



The challenges encountered by the novice secondary school teachers in Philippines: A basis for mentoring



Research article



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Abstract

This study was conducted to establish a potential association of challenges encountered and demographic profiles of the novice secondary school teachers. To accomplish the aim of the study, the descriptive-correlation research design was used. The outcome of the study revealed that the demographic profile of the teachers-respondents revealed that the majority of 45.5% or 5 of the respondents were between the ages 23-29 years of age, 63.6% or 7 of the teachers-respondents were females; 81.8% or 9 of the teachers-respondents had educational attainment which is disseminated along the diverse field of specialization; Mathematics, Accountancy, Music, Arts, Physical Education, and Health, Computer Science, Nursing, Filipino, Agriculture, English; 54.5% or 6 had been serving for one to two years; and 72.7% or 8 of the teachers-respondents had a net pay of 22, 000 – 26,000, When it comes to the challenges encountered by novice teachers planning the lesson grand mean of 2.51 which means they were developing; Implementing the lesson grand mean was 2.49 with the descriptive rating of proficiency; assessment of learning grand mean of 2.25 with a descriptive rating of proficiency, and there is a significant relationship between the demographic profile and challenges encountered by novice teachers.

Keywords: challenges encountered, mentoring, novice secondary school teacher



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Public Interest Statement

In the Philippine public educational system each public school educator encompasses a customary full-time teaching task and is ordered to give a greatest of six hours of real classroom instruction a day, beneath the Magna Carta for Public School Teachers. In reality, be that as it may, a few extra administrative or they were handling being the coach of extracurricular activities, club adviser, coordinator, property custodian, and others. This striking obligation placed to public school teachers requires them to have adequate knowledge, attitude, and the right knowledge and skill to address the additional task in their respective additional assignments. It is from this experience that the research tried to scrutinize the challenges encountered by public school teachers in terms of planning the lesson plan; implementing the lesson; and assessment of learning. The finding showed the challenges encountered by novice teachers planning the lesson were developing; proficient in implementing and assessment of the lesson, there is a significant relationship between the demographic profile and challenges encountered by novice teachers. In the end, appropriate recommendations have been forwarded in this paper.

Introduction

Education could be a systematic process through which a toddler or an adult obtains information, familiarity, expertise, and complete defiance. It makes a personal civilized, superior, well-educated and cultured. For a polite and partied humanity, education is that the only means. Its goal is to create a personal perfect. Each humanity provides a reputation for instruction because it's a panacea for all evils. It's the key to resolve the assorted problems of life (Parankimalil, J. 2012). After further consultations and studies, the government. Under President Aquino formally adopted the K-6-4-2 basic education system—one year of kindergarten, six years of pedagogy, and four years of secondary school education and two years of middle school education (Galdo, D. 2012). The teacher may have their flaws, but schools and states need to build on their strengths rather than start from scratch. According to Candilas, K. (2018) Teachers need extended stay pushed to show an actual critical character in holistically transmuting the awareness, organization, and soul of their students. Fundamentally, the practical capabilities of educators involve thorough familiarity of the topic they're teaching, pedagogical framework in lesson planning, and a range of teaching skills such as creativity, self-sacrifice for the common good, counseling, and leadership to call some. These useful capabilities requisite be established by the educators themselves as these are lone essential in the scholastic structure. Probable, their central part of learning is surpassed as a guardian of the tutorial culture of the state. An educator's first year on the task is usually difficult. In step with research, learner attainment is being wanted to be meaningfully worse within the classrooms of first-year educators beforehand increasing in educators' second and

third years (Rivkin, Hanushek, & Kain, 2005). Novice teachers often seem to desire to, yet rarely take, significant feedback on their teaching from proficient colleagues and administrators (Fry, 2007; McCormack, Gore, & Thomas, 2006). Novice teachers should explain what the youngsters are learning throughout the year once they don't seem to be sure what they're doing the subsequent day. Mentors can play a vital role in helping these new teachers steel themselves against that event and parent conferences by role-playing and even sitting in on difficult conferences (Rutherford, P. 2006). Teachers face what is also viewed as almost an impossible challenge given the various responsibilities to which they need to respond. Inquiry readings demonstrate the display of difficulties distinguished by educators: (a) support and facilitate the chances to further cooperate with the institution personnel, classroom management and discipline, curriculum constraints, learner and parental indifference Goodwin, B. (2012). Moore similarly recorded precise difficulties such as text messaging and other cell phone usage, the unsuitable habit of computers, learner exhaustion, absence of admiration for authority, and incomplete possibilities for educators when fining (Moore, 2012). Additionally, newly-hired teachers agreeing to Marei and Mustafa (2009), were being challenged within the range of classroom administration. Illustrating arrange inside the classroom were the foremost imperative variables and the necessities within the instructive handle. They were considered the essential issues which confronted the newly-hired instructor since it devoured much exertion and time, and they were considered as touchy, critical, and basic components for the teacher's victory or disappointment in his/her assignments. Within the governance of fundamental instruction within the Philippines (Republic Act 9155 s. 2001), the school head has to energize and upgrade staff improvement. This portion remains exceptionally crucial in helping the newly-hired instructors since he/she is the person most responsible for the teachers' welfare. Thus, there's a got to recognize that the primary two or three an extended period of instructing is basic in creating teachers' capabilities which newly-hired instructors ought to not be cleared out alone to sink or swim in their calling as cited in Estrera, R.R. 2019 (Compassionate, 2011). The drive of the study examines how mentoring lessens the challenges encountered by the novice teachers at Gutad National High School. Gutad, Florida Blanca District 2 Secondary School in the Division of Pampanga, Region III. The outcome of the study serves as the basis for the school managers' mentoring program.

Research Objectives

This study generally aims to determine the association between the challenges encountered and demographic profile of novice secondary school teachers. Specifically, this study shall seek answers to the following questions:

1. How may the demographic profile of the novice teachers be described in terms of;
 - a. age;

- b. sex;
 - c. educational attainment;
 - d. length in service; and
 - e. net take-home pay?
2. How may the challenges encountered by the novice teachers be described in term of;
 - a. planning the lesson plan;
 - b. implementing the lesson; and
 - c. assessment of learning?
 3. Is there a significant relationship between the profile and challenges encountered by novice teachers?
 4. How may the action plan for school head applying mentoring strategy be described in terms of;
 - a. planning the lesson plan;
 - b. implementing the lesson; and
 - c. assessment of learning?

Hypothesis

There is no significant relationship between the profile and challenges encountered by novice teachers?

Methods

The descriptive-correlational research design will be used in this study. According to Bhat, A. (2020). Descriptive-Correlational research is a technique that defines and forecasts how variables are logically linked to the actual domain, without any effort by the investigator to modify them or allocate connection among them. The respondents of this study will be the 11 novice teachers of Gutad National High School Gutad, Florida Blanca District 2 Secondary School in the Division of Pampanga, Region III. During the curricular year 2019-2020.

The purposive sampling technique will be used in selecting the respondents of the study. Purposive sampling is a non-probability sampling technique and it happens once "rudiments designated for the model are selected by the finding of the researcher. Researchers often trust that they can attain a descriptive sample by using a sound judgment, which will outcome in saving time and money" Black, K. (2010). Purposive sampling will be adopted to determine the sample size of the respondents. This sampling technique will be used for the researcher only included novice teachers in the Gutad National High School. Gutad, Florida Blanca District 2 Secondary School in the Division of Pampanga, Region III.

The questionnaire of the study was structured into two parts. Part I included age, sex, educational attainment, length of service, and net take-home pay. Part II of the survey

questionnaire focused on the challenges encountered by the secondary novice teachers. A research instrument was modified from the self-evaluation inventory form for teachers based on National Competency-Based Teachers Standards (Result-based Performance Management System, DO 2, s 2015) This most part adopted from Estrera, R.R. (2019). The descriptive research statistics such as frequency, percentage distribution, weighted mean, and analysis of variance (ANOVA) will be used to treat the data.

Results and Discussion

Demographic Profile of the Respondents

A. Age

Table 1 presents the demographic profile of the novice teachers as measured. The data showed that the majority of 45.5% or 5 of the respondents were between the ages 23-29 years of age, while 18% were 30 years of age and above. A justification that the majority of the novice teachers were fresh graduates who entered in the service which can be considered as an ideal age. Newly hired teachers' experience, education, and procedures as they gamble in the culture of a new association. Through a proficient learning community growth model, professional learning communities that rely heavily on collaboration have a positive impact on student achievement (Reeves, 2010).

B. Sex

In the meantime, 63.6% or 7 of the teachers-respondents were females while 36.4 or 4 were male. This simply shows that the novice teaching force was dominated by a female. According to Hansen, M., Quinter, D., (2018) female-dominated teacher, staff enforces models of learning and behavior of all students that are developmentally suitable for females but indirectly disadvantage boys.

C. Educational Attainment

The data revealed that 81.8% or 9 of the teachers-respondents had educational attainment which is disseminated along the diverse field of specialization; Mathematics, Accountancy, MAPEH, Computer Science, Nursing, Filipino, Agriculture, English. As to the remaining 9.1% or 1 of the respondents, they were distributed along with the fields: Philosophy and with the master unit. This simply shows that the teachers-respondents ensure the diverse field of specializations. The hiring of numerous areas of concentration was deliberately done to supply the different pathways offered at the institution.

D. Years in Service

As regards to the year in service, 54.5% or 6 had been serving for one to two years, 45.5% 4

for three to four years. This insinuates that teachers-respondents were in the designation of teacher I and in the point of familiarization towards the department of education system.

E. Net Pay

Furthermore, the highest percentage of 72.7% or 8 of the teachers-respondents had a net pay of 22, 000 – 26,000 and the lowest was 9.1% or 1 had a net pay of 12, 000 – 16,000. This submits that the majority of the teachers-respondents received regular net take-home pay every month. As mentioned by UNESCO IIEP Learning Portal (2018) the salary for teachers impacts the status and desirability of the profession and teachers often say that increased pay would improve their morale.

Table 1. The Demographic Profile of the Novice Teachers

Profile	Frequency	Percentage
Age		
23 - 29	5	45.5%
30 - 36	2	18.2%
37 - 43	2	18.2%
44 - 50	2	18.2%
Total	11	100%
Sex		
Female	7	63.6%
Male	4	36.4%
Total	11	100%
Educational Attainment		
BS Courses	9	81.8%
Other Courses	1	9.1%
With MA Units	1	9.1%
Total	11	100%
Years in Service		
1 - 2	6	54.5%
3 - 4	5	45.5%
Total	11	100%
Net Pay		
12, 000 – 16,000	1	9.1%
17, 000 - 21,000	2	18.2%
22, 000 – 26,000	8	72.7%
Total	11	100%

Challenges Encountered by Novice Secondary School Teachers

A. Planning the Lesson

A lesson plan could be an educator's regular director for what learners have to acquire, how it'll be imparted, and the way education is going to be gauged. Lesson plans help educators be simpler within the schoolroom by providing an in-depth plan to follow each course session. Table 2 presents the challenges encountered by the novice teachers in planning the lesson. Data has shown that in terms of planning the lesson, the teachers-respondents obtained a grand mean of 2.51 which means they were developing. This entails that novice teachers were challenged in the daily lesson planning preparations. The teachers-respondents declare to have developing in preparing adequate and appropriate instructional materials for the learners and the learning objectives and to set doable and appropriate learning goals to meet student-centered curriculum, on the other hand, proficiency in the following guidelines. Prepare daily lesson plans/logs following the new guidelines based on DepEd Order 42, s. 2016, follow the curriculum guide because of the in-availability and insufficiency of the learners' module, follow strictly the curriculum guide because of the lack of knowledge in the coding system, use appropriate technology resources to achieve curriculum standards, performance standards, and content standards. Lastly, a novice in design parts of the lesson log within the available instructional time considering the 1 hour allocated for each subject, prepare adequate and appropriate instructional materials for the learners and the learning objectives. An additional, teachers-respondents intention they raised was the academic workloads, they were handling being the coach of extracurricular activities, club adviser, coordinator, property custodian, and others. According to Jones, S. (2018) planning the lesson is a significant element of the teaching-learning system. A lesson plan is a step-by-step guide that gives a structure necessary for learning. Before planning a lesson, it's essential to classify the educational outcomes for the category. It's important because it helps the novice teacher in maintaining a regular teaching pattern and doesn't let the category deviate from the subject. Pre-planning helps the teacher to be better equipped in answering questions asked by the learners during the discussion.

Table2. Challenges Encountered by the Novice Teachers in Planning the Lesson

PLANNING THE LESSON	Weighted Mean	Descriptive Rating
<i>As a newly-hired teacher, I have encountered difficulty to ...</i>		
Prepare daily lesson plans/logs following the new guidelines based on DepEd Order 42, s. 2016.	2.18	Proficient
Follow the curriculum guide because of the in-availability and insufficiency of the learners' module.	2.45	Proficient
Follow strictly the curriculum guide because of the lack of knowledge in the coding system.	2.54	Proficient
Use appropriate technology resources to achieve curriculum standards, performance standards, and content standards.	2.45	Proficient
Design parts of the lesson log within the available instructional time considering the 1 hour allocated for each subject.	2.54	Novice
Prepare adequate and appropriate instructional materials for the learners and the learning objectives.	2.72	Developing
Know the principles of instructional material preparation for different types of learners.	2.27	Proficient
Use relevant activities and materials suited to the learning styles, goals and culture of the learners.	2.54	Proficient
Apply techniques of "time on task" in planning and delivering the lessons.	2.36	Proficient
. Set doable and appropriate learning goals to meet the student-centered curriculum.	3.09	Developing
GRAND MEAN	2.51	Developing

B. Implementing the Lesson

Implementing the lesson talking about the teachers' use of suitable instructional materials, teaching strategies, and classroom organization strategies for a conducive classroom environment. Table 3 revealed the challenges encountered by the novice teachers in implementing the lesson. The data state that in terms of implementing the lesson the teachers-respondents grand mean was 2.49 with the descriptive rating of proficiency. The majority of the teachers-respondents affirm to have proficiency in the following guidelines on implementing the lessons. Use appropriate, adequate and updated instructional materials,

facilitate integrative mode of teaching to attain the lesson objectives, apply relevant teaching approaches to achieve meaningful learning, promote classroom activities which are learner-centered and encourage wide student participation, conduct challenges, learning activities despite physical environment constraints, provide learning activities that allow all learners to reach their full potential, and provide appropriate learning activities to students with different cultural background. On the other hand, developing in employing innovative teaching with the use of ICT-based instruction, provide differentiated activities to meet the expected learning goals of the learners, and provide interactive activities and assignments to meet the needs and abilities of the learners. This implies that novice teachers establish these parts a little challenging, mainly within the conduct of various activities even with physical environment limitations and establishing suitable schoolchildren's accomplishments for the reason that they were not mindful of the learners' background. The challenges of novice teachers in implementing the lessons and education due to the absence of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficulty handling behavioral problems within the classroom (Dias-Lacy & Guirguis, 2017).

Table 3. Challenges Encountered by the Novice Teachers in Implementing the Lesson

IMPLEMENTING THE LESSON	Weighted Mean	Descriptive Rating
<i>As a newly-hired teacher, I have encountered difficulty to ...</i>		
Use appropriate, adequate and updated instructional materials.	2.18	Proficient
Employ innovative teaching with the use of ICT-based instruction.	2.90	Developing
Facilitate the integrative mode of teaching to attain the lesson objectives.	2.54	Proficient
Provide differentiated activities to meet the expected learning goals of the learners.	2.81	Developing
Apply relevant teaching approaches to achieve meaningful learning.	2.18	Proficient
Provide interactive activities and assignments to meet the needs and abilities of the learners.	2.81	Developing
Promote classroom activities that are learner-centered and encourage wide student participation.	2.27	Proficient

Conduct challenges, learning activities despite physical environment constraints.	2.45	Proficient
Provide learning activities that allow all learners to reach their full potential.	2.36	Proficient
Provide appropriate learning activities to students with different cultural backgrounds.	2.36	Proficient
GRAND MEAN	2.49	Proficient

C. Assessment of Learning

In line with the implementation of the improved Basic Education Act of 2013 (Republic Act No. 10533), the Department of Education is adopting the enclosed Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to trace and measure learners' progress and to regulate instruction accordingly. Classroom assessment informs the learners, besides, as their parents and guardians, about their progress. In terms of assessing learning, the novice teachers were rated to the grand mean of 2.25 with a descriptive rating of proficiency. Among the statements one challenge they met was utilized appropriate tools for assessing authentic learning which had a weighted mean equaled to 2.81 with the descriptive rating of developing. This suggests that the novice teachers weren't familiar with the present guidelines on students' assessment which is that the DepEd Order 8, series of 2015. Many of them lacked the knowledge of the performance-based assessment which has the application of higher-order thinking skills (HOTS) evaluation.

Table 4. Challenges Encountered by the Novice Teachers in the Assessment of Learning

ASSESSMENT OF LEARNING	Weighted Mean	Descriptive Rating
<i>As a newly-hired teacher, I have encountered difficulty to ...</i>		
Utilize appropriate tools for assessing authentic learning.	2.81	Developing
Monitor, evaluate and maintain students' progress records.	1.81	Proficient
Conduct remediation/enrichment programs to improve student performance.	2.45	Proficient
Construct valid and reliable formative and summative tests.	2	Proficient

Utilize and interpret the results of the diagnostic test to improve learners' least mastered skills.	2.36	Proficient
Apply the current guidelines about the grading system (DO 8, s. 2015) in assessing student-written outputs, performance-tasks and periodical examinations.	2.27	Proficient
Develop rubrics as a basis for assessing students' performance-based outputs.	2.09	Proficient
Assess student performance through evaluative feedback and reflection.	2.36	Proficient
Assess students learning by asking questions of the higher-order thinking skills category.	2.09	Proficient
. Manifest accountability and responsibility in communicating the learners' progress to students and parents.	2.27	Proficient
GRAND MEAN	2.25	Proficient

Significant Relationship

Table 5. Revealed the analysis of variance for the significant relationship with the teachers-respondents age concerning to challenges encountered such as planning the lesson, implementing the lesson, and assessment of the lesson. Since the P-value of 0.000 is less than the significance level of 0.05, the researcher rejects the null hypothesis and concludes that there is a highly significant relationship between the teachers-respondents age and challenges encountered. It is said that experience and age has a positive effect on teaching. But over a period of time, there is a change in observations Shah, S.R., Udgaonkar, U.S., (2008).

Table 5. Significant Relationship between Sex and Challenges

INDICATORS		Mean	SD	F – Value	P –Value	Descriptive Rating
		33.1	9.13418	110.577		
	Planning the Lesson	2.51	0.9358			
Age		33.1	9.13418	110.866		
	Implementing the Lesson	2.49	0.8647		0.000	Highly Significant
		33.1	9.13418	112.346	0.000	Highly Significant
	Assessment of Learning	2.25	0.9715			

Findings from the analysis of variance indicated a statistically significant relationship between sex and challenges encountered by the teachers-respondents. The P-value of 0.002 less than the significance level of 0.05, the study rejects the null hypothesis and concludes that there is a significant relationship between sex, planning the lesson, implementing the lesson, and assessment of learning. Sex difference in professional interest has been a region of focus for several researchers. Sex has been identified as a very important predictor of teacher's attraction to different activities and occupations (Holland 1997; Lipka 1998).

Table 6. Significant Relationship between Age and Challenges

INDICATORS	Mean	SD	F – Value	P –Value	Descriptive Rating
	1.36364	0.50452	12.719	0.002	Significant
Planning the Lesson	2.51	0.9358			
Sex	1.36364	0.50452	13.638	0.002	Significant
Implementing the Lesson	2.49	0.8647			
	1.36364	0.50452	7.163	0.015	Significant
Assessment of Learning	2.25	0.9715			

Discoveries from the analysis of variance in Table 7 shows a numerically significant relationship between educational attainment and challenges encountered by teachers-respondents like planning the lesson, implementing the lesson, and assessment of learning. The P-value of 0.002 and 0.013 less than the significance level of 0.05, the research rejects the null hypothesis and concludes that there is a significant relationship. Supported by the study of Estrera, R., (2019) states that regardless of the educational qualification of teachers may it be in line with their field or not, still they encountered the same challenges. Superiority progress in education rest on upon suitable preparation of teachers. The teachers cannot perform any of the characters without the correct training (Yadved & Singh, 1988).

Table 7. Significant Relationship between Educational Attainment and Challenges

INDICATORS	Mean	SD	F – Value	P –Value	Descriptive Rating
	1.27273	0.64667	12.793	0.002	Significant
Planning the Lesson	2.51	0.9358			
Educational Attainment	1.27273	0.64667	13.538	0.002	Significant

	Implementing the Lesson	2.49	0.8647			
		1.27273	0.64667	7.575	0.013	Significant
	Assessment of Learning	2.25	0.9715			

Table 8 revealed the outcome of the analysis of variance point out a statistic no significant relationship between the year in service and challenges encountered by novice teachers. The P-value of 0.572 (planning the lesson), 0.603 (implementing the lesson), and 0.968 (assessment of learning) greater than the significance level of 0.05, the study accepts the null hypothesis and concluded this case and assume no provided significant effect. In contrast to the study of Nemenzo, N., (2018) revealed that a significant, inverse and weak relationship existed between the years in service and teachers' challenges encountered and problems in the classroom.

Table 8. Significant Relationship between Years of Service and Challenges

INDICATORS		Mean	SD	F – Value	P –Value	Descriptive Rating
		2.27273	1.00905	0.331	0.572	No Significant
	Planning the Lesson	2.51	0.9358			
Years in Service		2.27273	1.00905	0.280	0.603	No Significant
	Implementing the Lesson	2.49	0.8647			
		2.27273	1.00905	0.002	0.968	No Significant
	Assessment of Learning	2.25	0.9715			

As stated in table 9 the result of the analysis of variance stipulate a statistically highly significant relationship between net pay and challenges encountered by novice teachers. The P-value of 0.000 less than the significance level of 0.05, the research rejects the null hypothesis and concludes that there is a highly significant relationship. In support of the study of Estrera, R.R. (2019) suggested that the challenges of teachers' did not differ significantly considering the net pay. This demonstrates that novice teachers, in any way, have the same level of challenges encountered in teaching regardless of how much net take-home pay they had.

Table 9. Significant Relationship between Net Pay and Challenges

INDICATORS	Mean	SD	F – Value	P –Value	Descriptive Rating
	21.36364	3.29462	303.595	0.000	Highly Significant
Planning the Lesson	2.51	0.9358			
Net Pay	21.36364	3.29462	307.508	0.000	Highly Significant
Implementing the Lesson	2.49	0.8647			
	21.36364	3.29462	310.493	0.000	Highly Significant
Assessment of Learning	2.25	0.9715			

SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

The demographic profile of the teachers-respondents is classified into age, sex, educational attainment, years in service, and net pay. The majority of 45.5% or 5 of the respondents were between the ages 23-29 years of age, while 18% were 30 years of age and above; In the meantime, 63.6% or 7 of the teachers-respondents were females while 36.4 or 4 were male; 81.8% or 9 of the teachers-respondents had educational attainment which is disseminated along the diverse field of specialization; Mathematics, Accountancy, MAPEH, Computer Science, Nursing, Filipino, Agriculture, English. As to the remaining 9.1% or 1 of the respondents, they were distributed along with the fields: Philosophy and with the master unit. Lastly, 54.5% or 6 had been serving for one to two years, 45.5% 4 for three to four years; and 72.7% or 8 of the teachers-respondents had a net pay of 22, 000 – 26,000 and the lowest was 9.1% or 1 had a net pay of 12, 000 – 16,000.

1. The Challenges encountered by the novice teachers

A. Planning the lesson

The teachers-respondents obtained a grand mean of **2.51** which means they were **developing**. This entails that novice teachers were challenged in the daily lesson planning preparations. The teachers-respondents declare to have **developing** in preparing adequate and appropriate instructional materials for the learners and the learning objectives and to set doable and appropriate learning goals to meet student-centered curriculum, on the other

hand, **proficiency** in the following guidelines. Prepare daily lesson plans/logs following the new guidelines based on DepEd Order 42, s. 2016, follow the curriculum guide because of the in-availability and insufficiency of the learners' module, follow strictly the curriculum guide because of the lack of knowledge in the coding system, use appropriate technology resources to achieve curriculum standards, performance standards, and content standards. Lastly, a **novice** in design parts of the lesson log within the available instructional time considering the 1 hour allocated for each subject, prepare adequate and appropriate instructional materials for the learners and the learning objectives.

B. Implementing the lesson

The teachers-respondents grand mean was 2.49 with the descriptive rating of **proficiency**. The majority of the teachers-respondents affirm to have **proficiency** in the following guidelines on implementing the lessons. Use appropriate, adequate and updated instructional materials, facilitate integrative mode of teaching to attain the lesson objectives, apply relevant teaching approaches to achieve meaningful learning, promote classroom activities which are learner-centered and encourage wide student participation, conduct challenges, learning activities despite physical environment constraints, provide learning activities that allow all learners to reach their full potential, and provide appropriate learning activities to students with different cultural background. On the other hand, **developing** in employing innovative teaching with the use of ICT-based instruction, provide differentiated activities to meet the expected learning goals of the learners, and provide interactive activities and assignments to meet the needs and abilities of the learners.

C. Assessment of Learning

The novice teachers were rated to the grand mean of 2.25 with a descriptive rating of **proficiency**. Among the statements one challenge they met was utilized appropriate tools for assessing authentic learning which had a weighted mean equaled to 2.81 with the descriptive rating of **developing**.

2. There is a significant relationship among age, sex, educational attainment, net pay and challenges encountered by novice teachers like planning the lesson, implementing the lesson, and assessment of learning. On the other hand, there is no significant relationship between the year in service and planning the lesson, implementing the lesson, and assessment of learning.

Conclusion

The demographic profile of the teachers-respondents revealed that the majority of 45.5% or 5 of the respondents were between the ages 23-29 years of age, 63.6% or 7 of the teachers-respondents were females; 81.8% or 9 of the teachers-respondents had educational attainment which is disseminated along the diverse field of specialization; Mathematics,

Accountancy, MAPEH, Computer Science, Nursing, Filipino, Agriculture, English; 54.5% or 6 had been serving for one to two years; and 72.7% or 8 of the teachers-respondents had a net pay of 22, 000 – 26,000. When it comes to the challenges encountered by novice teachers planning the lesson grand mean of **2.51** which means they were **developing**; Implementing the lesson grand mean was 2.49 with the descriptive rating of **proficiency**; assessment of learning grand mean of 2.25 with a descriptive rating of **proficiency**. There is a significant relationship between the demographic profile and challenges encountered by novice teachers.

Recommendations

Based on the established findings and conclusions, the following recommendations are offered. The Department of Education and Hiring Committee for the teacher applicant should provide a schedule by field of specialization, giving emphasis on teaching methodologies, planning the lesson, implementing the lesson, and assessment of learning to equip the novice teachers especially non-education graduate. Hiring and assigning of novice teachers should be made by their field of specialization. The Department of Education should provide in-service training for teaching methodologies, planning the lesson, implementing the lesson, and assessment of learning for Non-education graduate novice teachers to ensure the effectiveness of classroom instruction. The state colleges, universities, and local colleges should prepare future teachers the necessary skill for 21st-century learners for the actual teaching-learning scenario. A well-supervised student teaching practice adapting the Department of Education system in planning the lesson, implementing the lesson, and assessment of learners for them to practice the factual and concrete set-up of the public school. School heads intend to provide technical assistance to the novice teachers to be made regularly to assist the strength and weakness points. Likewise, they mean to deliver the following:

- a. Lesson Planning
- b. Formulating Questions (HOTS)
- c. Employment of Cooperative Learning
- d. Utilization of Instructional Materials
- e. Classroom management
- f. Evaluation of Learning
- g. Learner-Centered Learning
- h. Use of Instructional Technology
- i. Use of Instructional Technology
- j. Use of Different Assessment Strategies

1. Novice teachers should help herself or himself managed with the customary established by the department of education so that they can accomplish constructive learning endings of their works as a teacher. They ought to undertake to do the following
 - a. Preparation of Daily Lesson Log
 - b. Development of Instructional Materials
 - c. Committed to teaching
 - d. Keeping students on task
 - e. Using effective student questioning practices
 - f. Maintaining students' interests
 - g. Establishing a positive classroom atmosphere
 - h. Demonstrating successful classroom management
 - i. Provide Quality Education
 - j. Respect Students and Observe Boundaries
 - k. Support. Students are the ones who need support when learning a new skill or piece of information.

Mentoring program to address the challenges encountered by novice teachers

The success and image of a school depend, to a good extent, on the personality of the principal. The role of a principal is to produce strategic direction within the school community. Principals develop uniform curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures Dowd, M., (2018).

Mentoring Program

An area of Concern	Objectives	Activities	Person Involve	Time Frame	Expected Outcome
Planning the Lesson	Develop an efficient DLL/Lesson plan Specific, Measurable, Attainable, Relevant, and Time-Bound. To introduce concepts of lesson planning	Preliminary Activity Singing of the National Anthem Prayer Opening remarks Presentation of LAC session objectives Coordination of output requirements	Novice Teachers Master Teachers Head Teachers School Head	Every last Friday of the Month 1:00 to 4:00 pm	Prepared and submitted daily lesson plan every week/quarter with Specific, Measurable, Attainable, Relevant, and Time-Bound

	Gain insight into teaching methods and strategies & the importance of an effective learning environment	Introduce the sequence of LAC session LAC session proper. Presentation of DO 42, S. 2016 Policy guidelines on daily lesson preparation for the K to 12 basic education program			
Implementing the Lesson	Obtain and employ applicable and suitable teaching-learning strategies associated with the lesson implementation	Preliminary Activity Singing of the National Anthem Prayer Opening remarks Presentation of LAC session objectives Coordination of output requirements Introduce the sequence of LAC session PowerPoint presentation and orientation of the teaching- learning strategies Conduct demo lessons and critiquing. Technical/ Team Coaching	Novice Teachers Master Teachers Head Teachers School Head	Every last Friday of the Month 1:00 to 4:00 pm	Demonstrate and apply at least 1 learned methodology and strategy from LAC session
Assessment of Learning	Cultivate the abilities within the construction of a better Order Thinking Skills questions.	Preliminary Activity Singing of the National Anthem Prayer Opening remarks Presentation of LAC session objectives Coordination of output requirements	Novice Teachers Master Teachers Head Teachers School Head	Every last Friday of the Month 1:00 to 4:00 pm	Constructed and apply test question in HOTS form both in the formative and summative assessment always.

		<p>Introduce the sequence of LAC session</p> <p>Present the 2015 DO 8, s. 2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.</p> <p>Introduce steps and procedure of asking HOTS questions</p> <p>Demonstration Teaching</p> <p>Write-shop and critiquing.</p> <p>Technical/team coaching</p>			
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Conflicts of Interest

The study was conducted to establish a potential association of challenges encountered and demographic profiles of the novice secondary school teachers disclosed conflict of interest in terms of supervisory relationship with novice teacher, being financially involve in under his or her supervision that influence the result of evaluation, and relative in the same institution.

Disclaimer Statement

This research is part of the school action research for teacher development program at Gutad National High School Secondary School in the Division of Pampanga-Philippines. This research is an effort to explain issue relevant to challenges encountered by novice public school teachers. This presentation is purely for academic purpose and does not carry commercial value. All information used in this presentation are properly cited.

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Authorship and Level of Contribution

All the authors equally contributed in the research, writing and writing of the paper.

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