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# Studies in Technology and Education

Volume 5, Issue 2, 2026 | <https://www.azalpub.com/index.php/ste>

## RESEARCH ARTICLE

### INSTRUCTIONAL PRACTICES OF BEGINNING TEACHERS IN ARLING PANLIPUNAN: BASIS FOR A TEACHING PROFICIENCY CAPACITY PLAN

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#### Article Info

**Received: 1-7-2026**

**Accepted: 3-9-2026**

**Published: 5-24-2026**

#### Abstract

This Descriptive-developmental study aims to examine the instructional practices of beginning teachers in Araling Panlipunan in Roxas East District, Roxas, Isabela, and explores pupils' perceptions of these practices as indicators of teaching effectiveness and classroom engagement. Anchored on the Philippine Professional Standards for Teachers (PPST), the study identifies and strengths the areas for improvement across key competency domains. Data were gathered from beginning teachers and their pupils to determine their prevailing instructional practices and challenges. The result of the study shows that beginning teachers encounter various challenges as they enter the teaching profession, particularly in classroom management, lesson planning, assessment, and addressing diverse learner needs. These challenges are evident in Araling Panlipunan, where instruction requires the integration of social studies, culture, and civic education. Moreover, findings of the study serve as the basis for developing a Teaching Proficiency Capacity Plan aimed at enhancing instructional quality, supporting professional growth, and improving learning outcomes in Araling Panlipunan. Based on the result of the study, it is recommended that school administrators may establish structured mentoring and peer coaching programs for beginning teachers and may be encouraged to participate in continuous professional development, workshops and seminars may focus on strategies to address diverse learners and be guided in varied performance-based assessment.

**Keywords:** *Beginning Teachers; Araling Panlipunan; Instructional Practices; Teaching Effectiveness; Philippine Professional Standards for Teachers (PPST) and Classroom Engagement.*

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## **THE PROBLEM AND ITS BACKGROUND**

### **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. With support, mentorship, and opportunities for professional development, novice teachers can overcome these challenges and make meaningful contributions to student learning and school communities.

Beginning teachers face numerous challenges as they enter the teaching profession, including classroom management, adapting to diverse learners, lesson planning, and assessment practices. Despite these difficulties, beginning teachers demonstrate resilience, adaptability, and a commitment to continuous improvement, which are essential for their long-term success (Felisilda, Labitad, & Comon, 2024; David, 2021).

Teacher self-efficacy has been shown to play a crucial role in effectively addressing cultural and linguistic diversity in classrooms. A systematic review indicates that teachers with higher self-efficacy are more confident in implementing inclusive and culturally responsive instructional practices (Frontiers, 2021). This aligns with the Roxas East District findings, where beginning teachers consistently applied strategies catering to diverse learners, demonstrating that confidence in one's teaching ability positively influences the adoption of inclusive and culturally sensitive practices.

Evidence from large-scale studies, such as TALIS, suggests that teaching experience significantly predicts stronger instructional engagement, more so than age or educational background (Chandran, 2022; Du & Wang, 2017; Stewart et al., 2019). Beginning teachers' instructional practices are influenced by professional development, mentorship, school policies, and personal teaching experiences.

A 2025 study on teachers' preparedness for inclusive education in the Philippines revealed that while teachers generally demonstrated competence and confidence in managing inclusive classrooms, gaps remained in adapting instruction to meet the needs of diverse learners. This aligns with the findings from Roxas East District, where beginning teachers showed strong utilization of diversity-oriented practices but could further enhance strategies for learners with specific or exceptional needs. Furthermore, research on practices and challenges in inclusive Philippine elementary schools emphasizes the importance of targeted professional development, differentiated instruction, and supportive classroom structures, reinforcing the need for continuous growth among beginning teachers (Journal of Education Research, 2024).

The Philippine Professional Standards for Teachers (PPST) provide a framework for assessing teacher competencies across seven Key Result Areas (KRAs): 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. Despite these guidelines, beginning teachers often encounter gaps in implementing these standards, highlighting the need for targeted support and capacity-building interventions.

This study seeks to document the instructional practices of beginning teachers in Araling Panlipunan, identify areas of strength and deficiency, and develop a Teaching Proficiency Capacity Plan based on empirical findings. By doing so, the study aims to support beginning teachers in improving instructional quality, enhancing pupil learning, and aligning teaching practices with professional standards.

## **STATEMENT OF THE PROBLEM**

The purpose of this study is to examine the instructional practices of beginning teachers in Araling Panlipunan in the Roxas East District, Roxas, Isabela, as well as pupils' perceptions of these practices. Specifically, this study aims to answer the following questions

1. What is the extent of utilization to which instructional practices be described in terms of the following Key Result Area (KRAs)?
  - 1.1 Content Knowledge and Pedagogy
  - 1.2 Learning Environment
  - 1.3 Assessment and Reporting
  - 1.4 Community Linkages and Professional Engagement
2. What Teaching Proficiency Capacity Plan be formulated to sustain the instructional practices of beginning teachers?

## **REVIEW OF RELATED LITERATURE AND STUDIES**

Chandran (2022) noted that challenges encountered by beginning teachers can significantly influence their teaching approaches. Negative feelings, decreased confidence, and reduced commitment to teaching may arise from these challenges. Supporting beginning teachers is thus crucial for enhancing their effectiveness and promoting professional growth. Research further shows that the first five years of teaching are critical; sustained, high-quality professional development during this period significantly improves classroom management, instructional planning, and teacher confidence (Du & Wang, 2017; Feiman-Nemser, 2003; Ingersoll, 2012; McCann et al., 2005; Stewart, 2018; Stewart et al., 2019).

International studies emphasize that mentorship and structured induction programs are essential for novice teachers. Izadinia (2016) argued that mentorship provides "encouragement and emotional backing" (p. 398), though its effectiveness depends on the compatibility of personalities, skills, and teacher dispositions (Gay, 1995). Professional development programs that focus on real classroom challenges enable novice teachers to critically reflect on their pedagogical orientations and adapt to prevailing instructional norms (Gibbons & Cobb, 2017; Smith & Ingersoll, 2004).

Several studies in the United States highlight the pressures that novice teachers face in highly prescriptive and standardized school environments (Au, 2011; Goldstein, 2014; Zahedi, 2014; Hill et al., 2020). Such conditions can undermine teachers' confidence and create dissonance between their pedagogical beliefs and institutional expectations (Smagorinsky et al., 2015). Research suggests that reflective practices and job-embedded professional development support beginning teachers in bridging this gap (Etkina, Gregorcic, & Vokos, 2015; Ukrop, Švábenský, & Nehyba, 2018).

Furthermore, studies by Bruno, Rabovsky, and Strunk (2019) found that novice teachers experience a range of obstacles, including disruptive student behavior, stress, heavy workloads, and lack of institutional support. These factors require time and resources beyond what is considered routine for experienced teachers. Effective instructional practices are also grounded in pedagogical content knowledge (PCK) and learner-centered strategies; teachers' experience, pedagogical knowledge, and professional development are significantly linked to their ability to design effective lessons, manage classrooms, and assess learning outcomes (Yazdanmehr et al., 2019). Regional and national studies in Asia emphasize that contextual factors such as curriculum changes, resource availability, and cultural expectations influence novice teachers' instructional practices. Research indicates that professional development programs that focus on practical, classroom-based skills—lesson preparation, assessment, classroom management, and differentiated instruction—improve novice teachers' confidence and instructional effectiveness (Du & Wang, 2017; Izadinia, 2016; Kidd et al., 2015).

In the Philippines, Dy and Sumayao (2024) proposed the Mentor-Reflective Theory to guide novice teacher onboarding, showing that structured mentorship combined with reflective practices significantly supports teacher self-efficacy. Similarly, Dayagbil, Boholano, Alda, Corpuz, and Espique (2024) found that

participation in webinars and online professional development programs improved novice teachers' classroom management, pedagogy, and professional confidence, despite challenges like poor connectivity and multitasking demands. Mananay and Sumalinog (2024) highlighted that novice teachers in Cebu City struggled with classroom management, emotional stress, and limited instructional resources, which affected the quality of their teaching.

Local Philippine studies confirm and extend international findings by highlighting context-specific challenges faced by beginning teachers. Felisilda, Labitad, and Comon (2024) reported that novice teachers require more time and resources to perform routine classroom tasks. Salandanan (2016) emphasized that the first year of teaching is the most challenging, as novice teachers transition from being students to professional educators responsible for classroom management, student motivation, and curriculum implementation. Agno (2009) and Basturk and Tastepe (2015) identified classroom management, lack of materials, and time mismanagement as significant hurdles for beginning teachers. Richardson (2014) noted that political interventions and unstable teaching environments could further complicate their instructional effectiveness.

Other local studies highlight the need for professional development and mentoring. Mito-on and Naval (2025) found that classroom management and resource challenges reduced teacher self-efficacy during the transition from remote to face-to-face instruction in Philippine elementary schools. Jomuad, Anore, Baluyos, and Yabo (n.d.) observed that workload, classroom management, and school location are major challenges during the first year of service. Agayon, Agayon, and Pentang (n.d.) documented how Filipino teachers in the "new normal" navigated instructional continuity, module distribution, connectivity issues, and health risks, highlighting the importance of structured supports.

These findings underscore the importance of mentoring, sustained professional development, and context-sensitive support for beginning teachers in the Philippines, especially in Araling Panlipunan, where content, pedagogy, and cultural relevance intersect.

As Stewart et al. (2020) reported from their study of the challenges teacher candidates encounter during their student teaching experiences, the dissonance between the theories they studied in their teacher preparation program and the policies and prevailing pedagogical approaches they were expected to carry out in the field can cause them to question their ability to succeed in the profession, which contributes to the alarming problem of teacher attrition (e.g., Ingersoll & Strong, 2012; McCann et al, 2005; Sutcher, et al, 2016).

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.

Moreover, the first year of teaching is the most challenging part of all newly-hired teachers. After leaving the role of being undergraduate students and taking on the role of teachers, they soon become overwhelmed with the responsibilities of the curricular, diverse student behaviors, student motivation (Salandanan, 2016), classroom management (Agno, 2009; Basturk & Tastepe, 2015), student learning assessment (Agu et al., 2013) and feeling the lack of support from others. These challenges and frustrations are aspects of beginning teaching. Furthermore, the beginning teachers' problems were more on classroom management, lack of materials and time mismanagement (Basturk & Tastepe, 2015). Many teachers reported problems in classroom discipline, time management and evaluation of their own teaching effectiveness. Other beginning teachers experienced an unstable teaching environment because of political intervention (Richardson, 2014). Service-delivery issues, student characteristics, school climate, support systems, teacher preparation, paperwork requirements, role ambiguity and student behavioral difficulties may all affect the perceptions and consequent efficacy of teachers during their first year of service (Chakrabarty et al., 2016).

These studies collectively demonstrate that beginning teachers encounter multifaceted challenges that affect instructional effectiveness and professional growth, highlighting the need for targeted support programs.

## **METHODOLOGY**

### **Research Design**

This study employed a descriptive–developmental research design. The descriptive component focused on identifying and analyzing the instructional practices of beginning teachers in Araling Panlipunan based on the seven PPST-aligned Key Result Areas (KRAs). It also described the respondents' profile and pupils' perceptions of their teachers' instructional practices.

The developmental component utilized the descriptive findings to create a Teaching Proficiency Capacity Plan aimed at strengthening the instructional competencies of beginning teachers. This approach allowed the research to provide both an empirical analysis of existing practices and a structured framework for professional development.

This design was appropriate because it provided an evidence-based understanding of teaching practices without manipulating variables and supported the formulation of interventions tailored to identified needs.

### **Locale of the Study**

This study was carried out in Roxas, Isabela, particularly in Roxas East District, which included seven (7) schools: San Jose ES, Lanting ES, Luna-Rang-Ayan ES, Roxas CS, Matusalem ES, Doña Concha ES, and Imbiao Integrated School. The researcher opted to conduct the study in the aforementioned area because she was teaching in the district at the time of the study.

Teachers served as the primary facilitators, translating curriculum goals into meaningful learning experiences, adapting to diverse learners' needs, implementing instructional practices, and designing assessments aligned with pupils' needs that affected their academic performance. Their duties extended beyond standard lectures to creating a safe and secure learning environment where pupils actively participated in the learning process. Understanding and addressing these teachers' concerns not only improved their instructional practices but also contributed to effective teaching of the subject and enhanced the overall academic performance of pupils in Araling Panlipunan.

## **RESEARCH INSTRUMENT**

The data-gathering tool used in the study employed indicators from the Philippine Professional Standards for Teachers (PPST) and cognitive domains from Bloom's Taxonomy. The questionnaire consisted of three (3) parts, which focused on the extent of utilization of instructional practices of beginning teachers, the extent of pupils' perceptions of these instructional practices, and the level of instructional practices demonstrated by beginning teachers.

## **DATA GATHERING PROCEDURE**

In collecting data on the quality of instructional practices administered by Araling Panlipunan teachers in the Roxas East District, the following steps were undertaken:

First, the researcher prepared a letter of authorization to conduct the study, which was approved by the ISU Graduate School. Second, the researcher adopted the questionnaire to be used as the primary data-gathering instrument. Third, consent was sought from the teachers and school principals to ensure ethical participation. Fourth, the researcher coordinated the data collection by preparing printed hard copies of the questionnaires. Fifth, these questionnaires were distributed to the identified schools in the Roxas East District. Sixth, the completed questionnaires were retrieved and carefully checked for completeness. Seventh, the collected responses were

encoded and analyzed using both descriptive and inferential statistical methods. And finally, the results of the descriptive analysis served as the basis for developing a Teaching Proficiency Capacity Plan designed to sustain the instructional practices in the study.

**Statistical Treatment of the Study**

The following statistical tools were used, frequency and percentage to describe the profile of beginning teachers (age, gender, civil status, educational attainment, training). Weighted mean to determine the extent of teachers’ instructional practices and pupils’ perception. Rank analysis to identify the areas of instructional practices where teachers are low. Standard deviation is used to determine the variability and consistency of responses. And developmental output formulation based on descriptive results, a Teaching Proficiency Capacity Plan was developed, aligned with PPST KRAs, to enhance and sustain teacher performance.

**RESULTS AND DISCUSSIONS**

**Table 1. Extent of Utilization on Instructional Practices in Terms of Content Knowledge and Pedagogy Key Result Area.**

<b>Content Knowledge and Pedagogy</b>		<b>Mean</b>	<b>Qualitative Description</b>
<b>No.</b>	<b>Statement</b>		
1.	I demonstrate content knowledge and its application within and/or across curriculum teaching areas.	4.75	Always Practiced
2.	I demonstrate an understanding of research-based knowledge and principles of teaching and learning.	4.38	Always Practiced
3.	I show skills in the positive use of ICT to facilitate the teaching and learning process.	4.63	Always Practiced
4.	I demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	4.75	Always Practiced
5.	I apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	4.50	Always Practiced
6.	I use Mother Tongue, Filipino and English to facilitate teaching and learning.	5.00	Always Practiced
7.	I demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	4.50	Always Practiced
<b>Grand Mean</b>		<b>4.64</b>	<b>Always Practiced</b>

As can be gleaned from the table. Beginning teachers demonstrate the ability to effectively apply instructional strategies in content knowledge and pedagogy, as evidenced by high mastery across all indicators, grand mean = 4.64 and were interpreted as “Always Practiced”. They utilize multiple teaching strategies, including Mother Tongue, Filipino, and English, to promote literacy, numeracy, and content understanding, while also integrating ICT and higher-order thinking skills to enhance learning outcomes. Strong communication skills, both verbal and non-verbal, further enable them to engage learners and maintain supportive classroom environments.

Furthermore, beginning teachers are also capable of demonstrating strong pedagogical competence and applying theoretical knowledge effectively in classroom instruction. Research on teacher performance in the Philippines identifies personal and professional characteristics—such as educational background and length of service as significant predictors of teaching performance, underscoring the importance of ongoing development

for novice educators (Frontiers in Education, 2024). Studies on instructional strategies also highlight that technology integration and varied pedagogical approaches, including multimedia and TPACK-based lessons, contribute to enhanced engagement and higher-order thinking among learners (Frontiers in Education, 2025; Gilay & Anga, 2025).

Moreover, investigations into teachers’ readiness and attitudes toward ICT integration reveal generally positive perceptions and confidence in using technology to support instruction, emphasizing its role in facilitating learner-centered practices (Lausa, Balinario, & Arceño, 2024).

**Table 2 Extent of Utilization on Instructional Practices in Terms of Learning and Environment Key Result Area.**

<b>Learning and Environment</b>		<b>Mean</b>	<b>Qualitative Description</b>
<b>No.</b>	<b>Statement</b>		
1.	I demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	4.88	Always Practiced
2.	I demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	5.00	Always Practiced
3.	I demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.	4.88	Always Practiced
4.	I demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	4.88	Always Practiced
5.	I demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	5.00	Always Practiced
6.	I demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	5.00	Always Practiced
<b>Grand Mean</b>		<b>4.94</b>	<b>Always Practiced</b>

As shown in Table 2, all statement in the learning environment were interpreted as “Always Practiced”. This indicates that beginning teachers demonstrate strong competence in creating safe, supportive, and motivating learning environments. They consistently apply knowledge of school policies, classroom management strategies, and positive, non-violent discipline to ensure learner safety and engagement. Research indicates that novice teachers who prioritize fairness, respect, and learner-centered practices foster higher student participation, responsibility, and academic motivation (Harris et al., 2021; Marzano et al., 2021). Moreover, their ability to manage both individual and group learning activities aligns with contemporary best practices that emphasize active, hands-on, and discovery-based learning (Darling-Hammond et al., 2020). These practices reflect that even beginning teachers can effectively establish classrooms that are both conducive to learning and responsive to students’ needs, supporting holistic development.

**Table 3 Extent of Utilization on Instructional Practices in Terms of Diversity of Learners Key Result Area.**

<b>Diversity of Learners</b>		<b>Mean</b>	<b>Qualitative Description</b>
<b>No.</b>	<b>Statement</b>		
1.	I demonstrate knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences.	4.50	Always Practiced
2.	I implement teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds.	4.75	Always Practiced

3.	I use strategies responsive to learners with disabilities, giftedness and talents.	4.25	Always Practiced
4.	I demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	4.25	Always Practiced
5.	I demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	4.38	Always Practiced
<b>Grand Mean</b>		<b>4.43</b>	<b>Always Practiced</b>

As revealed on Table 3, all parameters on qualitative description are interpreted as “Always Practiced”. It shows that beginning teachers demonstrate consistent application of differentiated and inclusive instructional practices, attending to learners’ varied needs, strengths, cultural backgrounds, and abilities. They are aware of strategies that support learners with disabilities, giftedness, and those in challenging circumstances, while also fostering culturally responsive classrooms that include indigenous learners. Current research highlights that beginning teachers who implement inclusive and differentiated teaching methods improve learner engagement, equity, and achievement, and are better equipped to address the challenges of diverse classrooms (Tomlinson & Imbeau, 2020; Florian & Black-Hawkins, 2019). Such practices emphasize learner-centered approaches and the importance of adapting instruction to meet the holistic needs of all students.

**Table 4 Extent of Utilization on Instructional Practices in Terms of Assessment and Reporting Key Result Area.**

<b>Assessment and Reporting</b>		<b>Mean</b>	<b>Qualitative Description</b>
<b>No.</b>	<b>Statement</b>		
1.	I demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements	4.63	Always Practiced
2.	I demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	5.00	Always Practiced
3.	I demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	5.00	Always Practiced
4.	I demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	5.00	Always Practiced
5.	I demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs	4.88	Always Practiced
<b>Grand Mean</b>		<b>4.90</b>	<b>Always Practiced</b>

Table 4 shows the extent to which respondents utilize instructional practices related to assessment, monitoring, and reporting of learner progress. All items received high mean scores, indicating consistent and effective implementation. respondents consistently demonstrate high utilization of assessment and reporting practices. They are data-informed, responsive to learners’ needs, and skilled in providing constructive feedback, which supports continuous learning improvement.

Furthermore, beginning teachers demonstrate strong proficiency in assessment and reporting by effectively designing and implementing diagnostic, formative, and summative assessments aligned with curriculum requirements. They skillfully monitor learner progress using data, provide timely and constructive feedback, and communicate results to support learning improvement. Research highlights that novice teachers who integrate data-driven assessment practices enhance instructional decision-making, promote student engagement, and support differentiated learning (Brookhart, 2020; Heritage, 2019). The consistent use of assessment as a feedback tool reflects reflective practice and aligns with best practices in learner-centered education.

**Table 5 Extent of Utilization on Instructional Practices in Terms of Community and Linkages and Professional Engagement Key Result Area.**

<b>Community and Linkages and Professional Engagement</b>		<b>Mean</b>	<b>Qualitative Description</b>
<b>No.</b>	<b>Statement</b>		
1.	I demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	4.63	Always Practiced
2.	I seek advice concerning strategies that build relationships with parents/guardians and the wider community.	4.63	Always Practiced
3.	I demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	4.75	Always Practiced
4.	I demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.	4.75	Always Practiced
<b>Grand Mean</b>		<b>4.69</b>	<b>Always Practiced</b>

Table 5 reflects how respondents apply instructional practices that involve community engagement and professional conduct. The high mean scores indicate consistent practice in building professional relationships and engaging with the school and community environment. Respondents demonstrate consistent engagement with the community and adherence to professional standards. Their practices indicate strong awareness of ethical, legal, and relational aspects of teaching, which enhance collaboration and foster a supportive learning environment.

Teachers consistently integrate community and professional engagement into their practice. They create learning environments responsive to community needs, actively build relationships with stakeholders, and demonstrate strong knowledge of ethical and professional responsibilities. This reflects their commitment to holistic education and professional integrity.

Additionally, beginning teachers actively engage with their school communities and demonstrate professional responsibility by fostering relationships with parents, guardians, and stakeholders while adhering to ethical standards and school policies. Effective community engagement promotes collaborative learning environments and supports holistic student development. Studies suggest that teachers who integrate community contexts into instructional practices enhance learner outcomes and strengthen professional networks, while adherence to the Code of Ethics ensures accountability and professional integrity (Darling-Hammond et al., 2020; Feiman-Nemser, 2018). Such practices reflect the alignment of teaching with broader social and professional responsibilities.

## **DEVELOPMENTAL TEACHING PROFICIENCY CAPACITY PLAN**

### I. Rationale

The results of the study indicate that beginning teachers in the Roxas East District demonstrate strong competencies in Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Assessment and Reporting, Diversity of Learners, Community Engagement, and Personal and Professional Growth. Pupils’ perceptions further confirm that instructional practices are consistently observed as effective, learner-centered, and inclusive.

Despite this strong performance, some areas for improvement exist:

- Providing to learners with disabilities or special needs and those in difficult circumstances (Diversity of Learners KRA).
- Enhancing continuous, sustainable assessment methods that track cognitive and behavioral development over time.
- Expanding professional development beyond regional training, including national and international exposure.

This capacity plan aims to build on the strengths of beginning teachers while addressing these areas, ensuring continuous professional growth and enhanced learner outcomes.

## II. Objectives

1. Strengthen inclusive teaching practices to meet the needs of learners with disabilities, giftedness, and learners in difficult circumstances.
2. Enhance sustainable assessment practices to track learning and behavioral outcomes over time.
3. Promote continuous professional growth and collaboration through mentorship, training, and reflective practice.
4. Integrate innovative and technology-enhanced strategies into curriculum delivery and learning environments.
5. Foster strong community engagement and professional relationships that support holistic learner development.

## III. Development Areas and Capacity-Building Strategies

<b>Development Area</b>	<b>Current Status (Mean/Qualitative)</b>	<b>Capacity-Building Strategies</b>	<b>Expected Outcomes</b>
<b>Assessment &amp; Reporting</b>	4.90 – Always Practiced; slightly lower for sustainable tracking of progress	<ul style="list-style-type: none"> <li>- Training on continuous and longitudinal assessment methods</li> <li>- Development of portfolio-based or performance-based assessment systems</li> <li>- Use of data analytics for monitoring learning trends</li> </ul>	Teachers implement assessments that provide real-time and long-term learner feedback; improved instructional decision-making
<b>Community &amp; Professional Engagement</b>	4.69 – Always Practiced; mostly regional exposure	<ul style="list-style-type: none"> <li>- Attend national/international workshops or webinars</li> <li>- Establish stronger parent-teacher-community linkages</li> <li>- Collaborative projects with other schools or institutions</li> </ul>	Teachers expand professional networks and incorporate community resources; holistic learner development is supported

## IV. Implementation Plan

1. Mentorship Program  
Pair beginning teachers with experienced teachers for guidance in inclusive teaching, curriculum planning, and assessment.

Monthly observation through walkthrough and feedback sessions.

2. Assessment Innovation

Introduce portfolios, performance tasks, and self-assessment tools for students.

Regular monitoring of student progress and adaptation of strategies.

3. Community Linkages

Strengthen partnerships with parents, local government units, and community organizations.

Include community projects that reinforce learning and social responsibility.

#### V. Monitoring and Evaluation

- Monthly Progress Reports: Track teacher participation in training, mentorship, and classroom implementation.
- Classroom Observation: Conduct peer and supervisor assessments using a standardized rubric aligned with PPST KRAs.
- Student Feedback: Collect pupil perceptions on teaching practices semi-annually to assess instructional impact.

#### VI. Expected Outcomes

1. Beginning teachers demonstrate enhanced inclusive teaching strategies.
2. Assessment practices are continuous, diversified, and sustainable, improving learner tracking and outcomes.
3. Teachers actively engage in professional development beyond regional exposure.
4. Classrooms remain safe, supportive, inclusive, and technology-enhanced.
5. Stronger community and stakeholder engagement supports holistic learner growth.
6. Teachers reflect, collaborate, and innovate in alignment with PPST standards.

The Developmental Teaching Proficiency Capacity Plan leverages the demonstrated strengths of beginning teachers while addressing areas for growth. Through mentorship, professional development, collaborative action research, and reflective practice, beginning teachers can enhance their instructional proficiency, resulting in improved learning outcomes for pupils and alignment with professional standards.

## CONCLUSION

The findings of this study reveals that the instructional practices of beginning teachers in the Roxas East District across key result areas, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community engagement, and personal growth and professional development. Overall, the findings reveal that beginning teachers consistently demonstrate high levels of competence and confidence in their instructional practices.

Across all domains, the respondents rated their practices as "Always Practiced," with high grand means indicating strong mastery in lesson planning, differentiated instruction, classroom management, assessment strategies, and professional engagement. These results suggest that beginning teachers in the district are well-prepared to meet classroom demands despite the common challenges associated with early-career teaching.

Moreover, pupils' perceptions further validate these findings. Learners consistently observed effective instructional practices, particularly in the use of varied assessments, differentiation, cooperative learning, and meaningful engagement strategies. This alignment between teachers' self-perceptions and pupils' experiences strengthens the credibility of the results and indicates that effective teaching practices are evident in actual classroom settings.

In conclusion, beginning teachers in Roxas East District demonstrate strong instructional competence, professional commitment, and learner-centered practices. These strengths provide a solid foundation for quality teaching and learning in Araling Panlipunan. The findings support the development of a Teaching Proficiency Capacity Plan to further strengthen instructional consistency, address emerging needs, and sustain professional growth ensuring that beginning teachers continue to evolve into highly effective educators.

## **RECOMMENDATIONS**

In the light of the findings, the following recommendations were drawn:

1. School administrators may establish structured mentoring and peer coaching programs for beginning teachers, especially those with less teaching experience, to ensure the consistent application of effective instructional practices.
2. Teachers may be encouraged to participate in continuous professional development, including training on differentiated instruction, ICT integration, and higher-order thinking skills, to further improve instructional quality.
3. School administrators may conduct workshops and seminars that may Promote Inclusive and Diversity-Responsive Teaching.
4. Teachers may implement the Teaching Proficiency Capacity Plan focusing on areas such as curriculum planning, classroom management, assessment, and professional growth, to ensure continuous improvement and alignment with the Philippine Professional Standards for Teachers (PPST).
5. Future researchers are encouraged to conduct a long-term study that follows beginning teachers in Arling Panlipunan to see how their teaching practices develop and how these improvements affect learners. This may provide clearer and more practical evidence that can help strengthen and sustain an effective Teaching Proficiency Capacity Plan.

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