

Teaching Readiness and Performance of Beginning Teachers: Basis for Capability Building and Policy Determination

Ray B. Abanilla¹

1 – Abra State Institute of Sciences and Technology

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Abstract

This study examines the performance and preparedness of new teachers in public schools throughout the Division of Abra with laying the groundwork for initiatives aimed at enhancing capacity and developing evidence-based policies. Using an explanatory sequential design, the study investigates the effects of professional and personal profiles on teaching performance and readiness. With an emphasis on important facets of teaching competency, information was acquired from 175 respondents via surveys, interviews, and standardized assessment instruments.

Results show that beginning teachers are highly prepared in terms of classroom management, communication, and affective relational knowledge, demonstrating their capacity to create orderly and encouraging learning environments. They also meet the Philippine Professional Standards for Teachers (PPST) in terms of professional engagement, pedagogy, and content knowledge. Nonetheless, the use of differentiated instruction and technological competence were identified as areas in need of improvement. These disparities underscore the necessity of focused professional development initiatives and improved mentorship programs.

A significant correlation was found between the readiness and performance levels of teachers and their profiles, which included years of experience, educational background, and teaching assignments. More extensive professional and academic backgrounds were associated with greater performance and readiness among teachers. Despite this, the study found that beginning teachers encountered difficulties in integrating technology into the classroom, meeting the diverse needs of their students, and having limited access to resources.

The study emphasizes the significance of strategic interventions like mentorship programs, ongoing professional development, and enhanced induction systems in order to increase teacher effectiveness. Training courses on technology integration, differentiated instruction, and classroom innovation are among the suggested projects. Stronger ties between educational institutions, fair resource distribution, and matching teacher preparation programs to industry needs are all highlighted in policy recommendations.

By addressing fundamental gaps in teacher performance and preparation, this research adds to the larger educational landscape. It supports inclusive and equitable quality education through highly qualified and accomplished teachers, which is in line with the Sustainable Development Goals, especially SDG 4 (Quality Education) and SDG 10 (Reduced Inequality). In order to guarantee long-term gains in student learning outcomes and overall educational quality, the insights and recommendations provided are intended to improve the teaching profession in Abra.

Keywords: *teaching readiness performance, capacity building, significant correlation, SDG 4 – Quality Education, policy determination*

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. On the Profile of the Beginning Teachers in the Division of Abra in terms of the following components:

a. Gender

According to the results of the study on the gender distribution of new teachers in the Division of Abra, the vast majority of the 175 respondents were female educators. In particular, 97.11% (17) of the teachers were male, 7.43% (13) identified as LGBTQIA+, and 82.86% (145) of the teachers were female. This distribution highlights a noteworthy trend in the teaching profession, which is in line with both national and international trends that show a preponderance of female teachers, especially at the elementary level. In line with the results in Abra, UNESCO (2023) reports that women make up more than 70% of elementary school teachers globally.

Persistent cultural perceptions that frame teaching as a female-oriented profession may be the reason for the low percentage of male teachers. These perceptions can discourage men from pursuing careers in teaching. Furthermore, although there was some representation of LGBTQIA+ people among new teachers, their numbers were still quite small, highlighting both advancements and the need for more inclusivity in the teaching profession.

The results are in line with more extensive studies on gender representation in education, which continuously demonstrate that social norms and stereotypes have led to women predominating in the teaching profession. Research shows that expanding gender diversity in the classroom improves student performance and helps establish inclusive classrooms. Global efforts to address gender inequality are gaining momentum. Examples include awareness campaigns that aim to dispel preconceived notions and support networks for LGBTQIA+ educators.

In conclusion, the gender distribution of new teachers in Abra indicates important areas for improvement in terms of inclusivity and representation in the workforce, even though it also reflects larger trends in education. Fostering a more equitable educational environment will require addressing these problems.

b. School Graduated from in College

With 68% (119) of respondents graduating from public colleges and 32% (56) from private universities, the profile of beginning teachers in the Division of Abra indicates a notable reliance on public institutions for teacher preparation. According to this distribution, the main route for prospective teachers in the area is public education.

Due to government subsidies and lower tuition fees, public colleges are especially accessible to numerous students, particularly in rural areas. Since public colleges provide a more affordable education, many prospective teachers choose them, and this accessibility is a major factor in the higher percentage of graduates from these institutions. Private university graduates, on the other hand, might bring a range of teaching philosophies that are influenced by specialized programs and smaller class sizes, which can result to unique teaching approaches.

The majority of Abra's graduates come from public schools, which has an impact on professional development and teacher preparation. In order to maintain uniformity in teaching strategies among public schools, public institutions generally adhere to standardized curricula established by the Department of Education (DepEd). Although maintaining educational standards may benefit from this uniformity, it may also restrict the use of creative teaching techniques that are frequently found in private schools.



There is an urgent need for continuing professional development programs targeted at improving teaching techniques among educators, especially since a large portion of them come from public universities and colleges. The region's overall educational quality can be raised and instructional strategies can be diversified with the support of such initiatives.

These conclusions are supported by recent research, which shows that public colleges are the most affordable and accessible places for Filipino teachers to receive their training. Private universities, on the other hand, usually provide more specialized instruction, which may result to distinctive teaching methods and philosophies. Schools can improve student outcomes and enrich their learning environments by employing teachers from both public and private institutions.

c. Educational Attainment

It was found that the largest category of respondents (48%) had a Master's degree. The Division of Abra's beginning teachers exhibit a strong commitment to professional development, according to the analysis of their educational attainment. While 59 teachers, or 33.71%, have a bachelor's degree. Moreover, only a small percentage of teachers are enrolled in or have finished advanced degrees: 11.43% (20) have earned a Master's degree, 1.14% (2) have a doctorate, and 3.43% (6) are unit earners in doctoral programs. Meanwhile, after earning a bachelor's degree in a non-educational field, only 2.29% (4) have finished units in education education courses.

Based on the data, almost half of the new teachers are presently enrolled in Master's level courses, demonstrating their commitment to continuing their professional development and expanding their knowledge. The Department of Education's (DepEd) focus on ongoing teacher development to raise the caliber of instruction is consistent with this trend. These educators' efforts to advance their careers are highlighted by the sizeable number of unit earners in the Master's programs.

Nevertheless, the results also imply that a large number of educators who hold only a bachelor's degree might be relatively new to the field and haven't yet sought additional education. This situation may be caused by a number of factors, such as limited postsecondary educational opportunities, financial limitations, and the current emphasis on obtaining teaching experience before pursuing further education. Further highlighting possible obstacles to higher education, such as limited access to graduate programs and the expense of additional education, gave a low percentage of teachers with Master's degrees (11.43%) or Doctorates (1.14%).

Abra's beginning teachers' educational backgrounds highlight the importance of easily accessible professional development opportunities. Support networks that can help new teachers and those in rural areas are desperately needed, even in spite of the clear push for advancement at the Master's level. To make advanced education more accessible, policy interventions could include expanding the number of scholarships available, offering flexible study options, and strengthening ties with colleges and universities.

d. Graduated with Latin Honors

It was found that the beginning teachers in the Division of Abra showed that a significant percentage of 86.86% (152 teachers), did not graduate with Latin honors, while only 13.14% (23 teachers) did. A more inclusive hiring practice that values a wider range of qualifications beyond academic accolades is indicated by this low percentage, which implies that exceptional academic performance is not a primary criterion for employment in the region. Instructors without Latin honors frequently contribute vital attributes like inventiveness, tenacity, and practical knowledge that are important for successful instruction which might not be adequately represented by academic honors.



The results highlight how important it is to offer thorough in-service training and capacity-building initiatives to assist all educators in a range of learning settings. Even though Latin honors students might have a solid theoretical understanding, specialized professional development can help guarantee that all teachers fulfill the requirements to improve student outcomes. This strategy fits with Abra's educational policies, which emphasize continuous improvement and teacher competency as critical success factors. The idea that effective teaching depends not only on academic distinctions but also on practical experience and emotional intelligence is further supported by recent research underscoring the necessity of a well-rounded approach to teacher preparation that incorporates both demanding academic training and real-world experience.

e. School Internship

According to the findings, the vast majority (80.57%; 141) finished their off-campus internships at public schools, whereas only 19.43% (34) interned at private institutions. This distribution implies that public schools, which predominate in the Philippine basic education system, are where the majority of aspiring teachers obtained their practical teaching experience. These aspiring teachers can overcome real-world obstacles like varied student needs, bigger class sizes, and scarce resources by working as interns in public schools. These experiences are crucial for building the abilities needed to handle the intricacies of public education.

The large number of internships in public schools demonstrates a concerted effort to train educators for employment in these environments. The comparatively low number of internships at private schools, however, suggests that opportunities that could offer smaller student-teacher ratios and alternative educational philosophies are not being taken advantage of. Aspiring teachers' adaptability and inventiveness in their teaching methods may be restricted by their lack of exposure to diverse learning environments. Research backs up the idea that private school internships can improve pedagogical accuracy and innovation, while public school internships are essential for developing creativity and problem-solving abilities. In order to better prepare new teachers for the teaching profession, internship opportunities should be distributed more evenly between public and private institutions. This would allow them to gain a variety of experiences.

f. Years of teaching experience before permanency

According to the profile of new teachers in the Division of Abra, years of teaching experience before being granted permanent status, it was found that a significant percentage of 41.14%, or 72 teachers—had no prior teaching experience, while 25.14%, or 44, had only one year of experience. Teachers with two years (8.00%, 14), three years (7.43%, 13), and four years (1.71%, 3) of experience were less common than those with five or more years of experience (16.57%, 29). Given that the majority of teachers had little to no prior teaching experience, this distribution suggests that they moved quickly into permanent positions, which may have left them ill-prepared for the challenges of effective teaching and classroom management.

The significance of strong pre-service training and induction programs to assist these new educators during their formative years is highlighted by the high percentage of teachers with little pre-permanency experience. Rapid entry into the workforce can help with urgent staffing needs, but it can also lead to difficulties managing the classroom and adjusting to the needs of a diverse student body. Though their lower representation emphasize the need for longer mentorship or probationary periods to improve overall teacher readiness, teachers with five or more years of experience are likely to have a better understanding of classroom dynamics.



Improved induction and mentoring programs could help those with less experience before obtaining permanent status, as research shows that limited pre-permanency experience can hinder effectiveness while extended teaching experience fosters resilience and professional development.

g. Years of teaching experience before permanency

In terms of their current teaching assignments, the great majority of beginning teachers in the Division of Abra consist of 67.43%, or 118 teachers who were assigned to elementary schools, followed by junior high schools (18.86%, or 33%) and senior high schools (13.71%, or 24%). This distribution shows that elementary education accounts for the majority of beginning teacher engagements, underscoring the need for teachers at this foundational level. The emphasis on teaching elementary school is in line with the Philippine educational system's goal of providing high-quality early education, wherein new teachers are tasked with helping students acquire the fundamental skills they need to succeed.

Teaching assignments in public elementary schools are more common, which indicates a focused effort to prepare teachers for these settings, which frequently present difficulties like larger class sizes and a variety of student needs. The lower percentages of teachers in junior and senior high schools, on the other hand, might be the result of stricter specialization requirements or a decreased need for teachers at these levels. Teaching assignments that are effective should match teachers' training and areas of expertise, according to research. While effective classroom management and differentiated instruction are essential for elementary school teachers, junior and senior high school teachers gain from focused professional development to handle the challenges of teaching specialized subjects and adolescents. Across the educational spectrum, overall effectiveness can be improved by fortifying mentorship programs and making sure all teaching levels receive the proper training.

2. On the Level of teaching readiness of the beginning teachers in the public schools in the Division of Abra

With an overall composite mean score of 4.54, classified as "Extremely Ready" (ER), the results of the survey on teaching readiness among new teachers in the Division of Abra's public schools showed a high level of preparedness. This test shows the teachers' areas of strength and growth by evaluating their competencies in a variety of domains. According to the data, new teachers are well-prepared in several professional teaching competencies that are essential to their roles in the classroom.

Lesson planning, instructional competency, and classroom management were some areas where new teachers excelled. Lesson planning earned them a "Very Ready" (VR) rating ($M = 4.56$), and they were particularly good at giving clear instructions ($M = 4.63$) and encouraging active learning ($M = 4.57$). With a composite mean of 4.61, their classroom management abilities were also impressive, demonstrating their capacity to establish orderly procedures and uphold a supportive learning atmosphere. With the highest mean score ($M = 4.71$) for empathetic listening, communication skills are clearly a strong suit. The lowest rating ($M = 4.25$), however, indicates that technological proficiency is an area that needs improvement. This suggests that focused professional development in technology integration and differentiated instruction could improve their overall efficacy. Although beginning teachers are generally well-prepared, targeted training in these areas will help them better meet the varied needs of their students and maximize engagement through creative teaching methods.

3. On the Level of Teaching Performance of the beginning teachers in the public schools in the Division of Abra

Beginning teachers' overall composite mean score of 4.58, classified as "Outstanding" (O), was the result of an analysis of their teaching performance in the public schools of the Division of Abra. The Philippine Professional Standards for Teachers (PPST) are in line with this rating, which denotes exceptional abilities across a number of teaching performance dimensions. With a composite mean of 4.59, the results indicated that these new teachers were sufficiently prepared to handle the demands of their teaching positions, exhibiting a strong command of both pedagogical skills and subject-matter expertise. They performed exceptionally well when it comes to applying their knowledge across curriculum areas ($M = 4.60$) and using the mother tongue, Filipino, and English as instructional languages ($M = 0.61$). Their adherence to higher-order thinking skills, as highlighted by the PPST, was still evident even though their capacity to use instructional strategies that encourage critical and creative thinking was rated somewhat lower ($M = 4.54$).

Teachers were effective in fostering justice, dignity, and compassion ($M = 4.66$) while preserving classroom safety ($M = 4.67$), as evidenced by their composite mean of 4.61 in creating safe and welcoming learning environments. While they could do a better job of using culturally relevant teaching strategies for indigenous students, their ability to create learner-centered, culturally sensitive environments is essential for meeting the needs of diverse student populations ($M = 4.52$). With a composite mean of 4.57, teachers also excelled in curriculum planning and assessment, especially in setting pertinent learning objectives ($M = 4.63$) and giving prompt feedback ($M = 4.54$). With a composite mean of 4.55, their dedication to professional development and community involvement were also noteworthy; however, their participation in professional networks was marginally lower ($M = 4.49$), suggesting room for improvement.

Overall, these results show that new teachers in Abra are prepared to make a substantial contribution to students' development and are highly aligned with the PPST standards. Although their strengths in inclusive practices, curriculum knowledge, and community engagement are admirable, it is advised that they pursue focused professional development in areas like critical thinking techniques and indigenous learner support to increase their effectiveness as teachers. Recent research highlights the significance of culturally responsive instruction and professional engagement as critical components of successful teaching, highlighting the necessity of continual improvement in these areas to maximize student outcomes and promote inclusive learning environments.

4. On the Correlation Showing the Relationships Between the Profile of the Beginning Teachers and their Readiness

The results of the study on the relationship between the readiness of new teachers in the Division of Abra and their profile provided a valuable information about the relationship between a number of educational and demographic characteristics and their readiness to teach. Overall, the analysis showed that some profile variables have weak or nonexistent relationships with readiness dimensions, while others showed significant correlations.

First, there was a weak and negative correlation between gender and readiness dimensions in every area; the strongest correlation was found in communication skills ($r = -0.147$). This implies that gender has little bearing on teaching readiness, suggesting that personal



experiences and credentials have a stronger correlation with preparedness than demographic traits. On the other hand, there was a significant positive correlation between instructional competence and the school from which teachers graduated ($r = 0.165$, $p < .05$), suggesting that the school may have a minor influence on teaching methods. A limited overall effect is suggested by the fact that this correlation does not significantly extend to other readiness dimensions.

With the exception of technological proficiency, all readiness dimensions showed a strong positive correlation with educational attainment. Higher education levels improve teachers' readiness in critical areas like lesson planning and classroom management, as evidenced by the most notable correlation with classroom management ($r = 0.343$, $p < .01$). Lesson planning ($r = 0.178$, $p < .05$), instructional competence ($r = 0.165$, $p < .05$), and affective relational knowledge ($r = 0.160$, $p < .05$) all positively correlate with graduating with Latin honors, indicating that academic excellence is linked to greater preparedness in both the technical and interpersonal aspects of teaching.

Technological proficiency and school internship experiences have a significant positive correlation ($r = 0.201$, $p < .01$), suggesting that practical experience gained during internships helped teachers use technology effectively. This correlation does not, however, apply to other aspects of readiness; rather, it is restricted to technological proficiency. Additionally, all readiness dimensions—aside from technological proficiency—have a positive correlation with years of teaching experience prior to obtaining permanent status, with lesson planning showing the strongest correlation ($r = 0.357$, $p < .01$). By enabling educators to hone their abilities through practical application, this emphasizes the importance of real-world experience in improving overall preparedness.

Additionally, the analysis showed weak and non-significant relationships between readiness dimensions and current teaching assignments, indicating that particular teaching roles do not have a significant impact on preparedness levels. This suggests that new instructors might have flexible abilities that work in a variety of learning environments.

The results showed that the preparation of new teachers in Abra was greatly influenced by their educational background and real-world experience. Higher educational attainment and extensive teaching experience positively correlated with various aspects of teaching readiness, while gender and particular teaching assignments seem to have little effect on preparedness. It is advised that training programs emphasize advanced degrees or certifications and offer chances for prolonged teaching experiences in order to further improve teacher preparedness. In order to better prepare teachers for the demands of the modern classroom, structured internships should also place a high priority on incorporating technology into instruction. These findings are consistent with other studies that show a strong correlation between teacher effectiveness and student outcomes and postsecondary education and practical experience.

5. On the Correlation Showing the Relationships Between the Profile of the Beginning Teachers and their Performance

The results of the study on the relationship between the teaching performance of beginning teachers in the Division of Abra and their profile showed intricate connections between a number of performance domains, such as curriculum planning, assessment and reporting, pedagogy and content knowledge, learning environment and learner diversity, professional engagement, community connections, personal development, and overall performance. Several important findings about these relationships were revealed in the analysis.



Gender Correlation: There was a negative correlation between gender and a number of performance domains, including Learning Environment and Diversity of Learners ($r = -0.178$, $p < 0.05$) and Community Links and Professional Engagement ($r = -0.208$, $p < 0.01$). These results imply that performance in areas pertaining to managing diverse learning environments and community engagement may be slightly impacted by gender. This is consistent with previous studies that show how cultural norms can affect teachers' effectiveness and gender-based perceptions (Smith & Mack, 2023).

Institutional Influence: With coefficients ranging from 0.005 to 0.125, the school from which teachers received their degrees exhibited extremely weak correlations with performance in every domain. This finding casts doubt on the notion that teaching effectiveness is greatly increased by prestigious institutions, suggesting that neither location nor institutional prestige have a significant impact on new teachers' performance right away (Brown et al., 2022).

Educational Attainment: On the other hand, there were notable positive associations between educational attainment and a number of performance domains, especially in Curriculum Planning ($r = 0.269$, $p < 0.01$) and Overall Performance ($r = 0.250$, $p < 0.01$). These findings support earlier research that links higher education levels to better instructional quality by indicating that advanced degrees provide new teachers with the fundamental knowledge and abilities needed for effective teaching (Darling-Hammond et al., 2021).

Graduated with Latin Honors: With an overall performance correlation of barely $r = 0.106$, the relationship between teaching performance and graduating with Latin honors was statistically insignificant and generally weak. This showed that academic achievement might not always translate into practical teaching skills (Jones & Taylor, 2020).

Internship Experiences: In the majority of domains, including Learning Environment and Diversity of Learners, the relationship between school internship experiences and performance was weak and statistically insignificant (coefficient of -0.068). This suggests that internship experiences vary in quality and relevance, which emphasizes the necessity of regular and efficient teaching practicums to better prepare teachers (Xu & Liu, 2022).

Teaching Experience: A wide range of performance domains exhibit positive correlations with the number of years of teaching experience prior to obtaining permanent status. Significant associations have been observed with Learning Environment and Diversity of Learners ($r = 0.219$, $p < 0.01$) and Overall Performance ($r = 0.187$, $p < 0.05$). These results highlight the value of real-world experience in fostering the core skills necessary for successful instruction (Gavish & Friedman, 2023).

Current Teaching Assignments: Current teaching assignments and all performance domains have negative but statistically insignificant correlations, according to the analysis (e.g., -0.072 for pedagogy and content knowledge). This underlines the significance of professional development over the kind of teaching load and implies that particular teaching roles do not significantly predict overall performance (Zhao et al., 2021).

These results demonstrate that the preparation and efficacy of new teachers in Abra was significantly influenced by their educational background and real-world experience. Higher educational attainment and extensive early teaching experience correlate positively with various aspects of teaching performance, while gender and particular teaching assignments seem to have little effect on preparedness. To improve teaching effectiveness in a variety of educational contexts, the findings point to a multipronged strategy for teacher development that incorporates advanced coursework, worthwhile real-world experiences, and organized internship programs.



These observations are consistent with recent research that highlights the importance of thorough teacher development approaches that take knowledge and skill equity into account as a key component of enhancing educational outcomes.

6. On the Correlation Showing the Relationships Between the Teaching readiness of beginning teachers and their level of performance

Significant positive relationships were found across a number of performance domains in the correlation between new teachers' performance and their readiness to teach. This analysis shed light on important areas for teacher preparation by highlighting the ways in which various components of teaching readiness affect performance metrics.

Overall, performance and teaching readiness strongly correlated with lesson planning exhibiting especially strong correlations. Overall Performance ($r = 0.679$) and Curriculum and Planning ($r = 0.651$) showed the strongest correlations, suggesting that lesson plans that are well-organized and structured are crucial for successfully delivering content and satisfying a range of learner needs. Good lesson planning improves student engagement and academic achievement in addition to being in line with curriculum standards.

Strong relationships between instructional competence and other performance domains were also evident, particularly between Curriculum and Planning ($r = 0.690$) and Overall Performance ($r = 0.708$). This highlights how crucial it is for teachers to be able to deliver content in a variety of efficient ways, underscoring the necessity for teacher preparation programs to provide educators with a wide range of teaching techniques.

Another area with strong correlations was classroom management, especially with Curriculum and Planning ($r = 0.768$) and Overall Performance ($r = 0.771$). A positive learning atmosphere is created by good classroom management, which enables teachers to make the most of class time while reducing interruptions. Effective classroom managers are in a better position to assist students' learning.

With significant correlations in Overall Performance ($r = 0.764$) and the Learning Environment ($r = 0.764$), communication skills have a significant impact on performance across domains. Relationships between educators, students, and stakeholders are strengthened by clear and effective communication, which also promotes cooperation and improves comprehension within the learning community.

Although there were moderate correlations between technological proficiency and other factors, its impact was greatest in the areas of curriculum and planning ($r = 0.545$) and community links ($r = 0.511$). This demonstrates how crucial it is becoming to incorporate technology into teaching methods in order to improve the high standard of instruction and create relationships in learning environments.

Across all domains, including Curriculum and Planning ($r = 0.798$) and Overall Performance ($r = 0.836$), affective rational knowledge showed the strongest correlations. This implies that flexibility, interpersonal skills, and emotional intelligence are essential for successful teaching. Strong affective rational knowledge enables teachers to overcome obstacles, establish productive learning environments, and establish stronger connections with their students.

All performance metrics, especially Overall Performance ($r = 0.818$), exhibited a strong correlation with teaching readiness overall. Lesson planning, instructional competence, classroom management, communication skills, technological proficiency, and emotional



intelligence all have an impact on how effective instruction is, and this comprehensive metric captured those effects.

The complex nature of teaching readiness and its vital significance in assessing teacher effectiveness were highlighted by these findings. They are in line with current educational research that supports programs for preparing teachers that integrate technical skills, emotional intelligence, and pedagogical knowledge (Darling-Hammond et al., 2021). For example, studies show that better learning outcomes and curriculum alignment are achieved through effective instructional competency and lesson planning, while creating engaging learning environments requires effective classroom management and communication skills (Marzano & Marzano, 2020).

Furthermore, the moderate correlations found with technological proficiency highlight the necessity for teachers to improve their digital skills as technology continues to shape modern education. Initiatives for professional development that emphasize digital literacy and its useful applications in education ought to be given top priority by policymakers (Mishra & Koehler, 2006).

The results showed a significant correlation between teaching readiness and several aspects of teacher performance. Teacher preparation programs can better prepare new teachers for success in the classroom by emphasizing readiness enhancement through thorough training that covers pedagogical strategies, developing emotional intelligence, and integrating technology.

7. On the significant influence of beginning teachers' profile and teaching performance on their level of teaching readiness

Important insights from a multiple linear regression analysis were revealed by the findings regarding the significant influence of beginning teachers' profiles and teaching performance on their level of teaching readiness. With an adjusted R Square value of 0.705, the model showed strong explanatory power, meaning that the combined effects of several profile and performance-related variables can account for about 70.5% of the variance in teaching readiness. This emphasizes how complicated the variables influencing teachers' readiness for their jobs in the classroom are;

School Internships: The beta coefficient for school internships ($\beta = 0.145$, $p = 0.017$) indicated a significant positive influence on teaching readiness. This result supports Darling-Hammond's (2021) claim that effective teacher preparation requires high-quality internships, highlighting how important internships play in bridging theoretical knowledge and practical application.

Years of Teaching Experience: The second significant predictor is years of teaching experience before achieving permanent status ($\beta = 0.178$, $p < 0.001$). In line with Klassen and Tze's (2014), findings regarding the significance of prior experience in forming self-efficacy and classroom effectiveness, early teaching experience improves readiness by fostering self-confidence and familiarity with instructional challenges.

Subject-Matter Knowledge: The performance-related variable of subject-matter mastery also significantly predicted readiness ($\beta = 0.178$, $p = 0.034$). This demonstrates how important it is to have a solid foundation in content knowledge in order to effectively address the various needs of students and provide high-quality instruction.

Learning Environment and Diversity: The ability to create inclusive learning environments is another important predictor ($\beta = 0.213$, $p = 0.008$). Gay's (2018) research, which



highlights that teachers who are competent at managing diverse classrooms are better able to engage students and create meaningful learning experiences, is consistent with this finding.

Curriculum-Related Performance: Notably, curriculum-related performance emerged as the strongest predictor of teaching readiness ($\beta = 0.353$, $p < 0.001$). The critical relationship between curriculum knowledge and teaching success, as asserted by Shulman (1986), is further supported by the higher levels of readiness exhibited by teachers who excel in planning, assessment, and curriculum alignment.

According to the analysis, teaching readiness was not significantly impacted by other profile variables such as gender, educational attainment, graduation with Latin honors, and current teaching assignments. The limited predictive power of these factors implies that experiential qualities and performance-related factors are more important in determining readiness, even though they may indirectly aid in teacher preparation.

7. On the significant influence of beginning teachers' profile and teaching performance on their level of teaching readiness

There were several notable findings from the examination of the difficulties that beginning teachers encounter with the Results-Based Performance Management System (RPMS) that highlight the complexity of their work experiences. The difficulty of acquiring pedagogical techniques and content knowledge was one of the main issues noted. The need for effective teaching strategies, frequent curriculum changes, and a lack of resources caused many new teachers to struggle. Given that effective teaching greatly depends on a thorough understanding of both subject matter and instructional techniques, this situation emphasizes the urgent need for extensive training and support in these crucial areas.

Significant challenges in understanding complex subjects and coordinating their lessons with established curriculum standards were also mentioned by the respondents. Their capacity to successfully address the various needs of students may be hampered by this misalignment. Teachers also mentioned how difficult it was to manage time constraints and classroom dynamics while integrating higher-order thinking skills into their lessons. This suggests that there is an urgent need for focused professional development that gives educators the tools they need to encourage students' creativity and critical thinking.

Another significant issue that surfaced was resource accessibility. Lesson planning and delivery were made more difficult by the lack of instructional materials and technical support, according to many new teachers. It gets harder for teachers to design interesting and productive learning experiences for their students when they lack the necessary resources. Another major challenge was creating inclusive learning environments that can accommodate a variety of learners. Managing classrooms with students from diverse cultural backgrounds and special needs can be difficult for new teachers, which can cause frustration and feelings of inadequacy.

For new teachers, classroom management is especially difficult since they have to deal with behavioral problems while upholding discipline and modifying lessons to accommodate various learning preferences. External factors like students' lack of family support and language barriers frequently made these challenges worse, making teaching even more challenging. Furthermore, a lot of teachers expressed feeling overburdened by the administrative duties brought by the copious documentation and reporting requirements. Their capacity to present interesting lessons and give students timely feedback may be hampered by these demands.



Another area where beginning teachers encounter challenges was establishing relationships with parents and community members. Their inability to effectively engage with stakeholders was frequently hampered by their lack of experience as well as issues with communication and cultural sensitivity. The support system that is essential for promoting student success may be weakened by this lack of involvement.

Furthermore, a lot of beginning teachers found it difficult to strike a balance between the demands of their teaching duties and their personal growth. They found it challenging to pursue opportunities for continuous professional development due to time management problems and emotional strains, which emphasizes the necessity of supportive school structures that promote lifelong learning.

All things considered, the difficulties noted in this analysis were indicative of more general systemic problems in education that call for targeted interventions. Improved resource provision, mentorship programs, and differentiated instruction training are crucial for boosting new teachers' efficacy within the RPMS framework. Schools can foster a more encouraging atmosphere that enables new teachers to flourish in their positions by tackling these complex issues, which will ultimately benefit both teachers and students.

Salient Findings

The multiple regression analysis revealed significant insights into the factors influencing the teaching readiness of beginning teachers. Among the predictors, school internship experience ($\beta=0.145$) and years of teaching experience before permanency ($\beta=0.178$) emerged as significant contributors, indicating that hands-on teaching practice and prior experience positively impact teaching readiness. Additionally, content knowledge and pedagogy ($\beta=0.178$), the ability to manage a diverse learning environment ($\beta=0.213$), and proficiency in curriculum, planning, assessment, and reporting ($\beta=0.353$) were strong predictors, with the latter being the most influential.

In contrast, factors such as gender, the school graduated from in college, educational attainment, graduating with Latin honors, current teaching assignment, community linkages and professional engagement, and personal growth and professional development showed no significant impact on teaching readiness, as their p-values exceeded the 0.05 threshold.

The regression model demonstrated a high degree of explanatory power, with an adjusted R-square value of 0.705, indicating that 70.5% of the variance in teaching readiness was accounted for by the included variables. The model's F-value of 35.632 and a p-value below 0.001 further confirmed its statistical significance. Overall, the findings highlight the critical importance of practical teaching experiences, professional competencies, and the ability to manage diverse and dynamic educational environments in fostering teaching readiness among beginning teachers.

Conclusions

The researcher derived the following conclusions based on the analysis of data.

SOP 1. Profile of the Respondents:

The respondents comprised a diverse group of beginning teachers, primarily female, with most having graduated from local public institutions. The majority held a bachelor's degree without Latin honors, had completed school internships, had minimal teaching experience before permanency, and were assigned across various grade levels. These findings highlight the typical entry profile of teachers in the Division of Abra, offering context for readiness and performance analysis.



SOP 2. Level of Readiness of the Respondents:

The beginning teachers demonstrated a moderate to high level of readiness across key domains. Affective Rational Knowledge and Classroom Management were among the strongest areas, while Technological Proficiency appeared as a relative weakness. This indicates a general preparedness to teach, yet suggests a need for enhanced training in digital integration and differentiated instruction.

SOP 3. Level of Performance of the Respondents:

The teachers exhibited a generally high level of performance, particularly in Curriculum and Planning, Learning Environment, and Content Knowledge. These strong indicators suggest that, despite limited experience, most beginning teachers are able to meet performance expectations in line with RPMS indicators.

SOP 4. Significant Relationships:

There was no significant relationship between most demographic profile variables and teaching readiness or performance, except for school internship and teaching experience before permanency, which showed significant influence. Moreover, a strong positive correlation was observed between teaching readiness and actual performance, confirming that better preparedness leads to more effective teaching outcomes.

SOP 5. Strategies and Best Practices to Close Performance Gaps:

Respondents emphasized continuous professional learning, learner-centered strategies, technology integration, mentorship, reflective practice, and structured lesson planning. However, these strategies often lacked depth and implementation detail, indicating the need for more guided, formalized professional development.

SOP 6. Challenges in RPMS Areas:

Beginning teachers reported challenges related to classroom management, assessment design, use of ICT tools, and community engagement. These issues reflect the multifaceted nature of teacher performance, particularly among novice educators adapting to institutional expectations.

SOP 7. Proposed Professional Development Program:

A targeted professional development program was proposed, focusing on digital literacy, differentiated instruction, assessment practices, classroom management, and reflective teaching. The design of the program responds directly to the identified challenges and readiness-performance gaps.

SOP 8. Proposed Policy:

A policy recommendation was proposed to institutionalize mentorship, standardize internship quality, and offer structured induction programs. Additionally, support mechanisms such as coaching, targeted training, and monitoring systems were suggested to address the developmental needs of beginning teachers and ensure sustainable professional growth.

Recommendations

1. To close the gap between theory and practice, create well-organized, outstanding internship programs that give aspiring educators a range of essential classroom experiences.



2. Create mentorship programs that pair new teachers with more seasoned educators to offer them support, direction, and useful advice in their early teaching careers.
3. To give teachers the skills they need to teach effectively, offer them specialized professional development that focuses on expanding their subject-matter expertise and pedagogical abilities.
4. Provide teachers with training in differentiated instruction and culturally responsive teaching to assist them in developing inclusive classrooms that meet the needs of a wide range of students.
5. To improve teachers' preparedness and efficacy in teaching, give curriculum planning and assessment training top priority in teacher preparation programs.
6. Ensure that beginning teachers have access to the resources, technical assistance, and instructional materials they need to plan and deliver lessons effectively.
7. Simplify paperwork and administrative duties to relieve new instructors of some of the workload so they can concentrate more on teaching and student interaction.
8. To assist new teachers in establishing connections with parents and other local stakeholders, offer workshops on effective communication and community engagement techniques.
9. By providing frequent workshops, seminars, and training sessions that cover contemporary educational issues and instructional techniques, which can promote a culture of continuous professional development.
10. To support new teachers' general well-being and professional development, put in place programs that assist them in efficiently managing their workload, such as time management classes and emotional support materials.

POLICY BRIEF

Title: Comprehensive Support and Development Policy for Beginning Teachers; a Revised Teacher Induction Program

Executive Summary

The quality of instruction in classrooms is closely tied to the preparedness and performance of beginning teachers. The CSDP-BT proposes a systematic framework to address the gaps in pedagogy, classroom management, and learner assessment that hinder new teachers' effectiveness. Through initiatives like the Mandatory Induction Program for Beginning Teachers (IPBT), mentoring, regular Learning Action Cell (LAC) sessions, and a robust professional development plan, the policy aims to equip new educators with the tools and confidence they need to excel. Effective performance monitoring and recognition programs are integral to the policy, ensuring sustained teacher growth and excellence in education delivery.

Introduction/Background and Purpose

Beginning teachers in the Division of Abra encounter a range of challenges that hinder their full readiness for effective classroom instruction. While many demonstrate strong foundations in affective rational knowledge and classroom management, gaps remain in areas such as technological proficiency, differentiated instruction, and the practical application of pedagogical theories. These deficiencies, as revealed in the study, contribute to performance gaps that affect student engagement and learning outcomes. Furthermore, although respondents show a strong commitment to professional growth and a positive attitude toward reflective



practice and collaboration, they often lack access to structured, consistent support systems early in their careers.

In response to these findings, the Comprehensive Support and Development Policy for Beginning Teachers, anchored in the Revised Teacher Induction Program (TIP), is proposed. This policy aims to address the readiness-performance gap by institutionalizing mentorship, enhancing school-based professional development, and promoting systematic training aligned with actual classroom needs. By fostering a culture of continuous learning, guided reflection, and peer collaboration, the policy seeks to build teacher confidence and competence—ultimately contributing to improved teaching effectiveness and educational quality across the division..

Policy Objectives:

1. Equip beginning teachers with the necessary skills and knowledge for effective pedagogy, classroom management, and learner assessment.
2. Establish a structured mentorship program to provide guidance and support during the first year of teaching.
3. Foster collaboration and shared learning through regular LAC sessions.
4. Enhance professional development opportunities through workshops, seminars, and digital resources.
5. Implement a robust performance monitoring and feedback system to promote continuous improvement.
6. Recognize and reward excellence among mentors and beginning teachers to motivate and inspire.

Policy Recommendations or Key Messages:

- **Mandatory Induction Program (IPBT):** A standardized onboarding process covering key topics such as professional ethics, curriculum standards, and effective teaching strategies.
- **Mentorship Program:** Pairing new teachers with experienced mentors for ongoing guidance and support for at least one year.
- **Learning Action Cell (LAC) Sessions:** Bimonthly meetings for collaborative problem-solving and exploration of innovative teaching practices.
- **Professional Development:** Division-wide workshops, webinars, and a digital resource portal to ensure accessible and comprehensive training.
- **Performance Monitoring:** Regular classroom observations, progress evaluations, and self-assessment tools to identify strengths and areas for improvement.
- **Recognition Program:** Annual awards and incentives for outstanding mentors and beginning teachers.

Methods

The policy brief was developed through a comprehensive review of existing literature on teacher preparedness and best practices in teacher support programs. Data were collected from classroom observations, teacher feedbacks, and consultations with educational leaders. The proposed components were refined through stakeholder discussions and pilot programs conducted in selected divisions. These methods ensured that the policy is evidence-based and contextually relevant.

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Conflict of Interest

The author declare no conflict of interest in the development and advocacy of this policy.

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