

ORIGINAL ARTICLE

Challenges faced by newly-hired teachers at Modern Languages Department of Middle East Technical University Education

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Ethical Statement

Ethical board approval was granted (Scientific Research and Publication Ethics Committee, METU, Ankara, Turkiye).

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Conflict of Interest

No conflict of interest is present in the conduction or the reporting of this study.

ABSTRACT

The study was conducted at the Modern Languages Department of Middle East Technical University and aimed to investigate newly-hired teachers' expectations, experiences, and challenges at the new workplace. Excluding the researcher, there were six newly-hired English teachers to offer Academic English courses to students who study at various departments and they participated in this very study. The data were collected by means of interviews with teachers. The collected data were analyzed through thematic analysis. The results showed that the teachers had classroom management, courses, environment, school administration, and workload-related expectations. Their experiences are categorized under themes of classroom management and courses, environment, school administration, and workload. The challenges faced by the teachers were related to classroom, environment, materials, and workload.

Keywords: Newly-hired teachers, Higher education, challenges.

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INTRODUCTION

Because of many different reasons, schools hire new teachers from time to time. This hiring process may bring some challenges as it is usually difficult to make new beginnings and get used to the surroundings and conditions. There are newly-hired teachers at schools and some of them face challenges. The expectations, experiences, and challenges of teachers vary in different contexts and from person to other.

Literature Review

There have been studies focusing on challenges encountered by newly-hired teachers but they were mainly carried out at K-12 level schools. This study aims to investigate the issue at a higher education level in Turkey by including the teachers' expectations and experiences along with the challenges. The following studies researched the expectations, experiences, and/or challenges of newly-hired teachers.

Liu and Johnson (2006) researched new teachers' experiences of the hiring process. The study was conducted in four different states of America. The participants were chosen upon random sampling and were 486 first-year and second-year teachers in California, Florida, Massachusetts, and Michigan. The findings obtained through interviews, observations, and submitted materials revealed that despite the opportunity that decentralized and school-based hiring processes provide, most of the new teachers had limited interactions with the school personnel during the hiring process, and the process was quite information-poor. It was also found out that more than one-third of the teachers were hired late that was after the school year had started.

Faciolan and Guhao (2016) investigated the experiences of 20 newly hired teachers in the public secondary schools in South Cotabato. The data were collected by means of in-depth interviews and focus group discussions. The themes related to the experiences of the teachers were found to be stress anxiety, work overload, relationship struggles, and a sense of satisfaction. Regarding their challenges while achieving effective teaching, there were the themes of diligence, ingenuity and resourcefulness, openness and respect, support system, training, and development. In terms of the teachers' insights, the appearing themes were time-tested values, reflections and realizations, hopes and aspirations, vision and guiding experiences.

A study by Jomoad et al. (2017) aimed to find out challenges faced by newly-hired teachers in their first year of services at a K-12 level school in the Philippines. There were interviews carried out with randomly chosen 105 teachers. It was found out that workload was the most commonly mentioned difficulty. Besides, instruction, classroom management, and school location were also highlighted as challenges that were less serious compared to the workload.

Boakye and Ampiah (2017) researched challenges faced by 5 newly-qualified science teachers at Junior High and how they dealt with those. The difficulties were lack of resources, time management, deficiency in content knowledge, students' inability to understand the course, student indiscipline, lack of students' interest in science, and their inability to complete the integrated science syllabus. It was also found out that they handled these challenges by improvising equipment, modifying their teaching, and talking with parents.

Dimitroff and Dimitroff (2018) carried out a study aiming to find out teachers' challenges at new workplaces. There were 37 participants participating and they were from different contexts and countries; 30 from the US, 2 from Iraq, 2 from Saudi Arabia, 1 from Japan, 1 from Lithuania, and 1 from Poland. They collected the data by means of an online survey which had two parts of questions; 1st part asking about demographic information and the second about

experiences at the new jobs. They found out that the participants' challenges were related to language and culture, workplace routines, students, and being in need of training/support.

Estrera (2019) investigated challenges encountered by newly-hired teachers at primary and secondary level schools. The data were collected by means of a questionnaire from 115 teachers and 16 school heads. It was found out that lesson planning and assessment were challenging for teachers regardless of their ages, experiences, genders, and educational qualifications.

Pinar Kurtoğlu (2016) researched the expectations, experiences, and challenges of newly-hired EFL teachers at METU. The findings showed that instructors expected to be in good terms with people at school, to be satisfied by the salary, to work in a happy environment, and to develop professionally. Their experiences unveiled challenges which are socializing with the coordinators, a load of the program, and evaluating writing tasks. Additionally, the instructors were happy with the orientation program.

Peria and Torres (2019) investigated the classroom experiences of 5 newly hired teachers at the elementary level in the Philippines. The data were collected through interviews with the participants. The emerging themes regarding the new teachers' first-year experiences were the joy of teaching, the agony of teaching, drawbacks of teaching, challenges of teaching, and realities of teaching. The challenges encountered included classroom management and the physical structure of the classroom. The realities of the teaching theme consisted of the non-teaching experiences of the teachers. Those were social adjustments, paperwork load, and computing grades by following a new grading system.

If the educators and administrators of the universities become aware of the challenges, expectations, and experiences of the instructors, they can be able to provide them with appropriate support during the adaptation process. Thus, the following research question was addressed in the present study:

What are the expectations, experiences, and challenges of newly-hired English teachers at Middle East Technical University?

METHOD

Research Design

A descriptive research design was used in this research. The participants were chosen upon purposive sampling. Middle East Technical University Ethical Committee approved the study and provided the researcher with research permission.

Setting and Participants

The background check survey provided the study with details about the participants. There were six female newly-hired instructors. Their ages varied from 28 to 40. The amount of their experience were 4.5, 7, 10.5, 10, 15, and 18 years. All of them completed their Master's degrees. Four of them studied English language teaching, one English literature, and one American language and literature at Bachelor's degree. All of them were Turkish and they learned English as a foreign language.

Instruments

The data was collected by means of one-to-one interviews with six newly hired- hired teachers at the Modern Language Department of Middle East Technical University.

Procedure

In the interviews, the participants were asked about their expectations before starting working at the new institution along with experiences and challenges when started working.

Data Analysis

The collected data were analyzed by means of Thematic Analysis. The findings were categorized under themes. Theme names were given in accordance with the literature and topics that participants highlighted. The codes are phrases that are directly uttered by the participants.

RESULTS AND DISCUSSION

Results

Table 1. Expectations of newly-hired teachers before starting to work at METU

Themes	Codes	f
Classroom management	Intellectual students	1
	Possibility of students' being overconfident and harming teachers' authority	1
	Students with higher English proficiency levels	1
Courses	More academic and sophisticated course content	1
Environment	Open communication and friendly people	3
	Peaceful and positive working environment	1
	To work in a place where science, reason and logic are prioritized and differences are valued.	1
School administration	A laptop provided by the university	1
	A quicker functioning/responding IT and HR staff	1
	Order, clear job description and equal workload	1
	Providing teachers with space for autonomy and to improve themselves	1
	Reasonable working hours and regular programs	1
	Teacher-friendly, humanistic and comfortable conditions	1
Workload		1
	Less teaching hours	1
	Less workload	1
	In-service training to be a tiring and discouraging process	1

Table 1 shows the expectations of newly-hired teachers before starting working at METU. The themes appearing are classroom management, courses, environment, school administration, and workload. To begin with, 3 of the teachers highlighted classroom management-related issues. One of them expressed her expecting intellectual students in her classes. The second teacher who referred to this theme highlighted the possibility of students' being overconfident and this overconfident way of theirs' harming teachers' authority by saying:

[...] Apart from the system, my only concern about the students was that the students might be overconfident and challenge my authority in class because I am a young teacher. However, I tried to consider that as an opportunity to improve myself. (T5)

The last one of the teachers addressing the classroom management theme stressed that s/he was expecting students with higher English proficiency levels by saying:

[...] Compared to the former institution's student profile, I was expecting more intellectual students who had a wider

world view and different perspectives. (T1)

Besides the classroom management theme, there were courses that appeared as the second theme and was mentioned only by one of the teachers. S/he stated that more academic and sophisticated course content was expected.

The third theme in the table is the environment. 5 of the teachers mentioned issues related to this theme. 3 of them stated that they were expecting open communication and friendly people while 1 of them said she expected a peaceful and positive working environment. The following is one of their explanation on the expectation:

[...] My friends working at MLD were very happy and always shared that it was a positive and friendly work atmosphere. That's why, I expected it to be a teacher-friendly, humanistic and relatively comfortable environment compared to the private institutions where there is little or no room for resting/holiday.

1 of the instructors expected to work in a place where science, reason, and logic are prioritized and differences are valued.

The next theme that appeared is school administration which was highlighted by all the participant teachers (n=6). Each of them addressed the theme by highlighting different aspects. 1 of them pointed to teacher autonomy and self-improvement by saying:

[...] My main aim and expectation was to work at a successful university that provides autonomy and space to teachers for them to improve themselves. (T5)

Another referred to 2 themes in the table, regarding IT and HR staff and laptop provision by stating:

[...] Not about MLD specifically but at METU I was expecting to be in a quick functioning/responding system about staff recruitment and IT department. I was also expecting to have a laptop provided by the university. (T2)

One of them expressed job related expectations by saying:

[...] I was expecting order, clear job description, and equal workload. (T6)

Finally, the 6th teacher expressed expectations on reasonable working hours along with regular programs.

As the last theme in Table 1, there is workload that appeared. 1 pointed out the topic by referring to the Certificate of Teaching English program (CTE) by saying:

[...] People used to say that it is discouraging to be in such a program as an experienced teacher with some academic background, which made me think the process would bother me. (T2)

Table 2. Experiences of newly-hired teachers when started to work at METU

Themes	Codes	f
Classroom management and courses	Freedom to discuss controversial topics in class	1
	Providing students with academic and sophisticated content	1
	Responsible and autonomous students	2
Environment	Feeling valued and not like just a worker	1
	Opinions of teachers are cared and valued.	2
	Positive atmosphere	2
	Welcoming and supportive staff	6
School administration	Being consulted while decisions are taken by the administration	3
	Caring and professional administrators	3
	Easy access to coordinators and the trainer	3

	Easy and facilitative in-service training	4
	Giving options instead of directing and imposing something	1
	Good communication and cooperation among staff	2
	No provision of personal laptops	1
Workload	Long course planning and assessment preparation hours	1
	No standard syllable, which enables teachers to be flexible	1
	Facilitating teachers' jobs by providing documents and materials	2

Table 2 shows the themes regarding the experiences of the teachers when they started to work at METU. To begin with, it should be stated that all of the teachers (n=6) stated that their expectations were met very well. Judging by the table above, the appearing themes were classroom management and courses, environment, school administration, and workload.

For the classroom management and courses theme, one of the teachers expressed that there was freedom to discuss controversial topics in class on the contrary to her/his former institution and the following is her statements:

[...] At my previous workplace, the courses also intended to improve students' critical thinking skills, but the coordinators used to recommend the teachers not to discuss controversial topics in class. However, in this department, we have a chance to encourage students to think about controversial issues and provide a platform to discuss these issues in a respectful manner, which is, I believe, how students can start thinking in a more critical way, so here, I feel I am actually teaching students how to question and discuss what is going on around them. (T5)

Another teacher stated that the course content provided students with academic and sophisticated topics and skills. Two of the teachers highlighted that there were responsible and autonomous students in their classes. The following is one of their explanations:

[...] I was concerned about overconfident students, but I am happy to learn that students are very responsible, attentive, and respectful although their English level is not as good as I expected. (T5)

The second theme in the table is the environment. One of the teachers stressed that she was feeling valued due to not being treated like just a worker. Two of them expressed that they were cared for and valued. Two underlined that they faced and experienced a positive atmosphere. All of the participants stated that the staff was quite welcoming and supportive and one explained as follows:

[...] I can easily reach the authorities, coordinators, and the head whenever I need support. They always welcome issues and help me with those. (T1)

The next and most referred theme is the school administration. Three of the teachers stated they were consulted while decisions were taken by the administration, which is different from their former workplaces. The following are their statements:

[...] The meetings are always held in a positive atmosphere and they care about everyone's opinion they ask for the suggestions and it is something that we should give the credit and understand the value of it I think.

[...] I was surprised to see that teachers have a say in the decision-making process about issues related to the department. (T5)

Three said the administrators were caring and professional and the other three pointed out that they were able to access coordinators and the teacher trainer with ease. Four of the teachers stressed that the in-service training was

easy and facilitated the adaptation process. One explained as follows:

[...] Members of administration and PDU are positive and friendly, and did their best to be helpful for my orientation and adaptation to the department and the courses. I appreciate the PDU's efforts from the first week till now, giving each and every detail about the campus, department, school culture, courses, materials, and assessment criteria as well as sharing the previous experiences and other instructors' practices. (T6)

One of the teachers highlighted that the school administration was giving options to teachers instead of forcing them to obey one administration decision. Two expressed that there were good communication and cooperation amongst the staff. One stated that the school did not provide teachers with a personal laptop to work.

The last theme in the table is workload. One of the teachers told that they were spending long hours planning their courses and preparing assessment tools and explained:

[...] As there was no standardization regarding course syllabus and assessment tools, I spend too much time while preparing my weekly maps, exams and tasks. (T1)

Another teacher also mentioned that there was no standardization but highlighted that it enables them to be flexible while teaching and assessing.

Finally, two of the teachers mentioned the materials and documents provided by the department and these provisions' making their jobs easier. One explained by saying:

[...] I also found the "how to ..." videos related to the virtual classes, grading system, and assessment tools quite organized, time-saving and helpful.

Table 3. Challenges of newly-hired teachers while working at METU

Themes	Codes	f
Classroom	Low/mixed English proficiency level of students	3
	Students' negative moods, and lack of motivation	1
Environment	Inability to develop a sense of belonging to the new workplace	1
Material	E-mail account provision	1
Workload	Assessing writing task papers of students	1
	Preparing lessons and assessment tools	5

Table 3 demonstrates the challenges that were encountered by the newly-hired teachers at METU. The appearing themes are classroom, environment, materials, and workload. Four of the teachers pointed to classroom-related challenges. Three of them mentioned the students' proficiency levels of English were mixed that were varying from low to high in the classroom and they named it a challenge in the classroom.

[...] The only challenge I had I guess was to understand the level and capacity of the students. Coming from a preparatory school context, I believe I expected more from ENG101 students but I am still trying to understand which activities would be challenging or easy for them and how long it would take them to complete a task, and so on. (T4)

One of the teachers stated that students had negative moods and low levels of motivation because of the remote and

online classes due to the Covid-19 pandemic, and named the issue as a challenge that she had encountered at work. Another theme appearing is the environment. One of the teachers stated that she was unable to develop a sense of belonging to the new workplace as they were working from home. and explained the challenge by saying:

[...] Because of the online teaching and not going to campus for work-related and teaching purposes, it is a little bit difficult to feel like an insider. I still cannot totally feel that I am an MLD instructor. I still cannot perceive myself as a member of both the MLD and METU communities due to the fact that I could not have many opportunities to contact my colleagues and teach at the campus. (T2)

One of the teachers discussed a challenge related to e-mail account provision which was themed under the material category of Table Z. She said that she had difficulty in obtaining and activating an email account and the following are her statements explaining the challenge:

[...] I experienced some challenges with my email account. Somehow in the system, they misspelled my email and for that reason, I could not use some of the apps, menus, or modules in the METU system and it was a challenge to me as it was difficult to reach the responsible person not in MLD but in METU in general. (T2)

Finally, all of the participant teachers highlighted workload-related challenges. One of the teachers highlighted that assessing writing task papers of students was a challenge to her. Five of the teachers stated that preparing lessons and assessment tools were challenging to them. 3 of their statements are as follows:

[...] I did not use to prepare my exams because the testing unit would prepare standard exams for each section, thus, I was also concerned about preparing exams because I wanted to prepare fair questions that evaluate students' knowledge. (T1)

[...] Since the department's system is completely different than the system I was familiar with, at first, it was difficult to get used to this autonomy that I have newly attained. I had to arrange my weekly schedule for the term and also the dates of the graded tasks, therefore, I felt a bit nervous about organizing the schedule because I was not sure how much time I should spend on the subjects. (T5)

[...] The lesson planning stages were a bit painful and required a long time. There were many materials all of which were new for me and I had to cover them in a very short time to plan the lessons. (T6)

Discussion

The study uncovered expectations, experiences, and challenges of newly-hired teachers at MLD of METU. The data revealed that instructors had expectations related to classroom management, courses, environment, school administration, and workload. Teachers expected to have students who are intellectual, with high English proficiency levels in their classrooms, overconfident and with that overconfidence, harming teachers' authority. There were not any studies in the literature revealing expectations of newly hired teachers. This might stem from the fact that expectations are strongly dependent on contexts and persons.

The data of this very study uncovered that newly hired teachers experienced issues related to classroom management and courses, environment, school administration, and workload. Regarding classroom management and courses, the teachers expressed that they had the freedom to discuss controversial topics in class, were able to provide students with academic and sophisticated content, and had responsible and autonomous students. Likewise, Faciolan and Guhao

(2016) discovered similar experiences of teachers, those are related to classroom management and courses. In their study, under the theme sense of satisfaction, they listed students' good performances, appreciation of the way of teachers' teaching, inspiring their teachers with their life stories in the class.

In regard to the environment theme, the experiences of the teachers were feeling valued and not like just a worker, opinions of teachers being cared for and valued, positive atmosphere, and encountering welcoming and supportive staff.

The teachers' experiences on school administration included the titles of being consulted while decisions are taken by the administration, caring and professional administrators, easy access to coordinators and the trainer, easy and facilitative in-service training, being given options instead of being directed, good communication and cooperation among staff, and not being provided with personal laptops. In the METU context, teachers were able to access the academic staff and had informative hiring and training processes. On the contrary, in Liu and Johnson's study (2006), most of the teachers stated that the hiring process was information-poor and they were not able to access the school staff most of the time, so they had limited interactions with them. Similarly, in Faciolan and Guhao's study (2016), some teachers expressed that there was not any support from their colleagues, which was listed under the experiences of stress and anxiety. There is a surprising fact that, in the current study, almost all the participants stated that the administrators were caring and professional and it was easy to access to coordinators and the trainer while in a study by Kurtoglu (2016), some of the participants reported finding relationships with the coordinators quite challenging by expressing their hesitations to ask questions and being afraid of making mistakes. Regarding the in-service training at METU, participants of both the current study and Kurtoglu's (2016) were happy and found them detailed, sufficient, and facilitative.

The workload theme consisted of long course planning and assessment preparation hours, absence of a standard syllable, facilitating teachers' jobs by providing documents and materials. Similar to some of this study's participants, teachers in Faciolan and Guhao's study (2016) also expressed workload related experiences. Their participants referred to the theme by mentioning paperwork such as learning plans, and instructional year-end reports; intense workshops and training which were carried out on weekends from time to time; classroom structuring works; and handling various other tasks.

The study's findings on the challenges were categorized under the themes of classroom, environment, material, and workload. These themes were also highlighted in the early studies in the literature. To begin with, regarding the classroom theme, this study's participants faced challenges related to students' English proficiency level and low moods and motivations. Likewise, in Dimitroff and Dimitroff's study (2018), the teachers reported having problems related to students' motivation. The motivation and mood related challenges in both contexts differentiate in terms of their causes. In this very research, the issue stemmed from students' being tired of online education because of the Covid-19 pandemic, and in Dimitroff and Dimitroff's study (2018), as one of the teachers expressed, the students did not just have the motivation to learn.

As for the challenge of developing a sense of belonging to the new environment and institution, it can be said that this challenge appeared because of the online and remote teaching conditions. Since the number of students in sections and classrooms was high, which may probably result in the easy spread of the virus by endangering more lives, it was decided to carry out Academic English classes online by the authorities. Newly-hired teachers expected to go to school,

teach face to face, meet their colleagues, and so on. Due to the online education decision, the teachers could not manage to reach their expectations.

Some of the previous studies in the field also highlighted workload as a challenge. The participants of the study by Jomuad et al. (2017) stated that they had difficulty in getting everything done because of many assignments and had to spend time at home in order to read and assess students' writing papers. Moreover, the teachers at METU in both the present study and Kurtoglu's (2016) pointed out that assessing and evaluating writing tasks is a challenge that is time consuming and tiring. Besides the writing tasks, the preparing lessons and assessment tools theme also appeared in the earlier studies. Similar to the present study's findings, the participants in the study of Peria and Torres (2019) highlighted the heavy workload by referring to lesson planning, visual making, and managing the learning activities. The findings of the study by Estrera (2019), preparing daily lesson plans; adequate and appropriate instructional materials for the learners and the learning objectives; and relevant activities and materials appealing to the learners' learning styles, goals, and culture were the challenges encountered by the teachers.

It is possible to discuss the study's findings in the frame of Bronfenbrenner's Ecological Systems Theory. As it was defined, "the ecology of human development is the scientific study of the progressive, mutual accommodation, throughout the life span, between a growing human organism and the changing immediate environments in which it lives, as this process is affected by relations obtaining within and between these immediate settings, as well as the larger social contexts, both formal and informal, in which the settings are embedded." (Bronfenbrenner, 1977, p. 514). As the theory suggests, the ecological environment is comprised of four levels that surround the person and those levels from the innermost to the outmost circle are microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner, 1977, 1979). According to the theory, the innermost level, the microsystem, is the immediate setting including humans such as home, and classroom. The second circle that is including the first level is the mesosystem that embraces the relations between settings such as interactions between peers, families and the people at school. The third level, exosystem, deals with the events occurring in the settings and suggests that those events affect humans profoundly. The last level, embodying all the three, macrosystem, refers to both structural terms and carriers of ideology and information (Bronfenbrenner, 1977, p. 515). In short, in the theory, the environment surrounding a human is divided into levels from the nearest to the furthest and those levels are surrounding the previous one/s. Also, each level includes a different aspect of the person.

Regarding the current study's context, it can be said that the newly-hired teachers' expectations, experiences, and challenges were the results of their environmental changes. They had expectations regarding the classrooms, courses, the environment of the workplace, school administration, and workload as they made comparisons between the previous workplaces and the new one being aware of the fact that the change would bring new elements and closely affect them. Besides that, it can be implied that the experiences of the teachers were conclusions of the change in their microsystems, mesosystems, and exosystems. Mainly, the teachers expressed that they were free while choosing and discussing topics and the students were responsible and autonomous which are the experiences resulting from the immediate setting change in the participants' microsystems. The environment and school administration related experiences are strongly related to the change in the teachers' mesosystems as the level refers to the relations between humans. The teachers expressed feeling valued, being consulted, getting support, and having good communication. It can be implied that the change in the mesosystems brought about mostly positive experiences. The workload can be examined in relation to the third level of Bronfenbrenner's theory, that is exosystems as the level refers to events

occurring in the settings and affecting humans. The practices and applications at the new institution such as the absence of a standard syllabus and provision of supportive documents along with materials are what affected the participants at this level. Also, long course and assessment tool preparation and assessment hours were influencing the teachers deeply as most of them referred to it. In relation to challenges of classroom, environment, material, and workload, it can be suggested that the changes in the levels of microsystem, mesosystem, and exosystem are the case. The fact that there are various English levels of the students in the class poses a challenge to the teachers as this issue affects events in their immediate settings. Likewise, students' negative moods, and lack of motivations impact both the teachers and the occurring events in the classrooms. The belonging sense is related with the mesosystem level referring to the relations with the people and because of the online education, the teachers had difficulty in adjusting to the new environments and developing a sense of belonging to the community of the new workplace. Assessing writing task papers of students and preparing lessons and assessment tools related challenges can be discussed at the exosystem level which embraces events surrounding the participants. These responsibilities are unavoidable and need to be fulfilled. The necessity might lead teachers to perceive these as challenges that are affecting them profoundly.

CONCLUSION AND RECOMMENDATIONS

The data revealed that the newly hired teachers at the Modern Languages Department of Middle East Technical University had expectations before starting the work, had some experiences, and faced some challenges after they started working. It can be concluded that most of the expectations sprung from what the teachers heard from earlier hired colleagues. They also had such expectations as a result of the comparisons they had made between their former institutions and the current workplaces. Some of the participant teachers stated that their expectations were met well while a few highlighted that they expected less workload and class hours. In terms of the experiences the teachers shared in the interviews, it can be deduced that the teachers were happy with the student profile, flexibility entitled to instructors while teaching, and the course contents. They were also pleased to be a member of the MLD community as the administrators and colleagues were quite welcoming, supportive, and caring. The new institution's environment, atmosphere, staff, and facilities made teachers collect positive experiences. Regarding the challenges, it can be inferred that teachers find it difficult to address all the students in the classroom at once as the students' English proficiency levels vary. Additionally, due to the precautions taken in order to avoid the spread of the Covid-19 pandemic, which is online and remote education in this study's terms, students have low motivation levels and are in bad moods. This state of students made the teachers' jobs even more difficult and led them to face another challenge. Judging by the participants' sayings, the remote education decision also resulted in another challenge which is related to the teachers' adaptation process to the new workplace. As the teachers were teaching from home, they could not go to school and socialize with their new colleagues. That is why they could not develop a sense of belonging to the new workplace and find it difficult to adapt. Regarding the workload, the teachers feel overwhelmed by the number of writing task papers since assessing and evaluating them requires long hours of working and a great deal of energy. Likewise, preparing lesson plans and assessment tools is challenging to them as they were used to standardized plans and materials that are prepared and provided by related units of their former schools such as testing, syllabus design, and material preparation units. However, it should also be highlighted that as the teachers expressed the challenges that they named were not that big of a deal to them.

Last but not the least, it can be said that most of the findings of the study coincide with the earlier studies' findings. There are also revealed experiences, expectations and challenges that had not been highlighted in the literature and

contribute to the study field. The Bronfenbrenner's theory makes it easier to interpret the findings by explaining the nature of environmental changes and their effects on people.

Limitations and Suggestions

- The sample of the study was limited to 6 teachers as it was aimed to reach newly-hired teachers. Because of the number of participants and the narrow context of the study, the findings on the perspectives of the teachers on their expectations, experiences, and challenges cannot be generalized to all working environments and all newly-hired teachers. To be able to address all contexts and newly-hired teachers, it might be suggested to increase the number of the teachers in the sample and carry out the study in different contexts.
- The data were collected by means of an interview, so this current paper presents a descriptive and qualitative study. For further studies, the data might be enriched with quantitative methods.
- Considering the expectations, experiences, and challenges, the orientation and adaptation processes of teachers may be facilitated with actions taken by administrations of the institutions.

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