

DEVELOPMENTAL NEEDS OF NOVICE TEACHERS: BASIS FOR INTERVENTION PLAN FOR PUBLIC ELEMENTARY SCHOOLS IN PARACALE DISTRICT IN THE DIVISION OF CAMARINES NORTE

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ABSTRACT

Developmental Needs, Novice Teachers, Intervention Plan.

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This study determined the developmental needs of novice teachers as basis for intervention plan. The study utilized a descriptive-correlational research design. Total enumeration was employed which involved 55 novice teachers in public elementary schools in Paracale District in the Division of Camarines Norte. The findings revealed that novice teachers showed high competency in most areas, especially in self-management, professionalism and ethics, results focus, teamwork, and service orientation, with ratings between 4.16 and 4.65. However, their innovation skills were lower (mean of 3.33), suggesting a need for growth in creativity and innovation. Additionally, novice teachers had varying developmental needs across competencies, with a strong need for growth in innovation. Areas like self-management, result focus, professionalism, teamwork, and service orientation showed moderate needs, indicating room for improvement. Despite high competency, the study highlighted a challenges encountered by the novice teachers such as integrating new technologies and teaching methods, developing effective communication and collaboration skills with colleagues, and professional development is not readily available. The study also found negative correlation between developmental needs in self-management and competency in service orientation. However, a positive correlation existed between developmental needs in professionalism and ethics and competency in result focus. These findings underscore the importance intervention plan to enhance the competency and address the developmental needs of novice teachers in public elementary schools in the Paracale District.

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1. INTRODUCTION

For the teachers to be effective and efficient, they must be competent along with the standards set by the Philippine Professional Standard for Teachers. This set of standards makes explicit what teachers should know,

be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help

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teachers reflect on and assess their own practices as they aspire for personal growth and professional development (DepEd Order No. 42, 2017).

The Department of Education's vision for quality education for all Filipino learners can only be achieved if teachers and school administrators work collaboratively toward this goal. However, differing individual goals, duties, and development needs pose challenges. It's essential to align all employees' objectives with the organization's common vision while addressing teachers' individual development needs (Torrero, 2020). Thus, strong performance management system is essential, serving as a key development tool for both school leaders and teachers. An effective system motivates employees to enhance their effectiveness and efficiency, supporting their personal and professional growth (Lalwani, 2020). The Department of Education issued DepEd Order No. 2, (2015) otherwise known as the "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)". It aims to provide complete guidelines for the adoption of the CSC's SPMS in DepEd. It covers the processes such as setting of performance targets, monitoring, and evaluating performance, and development planning for school and office personnel with regular plantilla positions in the department. The guidelines also stipulate the specific criteria and mechanisms in RPMS implementation.

In adherence to this Order, all public elementary and secondary schools in the Division of Camarines Norte started the implementation of the RPMS for school year 2015-2016 in line with personnel performance appraisal. In the locale of this proposed study, there were 55 identified novice teachers needing technical assistance and support where they can improve their competencies leading to better instructional practices and student outcomes. (Paracale District eSAT Result SY: 2023-2024).

Analyzing the competencies of the teachers in their Individual Performance Commitment and Review Form (IPCRF), their development needs and to probe into their root causes and possible solutions motivates the researcher to conduct this study.

Based on the researcher's experience as a school head, there is a felt need to conduct this study due to the observable gaps in the competencies of novice teachers in public elementary schools. Many of these teachers demonstrate challenges in classroom management, instructional delivery, and lesson planning, which affect the overall learning outcomes of their pupils. Despite the existing mechanisms for performance appraisal and technical support, there remains a noticeable demand for targeted capacity-building interventions, including regular coaching, mentoring, and in-service training. This situation underscores the importance of identifying specific developmental needs to craft responsive and sustainable interventions that will empower novice teachers to meet professional standards and effectively carry out their teaching responsibilities.

Thus, with all the intentions mentioned, this study aimed to determine the development needs of novice teachers in public elementary schools in Paracale District in the Division of Camarines Norte. Specifically, it answered the following sub-problems: 1) What is the competency level of the novice teachers along a) self – management, b) professionalism and ethics, c) result focus, d) teamwork, e) service orientation, and f) innovation; 2) What are the developmental needs of respondents along the aforementioned variables; 3) Is there significant relationship between the competency level and developmental needs of the novice teachers for public elementary schools in Paracale District in the Division of Camarines Norte; 4) What are the challenges encountered by the respondents affecting their competency as a teacher; and 5) What intervention plan may be proposed to enhance the competency and developmental needs of the novice teachers in public elementary schools in Paracale District?

2. METHODOLOGY

This study employed quantitative method using a descriptive-correlational design. The descriptive method will be used for it is deemed appropriate in describing the competency level and developmental needs of the teachers based on the result of the IPCRF for school year 2023-2024 in public elementary schools in Paracale District in the Division of Camarines Norte in terms of its core behavioral competencies along self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. Meanwhile, the correlation method was used to find out the relationship between the competency level and developmental needs of the novice teachers along self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

The population of this study was composed of 55 novice teachers in public elementary schools in Paracale District in the Division of Camarines Norte. Total enumeration of the 55 respondents was employed as the sources of data. The data on the development needs of novice teachers as basis for intervention plan for public elementary schools were analyzed using weighted mean, ranking, and Pearson's correlation test.

Weighted mean determined the competency level and developmental needs of novice teachers along self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. Ranking / Frequency count determined the challenges encountered by the respondents affecting their competency as a teacher. Meanwhile, Pearson's correlation test determined the significant relationship between the competency level and developmental needs of the novice teachers

3. DISCUSSION AND ANALYSIS

This part presents the results of the data analysis in response to the problems covered by this study.

3.1 Level of Competency of Novice Teachers

The competency level of novice teachers along self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation is presented below.

Table 1 presented the competency level of the novice teachers along self-management. As revealed in the table 1, the competency of the novice teachers along self-management had an overall weighted mean of 4.35, interpreted as “very high competent.” The findings showed that novice teachers were highly competent in self-management, as they excelled at setting personal goals, identifying development needs, and taking purposeful actions aligned with both personal and organizational values.

Table 1. Competency level of the novice teachers along self - management

Indicators	Weighted Mean	Interpretation
1. Sets personal goals and directions, needs and development.	4.36	VHC
2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.45	VHC
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.36	VHC
4. Prioritizes work tasks and schedules (Gantt Charts, checklist, etc) to achieve goals.	4.27	VHC
5. Sets high quality, challenging, realistic goals for self and others	4.27	VHC
Overall Weighted Mean	4.35	VHC

Rating Scale:	Descriptive Interpretation:
4.20 - 5.00	Very High Competent (VHC)
3.40 – 4.19	Highly Competent (HC)
2.60 - 3.39	Competent (C)
1.80- 2.59	Slightly Competent (SC)
1.00- 1.79	Not at All Competent (NAC)

These teachers demonstrated emotional maturity, a positive mindset, and the ability to inspire others toward shared goals. Their use of tools like Gantt charts and checklists highlighted their effective task management and goal-setting abilities.

These findings corroborated with Klassen and Tze’s (2020) meta-analysis, which emphasized the importance of self-efficacy and self-management in improving teaching effectiveness and career development. Teachers with high self-efficacy set high goals, adopted innovative strategies, and maintained control, while self-management supported task prioritization, emotional regulation, and time management. Fostering these skills in novice teachers enhanced job satisfaction, reduced burnout, and promoted long-term success. Professional development programs were recommended to focus on building these competencies to improve teaching outcomes and career growth.

Additionally, the competency level along professionalism and ethics received an overall weighted mean of 4.65 interpreted as “very high competent” as presented in table 2.

The findings indicates that novice teachers consistently demonstrate strong ethical standards and professional conduct. This may be attributed to the emphasis on ethics and professionalism in teacher education programs, which instill values such as integrity, accountability, and respect. Additionally, as new professionals, novice teachers are often highly conscious of their behavior, aiming to build credibility and earn trust within the school community. Their commitment to punctuality, appropriate communication, and adherence to school policies reflects a strong foundation in ethical and professional practices.

Table 2. Competency level of the novice teachers along professionalism and ethics

Indicators	Weighted Mean	Interpretation
1. Demonstrate the values and behavior in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713)	4.73	VHC
2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.82	VHC

3.	Maintain professional image, being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.91	VHC
4.	Makes personal sacrifices to meet the organization's needs.	4.64	VHC
5.	Acts with sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.18	HC
Overall Weighted Mean		4.65	VHC
Rating Scale:			
	4.20 - 5.00	Descriptive Interpretation:	
	3.40 – 4.19	Very High Competent (VHC)	
	2.60 - 3.39	Highly Competent (HC)	
	1.80- 2.59	Competent (C)	
	1.00- 1.79	Slightly Competent (SC)	
		Not at All Competent (NAC)	

The findings aligned with Kalu and Leong (2020), who highlighted the importance of professionalism and ethical behavior in novice teachers' ability to build trust and positive relationships. Professionalism, such as punctuality, integrity, and communication, helped establish trust with colleagues, students, and parents, while ethical behavior fostered an atmosphere of fairness and respect. These qualities also enhanced leadership potential, enabling teachers to inspire peers and contribute positively to the school culture. The study suggested that teacher preparation programs should focus on developing professionalism and ethical behavior to help novice teachers grow into effective leaders.

Similarly, the competency level along results focus received an overall weighted mean of 4.25, interpreted as “very high competent,” as shown in table 3. This meant that the novice teachers excelled in using time and resources efficiently, avoiding mistakes and wastage through effective work methods. They consistently delivered high-quality, error-free work, prioritized organizational needs, and made improvements to enhance performance. Their desire for better results and willingness to change systems or work methods reflected a strong commitment to continuous improvement.

Table 3. Competency level of the novice teachers along results focus

Indicators		Weighted Mean	Interpretation
1.	Achieves results with optimal use of time and resources most of the time.	3.82	HC
2.	Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	4.18	HC
3.	Delivers error-free outputs most of the time by confirming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	4.27	VHC
4.	Expresses a desire to do better and may express frustration at waster or inefficiency.	4.27	VHC
5.	Makes specific changes in the system or in own work methods to improve performance.	4.73	VHC
Overall Weighted Mean		4.25	VHC
Rating Scale:			
	4.20 - 5.00	Descriptive Interpretation:	
	3.40 – 4.19	Very High Competent (VHC)	
	2.60 - 3.39	Highly Competent (HC)	
	1.80- 2.59	Competent (C)	
	1.00- 1.79	Slightly Competent (SC)	
		Not at All Competent (NAC)	

The findings aligned with Santoro and McDonald (2020) study, which emphasized the importance of professional development in building resilience and competence among novice teachers. By focusing on continuous improvement, professional development programs helped teachers refine their practices, enhance confidence, and navigate challenges. The study stressed that support through mentoring, peer collaboration, and skill-building workshops was key to long-term success. It also highlighted the need to address both technical

skills and the emotional aspects of teaching, such as stress management and resilience. Prioritizing these areas could have reduced burnout, improved job satisfaction, and increased teacher retention. Schools should have provided comprehensive professional development to ensure novice teachers thrived in their roles. Moreover, the competency level along teamwork received an overall weighted mean of 4.35, interpreted as “very high competent,” as presented in table 4.

Table 4. Competency level of the novice teachers along teamwork

Indicators	Weighted Mean	Interpretation
1. Willingly does his/her share of responsibility	4.55	VHC
2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	3.91	HC
3. Applies negotiation principles in arriving at win-win agreements.	4.45	VHC
4. Drives consensus and learn ownership decisions	4.64	VHC
5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.18	HC
Overall Weighted Mean	4.35	VHC

Rating Scale:

4.20 - 5.00
3.40 - 4.19
2.60 - 3.39
1.80 - 2.59
1.00 - 1.79

Descriptive Interpretation:

Very High Competent (VHC)
Highly Competent (HC)
Competent (C)
Slightly Competent (SC)
Not at All Competent (NAC)

This meant that these teachers were highly skilled at working collaboratively with others in their professional setting. They effectively engaged in team activities, communicated well with colleagues, and contributed positively to group efforts. The high competency in teamwork reflected their ability to collaborate, share ideas, and work toward common goals, which were all crucial aspects of a successful and harmonious work environment, particularly in the context of education. The findings corroborated with studies emphasizing the importance of collaboration among novice teachers.

Akiri and Dori (2021) highlighted that mentoring support systems contributed significantly to the professional growth of novice teachers, enhancing their teaching effectiveness.

Furthermore, as shown in Table 5, the competency level of novice teachers in terms of service orientation received an overall weighted mean of 4.16, which is interpreted as 'highly competent. This meant that these teachers were generally effective in demonstrating a strong commitment to serving their students, colleagues, and the community.

Table 5. Competency level of the novice teachers along service orientation

Indicators	Weighted Mean	Interpretation
1. Can explain and articulate organizational directions, issues and problems.	4.36	VHC
2. Takes personal responsibility for dealing with and or connecting customer service issues and concerns	4.64	VHC
3. Initiates activities that promote advocacy for men and women empowerment.	4.00	HC
4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	3.82	HC
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	4.00	HC
Overall Weighted Mean	4.16	HC

Rating Scale:

4.20 - 5.00
3.40 - 4.19
2.60 - 3.39
1.80 - 2.59
1.00 - 1.79

Descriptive Interpretation:

Very High Competent (VHC)
Highly Competent (HC)
Competent (C)
Slightly Competent (SC)
Not at All Competent (NAC)

It also suggested that the novice teachers were competent in understanding and meeting the needs of those they served, providing assistance, guidance, and support where necessary. However, the "highly competent" rating implied that while they could deliver service, there may have been occasional opportunities for them to further enhance their approach to service, perhaps by

consistently going above and beyond or adapting to diverse needs and challenges more effectively.

The findings aligned with Miller and McKinney (2021) study, which highlighted the significance of service orientation in novice teachers. Teachers with a service-oriented mindset built strong relationships with students by meeting their emotional, social, and academic needs,

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creating a supportive, student-centered environment. This approach fostered trust, empathy, and respect, contributing to a positive school culture and enhancing student engagement and well-being. Service-oriented teachers also helped mitigate behavioral issues and promoted collaboration. For novice teachers, adopting this mindset aided in professional growth, improved

interpersonal skills, and nurtured leadership qualities, benefiting both their development and the school environment.

Lastly, the competency level of the novice teachers along innovation received an overall weighted mean of 3.33, interpreted as “competent,” as presented in table 6.

Table 6. Competency level of the novice teachers along Innovation

Indicators		Weighted Mean	Interpretation
1.	Examine the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and or operational efficiency)	4.09	HC
2.	Demonstrate an ability to thinks “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.	3.18	C
3.	Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	2.82	C
4.	Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.00	C
5.	Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	3.55	HC
Overall Weighted Mean		3.33	C

Rating Scale:

4.20 - 5.00

3.40 – 4.19

2.60 - 3.39

1.80- 2.59

1.00- 1.79

Descriptive Interpretation:

Very High Competent (VHC)

Highly Competent (HC)

Competent (C)

Slightly Competent (SC)

Not at All Competent (NAC)

The finding implied that innovation was not being fully embraced or consistently applied, suggesting that while teachers could generate new ideas or approaches, they might not have been doing so at the level of creativity or originality expected in an educational environment.

The study by Asiyah et al. (2021) corroborated the findings of this present study, suggesting that professional development programs should have focused on fostering a more innovative mindset among teachers. Encouraging the exploration of new teaching methods, integration of technology, and diverse student engagement strategies could have enhanced their innovative capabilities. Creating a school culture that valued and supported innovation was also crucial, as it motivated teachers to experiment with new approaches and adapt to evolving student needs. Teachers' competencies could have been significantly improved through professional development initiatives that boosted their teaching skills and enabled effective student guidance.

3.2. Level of Competency of the Novice Teachers

The developmental needs of the novice teachers along self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation is presented below.

Table 7 presents the data on the developmental needs of novice teachers in Paracale District, Division of Camarines Norte, in terms of self-management. The overall weighted mean for their developmental needs in this area is 3.67, interpreted as 'Agree.'"

The findings indicated that novice teachers in the Paracale District recognized a range of developmental needs related to self-management. These needs encompassed areas such as prioritizing tasks, managing schedules effectively, utilizing resources for mindfulness and self-care, setting achievable goals, regularly assessing and reflecting on their teaching practices, and organizing lesson plans and classroom management strategies. This suggested that while the teachers acknowledged their strengths in some areas, they were aware of the need for additional training and support to manage their responsibilities more effectively.

Table 7. Developmental needs of novice teachers along self-management

Indicators		Weighted Mean	Interpretation
1.	Training on prioritizing tasks and managing schedules effectively.	3.82	A
2.	Resources and workshops on mindfulness, coping strategies, and self-care.	2.82	MA

3.	Guidance on setting achievable short-term and long-term goals.	2.82	MA
4.	Methods for regular self-reflection and assessment of teaching practices.	4.46	SA
5.	Tools and strategies for organizing lesson plans, materials, and classroom management	4.45	SA
Overall Weighted Mean		3.67	A

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

These findings were supported by Guskey (2020), which highlighted the importance of targeted professional development for novice teachers, focusing on areas like time management, goal setting, and classroom management. It emphasized that specific training in these skills was crucial for enhancing teachers' self-management and overall effectiveness. By improving time management, goal-setting abilities, and classroom strategies, novice teachers could better prioritize tasks,

reduce stress, and create more organized and positive learning environments. Such professional development not only boosted immediate classroom performance but also supported long-term success and satisfaction in teaching.

Moreover, the developmental needs along professionalism and ethics received an overall weighted mean of 2.71, interpreted as “moderately agree,” as shown in table 8.

Table 8. Developmental needs of novice teachers along professionalism and ethics

Indicators		Weighted Mean	Interpretation
1.	Training on ethical guidelines and professional conduct in education.	2.55	D
2.	Structures for receiving and utilizing constructive feedback from peers and supervisors.	2.82	MA
3.	Guidance on maintaining professional boundaries with students and parents.	2.91	MA
4.	Support in developing a professional identity and effective communication.	2.80	MA
5.	Tools for navigating ethical dilemmas in the classroom.	2.45	D
Overall Weighted Mean		2.71	MA

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

The result recognizes the need for training in professionalism and ethics, though they may not consider these needs as urgent or pressing. Specifically, they moderately agreed that they required guidance on ethical guidelines and professional conduct, strategies for receiving and using feedback, maintaining professional boundaries with students and parents, developing a professional identity, and navigating ethical dilemmas in the classroom. This indicates that while they acknowledged these areas were important, they may not yet view them as critical to their immediate professional growth.

These findings were substantiated by the study of McNally and McNally (2021), which suggests that while

novice teachers recognize the importance of professionalism and ethics, they do not view these areas as urgent compared to more immediate challenges like classroom management. The study suggests that novice teachers prioritize practical skills early in their careers, but ethical training should still be integrated into broader professional development. Over time, as teachers gain experience, they may come to value professionalism and ethics more as they encounter complex situations in the classroom.

Furthermore, along results focus had an overall weighted mean of 4.11, interpreted as “agree,” as presented in table 9.

Table 9. Developmental needs of novice teachers along result focus

Indicators	Weighted Mean	Interpretation
1. Training on effective assessment methods and data analysis for student outcomes.	4.45	SA
2. Techniques for establishing measurable learning objectives for students.	4.36	SA
3. Guidance on using student data to inform instructional strategies.	4.18	A
4. Support in developing a growth mindset to handle setbacks and challenges.	4.18	A
5. Tools for regularly evaluating the effectiveness of teaching methods.	3.36	MA
Overall Weighted Mean	4.11	A

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

The findings suggested that novice teachers in Paracale District recognized the importance of various strategies to improve student outcomes. The high rating indicated strong agreement that they needed training in areas such as effective assessment methods, data analysis, establishing measurable learning objectives, and using student data to inform instruction. Additionally, they acknowledged the need for support in developing a growth mindset to overcome challenges and tools for regularly evaluating their teaching effectiveness. These areas were seen as crucial for helping teachers refine their practice and better meet the needs of their students.

The study by Collins and Harris (2021) highlighted the importance of data use in teaching and the need for professional development programs to help novice teachers effectively use data to inform their instruction. They found that novice teachers often struggled with using data due to a lack of training or confidence. It suggested that professional development should have

provided structured support in data collection, analysis, and application, enabling teachers to make informed decisions, personalize learning, and improve teaching strategies. It emphasized the need for ongoing training to ensure teachers were equipped to use data effectively throughout their careers, ultimately enhancing student outcomes.

Additionally, as shown in Table 10, the developmental needs in terms of teamwork received an overall weighted mean of 2.69, interpreted as “Moderately Agree.” This meant that novice teachers moderately agreed that they needed workshops on effective teamwork and communication strategies, guidance on navigating and resolving conflicts within teams, understanding the dynamics and roles within a collaborative teaching environment, training on fostering an inclusive team culture and valuing diverse perspectives, and opportunities to connect with experienced teachers for guidance and support.

Table 10. Developmental needs of novice teachers along teamwork

Indicators	Weighted Mean	Interpretation
1. Workshops on effective teamwork and communication strategies.	2.73	MA
2. Guidance on navigating and resolving conflicts within teams.	2.55	D
3. Understanding the dynamics and roles within a collaborative teaching environment.	2.18	D
4. Training on fostering an inclusive team culture and valuing diverse perspectives.	4.36	SA
5. Opportunities to connect with experienced teachers for guidance and support.	1.64	SD
Overall Weighted Mean	2.69	MA

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

These findings were supported by Moolenaar and Slegers (2021), who highlighted the importance of mentoring in supporting novice teachers, particularly in fostering effective teamwork and communication. Their study showed that mentoring programs helped novice teachers navigate team dynamics, resolve conflicts, and build an inclusive collaborative environment. These findings aligned with the Paracale District study, where novice teachers expressed a moderate need for workshops on teamwork, communication, and conflict

resolution. Both studies emphasized that mentoring could have enhanced novice teachers' teamwork skills, contributing to their effectiveness and promoting a positive school culture, suggesting the value of incorporating such training into professional development programs.

Similarly, the developmental needs along service orientation had an overall weighted mean of 2.93, interpreted as "moderately agree," as shown in table 11.

Table 11. Developmental needs of novice teachers along service orientation

Indicators		Weighted Mean	Interpretation
1.	Skills for understanding and addressing the diverse needs of students and families	4.36	SA
2.	Techniques for involving families and communities in the educational process.	2.76	MA
3.	Workshops on fostering empathy in interactions with students and parents.	2.55	D
4.	Guidance on maintaining personal well-being while serving others.	2.00	D
5.	Programs that encourage engagement with the community to enhance service orientation	3.00	MA
Overall Weighted Mean		2.93	MA

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

This meant that novice teachers in the locale of the study moderately agreed that there was a need for development in several key areas related to service orientation. These areas included understanding and addressing the diverse needs of students and families, involving families and communities in the educational process, fostering empathy in interactions with students and parents, maintaining personal well-being, and engaging with the

community to enhance service orientation. This indicated that novice teachers recognized the need for additional support and guidance in these areas, which were crucial for their success and effectiveness in fostering a positive educational environment.

Lastly, as presented in table 12, the developmental needs of novice teachers along innovation had an overall weighted mean of 4.27, interpreted as "strongly agree."

Table 12. Developmental needs of novice teachers along innovation

Indicators		Weighted Mean	Interpretation
1.	Skills for effectively using educational technology in the classroom.	4.91	SA
2.	Workshops on innovative instructional methods and creative problem-solving.	4.82	SA
3.	Support in developing a willingness to experiment and learn from failures.	2.91	MA
4.	Availability of materials and tools that facilitate innovative teaching practices.	4.64	SA
5.	Connections with other educators and innovators for sharing ideas and best practices.	4.09	A
Overall Weighted Mean		4.27	SA

Rating Scale:	Descriptive Interpretation
4.20 - 5.00	Strongly Agree (SA)
3.40 - 4.19	Agree (A)
2.60 - 3.39	Moderately Agree (MA)
1.80- 2.59	Disagree (D)
1.00- 1.79	Strongly Disagree (SD)

This means that novice teachers strongly agreed that they need to develop skills for effectively using educational technology in the classroom, innovative instructional methods, creative problem-solving, support in developing a willingness to experiment and learn from failures, availability of materials and tools that facilitate innovative teaching practices, and connections with other educators and innovators for sharing ideas and best practices.

The study of Fernandez-Sánchez et al. (2022) supports the findings of this present study, highlighting the developmental needs of novice teachers, particularly in integrating educational technology. They found that successful technology use depends on factors like

institutional digital culture, teacher and student competencies, family support, and educational innovation. Crucially, they emphasized that initial teacher training is key to effective technology integration, underscoring the need for strong foundational training in digital tools for novice teachers.

Relationship between the competency level and developmental needs of novice teachers

Table 13 revealed the significant relationship between the competency level and developmental needs of the novice teachers for public elementary schools in Paracale District in the Division of Camarines Nort

Table 13. Test for significant relationship between the competency level and developmental needs of the novice teachers

Competency Level	Developmental Needs											
	Self-Management		Professionalism and Ethics		Results Focus		Teamwork		Service Orientation		Innovation	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Self-Management	-.120	.383	.114	.406	-.047	.734	-.053	.701	-.098	.477	-.006	.967
Professionalism and Ethics	.158	.249	-.064	.641	.145	.290	.008	.952	.057	.681	.129	.348
Results Focus	-.236	.083	.301*	.026	.341*	.011	.255	.060	-.155	.259	-.074	.593
Teamwork	.112	.415	.106	.442	.254	.061	.141	.305	.052	.706	.162	.237
Service Orientation	-.274*	.043	.125	.362	-.029	.835	.188	.169	.115	.403	.173	.205
Innovation	.038	.782	.242	.075	-.062	.652	.059	.606	.094	.493	-.063	.647

Table 13 reveals that significant relationship exist in the following: developmental needs in terms of self-management and competency level along service orientation ($r = -.274$, $p\text{-value} < .05$); developmental needs on professionalism and ethics and competency level along results focus ($r = .301$, $p\text{-value} < .05$); and developmental needs along results focus and level of competency under the same variable ($r = .341$, $p\text{-value} < .05$).

The result indicates that the developmental needs on self-management and level of competency on service orientation are negatively correlated, which means that as high developmental need on self-management corresponds to the low level of competency on service orientation. Novice teachers may have a developmental need for self-management, particularly in methods for consistent self-reflection and assessment of their teaching practices. This focus could lead to reduced participation in the revision of the office's vision, mission, mandates, and strategies in alignment with DepEd's directives.

Moreover, the developmental needs of novice teachers along professionalism and ethics and competency level on results focus is positively correlated. This implies that as the needs along professionalism and ethics increases, the level of competency on results focus also increases. The novice teachers require significant guidance on how to maintain professional boundaries with students and

parents. At the same time, they possess a strong capability to implement specific changes in their systems or personal work methods to enhance their performance. For instance, they may find ways to accomplish tasks more effectively, swiftly, cost-effectively, or efficiently, as well as improve the quality of their work, and morale, even without established specific goals.

Finally, the developmental needs on results focus and the competency level of the novice teachers on the same variable obtained a positive correlation. This means that the high need for training on effective assessment methods and data analysis for student outcomes also resulted in a high level of competency, leading to specific changes in the system or in one's work methods to improve performance. For instance, this could involve doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, or morale, without setting specific goals.

On the other hand, other variables in the developmental needs of novice teachers and their level of competency did not obtain any significant relationship. This suggests that while some developmental areas, such as results focus, correlate with competency improvements, other areas like professionalism and ethics may not have as direct an impact on the teachers' current competencies, potentially reflecting a more complex or indirect relationship.

This finding corroborates the studies of De Guzman and Divingracia (2024), which reported that employees generally had high competencies in self-management, results focus, teamwork, service orientation, and innovation. However, a gap was observed in professionalism and ethics. A significant difference in competency levels was noted across various positions, particularly in self-management, professionalism and ethics, results focus, and teamwork. The findings suggest that department heads should establish clear standards to guide the development of competencies across these areas, ensuring that novice teachers are supported in enhancing their overall professional growth and addressing any gaps in competencies like professionalism and ethics.

Challenges encountered by novice teachers affecting their competency

Based on table 14 the challenge on “integrating new technologies and teaching methods” got a score of 430 and is ranked first. Ranked second was “developing

effective communication and collaboration skills with colleagues” with 396 responses. Ranked third was “professional development is not readily available” with 381 responses.

The finding implied that novice teachers faced significant challenges that impacted their competency, with the top challenge being "integrating new technologies and teaching methods." This indicated that novice teachers struggled with adapting to the rapid changes in educational technology and teaching strategies, which were critical for modern classrooms.

The second challenge, "developing effective communication and collaboration skills with colleagues," reflected the difficulty teachers faced in working collaboratively, which was essential for professional growth and a supportive teaching environment. The third challenge, "professional development was not readily available," highlighted the lack of accessible opportunities for growth, which may have hindered novice teachers from advancing their skills and knowledge.

Table 14. Challenges encountered by the novice teachers affecting their competency

Challenges	Frequency	Rank
1. Absence of prerequisites/qualifications/experience/ Seniority/ in attending professional development	245	13
2. Professional development is too expensive	278	12
3. Lack of employer support.	364	5
4. Conflict with work schedules.	308	10
5. Availability of time because of family responsibilities.	372	4
6. Absence of incentives for participating in professional development.	279	11
7. The professional development offered is of poor quality.	352	8
8. Professional development is not readily available.	381	3
9. Adapting to the demands of teaching while maintaining mental well-being	238	14
10. Developing the habit of self-reflection to improve teaching strategies	336	9
11. Struggling to prioritize tasks effectively when faced with numerous responsibilities and deadlines.	236	15
12. Evaluating the impact of teaching methods and adjusting them based on student outcomes	360	6
13. Developing effective communication and collaboration skills with colleagues	396	2
14. Addressing the varied needs of students and families while managing resources	353	7
15. Integrating new technologies and teaching methods	430	1

Mentorship programs could have guided teachers in navigating development opportunities and balancing work and well-being. Wellness programs, stress-management workshops, and time management training could have further supported teachers' mental health and productivity. Moreover, addressing these challenges would have fostered novice teachers' growth and promoted a sustainable, positive teaching experience. These findings corroborated with the findings of Fairman et al. (2022), which emphasized the importance of well-

planned teacher professional development tailored to the specific needs of participants.

Proposed intervention plan to enhance the competency of the novice teachers

As an offshoot of this study, the researcher proposed intervention to enhance the competency and developmental needs of the novice teachers in public elementary schools in Paracale District. The intervention plan focused on enhancing the competency levels of

novice teachers by addressing their developmental needs along self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation, enabling them to become effective and adaptive educators who contribute positively to their school community.

To address the findings of this study, the researcher proposed range of key actions based on the priority competencies, developmental needs and identified challenges. Specifically, along self-management the developmental needs were focused on prioritizing work tasks and schedules (Gantt charts, checklist, etc) to achieve goals, sets high quality, challenging, realistic goals for self and others and methods for regular self-reflection and assessment of teaching practices.

For professionalism and ethics, the focus is on the developmental needs along acts with sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness and guidance on maintaining professional boundaries with students and parents. For result focus, the developmental needs were focused on the competencies achieves results with optimal use of time and resources most of the time and training on effective assessment methods and data analysis for student outcomes.

Moreover, along teamwork, the developmental needs were focused on the competencies promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization and training on fostering an inclusive team culture and valuing diverse perspectives. For service orientation, the findings include the competencies along participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions and skills for understanding and addressing the diverse needs of students and families.

Along innovation, the developmental needs were focused on the competencies promotes a creative climate and inspires co-workers to develop original ideas or solutions and skills for effectively using educational technology in the classroom. Added to these developmental needs were the challenges encountered by the novice teachers affecting their competencies which includes integrating new technologies and teaching methods and developing effective communication and collaboration skills with colleagues.

Given these findings, the researcher proposed the attached intervention plan which points the need to conduct intervention strategies such as professional development programs like training on task prioritization and scheduling, goal setting workshops, training on acting with urgency, building accountability and responsibility, time management training, resource optimization training, enhancing team communication, building trust and encouraging inclusivity, addressing and removing barriers to collaboration, collaborative strategic planning sessions, communication and feedback channels, cultivating a creative environment, encouraging risk-taking and idea experimentation.

Added to these, to address the challenges, the proposed interventions strategies are professional development and training such as technology training workshops, innovative pedagogy workshops, providing access to resources and tools, encouraging experimentation and innovation, communication skills development and collaboration and teamwork skills training.

4. CONCLUSION

Based on the findings of the findings of the study, the following conclusions were arrived at: 1) Based on the findings, it was concluded that the novice teachers exhibited a high level of competency across most areas. Specifically, they were found to be very highly competent in self-management, professionalism and ethics, result focus, teamwork, and service orientation, as indicated by their overall weighted means ranging from 4.16 to 4.65. However, in the area of innovation, their competency level was relatively lower, though still within the "competent" range with an overall weighted mean of 3.33. This suggested that while the novice teachers were performing exceptionally well in many aspects of their professional roles, there were opportunities for further development in fostering creativity and innovative thinking, (2) Based on the findings regarding the developmental needs of the novice teachers, it was concluded that there were varying degrees of need for growth across different competencies. The teachers strongly agreed that they needed further development in innovation. In contrast, areas such as self-management and result focus reflected a more moderate need for improvement, indicating that the teachers agreed they could benefit from further development in these areas. On the other hand, professionalism and ethics, teamwork, and service orientation reflected moderate agreement, suggesting that these areas may have required more attention and focus for improvement. Overall, while novice teachers demonstrated competencies in many areas, there was a clear need for further development in innovation and in other areas showing moderate levels of agreement, (3) The results showed a negative correlation between developmental needs in self-management and competency in service orientation, meaning higher developmental needs in self-management were linked to lower competency in service orientation. This suggested that novice teachers may have needed more support in consistent self-reflection. Additionally, a positive correlation existed between developmental needs in professionalism and ethics and competency in result focus, indicating that as developmental needs in professionalism and ethics increased, competency in result focus also improved, (4) The novice teachers in public elementary schools in the Paracale District encountered various challenges that affected their competency as teachers. And (5) The proposed intervention plan was intended to enhance the competency and address the developmental needs of

novice teachers in public elementary schools in the Paracale District.

5. RECOMMENDATIONS

The following recommendations to the area of research and development are hereby given: (1) Given that innovation received the lowest competency score, it is recommended that schools may provide novice teachers with training and opportunities that encourage creative thinking, problem-solving, and the application of innovative teaching methods, (2) While the teachers are already highly competent in many areas, schools may conduct continued professional development programs to strengthen innovation and foster an environment where creativity is encouraged alongside other competencies. (3) School heads may implement mentorship programs where experienced teachers may guide novices in developing innovative practices, while promoting collaborative opportunities that allow teachers to share and experiment with new ideas, (4) Schools may provide targeted professional development in self-management and result focus, areas where there is moderate agreement on developmental needs, (5) Regular workshops and collaborative activities that promote ethical decision-making, effective teamwork, and strong service orientation may be prioritized by the schools, (6) Schools may implement a system of ongoing evaluation and feedback for teachers to monitor their growth in these key areas, helping them refine their skills and identify areas requiring further attention, (7) Schools may conduct comprehensive training programs that help teachers effectively use technology in the classroom. This could include workshops, online courses, and peer-to-peer mentoring for technology adoption, (8) School heads may create opportunities for novice teachers to engage in collaborative activities, such as team teaching, professional learning communities, or regular

communication forums with colleagues to enhance teamwork and sharing of best practices, and (9)

School heads may prioritize making professional development opportunities more accessible. This may include offering in-house training, online learning options, and funding for external workshops or conferences.

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