models in Southeast Asian urban centers. *Journal of Educational Innovation*, 12(1), 102–118.

Dela Cruz, R.J., & Santos, M.L. (2025). Navigating the urban frontier: Local contextualization and the tax of out-of-field teaching among novice educators in Western Visayas. *Philippine Journal of Educational Leadership and Management*, 14(2), 112–128.

Frontiers in Education. (2026). Exploring the application of academic leadership skills in teacher education institutions, Philippines: Basis for institutional sustainability and innovation. *Frontiers*, 11. <https://doi.org/10.3389/feduc.2026.1724487>

Fullan, M. (2025). *The new meaning of educational change* (6th ed.). Teachers College Press.

Hargreaves, A. (2023). *Leadership and professional relationships in the modern school*. Routledge.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Hargreaves, A., & O'Connor, M.T. (2023). Collaborative professionalism: Are we there yet?

*Journal of Educational Change*, 24(1), 5–32. <https://doi.org/10.1007/s10833-022-09463-y>

Hascher, T., & Waber, J. (2021). Teacher wellbeing: A systematic review of the research

literature from the last two decades. *Educational Research Review*, 34, 100411. <https://doi.org/10.1016/j.edurev.2021.100411>

Hobfoll, S.E., & Ford, J.D. (2021). Conservation of resources (COR) theory and the professional

burnout of educators: A resource depletion model. *Anxiety, Stress, & Coping*, 34(4), 385–401. <https://doi.org/10.1037/amp0000887>

Jerrim, J. (2023). The clerk-teacher hybrid: Measuring the impact of non-instructional labor

on teacher well-being. *International Journal of Educational Research*, 118, 102–115. <https://doi.org/10.1080/09645292.2023.2185567>

Jorgensen, S.H. (2026). Spiritual capital and positive fatalism: Cultural coping mechanisms in

Southeast Asian education. *International Journal of Educational Development*, 112, 102–120.

La Londe, P.G. (2025). From survival to strategy: The power of reflective practice in

California's induction framework. *Teacher Education Quarterly*, 52(1), 23–40.

Lam, C.Y. (2025). Inputs. In *The SAGE encyclopedia of educational research, measurement,*

*and evaluation*. SAGE Publications. <https://doi.org/10.4135/9781506326139.n328>

Lambert, V.A., & Lambert, C.E. (2022). Qualitative descriptive research: An acceptable design.

*Pacific Rim International Journal of Nursing Research*.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Madigan, D.J., & Kim, L.E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student well-being. *Educational Psychology Review*, 33(2), 487–505. <https://doi.org/10.1007/s10648-020-09558-y>

MDPI. (2025). A systematic review of early-career teacher wellbeing, stress, burnout and support mechanisms during and post COVID-19 pandemic. *Education Sciences*, 15(8), 996. <https://doi.org/10.3390/educsci15080996>

Mendoza, A. (2025). Managing diversity: Challenges of new teachers in large-scale classrooms. *Education & Society*, 33(4).

Reyes, K.M. (2025). Top-down failures: Why generic induction programs miss the mark for newly-hired teachers. *Asia-Pacific Education Review*, 26(4), 551–567.

Santamaria, J.P. (2024). The purpose trap: Deconstructing the romanticized resilience of public school teachers in Southeast Asia. *Asian Education Gazette*, 12(4), 88–104.

Santibañez, L., & Guarino, C.M. (2024). *The post-pandemic teacher labor market: Stress, burnout, and the future of the profession*. Brookings Institution Press.

Silverman, D. (2021). *Interpreting qualitative data* (6th ed.). SAGE Publications.

Sims, S., et al. (2022). What are the most effective forms of professional development for teachers? A meta-analysis. *Review of Educational Research*.

Smith, J.A., & Nizza, I.E. (2021). *Essentials of interpretative phenomenological analysis*. American Psychological Association.

Stevens, M. (2024). *Qualitative methods in educational research*. Academic Press.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

UNESCO. (2024). *Global education monitoring report: Supporting the diverse learner in the 21st century*. UNESCO Publishing.



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*