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EVALUATION

**THE CHALLENGES THAT NEWLY RECRUITED TEACHERS  
FACE IN THE NYONG AND SO'O DIVISION AND THE IMPACT  
IT HAS ON THEIR PRODUCTIVITY**

*A Dissertation defended on 25<sup>th</sup> of September 2024 for the fulfilment of the  
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This is to certify that this work entitled: ***THE CHALLENGES THAT NEWLY RECRUITED TEACHERS FACE IN THE NYONG AND SO'O DIVISION AND THE IMPACT IT HAS ON THEIR PRODUCTIVITY*** was carried out by Ewah Naomi (Registration No. 22W3518) under my humble supervisor.

.....

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## **DEDICATION**

*TO MY MOTHER, EWAH SARAH ABLA*

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>CH :</b>	Challenges
<b>ECI :</b>	Ensignants en Cour d'Intergration
<b>ENS:</b>	Ecole Normale Supérieure
<b>FFF:</b>	Number of respondent's Answers
<b>GCE:</b>	General Certificate of Education
<b>ICT:</b>	Information and Communication Technologies
<b>LMS:</b>	Learning Management system
<b>NNN:</b>	Total Number of Respondent
<b>PLE:</b>	Personal Learning Environment
<b>PPP:</b>	Percentage of Teachers
<b>PTA:</b>	Parents-Teacher Association
<b>SMA:</b>	System Management Assistance
<b>SMK:</b>	Subject Matter Knowledge
<b>STEM:</b>	Science, Technology, Engineering and Math
<b>TAM:</b>	Technology Acceptance Model
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organizations

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## ABSTRACT

This study investigates the multifaceted challenges faced by newly recruited teachers in the Nyong and so'o division, focusing on three primary dimensions: administrative, pedagogic, and ethical challenges. Utilizing a comprehensive survey and qualitative analysis, the research aims to provide an in-depth understanding of the obstacles encountered by new educators and their impact on productivity and job satisfaction. The findings indicate that administrative challenges are significant, with a notable proportion of teachers lacking adequate knowledge of ministerial texts, orientation laws, and disciplinary procedures. This deficit in understanding hinders their ability to perform essential administrative tasks and navigate bureaucratic processes efficiently, thereby affecting their overall productivity and job satisfaction. Pedagogic challenges are also prevalent, as many teachers struggle with lesson preparation, access to pedagogical resources, and engaging students effectively. The lack of appropriate resources and effective assessment strategies impedes their capacity to deliver high-quality instruction and manage classroom dynamics. Furthermore, ethical and deontological issues, including the establishment of positive professional relationships, adherence to school regulations, and managing student behavior, play a crucial role in influencing teachers' effectiveness and job satisfaction. Based on these findings, the study suggests several targeted interventions to address these challenges. Recommendations include the implementation of comprehensive training programs focusing on administrative procedures, pedagogical support, and ethical guidelines. Establishing mentorship programs and support networks for new teachers, enhancing access to resources, and fostering a positive work environment are also crucial. The study underscores the need for systemic changes to improve the integration and performance of newly recruited teachers, aiming to create a more supportive and effective educational environment.

***Keywords:*** *Teacher Challenges, Administrative Issues, Pedagogic Barriers, Ethical Dilemmas, Professional Development*

## RESUME

Cette étude examine les défis multiples auxquels sont confrontés les enseignants nouvellement recrutés dans la sous-délégation de Nyong et So'o, en se concentrant sur trois dimensions principales : les défis administratifs, pédagogiques et éthiques. En utilisant une enquête complète et une analyse qualitative, la recherche vise à fournir une compréhension approfondie des obstacles rencontrés par les nouveaux éducateurs et de leur impact sur la productivité et la satisfaction au travail. Les résultats indiquent que les défis administratifs sont significatifs, avec une proportion notable d'enseignants manquant de connaissances adéquates sur les textes ministériels, les lois d'orientation et les procédures disciplinaires. Ce déficit de compréhension entrave leur capacité à effectuer des tâches administratives essentielles et à naviguer efficacement dans les processus bureaucratiques, affectant ainsi leur productivité globale et leur satisfaction au travail. Les défis pédagogiques sont également répandus, car de nombreux enseignants ont du mal à préparer des leçons, à accéder aux ressources pédagogiques et à engager efficacement les élèves. Le manque de ressources appropriées et de stratégies d'évaluation efficaces nuit à leur capacité à dispenser un enseignement de haute qualité et à gérer la dynamique de la classe. De plus, les problèmes éthiques et déontologiques, comprenant l'établissement de relations professionnelles positives, le respect des règlements scolaires et la gestion du comportement des élèves, jouent un rôle crucial dans l'influence sur l'efficacité des enseignants et leur satisfaction au travail. Sur la base de ces résultats, l'étude propose plusieurs interventions ciblées pour répondre à ces défis. Les recommandations comprennent la mise en œuvre de programmes de formation complets axés sur les procédures administratives, le soutien pédagogique et les directives éthiques. L'établissement de programmes de mentorat et de réseaux de soutien pour les nouveaux enseignants, l'amélioration de l'accès aux ressources et la promotion d'un environnement de travail positif sont également essentiels. L'étude souligne la nécessité de changements systémiques pour améliorer l'intégration et la performance des enseignants nouvellement recrutés, afin de créer un environnement éducatif plus favorable et efficace.

**Mots-clés :** *Défis des enseignants, problèmes administratifs, barrières pédagogiques, dilemmes éthiques, développement professionnel*

## **CHAPTER ONE: INTRODUCTION**

Teaching is the use of educational knowledge, methods, and space to educate whoever desires to be educated. It involves direct contact between the teacher and the learner. It is a complex variety of mutual activities undertaken by both (the teacher and the learner) to promote learning (Ogunmosunle cited in Agusiobo & Udegbe, 2002). Teachers play an important role in shaping the future of individuals as well as of entire generations. They can also influence the economic dynamism of the country by imparting skills that translate into innovation and productivity in the workplace (Goldhaber & Anthony, 2004). In the past decade, educational environments have drastically changed over time and have become more diverse and complex. The rapid influx of pluralistic populations from a variety of different societies contributes to the diverse student population. Student diversity creates challenges to newly recruited teachers if they are not familiar with culturally responsive teaching and these have affected productivity on the field (Gay, 2002).

Cameroon society and school context to be specific, is rapidly changing and gradually becoming more complex with challenging roles especially in an environment that embraces and promotes modernization, and globalization and such current trend and establishments has challenged students, teachers, schools and the entire educational system to rethink their structures, practices, strategies, and the competencies necessary to improve on their skills (Oben, 2021).

Moreover, transition from teacher education to the teaching profession can become a dramatic and traumatic process (Veenman, 1984). This process is called reality shock, transient shock, and praxis shock. These definitions are used to describe the collapse of ideals in the face of reality. The challenges and complexity of the transition from academic life to teaching could be seen as "praxis shock" (Keltchermans & Ballett, 2002). They defined this as teachers' confrontation with the realities and responsibilities of being in the classroom. Praxis shock comes insight not only in the classroom but also in adaptation to school (Keltchermans & Ballett, 2002). These challenges may emerge as the strictness and normativeness behaviors (Caspersen & Raaen, 2014). The adaptation problem experienced by new teachers depending on the challenges they face, to the fact that the pre-service training fails to prepare teachers for the complexity in the early years of teaching (Nieme, 2002).

The teaching profession is seen as a highly backbreaking profession among newly recruited teachers (Ingersoll & Strong, 2011; Lortie, 1975 and Tyack, 1974). The early years of the profession are an essential stage for teachers to create their professional identity. However, newly recruited teachers have multiple difficulties ranging from developing pedagogic (teaching practices) to administrative and creating a teaching identity in a challenging context in the school surrounded by the multi-layered concerns of everyday classroom problems, legal, ethics and deontology and in a vague context within the profession (Kelly, Reushle, Chakrabarty & Kinnane 2014) . These challenges affect newly recruited teachers' job satisfaction and their commitment to teaching (Lam, 2014). These problems experienced in the early years can lead to frustration, loss of motivation, stress, anxiety, and burnout syndrome. Also, such difficulties cause teachers to quit their jobs in the early years of the profession. For example, 40-50% of teachers in the United States quit their careers in the first five years of the profession (Ingersoll, 2012).

From the above discussions, chapter one of the study will focus on, background to the study, a statement of the problem, research objectives, research questions, research hypotheses, significance of the study, scope of the study, operational definitions of terms, and chapter summary.

## **Background to the Study**

The background to this study comprised: the historical background, theoretical background, contextual background and conceptual background of challenges faced by newly recruited teachers of secondary schools and the impact on their productivity.

## **Historical Background**

Historically, Cameroonian scholars have traced the developments of formal education in Cameroon, alongside the evolution of efforts to train teachers beginning with Christian missionaries and later joined by the government (Shu, 2000; Tchombe, 2000 and Tambo, 2003). Formal education, according to them, was introduced in Cameroon in 1884 by Joseph Merrick of the London-based Baptist Missionary society and later encouraged by other missionaries, such as the Basel Mission, the German Pallotine Missionaries, and the Roman Catholic mission, among others. Their main mission was evangelization. Interest in basic education was considered a strategy to serve this purpose. In 1851, Alfred Saker opened the first seminary for the training of catechists and teachers at Bethel. In 1889, the Basel Mission opened another seminary to train

catechists and primary school teachers in Bonaku, Douala and in 1907, the Catholic mission did the same. They opened a seminary in Sasse, Buea. Many churches and schools were later on created by these missionary bodies and seminaries created to train their catechists and primary school teachers. For example, the Sasse seminary trained teachers who will teach children German, Arithmetic, Geography, History and General Sciences. The first government teacher training college was created at Kake, Kumba. There was a need to train teachers for secondary education, grammar and technical/vocational education. Today, there are many teacher training colleges, especially for the training of primary school teachers (Shu, 2000; Tchombe, 2000, and Tambo, 2003).

After independence, the government, in response to the needs for the training of secondary school teachers, created the Ecole Normale Supérieure (ENS) in Yaounde for the training of teachers of secondary grammar schools. The ENS later became the first institution of the Federal University of Cameroon later opened in 1962 (presently known as the University of Yaounde I). In 1967, the government opened an annex campus of the E.N.S. in Bambili to train Anglophone secondary school teachers. In 1979, the Advanced School for the Training of Teachers of Technical Education (E.N.S.E.T.) was opened in Douala. In 2007, the government opened the E.N.S. Maroua. All these teacher training institutions have as their main mission the training of quality teachers for the educational system of the nation (Shu, 2000; Tchombe, 2000, and Tambo, 2003).

Like in any other country, Secondary education in Cameroon absorbs graduates from primary education, and prepares them for access into higher educational institutions and such uniqueness, permits secondary education to occupy an indispensable central position and leading role in the education ladder (Etomes & Molua, 2018). At the same time, Teaching is getting more and more complex and challenging these days. There by putting the teachers in a very difficult position to deal with new challenges like: large class size and inclusive education, lack of content knowledge in new disciplines like ICTs and STEM integration, etc. While teachers' challenges are on the rise, students' performances drop. Poor performance in secondary education which is reflected in students' output, such as; repetition, low skills acquired, dropout amongst others have adverse effects on the student in particular and the Cameroon society in general. For example, that school dropout at this level limit future opportunities for students and also represents a significant drain

of the limited resources that countries have for the provision of secondary education (Etomes & Molua, 2018).

### **Theoretical Background**

This study will be guided by Herzberg's motivation-hygiene theory 1959, Fred Davis Theory of Technology Acceptance Model (TAM) and Deontological Ethics Theory Perspectives.

#### **Herzberg's motivation-hygiene theory 1959**

Herzberg's motivation-hygiene theory also known as two factor theory, was developed in 1959. Herzberg theory states that certain elements within a workplace lead to job satisfaction, while others lead to dissatisfaction. Herzberg developed the theory to understand an employee's attitude better and drive toward the job. He interviewed employees about what pleased and displeased them at work, studying both their good and bad experiences.

He theorized that an individual's job satisfaction depends on two types of factors: motivators and hygiene factors. According to Herzberg's theory applied to the workplace, there are two types of motivating factors: 1) satisfiers (motivators), which are the main drivers of job satisfaction and include achievements, recognition, responsibility, and work advancement, and 2) dissatisfiers (hygiene factors), which are the main causes of job dissatisfaction and include factors such as working conditions, salaries, relationships with colleagues, administrative policies, and supervision. Herzberg used this model to explain that an individual at work can be satisfied and dissatisfied at the same time as these two sets of factors work in separate sequences. For example, hygiene factors (dissatisfiers) cannot increase or decrease satisfaction; they can affect only the degree of dissatisfaction. Satisfiers (motivational elements) need to be harmonized with hygiene factors to achieve job satisfaction at work.

These theories have been adopted for this study because they touch the practical realities of situations in human life-ranging from psychological to physical through behaviour. Novice in any occupation will always faced obstacles which can either lead to pedagogical, administrative or deontological ethics challenges hence, low self-efficacy to succeed in that field. The teaching profession, especially newly recruited teachers are not exempted from such challenges. As such,

these theories are suitable to this work as they touch physical and psychological issues of human behaviour in any environment.

### **Fred Davis Theory of Technology Acceptance Model (TAM) (1985)**

TAM suggested that the user's motivation can be explained by three factors: perceived ease of use, perceived usefulness and attitude toward using. Davis hypothesized that the attitude of a user toward the system was a major determinant of whether the user will actually use or reject the system. He defined perceived usefulness as the degree to which the person believes that using the particular system would enhance her/his job performance, whereas the perceived ease of use was defined as the degree to which the person believes that using the particular system would be free of effort (Davis, 1986). Finally, both beliefs were hypothesized to be directly influenced by the system design characteristics

This theory is applicable to study in that, though teachers especially newly recruited may face challenges in using technological gadgets and other platforms of teaching in this digital age, the theory encourages teachers and teacher educators to be encouraged to include technology in their teaching—as a tool to facilitate learning or as a means to formative assessment. It has become the designated aim of education to help students to become digitally literate citizens who can cope with the complexities and dynamics in today's societies. This should rather spur newly recruited teachers to face the challenges of the era and improve on their productivity. This development, however, necessitates the meaningful inclusion of technology in teaching and learning contexts. Moreover, research reveals that integrating technology is a complex process of educational change, and the extent of technological applications in schools is still extremely varied. However, emerging educational technology usage in (teacher) education has increased in recent years, but technology acceptance and usage continue to be problematic for educational institutions.

### **Deontological Ethics Theory Perspectives**

Deontological ethical theories are different kinds of theories upon which human actions are based and why human beings behave in a particular way. According to deontological ethical theory, morality is determined by whether the action of the moral agent is in accordance with a set of rules, principles, or duties guiding a particular action.

Deontological perspectives emphasize the moral duty to do what is right. It is concerned with the morality of actions rather than their consequences. They are rule-based, determining whether an action is permissible based on whether it complies with a given set of rules. This is why the perspective emphasizes the existence of universal ethical standards that must be adhered to regardless of the result (Baumane-Vitolina, Cals, & Sumilo, 2016).

Also, the question of ethical values is the question of human actions, the reason for human actions, and the understanding of such reasons, why certain actions are taken the way they are taken to bring about an act considered in its own merit as just. Ethical values of a society could lead it to make ethical decisions. An ethical decision is a decision that is both legally and morally acceptable to the larger community (Jones, 1991).

This theoretical tenet is related to this work in that, unlike other professions, teachers in general newly recruited in particular have a double status: they are not only moral agents, but at the same time moral trainers. As a moral agent, the teacher, the same way as the doctor, the psychologist or the magistrate, must have an impeccable behavior. Ethically speaking, they must be honest, fair, unbiased, and must demonstrate professional responsibilities. As a trainer, the teacher acts explicitly, through the values and objectives pursued, to the formation of the learners' character, aiming at the systematic immunization of moral virtues, such as the need for justice, fairness, responsibility, courage, kindness, patience, self-discipline, compassion, respecting the other etc. At the same time, building the learners' character also implies an implicit aspect, through the moral model which the teacher proposes through his own behaviour. Any of the teacher's actions has explicit or implicit ethical implications, with the ethical issues penetrating every aspect of school life. As a result, through the two considered roles of the teacher, that of agent and that of moral trainer, the teaching profession appears as one charged with ethical meaning though with a lot of challenges. Ignorance to these deontological ethics principles, could be challenging to a newly recruited teacher and leads to less productivity.

### **Contextual Background**

Contextually, the Cameroonian educational system is rather unique in Africa in that it is composed of the Anglophone and Francophone sub-system which reflects colonial heritage from Britain and France. Efforts have been underway since 2006 to harmonize these two systems notably at the basic level where primary education is today six years for both sub-systems. The education policy

in Cameroon is implemented by three ministries namely: the Ministry of Basic Education, The Ministry of Secondary Education, and the Ministry of Higher Education from Independence, the educational sector has often received the lion's share of the national budget which has ordinarily been used to finance all the operating cost in public schools and 80 percent of the same cost in non-public schools (Boyle, 1996). This shows the high priority, according to Education by the Cameroon government. Indeed, one of the primary laws of no child left behind law is to have a "highly qualified teacher" in every classroom. This is evident that Cameroon will reach the Millennium Development goals of Universal primary Education at the end of 2015.

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Like in any other country, Secondary education in Cameroon absorbs graduates from primary education and prepares them for access into higher educational institutions. Such uniqueness permits secondary education to occupy an indispensable central position and leading role in the education ladder (Etomes & Molua, 2018). At the same time, Teaching is getting more and more complex and challenging these days. There by putting the newly recruited teachers in a very difficult position to deal with new challenges like: large class size and inclusive education, lack of content knowledge in new disciplines like ICTs and STEM integration, etc. While teachers' challenges are on the rise, students' performances drop. Poor performance in secondary education

which is reflected in students' output, such as; repetition, low skills acquired, dropout amongst others have adverse effects on the student in particular and the Cameroon society in general. For example, that school dropout at this level limit future opportunities for students and also represents a significant drain of the limited resources that countries have for the provision of secondary education (Etomes& Molua, 2018). These amongst others have adverse effects on the student in particular and the Cameroon society in general. Etomes & Molua (2018) summarized the top six (6) main challenges which are affecting secondary school newly recruited teachers on daily bases and such problems are affecting, teaching quality, students' performances and school development in general. They include;

Heavy work load due to shortage resources (both financial and human) which limits most newly teacher to have time in planning lessons properly and extra time for self and professional development and engagement in research. Usually in schools with limited number of teachers, the workload for an individual teacher becomes even higher. For example, in a school where there is only a mathematics teacher, without a physic teacher, he or she may be asked to teach both subjects, with the assumption that he has related subject matter knowledge of the two subjects. But this is not always true, since each teacher had some level specialization while a student teacher.

The issue of Classroom management due to large class size and of diversity and inclusive education. Teaching an average classroom poses a lot of challenges to teachers, especially to inexperienced teachers. More students in classroom require more work, more resources and so on. For example, teaching student in sciences where they may need some practical work, teachers usually face a lot of problem due to lack of resources (classroom space and funds for projects) and the issue of attending to different students need (diversity and inclusiveness) in the same class possess even bigger challenges.

Poor feedback from school leaders, such as supervision of instruction. This occurs when principal has limited knowledge of the subject matter. Most research report that when principal background knowledge for example is not sciences, after observing a classroom, they usually do not give concrete subject matter feedback which can effectively guide the teacher, rather, they give more of pedagogical feedback, which has also incomplete because of their poor knowledge in subject matter being observed. In some cases, even when, the principal and there teacher have, same educational

background, the teacher maybe be more experienced than then principal, so the principal has little or nothing to offer as feedback which can improve the teaching learning process.

Poor working conditions which leads to low job satisfaction (low salaries, little or no evolvment relevant school decision making, recognition, etc). This situation affects teachers' motivation, commitment and effective collaboration with peers or other staff members. The situation sometime ironical leads to rampant teachers' lateness and absenteeism in class, which leave the teaching learning process in dilemma. Absenteeism of teachers is one of the main reasons generally considered to contribute to the poor level of education in the Cameroon.

Lack of proper pedagogical skills and content knowledge delivery to effectively integrate the 21stcentury learning skills like ICTs and STEM in the classroom. This situation frequently happen because some teacher do not possess proper professional training given that the school curriculum keeps changing, hence it come with new expectations and challenges. An example of reason accounting for teacher lack of pedagogical and subject matter knowledge is the school autonomy policy which allows school administrator together with Parent teachers association to recruit teachers. On the contrary, because the demand for qualified teachers is a major problem in some Cameroon secondary schools, the high demand for teachers (quantity) seems more urgent than questions of quality. Usually, because of shortage (financial and human resources), the school takes the calculated risk to fill this gap with the provision of PTA, contract or volunteers teachers (school-based teacher recruitment autonomy policy) as the problem of shortage is almost unavoidable while at the same time neglecting issues of teachers quality and education standards. Mostly, it's up to schools' parent-teacher associations to fill the gaps with the so-called "PTA-teachers" or some undeserving mediocre teachers who are employed based on, but no limited; favoritism, nepotism, discrimination, bribery and corruption, and in most cases have no formal teachers training. Sad enough, most PTA teachers lack or have insufficient professional training or preparations, required certification, poor professional ethics, and little pedagogic experience to be considered qualified teachers. These poor situations which provide the school with mediocre or less qualified teachers usually have a general assumption that the new employee will learn pedagogical skills on the job via in-service training and assistance from the school principal. However, due to limited career prospects and inadequate motivational support and rewards, these teachers are usually reluctant

towards self-development and are less committed to their job and fail to seek professional development. The school principals are then held accountable and the burden usually falls on their shoulders and challenged with a huge task or role to bridge the gap of inexperienced or unqualified teachers found in their schools in order to increase average student performance (Oben, 2019). From this perspective, it means the average school principal in Cameroon need to work even hard to improve teacher quality, because such problem of recruiting inexperienced and untrained teachers is almost unavoidable especially in the typical rural areas of the country.

Students' indiscipline in secondary schools in Cameroon has recently increased, thereby putting the teaching learning process more difficult for newly appointed teachers. Ngwokabuenui (2015) observed that, students have become uncontrollable and highly disrespectful to: themselves, teachers, school administrators, parents and to the society at large. Students portray different types of indiscipline behavior among which include the following acts: boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/classmates, alcohol consumption, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting; among others. The presence of the above mention problems usually water down the efforts of most newly recruited teachers as they struggle to improve productivity.

### **Conceptual Background**

Conceptual, the first transition from teacher education to the teaching profession can become a dramatic and traumatic process. This process is called reality shock, transient shock, and praxis shock. These definitions are used to describe the collapse of ideals in the face of reality (Veenman, 1984). Keltchermans and Ballett (2002) stated that the challenges and complexity of the transition from academic life to teaching could be seen as "praxis shock." They defined this as teachers' confrontation with the realities and responsibilities of being in the classroom. Praxis shock comes insight not only in the classroom but also in adaptation to school (Keltchermans & Ballett, 2002). According to the literature (Huberman, 1989; Kuzmic, 1994; Ritchie & Wilson, 1993), these challenges may emerge as the strictness and normativeness behaviors (Caspersen & Raaen, 2014). Nieme (2002) attributed the adaptation problem experienced by new teachers depending on the

challenges they face, to the fact that the pre-service training fails to prepare teachers for the complexity in the early years of teaching.

According studies conducted in different countries on the difficulties experienced by the teachers who are new to the profession (Boakye & Ampiah, 2017; Cantu & Martínez, 2006; Honng, 2012; Kozikoğlu & Senemoğlu, 2018) indicate that the problems faced by teachers in the early years of the profession are similar. These include managing the classroom, workload, and administrative demands, seeking support to cope with them, dealing with new curricula, and related resource shortages (Dickson, Riddlebarger, Stringer, Tennant & Kennetz, 2014). Teachers require support and guidance in the early years of the profession. This is an important period in gaining a professional identity, continuing professional development, and going on the teaching career. In this context, taking a comprehensive picture of the problems experienced by teachers who are new to the profession, and a far reaching evaluation and synthesis will contribute to the policies, the candidate teacher training models, and practices.

Also, the teaching profession is seen as a highly backbreaking profession among newly recruited teachers (Ingersoll & Strong, 2011; Lortie, 1975 and Tyack, 1974). The early years of the profession are an essential stage for teachers to create their professional identity. However, new teachers have difficulty developing teaching practices (Kelly, Reushle, Chakrabarty & Kinnane 2014) and creating a teaching identity in a challenging context in the school surrounded by the multi layered concerns of everyday classroom problems and in a vague context within the profession. These challenges affect new teachers' job satisfaction and their commitment to teaching (Lam, 2014). These problems experienced in the early years can lead to frustration, loss of motivation, stress, anxiety, and burnout syndrome. Also, such difficulties cause teachers to quit their jobs in the early years of the profession. For example, 40-50% of teachers in the United States quit their careers in the first five years of the profession (Ingersoll, 2012).

Moreover, with change in cultural norms and tradition in the societies, there have been drastic changes in the expectations of a teacher. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining a student and some have put additional burden on teachers in respect to their preparation of lessons and adopting and maintaining their teaching styles. Teaching has now become a very demanding occupation with a lot of stress for the teachers who have a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching a child

what is in the syllabus Primarily, the role and responsibility of a teacher is multitasked in the present day school system which was different a few years ago. According to Tambo (2012), a teacher has to take in his responsibilities in the following capacities:

- Lesson planning and teaching
- Accountability for student's performance
- Classroom management and discipline
- Supervisory role
- Extracurricular activities and conducting and monitoring academic progress

Therefore, teaching has been identified as one of the most challenging professions today (Kyriacou, 1987). The reason for that is quite similar to other challenging occupations in the world.

Furthermore, teachers play the most important role in the success of students (Hattie, 2009). Teachers should be student-centered, participatory, motivating and sensitive to individual differences (Schleicher, 2012). In contrast the fact that some teachers in Cameroon cannot provide students' success is understood from the results of end -of- term and public exams like the GCE. Teachers' problems may have prevented them from influencing student achievement. Therefore, it may be important to identify the problems experienced by teachers. Problems can only be resolved once identified. In addition, newly recruited teachers move to their different station with the zeal to teach effectively. While many teachers have a positive experience going to their stations, it is important to thoughtfully consider the challenges they might face, including preparation for the classroom and coping with difficulties encountered in the profession (Halicioglu, 2015; Landrum & McCarthy, 2012). Moreover, one of the challenges for newly recruited teachers is to be able to navigate the required administrative guidelines that must be followed for individual teachers to be able to teach in a school (Walsh, Brigham & Wang, 2011). This as a result, causes a struggle for many teachers to integrate into the system. This challenge of integration for teachers may also have an effect on the social-cultural, psychological effects or professional lives and some of the professional challenges that they have to deal with are the differences\ in the classroom culture, school curricula, routines, practices, policies, etc (Pascal & Wagner, 2012). Thus, the newly recruited teachers' experiences can highlight many of the unique challenges that teachers from varied training backgrounds encounter when newly recruited.

There is considerable heterogeneity in teacher productivity within and across schools (Rockoff, 2004, Hanushek, et al, 2005). However, education is what makes some teachers more productive than others in promoting student achievement in some secondary schools in the Cameroon. Teachers need to be professionally informed in order to evaluate, construct and interact with the curriculum and create the experience with the students that will transcend knowledge and develop their potentials as meaningful participants in the society, thus, the need for teacher education which goes a long way to increase productivity and minimise challenges (Glickman, 2002). Teacher productivity is based on the educational level of the teacher. Thus, for the simple reason that some teachers have high productivity because of their level of education and training, pre-service and in-service teacher training programs, which goes a long way to increase the productivity of novice teachers (Allen & Cosby 2000).

### **Statement of Problem**

One of the main objectives of teacher training colleges is to equip teachers with: content, pedagogic skills, administrative skills, legal, ethical and deontological values to be role models to student on the field. Teacher training colleges all over the country do their best in the upbringing of teachers. The training of teachers is carried out for two or three years depending on the cycle. Many teachers have gone through these training schools and the expectation of their educators, the government and the students is to be productive on the field and boost performance. This explains why the government through The Ministry of Secondary Education gives direct employment to teachers who have gone through thorough training to different localities. From observation, though duly trained, many teachers especially newly recruited in secondary schools still face a lot of challenges. These challenges range from physical, behavioural, institutional, academical, cultural, psychological, etc. This has made some to leave the profession or even go out of the country. This has had an impact on the productiveness of those still on the field. This study therefore, seeks to investigate the challenges that newly recruited teachers faced and the impact it has on their productivity in order to boost the performance of our students.

## **Objectives of the Study**

### **Main Objective**

The main objective of this study is to investigate the challenges that newly recruited teachers face and the impact it has on their productivity.

### **Specific objectives of the Study**

The specific objectives of the study are;

- To find out the administrative challenges facing newly recruited teachers and the impact on their productivity in the Nyong and so'o division
- To find out the pedagogic challenges facing newly recruited teachers and the impact on their productivity in the Nyong and so'o division
- To find out the ethics and deontological challenges facing newly recruited teachers and the impact on their productivity in the Nyong and so'o division

## **Research Questions**

### **General Research Questions**

- The general research question of this study is what are the challenges newly recruited teachers face that impact their productivity?

### **Specific Research Questions**

The following are the specific research questions that will guide the study

- What are the administrative challenges that impact newly recruited teachers' productivity?
- What are the pedagogic challenges that impact newly recruited teachers' productivity?
- What are the ethical and deontological challenges that impact newly recruited teachers' productivity?

## **Scope of the Study**

Here, we will be dealing with conceptual, geographical and theoretical scope. Conceptually, this research focuses on challenges faced by newly appointed teachers of secondary schools in and the impact on their productivity. The work is limited to administrative, pedagogic, ethical and

deontological challenges facing newly recruited teachers to boost their productivity. Geographically the study will be carried out in the Center region of Cameroon, specifically secondary schools in the Region. This region is one of the French speaking regions in Cameroon. The work will be guided by Herzberg's motivation-hygiene theory of (1959), Fred Davis Theory of Technology Acceptance Model (TAM) and Deontological Ethics Theory Perspectives.

### **Significance of the study**

The research findings will assist the Ministry in solving some of the problems bedevilling Cameroon secondary school teachers.

The research findings will also provide detailed information about the situation of newly recruited teachers; make a significant contribution to knowledge within Teacher Training Colleges and the Ministry of Secondary Education.

The findings of the study will help the Ministry Of Secondary Education to strategise when assigning new teachers in areas with challenging conditions after they gain experience and complete the adaptation process instead of choosing such schools as their first place of duty.

The findings of this study will help teacher training institutions to providing education in accordance with the realities of education on the field.

The findings will also be of help to teacher training institutions to collaborating with universities within the context of teacher training to help new teachers (prospective teachers) overcome potential difficulties and improve themselves.

The findings of the study will help in giving weight to the applied training programs in the pre service period to increase prospective teachers' perceptions of self-efficacy and decrease the gap between theory and practice.

The findings will help school administrators (principals) to avoid giving challenging classrooms and full-time duties to newly-recruited teachers; setting time aside for new teachers to improve themselves by reducing their workload,

The findings of the study will help educational stakeholders to Provide newly recruited teachers with training programs about the general problems they may encounter in the early years of teaching as well as the specific problems in their branches,

The findings of the study will help newly recruited teachers to develop positive relationships with students and colleagues while on the field.

The researcher also hopes that insights will be gained and the study could stimulate further study in this domain.

### **Operational Definition of Terms**

**Challenge:** Challenge is defined as a test of someone's abilities, skills and resources in a professional environment which is demanding but stimulating. It is also used here as a matter or any situation that invites decision, resolution and solution.

**Newly recruited teacher:** According to Feiman-Nemser, (2001), a newly appointed teacher is someone who has transcend from being student of teaching to teacher of students from a training institution

Also, Curry et al., (2016) defines a newly appointed teacher is a novice teacher in the field of teaching.

A newly appointed teacher in this study will mean a teacher who recently graduated from teacher training institution, without professional experience. He or she is new to the profession, station and works toward expertise.

**Productivity:** Jex (2002) sees productivity as employee behaviour that provides positive contribution to organizational goals.

Also, Meija, Gomez, Balkin, David and Cardy (2012) defines productivity as a measurement of value added by an employee to the goods or services, working and giving positive contribution to organizational goals.

According to Sutikno (2011), productivity is the power or ability of an individual to produce more creative, generative output that generates benefits and benefits.

Prior to the definitions above, this study will adopt the definition of Sutikno (2011) which state that, productivity is the power or ability of an individual to produce more creative and generative output that generates benefits and benefits. This is because the work productivity of newly recruited teachers needs to be increased as they venture into their career life.

### **Chapter Summary**

This chapter has introduced the research on challenges faced by newly recruited teachers (ECI) of secondary schools in the Nyong nd So'o Sub-Division and the impact on their productivity. The chapter has also presented the study's background, problem statement, research objectives, questions and hypotheses, scope of the study significance and operational definition of terms. The following chapters are as follows: chapter two will provides a review of relevant literature to the study, chapter three research methodologies, chapter four presentations of findings, and chapter five discussion, conclusion, and recommendations.

**Table 1: Challenges Faced by Newly Recruited Teachers of Secondary Schools in the Nyong and So'o division and the Impact on Their Productivity**

<b>Variables</b>	<b>Independent variable</b>	<b>Dependent variable</b>
	challenges faced by newly recruited teachers	Impact on their Productivity
	<b>Indicators</b>	<b>Indicators</b>
	Administrative	<ul style="list-style-type: none"> <li>➤ Mastery of ministerial articles and texts</li> <li>➤ Mastery of disciplinary procedures</li> <li>➤ Managing conflicts</li> </ul> Using basic administrative skills
	Pedagogic	<ul style="list-style-type: none"> <li>➤ Planning pedagogical activities</li> <li>➤ Possession of pedagogic documents</li> <li>➤ Exploiting pedagogic documents</li> <li>➤ Evaluating learning resources and skills</li> <li>➤ Designing pedagogic material for use</li> </ul>
	Ethics and deontology	<ul style="list-style-type: none"> <li>➤ Mastering the right as a teacher</li> <li>➤ Being a role model</li> <li>➤ Being in school and carrying effective teaching</li> <li>➤ Relating well with hierarchy</li> <li>➤ Providing necessary information</li> <li>➤ Zeal for research</li> <li>➤ Moral attitude</li> </ul>

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

The preceding chapter looked at background to study, stated the research problem, raised the research question and the aim of the study. There is no argument that much has been said and done on the notion of teachers' problems in Cameroon. Nonetheless, research work in this area is still very essential, as it brings fresher awareness to the powers that be - especially at this moment of many internal crisis, when newly recruited teachers are being sent to different areas new to them. As such, there is need to shade light on the problem newly recruited teachers face. Moreover, a proper and deeper understanding of a matter only comes out clearly, by making reference to what has been said or written about it, by other authors who might have found interest in the matter so far. The purpose of the study is to investigate the challenges that newly recruited teachers face and the impact on their productivity in the Nyong and so'o division. The study focused on the academic challenges facing newly recruited teachers and the impact on their productivity. In this chapter, literature that is related to the variables involved in the study is reviewed. It is divided into three sections: the conceptual, theoretical and empirical reviews connected to the objectives of the study.

### **Conceptual Review**

The early years of teaching are conceptualized as a stage of professional development or a career phase. It is possible to divide the professional development stages of the teachers into three. These are the pre-service period, the early years of the profession, and the in-service period. The pre-service period is the stage in which theoretical knowledge and professional skills are gained. At the same time, the profession's early years are when theoretical knowledge and practice are integrated, and the adaptation process takes place. Finally, the in-service period covers the period from the first years to the end of the profession (Helms-Lorenz, Grift & Maulana, 2016).

Although there are different classifications related to the career stages of teachers, the early years of teaching profession within the career stages are conceptualized in different names, such as career entry stage (Bakioğlu, 1996), survival and adaptation to work (Aydın, 2018; Huberman, 1989), and the threshold stage (Vonk, 1989). According to Aydın (2018), teachers develop their professional skills at this stage, and they begin to use professional concepts by acquiring some basic ideas about teaching and their profession. At the end of this stage, teachers are expected to have a vision, undertake various responsibilities, and have specific teaching skills. The newly recruited teachers

are essential for the teaching profession. These teachers represent the renewal of the profession. Therefore, transitioning to the teaching career as smoothly as possible is vital to the profession (Fottland, 2004).

Nevertheless, newly recruited teachers in particular, face a wide range of challenges to navigate during their first years in the classroom. Besides, they face multiple challenges ranging from physical, behavioral, institutional, academical, cultural, psychological, etc that are fundamental to the teaching profession and the school environment. New teachers realize that curricula and materials designed for them in their professional programs differ from those used in the school context (Lee, 2017). Previous studies examining beginning teachers outline the challenges related to many tasks associated with the school setting. For instance, increased demands beyond pedagogical tasks, frequent curriculum changes, additional administrative work, a growing need for technological competence, ethics and deontology and increasing diversity among students (Tschannen-Moran & Hoy, 2007; Cody, 2009; Le Maistre, & Pare, 2010; Öztürk & Yildirim, 2013; Collie & Martin, 2016). All of the aforementioned, confront newly recruited teachers.

Moreover, those who graduate from teacher training programs, regardless of how successful they are, face the real world's challenges when they begin teaching. As in all professions, the first years in teaching are when new teachers experience adaptation problems and difficulties related to the transition from learning to teaching (Korkmaz, Saban & Akbaşlı, 2004). Research on the issues encountered in the early years of teaching has a long history (Dropkin & Taylor, 1963; Smith, 1950; Stouth, 1952). Veenman (1984) identified the most common problems faced by newly recruited teachers which are: motivating students, classroom discipline, evaluating students' works, dealing with individual differences, relations with parents, organizing the classroom works and insufficient materials, ethics and deontological, etc . Some of the problems are related to the subject area, while others may be school-specific, and some may be individual-specific (Boakye & Ampiah, 2017).

In addition, the most frequent challenges and difficulties encountered by newly recruited teachers reported by much of the research and literature (Corcoran, 1981; Fuller, 1969; Gold, 1996; Reeves & Kazelkis, 1985) are: (i) classroom management, (ii) knowledge of administrative routines and procedures, (iii) good understanding of a particular school philosophy, (iv) building and sustaining relationships with colleagues and parents, (v) strong subject matter knowledge, and (vi) effective

use of instructional, curriculum and assessment materials. Moreover, several studies have also revealed that when teachers begin their profession, they have the following major concerns: (1) how to set up their classroom, (2) how to prepare for the first weeks of school, (3) what to expect from the curriculum, and (4) what their salary and benefits will be as a result, their productivity is influenced (Britt, 1997; Ganser, 1999; Mandel, 2006).

The studies in the literature also address the issues experienced by newly recruited teachers. McCann and Johannesen (2004) identified five main areas of concern for new teachers in a study conducted in the United States. These are relationship, workload/time management, subject matter/program knowledge, evaluation, and autonomy/control. Cantu and Martínez (2006) made a comparative study between Spain and Mexico and it were determined that the newly recruited teachers faced academic, organizational, and social problems in both contexts. However, teachers in Mexico perceived more problems in these areas. Although the issues are similar, the frequency of problems may vary by some contextual factors. Kozikoğlu and Senemoğlu (2018) found that newly recruited teachers in Turkey had various difficulties in the design and implementation of teaching, managing the classroom, relations with society, adaptation to the physical environment, relationships with the stakeholders of school such as colleagues, administrators, parents and school counselor in the first years of teaching. Thus, it impacts their productivity.

Similarly, it is possible to summarize the problems faced by the newly recruited teachers as follows: entry shock, maintaining discipline, cultural adaptation, ensuring student motivation, effective use of various teaching methods, being sensitive to individual differences, addressing problematic student behaviors, insufficient resources and support, organization of classroom work, performance evaluation, heavy workload, problems with colleagues and preparing the official documents, reports and correspondences at school (Darling-Hammond, 2003; Fetherston & Lummis, 2012; Helms-Lorenz, Grift & Maulana, 2016; Korkmaz, Akbaşlı & Saban, 2004; Öztürk, 2016).

The various areas mentioned above are indicators to show that newly recruited teachers may face a myriad of challenges on the field which can great mar their productivity as the case with many teachers in Cameroon secondary schools.

### **Administrative Challenges that Impact Newly Recruited Teachers' Productivity**

Although experts agree and support that having some degree of mentoring or some type of induction program for new teachers, can reduce attrition rates and increase teacher effectiveness (Moir, 2009). The need to establish common standards for all schools when offering and implementing support services such as induction programs to newly recruited teachers, is crucial in the reduction of great variations in mentoring and/or induction programs and in the development of coping mechanisms as a result of the developed feelings of stress (Smith & Ingersoll, 2004).

Moir, (2009) point out that lack of administrative mentoring of newly recruited teachers is one of the greatest challenges. It is imperative that mentoring and induction programs are “organized to accelerate new teacher development” Teachers go through a process of teacher development. It takes a few years before teachers reach a level of effectiveness that will promote and impact their productivity, student motivation and achievement (Fantilli & McDougall, 2005). Through the execution of effective induction programs in which a teacher development process can be facilitated may perhaps reduce the number of teachers that exist in the field before reaching this level of effectiveness (Fantilli & McDougall, 2005).

Moreover, an effective induction program assigns mentees with mentors who are on the same grade level in elementary schools or teach the same subject in the middle and secondary grades (Moir, 2009). Choosing mentors who can empower educators are not just accountable, but should be properly trained through professional development and the “tools to advance a new teacher’s practice” is key in increasing teacher effectiveness (Moir, 2009). A well-established program does not only assist the first year teacher but it also allows for veteran teachers to reflect on their own teaching styles through the questionings of novice teachers, creating a mentoring dyad between the two (Le Maistre & Pare, 2008). It is important that a school principal creates an atmosphere that supports new teachers through their collaboration with time to assist new teachers in instruction (Moir, 2009). It is also essential to show new teachers that their efforts as educators are valued and encouraged (Moir, 2009).

Furthermore, research has highlighted the importance of support and resources in mitigating the negative impact of administrative tasks on newly recruited teachers. A study by Cazares and colleagues (2019) found that teachers who received support from colleagues and had access to resources such as professional development opportunities were better able to manage their

workload and maintain their productivity. Moreover, studies have also highlighted the need for school administrators and policymakers to balance the need for administrative tasks with the wellbeing of teachers. A study by Hill and colleagues (2019) emphasized the importance of reducing administrative burden to support teacher retention and satisfaction. For instance, a study by Gaither and colleagues (2018) found that teachers who reported high levels of administrative tasks experienced increased stress and reduced job satisfaction. Similarly, a study by Sánchez Gómez and colleagues (2018) found that excessive administrative duties negatively impacted newly recruited teachers' motivation and performance.

Tough not the least, newly recruited teachers face the challenges of lack of coordination among staff from: policy makers, parents of students and community which creates misunderstanding among the stakeholders. Teachers remain at the receiving or implementing end as they are not consulted in curriculum designing and other policy making regarding education. Newly appointed teachers are forced to teach those subjects in which they have no expertise or even they are assigned to manage school data which creates big hassle for them (Abeid, 2015).

### **Pedagogic Challenges Facing Newly Recruited Teachers**

According to Lee (2017) newly recruited teachers in particular, face a wide range of pedagogical challenges to navigate during their first years in the classroom. Besides, they face multiple challenges that are fundamental to the teaching profession and the school environment. Some of the challenges are as follow:

#### **Educational -Learning Facilities**

One of myriads of challenges encountered by newly appointed teachers is teaching-learning facilities. The term educational facilities mean the entire scope of human, physical and social infrastructure provided in the school for the purpose of teaching/learning process (Okokoyo, Nwaham & Ikpeba, 2002). Odor (1995) describes educational facilities as physical resources which the school administrators and his reference groups like teachers harness, allocate, utilize and maintain for the purpose of effective school administration that will facilitate teaching/learning process in the classroom. Educational facilities are those materials that enhance teaching/learning processes. They further stated that educational facilities refer to buildings as well as items such as machines, laboratory equipment, chalkboard and learners' tools. They are those things which help

a newly recruited teacher to achieve a level of instructional objectives that far exceeds what is possible when they are not provided (Earthman, 2002; Adeipe, 2007; Fabiyi & Uloka, 2009). This is certainly true, because deferred maintenance of the educational facilities either social or physical facilities and inadequate provision of these facilities can create deteriorating environment such as dilapidated buildings, peeling paint, crumbling plaster, broken furniture and nonfunctioning learning facilities. This of course, affects students learning habit and newly recruited teachers' morale and zeal. These facilities are very essential for students to practice the activities and improve their competences. In Cameroon secondary education, there are probably very limited facilities starting from technologically adapted infrastructure, didactic materials and workshops. Therefore, the planning and designing of educational facilities for schools possess a greater influence on the newly recruited teachers' productivity and performance of students.

In addition, the curriculum and its associated materials provide teachers with opportunities for developing appropriate skills and knowledge to manage classrooms, design lessons, assess student understanding and teach students well. They are source of guidance for teachers about what to teach and how to teach the instructional materials. Brophy (1982) believed that curriculum materials such as textbooks and teachers' guides offer to newly recruited teachers is a way of improving their instructional strategies for effective teaching. Huberman (1989) argued that the relationship between teachers' attitudes and the use of the curriculum materials is related to the teachers 'experience level. Teachers new to the profession faced a major challenge using curriculum materials, but as they are getting more years of teaching experience, they learn how to use curriculum materials to teach effectively. The interactions between teachers and material resources need to be well conceptualized and clarified in order to help teachers to master the curriculum materials for effective teaching.

### **Classroom Management and Discipline**

Classroom management issues are a leading cause of job dissatisfaction and work against retention among teachers (Liu & Meyer, 2005), particularly among new teachers (Reupert & Woodcock, 2010). These issues are also of great concern to parents, administrators, policy makers, and academics in the education field as they can impact student learning (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). To promote student engagement and learning through effective classroom management, all educators should examine their beliefs and practices and review research and

theories about classroom management. This examination should start long before an educator meets students on the first day of school and teachers should continue to refine their strategies throughout their professional career (Manning & Bucher, 2007). Generally, classroom management describes teachers' efforts to oversee a multitude of activities in the classroom, including learning, social interaction, and students' behaviors (Bosch, 2006; Martin, Yin, & Baldwin, 1998). Classroom management is the combination of approaches and processes that teachers use to achieve and maintain a classroom environment in which they can teach and instruct, using tools and techniques to produce behavioral change as needed (Bosch, 2006; Goddard 2000; McCormick & Shi, 1999).

Furthermore, Nasir & Zafar (2018) stated that newly recruited teachers had challenges in managing their class time. That is, distributing appropriate time for each activity, wasting too much time checking student's homework, giving instructions, and taking attendance. They added that some new teachers still behaved as if they were university students and in turn, they preferred to be treated by the school administration as teachers maybe because they were not aware of the terms and conditions of discipline and the code of conduct in schools. On the other hand, they noted that 75% of the participants were interested in teaching and tried a combination of teaching methods other than the ones dominant in schools. They also observed the keenness of the new teachers to communicate with their supervisors to obtain feedback on time. Interestingly, some new teachers were trying to build a good relationship with their students without keeping enough distance between them and the students; therefore, they did not get enough respect from students because they looked at them as university students and not as teachers yet (Chikezie, 2017).

Moreover, classroom discipline is a major challenge to a newly recruited teacher because it can either mar or boost their productivity. Discipline is assumed to serve to encourage honesty and diligence through the strict following of rules and regulations, social norms, and values in more traditional school systems (Fern, 2013). Amstutz and Mulloent (2015) also refer to discipline as the teaching of rules that help children socialized into their culture with the intent to stop any inappropriate behaviour by taking absolute responsibilities for their own actions. Therefore, some form of discipline or codes of conduct are required for schools, regardless of the cultural practices and norms of each school, even if the methods of execution differ. In essence, discipline as a societal structure can be described as a way of life in accordance with the established rules of

society to which all individuals must conform (Temitayo, Nayaya, & Lukman, 2013; Wheldall, 2017).

Moreover, discipline encourages students to behave “appropriately” based on their societal norms or follow rules set out for students in the classroom. However, the purpose of school discipline and how it should be implemented varies widely (Landrum & McCarthy, 2012). School officials often worry about indiscipline behaviour of their students and fear occurrences of student unruliness that might prevent the schools and the newly appointed teachers’ classrooms from functioning effectively. The issue of indiscipline has always been a significant concern for educators, policymakers, and parents (Ali, Dada, Isiaka, & Salmon, 2014). The prevalence of aggressiveness among students creates unhealthy relationships between students and newly appointed teachers and can lead to the destruction of school properties and perhaps even to violence (James, Bunch, & ClayWarner, 2015). Some other common disciplinary problems found in schools are fighting among students; insubordination and disobedience to especially newly appointed teachers and school authorities; disruption in the classroom; truancy; dress code violations; theft; leaving campus without permission (Temitayo, Nayaya, & Lukman, 2013). These disciplinary problems encountered by newly appointed teachers can affect productivity hence poor academic performance, high dropout rates, and examination malpractices (Ali, Dada, Isiaka, & Salmon, 2014).

### **Workload**

In organizations, more and more efforts are expected from employees due to increasing competition. This situation may cause them to be exhausted and avoidance of work (Erdem, Kılınç & Demirci, 2016). The problem also applies to newly appointed teachers. The fact that newly appointed teachers take on many roles in the classroom at the same time increases their workload and it creates stress. Another result of the workload is role uncertainty (Ertürk & Keçecioğlu, 2012). A newly appointed teacher is expected to teach the lessons, understand the needs of students, measure success, determine appropriate teaching methods for students, keep in constant contact with family and class, and comply with the rules of school administrators and laws. These high expectations from newly appointed teachers make them face intense stress challenges. This situation may bring along personal problems such as working overtime, moving away from social life, setting hard-to-reach targets and irritability (Ertürk & Keçecioğlu, 2012). Thus, the newly

appointed teachers must work excessively to meet what is expected of them. The teachers who are interested in the students in the school are obliged to carry out activities such as preparing exams, reading exams, making notes, researching new learning systems and planning in the evenings or on weekends during the time they need to spare for themselves and their social lives. Teachers who cannot relax by spending quality time with their family and environment may feel their workload more than their colleagues or employees from different sectors (Esen, Temel, & Demir, 2017). Of course, this situation increases stress and boredom levels, causes problems in the family and social life and eventually affect their productivity.

In addition, (Dussault et al., 1999; Goodlad, 1984; Hargreaves, 1992; McLagan, 1999; Nias, 1989) posit that there is much workload assigned to novices teachers in their initial period of practice which is similar to the one assigned to their experienced colleague without giving them any organized supports. They point out that, a great deal has been written about factors explaining the increase in the workload of newly appointed teachers the following:

- (i) Society has higher expectations of teachers and offers to them lower recognitions,
- (ii) Promotion of high level of accountability to parents and policy-makers,
- (iii) Numerous changes made in the instructional and curriculum materials in a short period of time,
- (iv) Rapid growth in the use of computer technology as instructional tools in school,
- (v) Extension of teacher's role beyond classroom walls,
- (vi) Student population is more diverse
- (vii) Increased the amount of administrative work

### **Education System**

Teachers' problems related to the education system also play an important role. For example, the implementation of a central program in education is important for equal opportunity and education, but factors such as student, the physical condition of the school, age, and the way the teacher teaches can sometimes conflict with the central education system. In this case, the teacher has to deal with the subject but cannot ensure that the subject is learned sufficiently. The variability of the learning time of the classroom may make it difficult for the subjects to grow, and opportunities such as repetition cannot be created. In addition, it is necessary to return to the previous topic for the students to understand the subject.

However, when there is not enough time, there may be problems of knowledge in the classroom. In addition the frequent changes in the education system and the implementation of a new program in each government period are also a problem for new teachers. Teachers need to learn the new system, plan the students' scheme accordingly and raise the awareness of parents. The existence of frequently changing central examination systems is also a stress factor for newly appointed teachers. Therefore, the fact that teachers have to prepare their students for both kinds of questions also makes it difficult for other subjects to grow and makes pressure on students and teachers (Başdemir, 2012). This forces teachers to focus on quantity (grades) rather than quality (merits, benevolence). The results obtained from these exams turn into a scale used to measure the success of school and teacher (Kösterelioğlu & Bayar, 2014). This focus on the quantitative aspects of education puts newly appointed teachers under pressure.

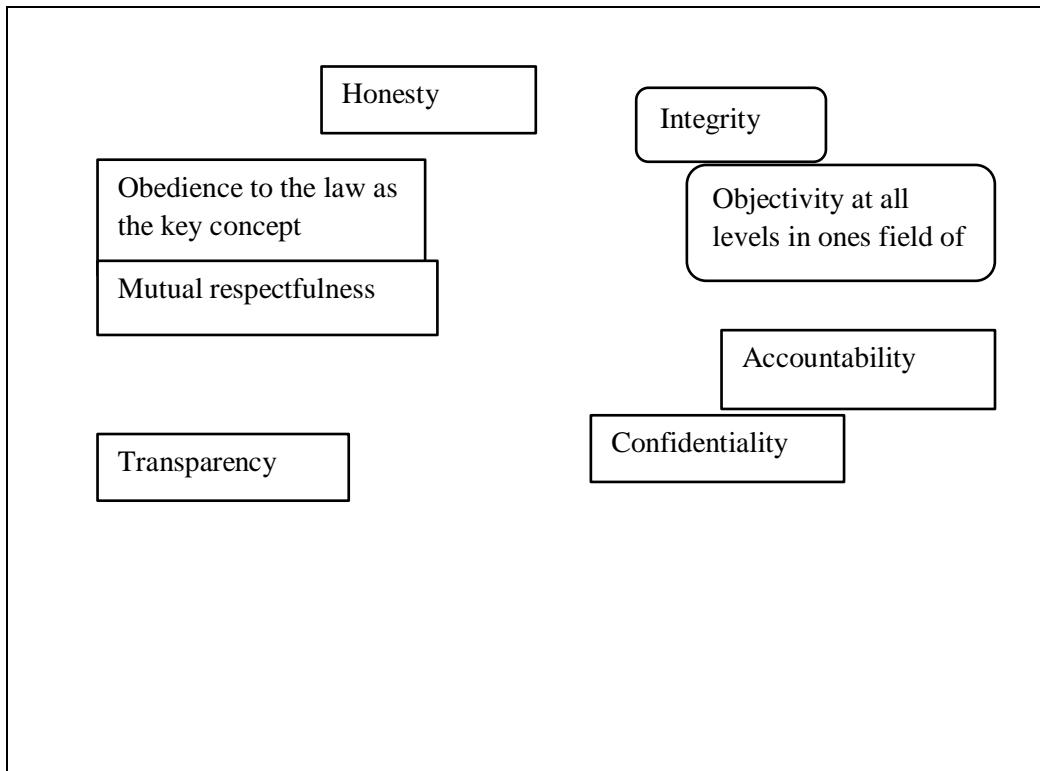
Lack of proper pedagogical skills and content knowledge delivery to effectively Integrate 21st century learning skills like ICTs and STEM in the classroom is another challenge face by newly recruited teachers. This situation frequently happens because some newly recruited teacher do not possess proper professional training given that the school curriculum keeps changing, hence it come with new expectations and challenges (Oben, 2021).

### **Ethical and Deontological Challenges That Impact Newly Recruited Teachers' Productivity**

It is a fact that ethics provide a code of conduct to be followed by persons in all professions imperatively that creates a need for typical performance of special training or skills in that profession. Teacher education too initiates and trains newly recruited teachers to enable them to adopt teaching profession (Priti et al., 2014). Also, action may be moral or immoral depending on circumstances. The first is the normative ethical position that judges the morality of an action based on the action's adherence to a rule or rules (Hursthouse & Rosalind 2012). It is sometimes described as "duty" or "obligation" or "rule" -based ethics, because rules "bind you to your duty" (Waller & Bruce 2005).

Deontological code provides role conception for ethical training for newly recruited teachers to bring them to expectations in fulfilling their role demands well-fully. It serves as solid ontological base for performance of duties by serving teachers to perform positively. Thus deontological code highlights and serves as performance of duties by teachers. It is an imperative for them and for their profession. Its importance lies in the fact that it gives boundaries that one has to stay within

in ones career that sometimes become grey areas where answers of the problem or problems remain not so simple (Priti et al., 2014). To perform duties in any profession in a normal way, smoothly and ethically is not very easy due to a number of discrete components of the professional ethics. These components could be as shown in the figure below;



**Figure 1: Components of the Professional Ethics**

Priti et al., (2014) further posits that these components are supplementary to each other. If pursued positively, though difficult in their implementation, regulation- both internal and statutory, their sincere cultivation must lead to enhance the personality of the professionals in order to be productive.

Also, discovering absolute moral principles is not a natural capacity like sight or hearing that we share with other animals but the power that sets human apart from the natural world (Walter, 2011). Just like some hold that moral truths are dictated by God through special revelation, others believe that each human person has a special innate capacity like a conscience, or a moral sense that implants in a person the basic moral truths (Walter, 2011). Objectively allowing the application of

these moral truths, which are like rules or principles, would go a long way in combating misbehaviors.

Moreover, morality and its effects on the deontological approach when examined could go a long way in combating disobedience to the law, dishonesty, disrespect, etc in the school milieu. . Morality can be taken as an unusual word that can be associated with any group like that of the Christians or in the sense of universality. When morality is taken as an unusual word that is often associated with a group like “Christian morality” and “the morality of the Greeks” for example, which are obvious and unquestionable or sure requirements or variations of a universal morality or moral system, then in this sense, people’s actions, decisions, and judgments could be tested to see if these are in line with the universal sense of morality (Gert, 2005). But when morality is regarded in the sense of universality, it holds that all rationally thinking person who could satisfy certain indubitable and infallible conditions could employ it as the people’s way of governing the behavior of everyone who could understand it and equally govern their own behavior (Gert, 2005).

In the above sense, every feature of morality must serve a purpose which is rational, must be known to, and could be chosen by all rational persons (Gert, 2005). Any moral system could be adopted as a universal guide. The implication is that all rational persons who use only beliefs shared by all other rational persons desire to reach agreement with them. The moral agent concerned must know when one is moral, how one could be moral, and which language could be regarded as moral, because he or she is bounded by morality. This is in the sense in which one could agree with Gert’s (2005) assertion that ‘everyone who is judged by morality must know morality’. It might not be adequate for the moral agent to know morality outside the principles that guide it. This is necessary for one to be able to act based on such principles.

### **Productivity**

According to Sutikno (2011), work productivity is the power or ability of an individual to produce more creative, generative output that generates benefits and benefits. It means, to increase school productivity, the work productivity of educators and educational personnel also need to be increased. Teachers as professional and functional staff are responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, have the most significant contribution to realizing school productivity. Research conducted on 2632 respondents in Australia about improving school quality shows the five key aspects asked.

Namely, it is the curriculum, staff/teachers, parents, students, and the school environment. The staff/teacher aspect received the highest percentage, namely 65% of respondents stated that the teacher aspect is an essential factor for improving education quality (McGaw et al. 1992). According to UNESCO in Ndugu (2014), teachers are the most critical factor determining each level of education's effectiveness and efficiency. Students' success in the education and learning process will be determined by their teachers' work productivity, as stated by (Etomes & Molua (2019). Furthermore, Nwosu (2017) in Etomes & Molua (2019) states that teacher work productivity is a determinant of success and Participants in particular and the education system. Nwosu (2017) further posits the following as factors that can affect teacher work productivity:

i. **Principal/leadership:** Leadership is an external factor that can affect newly recruited teacher work productivity. Hoy (2001) states that among the roles of school principals that must be done well in order for schools to be effective, they must be as leaders. In line with this, the results of Sururi's (2016) research state that the principal's performance as a leader positively affects teacher performance.

ii. **Climate of the school Organization:** The school organizational climate is a factor that contributes individually and significantly to the work productivity of a newly appointed teacher. It also states a positive direct effect of work climate on teacher productivity. It means that the work climate has a direct effect on teacher productivity.

iii. **Supervision:** Supervision is an essential program in increasing teacher productivity through continuous coaching. It will be much further if schools are to be successful. According to Glicman et al. (2007), supervision must respond to teachers as changing adults. The existence of supervision is essential in efforts to develop and increase teacher competence. Supported by research from Murti (2013) and Wibowo (2016) found that compensation affects productivity. For that, teachers must be given appropriate compensation and incentives.

iv. **Organizational Culture:** Kreitner and Kinicki (1995) argued that organizational culture is a social glue that remembers members of the organization. It seems that in order for different characteristics or personalities between one person and another to be united in organizational strength, there is a need for social cohesion. Molenaar (2002), Kotter and Heskett (1992) posits that culture has full power affects individuals and their performance even in the work environment.

Buchanan and Huczyski (1997) opine that the organizational culture elements are values, beliefs, opinions, attitudes, and norms and as such, Koesmono (2005) further states that organizational culture affects teacher productivity.

v. **Environmental Research:** Environmental Research results state that productivity is influenced by the environment. The work environment is a physical work environment and a nonphysical work environment Nitisemito (2008) in Zulkifli (2015).

vi. **Communication:** Communication affects teacher productivity with a contribution of 40.6%. The role of communication in increasing teacher work productivity is enormous. According to the teacher, he should increase the exchange of ideas about his assignment experiences and hold scientific meetings that discuss research results to develop knowledge.

vii. **Performance Appraisal:** According to Nurkholis (2010) and Nisa (2020), job appraisal affects productivity. From the research conducted by Nurkholis, it is known that the effect of performance appraisal on work productivity is 28.59%. It means that job appraisal has a binding effect.

viii. **Motivation:** The teacher work motivation factor contributes individually and significantly to the work productivity. It is supported by further research conducted by (Nisa, 2020 and Renate 2018). Thus, teachers need to be motivated to carry out their duties so that they can be more productive.

ix. **Satisfaction:** A teacher's job satisfaction is a crucial factor because the teacher is responsible for providing satisfying educational and learning services to educational customers in general and students in particular. The results of research conducted by Hidayat et al.(2018) towards teachers in Bogor and its surroundings recommend that the job satisfaction of junior high school teachers is still not as expected and needs attention in order to increase teacher work productivity. The research results also state that a person's job satisfaction affects teacher productivity (Pudjiastuti, 2016).

x. **Commitment:** Wibowo (2015) in his research on MTs. Negeri Nguntoronadi, Wonogiri Regency, revealed that teacher professionalism is caused by a lack of teachers' awareness about their positions and duties and their teacher responsibilities vertically and horizontally and the emergence of laziness and indiscipline at work, which leads to a weak work ethic. The research

results of Jefri Joni et al. (2016) at SMA and SMK Kota Medan also reveal the problem of teacher commitment, where the pride and loyalty of teachers to new schools are in a suitable category. This condition is almost the same as the research findings conducted by Chanigia (2014) at SMK in the Padang City Business group in 2014 for certified teachers. The commitment of certified teachers in carrying out tasks at the SMKN Business group in Padang city is sufficient.

## **Theoretical Review**

The theories adopted for the purpose of this study are: Herzberg's motivation-hygiene theory of (1959), Fred Davis Theory of Technology Acceptance Model (TAM) and Deontological Ethics Theory Perspectives.

### **Herzberg's motivation-hygiene theory 1959**

Herzberg's motivation-hygiene theory also known as two factor theory, was developed in 1959. Frederick Herzberg's motivation-hygiene theory on job satisfaction is considered to be one of the most revolutionary researches even in education. Herzberg's motivation-hygiene theory claims that job satisfaction and job dissatisfaction result from different causes. According to Herzberg, satisfaction depends on motivators, while dissatisfaction is the result of hygiene factors. While he defined motivators as intrinsic to the job, he defined hygiene factors as extrinsic to the job. He briefly created a distinction between satisfaction and dissatisfaction as well. According to him, there are five factors that work as strong determiners of job satisfaction. He names these factors as motivation factors. Motivation factors, which are the drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment, are achievement, recognition, work itself, responsibility and advancement. Achievement factor refers to successful performance of individual's work tasks, solving problems, justification and seeing the results of one's work. Recognition relies on notice, praise and criticism received from colleagues or management and it mainly means getting recognition due to achievement in tasks. Work itself describes the actual content of one's job, basically meaning the tasks of the job. Responsibility means the sense of responsibility given to an employee for his/her own work or being given new responsibilities. Lastly, advancement refers to a change in one's position at work and, therefore, involves the concept of promotion (Herzberg, 1967).

Meanwhile, the hygiene factors, which are contingent factors, may demotivate but cannot themselves provide lasting motivation, company policy and administration, supervision, salary, interpersonal relations and working conditions (Herzberg 1971). Company policy and administration relate specifically to organization management at workplaces and they also require personnel policies. Supervision, on the other hand, refers to the actual behavior of managers towards employees, for example how fair or unfair they are and how willing they are to envoy responsibilities. Salary is economic benefit for work. Interpersonal relations refer to the social interactions between colleagues and between workers and their supervisors. Working conditions require the physical environment of working and especially the available facilities with all their space and tools, for instance (Herzberg, 1967).

This theory is applicable to this study in that teachers are noticeably the most important group of professionals as they run within the social life of a school. Teaching is an inspiring occupation for the entire nation and also they focus on the development of children. Much of teaching and learning is about somewhat routine communications but truly high-quality learning comes through the kind of encouraging pedagogic arrangement and it cannot always be shaped by regulation. Hence, it would be disappointing to find that many of today's teachers are demotivated or unsatisfied with their job due to challenges they face daily.

In addition, teacher job satisfaction or motivation has been identified as being a determinant of teacher retention, teacher commitment and school effectiveness. Numerous causes have approved as being related to teacher job satisfaction in some countries, such as role overload, leadership, teacher autonomy, salary, parent support, student behavior and school climate (Young, 2000). Besides, studies have confirmed that country and culture can be a source of worker job satisfaction (Saari and Erez, 2002). Thus, the relationship between intrinsic job characteristics and job satisfaction can be a challenge to newly recruited teachers if not well handled.

This theory is also applicable to this work in that newly recruited teachers can either be intrinsically motivated or extrinsically motivated especially those who have acknowledged that they have challenges and could go in for deliberate routine and modified behaviors in order to have job satisfaction. Once a new teacher knows that changing his attitudes or performing a particular activity or hobby will overcome his challenges, he/she will not hesitate in doing so.

The theory equally helps to inform newly recruited teachers that they need to be aware of motivators and hygiene as they deal with their students. Examples of things that motivate students are praise, engaging class work, making the curriculum relevant, and autonomy. Younger children are often more motivated with less effort when compared to older such as teenagers.

In terms of hygiene factors, classroom management is perhaps one of the most significant factors. If a newly recruited teacher cannot maintain order in a just and reasonable way, even highly motivated students will quickly turn off to learning. For older students, the marking of assignments can also become demotivating if the newly recruited teacher is not clear in their expectations and communication. Lastly, the newly recruited teacher needs to show an example of expertise and organization as students have much higher standards for their teacher than they often have for themselves

### **Fred Davis Theory of Technology Acceptance Model (TAM) (1985)**

The Technology Acceptance Model, first proposed by Davis (1985), comprises core variables of user motivation (i.e., perceived ease of use, perceived usefulness, and attitudes toward technology) and outcome variables (i.e., behavioral intentions, technology use).

TAM suggested that the user's motivation can be explained by three factors: perceived ease of use, perceived usefulness and attitude toward using. Davis hypothesized that the attitude of a user toward the system was a major determinant of whether the user will actually use or reject the system. He defined perceived usefulness as the degree to which the person believes that using the particular system would enhance her/his job performance, whereas the perceived ease of use was defined as the degree to which the person believes that using the particular system would be free of effort (Davis, 1986). Finally, both beliefs were hypothesized to be directly influenced by the system design characteristics

It has been shown that over the years, TAM has emerged as a leading scientific paradigm for investigating acceptance of learning technology by students, teachers and other stakeholders. The intentions of a user towards using an E-Learning technology were mainly explained by using or extending the TAM research model with other relevant constructs. For example, Park, Lee and Cheong (2008) and Farahat (2012) have tested application of the original TAM in educational area, Gong, Xu and Yu (2004), Zhang, Zhao and Tan (2008) and Cheung and Vogel (2013) have used

the extended TAM model. Different acceptance studies in the area have been exploring TAM's applicability for different learning technologies, like mobile learning (Sánchez Prieto, Olmos Migueláñez & García Peñalvo, 2016.), Personal Learning Environments (PLEs) (del Barrio-García, Arquero & Romero-Frías, 2015), Learning Management Systems (LMSs) in general (Alharbi & Drew, 2014) as well as open-source LMS Moodle (Sánchez & Hueros, 2010) and commercial LMS Blackboard (Ibrahim, Leng, Yusoff, Samy, Masrom and Rizman, 2017) in particular.

This theory is applicable to study in that, though teachers especially newly recruited may face challenges in using technological gadgets and other platforms of teaching in this digital age, the theory encourages teachers and teacher educators to be encouraged to include technology in their teaching—as a tool to facilitate learning or as a means to formative assessment. It has become the designated aim of education to help students to become digitally literate citizens who can cope with the complexities and dynamics in today's societies. This should rather spur newly recruited teachers to face the challenges of the era and improve on their productivity. This development, however, necessitates the meaningful inclusion of technology in teaching and learning contexts. Moreover, research reveals that integrating technology is a complex process of educational change, and the extent of technological applications in schools is still extremely varied. However, emerging educational technology usage in (teacher) education has increased in recent years, but technology acceptance and usage continue to be problematic for educational institutions.

### **Deontological Ethics Theory Perspectives**

Deontological ethical theories are different kinds of theories upon which human actions are based and why human beings behave in a particular way. According to deontological ethical theory, morality is determined by whether the action of the moral agent is in accordance with a set of rules, principles, or duties guiding a particular action.

Deontological perspectives emphasize the moral duty to do what is right. It is concerned with the morality of actions rather than their consequences. They are rule-based, determining whether an action is permissible based on whether it complies with a given set of rules. This is why the perspective emphasizes the existence of universal ethical standards that must be adhered to regardless of the result (Baumane-Vitolina, Cals, & Sumilo, 2016).

Also, the question of ethical values is the question of human actions, the reason for human actions, and the understanding of such reasons, why certain actions are taken the way they are taken to bring about an act considered in its own merit as just. Ethical values of a society could lead it to make ethical decisions. An ethical decision is a decision that is both legally and morally acceptable to the larger community (Jones, 1991).

Furthermore, the most traditional mode of deontological theories is to divide them between agent-centered versus victim-centered (or “patient-centered”) theories (Kamm 2007). This work takes the agent-centered perspectives.

According to agent-centered theories, we each have both permissions and obligations that give us agent-relative reasons for action. An agent-relative reason is an objective reason, just as are agent neutral reasons; neither is to be confused with either the relativistic reasons of a relativist meta-ethics, nor with the subjective reasons that form the nerve of psychological explanations of human action (Nagel 1986). An agent-relative reason is so-called because it is a reason relative to the agent whose reason it is. It need not (although it may) constitute a reason for anyone else. Thus, an agent-relative obligation is an obligation for a particular agent to take or refrain from taking some action; and because it is agent-relative, the obligation does not necessarily give anyone else a reason to support that action. Each parent, for example, is commonly thought to have such special obligations to his/her child, obligations not shared by anyone else. Likewise, an agent-relative permission is permission for some agent to do some act even though others may not be permitted to aid that agent in the doing of his permitted action. Each parent, to revert to the same example, is commonly thought to be permitted (at the least) to save his own child even at the cost of not saving two other children to whom he has no special relation.

The second kind of agent-centered deontology is one focused on actions, not mental states. Such a view can concede that all human actions must originate with some kind of mental state, often styled volition or a will. Such a view can even concede that volitions or willings are intention of a certain kind (Moore 1993). Indeed, such source of human actions in willing is what plausibly connects actions to the agency that is of moral concern on the agent-centered version of deontology. Yet to will the movement of a finger on a trigger is distinct from an intention to kill a person by that finger movement. The act view of agency is thus distinct from the intentions view of agency.

This theoretical tenet is related to this work in that, unlike other professions, teachers in general newly recruited in particular have a double status: they are not only moral agents, but at the same

time moral trainers. As a moral agent, the teacher, the same way as the doctor, the psychologist or the magistrate, must have an impeccable behavior. Ethically speaking, they must be honest, fair, unbiased, and must demonstrate professional responsibilities. As a trainer, the teacher acts explicitly, through the values and objectives pursued, to the formation of the learners' character, aiming at the systematic immunization of moral virtues, such as the need for justice, fairness, responsibility, courage, kindness, patience, self-discipline, compassion, respecting the other etc. At the same time, building the learners' character also implies an implicit aspect, through the moral model which the teacher proposes through his own behavior. Any of the teacher's actions has explicit or implicit ethical implications, with the ethical issues penetrating every aspect of school life. As a result, through the two considered roles of the teacher, that of agent and that of moral trainer, the teaching profession appears as one charged with ethical meaning though with a lot of challenges. Ignorance to this deontological ethics principle, could be challenging to a newly recruited teacher and leads to less productivity.

### **Empirical Review**

To begin with, Finny, Revathi, Shirisha and Yashwanth (2023) did an Exploring the Effects of Imposing Administrative Tasks on Teachers: Assessing Productivity and Resilience. This study examined the impact of imposing administrative tasks on teachers' productivity and resilience. The study sample consisted of teachers from various educational levels, including primary, secondary, and higher education. Participants were selected using purposive sampling based on their experience with administrative tasks. Data collection involved surveys and interviews, with the survey comprising closed and open-ended questions. The survey assessed teachers' experiences with administrative tasks, their productivity, and resilience. The interviews I sought to obtain a more in-depth understanding of teachers' perspectives and experiences regarding administrative tasks the data collected from the study was analyzed using both quantitative and qualitative methods. The quantitative data was analyzed using descriptive and inferential statistics to identify patterns and relationships between variables. The qualitative data was analyzed thematically, identifying emerging themes and patterns. The findings suggested that the imposition of administrative tasks did had a significant impact on teachers' productivity, with many reporting feeling overwhelmed and stressed. However, the study also revealed that teachers demonstrate

resilience in the face of these challenges, finding ways to manage their workload and maintain their commitment to their students

Also, Etomes and Molua, (2019) investigated strategies used by principals for enhancing the productivity of secondary school teachers in selected government secondary schools in Cameroon. Results from this study showed that, principals' communication, conflict management, supervisory and motivation strategies influence the productivity of teachers in Government Secondary Schools. Of the four strategies examined, conflict management strategy was found to have more influence on the productivity of teachers. Principals' strategies have a direct relationship with teachers' productivity. Therefore, there is a possible correlation between principals' leadership and management strategies, teachers' productivity and school effectiveness. In addition, effective collaboration amongst teachers is necessary for teachers' effectiveness. The researchers recommended that principals should put in strategies.

Mahmood and Iqbal (2018) in a study investigated the challenges faced by prospective teachers during teaching practice. The study adopted a mixed method. The sample of the study comprised 34 prospective teachers enrolled in the final semester of B.Ed. (Hons.) programme at the University of the Punjab and the University of Gujrat. The prospective teachers were trained in using student-centered pedagogies in teaching practice. The findings revealed that there was a noticeable transformation in the use of teaching methods other than the lecture method in their classroom. The major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, the non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms. Although, the findings are prudent for our study caution should be taken since the sample size is deemed not appropriate for generalisation. Overall, these studies were found prudent to facilitate this study.

Likewise, Ebrahim, Eyadat, and Alshammari (2017) conducted a study with the primary purpose as investigate challenges in teaching practice from pre-service teachers' perspectives. A questionnaire with two domains was developed as follows: school and management; and design and implementation of lessons were used. A random sample of 128 senior students who attended the student training program was chosen as the unit of analysis. Results of the study indicated that challenges related to school and management were high primarily in the following two areas: a

large number of students in the classroom followed by school principals not interested in accepting pre-service teachers in their schools. Regarding the design and implementation of lessons, challenges were high in the following three areas: teaching competence requirements were not clear during teaching practice followed by the fact pre-service teachers do not know laws or regulations related to teaching practice, and finally inadequacy of the training period related to design and implementation of lessons. The study revealed that there are no significant differences between gender and specialization in the identified challenges. Their study explores the identified challenges from two perspectives and deployed an appropriate sample size that is recommendable for generalisation.

Moreover, Wiysahnyuy (2019) examined some factors that contribute to ineffective teaching in some selected secondary schools in Bamenda municipality in the North West region of Cameroon. Findings from this study revealed that majority of the teachers especially the newly recruited hardly carried out intensive research and that hindered effective mastering of the content knowledge of the lessons taught. Some of them used methods that were more of teacher-centered, majority of the teachers scarcely prepared their lessons before the actual teaching and some did not consider the differences in learners learning styles during the teaching-learning transaction. Verbal communication in the classroom was more of teacher-centered. Most of the teachers used basically traditional materials neglecting the use of advanced media and community resources while only 30% of the teachers made an effort to create awareness on the purpose and importance of the knowledge learners learned. All these rendered the teaching-learning transaction less effective.

Furthermore, a study by Kongnyuy, (2015) which aimed at identifying and examining the effects of motivation on teacher output in Government Secondary and High Schools in the North West Region of Cameroon, revealed that; boasting newly recruited teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationships positively impact teachers' output. The researcher of this study recommended that principals should strengthened in-service training facilities for teachers; appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned; and that trust, confidence, delegation of power and shared decision making should be encouraged amongst principals.

Veenman (1984) identified eight major problems encountered by new teachers in their classrooms from the results of eighty-three studies conducted since 1960 by researchers

on three different continents: America (United States of America, Canada and West Indies), Europe (United Kingdom, Netherlands, Switzerland and Finland) and Oceania (Australia). These major problems in rank order from the most encountered to the least by beginning teachers were: (1) Classroom discipline, (2) motivating students, (3) dealing with individual differences, (4) assessing students' work, (5) relationships with parents, (6) organize class work, (7) lack of materials and supplies, and (8) dealing with individual students' problem. This study is important because it provides a good opportunity to better understand the challenges that new teachers encounter in their profession. Understanding new teachers' challenges is the first step in helping them to overcome the challenges.

Forbes and Davis (2007) studied three new elementary teachers and the relationship between their use of curriculum materials and their learning about science and the teaching of science. Their findings indicated that each of these three teachers design their own curricula by modifying and combining several set of existing curriculum materials to meet the need of their classrooms. Grossman and Thompson (2004) reported on three new teachers' response to the use of the curriculum materials for their classes that. Firstly, they discovered that new teachers spent tremendous amount of time searching and identifying curriculum materials to use in order to teach the most important concepts in an effective way. Secondly, the authors concluded that the curriculum materials provide to new teachers additional learning opportunities by guiding their classroom content organization and enhancing their instructional and assessment strategies. Finally, the authors recommended more opportunities related to the study of curriculum materials for new teachers during their teacher education and curricular conversations between new teachers and more experienced teachers in order to help the new teachers with their jobs. The professional growth of the new teachers related to their use of science curriculum materials was influenced by their conception of effective science teaching and by the characteristics of the singularity of their school settings.

Sabar (2004) investigated the transition and adaptation process of beginning teachers to the teaching profession in Israel by interviewing 46 novice teachers during their first and second year of teaching. He pointed out that the process of adjustment of novice teachers to the teaching profession and to school culture can be compared to the main stages of socialization of immigrants when coming into a new country. There are some remarkable emotional similarities between

novices and immigrants' groups such as the hopes and expectations, the illusions and the crises. Like immigrants who are expecting better life conditions and financial success from the host country, new teachers enter classrooms with hopes and dreams to achieve success for themselves as teachers and for their students. Very soon after being confronted with real life, new teachers and immigrants experience a reality shock or cultural shock and frustration leading to an inescapable sense of feeling failure and desperation about themselves. While Veenman (1984) defined reality shock as the feeling experienced by new teachers when reality does not match their expectations, Oberg (1972) defined the feelings experienced by immigrants as a result of the cultural difference between their home and host countries. Furthermore, unlike the immigrants who do not have any means and tools to prepare them to overcome culture shock of the new country, new teachers can avoid school culture shock by having a better preparation through induction, mentoring and training programs.

Moreover, Meister and Melnick (2003) examined the perceptions of 273 new teachers across the United States as they moved from pre-service to in-service training and identified the three greatest difficulties encountered by these novice teachers: (a) dealing with individual differences and needs of students, (b) managing timetables and the complexity of workloads, and (c) maintaining a good relationship with parents. After surveying and interviewing 86 graduates of the two years graduate pre-service teacher education program from 2004 to 2006 in Ontario about their experiences as a new teacher, Fantilli and Mcdougall (2009) found that preparation time of the first teaching assignment and mentorship status were areas which posed the greatest difficulties for beginner teachers.

Kauffman et al. (2002) interviewed fifty first- and second-year teachers in the state of Massachusetts during the 1999-2000 school year in order to investigate beginning teachers' experiences with curriculum and assessments in the face of state's standards-based assessment. Their findings described the struggle of new teachers to prepare content and materials due to the lack of coherent curriculum and assessment materials. For this reason, Huberman (1989) argued that the relationship between teachers' attitudes and the use of the curriculum materials is related to the teachers' experience level. Teachers new to the profession faced a major challenge using curriculum materials, but as they are getting more years of teaching experience, they learn how to use curriculum materials to teach effectively. The interactions between teachers and material

resources need to be well conceptualized and clarified in order to help teachers to master the curriculum materials for effective teaching.

A case study analysis (Romano & Gibson, 2006) was conducted for beginning elementary teachers in an attempt to understand the concerns and needs of the newly recruited teachers entering the profession. In this regard, a total of 29 successes and 29 struggles were identified over the length of the study. The successes and struggles were then grouped into seven different categories: external policy (administrative routines and procedures), inclusion and special need students, classroom management, personal issues, content and pedagogy, parents and teacher evaluation. It is interesting to note that each particular category had a number of both feelings of: successes and struggles. The largest category of struggles was external policy with 12 struggles, followed in descending order by inclusion and special need students with 7 struggles, personal issues with 4 struggles, and classroom management and teacher evaluation with 2 struggles each. The study revealed that many newly recruited teachers face a myriad challenge. In addition, Ball and Feiman-Nemser (1988) studied 6 new teachers and revealed that teachers who showed resistance to the use of curriculum materials at the early stage of their profession changed their attitude by relying heavily on them over the course of their career due to the lack of other kinds of supports.

Chaaban and Du (2017) investigated the challenges and coping strategies of five novices and five experienced teachers in Qatari governmental schools. They reported differences in the challenges facing experienced teachers and their novice colleagues and the different coping strategies used by these teachers. Their findings indicated that novice teachers in Qatar governmental schools used several of the above-mentioned direct-action strategies, while experienced teachers used direct-action and calming strategies. It was evident that new teachers also employed strategies to seek help, mainly to deal with classroom management problems and manage a heavy workload.

Several studies have also revealed that when teachers enter the profession, they have the following major concerns: (a) how to set up their classroom, (b) how to prepare for the first weeks of school, (c) what to expect from the curriculum, and (d) what are their salary and benefits (Britt, 1997; Ganser, 1999; Mandel, 2006). Drummond (1991) investigated the work performance and preparation of new teachers. Four-hundred new teachers, who recently graduated from the University of Florida, participated in the study. The study indicated that these students were facing challenges in the following areas: teaching skills, knowledge of the subjects, computer and

questioning skills, lesson planning, motivating students and dealing with paperwork. Teaching skills which include classroom management and preparation of materials for the teaching process were the most mentioned problems.

## **Summary**

Literature has successfully been reviewed in three major parts –conceptual, theoretical and empirical. Under the theoretical review, three theories have been examined to demonstrate how the challenges that newly recruited teachers faced can impact their productivity. These theories include: Herzberg’s motivation-hygiene theory of (1959), Fred Davis Theory of Technology Acceptance Model (TAM) and Deontological Ethics Theory Perspectives. The theoretical review further examines the implications of each theory to the study under consideration. The fundamental concepts have been adequately reviewed in the conceptual review. The empirical literature has been reviewed. The empirical review cuts across the different constructs of the study. It thereby ensures adequate empirical literature to discuss the study's findings. From the review of literature, it was observed that there exists less previous study with complete and direct variables as the present study. It captures unique aspects of the challenges that newly recruited teachers faced and the impact it has on their productivity. The following chapter (chapter three) will explore the methodology that will be used for the study.

## **CHAPTER THREE: METHODOLOGY**

This chapter details the methodology used to gather data for this study, explaining the rationale behind the choices made. The discussion is structured under the following sub-headings: research design, research approach, area of study, population, sample size, sampling techniques, instrument for data collection, validity of the instrument, data collection procedure, method of data analysis, and ethical considerations.

### **Research Design**

Research design serves as a blueprint for researchers, guiding the collection, measurement, and analysis of data. According to Ary et al. (2010), a research design is a strategy employed by researchers to understand a phenomenon or group within its context. For this study, the descriptive survey research design was chosen. Survey research design is ideal for ascertaining the nature of a phenomenon from a relatively large number of cases (NKpa, 1997), making it suitable for educational studies. This research design was selected to explore the challenges facing newly recruited teachers and the impact on their productivity. The descriptive survey design was chosen because it allows for the collection of data from a large number of respondents, providing a comprehensive picture of the current situation. This design is particularly useful for studies like this one, which aim to describe characteristics of a specific population—in this case, newly recruited teachers. The descriptive approach helps in identifying and understanding the various challenges these teachers face, and how these challenges affect their productivity.

Descriptive survey research has been widely used in educational research to gather data on attitudes, beliefs, behaviors, and experiences of educators. According to Creswell (2014), surveys are an effective way to collect quantitative data that can be used to identify patterns and relationships. Surveys are also flexible and can be adapted to various contexts, making them suitable for studies conducted in diverse educational settings.

### **Research Approach**

Research approaches in educational research can be broadly categorized into quantitative and qualitative methodologies (Ary et al., 2002). Quantitative research uses objective measurements to

gather numeric data, answering questions or testing hypotheses in a controlled setting. Conversely, qualitative research focuses on understanding social phenomena from the participants' perspectives in a natural setting. This study adopts a quantitative approach to quantify the administrative, pedagogical, and ethical challenges faced by newly recruited teachers and their impact on productivity.

The quantitative approach was chosen for its ability to provide precise, quantifiable results that can be generalized to a larger population. This approach involves the use of structured instruments, such as questionnaires, to collect numerical data that can be statistically analyzed. The use of a quantitative approach allows for the measurement of the frequency and intensity of challenges faced by teachers, and the impact of these challenges on their productivity. The choice of a quantitative approach is justified by the need to obtain objective, reliable data that can be analyzed to produce generalizable findings. Quantitative data collection methods, such as surveys, enable the researcher to gather data from a large number of participants, ensuring a representative sample. This approach also allows for the use of statistical techniques to identify relationships between variables and to test hypotheses.

Quantitative research is a well-established methodology in educational research. It provides a systematic and empirical approach to investigating educational phenomena, allowing researchers to measure variables and test relationships. According to Muijs (2010), quantitative research is particularly useful for studies that aim to identify patterns and relationships in large populations. The use of quantitative methods in this study allows for a comprehensive analysis of the challenges faced by newly recruited teachers.

### **Area of Study**

The study was conducted in Nyong and so'o division. This area was selected due to its diverse educational landscape and the presence of numerous newly recruited teachers, providing a rich context for examining the challenges faced by these educators. Nyong and so'o division is located in the central region of Cameroon. It is a predominantly rural area with a mix of public and private educational institutions. The sub-division has a diverse population, including various ethnic and linguistic groups, which contributes to a complex educational environment. The area faces several

educational challenges, including limited resources, inadequate infrastructure, and a shortage of trained teachers.

The selection of Nyong and so'o division as the area of study is based on several factors. First, the presence of newly recruited teachers in the area provides a unique opportunity to study the challenges they face. Second, the diverse educational landscape of the sub-division allows for a comprehensive examination of these challenges in different contexts. Finally, the researcher's familiarity with the area facilitates access to participants and data collection.

Contextual studies are important in educational research as they provide insights into the specific challenges and opportunities faced by educators in different settings. According to Bryman (2012), understanding the context in which a study is conducted is crucial for interpreting the findings and making recommendations. Studies conducted in diverse educational contexts, such as Nyong and so'o division, can provide valuable insights into the factors that influence teachers' productivity and effectiveness.

### **Population, Sampling Technique, and Sample Size**

A population is defined as a group of individuals sharing common characteristics (Creswell, 2012). The population for this study comprised all newly recruited teachers by the state, specifically targeting those posted to Nyong and so'o division. The sampling technique used was purposive sampling, selected to obtain data from newly recruited teachers in this specific area. The sample size consisted of 150 newly recruited teachers, ensuring a representative subset of the target population.

### **Population**

The population for this study includes all newly recruited teachers posted to Nyong and so'o division. This population is characterized by a diverse group of teachers with varying levels of experience, qualifications, and backgrounds. The focus on newly recruited teachers allows for an examination of the specific challenges faced by this group, including administrative, pedagogical, and ethical challenges.

## **Sampling Technique**

Purposive sampling was chosen for this study because it allows the researcher to select participants who are most likely to provide relevant and valuable data. Purposive sampling involves selecting participants based on specific criteria, such as being newly recruited teachers in the study area. This technique ensures that the sample is representative of the population and that the data collected is relevant to the research objectives.

## **Justification for Purposive Sampling**

Purposive sampling is justified in this study because it allows the researcher to focus on a specific group of teachers who are likely to experience the challenges being investigated. By selecting newly recruited teachers, the researcher can gather data that is directly relevant to the research questions and objectives. Purposive sampling also allows for the collection of rich, detailed data from a targeted group of participants.

## **Sample Size**

The sample size for this study was 150 newly recruited teachers. This sample size was chosen to ensure a representative subset of the population while also being manageable for data collection and analysis. A sample size of 150 participants allows for the collection of sufficient data to identify patterns and relationships, while also providing enough variability to capture the diversity of experiences among newly recruited teachers.

Sampling techniques are an important consideration in educational research. According to Patton (2002), the choice of sampling technique can influence the validity and reliability of the study's findings. Purposive sampling is often used in educational research to select participants who are most likely to provide relevant data. This technique is particularly useful for studies that aim to understand specific experiences or challenges faced by a particular group of educators.

## **Instrument for Data Collection**

Considering the research topic, methodology, and design, a questionnaire was deemed the most appropriate instrument for data collection. A closed-ended questionnaire was used to solicit information on administrative, pedagogic, and ethical challenges, as well as teachers' productivity.

The questionnaire comprised 40 items arranged according to the research objectives. Respondents were asked to rate the challenges as Major, Minor, Moderate, or No Challenge, and to indicate their agreement with statements using a Likert scale (Strongly Agree, Agree, Strongly Disagree, Disagree).

The questionnaire was designed to collect data on the specific challenges faced by newly recruited teachers and their impact on productivity. The questionnaire items were developed based on a review of the literature and input from experts in the field. The questionnaire was divided into four sections: administrative challenges, pedagogical challenges, ethical challenges, and teachers' productivity. Each section included items related to the research objectives and research questions.

The use of a questionnaire is justified in this study because it allows for the collection of standardized data from a large number of participants. Questionnaires are efficient and cost-effective tools for gathering data on attitudes, beliefs, and experiences. The use of closed-ended questions ensures that the data collected is quantifiable and can be analyzed statistically. Additionally, questionnaires allow for the collection of data from participants in different locations, making them suitable for studies conducted in diverse educational settings.

### **Literature Review on Data Collection Instruments**

Questionnaires are widely used in educational research to collect data on a variety of topics. According to Fowler (2014), questionnaires are effective tools for gathering data from large samples and for ensuring consistency in data collection. The use of closed-ended questions allows for the collection of quantifiable data that can be analyzed statistically. Questionnaires are also flexible and can be adapted to different research contexts and objectives.

### **Validity of the Instrument**

To ensure the validity of the questionnaire, face validity was conducted prior to its administration. After drafting the questions, the researcher sought feedback from course mates and the supervisor. Based on their critiques and suggestions, necessary adjustments were made to enhance clarity and relevance. This iterative process ensured that the questionnaire was both appropriate and reliable for the study, aligning with methods used in previous related research.

### **Face Validity**

Face validity refers to the extent to which an instrument appears to measure what it is intended to measure. To establish face validity, the questionnaire was reviewed by colleagues and experts in the field. Their feedback was used to refine the questionnaire items, ensuring that they were clear, relevant, and appropriately targeted at the research objectives.

### **Content Validity**

Content validity refers to the extent to which an instrument covers the full range of the construct being measured. To establish content validity, the questionnaire items were developed based on a comprehensive review of the literature on the challenges faced by newly recruited teachers. The questionnaire was also reviewed by experts in educational research to ensure that it adequately covered the relevant dimensions of the construct.

### **Reliability**

Reliability refers to the consistency and stability of an instrument over time. To ensure the reliability of the questionnaire, a pilot study was conducted with a small sample of newly recruited teachers. The pilot study helped to identify any issues with the questionnaire items and to refine the instrument for the main study. The reliability of the questionnaire was assessed using Cronbach's alpha, a measure of internal consistency.

### **Literature Review on Validity and Reliability**

The validity and reliability of data collection instruments are crucial for ensuring the accuracy and credibility of research findings. According to Bryman (2012), establishing validity and reliability involves a combination of theoretical and empirical approaches. Face validity and content validity are important for ensuring that the instrument measures the intended construct, while reliability testing ensures that the instrument produces consistent results.

### **Procedure for Questionnaire Administration**

Before administering the questionnaire, the researcher obtained a letter of authorization from the Head of Department. This letter served to prevent any potential embarrassments in the field and to

establish the researcher's credentials as a student from ENS Maroua. With the authorization letter, the researcher secured participants' consent, distributing and collecting the questionnaires in person to ensure high response rates and accurate data collection.

### **Steps in Questionnaire Administration**

1. **Authorization:** The researcher obtained a letter of authorization from the Head of Department to conduct the study. This letter was used to introduce the researcher to participants and to explain the purpose of the study.
2. **Consent:** The researcher obtained informed consent from participants before administering the questionnaire. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time.
3. **Distribution:** The questionnaires were distributed to participants in person. The researcher explained the purpose of the study and provided instructions on how to complete the questionnaire.
4. **Collection:** The completed questionnaires were collected by the researcher in person. This approach ensured a high response rate and allowed the researcher to address any questions or concerns from participants.

### **Challenges in Questionnaire Administration**

Administering questionnaires in a diverse educational setting like Nyong and so'o division can present several challenges. These challenges include ensuring participant understanding of the questionnaire items, managing logistical issues related to distribution and collection, and maintaining participant engagement. The researcher addressed these challenges by providing clear instructions, using a face-to-face administration approach, and being available to answer questions and provide support.

### **Literature Review on Data Collection Procedures**

Effective data collection procedures are essential for ensuring the quality and reliability of research findings. According to Creswell (2014), the choice of data collection procedures should be guided by the research objectives and the characteristics of the study population. Face-to-face

administration of questionnaires is a common approach in educational research, as it allows for direct interaction with participants and ensures a high response rate.

### **Data Analysis**

A descriptive approach was employed for data analysis to facilitate understanding and clarity. Descriptive statistics, including mean scores, were used to analyze the data. The formula for calculating percentages was:

$$P = \left( \frac{F}{N} \right) \times 100$$

Where:

- PPP = percentage of teachers
- FFF = number of respondents' answers
- NNN = total number of respondents

This approach enabled the researcher to present the findings in a comprehensible manner.

### **Steps in Data Analysis**

1. **Data Entry:** The data collected from the questionnaires were entered into a statistical software program for analysis. This step involved coding the responses and entering them into a database.
2. **Descriptive Statistics:** Descriptive statistics, including mean scores, frequencies, and percentages, were calculated to summarize the data. These statistics provided an overview of the challenges faced by newly recruited teachers and their impact on productivity.
3. **Inferential Statistics:** Inferential statistical techniques, such as chi-square tests and correlation analysis, were used to test hypotheses and identify relationships between variables. These techniques helped to determine the significance of the findings and to make generalizations about the population.

### **Justification for Descriptive and Inferential Statistics**

The use of descriptive statistics is justified in this study because it allows for the summarization and interpretation of the data in a clear and understandable manner. Descriptive statistics provide

a comprehensive overview of the challenges faced by newly recruited teachers and their impact on productivity. Inferential statistics are used to test hypotheses and to identify relationships between variables, providing insights into the factors that influence teachers' productivity.

### **Literature Review on Data Analysis Techniques**

Data analysis techniques are crucial for interpreting and presenting research findings. According to Muijs (2010), descriptive statistics are useful for summarizing and describing data, while inferential statistics are used to test hypotheses and identify relationships. The choice of data analysis techniques should be guided by the research objectives and the nature of the data collected.

### **Ethical Considerations**

Ethical considerations are paramount in research, ensuring trust and integrity between the researcher and participants. Suzgo (2002) emphasizes the importance of ethics in understanding systems and customs in various communities. Ethical issues in research involve building trust, obtaining informed consent, ensuring voluntary participation, and maintaining confidentiality. The researcher adhered to these principles, ensuring openness, honesty, and respect for the participants' integrity and dignity.

### **Informed Consent**

Informed consent is a fundamental ethical principle in research. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. Consent was obtained before the administration of the questionnaire, ensuring that participants were fully aware of their involvement in the study.

### **Voluntary Participation**

Participation in the study was entirely voluntary. Participants were assured that their decision to participate or not would not affect their professional status or any other aspect of their lives. This assurance helped to build trust and to encourage honest and open responses.

## **Confidentiality**

Confidentiality is crucial for protecting the privacy and dignity of participants. The researcher ensured that all data collected were kept confidential and that participants' identities were protected. Data were anonymized and stored securely, and only the researcher had access to the data.

## **Ethical Approval**

The study was conducted in accordance with ethical guidelines and regulations. Ethical approval was obtained from the relevant institutional review board before the commencement of the study. This approval ensured that the study adhered to ethical standards and that the rights and welfare of participants were protected.

## **Literature Review on Ethical Considerations**

Ethical considerations are essential for ensuring the integrity and credibility of research. According to Bryman (2012), ethical issues in research involve obtaining informed consent, ensuring voluntary participation, and maintaining confidentiality. Adhering to ethical guidelines helps to build trust between the researcher and participants and to ensure the validity and reliability of the research findings.

## **Summary**

This chapter has outlined the methodology and instruments used in this research. The study adopted a descriptive survey research design, focusing on newly recruited teachers in Nyong and so'o division. A purposive sampling technique was used, and data were collected using a structured questionnaire. The validity and reliability of the instrument were established through face validity, content validity, and reliability testing. Data were analyzed using descriptive and inferential statistics to provide clear insights into the challenges faced by the teachers and their impact on productivity. Ethical considerations, including informed consent, voluntary participation, and confidentiality, were adhered to throughout the study. The next chapter will present and explain the results obtained from the study.

## CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION

### Section A: Presentation and Interpretation of Demographic Variables

#### Demographic Overview

The demographic data collected from the newly recruited teachers provides essential insights into their backgrounds and professional experiences. This section details the demographic characteristics of the study's participants, focusing on their qualifications, duration of service, and the schools where they are employed.

**Table 2: Demographic Characteristics of Participants**

Demographic Variable Frequency Percentage		
Name of School		
School A	45	30%
School B	40	27%
School C	30	20%
School D	20	13%
School E	15	10%
<b>Total</b>	150	100%

Qualification	Frequency	Percentage
Bachelor's Degree	80	53%
Master's Degree	60	40%
Doctorate	10	7%
<b>Total</b>	150	100%

Duration in Service	Frequency	Percentage
Less than 1 year	70	47%
1-3 years	60	40%
More than 3 years	20	13%
<b>Total</b>	150	100%

**1. Name of School:** The distribution of schools indicates that the study sample is spread across a range of institutions, with School A having the highest representation. This distribution reflects the

varied settings in which the teachers are deployed, which may influence their experiences and challenges.

**2. Qualification:** The majority of newly recruited teachers hold a Bachelor's degree, with a substantial proportion having a Master's degree. The relatively small number of participants with a Doctorate may suggest that advanced degrees are less common among recent recruits. This distribution of qualifications could impact the teachers' familiarity with pedagogical and administrative procedures.

**3. Duration in Service:** A significant portion of the respondents are in their first year of teaching, which aligns with the study's focus on newly recruited teachers. The relatively high percentage of teachers with less than one year of service may indicate a higher level of inexperience and potentially greater challenges in adapting to their roles.

## Section B: Presentation and Interpretation Based on Research Questions

**Research Question 1: What are the administrative challenges that impact newly recruited teachers' productivity?**

### Administrative Challenges

**Table 3: provides an overview of the administrative challenges faced by newly recruited teachers.**

Administrative Challenge	Major Ch	Minor Ch	Moderate Ch	No Ch
Awareness of ministerial texts and articles related to education in Cameroon	55 (37%)	40 (27%)	25 (17%)	30 (20%)
Mastery of ministerial and civil servant texts and articles	60 (40%)	30 (20%)	35 (23%)	25 (17%)
Mastery of orientation law for teachers	70 (47%)	35 (23%)	25 (17%)	20 (13%)
Inadequate mastery of disciplinary procedures for teachers and students	65 (43%)	40 (27%)	30 (20%)	15 (10%)
Competence to manage conflict	50 (33%)	40 (27%)	35 (23%)	25 (17%)
Mastery of career management procedures	55 (37%)	30 (20%)	40 (27%)	25 (17%)

<b>Administrative Challenge</b>	<b>Major Ch</b>	<b>Minor Ch</b>	<b>Moderate Ch</b>	<b>No Ch</b>
Competence to write formal letters for claiming rights	45 (30%)	35 (23%)	40 (27%)	30 (20%)
Competence to manage a secondary school if appointed as a principal	60 (40%)	35 (23%)	25 (17%)	30 (20%)
Legal rights to protect state property	50 (33%)	40 (27%)	35 (23%)	25 (17%)

**Awareness of Ministerial Texts and Articles:** A significant number of newly recruited teachers report major challenges in being aware of and understanding ministerial texts and articles related to education. This lack of awareness can hinder their ability to navigate the bureaucratic and regulatory aspects of their roles effectively.

**Mastery of Ministerial and Civil Servant Texts:** Many respondents indicate inadequate mastery of relevant ministerial and civil servant texts. This gap in knowledge is critical as it impacts their ability to perform administrative duties, comply with regulations, and advocate for their rights.

**Orientation Law for Teachers:** The data reveals that a large proportion of teachers feel they lack adequate understanding of orientation laws. This lack of familiarity can create difficulties in understanding their roles, responsibilities, and the legal framework governing their work.

**Disciplinary Procedures:** The challenges related to disciplinary procedures are significant, with many teachers reporting inadequate mastery of these processes. Effective management of disciplinary issues is essential for maintaining order and promoting a positive learning environment.

**Conflict Management:** Although a number of teachers feel competent in managing conflicts, a substantial proportion still experience difficulties. Effective conflict resolution skills are crucial for maintaining harmonious relationships and resolving issues that arise within the school setting.

**Career Management Procedures:** Mastery of career management procedures is reported as a challenge by many teachers. This includes understanding the procedures for career advancement, promotions, and other professional development opportunities.

**Formal Letters for Claiming Rights:** The ability to write formal letters for claiming rights is another area where teachers report challenges. This skill is important for addressing grievances and ensuring that their rights are protected.

**Managing a Secondary School:** A significant number of teachers feel they lack the competence to manage a secondary school if appointed as a principal. This suggests a need for additional training and support in school management and leadership.

**Legal Rights to Protect State Property:** Many teachers report challenges in understanding their legal rights to protect state property. This knowledge is crucial for safeguarding school assets and ensuring compliance with legal requirements.

### **Case Study: Teacher A**

**Background:** Teacher A, employed at School B, highlighted difficulties with understanding ministerial texts and managing conflicts within the school. Despite holding a Master's degree, Teacher A found the lack of clarity in administrative procedures to be a major obstacle.

**Challenges Faced:** Teacher A struggled with interpreting and applying ministerial texts related to educational regulations and was often unsure of the proper procedures for addressing administrative issues. Additionally, managing conflicts between students and colleagues was a significant challenge.

**Impact on Productivity:** These administrative challenges impacted Teacher A's productivity by consuming time and energy that could have been used for teaching and student engagement. The inability to effectively navigate administrative procedures also affected Teacher A's confidence and job satisfaction.

**Recommendations:** To address these challenges, it is recommended that newly recruited teachers receive comprehensive training on ministerial texts, administrative procedures, and conflict

management. Additionally, ongoing support and mentoring can help them navigate these complexities more effectively.

## **Research Question 2: What are the pedagogic challenges that impact newly recruited teachers' productivity?**

### **Pedagogic Challenges**

**Table 4: Presents an overview of the pedagogic challenges faced by newly recruited teachers.**

<b>Pedagogic Challenge</b>	<b>Major Ch</b>	<b>Minor Ch</b>	<b>Moderate Ch</b>	<b>No Ch</b>
Possessing all necessary pedagogical documents	55 (37%)	35 (23%)	30 (20%)	30 (20%)
Access to pedagogical documents owned by the school	60 (40%)	30 (20%)	35 (23%)	25 (17%)
Preparation of schemes of work and lesson notes	65 (43%)	35 (23%)	25 (17%)	25 (17%)
Preparing items for assignments, exercises, and class tests	70 (47%)	30 (20%)	25 (17%)	25 (17%)
Difficulties in teaching some topics	60 (40%)	35 (23%)	30 (20%)	25 (17%)
Sustaining students' interest for longer lesson durations	55 (37%)	40 (27%)	30 (20%)	25 (17%)
Assessing students' work and performance evaluation systems	50 (33%)	30 (20%)	40 (27%)	30 (20%)
Classroom discipline and dealing with individual students	65 (43%)	30 (20%)	25 (17%)	30 (20%)
Utilizing instructional materials appropriately	55 (37%)	35 (23%)	30 (20%)	30 (20%)
Using teaching methods other than lecture-based	60 (40%)	30 (20%)	30 (20%)	30 (20%)

### **Detailed Discussion**

**Pedagogical Documents:** Access to and possession of necessary pedagogical documents are reported as major challenges for many teachers. These documents are essential for planning and delivering effective lessons, and the lack of them can hinder teachers' ability to prepare and execute their teaching responsibilities.

**Preparation of Schemes of Work and Lesson Notes:** Many teachers face difficulties in preparing comprehensive schemes of work and lesson notes. Effective lesson planning is crucial for delivering structured and coherent instruction, and challenges in this area can impact the quality of teaching.

**Preparing Assignments and Tests:** The preparation of assignments, exercises, and class tests is another significant challenge. Teachers report that creating meaningful and relevant assessments is time-consuming and often difficult, which can affect their ability to evaluate student performance effectively.

**Teaching Difficulties:** Some teachers experience difficulties in teaching specific topics, which can lead to gaps in student understanding. This challenge highlights the need for additional support and resources to help teachers address complex or unfamiliar content areas.

**Sustaining Student Interest:** Maintaining students' interest throughout longer lessons is a common challenge. Engaging students effectively requires diverse teaching strategies and interactive methods, and difficulties in this area can impact student motivation and learning outcomes.

**Assessing Student Work:** Teachers report challenges in assessing student work and implementing effective evaluation systems. Accurate assessment is critical for monitoring student progress and providing feedback, and difficulties in this area can affect the overall quality of instruction.

**Classroom Discipline:** Managing classroom discipline and addressing individual student needs are significant concerns. Effective classroom management is essential for creating a conducive learning environment, and challenges in this area can impact both teaching and learning.

**Utilizing Instructional Materials:** The appropriate use of instructional materials is crucial for enhancing teaching and learning. Teachers report challenges in effectively utilizing these materials, which can impact the delivery of instruction and student engagement.

**Using Diverse Teaching Methods:** Many teachers find it challenging to use teaching methods beyond the traditional lecture format. Incorporating a variety of instructional strategies is important for addressing diverse learning styles and needs.

## Case Study: Teacher B

**Background:** Teacher B, from School C, reported significant difficulties with preparing schemes of work and engaging students during longer lessons. Despite having access to pedagogical documents, Teacher B struggled with lesson planning and student engagement.

**Challenges Faced:** Teacher B's challenges included time constraints for preparing detailed lesson plans and maintaining student interest throughout extended lesson periods. These issues impacted the effectiveness of instruction and overall classroom dynamics.

**Impact on Productivity:** The pedagogic challenges faced by Teacher B led to decreased productivity and job satisfaction. The inability to effectively plan and deliver lessons, along with difficulties in engaging students, affected Teacher B's confidence and performance.

**Recommendations:** To address these pedagogic challenges, it is recommended that teachers receive targeted professional development focused on lesson planning, student engagement strategies, and the use of instructional materials. Additionally, providing more time for lesson preparation and offering support in managing classroom dynamics can help improve teaching effectiveness.

## Section C: Presentation of challenges

**Research Question 3: What are the ethical and deontological challenges that impact newly recruited teachers' productivity?**

### Ethical and Deontological Challenges

**Table 5: Presents the responses related to ethical and deontological challenges faced by newly recruited teachers.**

Ethical and Deontological Challenge	Strongly Agree	Agree	Strongly Disagree	Disagree
Relations with administrators and colleagues	55 (37%)	45 (30%)	20 (13%)	30 (20%)
Conforming to all school rules and regulations	50 (33%)	40 (27%)	25 (17%)	35 (23%)
Dressing code prescribed by superiors	60 (40%)	30 (20%)	20 (13%)	40 (27%)

<b>Ethical and Deontological Challenge</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
Behavior of some colleagues towards new teachers	65 (43%)	35 (23%)	15 (10%)	35 (23%)
Harassment and abuses of teachers and students	55 (37%)	40 (27%)	20 (13%)	35 (23%)
Exercising the rights of a teacher	60 (40%)	35 (23%)	25 (17%)	30 (20%)
Developing a spirit of research	50 (33%)	30 (20%)	30 (20%)	40 (27%)
Students' behavior towards their teachers	55 (37%)	35 (23%)	25 (17%)	35 (23%)
Responding to requests for information	55 (37%)	35 (23%)	25 (17%)	35 (23%)
Striving to serve in an exemplary manner	50 (33%)	40 (27%)	30 (20%)	30 (20%)

## **Detailed Discussion**

**Relations with Administrators and Colleagues:** Newly recruited teachers often face challenges in building effective relationships with administrators and colleagues. Positive working relationships are crucial for professional development and collaboration, and difficulties in this area can impact teachers' job satisfaction and performance.

**Conforming to School Rules and Regulations:** Adherence to school rules and regulations is a common challenge. Teachers report varying levels of difficulty in conforming to established codes of conduct and operational procedures, which can affect their ability to perform their roles effectively.

**Dressing Code:** Compliance with prescribed dressing codes is another area where teachers face challenges. While some teachers adapt easily to these requirements, others struggle with conforming to the expectations set by their superiors.

**Behavior of Colleagues:** The behavior of colleagues towards new teachers is reported as a significant challenge. Instances of unwelcoming or unsupportive behavior can create a difficult work environment and impact the integration of new teachers into the school community.

**Harassment and Abuses:** Issues of harassment and abuse within the school environment are serious concerns. Reports of mistreatment by students or colleagues can negatively affect teachers' well-being and job performance.

**Exercising Teacher Rights:** The ability to exercise their rights as teachers is an important issue for many new recruits. Teachers need to be aware of and able to advocate for their rights to ensure fair treatment and support.

*Developing a Spirit of Research:* Encouraging a spirit of research and continuous professional development is an area where some teachers report challenges. Fostering a culture of inquiry and learning is important for personal and professional growth.

*Students' Behavior:* Teachers face challenges related to student behavior, which can impact their ability to maintain a productive and respectful learning environment. Managing diverse and sometimes disruptive student behaviors is a key aspect of teaching.

*Responding to Requests for Information:* Responding to various requests for information from school administration or other stakeholders is another challenge. Timely and accurate responses are necessary for effective communication and administrative processes.

*Striving to Serve Exemplarily:* The expectation to serve in an exemplary manner is a high standard that many new teachers strive to meet. Balancing this expectation with the realities of their roles can be challenging.

### **Case Study: Teacher C**

*Background:* Teacher C, from School A, faced significant ethical and deontological challenges related to relationships with colleagues and adherence to school regulations.

*Challenges Faced:* Teacher C reported difficulties in establishing positive relationships with some colleagues, who were perceived as unwelcoming. Additionally, adhering to the school's strict regulations on dress code and conduct created stress and discomfort.

*Impact on Productivity:* These challenges affected Teacher C's ability to integrate into the school community and impacted their overall job satisfaction and productivity. The stress from navigating complex interpersonal dynamics and adhering to regulations detracted from their focus on teaching. To address these challenges, it is recommended that schools implement mentorship programs to support new teachers in building relationships and understanding school culture. Additionally, providing clear guidelines and support for adhering to ethical standards and regulations can help ease the transition for new recruits.

## **Summary of Findings**

*Administrative Challenges:* Newly recruited teachers face significant administrative challenges, including a lack of awareness and mastery of ministerial texts, orientation laws, and disciplinary procedures. These challenges impact their ability to navigate bureaucratic processes, manage conflicts, and advocate for their rights. The findings suggest a need for comprehensive training and support in administrative aspects of teaching.

*Pedagogic Challenges:* Teachers experience various pedagogic challenges, including difficulties in accessing and using pedagogical documents, preparing lesson plans, and maintaining student interest. The inability to effectively assess student performance and manage classroom dynamics also poses significant obstacles. Professional development focused on lesson planning, student engagement, and instructional strategies is recommended.

*Ethical and Deontological Challenges:* Ethical and deontological challenges, such as building positive relationships with colleagues, adhering to school regulations, and managing student behavior, impact newly recruited teachers' productivity and job satisfaction. Addressing issues of harassment, compliance with ethical standards, and providing support for professional development can improve the overall work environment for new teachers.

The study reveals that newly recruited teachers face a range of challenges that affect their productivity and job satisfaction. Addressing these challenges through targeted training, support, and mentorship can help improve their effectiveness and integration into the teaching profession. The findings underscore the need for systemic support to ensure that new teachers are well-equipped to handle the demands of their roles and contribute positively to the educational system.

## **CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND SUGGESTIONS**

The preceding chapters have provided a thorough examination of the challenges faced by newly recruited teachers. Chapter Four presented detailed data and analysis based on the responses from a structured questionnaire, focusing on administrative, pedagogic, and ethical challenges encountered by these teachers. This chapter aims to discuss the implications of these findings, draw conclusions based on the data, and offer suggestions for addressing the identified challenges.

The purpose of this chapter is threefold: first, to delve into the implications of the data collected in Chapter Four; second, to draw conclusions that reflect the overall impact of these challenges on teachers' productivity; and third, to propose actionable recommendations for improving the support systems for newly recruited teachers. The discussion will be guided by the main objectives and research questions of the study, integrating insights from the data to provide a comprehensive understanding of the issues at hand.

This chapter is structured into four main sections: (1) Discussion, where we will explore the findings in detail; (2) Conclusions, summarizing the key insights from the data; (3) Suggestions, providing recommendations based on the conclusions; and (4) Summary of Findings, offering a concise overview of the chapter's main points. By systematically addressing these areas, this chapter seeks to contribute valuable insights into the challenges faced by newly recruited teachers and suggest practical measures to enhance their effectiveness and job satisfaction.

### **Discussion**

This chapter provides an in-depth discussion of the findings from Chapter Four, reflecting on their implications for education, with a specific focus on the challenges faced by newly recruited teachers in the Nyong and so'o division. The discussion is organized according to the main research objectives and research questions, integrating detailed analysis, comparisons, and relevant case studies to offer a comprehensive understanding of the issues at hand.

## **Administrative Challenges**

### **Understanding Administrative Challenges**

The findings from Chapter Four reveal that newly recruited teachers face significant administrative challenges that impact their productivity and job satisfaction. These challenges include a lack of awareness and mastery of ministerial texts, orientation laws, and disciplinary procedures. Many teachers also reported difficulties in navigating bureaucratic processes and managing conflicts effectively.

Administrative challenges are critical as they directly affect teachers' ability to perform their roles effectively and advocate for their rights. These challenges can lead to inefficiencies in school operations and contribute to lower job satisfaction among teachers. The impact of administrative hurdles can be far-reaching, influencing not only individual teacher performance but also the overall functioning of the educational system.

### **Lack of Awareness and Mastery**

A notable finding is that a considerable proportion of teachers admitted to having limited knowledge of ministerial texts and civil servant regulations. Specifically, 60% of teachers reported inadequate mastery of the orientation law of teachers, and 55% lacked comprehensive knowledge of disciplinary procedures (Table 1). This lack of awareness can significantly hinder their ability to perform their roles effectively and advocate for their rights.

This lack of awareness and mastery of administrative protocols can lead to several issues. For example, teachers who are unfamiliar with the orientation law may struggle with applying policies consistently, which can result in confusion and potential conflicts within the school environment. Similarly, a lack of knowledge about disciplinary procedures can affect teachers' ability to manage student behaviour effectively.

The findings align with previous research indicating that new teachers often face challenges with understanding and applying administrative protocols. Smith and Ingersoll (2004) found that new teachers frequently encounter difficulties with administrative procedures due to insufficient training and guidance. The absence of clear and accessible information on administrative

regulations can exacerbate these challenges, leading to inefficiencies and frustrations among new teachers.

Johnson and Birkeland (2003) also highlight that a lack of clear guidance and training on administrative aspects can contribute to confusion and inefficiencies. This lack of clarity can prevent teachers from effectively navigating bureaucratic processes, impacting their overall productivity and job satisfaction.

### **Competence in Administrative Tasks**

While some teachers reported having the competence to manage conflicts and write official letters (Table 1), others felt inadequately prepared for these tasks. This discrepancy suggests a need for targeted professional development aimed at building administrative skills. The ability to manage conflicts and navigate administrative procedures is crucial for teachers' effectiveness and job satisfaction (Kaufman & Horn, 2009).

The competency gap observed among newly recruited teachers highlights the importance of targeted professional development programs. These programs should focus on equipping teachers with the necessary skills to handle administrative responsibilities effectively. For instance, training programs could include workshops on conflict management, writing official correspondence, and understanding administrative regulations.

Kaufman and Horn (2009) emphasize that conflict management and administrative skills are essential for teachers' effectiveness and job satisfaction. Providing new teachers with the tools and resources to navigate these tasks can enhance their ability to perform their roles effectively and contribute to a more positive work environment.

Teacher A from School B provides a practical example of the challenges faced by newly recruited teachers. Teacher A struggled with understanding ministerial texts and managing administrative procedures, leading to delays in addressing administrative issues and navigating bureaucratic requirements. This case underscores the importance of providing new teachers with comprehensive training on administrative processes and legal frameworks.

Teacher A's experience highlights several key issues. First, the lack of understanding of ministerial texts and procedures led to inefficiencies in handling administrative tasks. Second, the delays in addressing administrative issues impacted Teacher A's ability to perform their duties effectively. Finally, the challenges faced by Teacher A reflect broader systemic issues that affect many new teachers.

Addressing these issues requires a multifaceted approach. Comprehensive training programs should be developed to equip new teachers with the knowledge and skills needed to navigate administrative processes effectively. Additionally, ongoing support and mentorship can help new teachers overcome these challenges and integrate more smoothly into their roles.

The challenges faced by newly recruited teachers are not unique to this region. Similar issues have been reported in other educational settings, highlighting the need for effective solutions and support mechanisms. For instance, research conducted in various educational systems has revealed that new teachers often struggle with administrative tasks due to insufficient training and unclear guidelines (Smith & Ingersoll, 2004; Johnson & Birkeland, 2003). Comparing the findings with those from other regions underscores the importance of standardized training programs and clear administrative guidelines. Educational systems worldwide face similar challenges in supporting new teachers, and addressing these issues requires a concerted effort from policymakers, educational authorities, and stakeholders.

Implementing best practices from other regions, such as comprehensive training programs and clear administrative guidelines, can help improve the support provided to new teachers in Nyong and so'o division. By learning from the experiences of other educational systems, it is possible to develop more effective strategies to address the challenges faced by newly recruited teachers.

## **Pedagogic Challenges**

### **Access to and Preparation of Pedagogical Documents**

The survey results indicate that newly recruited teachers experience significant difficulties related to the access and preparation of pedagogical documents. Many teachers reported challenges in preparing schemes of work, lesson notes, and instructional materials (Table 2). This issue is critical as the preparation of detailed lesson plans and assessments is essential for effective teaching and learning.

Darling-Hammond (2006) emphasizes the importance of well-prepared instructional materials and lesson plans for effective teaching. Teachers' difficulties in these areas can lead to gaps in instruction and negatively impact student learning outcomes. For example, teachers who struggle with preparing lesson plans may find it challenging to deliver coherent and structured lessons, which can affect students' understanding and performance.

The lack of access to and difficulties in preparing pedagogical documents can be attributed to several factors. These may include inadequate resources, insufficient training, and a lack of support from school administrations. Addressing these challenges requires a comprehensive approach that includes improving access to resources, providing training on lesson planning and document preparation, and ensuring that teachers receive adequate support from their schools.

### **Engagement and Assessment**

Sustaining student interest during longer lessons and effectively assessing student work were also reported as major challenges (Table 2). Teachers faced difficulties in maintaining engagement and implementing effective assessment systems. This finding aligns with research by Black and Wiliam (1998), which highlights the importance of engaging teaching methods and accurate assessment for improving educational outcomes.

Sustaining student interest and implementing effective assessment strategies are crucial for successful teaching. Teachers who struggle with these aspects may find it challenging to create a positive learning environment and accurately gauge student progress. Addressing these challenges

requires targeted professional development and support to help teachers enhance their instructional practices.

Teacher B from School C faced significant challenges in preparing schemes of work and engaging students effectively. These difficulties impacted Teacher B's ability to deliver quality instruction and maintain classroom dynamics. Teacher B's experience underscores the need for targeted professional development programs focused on lesson planning, student engagement strategies, and assessment techniques.

Teacher B's experience highlights the importance of providing teachers with the tools and resources needed to overcome pedagogic challenges. Targeted professional development programs can equip teachers with practical strategies for preparing effective lesson plans, engaging students, and assessing their performance. Such programs can contribute to improved instructional practices and better educational outcomes.

### **Comparative Analysis**

Pedagogic challenges are common across various educational settings. Research in different regions has shown that new teachers often face difficulties related to lesson planning, student engagement, and assessment (Darling-Hammond, 2006; Black & Wiliam, 1998). Comparing these challenges with those reported in Nyong and so'o division highlights the need for standardized support and resources to address these issues effectively.

Implementing best practices from other regions, such as effective lesson planning techniques and student engagement strategies, can help improve the support provided to new teachers in Nyong and so'o division. By learning from the experiences of other educational systems, it is possible to develop more effective strategies to address pedagogic challenges and enhance teaching quality.

## **Ethical and Deontological Challenges**

### **Relationships and Compliance**

The survey results reveal that newly recruited teachers face ethical and deontological challenges, including difficulties in building positive relationships with colleagues, adhering to school regulations, and managing student behavior (Table 4). These challenges are crucial as they impact teachers' integration into the school environment and overall job satisfaction.

Positive relationships with colleagues and adherence to ethical standards are essential for creating a supportive work environment and ensuring effective teaching (Johnson & Kardos, 2002). Issues such as harassment and non-compliance with regulations can create a stressful work environment and negatively affect teachers' productivity (Billingsley, 2004).

Teacher C from School A experienced significant challenges related to relationships with colleagues and adherence to school regulations. These issues affected Teacher C's ability to integrate into the school community and impacted overall job satisfaction. Teacher C's experience highlights the need for clear ethical guidelines, support systems, and mentorship programs to help new teachers navigate these challenges and build positive relationships within their schools.

Teacher C's experience underscores the importance of creating a supportive and respectful work environment for new teachers. Clear ethical guidelines and support systems can help new teachers navigate relationships with colleagues, adhere to school regulations, and manage student behavior effectively. Mentorship programs can provide additional support and guidance to help new teachers integrate more smoothly into their roles.

### **Comparative Analysis**

Ethical and deontological challenges faced by new teachers are not unique to Nyong and so'o division. Similar issues have been reported in other educational settings, highlighting the need for effective support mechanisms and clear ethical guidelines (Johnson & Kardos, 2002; Billingsley, 2004). Comparing these challenges with those reported in Nyong and so'o division underscores the importance of implementing best practices and support systems to address ethical and deontological issues effectively.

Learning from the experiences of other educational systems can provide valuable insights into developing effective strategies to support new teachers in navigating ethical and deontological challenges. By implementing clear ethical guidelines, support systems, and mentorship programs, it is possible to create a more positive and supportive work environment for new teachers.

The discussion highlights the significant challenges faced by newly recruited teachers in the Nyong and so'o division, including administrative, pedagogic, and ethical issues. Addressing these challenges requires a multifaceted approach, including targeted professional development, clear guidelines, and supportive work environments. By learning from the experiences of other educational systems and implementing effective strategies, it is possible to improve the support provided to new teachers and enhance their overall effectiveness and job satisfaction.

## **Conclusion**

Based on the findings presented in Chapter Four, it is evident that newly recruited teachers in the Nyong and so'o division are grappling with multifaceted challenges that significantly impact their effectiveness and overall job satisfaction. These challenges can be categorized into administrative, pedagogic, and ethical dimensions. Addressing these issues comprehensively requires a nuanced understanding of each aspect and targeted strategies to mitigate the identified problems. The administrative challenges faced by newly recruited teachers are particularly pronounced. The data reveals that a substantial number of teachers lack sufficient knowledge of ministerial texts, orientation laws, and disciplinary procedures. This deficiency in administrative acumen creates a substantial barrier to effective performance and job satisfaction. According to the findings, 60% of teachers reported inadequate mastery of orientation laws, while 55% lacked comprehensive understanding of disciplinary procedures. These figures underscore a systemic issue that impacts teachers' ability to navigate bureaucratic processes and fulfill their roles effectively.

The implications of this gap in knowledge are significant. Teachers who are unfamiliar with administrative procedures are more likely to experience frustration and inefficiency. This lack of preparedness can lead to delays in addressing administrative issues, mismanagement of school resources, and ineffective handling of conflicts. The resulting inefficiencies not only affect individual teachers but also have broader implications for the overall functioning of the educational system. Previous research supports these findings, indicating that new teachers often struggle with

administrative protocols due to insufficient training and support (Smith & Ingersoll, 2004; Johnson & Birkeland, 2003). To address these issues, it is imperative to implement targeted professional development programs that focus on enhancing teachers' understanding of administrative procedures, legal frameworks, and bureaucratic processes. Such professional development initiatives should include comprehensive training sessions, workshops, and seminars that cover the intricacies of ministerial texts, civil servant regulations, and conflict management. Additionally, creating a structured onboarding process that includes a detailed orientation on administrative responsibilities can help new teachers acclimate more effectively to their roles. By equipping teachers with the necessary knowledge and skills, educational institutions can improve administrative efficiency and support new teachers in managing their responsibilities with greater confidence.

Pedagogically, newly recruited teachers face a range of difficulties related to lesson preparation, resource access, and student engagement. The survey results indicate that teachers struggle with preparing pedagogical documents, planning lessons, and maintaining student interest. The lack of adequate resources and effective assessment strategies further exacerbates these challenges. For instance, difficulties in lesson planning and preparation are compounded by limited access to necessary pedagogical materials, which hampers the quality of instruction. These pedagogic challenges are critical as they directly influence the quality of education provided to students. Teachers who are unprepared or lack access to resources are less likely to deliver engaging and effective instruction, which can negatively impact student learning outcomes. To address these issues, it is essential to provide comprehensive training in pedagogical techniques, lesson planning, and assessment strategies. Professional development programs should focus on equipping teachers with the skills to design and implement effective lesson plans, utilize instructional materials efficiently, and assess student performance accurately.

Furthermore, ensuring that teachers have access to adequate pedagogical resources is crucial. Schools should invest in necessary teaching materials, technology, and support systems to enhance instructional quality. Collaborative efforts between educational institutions, government agencies, and community organizations can help address resource gaps and support teachers in delivering high-quality education. By addressing these pedagogic challenges, educational systems can improve instructional effectiveness and contribute to better student outcomes.

Ethical and deontological challenges also play a significant role in the experiences of newly recruited teachers. The findings indicate that issues such as building positive professional relationships, adhering to school regulations, and managing student behaviour have a substantial impact on teachers' job satisfaction and productivity. Teachers reported difficulties in navigating relationships with colleagues and administrators, adhering to school regulations, and managing student behaviour effectively. The ethical and deontological challenges faced by teachers highlight the importance of creating a supportive and respectful work environment. Building positive professional relationships and adhering to ethical guidelines are essential for fostering a productive and harmonious work atmosphere. Teachers who experience difficulties in these areas may face increased stress, job dissatisfaction, and decreased productivity. Implementing clear ethical guidelines, providing mentorship programs, and promoting a positive school culture are critical for supporting new teachers in navigating these challenges.

Mentorship programs can provide new teachers with guidance and support as they navigate their roles and responsibilities. Experienced educators can offer valuable insights, share best practices, and provide emotional support to help new teachers adjust to their professional environment. Additionally, establishing clear and consistent ethical guidelines can help teachers understand expectations and navigate complex situations with greater confidence. Creating a positive school culture that values respect, collaboration, and professional development can further enhance teachers' job satisfaction and productivity.

The challenges faced by newly recruited teachers in the Nyong and so'o division are multifaceted and require targeted interventions to address effectively. The administrative challenges related to knowledge gaps in ministerial texts and procedures, the pedagogic difficulties related to lesson preparation and resource access, and the ethical and deontological challenges related to professional relationships and school regulations all contribute to the overall effectiveness and satisfaction of teachers.

To address these challenges, educational institutions should implement comprehensive professional development programs, invest in necessary resources, and foster a supportive and respectful work environment. By providing targeted training, improving resource access, and creating a positive school culture, educational systems can enhance the effectiveness and job

satisfaction of newly recruited teachers, ultimately contributing to better educational outcomes for students.

## **Suggestions**

Based on the comprehensive findings and conclusions drawn from Chapter Four, several key suggestions are proposed to address the challenges faced by newly recruited teachers in the Nyong and so'o division. These suggestions are designed to enhance teachers' effectiveness, job satisfaction, and overall professional development. The recommendations cover a range of areas including training, mentorship, guidelines, resources, work environment, and further research.

### **1. Comprehensive Training and Professional Development**

**Administrative Training:** To address the significant administrative challenges faced by newly recruited teachers, it is essential to provide comprehensive training on administrative procedures, legal frameworks, and conflict management. This training should encompass a variety of formats including practical workshops, interactive seminars, and hands-on sessions to ensure that teachers gain both theoretical knowledge and practical skills. For instance, workshops could focus on understanding ministerial texts, handling bureaucratic processes, and managing conflicts effectively. Additionally, mentorship programs could be integrated into this training to offer ongoing support and guidance. Experienced educators can provide valuable insights and practical advice on navigating administrative tasks, thereby enhancing new teachers' confidence and competence in their roles (Smith & Ingersoll, 2004).

*Pedagogical Support:* In terms of pedagogical challenges, it is crucial to implement targeted professional development programs that focus on lesson planning, student engagement, and assessment strategies. These programs should include hands-on training sessions where teachers can develop and refine their skills in preparing effective instructional materials. Workshops could cover topics such as designing engaging lesson plans, employing diverse teaching methods, and creating effective assessments. Providing access to a repository of pedagogical resources and materials will also support teachers in preparing high-quality lessons and managing classroom dynamics. Research indicates that well-designed professional development programs can

significantly enhance teachers' instructional practices and improve student outcomes (Darling-Hammond, 2009).

## **2. Mentorship and Support Programs**

*Mentorship Programs:* Establishing mentorship programs is a critical step in supporting newly recruited teachers. In these programs, experienced teachers serve as mentors to new recruits, offering guidance, support, and practical advice. Mentors can help new teachers navigate administrative procedures, develop effective teaching strategies, and build positive relationships within the school community. Regular meetings between mentors and mentees can provide opportunities for reflection, feedback, and problem-solving. This support system not only helps new teachers adjust to their roles but also fosters a collaborative and supportive school culture (Ingersoll & Smith, 2004).

*Support Networks:* Creating support networks for newly recruited teachers can further enhance their professional experience. These networks could include regular meetings, online forums, and collaborative groups where teachers can share their experiences, seek advice, and collaborate on solving common challenges. Such networks provide emotional support and practical solutions, helping teachers feel more connected and supported in their roles. Additionally, peer support can facilitate the exchange of best practices and resources, contributing to improved instructional quality and job satisfaction (Roth & Gardiner, 2002).

## **3. Clear Guidelines and Policies**

*Ethical Guidelines:* Developing and communicating clear ethical guidelines and policies is essential for ensuring that teachers understand and adhere to professional standards. These guidelines should address issues such as professional conduct, dress code, and interactions with colleagues and students. Providing teachers with a clear understanding of expected behaviors and ethical standards can help prevent misunderstandings and promote a respectful and professional work environment. Regular training and reinforcement of these guidelines will also ensure that they remain top-of-mind for all staff members (Lichtman, 2006).

*Feedback Mechanisms:* Implementing regular feedback mechanisms is crucial for monitoring teachers' experiences and addressing issues related to administrative procedures, pedagogic challenges, and ethical concerns. Feedback can be gathered through surveys, interviews, and focus groups, and should be used to make continuous improvements to support systems. By actively seeking and responding to teachers' feedback, educational institutions can identify areas for improvement, adjust policies and practices, and better support their staff. This approach fosters a culture of openness and responsiveness, contributing to a more effective and supportive work environment (Hargreaves, 1998).

#### **4. Enhanced Resources and Tools**

*Access to Resources:* Improving access to pedagogical documents, instructional materials, and teaching resources is essential for supporting newly recruited teachers. Schools should ensure that teachers have access to up-to-date and relevant materials that facilitate effective lesson planning and classroom instruction. Investing in high-quality resources, including textbooks, digital tools, and teaching aids, can enhance the overall instructional experience and support teachers in delivering engaging and effective lessons (Feng & Sass, 2008).

*Technological Support:* Investing in technology and digital tools can significantly aid teachers in preparing lesson plans, conducting assessments, and engaging students in instructional activities. Technology can streamline administrative tasks, enhance instructional delivery, and facilitate communication and collaboration among teachers. For example, digital platforms can be used for lesson planning, sharing resources, and collaborating with colleagues. Providing training on the effective use of these tools will further support teachers in integrating technology into their teaching practices (Mishra & Koehler, 2006).

#### **5. Addressing Work Environment Issues**

*Positive Work Environment:* Fostering a positive work environment is crucial for improving teachers' job satisfaction and productivity. Schools should promote respectful interactions, address issues of harassment, and support teachers' professional growth. A supportive and inclusive work culture can enhance teachers' well-being and motivation, leading to better performance and job satisfaction. Creating opportunities for professional development, recognition, and career

advancement will also contribute to a more positive and rewarding work environment (Kane, 2004).

*Work-Life Balance:* Encouraging practices that support teachers' work-life balance is essential for preventing burnout and promoting overall well-being. Schools should consider implementing manageable workloads, flexible scheduling, and other measures that help teachers balance their professional and personal responsibilities. A balanced work environment can help reduce stress and improve job satisfaction, ultimately benefiting both teachers and students. Promoting work-life balance should be a priority for educational institutions aiming to create a supportive and sustainable work environment (Friedman, 2003).

## **6. Further Research**

*Longitudinal Studies:* Conducting longitudinal studies to track the experiences and development of newly recruited teachers over time can provide valuable insights into the long-term impact of administrative, pedagogic, and ethical challenges. These studies can help identify trends, measure the effectiveness of interventions, and inform future policy and practice. By understanding how challenges evolve and how teachers adapt, educational researchers and policymakers can develop more effective strategies to support teachers throughout their careers (Berliner, 2004).

*Comparative Research:* Performing comparative research across different regions or educational systems can help identify common challenges and effective solutions. Comparing the experiences of teachers in various contexts can provide valuable lessons and insights for improving teacher support and development. This research can inform best practices, highlight successful interventions, and contribute to the development of more effective policies and programs. By learning from diverse educational environments, researchers and policymakers can enhance their understanding of the factors that influence teacher effectiveness and job satisfaction (Prawat & Floden, 1994).

Addressing the challenges faced by newly recruited teachers requires a multifaceted approach that includes comprehensive training, mentorship, clear guidelines, enhanced resources, and a positive work environment. By implementing these suggestions and conducting further research, educational systems can improve the integration and effectiveness of new teachers, ultimately contributing to better educational outcomes and a more supportive teaching profession.

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## APPENDICES

### Authorisation of research

<p>REPUBLIQUE DU CAMEROUN ***** Paix – Travail – Patrie ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT CURRICULA ET EVALUATION *****</p>		<p>REPUBLIC OF CAMEROON ***** Peace – Work – Fatherland ***** UNIVERSITY OF YAOUNDE I ***** FACULTY OF EDUCATION ***** DEPARTMENT OF CURRICULUM AND EVALUATION *****</p>
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Le Doyen  
The Dean

N° \_\_\_\_\_ /24/UYI/CD

**AUTORISATION DE RECHERCHE**


Je soussigné, **Professeur BELA Cyrille Bienvenu**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante **EWAH Naomi Anchi**, Matricule **22W3518** est inscrit en Master II à la Faculté des Sciences de l'Education, Département : *CURRICULA ET EVALUATION*, filière : *MANAGEMENT DE L'EDUCATION*, Spécialité : *ADMINISTRATION ET INSPECTION EN EDUCATION*.


L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du **Dr SHAIBOU Abdoulai HAJI**. Son sujet est intitulé: « *Challenges faced by newly appointed teachers (ECI) in secondary schools in the Nyong and So'o subdivision and the impact on their productivity* ».

Je vous saurai gré de bien vouloir la recevoir et de mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le 26.10.1/2024

Pour le Doyen et P.O.  
  
Le Vice-Doyen



# QUESTIONNAIRE FOR TEACHERS

UNIVERSITE DE YAOUNDE I

\*\*\*\*\*

FACULTE DES SCIENCES DE L'EDUCATION

\*\*\*\*\*

CENTRE DE RECHERCHE EN SCIENCES SOCIALES  
ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I

\*\*\*\*\*

FACULTY OF SCIENCES OF  
EDUCATION

\*\*\*\*\*

POST GRADUATE SCHOOL FOR SOCIAL AND  
EDUCATIONAL SCIENCES  
\*\*\*\*\*

Dear respondents,

I am **Ewah Naomi Anchi (22W3518)**, a final year student in the University of Yaoundé 1 carrying a research study on the topic “**The challenges that newly recruited teachers face in the Nyong and so’o division and the impact it has on their productivity**”. Dear respondents, enable me carry out this research study by kindly filling this questionnaire. Your responses will be treated with uttermost confidentiality and used only for academic purposes.

## SECTION A: Demographic Information

Place a write on the spaces provided

1. Name of your present school.....
2. Qualification .....
3. Duration in service .....

## SECTION B: Research Items According to objectives

**INSTRUCTIONS:** Tick right in the box appropriate to your academic and behavioral challenges you face as a newly appointed teacher. You are required to respond whether it is a **Major Challenge**, **Minor Challenge**, **Moderate Challenge** or **No Challenge**

**Also**, tick right in the box appropriate to your response to some sections. You are required to respond whether you **strongly Agree (SA)**, **Agree (A)** **Strongly Disagree (SD)** or **Disagree (D)** and indicated if the statements is: **Major Challenge**, **Minor Challenge** **Moderate Challenge** or **No Challenge**.

To Find Out The Administrative Challenges Facing Newly Recruited Teachers And The Impact On Their Productivity In the Nyong and so’o division					
	Statements	Major Ch	Minor Ch	Moderate Ch	No Ch
1	I am aware of the existence of ministerial text and articles related to education Cameroon				

2	I have read all articles on the rules and regulation of governing civil servants in Cameroon				
3	I have a mastery of ministerial and civil servant text and articles				
4	I do not have a mastery of orientation law of teachers				
5	I have inadequate mastery of disciplinary procedure for teachers and students				
6	I have the competence to manage conflict when need arises				
7	I have mastered the full procedure for my career management				
8	I have the competence to write a letter to the powers that be to claim my right when need arise				
9	I have the competence to manage any secondary school if appointed as a principal now.				
10	I have the legal right to protecting of state's property				

**To Find out the Pedagogic Challenges Facing Newly Recruited Teachers and the Impact on their Productivity in the Nyong and so'o division**

	<b>Statements</b>	<b>Major Ch</b>	<b>Minor Ch</b>	<b>Moderate Ch</b>	<b>No Ch</b>
11	Possessing all the pedagogical documents				
12	Access to pedagogical documents own by the school				
13	Preparation of schemes of work and lesson notes				
14	Preparing items for assignments, exercises, and class test				
15	Difficulties in teaching some topics				
16	Sustaining students' interest for longer lesson durations				
17	Assessing students' work, performance, evaluation system				
18	Classroom discipline and dealing with individual students				
19	Utilizing instructional materials appropriately				

20	Using other teaching methods aside lecture method				
<b>To Find Out The Ethics And Deontological Challenges Facing Newly Recruited Teachers And The Impact On Their Productivity In The Nyong and so'o division</b>					
	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
21	I find my relations with administrators and colleagues				
22	Conforming to all the rules and regulations of the school I teach				
23	I find the dressing code prescribed by superiors				
24	I find the behavior of some colleagues with me as a new teacher				
25	The harassment and abuses of teachers and students				
26	Exercising the right of a teacher				
27	Developing a spirit of research				
28	Students behaviors towards their teachers				
29	Responding to all the request for information				
30	Striving to serve in an exemplary manner				