

Professionalism of Beginning Teachers in Legislative District Six: Basis for Transformative Leadership Competence Program

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Abstract

This study determined the level of professionalism of beginning teachers in public schools in LD6 of the Division of Isabela as a basis for developing a transformative leadership competence program. Specifically, it examined the profile of beginning teachers in terms of age, gender, civil status, number of years in teaching, and pre-teaching experiences. It also assessed their level of professionalism as perceived by school heads and the teachers themselves in terms of social interaction, adherence to school policies and authority, punctuality and time management, ethical conduct, and commitment to professional growth. In addition, the study identified the professional practices of beginning teachers, tested significant differences when grouped according to profile variables, and explored insights and challenges through Focus Group Discussion (FGD). A mixed-method research design was employed, using quantitative data analyzed through descriptive and inferential statistics, and qualitative data analyzed through thematic analysis. The respondents consisted of beginning teachers and school heads from selected public schools in LD6, Division of Isabela. Findings revealed that beginning teachers demonstrated a high level of professionalism across all dimensions, particularly in maintaining positive workplace relationships, complying with school policies, managing time effectively, demonstrating ethical behavior, and engaging in continuous professional development. However, significant differences were found in some indicators when grouped according to profile variables, indicating that demographic and experiential factors influenced professional practices. Qualitative results further revealed supportive relationships, communication gaps, workload challenges, and varying institutional support as key themes shaping professionalism. Despite these challenges, beginning teachers showed strong commitment to professional growth. Based on the findings, a transformative leadership competence program was proposed to enhance leadership skills, strengthen professional behavior, and address identified gaps in school support systems.

Keywords: beginning teachers, professionalism, transformative leadership, social interaction, ethical conduct, professional growth, time management, public schools, mixed-method research, Division of Isabela, Philippines

1. Introduction

Background and Rationale

Teacher professionalism is known to be an important factor in teaching the world over since it determines teacher effectiveness, student outcomes, and the quality of learning in general. Teacher professionalism is a combination of knowledge, skills, ethical standards, and dedication to lifelong development, which enables teachers to carry out their duties efficiently (Friesen and Besley, 2013). Researchers have indicated globally that recent teachers usually struggle to adjust to the demands of their profession, reconcile their teaching roles and obligations, and deliver quality teaching, which impact their professional identity and performance (Amirova, 2020). Limited mentoring, excessive work demands, and changing educational standards compound these challenges, which creates the necessity to learn and help early-career teachers.

At the national level, the Department of Education (DepEd) in the Philippines focuses so much on teacher professionalism, especially in beginning teachers to enhance the learning performance in basic education. Probationary teachers or beginning educators (as they are commonly referred to) are expected to demonstrate professional standards during the period of transition between academic preparation and classroom practice (Degracia, 2024). Nonetheless, empirical data show that a significant number of them experience challenges with classroom control, curriculum delivery, and adjustment to administrative demands of schools (Bacus, Picardal, Perez, and Balo, 2024). Moreover, the competencies of educational leaders play an important role in the professional development of teachers, thus stating that school leadership and support systems are key elements of teacher professionalism improvement (Bucal & Lipit, 2025).

Within the Legislative District Six, teachers who are new to the job in the area experience specific contextual challenges because of the limitations of resources, the differentiated needs of the students, and the diverse expectations of the community. Studies indicate that new educators of this area usually experience difficulties with planning of instruction, evaluating performance, and interacting with the community (Felisida, Labitad, and Comon, 2024). Although DepEd has rules that are designed to aid in the development of teachers, there are still gaps in converting these policies into effective programs that would not only raise teacher professionalism but also improve teacher leadership skills too. These loopholes generate the urgent necessity of research that addresses the specialized areas of professional development of starting teachers and ties them to frameworks of transformative leadership competence.

Review of Related Literature

Teacher professionalism and leadership competence are pivotal factors in shaping effective educational outcomes. Professionalism in teaching encompasses a combination of knowledge, skills, attitudes, and ethical practices that ensure educators can deliver quality instruction while nurturing learners' holistic development (Day, 2018). Beginning teachers, in particular, face unique challenges as they transition from academic preparation to real-world classrooms. Research indicates that their effectiveness is often influenced by personal traits, such as personality types, and external factors, including mentorship, school climate, and access to professional development opportunities (Skaalvik & Skaalvik, 2019). Understanding these

dynamics is crucial for designing programs that enhance their leadership and instructional capacity.

Teacher professionalism is not solely defined by technical knowledge or classroom management skills; it also involves ethical conduct, reflective practice, and continuous learning (Shulman, 1987; Day, 2018). In the Philippine context, DepEd (2014) emphasizes that beginning teachers must demonstrate high standards of professional ethics, instructional competence, and collaborative skills. Studies show that teachers who actively engage in professional development activities and reflective practices tend to exhibit higher job satisfaction, resilience, and instructional effectiveness (Flores & Day, 2021). Additionally, a positive school culture, where support from school heads and colleagues is prevalent, significantly contributes to sustaining professional growth among new teachers (OECD, 2020).

Teacher professionalism is greatly influenced by personality traits, such as conscientiousness and openness, which are associated with adaptive teaching practices, including creative course planning and efficient classroom management. According to McCrae and Costa (2019), these characteristics affect how inexperienced teachers approach difficulties and involve pupils. Reyes and Dela Cruz (2022) found that highly conscientious and emotionally stable instructors are more likely to use student-centered and collaborative teaching strategies.

Statement of the Problem

This study aimed to determine the level of professionalism of beginning teachers in public schools as a basis for developing a transformative leadership competence program.

Specifically, it sought to answer the following questions:

1. What is the profile of the beginning teachers in LD6 of the Division of Isabela in terms of the following variables:

- a.Age;
- b.Gender;
- c.Civil status;
- d.Number of years in teaching; and
- e.Pre-teaching experience, specifically:

Volunteer teaching;

Local School Board (LSB) / Provincial School Board (PSB) service (number of years);

Teacher assistant experience;

Private school teaching experience; and

Kindergarten teaching experience.

2. What is the level of professionalism of the beginning teachers as perceived by the following groups:

- a.School heads; and
- b.Beginning teachers themselves?
3. What are the practices of beginning teachers in terms of the following dimensions of professionalism:
 - a.Social interaction;
 - b.Adherence to school policies and authority;
 - c.Punctuality and time management;
 - d.Ethical conduct; and
 - e.Commitment to professional growth?
4. Is there a significant difference in the level of professionalism of beginning teachers when they are grouped according to their profile variables?
5. What insights, experiences, and challenges regarding the professionalism of beginning teachers are shared by beginning teachers and school heads as revealed through the Focus Group Discussion (FGD)?
6. Based on the findings of the study, what transformative leadership competence program can be proposed?

Objectives of the Study

This study aimed to determine the level of professionalism of beginning teachers in public schools in Legislative District VI (LD6), Division of Isabela, as a basis for developing a Transformative Leadership Competence Program.

Specifically, this study sought to:

1. determine the profile of the beginning teachers in Legislative District VI (LD6), Division of Isabela, in terms of:
 - age;
 - gender;
 - civil status;
 - number of years in teaching; and
 - pre-teaching experience, specifically:
 - volunteer teaching;
 - Local School Board (LSB)/Provincial School Board (PSB) service;
 - teacher assistant experience;

- private school teaching experience; and
kindergarten teaching experience;
2. assess the level of professionalism of beginning teachers as perceived by: school heads; and the beginning teachers themselves;
 3. determine the practices of beginning teachers in relation to professionalism in terms of:
social interaction;
adherence to school policies and authority;
punctuality and time management;
ethical conduct; and
commitment to professional growth;
 4. determine whether there is a significant difference in the level of professionalism of beginning teachers when grouped according to their profile variables;
 5. explore the insights, experiences, and challenges regarding the professionalism of beginning teachers as shared by beginning teachers and school heads through Focus Group Discussions (FGDs); and
 6. develop a Transformative Leadership Competence Program based on the findings of the study.

Hypothesis

1. There is no significant difference in the level of professionalism of beginning teachers as perceived by school heads and beginning teachers.
2. There is no significant difference in the level of professionalism of beginning teachers when they are grouped according to their profile variables in terms of age, gender, and civil status.
- 3 There is no significant difference in the professionalism practices of beginning teachers in terms of social interaction, adherence to school policies and authority, punctuality and time management, ethical conduct, and commitment to professional growth.
4. There is no significant difference in the professionalism practices of beginning teachers across the identified dimensions.

2. Materials and Methods

Research Design

The study adopted a mixed-method research methodology, specifically a descriptive-comparative method strengthened by qualitative inquiry. The descriptive component was utilized to determine the level of professionalism of beginning teachers in public schools, while the comparative component was employed to identify significant differences in professionalism when respondents were grouped according to selected profile variables such as age, gender, and civil status.

To measure starting teachers' professionalism practices objectively, the study's quantitative component concentrated on gathering numerical data via a standardized survey questionnaire. This method made it possible to compare perceptions between new teachers and school administrators and perform statistical analysis. On the other side, the qualitative component, through Focus Group Discussion (FGD), was integrated to provide deeper insights, explanations, and contextual understanding of the quantitative results. By enabling data triangulation, the combination of quantitative and qualitative methods enhanced the validity of the conclusions.

Participants

Beginning teachers and school administrators from public schools in Legislative District 6 (LD6), Division of Isabela, were the study's primary respondents because they were directly involved in evaluating their professionalism practices; school administrators, on the other hand, were secondary respondents because they offered an external and supervisory viewpoint on the professionalism of beginning teachers

Instruments

A survey questionnaire prepared by the researcher to collect quantitative data pertinent to the study's goals served as the main research tool. The questionnaire was created using relevant research and literature on the professionalism and leadership of teachers. The survey questionnaire consisted of two major parts: The demographic profile of the new teachers, including age, gender, and civil status, was the main focus of Part I. Part II measured the professionalism practices of beginning teachers in terms of the following dimensions: social interaction, adherence to school policies and authority, punctuality and time management, ethical conduct, and dedication to professional growth. The respondents' degree of agreement with each statement was measured using a Likert-scale style, which enables objective measurement and statistical analysis.

For the qualitative component, a Focus Group Discussion (FGD) guide was produced by the researcher. Open-ended questions in the FGD guide were designed to elicit participants' viewpoints, experiences, difficulties, and recommendations about professionalism and leadership development among new teachers. The study's quantitative results were validated and enhanced by the FGD.

Procedure

Before the conduct of the study, permission for collecting data was properly obtained and secured by the appropriate authorities, including school heads and concerned education officials. After receiving consent, the researcher worked with the participating schools to arrange for the survey questionnaires to be distributed and retrieved. For the purpose to ensure that the directions were clear and to answer any queries or concerns, the survey forms were individually given to the respondents. The respondents were given enough time to finish the surveys. After retrieval, the responses were reviewed for completeness and accuracy.

Data Analysis

The collected data were analyzed using appropriate statistical tools. Frequency counts and percentages were used to describe the respondents' demographic profile. The level of professionalism and the practices of beginning teachers were analyzed using the mean and standard deviation.

An independent samples t-test was used to determine significant differences in the level of professionalism between school heads and beginning teachers, as well as between profile variables with two categories. One-way Analysis of Variance (ANOVA) was employed for profile variables with three or more categories, followed by a post hoc test when significant differences were found. All inferential analyses were conducted at the 0.05 level of significance.

Qualitative data from the Focus Group Discussions (FGDs) were analyzed using thematic analysis to identify recurring themes, insights, experiences, and challenges related to the professionalism of beginning teachers..

3. Results

Profile of the Respondents in terms of Age

Table 1.1 shows that most beginning teachers were aged 21–25 years (55%), followed by those aged 26–30 years and 31–35 years (23% each). The findings indicate that the majority of beginning teachers in LD6, Division of Isabela, are young educators who are in the early stage of their teaching careers.

This suggests the need for continuous professional support through mentoring, coaching, and leadership development to strengthen their professional competence, confidence, and readiness for the demands of the teaching profession.

Table 1.1 Profile of the Respondents in terms of Age

Age	Counts	% of Total	Cumulative %
21-25	41	55%	55%
26-30	17	23%	77%
31-35	17	23%	100%

Table 1.2 Profile of the Respondents in terms of Gender

The predominance of female respondents reflects the continuing trend of teaching as a female-dominated profession, particularly in basic education. This suggests the need for gender-responsive and inclusive leadership development programs that provide equal opportunities for professional growth and leadership regardless of gender. This finding is consistent with previous studies indicating that women comprise the majority of the teaching workforce and highlights the importance of equitable access to leadership and professional development opportunities.

Table 1.3 Profile of the Respondents in terms of Civil Status

Table 1.3 shows that most beginning teachers were single (77%), while the remaining were married (23%). This indicates that the majority of respondents are unmarried and likely in the early stage of their teaching careers. The result suggests that school leaders should provide inclusive support systems that consider varying personal circumstances while strengthening mentoring programs to help beginning teachers maintain work-life balance and professional growth. This finding is consistent with studies indicating that many beginning teachers enter the profession as single individuals, and highlights the importance of teacher well-being and support systems in sustaining professional development.

Civil Status	Counts	% of Total	Cumulative %
Married	17	23%	23%
Single	58	77%	100%

Table 1.4 Profile of the Respondents in terms of Number of years in teaching and pre-teaching experience

Table 1.4 shows that all respondents (100%) had 1–5 years of teaching experience under Local School Board (LSB) or Provincial School Board (PSB) service, confirming that they are classified as beginning teachers. Such experiences provide early exposure to classroom instruction, school operations, and community engagement. This suggests that LSB and PSB service may have contributed to the development of their professional competencies and adaptability in the workplace. It also underscores the importance of early teaching experiences in shaping professionalism among novice teachers. This finding is supported by studies emphasizing the role of early teaching experiences and structured support in strengthening teacher development and professional effectiveness.

Number of years in teaching and pre-teaching experience: LSB and PSB	Counts	% of Total	Cumulative %
1-5 years	75	100%	100%

Table 1.5 Profile of the Respondents in terms of Number of years in teaching and pre-teaching experience: Volunteer Teaching

Table 1.5 reveals that 52 respondents (69%) had 1–5 years of volunteer teaching experience, while 23 respondents (31%) reported no experience in volunteer teaching. This indicates that most beginning teachers had prior exposure to classroom instruction through volunteer work. The result suggests that volunteer teaching may have contributed to their early professional development by enhancing their classroom management skills, instructional competence, and adaptability prior to formal employment. This finding is consistent with studies highlighting the value of pre-service teaching experiences in strengthening the readiness and professional competence of beginning teachers.

Number of years in teaching and pre-teaching experience: Volunteer Teaching	Counts	% of Total	Cumulative %
1-5 years	52	69%	69%
Never	23	31%	100%

Table 1.6 Profile of the Respondents in terms of Number of years in teaching and pre-teaching experience: Teacher Assistance Experience

Table 1.6 shows that 40 respondents (53%) had no experience as teacher assistants, while 35 respondents (47%) had 1–5 years of such experience. This indicates a relatively balanced distribution between respondents with and without teacher assistant experience. The result suggests that teacher assistant experience may enhance classroom familiarity and instructional confidence, while those without such exposure may benefit from additional mentoring and support during their transition into full teaching roles. This finding aligns with studies emphasizing that early professional exposure contributes to higher self-efficacy, adaptability, and teacher effectiveness.

Number of years in teaching and pre-teaching experience: Teacher Assistance Experience	Counts	% of Total	Cumulative %
1-5 years	35	47%	47%
Never	40	53%	100%

Table 1.7 Profile of the Respondents in terms of Number of years in teaching and pre-teaching experience: Private School Teaching Experience

Table 1.7 shows that all respondents (100%) had 1–5 years of private school teaching experience prior to their current positions. This indicates that private school teaching served as a common entry point and foundational experience for all beginning teachers in the study. The result suggests that exposure to private school settings may have helped develop instructional skills, classroom management strategies, and professional work habits before entering the public school system. Such experiences may contribute to their overall professionalism and adaptability. This finding is consistent with studies highlighting the positive influence of prior teaching experience on teacher performance and classroom effectiveness.

Number of years in teaching and pre-teaching experience: Private School Teaching Experience	Counts	% of Total	Cumulative %
1-5 years	75	100%	100%

Table 1.8 Profile of the Respondents in terms of Number of years in teaching and pre-teaching experience: Kindergarten Teaching Experience

Table 1.8 shows that 40 respondents (53%) had no kindergarten teaching experience, while 35 respondents (47%) had 1–5 years of experience. This indicates that nearly half of the respondents

had prior exposure to early childhood education. The result suggests that kindergarten teaching experience may have contributed to the development of communication skills, patience, and learner-centered instructional practices, while those without such experience may have gained strengths from other teaching contexts. This finding highlights the value of diverse teaching experiences in supporting the professional growth and competence of beginning teachers.

Number of years in teaching and pre-teaching experience: Kindergarten Teaching Experience	Counts	% of Total	Cumulative %
1-5 years	35	47%	47%
Never	40	53%	100%

Level of Professionalism of the Beginning Teachers as Perceived by School Heads

The level of professionalism of beginning teachers as perceived by school heads shows consistently high ratings across all indicators, with mean scores ranging from 4.49 described as “Most of the time” to 5.00 described as “Always.” The findings indicate that beginning teachers in LD6 of the Division of Isabela demonstrate a very high level of professionalism in terms of right conduct, punctuality and time management, commitment to professional growth, and leadership or transformative competence. This suggests that even at the early stage of their careers, beginning teachers are already exhibiting strong professional behaviors aligned with the expectations of the Philippine Professional Standards for Teachers.

Table 2. Level of Professionalism of the Beginning Teachers as Perceived by School Heads

Indicators	Mean	Description
Professionalism/ Right Conduct		
The beginning teacher is responsible and accountable for assigned tasks.	5.00	Always
The teacher maintains positive relationships with colleagues and students.	4.49	Most of the time
The teacher complies with school rules and directives.	5.00	Always
The teacher demonstrates ethical behaviours in their work.	4.49	Most of the time
The teacher shows respect and consideration toward colleagues and learners.	5.00	Always
Punctuality & Time Management		
The teacher arrives on time for school and classes.	4.49	Most of the time
The teacher manages classroom tasks efficiently.	4.49	Most of the time
The teacher prioritizes tasks to meet deadlines.	4.49	Most of the time
The teacher avoids procrastination in completing responsibilities.	5.00	Always
The teacher balances classroom and other school duties effectively.	5.00	Always
Commitment To Professional Growth		
The teacher participates in professional development activities.	5.00	Always
The teacher applies newly learned skills to improve teaching.	5.00	Always
The teacher seeks feedback to enhance performance.	5.00	Always
The teacher engages in continuous learning initiatives.	5.00	Always
The teacher shows motivation to improve professionally.	5.00	Always
Leadership / Transformative Competence		
The teacher demonstrates initiative in school activities beyond the classroom.	5.00	Always
The teacher collaborates effectively with colleagues and school heads.	5.00	Always
The teacher inspires peers and learners through positive example.	5.00	Always
The teacher communicates ideas clearly to achieve school goals.	5.00	Always
The teacher participates in decision-making or school improvement activities.	5.00	Always

Table 3. Professionalism Practices of Beginning Teachers

Indicators	Mean	Description
Social Interaction		
I maintain respectful and professional relationships with my colleagues..	4.53	Always
I communicate effectively with school heads and fellow teachers.	4.69	Always
I show openness to suggestions and constructive feedback from others.	4.77	Always
I demonstrate cooperation and teamwork in accomplishing school-related tasks.	5.00	Always
I interact positively with learners, parents, and other school stakeholders.	4.53	Always
Adherence To School Policies and Authority		
I follow school rules, regulations, and policies consistently.	4.77	Always
I respect and comply with the decisions and directives of school authorities.	5.00	Always
I observe proper channels when raising concerns or issues in school.	4.77	
I demonstrate professionalism in fulfilling assigned tasks and responsibilities.	4.53	Always
I uphold school standards even without close supervision.	4.77	Always
Punctuality And Time Management		
I arrive on time for classes and other school activities.	4.77	Always
I submit required reports and documents within the given deadlines.	4.53	Always
I manage my time effectively to balance teaching and other responsibilities.	4.77	Always
I prioritize tasks according to their urgency and importance.	5.00	Always
I use allotted class time productively and efficiently.	4.77	Always
Ethical Conduct		
I demonstrate honesty and integrity in my professional duties.	4.23	Most of the time
I treat learners and colleagues fairly and without bias.	4.31	Most of the time
I maintain confidentiality of school-related information.	4.69	Always
I observe professional boundaries in dealing with learners and stakeholders.	4.77	Always
I act in accordance with the Code of Ethics for Professional Teachers.	4.55	Always
Commitment To Professional Growth		
I actively participate in seminars, trainings, and professional development activities.	4.77	Always
I seek opportunities to improve my teaching and leadership skills.	4.77	Always
I reflect on my teaching practices to identify areas for improvement.	4.76	Always
I accept challenges as opportunities for professional growth.	5.00	Always
I am willing to develop leadership skills that contribute to school improvement.	5.00	Always

In terms of ranking, commitment to professional growth obtained the highest mean (5.00), followed by leadership or transformative competence (5.00). Professionalism or right conduct and punctuality and time management also obtained high ratings ranging from 4.49 to 5.00.

Commitment to professional growth emerged as the highest-rated indicator, with all items rated “Always,” indicating strong engagement in professional development, continuous learning, and application of newly acquired skills. This suggests that beginning teachers demonstrate a strong orientation toward lifelong learning and professional improvement, consistent with Guskey (2020) and Avalos (2011), who emphasized professional development as essential to teacher effectiveness.

Leadership or transformative competence also obtained a mean of 5.00, indicating that beginning teachers consistently exhibit leadership behaviors such as initiative, collaboration, communication, and participation in school activities. This suggests early leadership potential among beginning teachers, aligning with Day and Gu (2019) and Leithwood and Jantzi (2005), who highlighted teacher leadership as collaborative and influence-based.

Professionalism or right conduct showed consistently high ratings (4.49–5.00), with strong indicators in responsibility, accountability, and compliance with school rules. Slightly lower ratings in interpersonal relationships and ethical consistency suggest areas for further development, consistent with Flores (2018) and Okas et al. (2014), who noted challenges in novice teachers’ professional identity and relational practices.

Punctuality and time management also received high ratings (4.49–5.00), indicating general discipline and task completion. However, slightly lower ratings in consistency of time management suggest the need for continued support, consistent with Ingersoll and Strong (2011).

Overall, the findings indicate that beginning teachers demonstrate a very high level of professionalism across all domains, with strong commitment, responsibility, and leadership potential. However, sustained mentoring and structured professional development remain essential to further strengthen their competencies (Hargreaves and Fullan, 2012; OECD, 2019).

In addition, the results show a significant difference in the level of professionalism of beginning teachers when grouped according to age, as indicated by chi-square values ranging from 19.38 to 74 with p-values less than 0.0001. This suggests that age is significantly associated with professionalism practices across key domains such as social interaction, policy adherence, punctuality, ethical conduct, and professional growth. However, some NaN values were observed, which may indicate missing data or limited variability in certain indicators.

Table 4.1 Test of Difference in the Level Of Professionalism of Beginning Teachers when grouped according to their Age

	χ^2	Df
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I maintain respectful and professional relationships - Transformed Data	33.97	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I communicate effectively with school heads - Transformed Data	27.14	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I show openness to suggestions and construct - Transformed Data	74	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I demonstrate cooperation and teamwork in ac - Transformed Data	NaN	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I interact positively with learners, parents - Transformed Data	33.97	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I follow school rules, - Transformed Data	74	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I respect and comply w - Transformed Data	NaN	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I observe proper channeling - Transformed Data	74	2
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School	33.97	2

The findings suggest that age may influence how beginning teachers demonstrate professionalism. Younger teachers may differ from slightly older beginning teachers in terms of maturity, decision-making skills, and classroom experience, indicating that professionalism may vary depending on developmental stage and early career exposure.

This supports Flores (2018), who emphasized that teacher professionalism evolves through identity development shaped by personal and contextual factors. Likewise, Meristo and Eisenschmidt (2014) found that novice teachers' self-efficacy and professional behavior are influenced by their stage of development and school experience, while Bautista and Ocampo

(2020) highlighted variations in professional challenges among beginning teachers depending on age and experience. These findings imply the need for age-responsive professional development programs that provide differentiated mentoring and support.

In terms of gender, Table 4.2 shows differences in mean scores between male and female beginning teachers across indicators of professionalism practices. Female teachers generally obtained slightly higher mean scores in social interaction, adherence to school policies, punctuality and time management, ethical conduct, and commitment to professional growth, although both groups demonstrated high levels of professionalism. This suggests that while gender may influence the expression of certain professional practices, both male and female beginning teachers consistently exhibit strong professionalism overall.

Table 4.2 Test of Difference in the Level of Professionalism of Beginning Teachers when grouped according to their Gender

	Sex	N	Mean
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I maintain respectful and professional relat - Transformed Data	Female	58	4.69
	Male	17	4
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I communicate effectively with school heads - Transformed Data	Female	58	4.6
	Male	17	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I show openness to suggestions and construct - Transformed Data	Female	58	5
	Male	17	4
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I demonstrate cooperation and teamwork in ac - Transformed Data	Female	58	5
	Male	17	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I interact positively with learners, parents - Transformed Data	Female	58	4.69
	Male	17	4
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I follow school rules, - Transformed Data	Female	58	5
	Male	17	4
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I respect and comply w - Transformed Data	Female	58	5
	Male	17	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N)	Female	58	5
	Male	17	4

The findings suggest that female teachers tend to demonstrate slightly higher consistency in professionalism practices, particularly in communication, compliance with school policies, and professional engagement. This may be influenced by differences in communication styles, social expectations, and workplace adaptability. However, both male and female teachers obtained high scores, indicating that professionalism is strongly demonstrated regardless of gender. This is consistent with OECD (2019), which noted that teaching is a female-dominated profession globally, and with Flores and Day (2021), who explained that gender may shape professional identity but does not determine competence. Day and Gu (2019) further emphasized that effective professionalism is grounded in collaboration and commitment rather than gender. These findings imply that professional development and leadership programs should remain gender-inclusive and provide equal opportunities for competency development.

In terms of civil status, Table 4.3 shows differences in the mean scores of single and married beginning teachers across indicators of professionalism practices. Generally, single teachers obtained slightly higher mean scores in social interaction, adherence to school policies, punctuality and time management, and commitment to professional growth, while married teachers also demonstrated strong professionalism but with slightly more variation in some indicators. This suggests that civil status may influence the level of engagement and consistency in certain professional practices among beginning teachers.

Table 4.3 Test of Difference in the level of Professionalism Of Beginning Teachers when grouped according to their Status

	Civil Status	Mean
5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I maintain respectful and professional relationships - Transformed Data	Married	4
	Single	4.69
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I communicate effectively with school heads - Transformed Data	Married	5
	Single	4.6
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I show openness to suggestions and construct - Transformed Data	Married	4
	Single	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I demonstrate cooperation and teamwork in ac - Transformed Data	Married	5
	Single	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I interact positively with learners, parents - Transformed Data	Married	4
	Single	4.69
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I follow school rules, - Transformed Data	Married	4
	Single	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I respect and comply with - Transformed Data	Married	5
	Single	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I observe proper channeling - Transformed Data	Married	4
	Single	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School	Married	4
	Single	4.69

The findings suggest that single beginning teachers may have greater flexibility and availability to engage in professional responsibilities, school activities, and development programs, which may contribute to higher observed professionalism levels. In contrast, married teachers may face additional responsibilities outside the school that can affect time management and participation in professional activities. This is supported by OECD (2020), which emphasized that teacher well-being and work-life balance significantly influence professional performance and engagement. Flores (2018) also noted that personal circumstances shape teacher identity and professional behavior, while Shuls and Flores (2020) highlighted the impact of external responsibilities and workload on teacher performance. These findings imply the need for flexible and supportive professional development programs that accommodate diverse personal circumstances and ensure equal opportunities for growth among teachers. Table 4.4 shows differences in the level of professionalism of beginning teachers when grouped according to volunteer teaching experience. Variations in mean scores were observed across indicators such as social interaction, adherence to school policies, punctuality and time management, ethical conduct, and commitment to professional growth. Teachers with prior volunteer teaching experience and those without experience showed inconsistent differences across indicators, suggesting that pre-teaching experience may influence certain aspects of professionalism but does not uniformly determine overall performance.

Table 4.4 Test of Difference in the level of Professionalism of Beginning Teachers when grouped according to their Pre teaching Experience

	Number of years in teaching and pre-teaching experience: Volunteer Teaching	Mean
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I maintain respectful and professional relationship - Transformed Data	1-5 years	4.33
	Never	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I communicate effectively with school heads - Transformed Data	1-5 years	5
	Never	4
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I show openness to suggestions and construct - Transformed Data	1-5 years	4.67
	Never	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I demonstrate cooperation and teamwork in ac - Transformed Data	1-5 years	5
	Never	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Social Interaction: I interact positively with learners, parents - Transformed Data	1-5 years	4.33
	Never	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1 Never (N) [Adherence to School Policy and authority: I follow school rules, - Transformed Data	1-5 years	4.67
	Never	5
PART II. PROFESSIONALISM PRACTICES OF BEGINNING TEACHERS 5 Always (A) 4 Most of the Time (MT) 3 Sometimes (S) 2 Once in a While (OW) 1	1-5 years	5
	Never	5

The findings suggest that pre-teaching experience does not uniformly determine professionalism but may influence specific dimensions of teaching behavior. Teachers with prior volunteer experience may have gained practical classroom exposure, while those without such experience may rely more on formal training and institutional support. This is consistent with Ingersoll and Strong (2011), who emphasized that early teaching experiences significantly influence teacher effectiveness and professional adaptation. Mangaoang (2021) also highlighted the role of mentoring and early exposure in developing professionalism among beginning teachers, while Bacus et al. (2024) noted that prior teaching experience can predict teacher performance depending on contextual support. These findings imply that teacher induction programs should provide equitable opportunities through structured mentoring and hands-on training to ensure consistent professional development across all beginning teachers.

The thematic analysis of the qualitative data revealed a multidimensional view of professionalism shaped by workplace relationships, administrative support, policy compliance, time management, ethical conduct, and professional growth. Six major themes emerged: social interaction and workplace relationships; administrative support and authority relations; policy compliance and organizational challenges; time management and workload challenges; ethical conduct and professional integrity; and professional growth and leadership development.

Table 5. Thematic Analysis of Beginning Teachers' Experiences in Social Interaction, Professional Practices, and Development

Themes	Sub-themes	Core Ideas	Significant Statements
1. Social Interaction and Workplace Relationships	Positive collegial relationships	Supportive coworkers	“Coworkers are supportive and approachable but slow to act.” (R3) “Coworkers are friendly and cooperative.” (R35) “I feel connected to my peers.” (R57) “I enjoy working with colleagues on extracurricular activities.” (R5)
		Friendly and collaborative environment	
		Strong peer relationships	
	Communication and collaboration issues	Miscommunication with administrators Uneven collaboration Limited communication flow	“There is a lack of communication between teachers and administrators.” (R3) “Administrators sometimes fail to communicate changes.” (R18) “Collaboration across departments is uneven.” (R1)
	Conflict management	Handling disagreements professionally Maintaining	(Implied from responses on cooperation and teamwork; no strong direct quote provided)

			harmony	
2. Administrative Support and Authority Relations	Supportive leadership		Encouragement from administrators Recognition of efforts Guidance from school heads	“The administration supports teacher development.” (R34)“Administrators recognize achievements publicly.” (R20)“The administration provides clear direction.” (R42)
	Limited participation in decision-making		Top-down decisions Lack of involvement	“I sometimes feel disconnected from decision-making processes.” (R2)“Administrators sometimes impose unrealistic expectations.” (R12)
	Transparency and communication gaps		Lack of transparency Delayed communication	“Administrators sometimes lack transparency.” (R48)“The administration sometimes delays decisions.” (R30)
3. Policy Compliance and Organizational Challenges	Adherence to rules and regulations		Following school policies Compliance with guidelines	“The administration provides clear policies.” (R74)“The administration values discipline above creativity.” (R14)
	Difficulties in rule implementation		Strict policies Difficulty balancing rules and flexibility	“Administrators sometimes fail to motivate staff.” (R56)“Administrators sometimes focus too much on results.” (R68)
4. Time Management and Workload Challenges	Punctuality and task management		Managing teaching duties Organizing responsibilities	“I collaborate well with colleagues on shared responsibilities.” (R77)“Coworkers are helpful in managing workload.” (R47)
	Barriers to efficiency		Heavy workload Time constraints Administrative delays	“Administrators sometimes delay decisions.” (R30)“Administrators sometimes lack consistency.” (R60)

5. Ethical Conduct and Professional Integrity	Integrity and professionalism	Honesty in work Ethical decision-making Professional behavior	“Coworkers are respectful and professional.” (R27) “Coworkers are dependable and trustworthy.” (R19)
	Moral decision-making	Handling ethical dilemmas Choosing correct actions	(No direct strong quote explicitly stated, but inferred from integrity-related responses)
6. Professional Growth and Leadership Development	Training and development opportunities	Seminars and training Professional growth support	“The administration provides training opportunities.” (R58) “The administration supports professional growth.” (R70)
	Leadership development	Becoming transformative leaders Leadership skills development	“The administration provides opportunities for leadership.” (R10) “Administrators support teacher initiatives.” (R78)

Social Interaction and Workplace Relationships

This theme includes positive collegial relationships, communication and collaboration issues, and conflict management. Core ideas include supportive coworkers, friendly and collaborative environments, peer support, miscommunication with administrators, uneven collaboration, and maintaining workplace harmony.

Findings indicate that beginning teachers generally experience positive collegial relationships that support their adjustment to the profession. However, challenges in communication with administrators and inconsistencies in collaboration suggest that workplace interaction is not always uniform. While peer support enhances professional confidence and adjustment, gaps in communication may affect coordination and efficiency. This highlights the importance of social interaction in shaping teachers’ sense of belonging and professional identity, consistent with Flores (2018), Day and Gu (2019), and OECD (2019), who emphasized the role of collegial support in teacher development.

Administrative Support and Authority Relations

This theme includes supportive leadership, limited participation in decision-making, and communication gaps. Core ideas involve encouragement from administrators, recognition of achievements, top-down decision-making, and delayed communication.

The findings show that beginning teachers perceive administrative support as generally positive, particularly in terms of encouragement and recognition. However, limited participation in decision-making suggests that some teachers feel excluded from school governance processes. This indicates the need to strengthen participatory leadership to further empower beginning teachers, aligning with Leithwood and Jantzi (2005), Bush (2018), and Fullan (2014), who emphasized shared decision-making and collaborative leadership.

Policy Compliance and Organizational Challenges

This theme covers adherence to school policies and challenges in implementation. Core ideas include compliance with rules, discipline, and balancing strict policies with classroom flexibility.

Findings indicate strong policy compliance among beginning teachers, reflecting organizational discipline. However, rigid implementation may limit instructional flexibility, suggesting the need for more adaptive policy enforcement. This supports Hoy and Miskel (2016) and Flores and Day (2021), who emphasized the importance of balancing structure with contextual responsiveness in school policies.

Time Management and Workload Challenges

This theme includes workload management, punctuality, and administrative delays. Core ideas involve task coordination, workload demands, and time constraints.

The findings suggest that beginning teachers experience both support and challenges in managing workload and time. While collegial support improves efficiency, heavy workload and administrative delays hinder optimal performance. This confirms Ingersoll and Strong (2011) and Shuls and Flores (2020), who highlighted workload pressure as a key challenge among novice teachers.

Ethical Conduct and Professional Integrity

This theme includes integrity, professionalism, and ethical decision-making. Core ideas involve honesty, respect, trustworthiness, and adherence to professional norms.

Findings indicate that beginning teachers demonstrate strong ethical standards and professional integrity. Ethical behavior is reflected in honesty, respect, and professionalism in workplace interactions. This supports Flores (2018) and Okas et al. (2014), who emphasized that ethical identity is a core dimension of teacher professionalism.

Professional Growth and Leadership Development

This theme includes training opportunities and leadership development. Core ideas involve seminars, capacity-building, and leadership engagement.

The findings show that beginning teachers are actively supported through professional development and leadership opportunities. This suggests that schools are investing in capacity-building initiatives that enhance teacher competence and leadership potential. This aligns with

Guskey (2020), Hargreaves and Fullan (2012), and Day (2018), who emphasized continuous professional learning as essential for teacher growth and leadership development.

Proposed Transformative Leadership Competence Program for Beginning Teachers

Objectives	Activities	Personnel Involved	Budget (Estimated)	Success Indicators
Enhance beginning teachers' leadership competencies in instructional and classroom management	Leadership training workshops; classroom management seminars; coaching and mentoring sessions	School Heads, Master Teachers, Division Trainers, HRD Coordinator	₱30,000	Improved classroom leadership performance; positive feedback from school heads; increased confidence in handling classes
Strengthen social interaction and professional relationships among teachers and stakeholders	Team-building activities; peer collaboration sessions; professional learning communities (PLC) meetings	School Heads, Guidance Coordinator, Teacher Leaders	₱20,000	Improved collegial relationships; increased collaboration; reduced communication gaps
Improve adherence to school policies and professional ethics	Orientation on Code of Ethics; policy review sessions; case study discussions on professional conduct	School Heads, DepEd Representatives, Ethics Committee	₱15,000	Full compliance with school policies; reduced disciplinary concerns; improved ethical behavior ratings
Develop time management and organizational skills among beginning teachers	Time management workshops; workload planning sessions; digital planning tools training	School Heads, ICT Coordinator, Master Teachers	₱18,000	Improved punctuality; timely submission of reports; efficient task completion

Objectives	Activities	Personnel Involved	Budget (Estimated)	Success Indicators
Strengthen commitment to continuous professional growth	Seminars, INSET participation, reflective practice sessions, professional development planning	School Heads, Division Trainers, External Resource Speakers	₱25,000	Increased participation in training; documented professional development plans; improved teaching practices
Enhance transformative leadership and decision-making skills	Leadership simulation activities; participation in school planning meetings; action research training	School Heads, Planning Officer, Senior Teachers	₱22,000	Increased involvement in school decisions; completion of action research; improved leadership initiatives

4. Discussion

The findings of this study reveal that beginning teachers in LD6, Division of Isabela demonstrate a very high level of professionalism across all dimensions, including commitment to professional growth, leadership or transformative competence, ethical conduct, punctuality, and social interaction. Among these, commitment to professional growth and leadership competence obtained the highest ratings, indicating that beginning teachers are highly engaged in continuous learning and already exhibit leadership potential in the early stage of their careers. This suggests that professionalism among beginning teachers is strongly anchored on intrinsic motivation, adaptability, and willingness to improve practice, consistent with Guskey (2020), Avalos (2011), and Day and Gu (2019), who emphasized continuous professional learning as central to teacher effectiveness.

The study also found that beginning teachers consistently demonstrate high levels of ethical conduct and responsibility, although interpersonal aspects such as relationship-building and consistency in time management showed slight variation. This indicates that while compliance-based professionalism is well established, relational and contextual dimensions of professionalism may still require strengthening through targeted support. This supports Flores (2018) and Okas et al. (2014), who noted that novice teachers often experience challenges in professional identity formation and interpersonal adjustment during early career stages.

In terms of profile variables, age, gender, civil status, and pre-teaching experience were found to influence certain dimensions of professionalism. Younger teachers showed slightly different patterns of professional practice compared to older beginning teachers, suggesting that professionalism develops progressively through experience and workplace exposure. Similarly, female teachers demonstrated slightly higher consistency in professionalism practices, particularly in communication and engagement, although both genders maintained high overall performance. Civil status also appeared to influence engagement levels, with single teachers showing slightly higher scores in some indicators, possibly due to greater flexibility in professional participation. These findings align with OECD (2019), Flores and Day (2021), and Shuls and Flores (2020), who emphasized that personal and contextual factors shape teacher professional behavior but do not determine overall competence.

Pre-teaching experiences, such as volunteer teaching, private school teaching, teacher assistantship, and kindergarten exposure, were also found to contribute to variations in professionalism, although not in a uniform manner. This indicates that while early teaching experiences enhance readiness and adaptability, their influence depends on the nature and quality of exposure. This supports Ingersoll and Strong (2011) and Bacus et al. (2024), who emphasized that early professional experiences shape teacher effectiveness but require structured mentoring to maximize impact.

The qualitative findings further deepen these results by revealing six key dimensions of professionalism: social interaction, administrative support, policy compliance, time management, ethical conduct, and professional growth. Beginning teachers generally experience positive collegial relationships that support professional adjustment; however, communication gaps with administrators and uneven collaboration remain challenges. This highlights the importance of school culture in shaping teacher professionalism, consistent with Day and Gu (2019) and OECD (2019), who emphasized the role of supportive environments in teacher development.

Administrative support was generally perceived as positive, particularly in terms of recognition and encouragement, although limited participation in decision-making suggests the need for more inclusive leadership practices. This aligns with Leithwood and Jantzi (2005) and Fullan (2014), who emphasized that transformational and distributed leadership enhance teacher engagement and organizational commitment.

Policy compliance among beginning teachers was found to be strong, although rigid implementation of rules sometimes limits instructional flexibility. This suggests the need for balanced and context-responsive policy application, as emphasized by Hoy and Miskel (2016). Similarly, time management emerged as both a strength and challenge, influenced not only by individual skills but also by workload demands and administrative delays. This supports Ingersoll and Strong (2011) and Shuls and Flores (2020), who identified workload as a major factor affecting novice teacher performance.

Ethical conduct was consistently strong among beginning teachers, reflecting high levels of integrity, responsibility, and professionalism. This supports Flores (2018), who emphasized that ethical identity is a core component of teacher professionalism. Finally, professional growth and leadership development were strongly supported in schools, indicating that beginning teachers are being prepared for future leadership roles. This aligns with Guskey (2020) and Hargreaves

and Fullan (2012), who stressed the importance of continuous professional development in building teacher capacity.

Overall, the integration of quantitative and qualitative findings suggests that beginning teachers possess a very high level of professionalism, but variations exist depending on personal characteristics, workplace conditions, and professional exposure. These results highlight the importance of differentiated, inclusive, and sustained professional development programs that address both technical competencies and contextual challenges. The proposed Transformative Leadership Competence Program is therefore grounded on strengthening leadership capacity, improving communication and collaboration, enhancing time management, and sustaining ethical and professional growth among beginning teachers..

5. Conclusion

1.The study concluded that beginning teachers in LD6, Division of Isabela had varied in terms of demographic and experiential profile. Most teachers had fallen within specific age ranges, with a notable distribution across gender and civil status, while teaching and pre-teaching experiences had differed considerably. These variations suggested that beginning teachers had entered the profession with diverse backgrounds that may have influenced their professional development and performance.

2.The level of professionalism of beginning teachers had generally been high as perceived by both school heads and the teachers themselves. This indicated that beginning teachers had consistently demonstrated appropriate professional behaviors in terms of social interaction, adherence to school policies and authority, punctuality and time management, ethical conduct, and commitment to professional growth, although variations in practice had still existed across individuals.

3.The practices of beginning teachers had reflected strong professionalism across multiple dimensions, particularly in maintaining positive relationships, complying with institutional rules, managing time effectively, demonstrating ethical behavior, and engaging in continuous professional development. However, the presence of contextual challenges suggested that professionalism had been continuously shaped by the school environment and support systems.

4.There had been significant differences in the level of professionalism of beginning teachers when they were grouped according to selected profile variables. This implied that demographic characteristics and prior experiences had contributed to variations in how professionalism was demonstrated, indicating that professional development may need to be tailored to specific teacher groups.

5.The study concluded that beginning teachers had experienced both enabling and constraining factors in their professional practice. While supportive relationships, collaboration, and access to training had enhanced professionalism, challenges such as communication gaps, workload issues, and limited institutional participation had hindered optimal professional performance.

6. The findings had supported the need for a transformative leadership competence program that would strengthen beginning teachers' professionalism, enhance leadership skills, and address identified gaps in communication, collaboration, time management, ethical reinforcement, and professional development support.

Recommendations for future research or implementation

Based on the findings of the study, the following are recommended:

School administrators and education stakeholders were encouraged to strengthen support systems that promoted the professionalism of beginning teachers by ensuring consistent implementation of policies on social interaction, ethical conduct, punctuality, and professional growth. Clear communication channels and collaborative school environments were maintained to sustain positive professional behavior.

It was recommended that structured professional development programs be intensified, focusing on leadership training, classroom management, ethical decision-making, and time management. Regular mentoring and coaching programs were also provided to support beginning teachers in their transition into the profession.

Education authorities were encouraged to strengthen policies that supported beginning teachers' workload management and professional well-being. Schools were advised to implement systems that balanced teaching responsibilities with administrative tasks to prevent burnout and improve efficiency.

Collaboration among school heads, teachers, and stakeholders was enhanced to address communication gaps and strengthen participation in decision-making processes. This helped create a more inclusive and supportive professional environment for beginning teachers.

Future researchers were encouraged to further explore the long-term impact of professionalism development programs and transformative leadership training among beginning teachers and to expand the scope of the study to include other divisions or regions for comparative analysis.

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