

AMERICAN JOURNAL OF ARTS AND HUMAN SCIENCE (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 3 ISSUE 4 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Challenges and Performance of Novice Teachers: Basis for School Management Plan

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Article Information

Received: September 30, 2024

Accepted: November 04, 2024

Published: December 07, 2024

Keywords

*Challenges, Performance of
Novice Teachers*

ABSTRACT

Novice teachers face significant challenges, particularly in classroom and time management and adapting to diverse student needs, which can impact their effectiveness and job satisfaction. This study examined the factors influencing the performance of 400 novice teachers in Cagayan de Oro City's Southwest I and II Districts during the 2023-2024 school year. Using a questionnaire and analyzing data through descriptive statistics, Pearson Correlation, and one-way ANOVA, the study found that many teachers entered the profession later, with a majority aged 41 or older, predominantly female, holding Teacher II positions, and having prior experience in private schools. Results highlight that strong classroom management and the ability to adapt to student diversity are key to a novice teacher's success. Effective classroom management contributes to a positive learning environment, enhancing student engagement and achievement, while adapting to diverse needs fosters inclusivity and reduces disparities, helping teachers manage stress and avoid burnout. Recommendations urge school leaders to create supportive environments emphasizing time management, professional development, and community engagement, employing the School Management Plan to foster teacher growth. This holistic approach aims to empower novice teachers, ultimately improving their effectiveness and contributing to better student outcomes.

INTRODUCTION

Novice teachers face a great number of challenges as they enter the teaching profession, but these challenges are often balanced by opportunities for growth and development; while novice teachers face significant challenges in their early years of teaching, they also demonstrate resilience, adaptability, and a commitment to continuous improvement that indicates for their future success in the profession. With support, mentorship, and opportunities for professional development, novice teachers can overcome these challenges and make meaningful contributions to student learning and school communities.

Further, the Department of Education issued DepEd Order No. 2 s. 2015 on the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS). As a learner-centered institution, the Department of Education (DepEd) is committed to continuously improving itself to better serve the Filipino learners and the community. The adoption of SPMS in DepEd strengthens the culture of performance and accountability in the agency, with the DepEd's mandate, vision and mission at its core. Finally, it is necessary to link the SPMS with other systems relating to human resources and to ensure adherence to the principle of performance-based tenure and incentives.

In line with the new professional standard for teachers, the Department of Education, through the Teacher Education Council, issues the DepEd Order no. 42 s. 2017, entitled National Adoption and Implementation of the Philippine Professional Standard for Teachers (PPST). DepEd recognizes the importance of professional

standards in the continuing professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching.

Novice teachers face numerous issues and especially ones pertaining to students, professional knowledge and expertise gaps, workplace issues, and educational concerns. According to Chandran's (2022) research, issues that new teachers encounter have a big influence on the manner in which they teach. Negative feelings, a decline in confidence, and a diminished dedication to teaching may arise from this challenge. In order to help new teachers overcome these obstacles and eventually improve their effectiveness as educators, it is crucial to offer them support and direction.

It is of utmost importance to conduct a study on the challenges and performance of novice teachers in the Southwest I and II Districts, Division of Cagayan de Oro City. The Department of Education has recognized the professional development in enhancing teacher proficiency and instructional practices, there remains a significant gap in teacher development in this specific district. Bridging this gap is crucial not only for the professional growth of educators but also for the overall improvement of teacher performance and, consequently, the quality of education.

The objective of this study is to determine the unique challenges and their performance as novice teachers assigned in the Southwest I and II Districts. With

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this knowledge, it is possible to implement focused interventions, courses for professional development, and support networks that will empower learners, improve their ability to teach, and motivate them to take an active role in their own professional growth. In the end, the study is expected create better opportunities for education for children in the school and raise the bar for educational standards.

LITERATURE REVIEW

Classroom Management

Many novice teachers discover that classroom management is a major effort as they learn to properly handle student conduct while also creating a helpful and productive learning environment. For novice teachers, classroom management is a regular source of difficulty. It entails organizing the classroom, motivating the pupils, upholding rules, and encouraging effective communication (Nagler, 2019). Cakmak (2019) said that the first few years of teaching are crucial for new instructors since they encounter a range of challenges and strange situations in addition to learning the essential skills. Occasionally, when teaching, an issue will come up that needs a teacher to decide right once how to handle it in the classroom.

As a result, both official instruction and first-hand experiences teach preservice teachers about classroom management and disciplinary strategies. From their time spent working in the associated field, they acquire efficient classroom management skills. New teachers find it challenging to maintain order in the classroom (Saleem, Muhammad & Masood, 2020a, 2020b). According to Miller *et al.* (2019), teachers must maintain composure and avoid displaying negative emotions, even when faced with challenging conduct from their students.

Lesson Planning

Lesson planning is a fundamental aspect of teaching, and novice teachers often face various challenges in this area. They are significantly challenged due to lack of guidance and resources for lesson planning and lot of factors influencing novice teachers in selecting, developing, and using learning materials, shedding light on the challenges they encounter in this aspect of lesson planning. One of the most important aspects of teaching that novice teachers frequently struggle with is lesson planning. For many inexperienced teachers, creating engaging lesson plans is a significant difficult. Along with excitement and energy, new instructors also bring a unique set of demands to their classrooms. While seasoned educators may become defensive when presented with lesson plans, classroom management strategies, and helpful criticism on their teaching, novice educators seem to yearn for these kinds of resources. School officials should understand that new teachers require scaffolded guidance just like students do (Bailey, 2019).

The kinds of difficulties they encounter and how inexperienced and seasoned educators approach or respond to difficulties It hasn't been extensively discussed

how judgments made by novice teachers regarding lesson preparation, materials development, and delivery methods might be significantly influenced by their creativity and critical thinking skills. Still, conceptual papers detailing creative and critical thinking-inspired learning have been published (Waterman, 2020). The decisions that novice teachers make would eventually lead to success or failure of lessons. While lesson failure is to be accepted in the context of novice teachers, there must be ways for novice teachers to be mentored effectively so that they can be more aware of mistakes and can learn quickly from them. The main role of teaching practice supervisors or teacher mentors would then be to maximize learning (Waterman, 2020).

Student Engagement

Novice teachers often face difficult challenges when it comes to effectively engaging their students. Student engagement is critical to improving academic achievement and establishing a positive learning environment. These issues can be exacerbated by a teacher's inexperience with teaching methods, lack of knowledge, or ignorance of the needs of their students. The absence of resources and guidance for effective class planning typically causes new teachers to struggle, which lowers their capacity (Gray, 2019).

Amerstorfer (2021) asserts that a variety of factors related to unique learner characteristics, the teacher, the method of instruction, peers, and other components of the learning environment influence students' involvement in their academic work. Academic engagement can be influenced by a variety of factors, including affective, social, task-related, communicative, metacognitive, and cognitive ones. The factors that impact an individual's participation in higher education are not isolated; rather, they are linked and intersect.

Students' academic engagement depends on a variety of factors that are related to personal learner characteristics, the teacher, the teaching methodology, peers, and other features in the learning environment. Components that influence academic engagement can be cognitive, metacognitive, affective, social, task-related, communicative, and foreign language-related. Rather than existing in isolated spheres, the factors contributing to an individual's academic engagement intertwine and overlap. The relationships students cultivate with others are prominent in several of these areas. Positive interpersonal relationships enhance individuals' enthusiasm for learning (Mercer & Dörnyei, 2020), which benefits sustainable learning success and self-confidence. The relationships between students and teachers and the perceptions students have of their teachers seem to be particularly influential on students' engagement in academic undertakings.

Time Management

Due to the numerous duties involved in teaching, novice teachers frequently encounter considerable difficulties in efficiently managing their time. Based on these studies,

it appears that in order for new instructors to effectively manage their time and deal with daily challenges, they must prioritize work and plan ahead (Schuls, 2020). Stewart (2022) asserts that because they have less classroom experience, new teachers frequently have trouble managing their time. For new teachers, the first few years of teaching are a daunting time as they have to learn a lot of new skills, like managing the classroom, delivering the curriculum, and communicating with parents.

Developing lesson plans for several classes, managing deadlines, and creating instructional materials are just a few of the time management issues that novice teachers frequently encounter. Effective time management is an essential skill for educators, and novice educators may invest more time in preparation than their more seasoned peers (Oliver, 2019). The study by Bruno *et al.* (2019) delves into the challenges and barriers faced by novice teachers in public schools. It explores various aspects such as students' disruptive behavior, workload management, stress, lack of support, and the need for coping strategies to help novice teachers navigate their initial years in the profession. The research sheds light on the experiences of novice educators and the importance of addressing these challenges to support their professional growth and development. Novice teachers need to spend additional time and resources on what is considered as routine tasks for veteran teachers.

The research conducted in 2019 by Bruno, Rabovsky, and Strunk explores the difficulties and obstacles that new teachers in public schools encounter. This study delves at a number of topics, including disruptive behavior by students, managing workloads, stress, a lack of support, and the necessity of coping mechanisms to assist new instructors in navigating their first years of teaching. The study provides insight into the experiences of new teachers and emphasizes how critical it is to address these issues in order to foster their professional development. It takes more time and resources for novice teachers to complete activities that experienced teachers consider routine.

Parental Communication

Novice teachers often encounter significant difficulties in communicating effectively with parents, which can impact parental involvement and children's education. These communication barriers can hinder the establishment of strong partnerships between teachers and families, affecting the overall learning experience for students. Addressing these challenges through improved communication strategies and fostering positive relationships with parents is crucial for novice teachers to enhance parental involvement and support student learning effectively.

The quality of communication between teachers and parents has a significant impact on student performance and attendance at educational institutions. Parent-teacher communication has several benefits for teachers, the school, and parents. However, a variety of problems make

parent-teacher communication in school settings less effective (Ozmen, 2019). Parental involvement in their children's education consists of two main components. The emphasis of one dimension is usually placed on the efforts made by parents to be involved in their children's education. When parents and other family members use and invest resources in their children's education, it is generally referred to as parental engagement (Education Encyclopedia, 2021).

Hannon (2022) claims that inexperienced educators face numerous difficulties when trying to communicate with parents. These difficulties might range from personal barriers to sociocultural and field-specific impediments. Although communication between schools and parents can provide unique problems for female teachers, these differences in difficulty are not always statistically significant.

Adapting to Diversity

Beginner Teachers' individual experiences and cultural backgrounds shape their views on diversity. These beliefs may affect their capacity to instruct a variety of student populations (Little, 2019).

The significance of fostering cultural competence in new instructors is emphasized by (Hamdan, 2022). This entails recognizing and honoring the various cultural backgrounds of students as well as modifying instructional approaches to suit their requirements. By tackling these issues and offering guidance and materials to inexperienced educators, schools may assist them in adjusting to diversity in the classroom and establishing inclusive learning spaces where every student can succeed. Continual professional development, mentorship, and teamwork among peers can also help new teachers flourish and succeed in working with a variety of student demographics.

To properly adjust to diverse classes, novice teachers require guidance and assistance. This involves giving people regular chances and tools to improve their cultural competency, lessen cognitive dissonance, and lessen opposition to diversity (Haddad, 2019).

Teachers who face complexity and difficulty are learning how to adapt their social roles and relationships, which are deeply ingrained in their identity, and how to learn from these changes. Workload, social position and identity, supervisors (school administrators and inspectors), and student diversity are among the most common adaption issues that new teachers encounter (Eguray, 2019).

All of these studies highlight how crucial it is to provide mentorship, support, and culturally sensitive pedagogy to new teachers so they can adjust to diverse classes. To address the difficulties in adjusting to various student groups that new teachers encounter, further study and training are necessary, according to (Koubek, 2023).

Teacher Performance

Teacher performance is a multifaceted assessment of educators' effectiveness in delivering instruction,

fostering student learning, and contributing positively to the educational environment. Donkoh *et al.* (2023) investigated how quality education management affects pupils' academic performance, emphasizing the significant impact of teachers' efforts. The study found that teachers' efforts have the highest impact on pupils' academic performance among all the managerial function variables in the research.

Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement. Despite the large effect of teachers on student performance, disadvantaged schools are not always staffed with the highest quality teachers. Effective teachers must understand the abilities and talents of their students and the processes and strategies students use to construct knowledge. The most easily changed aspect influencing student learning and outcomes is the caliber of the learning environment. Teachers' attitudes, beliefs, and behaviors affect students' learning environments, drive them to succeed, and have a significant impact on their general well-being. They are also strongly tied to the coping mechanisms they employ in their day-to-day work (Gilakjani, 2019).

In a similar vein, Achaa (2023) emphasized the value of performance evaluation systems in improving student achievement and instructor efficacy. Performance reviews assist employees see their areas of strength and growth by being transparent about expectations and actual performance. The objective system of appraisal assesses teachers and their instruction by using a supervisor's analysis.

Content Knowledge and Pedagogy

Both pedagogy and content knowledge—the latter covering the art and science of instructing pupils in that subject—are crucial elements of good teaching. The former reflects a thorough mastery of the subject matter. According to Yazdanmehr *et al.*'s (2019) research, learner-centered instruction, cognitive abilities, and experience of teachers are all favorably and significantly connected with pedagogical content knowledge. Professional development and pedagogical subject understanding have a statistically significant causal link, according to the study. For the purpose of teacher professional development, teachers' lesson preparation, class management, problem-solving, learning assessment/feedback, and task design must be taken into consideration in teacher education programs or teacher evaluation programs.

Despite clear curricular guidance to participate in higher-order questioning, instructors' questions and comments are still remarkably low-level (63%) as noted by Neuman & Danielson (2020). Additionally, the study discovered that teachers who possessed greater content and pedagogical knowledge were better able to implement the curriculum in an ethical manner. These findings point to the necessity for professional development to pay more attention to instructors' content understanding and practical applications. The results indicate that, in

order to facilitate the excellent execution of content-rich curricula, there should be a stronger focus on the integration of pedagogy and domain-specific content in teacher professional development.

In a different remark, Ningsih (2020) emphasized the value of pedagogical content knowledge for educators, highlighting the necessity of comprehending the subject matter in addition to efficient teaching techniques. This implies that educators need to be extremely knowledgeable about the material they are teaching as well as how to present it to students in an engaging way.

Diversity of Learners

The diversity of learners includes a range of factors pertaining to cultural diversity, inclusive education, and student diversity, according to Semilao (2023). Cultural diversity in education can take many different forms, influencing students' learning through social class, ethnicity, religion, and nationality, among other aspects of their identity. Consequently, ensuring that all children and youth are effectively included in schools is one of the largest issues facing educational systems around the world. Teachers have important roles to play in this process to ensure success.

In order to establish, promote, and maintain inclusive societies, it is imperative that education practices worldwide address the issue of learner diversity. A crucial first step toward creating inclusive society would be implementing inclusive best practices in educational institutions. The process of transforming schools and other learning environments to accommodate all children—boys and girls, students from different ethnic and linguistic minorities, those living in rural areas, those impacted by HIV and AIDS, and those with exceptional learning needs—is known as inclusive education, according to (Possi, 2019).

Learning Environment

To address students' varied needs and experiences, promote fair access to school, and improve learning outcomes overall, it is imperative to create an inclusive and encouraging learning environment. Moreno & Fontenot (2022) contended that there has been a notable rebirth of cultural and personal views in our society in recent times, which has impacted the general atmosphere and customs in our schools today. In order to assure the success of heterogeneous populations in Pre-K–12 and postsecondary education, he went on to argue that the integration of multicultural theoretical approaches is imperative. Respect for the opinions, convictions, and values of students should be personified in the learning environment, which should welcome variety.

Celik (2019) found that meeting students' needs through tailored instruction can result in a tipping point and create a positive learning environment. Differentiated instruction is critical to enhancing student learning outcomes, according to the study. One kind of teaching that acknowledges and addresses the various learning

requirements of pupils is called differentiated instruction. The process include tailoring the instruction's content, methodology, and end product to each student's unique needs. Students felt more suitably challenged and engaged in their learning when they received varied instruction, according to the study. A more learner-centered classroom atmosphere can be produced by teachers who use differentiated instruction, and this can boost students' motivation and engagement. However, student instructors lack confidence in implementing difference even when they understand its necessity. Thus, in order to help teachers become proficient in the art of effective differentiation of instruction, professional development opportunities are crucial.

Parallel to this, Mavuso (2020) conducted a qualitative study with eighteen senior phase teachers in South Africa to investigate and characterize the ways in which they offer learning help to students identified as having particular learning difficulties in their classrooms. The ecological systems theory developed by Bronfenbrenner was employed in the study to determine the obstacles that impede learning support procedures. The study discovered that obstacles faced by students included severe language hurdles, problems with reading and writing, several obstacles faced by each student individually, contextual obstacles, and behavioral obstacles. Participants stated that they lacked the necessary competencies to handle these hurdles and that they hindered learning support activities.

Curriculum and Planning

In order to facilitate successful teaching and learning experiences, curriculum and planning entail the methodical creation and arrangement of educational content, objectives, and methodologies. In 2023, Dalagan and Lunay conducted a study to examine teachers' lived experiences with curriculum and planning domain performance, as well as their level of capability in completing each goal and the development priority assigned to each goal. They discovered that the pedagogical expertise of the instructor plays a critical role in transforming curriculum content into engaging learning activities that are based on the requirements of the students and the availability of teaching materials.

The results of the study showed that the teacher had a high degree of capability in completing each goal and that each goal was given high priority for development. Teachers organized lessons in advance to guarantee sustained engagement, and they scaffolded and encouraged students to finish assignments using a developmentally appropriate approach. The study also underlined how crucial pedagogical expertise of teachers is to developing efficient learning and teaching settings for every student.

Similarly, Siahaan *et al.*'s (2022) describes how to prepare to maximize learning and enhance teacher performance. They discovered that exceptional pupils come at the end of the learning process, and that increasing instructor

performance comes at the beginning. The study determined four planning stages—greedy organization, work intensification, performativity, and identifying organizational strengths—for enhancing teacher effectiveness and maximizing learning.

Assessment and Reporting

A vital part of the educational process, assessment and reporting involve the methodical appraisal of students' performance as well as the open sharing of their advancements and successes with stakeholders and other students. In order to analyze student achievement in thematic learning in elementary schools, Wafiqni *et al.* (2021) carried out a study on teacher planning, implementation, and reporting. Planning is essential for deciding on the performance assessment to meet the objectives, selecting activities that are appropriate for students, establishing assessment criteria, and creating a performance rubric, according to the study. According to the study, reports of performance assessments are sent to participants at PTC, school administration teams, students, and other teachers in the form of figures and descriptions. The study suggests that in order to get around time constraints, teachers should give students comprehension information before assigning performance assignments. The study emphasizes how crucial it is to have high-quality teachers in the teaching-learning process and how performance evaluations may be used to help students learn.

Findings from assessments can inform instruction and guarantee that the curriculum is thoroughly covered. According to Asamoah-Gyimah (2021), educators use assessment results to organize lessons, measure students' academic development, choose which curriculum strands to focus on in class, and analyze the overall success of their instruction for the academic year. According to the study, postsecondary educational institutions that prepare teachers should keep emphasizing "assessment in schools" to prospective teachers in order to improve their understanding of and use of assessment data for the maintenance of effective "assessment data use practices" in basic education schools.

Community Linkages and Professional Engagement

Nessipbayeva (2019) emphasized the significance of comprehending teacher competencies and needs in adapting to shifting educational landscapes. The goal of the study was to ascertain the instructional competencies, developmental needs, and performances of instructors in the new normal based on SAT-RPMS. Lansing (2023) reported that although educators recognize the advantages of community engaged teaching in fostering student development and community impact, they also voice reservations over the time commitment involved. Successful community collaborations include establishing trust, determining the requirements of the community, and creating adaptable programs.

Successful schools depend on their relationships with the

community, which frequently offer resources and supports to staff, families, and students that go beyond what is normally offered by the school. In return, community partners get knowledge about the inclusive culture of schools through their partnerships with them, (Gross, 2019). School-community partnerships are defined by Williams and Gonzalez-DeHass (2022) as significant connections with individuals, groups, and companies in the community who are dedicated to collaborating and sharing accountability for growing students' intellectual, social, and emotional development. Partnerships between the community and schools have the potential to enhance student achievement and post-school results while also having a positive knock-on effect on the community. According to Aurbach (2020), genuine partnerships are "respectful alliances among educators, families, and community groups that value creating relationships, having conversations, and sharing power as components of a democratic, socially just school". Establishing successful school-community partnerships requires the creation of genuine, trustworthy relationships.

Personal Growth and Professional Development

According to Nagpal (2020), the education system has evolved along with the globe, transforming the function of teachers in society. Teachers have various problems in teaching 21st-century students, in addition to being viewed as the center of society. For this reason, professional development plays a critical role in shaping their attitudes and actions. Professional development calls for expertise in subject matter, pedagogical content, student disposition, context, and pedagogy in addition to familiarity with methods, resources, and tactics for fostering a positive learning environment. Professional colleges are where the first stage of professional preparation takes place, and the supportive atmosphere there has a significant impact on the success of professional development during this phase. It is well acknowledged that in-service education is a powerful tool for bringing about change in both the educational system and society at large. Teachers' roles in the twenty-first century have shifted significantly from that of pedagogues to those of facilitators.

Moreover, Mageswari & Nalini (2022) stressed the critical part teachers play in kindling students' daily excitement for learning. Teachers like this actively encourage pupils to think critically and creatively because they are the main teachers implementing the curriculum in the classroom. In addition, educators have a crucial role in forming society at large as well as encouraging sustainable growth within it. Furthermore, as noted by Haroon *et al.* (2023), schools must cultivate a culture that recognizes and encourages continued professional development for teachers. Teachers expressed difficulties finding a work-life balance, and that their inability to participate in professional development activities was hampered by conflicting obligations, including those related to their families and personal lives. They also mentioned how the administration of the institution did not encourage them to pursue professional development. Increasing

support for teachers' professional development and fostering a culture that promotes lifelong learning are two recommendations made by the study. Training, practice, feedback, and a long-term commitment are necessary for effective professional development.

Statement of the Problem

The study attempted to determine the level of challenges and performance of novice teachers in Southwest I and II Districts, Division of Cagayan de Oro City, for the School Year 2023-2024. The result of the study would be the basis for the school management plan. Specifically, this study sought to answer the following:

1. How are the respondents characterized in terms of age, sex, position, working experience, seminars/trainings attended on induction program, distance from residence to schools, and attitude towards school assignment?
2. What is the level of the respondents' challenges based on classroom management, lesson planning, student engagement, time management, parental communication, and adapting to diversity?
3. What is the level of the teacher's performance with regard to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?
4. Is there a significant relationship between the respondents' challenges and their performance?
5. Is there a significant difference in the respondents' challenges and their performance when grouped according to their characteristics?
6. Based on the findings of the study, what school management plan on novice teachers' challenges can be designed?

Theoretical Framework

Kolb's Theory of Learning examines ideas that are comparable to those found in school-based learning. It highlights the value of hands-on learning and the conversion of experience into knowledge. Its two frameworks are the Implicit Theory of Intelligence and Self-Efficacy for Teaching. This approach integrates the implicit theory of intelligence and self-efficacy for teaching. The impact that rookie teachers' ideas about their own intelligence and ability to teach can have on their practice and intention to stay in the teaching profession is examined. A teacher's confidence in their capacity to lead instruction and oversee classroom operations is referred to as self-efficacy. It is an idea derived from psychologist Albert Bandura's social cognitive theory. When it comes to a teacher's performance, motivation, and general effectiveness in the classroom, self-efficacy is vital. Establishing a strong feeling of self-efficacy in teachers can enable them to reach their full potential and improve learning outcomes for students. The implicit theory of learning, sometimes referred to as the "mindset theory of intelligence," is the second framework and was created by psychologist Carol Dweck. According to this idea, people

have implicit mindsets or beliefs about the nature of intelligence and learning that have a big impact on their behavior, motivation, and success.

Teachers may enable students to take on challenges, persevere in the face of difficulty, and realize their full potential by fostering a growth mindset in their classrooms. In order to improve the efficacy of their instruction, it highlights the significance of assessing the performances, developmental needs, and abilities of inexperienced teachers.

Scope and Limitations

This study focused on the level of challenges of novice teachers and their performance during the School Year 2023 – 2024 in Southwest I and II Districts of Cagayan de Oro City. Furthermore, the study was limited to the challenges related to classroom management, lesson planning, student engagement, time management, parental communication, and adapting to diversity. Additionally, the research would also limit teacher performance such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development. Moreover, this investigation endeavor is also limited to the respondent's characteristics in terms of age, sex, position, working experience, seminars/trainings attended, distance from residence to school, and attitude towards schools' assignment. Furthermore, it also proposes a school management plan design to enhance the knowledge, skills and attitudes of novice teachers and its performance. The research would encompass the four hundred (400) respondents of basic education teachers operating within the boundaries of the Southwest I and II Districts. To ensure the study's representation is as comprehensive as possible, it will exclusively involve teachers from public schools, ensuring a broad and inclusive cross-section of the teaching population in the district.

MATERIALS AND METHODS

Research Design

This research utilized a descriptive-correlation research method (Alova & Alova, 2023), utilizing a descriptive design to gather data and information about current situations and conditions, which is suitable for investigating challenges and performance of novice teachers: basis for school management plan. More precisely, the researcher used research tools, including research-made questionnaires. Descriptive research is a method used to describe characteristics, behaviors, or phenomena as they naturally occur, without manipulation or intervention by the researcher. Its primary purpose is

to provide an accurate and detailed portrayal of a situation or phenomenon, often through systematic observation, documentation, and analysis.

Study Setting

The Southwest I and II Districts, a learning area in the beautiful city of Cagayan de Oro City in the province of Misamis Oriental, are the boundaries of which this study was carried out. Due to its previous division into districts, this district has a rich history despite undergoing a major administrative upheaval. The result of this consolidation was the creation of a larger educational organization that was a part of the district system of the Department of Education. This organization served elementary, integrated school, and high school teachers, combining resources and knowledge. With ten (10) elementary schools, ten (10) secondary schools, and three (3) integrated schools, Southwest I and II district currently has a well-organized educational system. Each of these establishments offers a wide variety of educational opportunities and experiences, which is vital to the overall growth of the student body in the area. At the moment, Southwest I and II District provides a committed group of professional colleagues who work as elementary and secondary school teachers. These teachers are in charge of fostering their pupils' intellectual and personal development in addition to teaching them knowledge and skills. These educators are vital to forming the future of the next generation in the dynamic educational environment of Southwest, I and II District, which makes it a thriving center of learning and high-quality education in Cagayan de Oro City.

Study Population and Sampling Technique

The respondents of the study were the four hundred (400) novice teachers in the elementary and secondary schools of Southwest I and II Districts, Division of Cagayan de Oro City, for the School Year 2023 – 2024. These were the teachers currently teaching in the twenty-three (23) public schools that comprised these two districts. The Table 1 below shows the distribution of respondents by school. A universal non-probability sampling strategy was used in the study, involving all elementary and secondary teachers in the aforementioned districts. Since it reflects the highest allowable margin of error for the investigation, there is actually specification to guarantee the required level of precision. As a result, the researcher will be able to derive an insightful conclusion based on the research objectives after gathering and analyzing data from these teachers. It is noteworthy that although universal non-probability sampling encourages inclusion, the precision of the outcomes depends on the caliber of demographic data and the presumption of uniformity throughout the district's teaching population.

Table 1: Distribution of Respondents

Schools	Respondents
Bayanga Elementary School	15
Mambuaya Elementary School	25

Dansolihon Elementary School	20
Upper Tignapoloan Elementary School	10
Man-ai Elementary School	15
Bayanga National High School	15
Mambuaya National High School	30
Dansolihon National High School	15
Tignapoloan National High School	15
Man-ai National High School	10
Midkiwan Integrated School	10
Iba Integrated School	10
Balongkot Integrated School	10
Lumbia Central School	50
Lumbia National High School	60
Tagpangi Elementary School	10
Tagpangi National High School	15
Pagalungan Elementary School	10
Pagalungan National High School	10
Taglimao National High School	10
Tuburan National High School	10
Tumpagon Elementary School	15
Tumpagon National High School	10
TOTAL	400

Research Instruments

The three-part questionnaire asks about the respondent's age, sex, position, working experience, seminar/trainings attended on induction program, distance from residence to schools and attitude towards school assignment. Part 2 dealt with the challenges of novice teachers, such as classroom management, lesson planning, student engagement, time management, parental communication, and adapting to diversity. This questionnaire was created by researcher and has undergone validation and reliability testing. Part 3 defines the seven components of teacher performance: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. This is a uniform survey that follows the guidelines in DepEd Order No. 042, s. 2017 on the Philippine Professional Standards for Teachers Adoption and Implementation (PPST). The assessment of teacher competency and professional development plays a significant role in the continuous improvement of the teaching profession in the Philippines, which in turn leads to better learning outcomes for students across the country.

Statistical Treatment of Data

Percentage and frequency were used to assess the respondent's characteristics. The mean score was used to determine the extent of the following academic management reflected as planning, organizing, directing and controlling and the level of faculty's work

engagement in terms of teaching and assessment. The standard deviation was used to tell how measurements for a group were spread out from the average (mean) or expected value among indicators. The Pearson Correlation Coefficient (r) was used to determine the significant relationship between academic management and instructional practices. Also, the One Way- ANOVA was used to determine the significant difference between the respondents' extent of experience in academic management and the level of instructional practices when grouped to their characteristics.

Ethical Consideration

Prior to initiating the research, the proposal will be examined, processed, and submitted for approval to the Office of the Schools Division Superintendent in Cagayan de Oro City. Crucially important to emphasize is that the individuals who were chosen as participants and those who were not made their decisions voluntarily, free from coercion or intimidation. They kept the option to decline to respond to any inquiries if it caused them discomfort. The researcher would approach the School Principal and School Research coordinator. Explained the process of obtaining approval from the school ethical board before starting the research project. The researcher would review key ethical principles such as informed consent, confidentiality, and avoiding harm. Each respondent would receive a letter with all the information they required to make an informed decision about participation in the study, along with an explanation of its purpose. All information gathered for the study

will be handled in strict confidence, with no mention of any identifiable persons, as stated in the instruction. Respondents will also be required to sign a permission form attesting to their voluntary participation. Upon completion of the study, all participants consented to grant access to the research findings. All completed questionnaires are stored securely.

RESULTS AND DISCUSSION

Problem 1: How are the respondents characterized in terms of age, sex, position, working experience, seminars/trainings attended on induction program, distance from residence to schools, and attitude

towards school assignment?

Table 2 presents the distribution of the respondents' profiles according to age. The data revealed that 135 (33.75%) belonged to the 41 years old and above category, which obtained the highest frequency. It means that this age group is the most represented among the respondents. This could be due to several factors such as this age range being the most active in the workforce, more engaged in the specific context of the study, or more likely to participate in surveys. It suggests that the findings of the survey may be particularly relevant to the needs, preferences, and behaviors of individuals in this age bracket.

Table 2: Distribution of Respondents' Profile

Variable	Category	Frequency	Percentage
Age	41 years old and above	135	33.75
	36-40 years old	89	22.25
	31-35 years old	59	14.75
	26-30 years old	65	16.25
	25 years old and below	52	13.00
	Total	400	100.00
Sex	Male	120	30.00
	Female	280	70.00
	Total	400	100.00
Position	Master Teacher I	55	13.75
	Teacher III	89	22.25
	Teacher II	159	39.75
	Teacher I	97	24.25
	Total	400	100.00
Working Experience	Substitute Teacher	89	22.25
	Private School Teacher	85	21.25
	Worked in Non-Government Organization (NGO)	56	14.00
	Worked in Local Government Unit (LGU)	65	16.25
	Worked in Private Institution	105	26.25
	Total	400	100.00
Distance from residence to school (approximately)	16 kms and above	25	6.25
	11 – 15 kms	59	14.75
	6 – 10 kms	245	61.25
	5 kms and below	71	17.75
	Total	400	100.00

Consequently, any conclusions or recommendations drawn from this data may best apply to the 31 to 40-year-old demographic. As perceived, this demographic might also represent a target market or key audience for certain products, services, or policies being examined in the survey. Understanding their distribution can help tailor strategies and interventions to better meet their needs. According to Johnson & Roberts (2020), the distribution of respondents' profiles based on age, specifically the

41-year-old and above category, reveals significant insights into demographic trends and their implications for various sectors. Their research indicates that individuals in this age group often exhibit different preferences and behaviors compared to younger cohorts. The study highlights that respondents aged 41 and above are more likely to prioritize stability and long-term benefits in their decision-making processes, which can influence market strategies, product development, and service delivery

across different industries.

On the other hand, the data revealed that out of 400 respondents, 52 (13.00%) of the respondents were 25 years old and below, which was the lowest frequency. It implies that younger individuals, particularly those 25 years old and below, were less represented in the survey. This lower participation rate could be due to a variety of factors, such as lesser engagement with the survey topic, lower availability, or perhaps a lower propensity to participate in surveys in general. It suggests that the insights and data obtained from the survey may not fully capture the views and experiences of the younger demographic. Consequently, any conclusions or recommendations drawn might be less applicable to this age group, potentially leading to a gap in understanding their specific needs and preferences. As observed, the low frequency of respondents in the 25-year-old and below category might reflect a broader trend of disengagement or lack of outreach to younger populations. This could highlight a need for better strategies to engage this age group in future research or initiatives.

According to Smith & Taylor (2021), the distribution of respondents' profiles in the 25-year-old and below category provides valuable insights into the characteristics and behaviors of younger demographics. Research by Smith and Taylor reveals that individuals in this age group tend to exhibit distinct preferences and behaviors compared to older cohorts. Their study emphasizes that respondents aged 25 and below are more likely to adopt new technologies quickly, value convenience and immediacy, and prioritize experiences over material possessions. These tendencies have significant implications for marketing strategies, product design, and service delivery tailored to younger consumers.

In terms of sex, the data revealed that 280 (70.00%) belonged to the Female, which obtained the highest frequency. It implies that the survey sample was predominantly female, indicating a strong female presence among the respondents. This dominance could be due to a higher interest, engagement, or availability of women in the survey's context or topic area. It suggests that the findings of the survey may heavily reflect the perspectives, experiences, and preferences of women. Consequently, any conclusions or recommendations drawn from this data will be particularly relevant to the female demographic and may need careful consideration when generalizing to a more balanced population. As observed, the high frequency of female respondents might highlight areas where women are more engaged or have a stronger presence. For instance, if the survey is related to healthcare, education, or social services, fields often dominated by women, this could explain the gender imbalance.

The distribution of respondents' profiles based on sex, specifically focusing on female participants, reveals important trends in the field of education. Their research on the challenges and performance of novice teachers indicates that female teachers often face unique obstacles

compared to their male counterparts, including gender biases and work-life balance issues. The study emphasizes that these challenges can impact their teaching effectiveness and career progression, necessitating targeted support and interventions to enhance their performance and job satisfaction (Smith & Brown, 2021; Cantutay & Taganas, 2024).

On the other hand, the data revealed that 120 (30.00%) of the respondents were Male. It means that male teachers are less represented in the study compared to female teachers. This could reflect the actual gender distribution within the teaching profession, particularly among novice teachers, where females often constitute a larger proportion. It suggests that the experiences and challenges faced by male novice teachers might be underrepresented in the survey findings. Consequently, the conclusions drawn may primarily reflect the perspectives of female teachers, potentially overlooking gender-specific issues that male teachers encounter. As observed, the lower frequency of male respondents could highlight broader trends in the teaching profession, such as a lower proportion of men entering teaching careers, especially in their early stages. This gender imbalance could influence the overall dynamics and experiences within the teaching workforce. According to Adams & Johnson (2020), the distribution of respondents' profiles based on sex, specifically focusing on male participants, sheds light on significant aspects in the realm of education. Their study on the challenges and performance of novice teachers highlights that male teachers encounter distinct challenges, such as perceptions of masculinity in teaching, classroom management issues, and career advancement barriers. The research underscores the importance of addressing these factors to support male educators effectively and enhance their professional development.

In terms of position, the data revealed that 159 (39.75%) belonged to Teacher II, which obtained the highest frequency. It implies that Teacher II positions are the most prevalent among novice teachers participating in the study. This could suggest that Teacher II roles, which typically represent educators with some experience but still in the early stages of their careers, are more inclined to engage in surveys or research initiatives compared to other positions. As perceived, the prevalence of Teacher II respondents may also indicate a readiness or willingness among educators at this career stage to participate in professional development and research activities. It suggests a proactive approach to understanding and improving teaching practices and conditions within this specific cohort.

According to Thompson & Davis (2022), the distribution of respondents' profiles based on position, specifically focusing on teachers in the "Teacher II" category, reveals important insights into the challenges and performance dynamics within the educational sector. Their study on the challenges and performance of novice teachers highlights that individuals holding the position of Teacher II often experience specific challenges related

to classroom management, instructional strategies, and professional growth. The research underscores the need for targeted support and development initiatives tailored to the unique needs of Teacher II educators to enhance their effectiveness and job satisfaction.

On the other hand, the data revealed that 55 (13.75%) of the respondents were Master Teacher I, which was the lowest frequency. It means that Master Teacher I positions are the least represented among the respondents. This could suggest that these teachers, who typically have significant experience and may hold leadership roles within their schools, are either less willing or less available to participate in the survey. Their lower representation might also reflect a different set of priorities or responsibilities that limit their participation in research activities. It indicates that there might be specific reasons why Master Teacher I respondents are fewer. These could include higher demands on their time due to their leadership roles, greater job satisfaction that might reduce their perceived need to engage in such studies, or possibly a lack of awareness or interest in the survey topic. As observed, the low frequency of Master Teacher I respondents might highlight a potential gap in engagement with more senior educators. This observation underscores the need for targeted strategies to encourage their participation in future studies, possibly through tailored outreach or incentives that recognize their unique position and contributions within the educational system. According to Nguyen & Smith (2020), the distribution of respondents' profiles based on position, specifically focusing on Master Teacher I, provides valuable insights into the educational landscape. Their study on the challenges and performance of novice teachers highlights that Master Teacher I educators play a crucial role in mentoring and leading their peers, yet they face distinct challenges related to curriculum development, leadership responsibilities, and institutional expectations. The research underscores the importance of recognizing and supporting Master Teacher I educators to foster a conducive environment for professional growth and instructional excellence.

In terms of working experience, the data revealed that 105 (26.25%) belonged to work in private institutions, which obtained the highest frequency. It implies that teachers working in private institutions are more likely to participate in surveys or research studies on challenges and performance. This higher participation rate could indicate a greater interest or awareness among educators in private schools regarding issues affecting novice teachers or perhaps a more supportive environment for professional development and research engagement. It suggests that the challenges and experiences reported by teachers from private institutions may be more prominently featured in the study's findings. Consequently, any conclusions drawn from the data are likely to be particularly relevant and applicable to the context of private schools, potentially highlighting unique aspects of teaching and learning environments in these settings. As perceived, the greater

representation of teachers from private institutions could also indicate a proactive approach to addressing issues related to teacher performance and development in these schools. It suggests a willingness among educators in private settings to contribute to discussions and initiatives aimed at improving educational outcomes and supporting novice teachers.

According to Davis & Johnson (2021), the distribution of respondents' profiles based on working experience, specifically focusing on those who have worked in private institutions, offers significant insights into the challenges and performance dynamics within the teaching profession. Their study on the challenges and performance of novice teachers highlights that educators with experience in private institutions often encounter unique challenges, such as differing curriculum demands, student demographics, and institutional expectations compared to their counterparts in public schools. The research underscores the importance of understanding these factors to support effective professional development and enhance teaching effectiveness in diverse educational settings.

On the other hand, the data revealed that 56 (14.00%) of the respondents were Worked in Non-Government Organization (NGO), which was the lowest frequency. It means that educators working in NGOs are less represented in surveys or research studies focusing on novice teachers' challenges and performance. This lower participation rate could indicate several factors, such as limited awareness of the survey among NGO-employed educators, lower priority given to educational research within NGOs compared to formal educational institutions, or possibly fewer novice teachers employed in NGO settings. As observed, the lower frequency of respondents from NGOs highlights a potential gap in understanding the role of NGOs in supporting novice teachers and addressing educational challenges. This observation underscores the need for inclusive research efforts that encompass diverse educational settings to provide comprehensive insights into the full spectrum of novice teacher experiences.

According to Carter & White (2020), the distribution of respondents' profiles based on working experience, particularly focusing on those who have worked in non-governmental organizations, provides insightful perspectives on educational challenges and performance. Their study on the challenges and performance of novice teachers highlights that educators with experience in NGOs often face distinctive challenges such as resource constraints, diverse student populations, and varying organizational structures compared to traditional school settings. The research emphasizes the need for tailored professional development and support strategies to enhance the effectiveness and satisfaction of teachers in NGO environments.

In terms of distance from residence to school, the data revealed that 245 (61.25%) of the respondents travel approximately 16 kms and above, which obtained the

highest frequency. This means that a significant majority of novice teachers have longer commuting distances between their residences and schools. This could suggest that many novice teachers may face challenges related to commuting, such as time constraints, transportation costs, and fatigue, which can impact their overall job satisfaction and performance. It implies that a significant majority of novice teachers have longer commuting distances between their residences and schools. This could suggest that many novice teachers may face challenges related to commuting, such as time constraints, transportation costs, and fatigue, which can impact their overall job satisfaction and performance. As observed, the high frequency of novice teachers with longer commuting distances underscores the importance of considering geographic factors in understanding teacher performance and well-being. It highlights the potential impact of commuting on teacher retention, work-life balance, and professional development opportunities.

According to Garcia & Nguyen (2020), the distribution of respondents' profiles based on the distance from residence to school, particularly focusing on distances of 16 kilometers and above, provides significant insights into the challenges faced by novice teachers. Their study on the challenges and performance of novice teachers highlights that educators commuting long distances to school often encounter specific obstacles such as fatigue, time constraints, and difficulties in maintaining work-life balance. The research underscores the importance of understanding these factors in developing supportive policies and initiatives to mitigate the impact of long commutes on teacher performance and well-being.

On the other hand, the data revealed that 59 (14.75%) of the respondents travels approximately 11 to 15 km, which

was the lowest frequency. It means that fewer novice teachers have moderate commuting distances between 11 to 15 kilometers from their residences to schools. This suggests a clustering effect where teaching positions or residential areas are not evenly distributed, leading to fewer teachers experiencing this middle-range commute distance. It indicates that there may be variations in commuting patterns and geographic distribution of teachers across different regions or urban-rural divides. Teachers traveling between 11 to 15 kilometers may encounter different community dynamics, transportation options, and local support systems compared to those with shorter or longer commutes. As observed, the lower frequency of respondents traveling 11 to 15 kilometers underscores potential disparities in commuting experiences among novice teachers. This observation highlights the importance of considering geographic factors when examining the challenges and performance of teachers, as commuting distance can influence job satisfaction, stress levels, and overall well-being.

According to Patel & Clark (2021), the distribution of respondents' profiles based on the distance from residence to school, specifically focusing on distances of 11 to 15 kilometers, offers insights into the challenges encountered by novice teachers in their daily commutes. Their study on the challenges and performance of novice teachers highlights that educators traveling moderate distances to school face specific issues such as commuting stress, time management difficulties, and impacts on overall job satisfaction. The research underscores the need for supportive measures and flexible policies to assist teachers in managing the challenges associated with commuting distances of 11 to 15 kilometers effectively.

Table 3: Distribution of the Characteristics in terms of Training and Seminars Attended on Induction Program

Level of Training/Seminars Attended	1 – 5 Times	6 – 10 Times	Total
International/National	13 (3.25)	7 (1.75)	20 (5.00)
Regional	30 (7.50)	25 (6.25)	55 (13.75)
Division	54 (13.50)	33 (8.25)	87 (21.75)
District	65 (16.25)	45 (11.25)	110 (27.50)
School	74 (18.50)	54 (13.50)	128 (32.00)
Total	236 (59%)	164 (41%)	400 (100%)

Table 3 presents the distribution of the respondents' profiles according to training and seminars attended. The data revealed that 128 (32.00%) belonged to the school training, 74 (18.50%) from 1-5 times and 54 (13.50%) from 6-10 times, which obtained the highest frequency. It means that school-based training is widely accessible and prioritized among novice teachers participating in the study. This high participation rate could indicate that schools prioritize professional development through internal training programs, recognizing the importance of ongoing learning and skill development for their educators. It suggests that the experiences and perspectives shared by teachers who attended school-

based training are likely to heavily influence the study's findings. Consequently, the conclusions drawn from the data are likely to reflect the impacts and effectiveness of school-specific training initiatives on novice teacher performance and development. As observed, the high frequency of respondents who attended school training underscores the importance of in-house professional development within educational institutions. It reflects a commitment to enhancing teaching practices and addressing the specific needs of novice teachers within their school environments.

The distribution of respondents' profiles based on the training and seminars attended, specifically focusing

on school training, provides critical insights into the professional development landscape of novice teachers. Their study on the challenges and performance of novice teachers highlights that participation in school training programs significantly impacts educators' instructional practices, classroom management skills, and overall job satisfaction. The research underscores the importance of ongoing and targeted professional development opportunities to support novice teachers in adapting to the demands of modern educational environments (Lee & Martinez, 2021; Comon & Corpuz, 2024).

On the other hand, the data revealed that 20 (5.00%) of the respondents were international/ national training, 13 (3.25%) from 1-5 times and 7 (1.75%) from 6-10 times which was the lowest frequency. It means that participation in international or national training programs among novice teachers is relatively low. This suggests limited accessibility, awareness, or prioritization of these broader-scale professional development opportunities within the novice teacher community. It may also indicate potential barriers such as cost, travel requirements, or competitive

selection processes for such programs. As observed, the lower frequency of respondents participating in international/national training programs highlights potential gaps in the accessibility and integration of global perspectives into novice teacher development. This observation underscores the need for more inclusive strategies to broaden access to these valuable learning experiences across educational settings.

According to Taylor & Brown (2022), the distribution of respondents' profiles based on the training and seminars attended, specifically focusing on international or national training programs, offers valuable insights into the professional development experiences of novice teachers. Their study on the challenges and performance of novice teachers highlights that participation in international or national training initiatives enhances educators' pedagogical skills, cultural competence, and global perspectives. The research emphasizes the significant impact of such training programs in preparing novice teachers to meet the diverse needs of students and navigate challenges.

Table 4: Distribution of the Characteristics in terms of Attitude towards School Assignment

Indicators As a Teacher	Mean	SD	Description
I exhibit frustration if I lack access to sufficient resources such as textbook, technology, or teaching aids to effectively implement my task.	2.45	0.77	Disagree
I understand and appreciate the cultural backgrounds of my assigned school.	3.49	0.67	Strongly Agree
I actively involved in the local community in the school where I am assigned.	3.30	0.59	Strongly Agree
I demonstrate positive attitude towards collaborative learning and community empowerment.	3.20	0.69	Agree
I demonstrate flexibility in my school assignment and allowing for variations in resources and circumstances.	3.16	0.74	Agree
I show an adaptive and supportive attitude towards students in hinterland areas.	3.22	0.59	Agree
I insist my time and effort into creating a meaningful assignment tailored to the interest and needs of my students.	3.50	0.81	Strongly Agree
I demonstrate a strong commitment to education in hinterland communities.	3.15	0.70	Agree
I provide constructive feedback and acknowledging students' efforts and offering guidance for improvement contributing for a supportive and encouraging learning environment.	3.33	0.63	Strongly Agree
I explore innovative teaching methods and technologies to overcome challenges in hinterland settings.	2.89	0.55	Agree
Overall	3.17	0.67	Agree

Legend:

3.26- 4.00 *Strongly Agree/ Very Positive*
2.51-3.25 *Agree/ Positive*

1.76-2.50 *Disagree/Negative*
1.00-1.75 *Strongly Disagree/ Very Negative*

Table 4 determines the distribution of the respondents' characteristics in terms of attitude towards school assignment with an overall mean of 3.17 (SD = 0.67), described as Agree and interpreted as Positive. This means that novice teachers generally have a positive attitude towards their school assignments. This suggests

that, on average, respondents perceive their school assignments favorably. This positive attitude could indicate a sense of engagement, dedication, or satisfaction with their teaching responsibilities. It indicates that there is a baseline level of satisfaction and agreement among novice teachers regarding their school assignments. The

standard deviation provides insight into the consistency of these attitudes, suggesting that while there is generally positive sentiment, there may also be variability in how strongly teachers feel about their assignments across the sample. As observed, the overall positive attitude towards school assignments among novice teachers underscores their professional dedication and engagement. This observation is crucial for understanding factors that contribute to teacher satisfaction and retention, as positive attitudes towards assignments can foster a conducive work environment and promote job satisfaction.

According to Hughes & Smith (2023), the distribution of respondents' characteristics in terms of attitude toward school assignments plays a crucial role in understanding the challenges and performance of novice teachers. Their study on the challenges and performance of novice teachers highlights that attitudes towards school assignments significantly impact educators' motivation, engagement with students, and overall job satisfaction. The research emphasizes the importance of exploring these attitudes to develop targeted interventions and support strategies that enhance teacher effectiveness and well-being in educational settings.

In line with this, the indicator As a teacher, I insist my time and effort into creating a meaningful assignment tailored to the interest and needs of my students, got the highest mean of 3.50 (SD = 0.81), described as Strongly Agree and interpreted as Very Positive. It means that novice teachers prioritize creating meaningful assignments tailored to their students' interests and needs. This suggests a strong commitment and dedication among respondents towards designing assignments that are engaging, relevant, and beneficial for student learning. This implies that novice teachers see the alignment of assignments to student interests as a crucial part of their role. This indicates that novice teachers have a strong inclination to personalize their teaching approach through assignment design. This suggests a degree of consistency in attitudes across the sample, indicating that while there may be some variability, the majority of respondents share a proactive approach towards assignment creation aligned with student interests. As observed, the very positive attitude towards creating meaningful assignments reflects novice teachers' commitment to effective teaching practices. This observation suggests that efforts invested in tailoring assignments to student interests are perceived as essential for promoting student learning outcomes and fostering a positive classroom climate.

According to Thompson & Davis (2021), the commitment

of teachers to investing time and effort in creating meaningful assignments tailored to the interests and needs of their students is a critical factor influencing their professional challenges and performance. Their study on the challenges and performance of novice teachers highlights that educators who prioritize personalized assignments experience enhanced student engagement, motivation, and learning outcomes. The research underscores the importance of this approach in fostering positive teacher-student relationships and improving overall instructional quality in educational settings.

On the other hand, the indicator As a teacher, I exhibit frustration if I lack access to sufficient resources such as textbook, technology, or teaching aids to effectively implement my task, got the lowest mean of 2.45 (SD = 0.77), described as Disagree and interpreted as Negative. It means that novice teachers generally do not express frustration when lacking sufficient resources to implement their tasks. The low mean score suggests that, on average, respondents do not strongly identify with feeling frustrated due to resource constraints. This indicates resilience or adaptability among novice teachers in finding alternative ways to deliver their lessons despite limitations. As observed, the negative attitude towards expressing frustration over resource inadequacies suggests that novice teachers may prioritize instructional strategies that rely less on traditional materials and more on interactive or experiential learning approaches. This observation highlights potential areas for innovative teaching practices that maximize available resources and enhance student engagement.

According to Carter & Johnson (2022), the frustration exhibited by teachers due to lack of access to sufficient resources such as textbooks, technology, or teaching aids significantly impacts their challenges and performance in the educational field. Their study on the challenges and performance of novice teachers highlights that inadequate resources hinder educators' ability to deliver effective instruction, engage students, and meet curriculum goals. The research emphasizes the critical role of resource availability in supporting teacher effectiveness and job satisfaction, calling for enhanced support and investment in educational resources.

Problem 2. What is the level of the respondents' challenges based on classroom management, lesson planning, student engagement, time management, parental communication, and adapting to diversity?

Table 5: Summary of the Level of Challenges of Novice Teachers

Variables	Mean	SD	Interpretation
Classroom Management	2.56	0.59	High
Lesson Planning	2.66	0.66	High
Student Engagement	2.69	0.65	High
Time Management	2.52	0.65	High
Parental Communication	2.83	0.65	High
Adapting to Diversity	2.93	0.73	High

Overall	2.67	0.66	High
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Legend:

3.26-4.00 At all Times / Very High

2.51-3.25 Most of the Time / High

1.76-2.50 Sometimes / Low

1.00-1.75 Never/ Very Low

Table 5 shows the summary of responses on the level of challenges of novice teachers with an overall mean of 2.67 (SD = 0.66), interpreted as High. It means that despite encountering challenges, novice teachers maintain a positive outlook on their professional experiences. This indicates that respondents generally view these challenges as manageable and integral to their development as educators. It suggests resilience and adaptability among novice teachers in navigating the complexities of their roles. As observed, the positive interpretation of the mean suggests that novice teachers recognize the inherent difficulties in their roles but also appreciate the learning opportunities these challenges present. This observation underscores the importance of providing support structures and professional development opportunities that help novice teachers develop the skills and resilience needed to navigate these challenges effectively. According to Smith & Johnson (2022), novice teachers often face a variety of challenges that impact their professional development and effectiveness in the classroom. These challenges include classroom management difficulties, adapting to diverse student needs, time management issues, and establishing effective teacher-student relationships.

In line with this, the variable Adapting to Diversity, got the highest mean of 2.93 (SD = 0.73), interpreted as High. It means that novice teachers face high challenges related to adapting to diversity in their classrooms. This indicates that adapting teaching methods and strategies to accommodate diverse student backgrounds, learning styles, and cultural differences is a prominent concern. This implies that novice teachers recognize the importance of cultural competence and inclusivity in their instructional practices. As observed, the positive interpretation of the mean highlights novice teachers' efforts to develop cultural competence and responsive teaching practices. This observation underscores the importance of providing support and professional development opportunities that equip novice teachers with the skills and knowledge to effectively address the needs of diverse student populations. According to Nguyen & Martinez (2020), adapting to diversity in

educational settings is essential for creating inclusive environments that support the needs of all students. Nguyen and Martinez discuss the challenges educators face in addressing diverse student populations, including differences in cultural backgrounds, languages, learning styles, and socio-economic status. They emphasize the importance of cultivating cultural competence among teachers to effectively navigate these differences and promote equitable educational experiences.

On the other hand, the variable Time Management, got the lowest mean of 2.52 (SD = 0.65), interpreted as High. It means that novice teachers perceive time management as a crucial skill for their professional development. The positive interpretation of the mean indicates that respondents view effective time management not only as a challenge but also as an opportunity to enhance productivity and effectiveness in their teaching roles. This suggests a proactive approach among novice teachers in seeking strategies to optimize their use of time. As observed, the positive interpretation of the mean score reflects novice teachers' efforts to prioritize tasks, set clear goals, and allocate time effectively to meet instructional and administrative demands. This observation underscores the importance of providing support and professional development opportunities focused on time management skills for novice teachers. Martinez & Lee (2021) explored the importance of time management skills in maintaining a balanced workload and preventing burnout among educators. Their research underscores the need for professional development programs that focus on time management strategies tailored to the demands of teaching, helping teachers to maximize productivity while maintaining well-being.

Problem 3: What is the level of the teacher's performance with regard to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?

Table 6: Summary of the Level of Teachers' Performance

Variables	Mean	SD	Interpretation
Content Knowledge and Pedagogy	4.35	0.71	Consistently Demonstrate
Learning Environment and Diversity of Learners	3.99	0.75	Consistently Demonstrate
Curriculum and Planning and Assessment and Reporting	4.32	0.77	Consistently Demonstrate
Personal Growth and Professional Development & Community Linkages	3.36	0.60	Most of the Time Demonstrate
Overall	4.01	0.71	Consistently Demonstrate

Legend:

4.50 – 5.00 Outstanding/ Role Model

3.50 – 4.49 Very Satisfactory/ Consistently Demonstrate

2.50 – 3.49 Satisfactory/ Most of the time Demonstrate

1.50 - 2.49 Unsatisfactory/ Sometimes Demonstrate

1.00 – 1.49 Poor/ Rarely Demonstrate

Table 6 shows the summary of responses on the level of teachers' performance with an overall mean of 4.01 (SD = 0.71), interpreted as Consistently Demonstrate. It means that the educational institution or organization values and prioritizes high standards of teacher performance. The interpretation of consistently demonstrate implies that teachers are reliably meeting the expected criteria across different aspects of their professional responsibilities. This suggests a positive alignment between institutional goals and teacher practices. As observed, the summary highlights a positive outlook on the quality of teaching within the surveyed population. The consistency in demonstrating high performance suggests that teachers are proficient in meeting the expectations related to their roles in terms of pedagogical skills, classroom management, student engagement, and professional development. According to Smith & Johnson (2021), effective teaching performance involves employing instructional strategies that actively engage students in the learning process. These strategies go beyond traditional methods to include approaches that stimulate critical thinking and cater to the diverse needs of learners.

In line with this, the variable Content Knowledge and Pedagogy, got the highest mean of 4.35 (SD = 0.71), interpreted as Consistently Demonstrate. It means that there is a robust alignment between teachers' knowledge base and their instructional practices. This indicates that teachers not only have a deep understanding of their subject areas but also excel in translating this knowledge into effective teaching strategies. It suggests a strong commitment to delivering quality education and fostering student learning outcomes. As perceived, stakeholders such as administrators, colleagues, and possibly parents or guardians, may view the high mean score and interpretation of Consistently Demonstrate as indicative of teachers' expertise and effectiveness in teaching their subjects. This perception underscores confidence in teachers' abilities to deliver quality instruction and support student achievement. According to Brown & Lee (2020), teachers' strong content knowledge is crucial for facilitating meaningful learning experiences for students. When educators have a deep understanding of their subject matter, they are better equipped to provide clear and coherent explanations that students can comprehend. This clarity helps students grasp new concepts and ideas more effectively.

On the other hand, the variable Personal Growth and Professional Development and Community Linkages got the lowest mean of 3.36 (SD = 0.60), interpreted as Most of the Time Demonstrate. It means that there might be opportunities to strengthen personal growth and professional development initiatives within the educational institution. This indicates that while teachers are generally meeting expectations in these areas, there could be a greater emphasis on ongoing learning, skill enhancement, and career advancement strategies. This suggestion points towards the potential benefits of investing in structured professional development

programs and fostering a culture of continuous improvement. As perceived, stakeholders such as administrators, colleagues, and the community may view the lower mean score and interpretation of most of the time demonstrate as a call to further enhance support and resources for personal growth and community engagement initiatives. This perception underscores the importance of fostering a collaborative environment that encourages continuous learning and active involvement in professional development and community partnerships. According to Nguyen & Martinez (2020), personal growth and professional development among educators are essential for maintaining instructional effectiveness and meeting the evolving needs of students. They emphasize that ongoing learning and reflective practice are fundamental components of professional growth. Educators who engage in continuous professional development activities, such as attending workshops, conferences, and participating in collaborative learning communities, benefit from exposure to new ideas, instructional strategies, and educational research.

Problem 4: Is there a significant relationship between the respondents' challenges and their performance?

Table 7 shows the correlation coefficients (r-values) and p-values of the relationship between various respondent challenges and different aspects of teachers' performance. The analysis aims to determine if there are significant relationships between the challenges teachers face and their performance in specific areas. A significant relationship is indicated by a p-value less than 0.05, marked with "S" for significance. For example, the challenge of classroom management has significant relationships with most aspects of teachers' performance, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and overall performance. This suggests that difficulties in classroom management are significantly correlated with lower performance in these areas. It implies that improving classroom management skills could lead to enhancements in these critical performance areas. It suggests that targeted interventions in classroom management can have broad benefits for teaching effectiveness. It indicates that addressing classroom management issues should be a priority for professional development programs.

This study highlights a crucial aspect of educational effectiveness by linking classroom management with various dimensions of teachers' performance. Here are the insights of this study:

First, the interconnectedness of classroom management and teacher performance, on content knowledge and pedagogy, effective classroom management allows teachers to deliver content more efficiently and apply pedagogical strategies without disruptions, enhancing the overall learning experience. On learning environment, a well-managed classroom creates a positive and safe environment conducive to learning. This environment

Table 7: Result of the 'Test on Relationship between the Respondents' Challenges and Teachers' Performance

Respondents Challenges	Teachers' Performance							
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Classroom Management	0.109 0.0103 S	0.128 0.0133 S	0.239 0.0201 S	0.112 0.0101 S	0.269 0.0393 S	0.299 0.0560 NS	0.152 0.0583 NS	0.187 0.0296 S
Lesson Planning	0.269 0.0202 S	0.189 0.0601 NS	0.109 0.0304 S	0.297 0.0206 S	0.369 0.0373 S	0.109 0.0103 S	0.391 0.0380 S	0.248 0.0310 S
Student Engagement	0.449 0.0243 S	0.369 0.0672 NS	0.409 0.0620 NS	0.297 0.0206 S	0.369 0.0373 S	0.109 0.0103 S	0.391 0.0380 S	0.392 0.0508 NS
Time Management	0.219 0.0251 S	0.308 0.0201 S	0.179 0.0371 S	0.108 0.0191 S	0.285 0.0273 S	0.286 0.0143 S	0.299 0.0951 NS	0.241 0.0340 S
Parental Communication	0.138 0.0314 S	0.307 0.0108 S	0.306 0.0392 S	0.488 0.0590 NS	0.509 0.0810 NS	0.196 0.0303 S	0.209 0.0731 NS	0.308 0.0464 S
Adapting to Diversity	0.308 0.0801 NS	0.499 0.0720 NS	0.307 0.0108 S	0.306 0.0392 S	0.401 0.0716 NS	0.196 0.0401 S	0.209 0.0719 NS	0.318 0.0551 NS
Overall	0.249 0.0319 S	0.300 0.0406 S	0.258 0.0333 S	0.253 0.0301 S	0.371 0.0487 S	0.244 0.0348 S	0.300 0.0687 NS	0.282 0.0412 S

Legend: S- Significant

NS-Not Significant

supports student engagement and motivation. On diversity of learners, effective management includes recognizing and addressing the diverse needs of students, ensuring that all students have the opportunity to succeed. In terms of curriculum and planning, teachers who manage their classrooms well can implement planned curricula more effectively and adapt plans as necessary to meet students' needs. On assessment and reporting, efficient classroom management enables better tracking of student progress and more accurate reporting, as teachers can focus on assessment without behavioral distractions.

Secondly, comprehensive teacher development, the study suggests that improving classroom management skills can have a broad impact on overall teacher performance. This reinforces the need for comprehensive teacher training programs that address classroom management alongside other teaching competencies.

Highlights on the Implications of this study include: First, professional development focus, teacher training programs should place a strong emphasis on developing classroom management skills. This could include workshops, seminars, and practical training sessions that provide teachers with strategies to manage diverse classroom scenarios effectively. Second, support systems for novice teachers, new teachers often struggle with classroom management. Providing mentorship programs where experienced teachers guide novices can help

bridge this gap, enhancing their overall performance more quickly. Third, holistic performance evaluations which the evaluation of teacher performance should consider classroom management as a key component. This approach can help identify areas where teachers may need additional support and professional development. Fourth, tailored interventions, schools should develop targeted interventions for teachers struggling with classroom management. These could include personalized coaching, peer observation, and feedback sessions focused on practical strategies for improvement. Fifth, positive school climate, effective classroom management contributes to a positive school climate, which in turn supports both teacher and student well-being. Schools should foster an environment where teachers feel supported in their classroom management efforts. Lastly, curriculum design and implementation, when designing and implementing curricula, educators should consider the importance of classroom management. Curricula should include elements that help teachers integrate management strategies into their daily teaching practices. Moreover, the significant relationship between classroom management and various aspects of teachers' performance underscores the importance of equipping teachers with robust management skills. This approach not only enhances their ability to deliver content and engage students but also supports a more effective,

inclusive, and responsive educational environment. Schools and educational institutions should prioritize comprehensive training and support systems that help teachers develop these crucial skills, ultimately leading to better student outcomes and overall educational quality. In summary, Table 7 provides a detailed analysis of how various challenges faced by teachers correlate with their performance across different areas. Significant relationships suggest areas where addressing specific challenges could improve performance, while non-significant relationships indicate areas where challenges might not have as strong an impact. This information can guide interventions and support strategies to enhance overall teacher effectiveness. It indicates that understanding

these correlations can help in designing more effective professional development programs. According to Johnson *et al.* (2021) the influence of student engagement challenges on teachers' performance, particularly in the areas of content delivery and assessment. Their research indicates that teachers who face difficulties in engaging students are less effective in these areas, underscoring the importance of strategies aimed at improving student engagement to boost overall teaching performance.

Problem 5: Is there a significant difference in the respondents' challenges and their performance when grouped according to their characteristics?

Table 8: Difference in the Teachers' Challenges and Performance when Grouped According to the Profile

Characteristics	Challenges			Performance		
	t-value	p-value	Significance	t-value	p-value	Significance
41 yrs. old and above	0.338	0.0749	NS	0.408	0.0806	NS
Female	0.536	0.1012	NS	0.596	0.0790	NS
Teacher II	0.306	0.0602	NS	0.236	0.0690	NS
Working Experience in Private Institution	0.103	0.0102	S	0.192	0.0050	S
Seminars and Trainings attended on School Induction Program	0.119	0.0198	S	0.321	0.0121	S
Distance from residence to School	0.506	0.0620	NS	0.301	0.0720	NS
Attitude towards School's assignment	0.285	0.0201	S	0.410	0.0283	S
Overall	0.313	0.0497	S	0.352	0.0494	S

Legend: S- Significant

NS-Not Significant

Table 8 depicts the differences between the respondents' challenges and their performance when grouped according to various characteristics such as age, sex, position, working experience, seminars and trainings attended, distance from residence to school, and attitude towards school assignments. The table uses correlation coefficients (t-values) and p-values to determine whether these differences are significant.

Significant differences are indicated by a p-value less than 0.05, marked with "S" for significance. For instance, working experience has a significant impact on both challenges and performance, suggesting that the amount of working experience significantly influences both the challenges teachers face and their performance. Similarly, seminars and trainings attended on induction program show significant differences for both challenges and performance, indicating that participating in induction programs significantly affects the challenges and performance levels of teachers. However, attitude towards school's assignment shows significant for challenges and performance, highlighting the importance of a positive attitude towards assignments in influencing both challenges and performance outcomes.

The statistical analysis conducted on age, gender (sex),

position, and distance from residence to School among teachers revealed that these factors do not show significant correlations with the reported challenges or performance levels. Age was found to have no significant impact on the challenges faced or the performance demonstrated by teachers. Similarly, gender differences did not significantly influence either challenges or performance. The position held by teachers also showed no strong correlation with the reported challenges or performance outcomes. These findings suggest that while these demographic variables may play a role in other aspects of teachers' professional lives, such as career progression or job satisfaction, they do not appear to be major factors influencing the specific challenges encountered in their roles or their overall performance as assessed in this study.

Overall, the combined significance values for challenges and for performance suggest that while certain characteristics like working experience, induction program participation, and attitude towards assignments significantly impact both challenges and performance, other characteristics such as age, sex, position, and distance do not show a significant influence. This information can help tailor support and interventions to improve teacher performance based on their demographic and

professional profiles.

According to Liu & Onwuegbuzie (2021), the impact of teachers' demographic characteristics on their professional challenges and performance is significant. They found that younger teachers often face more classroom management challenges compared to their more experienced counterparts, which negatively affects

their overall performance. This suggests that targeted support and mentoring for younger teachers could help mitigate these challenges and improve their performance.

Problem 6: Based on the findings of the study, what school management plan on novice teachers' challenges can be designed?

Table 9: 3-year Matrix of School Management Plan

YEAR 1 (2025): FOUNDATION AND ORIENTATION							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Output
Time Management	Improved regular self-reflection on time management practices	Provide time management workshops covering scheduling, prioritization, and use of planning tools. Implement mentorship programs pairing novices with experienced teachers for time management advice.	Start of each school year	Teachers, School Heads	School MOOE	10,000.00	Improved task prioritization
Personal Growth and Professional Development	Developed a personal, professional development plan based on reflection of ones practice and ongoing professional learning	Conduct regular professional development workshops and seminars. Implement School Learning Action Cell and Collaborative Expertise	Start of each school year	Teachers, School Heads	School MOOE	10,000.00	Improved teaching skills and confidence among novice teachers
YEAR 2 (2026): DEVELOPMENT AND GROWTH							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Output
Time Management	Enhance regular self-reflection on time management practices	Advanced time management workshops focusing on long-term planning and delegation. Continue mentorship programs with a focus on refining classroom routines.	Start of each school year	Teachers, School Heads	School MOOE	20,000.00	90% of novice teachers will report improved time management skills
Personal Growth and Professional Development	Deepen self-awareness and promote continuous personal development	Intermediate training sessions on differentiated instruction and technology integration. Promote participation in advanced educational conferences and certification programs. Enhance collaborative learning communities with more structured activities and projects.	Start of each school year	Teachers, School Heads	School MOOE	20,000.00	100% of novice teachers will have participated in at least three professional development workshops, seminars, or courses and two personal growth initiatives (e.g., wellness programs, self-reflection workshops), as documented in their professional development portfolios.

YEAR 3 (2027): MASTERY AND LEADERSHIP							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Output
Time Management	Achieve mastery in time management and mentor others	Experienced teachers' mentor new cohorts of novice teachers. Implement school-wide time management best practices. Evaluate and refine time management programs based on feedback and performance data.	Start of each school year	Teachers, School Heads	School MOOE	30,000.00	90% of novice teachers will report improved time management skills
Personal Growth and Professional Development	Achieve personal growth and mentor others and Professional mastery and contribute to the profession.	Advanced personal growth workshops focusing on leadership and resilience. Encourage publication of research and participation in professional organizations	Start of each school year	Teachers, School Heads	School MOOE	30,000.00	100% of novice teachers will have participated in at least three professional development workshops, seminars, or courses and two personal growth initiatives work as documented in their professional development portfolios.

CONCLUSIONS

Based on the results and discussions that have been presented, the following conclusions were made:

The challenges faced by novice teachers have been found to positively influence their ability to adapt to diverse classrooms. This adaptation is crucial as it enhances teachers' skills and strategies, ultimately improving their effectiveness in teaching. Despite these challenges, novice teachers generally demonstrate strong performance in terms of content knowledge and pedagogical skills. However, challenges related to classroom management show significant correlations with lower performance in areas such as content delivery and creating a conducive learning environment. This highlights the critical need for targeted support in classroom management strategies to bolster overall teacher effectiveness.

The study identifies significant correlations between certain demographic and professional characteristics of teachers and the challenges they face, as well as their performance outcomes. Working experience and participation in induction programs are notably associated with both the nature of challenges encountered and the levels of performance achieved. In contrast, variables such as age, gender, teaching position, and proximity to school exhibit non-significant relationships with the challenges faced and performance outcomes. These findings suggest that while demographic factors may influence certain aspects of working experiences, they do not significantly impact overall performance and effectiveness as perceived by novice teachers.

The study underscores the importance of targeted

interventions and support strategies tailored to address specific challenges, particularly in areas like classroom management, to enhance educational outcomes for novice teachers. Moreover, it highlights the need for continued investment in professional development and induction programs to foster the growth and effectiveness of teachers entering the profession. By focusing on these critical areas, educational institutions can better support novice teachers in overcoming challenges and achieving higher levels of performance in diverse classroom settings.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Division Human Resource Section should implement targeted professional development programs focused on time management and personal growth and professional development for novice teachers. This should include workshops and mentoring sessions aimed at equipping novice teachers with effective techniques to handle diverse classroom environments.

2. Public School District Supervisors should provide technical assistance and conduct regular monitoring and evaluation to the aforementioned districts in support to the novice teachers' progress in overcoming challenges on time management and personal growth and professional development. This could involve structured observations and constructive feedback to improve teaching practices and student outcomes.

3. School Heads should foster a supportive school culture that values ongoing professional growth. This can be achieved by encouraging collaboration among teachers, providing resources for professional development, and recognizing effective time management through incentives or awards.

4. Teachers should actively engage in professional development opportunities, including school training programs and workshops that address specific challenges which is to improve regular self-reflection on time management practices as identified in the study. They should also seek mentorship from experienced colleagues to enhance their classroom management skills and overall teaching effectiveness.

5. Utilize this proposed School Management Plan, which can help novice teachers navigate the complexities of their early teaching years, leading to improved performance and satisfaction in their professional roles.

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