

# The Role of School Administrators in Shaping the Pedagogical Competence of Newly Hired Teachers

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**Abstract**—This study aimed to explore the lived experiences of newly hired teachers in relation to the support and guidance provided by school administrators in developing their pedagogical competence. It focuses on how administrators influence the teaching practices of novice educators through mentoring, instructional supervision, and professional development opportunities. The findings revealed that newly hired teachers face a variety of challenges that affect both their instructional delivery and personal adjustment to the school environment. Instructional challenges such as the lack of teaching materials, limited access to technology, and difficulty in using ICT tools hinder their ability to implement effective teaching strategies. Environmental and logistical barriers, including difficult terrain and long travel distances, pose risks and make daily commuting strenuous. Additionally, socio-cultural adjustments, such as unfamiliar traditions, language barriers, and limited community support, contribute to emotional stress and feelings of isolation. These challenges reflect the complex realities of teaching in remote or underserved areas and highlight the need for systemic support to ease the transition for new educators.

**Index Terms**— School Administrators, Pedagogical Competencies, Newly Hired Teachers.

## 1. Introduction

Realizing the aim of quality education for all by 2030 (UNICEF, 2023) requires overcoming several obstacles. Learning is a crucial consideration for teachers when instructing students. Teaching is one of the world's most prestigious professions. It requires sincere dedication to fostering students' development and a strong sense of tenacity. New teachers can significantly influence students' educational experiences with novel instructional perspectives.

The Magna Carta for Public School Teachers (Republic Act No. 4670), enacted in 1966, is the primary law governing teacher hiring in the Philippines. This law grants public school teachers certain rights, including qualification requirements, job security, and various benefits. The Magna Carta aims to raise teachers' professional status and ensure that only qualified individuals are hired, thereby improving the quality of education nationwide.

Thus, under DepEd Order No. 7, Series of 2023, the Department of Education (DepEd) has introduced new

employment rules. This order introduces major changes to hiring, selection, and appointment. Merit, competence, and fairness are prioritized, ensuring only the most qualified teachers hold important roles and improving education standards.

The study aims to clarify how administrators influence the pedagogical competence of newly hired teachers in District VIII, Division of Valencia City, by investigating teachers' lived experiences and school leaders' support practices through a phenomenological approach.

### A. Framework of the Study

This study was anchored on Kolb's (1984) Experiential Learning Theory. This theory emphasizes that learning occurs through direct experience and reflection. The study also supported by Social Cognitive Theory (Bandura, 1986), which highlights the interplay among personal factors, environmental influences, and behavior.

In addition, Lazarus and Folkman's (1984) Transactional Model of Stress and Coping provides a theoretical lens for understanding how newly hired teachers perceive challenges and develop coping mechanisms.

### B. Statement of the Problem

This study determined the role of school administrators in shaping the pedagogical competence of newly hired teachers in the Division of Valencia City, District VIII, for the school year 2024-2025.

1. How do school administrators shape the pedagogical competence of newly hired teachers in public schools?
2. What are the practices of the school administrator in capacitating the newly hired teachers?
3. What are the experiences of the newly hired teachers?

### C. Objective of the Study

This study sought to determine the role of school administrators in shaping the pedagogical competence of newly hired teachers of the Division of Valencia City, District VIII, this school year 2024-2025.

It especially aims to:

1. How do school administrators shape the

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pedagogical competence of newly hired teachers in public schools?

2. Examine the practices of school administrators in capacitating newly hired teachers.
3. Explore the experiences of newly hired teachers in their professional roles.

#### D. *Significance of the Study*

The study was considered invaluable for the learners, teachers, school administrators, and higher education institutions. This study would provide them with information to understand and provide technical assistance to the teachers. It would benefit them by improving teaching and learning.

Institutions of higher education are essential to provide teachers with high-quality training.

School administrators can aid teachers by providing continuous professional development opportunities.

Teachers are continually challenged by obstacles in meeting the demands of their profession.

Students are primarily involved in developing under the guidance of the teachers.

#### E. *Delimitation of the Study*

The study focused on the role of school administrators in shaping the pedagogical competence of newly hired teachers in the Division of Valencia City, District VIII, for the school year 2024-2025.

The study includes 10 newly hired teachers with 3 to 4 years of service, purposefully selected from District VIII of Valencia City. The study aimed to identify the level of pedagogical competence, the extent of school administration's capacity to equip teachers, and teachers' experiences.

#### F. *Definition of Terms*

For clarity and a comprehensive understanding of the study, the following terms were defined operationally and/or theoretically.

Administrators' capacity-building of newly hired teachers is crucial for fostering a supportive and effective educational environment (Tosun & Bozkurt Bostanci, 2024).

Teaching Strategies aim to meet students' many requirements, increasing the impact and inclusivity of education. (Tomlinson, 2024).

According to Ingersoll (2020), newly hired teachers often struggle with classroom management, curriculum planning, and navigating school culture, which can lead to feelings of isolation and overwhelm.

These mechanisms are not merely theoretical constructs; they are deeply human responses that reflect our attempts to maintain emotional balance in the face of adversity (Compas *et al.*, 2019).

Practices are the established methods, techniques, or routines that individuals or groups use to achieve specific goals or outcomes.

Challenges are often seen as catalysts for change and improvement.

## 2. Review of Related Literature

### A. *Legal Basis*

The role of school administrators in shaping the pedagogical competence of newly hired teachers is strongly supported by several Philippine legal foundations. The 1987 Philippine Constitution, Article XIV, mandates the State to maintain a system of quality education.

The Governance of Basic Education Act of 2001 (Republic Act 9155) names school heads as instructional leaders. They must support teachers, promote development, and create a positive learning environment.

The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017 defines the developmental expectations for teachers.

The Magna Carta for Public School Teachers (Republic Act 4670) provides a legal framework for protecting teachers' professional rights. This includes their access to supervision, induction programs, and continuous professional development. These duties directly require school administrators to support and strengthen the pedagogical competence of beginning teachers. Together, these laws affirm that school administrators are legally mandated and professionally accountable for nurturing the instructional competence of newly hired teachers in the Philippine education system.

### B. *Pedagogical Competence*

Teaching guidelines are essential resources that offer educators structured guidance to enhance instructional methods. These resources are designed not merely as basic guides but as frameworks for developing more engaging and effective learning environments. As cited in SEMEO-INNOTECH works, "The teaching profession is not financially rewarding but is very fulfilling. Well-written teaching manuals have been shown to significantly impact both student outcomes and instructional quality" (Smith, 2020). Effective teaching guides typically include clear objectives, instructional strategies, and assessment procedures.

Teachers are better able to modify their instruction to meet their students' varied needs when they have access to thorough guides, according to Johnson (2019). For example, research by Lee and Martinez (2021) found that teachers who used the comprehensive lesson plans from their guides expressed greater eagerness to learn and greater confidence in their ability to teach. Several studies have explored the impact of teaching guides on classroom practices.

Garcia *et al.* (2020) examined the impact of a new teaching guide in a school district. The study found that teachers who actively used the guide reported increases in student engagement and academic success.

Wong and Patel (2021) conducted another important study examining teachers' professional development in relation to teaching guidelines. The results showed that ongoing training and workshops specifically targeting the use of guides were critical for enhancing teachers' teaching abilities.

AdKim (2023) also explored the emotional side of using teaching guidelines in a qualitative study. When teachers used

guidelines containing reflective techniques and success stories, they felt more motivated and reassured. When educators join the development process, the instructions are practical and relevant. Thompson (2022) notes that collaborative production yields materials that reflect real classroom challenges and provide practical solutions. This participative approach not only improves the guides' usefulness but also gives teachers pride in their work.

Acedo *et al.* (2023) stress the importance of mentorship programs in the Philippines. These programs offer new teachers emotional support and direction. This support boosts their confidence as they tackle lesson planning and classroom management. In addition to building resilience, mentoring gives teachers a sense of belonging. Santos (2024) emphasizes the significance of culturally relevant instruction in a similar manner.

Research outside the Philippines also shows how new teachers adjust to their roles. Johnson (2022) examines the value of peer support networks in the US. His research found that first-year teachers feel less isolated and burned out when they collaborate and share experiences with peers. In South Korea, Kim and Lee (2023) discovered that classroom management-focused professional development courses in South Korea give new teachers the necessary tools.

In contrast to those using active learning, participants reported lower satisfaction and engagement in lecture-only courses. Finkelstein *et al.* (2019) found that overly prescriptive teaching, which forces strict rule-following, limits students' creativity and inquiry. Students' passion for the subject decreased when they felt constrained by such rules.

This emphasizes the crucial role of adaptability and responsiveness in instructional strategies. Prince's (2019) work is notable among studies due to its examination of collaborative learning.

Tsai and Chai (2020) looked at how technology affects instructional practices. Their study found that students were more involved when technology, such as online collaboration and simulations, was used with a clear educational purpose. However, they noted there were no benefits to using technology without a focused goal. Burch and Gallaher's (2020) study examined how strict teaching methods affected student performance. According to Thompson *et al.* (2024), incorporating technology into instruction helps novice teachers cope.

Teachers gain new coping mechanisms through professional development. Training programs focused on collaborative practices make instructors more resilient and adaptable, improving their ability to handle stress (Gu *et al.*, 2020).

### C. *Role of School Administrator*

The role of administrators in capacitating newly hired teachers is essential for fostering a supportive and effective educational environment. Research indicates that effective leadership significantly influences teachers' perceptions of support, which is crucial for their professional development and retention (Tosun & Bozkurt Bostancı, 2024).

Administrators are tasked with creating structured induction

programs that not only introduce new teachers to the school culture but also provide ongoing mentorship and professional development opportunities tailored to their needs (Bickmore & Bickmore, 2019).

A study focusing on newly hired teachers revealed that school heads regularly conduct classroom observations and provide technical assistance, which significantly enhances teachers' instructional competence in teaching-learning processes, teaching strategies, and authentic assessment (EPRA International Journal of Environmental Economics, 2024)

This active involvement of school administrators ensures that new teachers develop effective teaching practices, thereby improving overall academic outcomes. The study highlights that school administrators' expertise in mentoring is crucial for the pedagogical upskilling of novice teachers.

Furthermore, the role of school administrators extends to formal induction and mentoring programs that support early career teachers' professional development. Kutsyuruba (2020) found that school administrators are responsible for assigning mentors, facilitating mentor-novice interactions, providing resources, and overseeing the quality of induction programs, all of which directly influence the pedagogical growth and retention of newly hired teachers.

Studies show that when administrators prioritize open communication and collaborative practices, they significantly foster a supportive atmosphere in which teachers feel valued and understood (Dicke *et al.*, 2021). For instance, by facilitating peer observations and team teaching, administrators empower new teachers to learn from their colleagues, fostering a sense of community and shared purpose within the school (Feiman-Nemser, 2020). This collaborative approach not only enriches novice educators' professional development but also enhances their teaching practices, thereby improving student outcomes.

Administrators who actively engage with these teachers, offering encouragement and resources, can help mitigate these feelings and promote resilience (Miller & Dyer, 2023). By recognizing the challenges new educators face and providing tailored support, administrators play a crucial role in shaping their professional identities and fostering a culture of continuous improvement.

### D. *Newly Hired Teacher*

The process for assigning tasks to newly hired teachers was stipulated in DepEd Order No. 43, series 2017, or the "Teacher Induction Program Policy." The process of capacitating newly hired teachers is essential for their development and retention within the educational landscape. Research shows that well-structured induction programs significantly impact newly hired teachers' confidence and competence (Bickmore & Bickmore, 2019). These programs often include mentorship, professional development workshops, and opportunities for collaborative teaching, which help new educators acclimate to their roles effectively.

Dicke *et al.* (2021) emphasize that when schools create supportive environments through peer mentoring and consistent feedback, novice teachers are more likely to feel valued and engaged, which enhances their teaching practices and fosters a

sense of belonging within the school community.

Additionally, the emotional and psychological aspects of teaching are critical. Newly hired teachers frequently experience feelings of isolation and overwhelm, particularly in their first year. Feiman-Nemser (2020) underscores the importance of providing emotional support through regular check-ins and creating safe spaces for discussion, which can significantly bolster teachers' resilience and job satisfaction. Miller and Dyer (2023) further highlight that addressing both the professional and emotional needs of these educators is key to promoting their growth and well-being.

The success and retention of a new teacher can be substantially influenced by the comprehension and integration into the school culture, as indicated by research conducted by Louis and Leithwood (2018). Individuals who are actively involved in their educational community experience a greater support and connection. Additionally, the importance of self-care practices for new teachers' well-being is increasingly recognized.

The pedagogical competence of newly hired teachers is a critical factor in ensuring effective teaching and learning outcomes. Moreira *et al.* (2023) conducted a systematic literature review that highlighted the multifaceted nature of pedagogical competence, encompassing personal, instructional, and curriculum-related skills

Mechem *et al.* (2023) highlighted the complexities of onboarding in educational settings, noting that effective induction processes can reduce anxiety, improve retention, and foster professional growth. Their research underscored the importance of mentorship, clear communication of expectations, and the cultivation of a supportive school culture. Similarly, Gaines (2020) reviewed best practices in teacher mentoring, advocating for data-driven support, equitable outcomes, and reflective practices to enhance teacher effectiveness 2 3.

Catulpos *et al.* (2024) explored novice teachers' experiences managing classrooms in the post-pandemic "new normal." Using Heideggerian phenomenology, the study identified themes of struggle, strategy, and adaptation, illustrating how new teachers navigate classroom management in evolving educational landscapes.

Quimque (2020) further elaborated on these experiences, noting feelings of being unprepared, overwhelmed by expectations, and facing cultural shocks. Despite these challenges, newly hired teachers demonstrated resilience by seeking professional development and support from peers and mentors.

### *E. Challenges and Coping Strategies*

Coping mechanisms are critical for novice teachers to manage these challenges. Aloe *et al.* (2024) reported that adaptive coping strategies—such as seeking social support, problem-focused coping, and reflective practice—are associated with lower emotional exhaustion and higher teaching self-efficacy. In contrast, maladaptive coping strategies such as avoidance and disengagement were linked to increased stress and burnout symptoms.

During and after the COVID-19 pandemic, Kim and Asbury (2022) highlighted that newly hired teachers faced intensified challenges, including rapid instructional changes and emotional strain. Additionally, a mixed-methods study by Serrano and Reyes (2023), although conducted among Filipino university students, provides relevant insight applicable to newly hired teachers.

More recently, Theodoratou and Argyrides (2024) emphasized that coping mechanisms such as cognitive reframing, stress management, and social support are essential in promoting resilience among professionals exposed to persistent stressors, including teachers

Building on these findings, a study by Milas *et al.* (2021) examined stress and coping among adolescents. The researchers found that withdrawal coping, such as avoidance and disengagement, significantly mediated the negative effects of stress on life satisfaction. During the COVID-19 pandemic, Kim and Asbury (2022) explored the experiences of early-career teachers and found that reliance on emotion-focused but avoidant coping strategies led to emotional exhaustion, frustration, and feelings of ineffectiveness.

Likewise, Rijal *et al.* (2023) reported that individuals experiencing moderate to high stress were more likely to adopt negative coping strategies such as venting, self-distraction, and avoidance.

## **3. Methodology**

This section discusses the research procedure used by the researcher to conduct the study. It presented the discussion on the research design, the research locale, the participants, the research tool, the administration of the instrument, ethical considerations, and the treatment of data.

### *A. Research Design*

A phenomenological research design is highly suitable for the present study because it focuses on exploring the lived experiences of newly hired teachers as they interact with school administrators during their early years of teaching. Phenomenological research design is a qualitative approach used to examine, understand, and describe how individuals experience a particular phenomenon.

### *B. Research Locale*

The researcher conducts the study in District VIII of the Division of Valencia, School Year 2024-2025. The duration of the research will be 1 to 2 months, depending on the scope, participant availability, and data collection methods. The suitability of a research site was determined by its relevance to the study's objectives, accessibility, and the richness of data it can provide.

### *C. Participants of the Study*

The participants of this study are the 10 newly hired public secondary school teachers in District VIII Division of Valencia City with 3 to 4 years of service. Conduct an integrative review of sample size recommendations across ten qualitative methods and found that theme saturation, a key goal in

phenomenological research, can often be achieved with as few as 9 interviews. Newly hired teachers were selected as respondents because the research centers on their lived experiences and perceptions of administrative influence.

#### D. Research Tool

To gather in-depth, meaningful data for the study, a combination of qualitative research methods was used, including semi-structured interviews, focus group discussions (FGD), and document analysis. Semi-structured interviews allowed newly hired teachers to openly share their lived experiences, perceptions, and challenges regarding the support provided by school administrators, while FGDs offered participants opportunities to collectively reflect on common themes and insights emerging from their experiences.

A semi-structured interview questionnaire adapted and modified from the study of Quimque (2020) entitled, "Lived Experiences of Newly Hired Teachers: Basis for Policy Recommendations". Published in an International Peer-Reviewed Journal, Vol. 39, January 2020 to answer the lived experiences, challenges, and role of the school administrator in capacitating a newly hired teacher.

To triangulate the data, the researcher uses methods such as survey questionnaires, interviews, and focus group discussions (FGD), and requires some documents to gather deep, meaningful data.

#### E. Administration of the Instrument

The researcher followed proper protocol by requesting a recommendation letter from the Dean of the College of Education before gathering the data. Then, the researcher asked the Schools Division Superintendent for permission to conduct the study, with the Dean's recommendation letter attached. The SDS conducted a run-through of the researcher's data-gathering tool to ensure accuracy and the correct purpose.

Upon approval, the researcher sought permission from the Public Schools District Supervisor and the principal to administer the questionnaire. Prior to conducting the study, the researcher approached the school head in the principal's office to discuss the study's purpose and how it would benefit the teachers and the school head.

A written letter of permission will be provided to each qualified participant to collect data for this study. The researcher subsequently invited the participants to participate in an individual interview, along with an informed consent form and an interview protocol. A Focus Group Discussion (FGD) will be conducted through Zoom and subsequently recorded. The interview procedure is consistent with the phenomenological interview methodology proposed by Bevan (2014).

#### F. Ethical Considerations

First and foremost, informed consent must be obtained from all participants, both newly-hired teachers and school administrators, prior to data collection. This involves clearly explaining the study's purpose, the procedures involved, potential risks and benefits, and the voluntary nature of participation. Participants should be assured that they can

withdraw at any time without penalty. Additionally, confidentiality and anonymity must be maintained throughout the research process. Personal identifiers were removed or coded to protect participants' identities, and data will be stored securely to prevent unauthorized access.

The study ensured that no participant was exposed to harm or undue stress, especially considering the professional vulnerability of newly hired teachers. Ethical approval from the ethics committee should be secured before the study begins.

Furthermore, researchers must avoid coercion, especially in hierarchical settings where administrators may influence teacher participation. Transparency in reporting findings and avoiding data manipulation are also critical to uphold research integrity. By adhering to these ethical principles, the study ensures credibility, trustworthiness, and respect for all individuals involved.

#### G. Data analysis

The qualitative data were analyzed using thematic analysis, guided by Braun and Clarke's six-phase framework. This approach was employed to systematically examine and interpret the experiences and perceptions of newly hired teachers regarding the role of school administrators in shaping their pedagogical competence. The framework allowed for a structured yet flexible analysis of patterns across the dataset.

#### H. Treatment of Data

Using a Hermeneutic approach, data treatment seeks to reveal the deeper meanings and essences of experienced life. Using careful analysis and emphasizing participants' points of view, researchers help to provide an insightful understanding of the human experience. To really relate to participants' experiences, the researcher reviews the transcripts several times. This close involvement helps one to recognize important ideas and assertions. The researcher gathers significant statements and lines that really reflect the core of the participants' experiences. Codes are organized into broader topics reflecting participants' shared experiences or thoughts.

### 4. Presentation, Analysis, and Interpretation of Data

This section presents the study's findings based on data collected from newly hired teachers and school administrators. The results are organized according to the research objectives and questions, followed by a discussion that interprets the findings in relation to existing literature.

*School administrators play a crucial role in shaping the pedagogical competence of newly hired teachers in public schools.*

Building on the overview of research objectives, the following sections explore their influence in detail. Pedagogical competencies are the knowledge, skills, attitudes, and abilities that teachers need to plan, implement, manage, and evaluate the teaching and learning process. These competencies help teachers facilitate meaningful learning by understanding how students learn. Teachers also use appropriate teaching

strategies, manage the classroom environment, and assess learners' progress.

Teachers in the study possess a well-rounded set of pedagogical skills, with strengths in language use, ICT integration, and communication strategies. These findings affirm the importance of continuous professional development for sustaining and enhancing pedagogical competence in line with global standards. This supports the growing body of research highlighting the role of technology-enhanced pedagogy in fostering interactive, student-centered learning environments. According to Ganesan (2025), ICT tools, when combined with culturally responsive strategies, significantly improve engagement and comprehension among multilingual learners.

Furthermore, the teachers are well-equipped to foster respectful, motivating, and conducive learning environments. These competencies are foundational to effective teaching and align with current research advocating for inclusive, student-centered, and technologically integrated classrooms. Kapasheva *et al.* (2024) found that supportive learning environments, especially those enhanced by digital tools and critical thinking strategies, foster deeper student involvement and responsibility. Additionally, Odum *et al.* (2021) highlighted that active learning classroom designs—such as flexible seating and group-based layouts—can significantly enhance student engagement and interaction.

The teachers are generally competent in addressing learner diversity; there is room for growth in supporting students facing extreme challenges. Strengthening this area can lead to more equitable and responsive educational practices that advance true equity through inclusive, justice-oriented teaching. Han (2022) emphasizes that strategies such as integrative teaching, community linking, and culture sharing significantly enhance engagement among indigenous students and improve teachers' self-concept in inclusive education. Brunzell *et al.* (2019) highlight that trauma-informed education, when integrated with positive pedagogy, strengthens teachers' capacity to support vulnerable learners.

Teachers are prepared to plan and deliver the curriculum effectively. However, continued professional development in instructional sequencing and curriculum alignment could further improve their skills and classroom impact. Blömeke *et al.* (2022) emphasize that teacher competence involves not only knowledge but also the ability to reflect, adapt, and deliver lessons that advance student learning. Mohamed *et al.* (2022) noted that many teachers, especially in competency-based systems, need more training in curriculum mapping and sequencing to meet changing educational needs.

These competencies are vital for maintaining ethical standards and fostering harmonious relationships within the school community. Santos (2024) found that Filipino teachers generally perceive themselves as competent in community engagement, particularly in understanding their roles and responsibilities in school-community partnerships.

The teachers are well-prepared to engage with the broader educational community, uphold professional standards, and foster meaningful connections that support student learning and

well-being. These competencies are vital for maintaining ethical standards and fostering harmonious relationships within the school community. Santos (2024) found that Filipino teachers generally perceive themselves as competent in community engagement, particularly in understanding their roles and responsibilities in school-community partnerships.

Padillo *et al.* (2021) found that while teachers often excel in lesson planning and delivery, the perceived value of professional development activities varies. This variation depends on personal and contextual factors. Therefore, strategic planning and evaluation of professional development initiatives are important to make sure these activities are meaningful and effective.

The findings reflect a strong foundation in pedagogical competence among teachers, especially in reflective practice and professional collaboration. However, ethical behavior and professional demeanor still need improvement. These insights support the ongoing implementation and refinement of the PPST framework to achieve holistic teacher growth in the Philippines.

#### *A. Practices of the school administrator*

Practices show school administrators as instructional leaders who support new teachers' growth, confidence, and competence to ensure their successful integration and long-term success.

The themes identified in the study are directly derived from participants' specific responses regarding school administrators' practices in supporting newly hired teachers. The theme "Orientation and Initial Support" emerged from responses such as "They provide orientation so that we will be aware of what will happen in the school and also give ideas to the teachers on what to do as a new teacher" and "Conducted orientation, immersed newly hired teachers in the community, and provided basic materials needed in the classroom."

These statements reflect structured onboarding efforts that help teachers acclimate to their new environment. The theme "Mentoring and Coaching" was drawn from responses like "One of the most helpful practices is the regular mentoring and coaching sessions" and "The school administrator supported me by guiding me and conducting regular classroom observations with constructive feedback." These highlight the administrator's role in providing continuous guidance and emotional support. Mentoring and coaching practices are validated by Galvez and Azarias (2024), who emphasized that mentoring provides essential guidance and emotional support, while coaching focuses on instructional improvement.

These practices are not only reflected in teachers' lived experiences but are also strongly supported by educational literature and national frameworks, such as the Philippine Professional Standards for Teachers (DepEd, 2017). Collectively, these efforts ensure that newly hired teachers are well-equipped, confident, and integrated into a nurturing school environment that promotes lifelong learning and excellence in teaching.

### *B. Experiences of the Newly Hired Teachers*

The personal and professional journey of educators during their initial teaching years, especially in public schools, involves many challenges and supports. These experiences cover a wide range of emotional, instructional, and organizational factors that shape teachers' development and integration into the school community.

The first theme, Instructional Challenges, reflects the difficulty of delivering quality education in resource-limited settings. Teachers reported a lack of instructional materials and limited access to the internet and ICT tools, which hindered their ability to integrate technology into lessons. One teacher shared, "Since there is no internet connection in our school, I cannot show the learners the real-time happenings in the world and the society, which are connected in our lessons." This aligns with Caraan *et al.* (2022), who found that teachers in remote areas struggle with modular instruction due to insufficient resources and technological limitations.

Environmental and logistical barriers highlight the physical and infrastructural challenges teachers face. These include muddy roads, long travel distances, and risks of accidents. A participant noted, "The road, I mean, it's muddy, it's really hard to travel, especially when it's raining." Quiño and Villocino (2023) support this, emphasizing that teachers in far-flung schools endure harsh terrain and poor infrastructure, which affect their safety and daily routines. Socio-Cultural Adjustment encompasses both cultural integration and emotional challenges. Teachers often experience culture shock, language barriers, and difficulty adjusting to local customs. One teacher expressed, "The tradition of the place, the language barrier, where I was not used to speaking."

Agayon *et al.* (2022) found that newly hired teachers in rural areas face significant socio-cultural challenges that require adaptation and resilience. Emotional and social challenges, such as isolation from family, a lack of local government support, and limited parental involvement, were frequently mentioned. A teacher shared, "Isolation, as being assigned in a far-flung area, is my first time being away from my family." Jomoad *et al.* (2021) confirm that emotional stress and lack of support systems are common among teachers in isolated communities, impacting their well-being and performance.

These findings underscore the complex realities newly hired teachers face in remote areas and highlight the urgent need for targeted support, infrastructure development, and culturally responsive leadership to ensure their success and retention in the profession.

Based on what new teachers have said and recent reading, the ways they solve problems in remote areas can be grouped into five main ideas: changing how they teach, being creative with technology, working with others, respecting local culture, and maintaining a strong, positive mindset.

The theme, Instructional Adaptation, reflects how teachers creatively adjusted their teaching strategies to meet learners' needs despite limited resources. Teachers reported using localized, indigenized, and contextualized materials and conducting remedial classes. One teacher shared, "Maximizing everything that you have inside your classroom will be the

greatest weapon you can use." This aligns with Paway's (2023) study, which highlighted adaptive instructional improvisation and culturally responsive pedagogy as key coping mechanisms among teachers in remote Indigenous schools.

Technological Resourcefulness emerged as another theme, with teachers downloading materials for offline use at home and attending webinars to enhance their teaching. A participant noted, "Every time I went home, I had to download the needed materials for the class." Salazar and Plaza (2025) emphasized that teachers in far-flung areas often rely on personal devices and offline strategies to overcome connectivity issues.

The theme of support from the community and other teachers showed in answers about working together with colleagues and involving others. For example, one teacher said, "I addressed these challenges by collaborating with fellow teachers and the community." Teach for the Philippines (2022) highlights the importance of community-based education and teamwork in rural schools, noting that teachers often drive local progress.

Cultural Responsiveness was shown through language immersion and respect for local ways. A teacher said, "I try to learn their language, so I can now understand and talk with my pupils." Aporbo (2022) found that teachers in Indigenous classrooms use code-switching and cultural immersion to connect with students and support their learning.

Finally, Personal Resilience and Mindset came up often, as teachers talked about staying positive and remembering their goals. One teacher said, "I set my mind to positive thoughts, and always remember my mission." Jimenez (2021) said that being mentally healthy and strong helps teachers make and use learning tools and keep going in hard situations.

New teachers in remote areas use creative teaching methods, adapt to technology, engage with the community, respect local culture, and demonstrate resilience to overcome challenges. These actions align with the Philippine Professional Standards for Teachers (DepEd, 2017).

## **5. Summary, Findings, General Statement, Recommendations**

This study, titled "The Role of School Administrators in Shaping the Pedagogical Competence of Newly Hired Teachers", aimed to explore the professional capabilities, challenges, and support systems experienced by newly hired teachers in District VIII, Division of Valencia City, during the School Year 2024–2025. The research focused on understanding how these teachers adapt to their roles, manage instructional demands, and receive support from school administrators. A total of 10 participants were involved in the study: 10 newly hired public secondary school teachers with 3 to 4 years of service.

It employed a qualitative approach consistent with the phenomenological research design. The researcher aimed to uncover the lived experiences and pedagogical competence of newly hired public secondary school teachers by analyzing rich, descriptive data collected through surveys and semi-structured interviews. The responses were transcribed and reviewed multiple times to ensure a deep understanding of the participants' perspectives. This iterative process allowed the

researcher to immerse themselves in the data and identify meaningful patterns and insights.

### A. Findings

Newly hired public secondary school teachers showed a generally high level of pedagogical competence. Content knowledge and instructional strategies were rated “Above Average” or “High.” Their strongest indicator was their ability to use Filipino, their mother tongue, and English to facilitate learning. They also excelled in promoting fairness, respect, and care. Teachers applied positive non-violent discipline and motivated learners to take responsibility for their own learning. This demonstrated strength in creating a supportive and engaging learning environment. However, slightly lower ratings in ensuring safety and managing classroom structures for hands-on activities suggest the need for targeted professional development.

The themes identified in the study were directly drawn from participants’ responses about administrative support, with “Orientation and Initial Support,” “Mentoring and Coaching,” “Professional Development Opportunities,” and “Classroom Observation and Feedback” emerging from statements describing structured orientations, regular coaching, constructive feedback, and opportunities to attend trainings and LAC sessions. These responses also emphasized that administrators guide new teachers through community immersion, provide essential classroom materials, conduct meaningful observations, and encourage continuous skill development. Finally, the theme “Fostering Collaboration and Belonging” reflected participants’ descriptions of welcoming environments, strong collegial relationships, and team-building activities that build an inclusive school culture and strengthen teacher morale and engagement.

Newly hired teachers face multiple challenges, including instructional difficulties due to limited materials and a lack of internet or ICT tools; environmental and logistical barriers such as muddy, hazardous travel conditions; and socio-cultural adjustments involving unfamiliar traditions, language barriers, and emotional strain from isolation. Despite these constraints, teachers demonstrate resilience through technological resourcefulness, such as downloading materials for offline use and attending webinars, while also relying on collegial and community support to navigate their teaching contexts

### B. General Statement

Based on the findings of the study, the following general statements were drawn to synthesize the results:

Teachers demonstrate a generally high level of pedagogical competence, excelling particularly in assessment and reporting, where they effectively use data and design appropriate strategies to support learning. However, slightly lower ratings in addressing learners in difficult circumstances and in upholding professional dignity indicate the need for targeted professional development focused on inclusive education and ethical teaching practices. Overall, the findings suggest that while teachers are well-equipped to meet classroom demands, continued support and training remain essential to ensure

equitable, responsive, and professionally aligned teaching practices.

Newly hired teachers face instructional, environmental, and socio-cultural challenges. These include limited teaching materials and technology, difficult travel conditions, and the need to adapt to unfamiliar community norms. Such challenges make adjustment demanding. Despite these barriers, teachers show resilience. They localize lessons, use improvised materials, and access digital content creatively. Teachers also seek support from colleagues, stakeholders, and the local community. These strategies demonstrate dedication and adaptability. Strong leadership and a supportive school culture are important for new teachers in remote or underserved areas.

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