

**SCHOOL HEADS' SUPERVISION AND TEACHERS' TEACHING EFFICACY
IN RELATION TO PEDAGOGICAL PRACTICES**

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JASON V. QUIANO

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APPROVAL SHEET

This dissertation entitled **"SCHOOL HEADS' SUPERVISION AND TEACHERS' TEACHING EFFICACY IN RELATION TO PEDADOGICAL PRACTICES,"** submitted by **Jason V. Quiano**, in partial fulfillment of the requirements for the degree **Doctor of Education major in Educational Management**, has been examined and is recommended for acceptance and approval for Oral Examination.

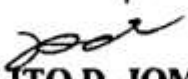

ANALYN S. CLARIN, EdD
Adviser

Approved by the Dissertation Committee on Oral Examination with a grade of Passed.


CYNTHIA S. SUPERABLE, EdD, DScN
Chairman


HAYDEE D. VILLANUEVA, PhD
Member

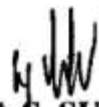

ELSA B. BUENAVIDEZ, EdD
Member


PERLITO D. JOMUAD, EdD
Member


GENELYN R. BALUYOS, EdD
Member

Accepted and approved in partial fulfillment of the requirements for the degree of **Doctor of Education major in Educational Management.**

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CYNTHIA S. SUPERABLE, EdD, DScN
Dean, Graduate School

Date: May 2026

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DEDICATION

I gratefully dedicate this research to
My Mother, Fedila V. Quiano, who is on her dialysis treatment and is fighting for her
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GENERAL ABSTRACT

At the heart of a thriving school culture is a dynamic partnership in which a teacher's self-driven pursuit of excellence is met with the supportive, developmental supervision of a school head. This study investigated the school heads' supervision and teachers' teaching efficacy in relation to pedagogical practices and the lived experiences of beginning teachers in DepEd Misamis Occidental Division during the SY 2025-2026. The respondents were 127 beginning teachers selected through stratified random sampling. The study utilized School Heads' Supervision, Teachers' Teaching Efficacy, and Teachers' Pedagogical Practices Questionnaires as research instruments. Mean and Standard Deviation, Pearson Moment-Product Correlation, and Regression analysis were the statistical tools used to analyze the gathered data. The qualitative study used a phenomenological design, with 10 purposively selected public beginning teachers. An Interview Guide was used to gather data that was analyzed using Moustakas' transcendental phenomenology. The quantitative study found that school heads' supervision practices and teachers' teaching efficacy were perceived as very high. Teachers' pedagogical practices were very good. School heads' supervision and teachers' teaching efficacy were significantly related to teachers' pedagogical practices. The school heads' supervision-observation practices, together with teachers' outcome expectations, personal goals, and motivation, were predictors of teachers' pedagogical practice. The qualitative study revealed the following themes: Physical Classroom Space: The Beginning Teachers' Experience; Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers; The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in

Pursuit of Motivation and Fulfillment; Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers. Teacher development arose from interactions among the environment, feedback, and emotional demands, transforming initial struggles into a professional identity focused on adaptive care, responsiveness, and resilience through meaningful student connections. School heads may foster targeted professional development programs that support beginning teachers by adapting workspaces, providing reflective feedback, fostering collaboration, encouraging inquiry-based learning, and reframing challenges as growth opportunities.

Keywords: class observation, emotional strain, pedagogy, resilience, teaching efficiency

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Chapter 1

GENERAL INTRODUCTION

Rationale of the Study

Excellent education fundamentally relies on the continuous improvement of supervision practices. For education to truly thrive, there must be a deliberate and sustained effort to enhance teaching methods, curriculum delivery, and overall classroom management. One of the most effective strategies to achieve this was ongoing supervision by school heads, which fostered teachers' commitment to teaching excellence. This supervision was rooted in essential pedagogical approaches that ignite student participation, ultimately leading to higher learning outcomes, as emphasized in the Department of Education (DepEd) Order 42, Series of 2017: The National Pursuance and Implementation of the Philippine Professional Standard for Teachers (PPST).

To ensure sustained quality teaching, DepEd has established a multi-year performance management and evaluation system for teachers spanning school years 2025-2026 to 2027-2028. This system aims to assess and improve teacher performance through regular instructional supervision, focusing on observable classroom indicators centered on pedagogical strategies that refine the teaching and learning process, as outlined in DepEd Memorandum No. 89, Series of 2025. Complementing this mandate was the core competence of every teacher, which emphasizes a commitment to delivering effective instruction in accordance with the teacher-quality framework of the PPST, as guided by DepEd Order No. 2, Series of 2015: Guidelines for the Establishment and Implementation of the Result-Based Performance Management System (RPMS).

The issuances outlined by DepEd have been supported by several researchers who emphasized that classroom monitoring was essential for effective delivery of instruction and student achievement through supervision, which involves observing and evaluating teachers' instructional practices, providing constructive feedback, support, and monitoring of student learning outcomes to ensure alignment with established standards and goals (Kumari, 2022). In addition, school heads' supervision also highlighted the crucial role in observing and evaluating teaching practices to enhance teaching and learning quality (Özdemir, 2020). Similarly, effective classroom monitoring significantly impacts teachers' efficacy, which is vital for improving student outcomes (Karacabey et al., 2022). Moreover, instructional supervision helps teachers develop new skills and strategies, encourages reflection on teaching practices, and promotes continuous improvement, as noted by Maisyaroh et al. (2021).

Equally important to engaging quality supervision by the school head was the teachers' drive to embark on a remarkable teaching and learning process for the learners, integrating the technical assistance extended to enhance instruction (Godsk et al. 2025). Furthermore, when teachers were supported through dedicated supervision, it strengthened their commitment to effectively influence learners, ultimately leading to improved learning outcomes (Kolhekar et al. 2021). Consequently, mentors with a high degree of self-efficacy could better adapt to remote teaching and positively impact student learning outcomes (Chao, 2020). Thus, the study found that teachers who received assistance and resources from the school head had higher levels of self-efficacy.

Teachers' teaching efficacy, a pivotal factor in achieving effective teaching and learning (Stegall 2025), was deeply intertwined with self-efficacy, which has been

unequivocally linked to enhanced teaching effectiveness (Nührenbörger et al. 2025). Research further illuminated that teacher efficacy thrives on supportive factors such as job satisfaction, strong school leadership, and professional development, yet is diminished by challenges such as student behavior issues and a lack of administrative support (Hong, 2020). Consequently, this enhanced efficacy empowers teachers to refine their teaching pedagogies, leading to improved academic outcomes for students and more positive learning experiences (Pitkäniemi et al. 2025).

Pedagogy refers to the methods and practices of teaching, especially as an academic subject or theoretical concept. It encompasses the principles, theories, and strategies that guide educators' teaching and students' learning (Boymirzayeva 2025). Pedagogy itself outlines the core principles, strategies, and methods for teaching and learning (Baskara, 2025). From this foundation, instructional strategy emerges as the practical application of these principles, detailing the in-class techniques such as but not limited to planning lessons, instructional strategies, contextual responsiveness of instructions, learning assessments, and integration of information, communication, and technology that teachers will use to meet their daily learning objectives (DepEd Order no. 42, s. 2016).

Learning flourishes when teachers' pedagogical practices are precisely customized to each student's distinct needs, learning preferences, and existing knowledge (Manera et al., 2025). Moreover, shifting from a generic to an interactive, adaptable approach significantly boosts student motivation, engagement, and comprehension (Barna 2025). The benefits of this individualized instruction for improving learning outcomes were substantial: students whose education was tailored to their unique learning paths were better positioned for academic achievement, developed stronger critical thinking skills, and

cultivated a lasting passion for learning, resulting in improved performance and a more equitable educational experience (Bhijakkanarin, 2025).

Recognizing the significant benefits of an in-depth understanding of pedagogical approaches, teachers should also go the extra mile to provide diverse, tailored learning strategies that meet the unique needs of their learners (Paragas et al. 2023). Alongside this, the commitment of School Heads in implementing supervision practices was crucial, especially for beginning teachers (Alba et al. 2025). Beginning teachers were those with six months to one year of teaching experience who deserve special attention and support, as they progressively navigate the challenges of the teaching profession. Effective supervision and guidance during this formative period help them translate lesson concepts into observable learning outcomes, ultimately fostering teachers' pedagogical growth and enhancing student achievement Said, 2025).

The effectiveness of school heads' supervision improves when aligned with teachers' desire to enhance teaching, leading to better pedagogical practices and increased job satisfaction (Difoni et al., 2025). However, supervision was often challenged by overlapping responsibilities in curriculum and governance, as school heads also serve in various program and event roles at multiple levels (Begum et al., 2025). Similarly, teachers face challenges in dedicating time to lesson planning and classroom instruction due to their involvement in co-curricular activities and stakeholder engagements, which can lead to exhaustion and impact their commitment (EDCOM Two (2) Year Two (2) Report).

Data from DepEd Misamis Occidental's 4th Quarter FY 2023 Management Committee Meeting showed only 33% of school heads reported completing instructional supervision, indicating most teachers lacked essential support to improve their pedagogical

practices. This was echoed in the 2025-2026 Self-Assessment, where 90% of beginning teachers rated their competence in applying diverse teaching strategies for literacy, numeracy, and higher-order thinking as low to moderate, highlighting a pressing need for capacity building. Additionally, the 2022-2023 Grade 10 NAT had a mean score of 43.05%, and Grade 12 NAT scores in 2023-2024 averaged 41.42%, both well below the 75% passing standard, underscoring the gap in instructional effectiveness.

Effective supervision by school heads enhances teachers' pedagogical performance and student achievement [The Second Congressional Commission on Education - EDCOM Two (2) Report]. However, little attention has been given to how such supervision specifically enhances teachers' instructional practices in public schools. As emphasized, such supervision by school heads plays a crucial role in enhancing teaching effectiveness, student achievement, and teachers' well-being, as highlighted by San Roque et al. (2025). Consequently, a theoretical distinction can be drawn between the two. The same goes for teachers' teaching efficacy in their drive to learn and adapt 21st-century teaching strategies in relation to their improved pedagogical practices. By bridging this theoretical gap, the researcher can profoundly improve educational quality and teachers' well-being. The study's insights examine the reciprocal relationship between school head supervision and teachers' teaching efficacy, and how pedagogical practices offer a vital pathway to better educational outcomes.

This study led to more tailored and effective support strategies, ultimately improving teaching efficacy by understanding various perspectives and fostering more relevant interventions that enhance teacher confidence, skills, and student outcomes. Additionally, this study examined school heads' supervision practices and teachers'

teaching efficacy, emphasizing the need for updated studies on teachers in the Department of Education, Division of Misamis Occidental, to develop tailored pedagogical practices that improve learners' educational outcomes. Thus, the researcher sought to explore the need for further research on school heads' specific roles and responsibilities in supporting these practices and in continuously guiding and providing technical assistance to teachers to teach better. Overall, the study highlighted the need for further research to better understand how school heads' supervision and teachers' teaching efficacy improve teachers' pedagogical practices.

In the DepEd Division of Misamis Occidental, feedback from the study results was vital for program holders, including the Education Program Supervisors, especially for improving instructional leadership among School Heads and teachers. It served as a professional development tool, guiding the design of targeted interventions to enhance pedagogical content delivery. When integrated into instructional planning, this feedback ensures policies are effectively implemented, strengthening school leadership, teaching practices, and ultimately, student outcomes across the division.

School heads can benefit from the study's findings by developing more effective supervision practices and programs tailored to their teachers' pedagogical needs. In addition, they can better understand their roles in supporting these practices, thereby improving teacher-student outcomes. Furthermore, teachers can benefit from this study by gaining insights into effective supervision of school heads and teachers' teaching efficacy practices, leading to better pedagogical approaches. The study also helps teachers identify areas for improvement in their instructional delivery, leading to more targeted and better professional development opportunities. Lastly, students benefit from improved teaching

practices and better learning outcomes, thereby resulting in a high-quality education that prepares them for future success.

Theoretical Framework

The study was anchored in the following theories: Situational Leadership Theory (SLT) by Blanchard (1969), Bandura's (1986) Social Cognitive Theory (SCT), encompassing Self-Efficacy Theory (1977), and Evidence-Based Education (EBE) by David H. Hargreaves (1996).

Hersey and Blanchard's Situational Leadership Theory (SLT), published in 1969, holds that effective leadership depends on followers' development level; leaders need to modify their management style to match subordinates' readiness. In the context of supervision, the SLT suggested that school heads need to anchor their supervisory style to the level of the teacher's readiness and competence. A beginning teacher may require a more directive leadership style, while an experienced teacher may benefit from a more participative leadership style. Hence, the SLT provides a framework for school heads to assess teachers' developmental readiness and adjust their supervisory style accordingly.

The SLT served as the theoretical foundation of the study. The theory posited that effective leadership depends on a leader's ability to adjust their supervisory style to the readiness, competence, and commitment levels of their subordinates. In the context of this study, school heads apply situational leadership by adapting their supervisory approaches ranging from directing, coaching, supporting, to delegating according to teachers' varying levels of experience, confidence, and instructional needs. Thus, SLT underscores the dynamic relationship between supervision, teachers' teaching efficacy, and the resulting improvement in their pedagogical practices.

The theory is closely related to the educational oversight of school heads because it emphasizes its importance for situational awareness and adaptability in leadership (Jelaca et al. 2023). School heads need to be aware of each teacher's unique needs and competencies and adapt their supervisory style to fit the teacher's level of development. Using the SLT, school heads can provide more effective instructional supervision that supports teachers' efficacy and improves student outcomes. The situational leadership theory was utilized in some studies (Buck, 2025; Neibling, 2022; Meng, 2025). These studies used the Situational Leadership Theory to examine leadership and management practices in education. The theory was relevant to supervision because it provided a framework for understanding how school heads can adapt their leadership style to the needs of their followers, including teachers (Khaleel 2024).

Teachers' teaching efficacy was grounded in Bandura's (1986) Social Cognitive Theory and Self-Efficacy Theory (1977), highlighting how personal, environmental, and behavioral factors influence motivation and learning. These theories emphasized that learning and performance were shaped by observation, modeling, past experiences, and the belief in one's ability to perform necessary behaviors. Central to SCT was the concept of self-efficacy, the belief in one's own capacity to execute behaviors necessary for specific outcomes. This belief affects teachers' motivation, persistence, and instructional practices, underscoring the importance of self-efficacy in understanding and enhancing teaching effectiveness.

Teachers' self-efficacy significantly influences their motivation, behavior, and learning outcomes (White, 2021). Mentors with strong self-beliefs were more likely to set challenging goals, persist through difficulties, and engage in reflective practice, thereby

improving classroom practices and student achievement. Studies applying SCT, such as Nowland et al. (2023), showed that SCT-based training increased teachers' impact beliefs and enhanced teaching practices in physical education, resulting in better student outcomes. Similarly, Wang et al. (2021) found that teachers with higher self-efficacy were more likely to adopt and use computer-based assessments effectively, thereby improving learning outcomes. Overall, SCT and Self-Efficacy theories highlight the importance of supportive environments and professional development in boosting teachers' confidence and effectiveness (Li, 2024).

The development of Evidence-Based Education (EBE) was done by Hargreaves (1996). EBE champions the principle that pedagogical approaches should be rigorously grounded in the most robust scientific findings. This paradigm elevates randomized controlled trials (RCTs) as the paramount standard of evidence, moving beyond subjective personal judgment or anecdotal influences to inform educational practices. Consequently, EBE was intrinsically linked to evidence-based teaching, evidence-based learning, and the broader pursuit of school effectiveness research. The evidence-based education model involves a multifaceted approach that centers on making informed decisions about teaching and learning based on the best available pedagogical research and evidence (Philpott, 2025). Thus, at its heart, EBE relied on critically evaluating and synthesizing findings from rigorous educational research, including RCTs, meta-analyses, and systematic reviews. This means looking for consistent patterns of effectiveness across multiple studies.

Oje et al. (2025) have emphasized the profound implications of EBE for contemporary pedagogy. The research demonstrates EBE's efficacy in bridging specific pedagogical gaps for teachers by providing approaches adaptable to students' diverse

learning styles and the practical constraints of classroom environments. By grounding teachers' pedagogical practices in validated evidence, educators can move beyond intuition and tradition, ensuring their methods are not only effective but also demonstrably so (Stark, 2024). This direct link empowers teachers to make informed decisions, optimize student learning outcomes, and contribute to a culture of continuous improvement within their schools (Blitz 2025).

With this, Evidence-Based Education (EBE) provides a data-backed foundation for effective teaching practices. It helps teachers adopt proven strategies to address diverse learning styles, improve instruction, and create positive classroom environments. School heads support this by offering technical assistance rooted in EBE, promoting differentiated instruction, contextual responsiveness, assessment, and technology integration. This approach empowers teachers to make informed decisions that enhance student outcomes, moving beyond intuition and tradition.

General Statement of the Problem

This study aimed to determine the school heads' supervision practices and teachers' teaching efficacy in relation to pedagogical practices in the DepEd Division of Misamis Occidental during the SY 2025-2026. Specifically, the study answered the following:

1. What is the level of the school heads' supervision in terms of observation, feedback, reflection, and support?
2. What is the level of the teachers' teaching efficacy in terms of self-efficacy, outcome expectation, personal goals, and motivation?

3. What is the level of the teachers' pedagogical practices in terms of differentiated instruction, contextual responsiveness, learning assessment, and information communication technology integration.

4. Is there a significant relationship between the level of the school heads' supervision and teachers' pedagogical practices?

5. Is there a significant relationship between the level of the teachers' teaching efficacy and pedagogical practices?

6. What are the predictors of the teachers' pedagogical practices?

Null Hypotheses

Ho1: There is no significant relationship between the level of the school heads' supervision and teachers' pedagogical practices.

Ho2: There is no significant relationship between the level of the teachers' teaching efficacy and pedagogical practices.

Ho3: The school heads' supervision and teachers' teaching efficacy are not predictors of teachers' pedagogical practices.

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Chapter 2

SCHOOL HEADS' SUPERVISION AND TEACHERS' TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES

ABSTRACT

Effective school heads' supervision is a cornerstone for creating a dynamic, supportive, and high-performing educational environment. This study investigated the school heads' supervision and teachers' teaching efficacy in relation to pedagogical practices in DepEd Misamis Occidental Division during SY 2025-2026. The respondents were 127 beginning teachers selected through stratified random sampling. The study utilized School Heads' Supervision, Teachers' Teaching Efficacy, and Teachers' Pedagogical Practices Questionnaires as research instruments. Mean and Standard Deviation, Pearson Moment-Product Correlation, and Regression analysis were the statistical tools used to analyze the gathered data. The study revealed that school heads' supervision practices and teachers' teaching efficacy were perceived as very high. Teachers' pedagogical practices were very satisfactory. The study found that school heads' supervision and teachers' teaching efficacy were significantly related to teachers' pedagogical practices. The school heads' supervision-observation practices, together with teachers' outcome expectations, personal goals, and motivation, were predictors of teachers' pedagogical practice. The study concludes that school heads religiously observe classes in the conduct of instructional supervision. School heads may place a premium on timely feedback, reflection, and support.

Keywords: class observation, emotional strain, pedagogy, resilience, teaching efficiency

INTRODUCTION

School heads play a critical role in instructional supervision, serving as key leaders in developing a positive and effective learning environment, with the main responsibility of supporting and guiding teachers in delivering high-quality instruction that meets curriculum standards and enhances student achievement (Bariham et al., 2025). In the same vein, school heads' supervision was manifested through regular classroom observations, feedback sessions, and professional development initiatives that ensured that teaching practices align with educational goals and standards (Difoni et al., 2025). Furthermore, school heads' supervision facilitated inclusive planning, promoted reflective teaching, and implemented strategies to address impediments within the instructional process (Ngole 2021).

Effective supervision by the school head not only advances teaching performance but also fosters a culture of continuous growth, ultimately leading to better-quality student outcomes and overall school success (Estrella et al. 2024). In addition, effective school heads' supervision has a profound, far-reaching impact on both teachers and students, contributing to the overall success of the educational environment (Msuya 2023). Consequently, effective school heads' supervision was a cornerstone in creating a dynamic, supportive, and high-performing educational environment that benefits teachers, students, and the entire school community (Bariham et al., 2025).

Teachers were more likely to respond positively to their school head when they received specific, constructive feedback regarding their instructional practices. Such feedback was most effective when it was not only affirming and encouraging but also accompanied by clear, actionable suggestions for implementing innovative instructional

strategies during evaluations Brooks, 2024). Furthermore, school heads who provide insightful pedagogical technical assistance profoundly impact teachers' teaching efficacy and pedagogical practices (Naguit 2024). Thus, when school heads actively guided teachers in understanding and selecting appropriate methodologies based on evidence, they cultivated an environment where educators felt empowered and confident (Boyandi, 2025). Consequently, teachers' belief in their ability to influence student learning was strengthened, as they were equipped with the knowledge and support to implement best practices effectively, leading to more dynamic, responsive, and ultimately successful pedagogical approaches in the classroom (Tran et al., 2025). Thus, the supervisory role of school heads, as examined in this study, was fundamental in shaping teachers' confidence and their willingness to adopt and refine effective teaching strategies.

Teachers' teaching efficacy was a critical factor that significantly influenced student learning outcomes and overall school performance (Daumiller et al. 2025). When teachers feel confident in their abilities, they are more likely to implement innovative instructional strategies and foster a positive learning environment (Emiru et al., 2024). In this context, the support and guidance provided by school heads played a vital role in enhancing this sense of efficacy, particularly through targeted instructional supervision and constructive feedback (Ahn et al., 2024).

Building on this, effective pedagogical practices in China were essential for shaping teachers' confidence and competence in the classroom, as noted in the study by Thien et al. (2024). School heads who actively promoted professional development and offered consistent instructional support helped teachers refine their skills, creating a collaborative environment where teachers can thrive (Mudhar et al., 2024). Consequently, the supportive

atmosphere in the study by Nührenbörger et al. (2025) encouraged teachers to develop and implement more impactful instructional strategies, thereby further enhancing their teaching efficacy. This study aimed to understand how school heads' supervisory practices directly contributed to teachers' teaching efficacy, which, in turn, was intrinsically linked to their pedagogical approaches.

The intertwined nature of teaching efficacy and pedagogical practices means that teachers who possessed a strong sense of self-efficacy, outcome expectation, pedagogical content knowledge, and pedagogical repertoire were more likely to engage in thoughtful, deliberate, and innovative practices (Ostanov, 2025). As a result, they do not merely go through the motions but actively choose and adapt teaching strategies based on their understanding of student needs and learning principles (Mullins et al., 2025). High efficacy fosters a willingness to experiment with new approaches, persevere through challenges, and provide individualized support hallmarks of effective pedagogy (Bangayan et al., 2025). This interconnected relationship underscores the importance of instructional support and pedagogical development in cultivating teachers' efficacy and, ultimately, improving student achievement.

On the other hand, a significant dilemma faced by teachers was the absence of pedagogical technical assistance from unsupportive instructional leadership (Louws et al., 2025). Furthermore, when school heads fail to provide guidance, constructive feedback, or essential resources on effective teaching methodologies, educators often struggle to identify and implement best practices, thereby hindering their pedagogical growth and potentially diminishing their sense of efficacy (Cansoy, 2025). In addition, teachers feel

isolated in their decision-making, unsure whether their chosen approaches are sound or meet expectations (Begum et al., 2025).

With this, teachers revert to less effective, familiar methods, inadvertently limiting the richness and depth of learning opportunities for their students (Armario et al., 2025). Furthermore, this created a cycle in which teachers felt less capable, leading to less engaging instruction, which, in turn, resulted in lower student motivation and poorer learning outcomes (Pandita et al. 2025). Ultimately, it not only stifled teacher professional development but also directly impacts the overall quality of education delivered, as the very foundation of effective pedagogy was undermined (Muyan, 2025). This critical intersection examines how effective school head supervision can mitigate these challenges and foster environments where teachers can flourish in their pedagogical endeavors.

While the Philippine Professional Standards for Teachers (PPST) outlined the crucial indicator of applying a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills, to enhance teachers' pedagogical practices, DepEd Order 42, s, in 2017, over 90% tallied the teachers' priority developmental need under this indicator, seconded with the application of a range of teaching strategies to bridge the gap of literacy and numeracy skills, which were all under the pedagogical dilemmas of teachers, where the support they received does not satisfy their need Taculog et al., 2024). Despite acknowledging the importance of developing these higher-order cognitive skills among students, teachers often lack the systematic theoretical grounding and the practical, contextually relevant technical assistance from school heads necessary for effective implementation (Roallos, 2022). Hence, a significant theoretical gap exists in how teachers are currently empowered to meet this standard. This

gap lies not in the aspiration, but in the process. Teachers may understand that they should employ diverse strategies to foster critical and creative thinking. However, a theoretical disconnect emerges when they are left to independently decipher the pedagogical underpinnings of such strategies, their alignment with different subject matter, and their adaptability to diverse learner needs (Oriel et al. 2025). Despite the importance of effective teaching, there was a notable lack of research on how school heads' supervisory roles affect teachers' confidence in their teaching abilities, which, in turn, shapes their pedagogical methods. Filling this theoretical gap could provide crucial insights into the interplay among school leadership, teacher self-efficacy, and the enhancement of teaching quality and teachers' well-being.

Data from DepEd Misamis Occidental Division highlighted beginning teachers' low self-assessments in key teaching strategies indicators (90% low-moderate competence) for the School Year (SY) 2025-2026 and alarmingly low National Achievement Test scores (SY:2022-2023, Grade 10 MPS was 43.05% and SY: 2023-2024, Grade 12 MPS was 41.42%) significantly below standard of 75% indicating a critical need for improved pedagogy and capacity building. This suggested that teachers were not receiving the necessary feedback and support from school heads to enhance their instructional practices. This study was crucial for exploring how effective school heads' supervision can directly address the identified deficiencies, ultimately improving both teacher efficacy and student achievement within the division.

Conceptual Framework

This study used the school head's supervision and teachers' teaching efficacy as independent variables, with teachers' pedagogical practices as the dependent variable.

School Heads' Supervision was defined as the process of observing and assessing educational methods to raise the quality of instruction and enhance student learning outcomes, according to Bello and Olaer (2020). Conceptually, instructional supervision involves providing teachers with feedback and support to help them enhance their instructional practices, achieve their professional goals, and address learning gaps (Joly, 2021). The goal of instructional supervision was to nurture a culture of continuous improvement that promotes teachers' progress and development (Msuya, 2023). School Heads' supervision involved multiple constructs, such as observation, feedback, collaboration, evaluation, reflection, professional development, and support (Alkaabi, 2025).

Classroom observation, as a strategy in educational supervision, involves watching teaching practices to evaluate instructional quality and student engagement (McGhee et al. 2021). Regular observations by school heads provide valuable feedback, support teacher improvement, and promote accountability and professional growth (Difoni et al. 2025; Stegall, 2025). Additionally, such practices encourage teachers to reflect on their methods and adopt best practices to enhance pedagogical effectiveness (White, 2025).

Feedback, on the other hand, was the process of offering constructive, specific, and timely information regarding teachers' instructional practices, classroom management, or professional performance (Schooneover, 2025). Effective feedback offers targeted insights into teachers' strengths and areas for improvement, leading to enhanced teaching efficacy

and a more supportive educational environment (Sim et al. 2025). Additionally, such feedback helps teachers better understand expectations, fosters active engagement, and promotes a growth mindset by encouraging reflection and continuous improvement (Khan et al. 2025; Ahmed et al. 2021).

Reflection was a vital component of effective school supervision, enabling teachers to critically analyze their teaching experiences, instructional decisions, and student outcomes (Badakhshan, 2023). It encourages deep self-examination of pedagogical choices, fostering self-awareness and professional growth (Lubna, 2024; Myllykoski, 2024). Additionally, reflective practice enhances teachers' self-efficacy and empowerment, contributing to improved teaching performance, especially when integrated with emotional regulation strategies within supervision (Maharjan et al. 2025; Liu et al. 2025).

Support for teachers was a comprehensive concept that includes ongoing guidance, access to resources, and a culture of reflection and experimentation (Cilek, 2025; Ahmad, 2025). Well-supported teachers are better able to implement diverse strategies, differentiate instruction, and foster student engagement (Kong, 2024). Effective support also enhances teachers' understanding of learning theories, classroom management, and data use, leading to professional growth and improved student outcomes (Wang, 2024; Li, 2025).

School heads' supervision has been shown to positively impact teacher effectiveness, as evidenced by studies in Malang City, Indonesia, and China (Bambang et al. 2022; Hong 2020; Wang et al. 2021). Classroom observation by school leaders can promote professional growth by identifying effective strategies and areas needing improvement, thereby enhancing instructional quality (Tai, 2024). Additionally, providing

timely and constructive feedback was crucial for ongoing pedagogical development and refinement (Al-Mansouri, 2024). Reflective practice further supports teachers' professional growth and job satisfaction, while supportive leadership fosters a positive environment that enhances teaching efficacy (Kılıç, 2022; Aboramadan et al., 2021; Ananoglu, 2022). Overall, effective supervision by school heads plays a significant role in improving teacher performance and instructional quality.

Teachers' teaching efficacy encompasses their confidence and self-belief in effectively managing classrooms, delivering competency-based instruction, and achieving desired student learning outcomes (Khanshan & Yousefi, 2020). A strong sense of teaching efficacy significantly influences pedagogical practices, leading to improved learner results (Kılınç, 2025). When teachers believe in their ability to teach effectively, they are more likely to adopt innovative, student-centered methods, plan thoughtfully, and support struggling students, which fosters greater student engagement and a positive learning environment (Stegall, 2025; Finley, 2025). When combined, these factors enhance academic achievement and deepen students' understanding.

Self-efficacy, as defined, refers to the teacher's confidence in their own skills and abilities to accomplish teaching tasks (Mudrak et al., 2025). Additionally, the study revealed that a strong sense of self-efficacy enhances teaching efficacy because teachers believe they can impact student outcomes. Similarly, the same findings were observed in the study by Göçer et al. (2025), which found that when a teacher's self-efficacy is high, it creates a ripple effect that profoundly enhances students' learning outcomes and overall engagement. Thus, high self-efficacy empowers teachers to embrace new pedagogical strategies, persist

through challenges, and actively seek professional development, leading to more confident and effective teaching (Calkins 2024).

Outcome expectations were individuals' forecasts of the possible outcomes of a particular behavior (Xiang et al., 2025). Furthermore, the study found that when teachers expect positive outcomes from their efforts, their teaching efficacy increases. Similarly, increased self-efficacy acted as a key mediating factor, amplifying teachers' beliefs about the potential benefits into their instructional practices (Han, 2021). In addition, outcome expectation influences teachers' motivation and persistence; expect positive outcomes from their efforts – thus, significantly implement effective teaching strategies and stay committed despite challenges, as was divulged in the study of Woreta et al. (2025).

Personal goals were the teachers' belief that they could meet their personal teaching goals and expectations, as mentioned by Ruloff et al. (2022). In addition, these were individual objectives set by teachers to enhance their professional growth, teaching skills, and overall classroom effectiveness (Skaalvik, 2023). Consequently, setting and pursuing personal goals significantly improved the quality of education by encouraging teachers to innovate, adapt, and deliver more effective and engaging instruction, as revealed by Daumiller et al. (2025).

Motivation pertained to the teacher's internal drive to improve instructional practices and enhance student learning achievement (Chahal et al., 2026). In addition, when teachers are motivated, they become more confident, committed, and innovative in their instructional practices, which not only fosters a dynamic and engaging classroom environment but also significantly amplifies student motivation and participation (Calkins et al., 2024). Furthermore, fostering motivation among educators was essential for

delivering quality education, as it inspires continuous improvement, resilience, and a positive learning environment, as Chang et al. (2024) found.

Pedagogical Practices of teachers referred to the intentional and systematic methods, strategies, and actions that educators used to facilitate, guide, and support student learning (Sikström et al., 2024). Pedagogical practices encompass the instructional strategies used by teachers, contextual responsiveness of the lesson, learning assessment, and the utilization of information and communication technology (ICT) (DepEd Order 42, s. 2016). Effective pedagogical approaches not only enhanced student engagement and achievement but also empowered teachers by providing them with tools and insights to meet diverse learner needs, leading to a stronger sense of self-efficacy (Jarilkapovich 2025). Consequently, teachers who were adept at employing evidence-based pedagogical approaches were more likely to perceive themselves as effective educators, fostering a positive feedback loop that encouraged continuous professional growth and improved teaching quality (Ladson-Billings, 2024).

Differentiated instruction was a deliberate set of methods and techniques that teachers used to facilitate and enhance student learning, tailored to meet diverse learners' needs, as mentioned by Saro et al. (2026). Furthermore, it laid in creating an engaging, effective, and adaptable learning environment that promotes understanding and skill development (Cordova 2026). When effectively applied, instructional strategies contributed to quality, sustainable, and meaningful learning experiences, empowering learners to retain knowledge, develop critical thinking skills, and achieve long-term academic success (Goyibova et al., 2025).

Contextual responsiveness referred to a teacher's ability to adapt their instructional approaches to the specific cultural, social, and environmental contexts of their learners (Fitrianto et al., 2025). Furthermore, it focused on fostering a more meaningful and relevant learning experience by addressing learners' unique needs, backgrounds, and circumstances, as highlighted by Anlimachie (2026). Consequently, contextual responsiveness ensured pedagogical practices were effective, inclusive, and adaptable, ultimately promoting deeper understanding and long-term educational growth for all students (Lapidot-Lefler, 2025).

Learning assessment refers to the systematic process of evaluating and measuring students' understanding, skills, and progress through various tools and methods (Asrifan et al., 2026). In addition, it significantly contributed to providing teachers with valuable feedback on learners' development, guiding instructional decisions, and identifying areas needing improvement, as highlighted by Zou et al. (2024). Furthermore, effective learning assessment contributed to quality and enhanced learning outcomes by ensuring that teaching strategies were responsive to students' needs, fostering continuous improvement, and supporting learners' academic growth, as revealed by Elov et al. (2024).

Information communication technology (ICT) integration. The integration of ICT involved using digital tools and resources to facilitate and enrich educational experiences, as noted by Kilag et al. (2023). Furthermore, providing digital tools and resources in teaching practices highlights learners' interactions with diverse learning opportunities that cater to different learning styles, thereby enhancing the quality of education (Shaikh 2026). Moreover, ICT integration provided a clear pathway to complex Higher-Order Thinking Skills (HOTS) activities by enabling learners to analyze, evaluate, and create using

advanced technological platforms, thereby fostering deeper understanding and critical thinking, as revealed in the study by Samoylenko et al. (2022).

The next page shows the study's Schematic Diagram.

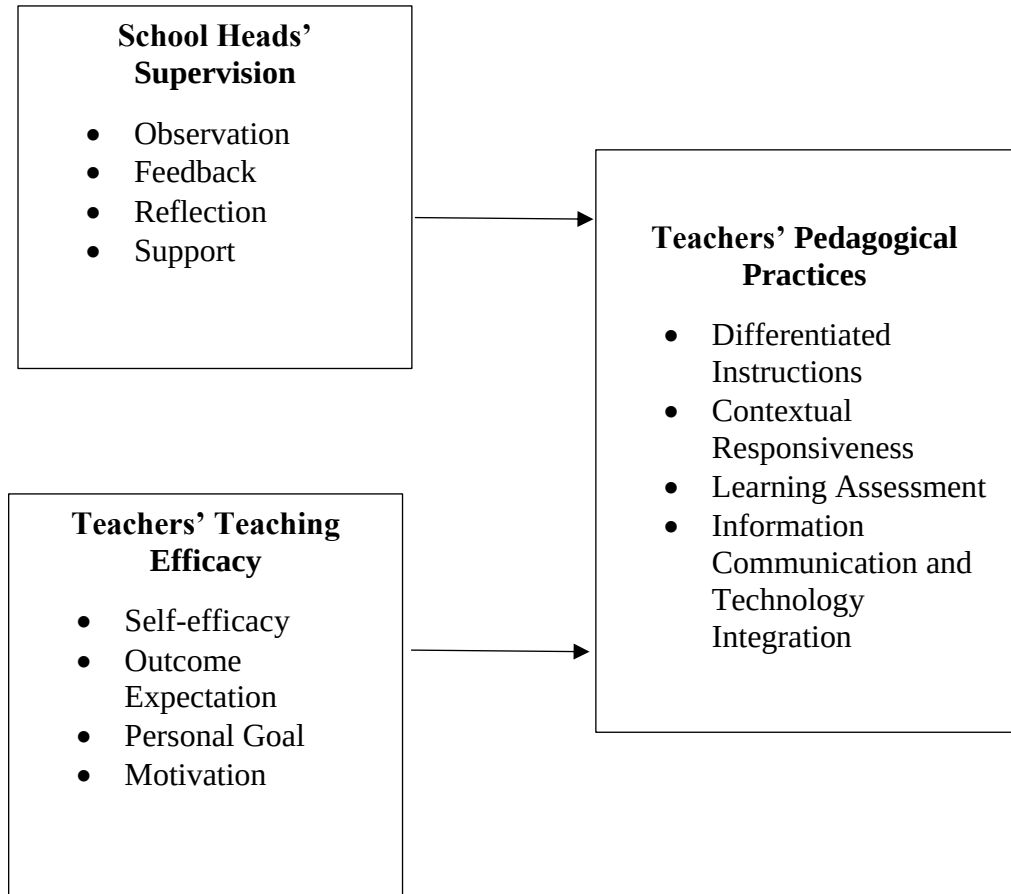


Figure 1: Schematic Diagram of the Study

Statement of the Problem

The study aimed to determine the school heads' supervision practices and teachers' teaching efficacy in relation to pedagogical practices in DepEd Division of Misamis Occidental during the SY: 2025-2026. Specifically, this sought to answer the following:

1. What is the level of the school heads' supervision in terms of observation, feedback, reflection, and support?
2. What is the level of the teachers' teaching efficacy in terms of self-efficacy, outcome expectations, personal goals, and motivation?
3. What is the level of the teachers' pedagogical practices in terms of differentiated instruction, contextual responsiveness, learning assessment, and information communication technology integration.
4. Is there a significant relationship between the level of the school head's supervision and teachers' pedagogical practices?
5. Is there a significant relationship between the level of the teachers' teaching efficacy and pedagogical practices?
6. What are the predictors of the teachers' pedagogical practices?

Null Hypotheses

Ho1: There is no significant relationship between the level of the school head's instructional supervision and teachers' pedagogical practices.

Ho2: There is no significant relationship between the level of the teachers' teaching efficacy and pedagogical practices.

Ho3: The school heads' supervision and teachers' teaching efficacy are not predictors of teachers' pedagogical practices.

RESEARCH METHODOLOGY

Design

The study used a descriptive-correlational design, combining descriptive and correlational methods. Descriptive research aimed to describe a phenomenon and its characteristics without explaining how or why it occurs. This type of research was often quantitatively analyzed using statistics such as frequencies and weighted means to uncover relationships among variables (Thomas 2023). Compared with correlational studies, which examined the relationship between two or more variables. The correlational method was used to control extraneous variables, to provide precise estimates of relationships among variables, and to produce conservative tests of hypotheses (Subia et al., 2018). The descriptive-correlational survey design was considered the most appropriate methodology. This design allowed for examining the relationship between school heads' supervision and teachers' teaching efficacy.

Setting

The study was conducted in the DepEd Division of Misamis Occidental, covering the following Municipalities of Concepcion, Sapang Dalaga, Calamba, Baliangao, Plaridel, Lopez Jaena, Aloran, and Panaon, Jimenez, Sinacaban, Tudela, Clarin, Bonifacio, and Don Victoriano, classified under the first and second congressional districts of Misamis Occidental, Philippines, and situated on the eastern coast of Panguil Bay, facing the island of Bohol in the Visayas.

The chosen setting in Misamis Occidental, with its specific geographical features and administrative practices, directly aligned with the study's objectives. By focusing on these Municipalities across both congressional districts, the research aimed to capture a

representative sample of the province's educational landscape. The study's emphasis on School Heads' Supervision and Teachers' Teaching Efficacy in Relation to Pedagogical Practices necessitated an examination of how leadership styles and supervisory approaches manifested in classrooms across these diverse localities. The coastal and bay-facing areas might present unique challenges and opportunities for pedagogical innovation compared to more inland Municipalities. Therefore, the scope of this study, encompassing these specific Municipalities, was designed to explore the nuanced relationships between leadership, teacher effectiveness, and the actual delivery of instruction within the distinct socio-cultural and environmental contexts of the province of Misamis Occidental.

Respondents

The selection of respondents for this study was guided by a deliberate, focused approach that employed purposive sampling. This method was chosen to ensure that the participants possess specific characteristics crucial for addressing the research objectives. There were 127 beginning teachers in the Division of Misamis Occidental in the SY 2025-2026 who had accumulated between 6 months and 1 year of teaching experience as public school teachers and were identified as respondents in the study. In addition, participants were selected according to the following criteria: (1) Full-time teacher, (2) currently teaching in key stage 3, and (3) gave consent to take part in the research. This ensured that the respondents had the necessary experience and knowledge to provide valuable insights for the research.

Instruments

This study used the following instruments in gathering the data:

A. School Heads' Supervision Questionnaire. This instrument comprises 40 statements created by the researcher to gauge the instructional supervision of school heads. It has four constructs: observation, evaluation, reflection, and support. The survey employed a four-point Likert scale to capture school administrators' extended instructional supervision performance. The instrument underwent content validity through expert review by seasoned educators and school heads, who assessed the relevance, clarity, and comprehensiveness of each item relative to the study's objectives and theoretical framework. Subsequently, it also underwent a pilot testing with a small group of thirty (30) teachers not included in the main study, allowing for the refinement of wording, identification of potential ambiguities, and confirmation of the questionnaire's overall clarity and ease of completion. The Cronbach's Alpha of the constructs was the following: observation was 0.959, feedback was 0.959, reflection was 0.954, and support was 0.960. The questionnaire had an excellent internal consistency and was considered reliable for use as a research instrument.

The continuum was utilized to analyze the data as shown below:

Responses	Continuum	Interpretation
4-Very Frequent (VF)	3.25 – 4.00	Very Satisfactory (VS)
3-Frequent (F)	2.50 – 3.24	Satisfactory (S)
2-Occasional (O)	1.75 – 2.49	Fair (F)
1-Rare (R)	1.00 – 1.74	Poor (P)

B. Teachers' Teaching Efficacy Questionnaire. The researcher used researcher-made questionnaires to measure teachers' teaching efficacy. The questionnaire used a four-point Likert scale. The constructs included self-efficacy, outcome expectations, personal goals, and motivation. An expert in the field validated this. A pilot test was conducted with the thirty (30) teachers who were not part of the study as respondents. The Cronbach's alphas for the constructs were: Self-Efficacy (0.936), Outcome Expectation (0.957), Personal Goals (0.933), and Motivation (0.960). The questionnaire demonstrated excellent internal consistency and was deemed reliable for use as a research instrument.

Responses	Continuum	Interpretation
4-Strongly Agree (SA)	3.25 – 4.00	Very High (VH)
3-Agree (A)	2.50 – 3.24	High (H)
2-Disagree (DA)	1.75 – 2.49	Low (L)
1-Strongly Disagree (SD)	1.00 – 1.74	Very Low (VL)

C. Teachers' Pedagogical Practices. The researcher used researcher-made questionnaires to measure teachers' pedagogical practices. It was composed of four constructs: differentiated instruction, contextual responsiveness, learning assessment, and information, communication, and technology integration. The questionnaire used a four-point Likert scale. An expert in the field validated this. A pilot test was conducted with the thirty (30) teachers who were not part of the study as respondents. The Cronbach's alphas for the constructs were: differentiated instruction was 0.971, contextual responsiveness was 0.953, learning assessment was 0.955, and information, communication, and technology integration was 0.930. The questionnaire had an excellent internal consistency and was considered reliable for use as a research instrument.

Below was the continuum used to analyze the gathered data:

Responses	Continuum	Interpretation
4 Always (A)	3.25 – 4.00	Very Good (VG)
3 Often (O)	2.50 – 3.24	Good (G)
2 Rarely (R)	1.75 – 2.49	Fair (F)
1 Never (N)	1.00 – 1.74	Poor (P)

Data Gathering Procedures

The researcher obtained permission from the Dean of the Graduate School of Misamis University and subsequently requested permission from the Schools Division Office of DepEd Misamis Occidental, the Office of the District Supervisors, and the School Head to administer survey questionnaires to the Teachers. While awaiting approval, the researcher prepared a consent letter for the respondents that thoroughly explained the study's purpose and rationale. The questionnaires were administered personally by the researcher on paper to ensure complete cooperation from the respondents and to facilitate easy data retrieval. Respondents were responsible for providing truthful responses to all survey items. 2 days after distribution, the questionnaires were collected, and the researcher tabulated the data using the Jamovi statistical analysis tool. Interpretation of results followed.

The raw data were stored in the researcher's files through the Envelop Bank for hard copies, for proper safekeeping. These procedures were provided to ensure the integrity and reference of the data. Should other researchers conduct further studies related to the proponent's research, data will be readily available for their convenience. Throughout the

study, the researcher ensured that all ethical considerations were maintained, especially the confidentiality and privacy of the respondents.

Ethical Considerations

This study was guided by strict ethical principles, beginning with review and approval by the Misamis University Research Ethics Committee. Respondents' well-being and dignity were paramount, ensuring no harm and upholding autonomy, fair treatment, and protection against exploitation. All obtained information was safeguarded in full compliance with the Data Privacy Act of 2012 (RA 10173).

Transparency was ensured through clear communication about the study's purpose, procedures, and potential implications, enabling informed, voluntary participation through a signed consent form. Surveys were administered outside teaching hours. Research data were confidential and secure, stored in a locked filing cabinet, with participant anonymity protected. It was also made clear that the participants have the right to withdraw at any time without penalty. Findings were presented objectively, and participants were informed of results post-publication. Data were retained for a period compliant with ethical guidelines.

Data Analysis

To effectively analyze and interpret the data collected for this study, a normality test was conducted first. Performing a normality test allowed us to determine if an assumption was met. The data followed a normal distribution, and we proceeded with these powerful parametric tests, which generally offered greater statistical power and more precise results.

Mean and Standard Deviation. These tools were used to determine the level of school heads' supervision, teachers' teaching efficacy, and pedagogical practices.

The Pearson Moment-Product Correlation Coefficient. The tool was utilized to thoroughly assess the significant relationships between the level of school heads' supervision and teachers' pedagogical practices, as well as the critical correlation between teachers' teaching efficacy and their pedagogical practices.

Regression analysis. This tool was employed to identify the key predictors of teachers' pedagogical practices and to gain a deeper understanding of the nature and strength of their associations.

RESULTS AND DISCUSSION

Level of School Heads' Supervision

Table 1 shows the level of School Heads' Supervision Practices ($M = 3.64$; $SD = 0.639$), indicating a generally positive and consistent level of supervisory behavior among school heads, as perceived by respondents. The ($M = 3.64$) suggests that, on average, school heads frequently demonstrate effective supervision practices that likely align with supportive and directive behaviors. The relatively moderate ($SD = 0.639$) indicated moderate variability in responses, suggesting that although most school heads adhere to these practices, there is some variation in the degree of supervision observed or reported.

The data on school heads' supervision practices across the constructs of Observation, Feedback, Reflection, and Support reveal insightful patterns in their supervision approaches and priorities. The construct of Observation has the highest rating ($M = 3.72$), coupled with a relatively low ($SD = 0.533$). This indicated that school heads

consistently observed instructional practices, and this behavior was perceived uniformly across respondents. Observation as a supervisory technique was vital in identifying areas for improvement, ensuring instructional quality, and maintaining accountability. The high mean suggested that school heads recognized the importance of being actively present and vigilant in their supervisory roles, aligning with effective leadership practices that emphasized situational awareness and responsiveness.

Feedback, ($M = 3.63$; $SD = 0.623$), also reflected a high level of engagement by school heads in providing constructive comments and guidance to their teachers. The slightly higher variability compared to Observation suggested some differences in how frequently or effectively feedback was delivered across different contexts or schools. Nonetheless, the overall positive mean indicated that feedback remains a core component of supervision, fostering professional growth and enhancing teaching and administrative performance. The emphasis on feedback aligns with the principles of participative leadership, encouraging open communication and continuous improvement.

Reflection as a construct shared the same rating ($M = 3.63$; $SD = 0.698$), suggesting more variability in how school heads incorporate reflective practices into their supervision. Reflection involved analyzing supervisory experiences, assessing outcomes, and planning future actions. The moderate mean indicated that some school heads routinely engaged in reflection, which was crucial for adapting supervisory strategies and fostering a culture of self-improvement. However, the greater variability implied that not all school heads prioritized or effectively implemented reflective practices, which could impact their ability to adapt and improve their supervision over time.

Support, with ($M = 3.57$; $SD = 0.703$), ranked slightly lower among the constructs, indicating that while support was recognized as an essential aspect of supervision, its practice may be inconsistent across different schools. Support encompasses providing resources, encouragement, and mentorship to staff, which were critical for building a positive school climate and motivating personnel. The relatively higher variability suggested that some school heads may excel at offering support, while others might underutilize this aspect of supervision, potentially affecting staff morale and capacity-building.

The findings showed that school heads predominantly engaged in observation and feedback, with some variability in reflection and support, aligning with Blanchard's (1969) Social Learning Theory (SLT), which emphasized modeling, observation, and reinforcement as key to learning and behavior change. Observation provided insights into classroom practices, enabling targeted interventions and professional development that positively impacted teacher performance and student achievement (Klette, 2023), while feedback served as a reinforcement for continuous improvement and motivation (Ndirangu et al., 2024). Reflection, though more variable, was an essential competency that promoted adaptive strategies and self-improvement, consistent with SLT's focus on self-modeling and internal reinforcement; variability indicated the need for more consistent engagement (Bagawan, 2023). The lower emphasis on support highlighted an area for growth, as mentorship and resource provision contributed to a positive school climate and staff retention (Iwal et al., 2024), functioning as social reinforcement within SLT that encouraged sustained instructional behaviors. Overall, these supervisory practices reflected core SLT principles, emphasizing modeling, reinforcement, and support in influencing

teacher behavior, and suggested that enhancing reflection and support mechanisms could further improve instructional quality and professional development.

The results demonstrated that school heads prioritized observation and feedback as central components of their supervisory practices, consistently engaging in these activities to promote instructional excellence. Reflection and support, while also vital, show more variability, highlighting areas where leadership practices could be strengthened through targeted professional development and organizational policies. The data underscore the importance of fostering a balanced supervisory approach that emphasizes all four constructs, ensuring comprehensive supervision by school heads that adapts to the needs of staff and students. Furthermore, the results suggested that effective school supervision involved a combination of vigilant observation, constructive feedback, reflective analysis, and consistent support, which collectively improved school performance and fostered a positive educational environment.

Table 1

Level of School Heads' Supervision

Supervision Practices	Weighted Mean	Standard Deviation	Interpretation
Observation	3.72	0.533	Very Satisfactory
Feedback	3.63	0.623	Very Satisfactory
Reflection	3.63	0.698	Very Satisfactory
Support	3.57	0.703	Very Satisfactory
Overall Supervision	3.64	0.639	Very Satisfactory
<i>Legend:</i> 3.25 – 4.00 - <i>Very Frequent</i> 2.50 – 3.24 – <i>Frequent</i> 1.75 – 2.49 - <i>Occasional</i> 1.00 – 1.74 – <i>Rare</i>			

Level of Teachers' Teaching Efficacy

Table 2 shows the level of teachers' teaching efficacy. Based on the data, the overall rating ($M = 3.74$; $SD = 0.455$). This weighted mean score, significantly above a neutral midpoint, indicated that the teachers surveyed possessed a strong sense of self-efficacy. The relatively low standard deviation suggested that this high efficacy was a consistent and shared perception among the group, not just an outlier experience. The very good remark environment fostered a positive reciprocal interaction among the teachers' personal agency, their classroom behaviors, and the resulting student outcomes, creating a productive learning environment.

The individual constructs showed a very high level of Teachers' teaching efficacy. The Self-Efficacy construct ($M = 3.67$; $SD = 0.498$) reflected teachers' confidence in their ability to plan, execute, and manage instructional tasks. Although it has the lowest mean score among the constructs, it remained strongly positive. The slightly higher standard deviation indicated greater variability in teachers' confidence levels than in other areas such as outcome expectations, personal goals, and motivation. Nonetheless, this strong sense of self-belief provides a vital foundation that energizes and supports the development of the other constructs.

Outcome Expectation ($M = 3.71$; $SD = 0.472$). The higher weighted mean and lower standard deviation here indicated that teachers were not only confident in their abilities but were also consistently optimistic about the positive consequences of their efforts. This alignment was critical; very high self-efficacy, coupled with strong outcome expectations, created a powerful motivational engine.

The natural progression from these beliefs was the setting of Personal Goals ($M = 3.78$; $SD = 0.427$). Teachers with very good efficacy and positive expectations tend to set challenging yet attainable professional objectives. This construct showed the highest weighted mean and the lowest variability among the first three, suggesting a very strong, uniform drive among beginning teachers to pursue improvement and achieve specific outcomes. These goals provided direction and a standard for self-evaluation.

Finally, these interconnected beliefs about self-efficacy, outcome expectations, and personal goals culminate in high Motivation ($M = 3.80$; $SD = 0.422$). This construct, reflecting beginning teachers' energy, persistence, and commitment to their work, scores highest overall and shows the least variability. The data strongly suggested that the teachers' cognitive beliefs were successfully translating into sustained behavioral effort. The low standard deviation indicated that this high level of motivation was a widespread and stable characteristic across the group.

The findings were fundamentally rooted in Bandura's Social Cognitive Theory (1986), with self-efficacy, first articulated in his 1977 theory, serving as the central mechanism. This theory posited that an individual's belief in their ability to execute actions, referred to as self-efficacy, directly influenced their motivation, the goals they set, and their subsequent behavior. In the context of teaching, this means that a teacher's confidence in their instructional skills fuels their motivation to engage in effective practices and to set and pursue challenging professional goals. The cited empirical studies robustly supported this theoretical framework. Wang (2021) demonstrated the direct impact of this belief system, showing that teachers with higher self-efficacy achieve better student outcomes. Woreta et al. (2025) further elaborated on the cognitive pathway, revealing that

a teacher's expectations for successful student outcomes acted as a critical mediator, translating self-efficacy into effective instructional strategies. This goal-directed process was reinforced by Strickland's (2021) work, which confirmed that specific, challenging goals are powerful motivators that enhance teacher performance. Finally, integrating these elements shows that the interplay between intrinsic motivation and strong self-efficacy created a synergistic effect, leading to higher levels of engagement and enthusiasm in teaching practices (Li et al., 2025). Collectively, this evidence showed that Bandura's theories explained pedagogical effectiveness, with observation and supervision being most impactful when they enhance teachers' self-efficacy, fostering motivation, goal-setting, and improved classroom behavior.

Thus, high and consistent efficacy beliefs among beginning teachers foster a positive cycle of innovation, resilience, and commitment, leading to improved teaching practices and student outcomes. When teachers believe in their abilities, they are more likely to experiment with new methods, persist through challenges, and stay dedicated to their professional growth. School leaders can support this by providing adequate resources, celebrating achievements, and encouraging collaboration, all of which help sustain their confidence and motivation. Additionally, targeted interventions such as mentoring or professional development are essential for teachers with lower confidence levels, ensuring that all educators have the support they need to grow and contribute to a thriving, effective school environment.

Table 2

Level of Teachers' Teaching Efficacy

Area of Teaching Efficacy	Weighted Mean	Standard Deviation	Description
Self-Efficacy	3.67	0.498	Very High
Outcome Expectation	3.71	0.472	Very High
Outcome Personal Goals	3.78	0.427	Very High
Motivation	3.80	0.422	Very High
Overall Efficacy	3.74	0.455	Very High
<i>Legend:</i>			
	3.25 – 4.00 - Very High	2.50 – 3.24 - High	
	1.75 – 2.49 - Low	1.00 – 1.74 - Very Low	

Level of Teachers' Pedagogical Practices

Table 3 shows the assessment of teachers' pedagogical practices, with an overall rating ($M = 3.74$; $SD = 0.467$), indicating a generally positive and consistent level of instructional effectiveness, grounded in the principles of Evidence-Based Education (EBE). The mean score suggests that teachers predominantly employ pedagogical strategies supported by empirical research, reflecting a commitment to proven methods to enhance student learning outcomes. The relatively low standard deviation further implied moderate agreement among educators regarding their instructional approaches, indicating uniformity in the application of evidence-based practices across the teaching community. This alignment with EBE underscores the importance of using scientifically validated teaching strategies to foster an environment conducive to meaningful learning, critical thinking, and skill development. Overall, the findings highlight the significant role that evidence-based pedagogical practices play in elevating teaching quality and ensuring that instructional methods are both effective and grounded in research, ultimately contributing to improved student achievement.

Differentiated Instruction ($M = 3.71$; $SD = 0.485$), reflect a slightly lower yet still commendable level of implementation. This indicated that while teachers were making efforts to customize instruction to meet individual learner needs, there remains room for growth. Differentiated instruction was essential for addressing diverse learning styles, abilities, and interests, making it a critical area for ongoing development. The relatively higher standard deviation compared to other constructs hints at some variability in practice, suggesting that not all teachers may be equally confident or skilled in implementing differentiation strategies. Focused professional development could further strengthen this area.

The construct of Contextual Responsiveness ($M=3.77$; $SD=0.442$), indicates a very good and stable implementation among beginning teachers. This suggested that teachers were effectively tailoring their instruction to meet the diverse backgrounds and needs of their students. Such responsiveness was crucial in fostering an inclusive learning environment where students feel valued and understood. The high level of implementation reflected teachers' awareness of the importance of context in teaching and their ability to adapt their strategies accordingly. Overall, this construct demonstrated that beginning teachers were proficient in adjusting their instructional approaches to resonate with their students' unique circumstances.

The Learning Assessment construct ($M= 3.72$; $SD = 0.469$), indicates a robust, consistent practice among beginning teachers. Effective assessment practices were vital for monitoring student progress and informing instruction. The high scores implied that teachers were proficient in designing and utilizing assessments to gauge learning outcomes. The low variability among teachers' responses indicated a shared understanding and

adoption of sound assessment strategies. Strengthening this construct further could involve integrating formative assessment techniques more deeply to provide ongoing feedback and support student improvement. Overall, assessment practices are well-established and form a solid foundation for effective teaching.

ICT Integration also scored a ($M = 3.77$; $SD = 0.471$), highlights it as one of the most prominent strengths in pedagogical practices. Teachers were successfully incorporating technology into their lessons, which was vital in preparing students for a digital world. The consistent high scores indicate that beginning teachers recognized the importance of ICT as a teaching tool and were confident in using it effectively. This integration enhanced engagement and provided diverse avenues for student learning. The stability of the scores suggested that ICT integration has been widely adopted and is a standard component of teachers' instructional practice, contributing to more dynamic and interactive lessons.

The consistently very good levels of teacher-reported proficiency across the four pedagogical constructs aligned with and were supported by key findings in the following educational research. The strength in Contextual Responsiveness ($M=3.77$; $SD = 0.442$) resonated with studies underscoring its critical role in student engagement and equity. For instance, research by Redmond et al. (2025) emphasized that culturally responsive teaching, a core aspect of contextualization, was fundamental for making learning meaningful and accessible to diverse student populations, thereby improving academic outcomes. Similarly, the strong performance in ICT Integration ($M=3.77$; $SD = 0.471$) reflected a global trend accelerated by necessity, particularly during the pandemic. Studies such as those by Scherer et al. (2021) in *Computers & Education* found that teachers' self-

efficacy in using digital tools was a primary predictor of successful technology integration, suggesting that the high mean score likely indicated a confident and adaptable teaching body.

While the data revealed a faculty systemically aligned with evidence-based ideals, the slightly lower scores in Differentiated Instruction ($M=3.71$; $SD=0.485$) and Learning Assessment ($M=3.72$; $SD=0.469$) exposed a concern between broad acceptance and deep implementation, reflecting Hargreaves' (1996) premise that effective reform required more than agreement. It demands the professional judgment and collaborative structures to expertly enact evidence. This was exemplified by the practical challenges in differentiation (AM et al., 2025) and assessment reform (Kumar B., 2025), underscoring that knowing the evidence was distinct from applying it, a journey that necessitated the ongoing, collaborative work within professional learning communities (Christensen et al., 2025) to achieve sophisticated, classroom-level practice.

Furthermore, the findings indicated that the teaching force was increasingly aligned with evidence-based, modern practices, particularly in relevance and technology integration, echoing Hargreaves' (1996) Evidence-Based Theory, which emphasized the importance of adopting proven pedagogical strategies to enhance student outcomes. While high efficacy scores reflect strong commitment and motivation among teachers, the varying standard deviations suggested inconsistencies in the depth and consistency of implementation.

To sustain and elevate teaching quality, future professional development initiatives may emphasize the cultivation of expertise in evidence-based practices, such as Differentiated Instruction and the integration of Information and Communication

Technology (ICT), by implementing systematic frameworks that support ongoing learning and continuous improvement. This strategic focus will enable educators to adapt their teaching methods to meet diverse student needs more effectively, thereby promoting more equitable educational benefits for all learners. Moreover, fostering a culture of reflective, research-informed teaching will encourage educators to regularly assess and refine their instructional approaches, ensuring that teaching practices remain current, effective, and responsive to emerging educational challenges and opportunities. Ultimately, this comprehensive approach aims not only to enhance individual teacher capabilities but also to create a collaborative, data-driven professional environment dedicated to achieving sustained excellence in student learning outcomes.

Table 3

Level of Teachers' Pedagogical Practices

Pedagogical Practices	Weighted Mean	Standard Deviation	Interpretation
Differentiated Instruction	3.71	0.485	Very Good
Contextual Responsiveness	3.77	0.442	Very Good
Learning Assessment	3.72	0.469	Very Good
ICT Integration	3.77	0.471	Very Good
Overall Weighted Mean	3.74	0.467	Very Good
<i>Legend:</i>			
3.25 – 4.00 - <i>Very Good</i>		2.50 – 3.24 – <i>Good</i>	
1.75 – 2.49 – <i>Fair</i>		1.00 – 1.74 – <i>Poor</i>	

Significant Relationship between the level of the School Head's Supervision and Teachers' Pedagogical Practices

Table 4 indicates a meaningful correlation between school heads' supervision and teachers' pedagogical practices. Teachers' ratings of each aspect of the school head's supervision practices showed a significant connection to the different components of teachers' pedagogical methods. Supervision encompasses activities such as classroom

observations by school heads, providing feedback, creating opportunities for reflection, and offering support to promote effective and efficient teaching.

The correlational analysis examining the relationship between school heads' supervision, specifically in the areas of observation and teachers' pedagogical practices, revealed significant positive associations across all measured dimensions. The correlations for Differentiated Instruction ($r = .430$, $p = .001$), Contextual Responsiveness ($r = .622$, $p = .001$), Learning Assessment ($r = .553$, $p = .001$), and ICT Integration ($r = .433$, $p = .001$), indicating that higher levels of supervision were generally associated with more effective pedagogical practices among teachers. This means that the null hypothesis was rejected, which stated that there is no significant relationship between the level of the school head's instructional supervision and teachers' pedagogical practices.

These findings suggested that when school heads actively observe and evaluate teaching performance, it may positively influence teachers' ability to incorporate differentiated instruction, adapt to contextual needs, employ diverse assessment methods, and integrate ICT tools into their lessons. The data underscore the importance of supervisory practices as a catalyst for enhancing teaching quality, highlighting that supportive, targeted supervision can foster more responsive and innovative pedagogical approaches in the classroom. Consequently, fostering strong supervisory practices focused on observation and constructive feedback could be instrumental in elevating the overall quality of instruction within schools.

In addition, this study aligned with existing research that emphasized the positive impact of school head supervision on teachers' pedagogical practices. Specifically, the significant correlations observed between supervision and areas such as contextual

responsiveness, assessment, differentiation, and ICT integration were consistent with Yasin G.'s (2025) findings, which showed that effective supervision fosters instructional improvement and innovation. Similarly, supportive supervision enhances teachers' capacity to adapt instruction to diverse student needs, which aligns with the strong relationship observed in contextual responsiveness, as revealed in Maurya's (2025) study.

Conversely, the role of supervision in promoting assessment strategies and ICT integration aligns with the findings of Desrianti et al. (2024), who reported that proactive supervisory practices contribute to more effective, technology-rich learning environments. Overall, these consistent findings underscore the importance of active, targeted supervision by school heads in advancing teachers' pedagogical excellence (Fadhilah et al., 2026).

The data on school heads' feedback provision in relation to all four constructs of teachers' pedagogical practices reveal statistically significant positive correlations, as indicated by p-values of .001 for each. This universal significance strongly suggested that the frequency, quality, or nature of school heads' feedback was not a peripheral factor but a fundamental driver of instructional quality within the school environment. The strength of these relationships, however, varied meaningfully across the constructs, offering insights into how feedback interacts with different domains of teaching. The strongest correlation was observed with Contextual Responsiveness ($r = .631$, $p = .001$). This large positive relationship implied that feedback from school heads was particularly potent in shaping a teacher's ability to tailor instruction to students' cultural, social, and local contexts. This likely occurs because contextualization often requires an external leadership perspective to help teachers see beyond their classroom walls, identify community assets,

and align lessons with students' lived experiences. Feedback here may act as a crucial mirror, guiding teachers to make learning more relevant and equitable.

The correlations for ICT Integration ($r = .472$, $p = .001$) and Learning Assessment ($r = .471$, $p = .001$) were moderate and nearly identical. This indicates that feedback was consistently and positively associated with these practices. For ICT, effective feedback likely provides both technical support and pedagogical framing, helping teachers move beyond mere tool use to integrating technology in ways that enhance learning. For assessment, constructive feedback from school heads can be instrumental in shifting practices from traditional grading to more formative, data-driven methods that inform instruction.

Interestingly, the weakest, though still statistically significant and positive correlation was with Differentiated Instruction ($r = .409$, $p = .001$). This moderate relationship suggested that while feedback supports differentiation, this complex practice may depend more on other intrinsic factors, such as a teacher's deep knowledge of individual student needs, creativity in designing tiered activities, and the significant time required for planning. Feedback can scaffold this process, such as suggesting grouping strategies or resource tiers, but the execution remains a highly personalized, classroom-intensive endeavor.

The findings robustly demonstrate that the feedback provision of school heads significantly impacted teachers' pedagogical practices across all measured domains. This aligned with established research, which positions instructional leadership as a critical lever for improvement. For instance, the strong implementation of contextual responsiveness resonated with Mette's (2026) work, suggesting that targeted administrative

feedback can effectively guide teachers in making instruction culturally relevant. The significant level of ICT Integration reflected the heightened teacher self-efficacy noted by Sermal et al. (2025), a development often scaffolded by leadership feedback that provided both technical and pedagogical support.

The pattern of differentiated instruction aligns with Mohalik et al. (2025) 's observation of its complex application, suggesting that while feedback was a vital support, this practice requires sustained, multifaceted leadership engagement. Similarly, the findings for learning assessment mirror the implementation gap identified by Cruikshank E. (2024), underscoring the need for consistent, formative feedback from the school head to bridge theory and daily practice among teachers. The cohesive professional culture suggested by the data was itself a product of such feedback cycles, a condition foundational to effective Professional Learning Communities Hudson C., 2024) for adopting these evidence-based strategies.

Data vigorously confirmed that feedback from school heads was a statistically significant and substantive correlate of higher levels of pedagogical practice among teachers. The gradient in correlation, from very strong in contextualization to moderate in differentiation, revealed that the efficacy of feedback was context-dependent, aligning with the inherent nature of each pedagogical construct. The primary implication was that the school head may prioritize cultivating high-quality, targeted feedback skills. To maximize instructional impact, school heads may be trained to provide specific, actionable feedback that is particularly attuned to fostering contextual relevance and supporting the integration of technology and assessment, while also recognizing that boosting complex practices like differentiation may require coupling feedback with additional resources, collaborative

planning time, and professional development. Ultimately, these correlations affirmed that effective school supervision, exercised through purposeful feedback, was indispensable for systemic pedagogical growth.

The correlation between school heads' reflection-supervision practice and teachers' pedagogical practices was statistically significant, positive, and moderate-to-strong. This consistent pattern strongly suggested that the quality and nature of instructional leadership, specifically through reflective supervision, were key environmental factors influencing teaching effectiveness. The strongest relationship was observed with Contextual Responsiveness ($r = .615$, $p = .001$). This high correlation indicated that when school heads were engaged in supervision focused on dialogue, feedback, and contextual analysis, teachers were significantly better equipped to tailor instruction to their students' cultural, linguistic, and community backgrounds. Reflective supervision likely provides the structured space for school heads and teachers to collaboratively examine student data, community assets, and learning barriers, directly translating into more responsive lesson planning and implementation.

Similarly, a strong correlation existed for Differentiated Instruction ($r = .566$, $p = .001$). This finding underscored that differentiation, as a complex practice requiring a deep understanding of individual student needs, thrives under leadership that models and coaches through reflection. A school head who used supervisory conversations to ask probing questions about student groupings, tiered tasks, and varied instructional strategies empowers teachers to move beyond one-size-fits-all instruction. The reflective process turns differentiation from a theoretical concept into a practiced, analyzed, and refined classroom routine.

The relationships with Learning Assessment ($r = .489$, $p = .001$) and ICT Integration ($r = .432$, $p = .001$) are slightly lower but remain statistically significant and positive. For assessment, the correlation suggested that reflective supervision helped shift practices from purely summative grading to formative, data-driven processes. School Heads who focus on how assessment informs instruction, rather than just on the scores achieved, foster a culture of evidence-based teaching. Regarding ICT integration, the significant correlation implied that effective leadership was crucial for moving beyond mere technology presence to its pedagogically sound application. Reflective supervision can help teachers critically evaluate which tools enhance learning objectives, moving from technical use to strategic integration.

Critically, the p-value of .001 for every construct confirmed that these relationships were not due to random chance. The probability that such consistent, positive correlations would appear across all four independent domains by accident was less than 0.1%. This lends robust statistical credibility to the idea that school heads' reflective supervision was meaningfully and reliably associated with enhanced teacher pedagogy.

The significant positive correlations between school heads' reflective supervision and teachers' pedagogical practices were strongly supported by existing literature on instructional leadership and professional development. The strongest correlation with Contextual Responsiveness aligned with research by Savvopoulos et al. (2025), who argued that effective school supervision was fundamentally culturally responsive, requiring school heads to engage teachers in dialogues about student identity and community context to move beyond generic pedagogy. Similarly, the strong link to Differentiated Instruction echoes Fanelle's (2025) findings, which posited that differentiation was not a solitary

teacher task but a school-wide endeavor; school heads who used supervision to model and co-plan for diverse learners created the necessary support system for this complex practice to flourish.

The significant relationship with Learning Assessment was consistent with the work of Hassan et al. (2024) on formative assessment, which demonstrated that teachers' use of assessment for learning was profoundly shaped by school heads, who foster a learning orientation through collaborative analysis of student evidence rather than a purely accountability-focused culture. Finally, the correlation with ICT Integration is supported by the technological pedagogical content knowledge (TPACK) framework research by Novoa-Echaurren et al. (2025), which emphasized that technology integration was a pedagogical challenge, not just a technical one. School heads who provided reflective, curriculum-focused coaching, rather than mere technical support, helped teachers navigate this integration more effectively, a point reinforced by subsequent studies on supervision for digital learning. Together, these correlations affirmed the central study of Ayumi et al. (2025), in their meta-analysis, which identified encouraging and engaging in the growth and professional development of teachers as the supervision dimension with the greatest impact on student outcomes, precisely because it transformed supervisory practice into a collaborative, reflective engine for pedagogical improvement.

Furthermore, the data present a compelling case for the transformative role of reflective supervision. The significant positive correlations across all pedagogical constructs demonstrated that school heads who engaged in supervision centered on collaborative reflection, rather than mere compliance monitoring, act as powerful catalysts for professional growth. The findings implied that investment in developing school leaders'

capacity for reflective coaching and dialogic feedback was not merely an administrative exercise but a direct, high-leverage strategy for improving classroom teaching and learning. To elevate pedagogical practices system-wide, professional development must strategically target the quality of supervisory interactions, positioning school heads as the chief architects of a reflective, adaptive, and continuously improving instructional culture.

Data on the supportive supervision practices of school heads and the pedagogical practices of beginning teachers revealed a strong, statistically significant relationship across the four key domains. All correlations were positive and strong, with p-values of .001, indicating that these findings were highly reliable and not due to chance. The strongest relationship was observed in the domain of Contextual Responsiveness ($r = .620$, $p = .001$). This very strong positive correlation suggested that when school heads engaged in supportive supervision that was attuned to the specific cultural, socioeconomic, and community realities of the school, beginning teachers were far more likely to adapt their pedagogy to be relevant and meaningful to their students' lives. This finding underscored that effective school heads' supervision goes beyond generic best practices; it involves guiding teachers to connect the curriculum to students' identities and local contexts, thereby making learning more equitable and engaging.

The relationship with Learning Assessment ($r = .514$, $p = .001$) and ICT Integration ($r = .492$, $p = .001$) also demonstrated strong, significant connections. For assessment, this indicated that supportive leadership focused on formative feedback and data-driven dialogue directly enhanced teachers' capacity to design and use assessments for learning, rather than merely for learning. Regarding ICT, the correlation confirmed that successful technology integration in the classroom was not merely a function of resource availability

but was significantly propelled by school heads' supervision that provides pedagogical coaching and support, helping teachers move from using technology as a novelty to leveraging it as a core instructional tool.

Although slightly lower in magnitude, the correlation with Differentiated Instruction ($r = .462$, $p = .001$) remained statistically significant and strong. This finding highlighted that tailoring instruction to meet diverse learner needs was a complex endeavor, substantially bolstered by supportive school supervision. Effective heads of school likely facilitated this by fostering collaborative planning time, modeling differentiation strategies, and creating a school culture that prioritizes and supports individualized student growth, thereby empowering teachers to implement these demanding practices more effectively.

This demonstrated that supportive supervision by school heads was strongly and significantly linked to the enhancement of specific pedagogical practices among beginning teachers. In the domain of Contextual Responsiveness, the strong correlation aligns with the principles of culturally responsive school supervision, as outlined by Thinh (2025). Emphasizing supervision that engages teachers in adapting instruction to community and student identities fosters higher learning outcomes. Regarding Learning Assessment, this aligned with Li et al. (2023) 's assertion that supervision practices fostering a data-driven, reflective support among teachers, an emphasis on continuous improvement, inquiry, and collaborative reflection, played a crucial role in enabling teachers to use formative assessments effectively.

Regarding ICT Integration, the correlation resonated with the TPACK framework (Priyanda et al., 2025) and subsequent studies, indicating that supervision focused on pedagogical coaching rather than mere technical support was crucial for meaningful

technology use. Finally, in Differentiated Instruction, the link reinforced by Wang et al. (2023) was that differentiation succeeds as a systemic effort, supported by school heads' supervision that models strategies and facilitates collaborative planning for diverse learners. Collectively, these results underscored that supportive supervision was a key mechanism through which school heads can directly and positively influence the development of critical, research-aligned teaching practices.

The analysis provided compelling empirical evidence that the support and supervision offered by school heads were pivotal in shaping classroom pedagogy, aligning with Blanchard's (1969) Situational Leadership Theory. This theory emphasized that effective leadership needed to be adaptable to teachers' developmental needs, requiring school heads to shift their style based on teachers' skills, confidence, and readiness. The strong and consistent correlations across pedagogical constructs such as Contextual Responsiveness, Learning Assessment, ICT Integration, and Differentiated Instruction affirmed that high-quality supervision acted as a crucial catalyst for teacher development by enabling school heads to tailor their support to individual teachers' needs. Investing in their ability to diagnose and respond appropriately to teachers' developmental stages emerged as a vital strategy for fostering meaningful, systemic school improvement.

Table 4

Significant Relationship between the level of the School Heads' Supervision and Teachers' Pedagogical Practices

Construct	r value	p value	Remarks
<u>Observation and</u>			
Differentiated Instruction	.430	.001	Reject Ho
Contextual Responsiveness	.622	.001	Reject Ho
Learning Assessment	.553	.001	Reject Ho
ICT Integration	.433	.001	Reject Ho
<u>Feedback and</u>			
Differentiated Instruction	.409	.001	Reject Ho
Contextual Responsiveness	.631	.001	Reject Ho
Learning Assessment	.471	.001	Reject Ho
ICT Integration	.472	.001	Reject Ho
<u>Reflection and</u>			
Differentiated Instruction	.566	.001	Reject Ho
Contextual Responsiveness	.615	.001	Reject Ho
Learning Assessment	.489	.001	Reject Ho
ICT Integration	.432	.001	Reject Ho
<u>Support and</u>			
Differentiated Instruction	.462	.001	Reject Ho
Contextual Responsiveness	.620	.001	Reject Ho
Learning Assessment	.514	.001	Reject Ho
ICT Integration	.492	.001	Reject Ho

Ho: There is no significant relationship between the level of the school head's instructional supervision and teachers' pedagogical practices.

Legend: 0.000-0.01** Highly Significant; 0.02-0.05* Significant; above 0.05 Not Significant

Significant Relationship Between Teachers' Teaching Efficacy and Pedagogical Practices

Table 5 shows a statistically significant relationship between teachers' self-beliefs and their implementation of key pedagogical domains. Analysis of Pearson correlation coefficients (r-values) demonstrated strong to very strong positive associations across multiple constructs: Teachers' Self-Efficacy, Outcome Expectation, Personal Goals, and Motivation all show significant correlations with practices in Differentiated Instruction,

Contextual Responsiveness, Learning Assessment, and ICT Integration. This pattern of findings underscored that teachers' internal psychological drivers, such as their confidence, anticipated outcomes, personal aims, and motivational states, were fundamentally and significantly intertwined with their capacity to enact complex, student-centered teaching practices.

The findings revealed a compelling and statistically significant web of relationships between teachers' internal efficacy constructs and their pedagogical practices. Each construct demonstrated a distinct yet interconnected influence. Teachers' Self-Efficacy showed a strong foundational relationship with the pedagogical practices of beginning teachers. The strongest correlation was with Learning Assessment ($r = .748$, $p = .001$), indicating that teachers' belief in their own capability was most closely tied to their skill in employing formative and summative evaluation methods. This was followed by Contextual Responsiveness ($r = .704$, $p = .001$), suggesting that confidence empowers teachers to adapt to student and community needs. The moderate correlations with Differentiated Instruction ($r = .554$, $p = .001$) and ICT Integration ($r = .583$, $p = .001$) implied that while self-belief was important for these complex practices, it may require additional support or specific skills training to fully translate into action.

Teachers' Outcome Expectation, the belief that one's actions will lead to desired student results, exhibited the strongest overall correlations. It was a very strong link to Learning Assessment ($r = .821$, $p = .001$), underscoring that teachers who were convinced of the positive impact of assessment were more likely to implement it rigorously. The exceptionally high correlation with Contextual Responsiveness ($r = .776$, $p = .001$) highlighted that the expectation of positive outcomes was a powerful driver for tailoring

instruction to diverse contexts. The substantial relationships with Differentiated Instruction ($r = .623, p = .001$) and ICT Integration ($r = .649, p = .001$) further demonstrated that the anticipated payoff in student learning motivates the adoption of these demanding pedagogical strategies.

Teachers' Personal Goals, on the other hand, revealed a fascinating pattern, showing the strongest absolute correlation with Contextual Responsiveness ($r = .827, p = .001$). This suggested that making instruction culturally and locally relevant was not just a strategy but a deeply held professional objective for many teachers. The strong correlation with Learning Assessment ($r = .673, p = .001$) indicated that effective assessment was also a key personal aim. The more moderate relationships with Differentiated Instruction ($r = .574, p = .001$) and especially in ICT Integration ($r = .454, p = .001$) suggested that while valued, these practices may not be as centrally embedded in teachers' personal professional identities or may be perceived as more instrumental than goal-worthy in themselves.

Teachers' Motivation also showed significant, but generally modest, correlations among the constructs. Its strongest association was with Contextual Responsiveness ($r = .651, p = .001$), indicating that intrinsic drive was particularly important for this adaptive practice. The identical correlations with Differentiated Instruction and Learning Assessment (both $r = .611, p = .001$) point to motivation as a key, balanced engine for both instructional design and evaluation. The weakest, though still significant, correlation was with ICT Integration ($r = .396, p = .001$), suggesting that current motivational structures, whether intrinsic or extrinsic, were least effective in promoting technology use, pointing to a potential area for systemic intervention.

Based on the established positive, statistically significant relationships (all $p < .001$) between teachers' efficacy constructs and their pedagogical practices, the findings align with and extend the existing body of research. The strong correlation between Teachers' Self-Efficacy and Learning Assessment ($r = .748$, $p = .001$) corroborates Dale's (2025) study, which argued that teachers' confidence in their instructional capabilities was a primary driver of the implementation of sophisticated, student-focused evaluation methods. Similarly, the very strong link between Outcome Expectation and both Learning Assessment ($r = .821$, $p = .001$) and Contextual Responsiveness ($r = .776$, $p = .001$) supports Bandura's (1997) social cognitive theory, which posited that the anticipated positive consequences of an action were a powerful motivator for behavior; this was empirically validated in educational contexts by Wang et al. (2023), showing teachers who believed in the benefits of adaptive practices were more likely to employ them.

The notably high association between Personal Goals and Contextual Responsiveness ($r = .827$, $p = .001$) resonated with Young et al.'s (2023) research on culturally responsive teaching self-efficacy, indicating that when pedagogical adaptation aligned with a teacher's intrinsic professional identity and aspirations, commitment to the practice was profound. Conversely, the consistently weaker correlations for ICT Integration across all constructs, especially Motivation ($r = .396$, $p = .001$), reflected in the literature such as in the work of Thompson et al. (2023) which identified that technology integration was often hindered not by a lack of tools and internet connectivity, but by deeper barriers related to teachers' pedagogical beliefs, self-concept, and perceived relevance to core teaching goals. Collectively, these findings confirmed that effective pedagogy was underpinned by a multi-faceted psychological foundation, where

strengthening teachers' internal beliefs and motivations was as critical as providing procedural training.

The discussion on teachers' pedagogical practices, grounded in Hargreaves' (1996) Evidence-Based Theory, was enriched by Bandura's Social Cognitive and Self-efficacy Theories, which highlighted the influence of teachers' beliefs. The hierarchy of correlations showed that Contextual Responsiveness and Learning Assessment were most strongly linked to teachers' self-efficacy, outcome expectations, goals, and motivation, indicating these practices were driven by confidence and belief in capabilities. Differentiated Instruction aligned with all constructs, reflecting its connection to self-efficacy and motivation, while ICT Integration, though related, had weaker links, suggesting it may be seen more as an external mandate. Overall, improving pedagogical practices required nurturing teachers' confidence, clarifying the positive outcomes, aligning with their goals, and fostering intrinsic motivation, principles central to Bandura's theories, while reinforcing Hargreaves' emphasis on internal beliefs in effective teaching.

Thus, the study highlighted that teachers' internal beliefs, such as self-efficacy, outcome expectations, personal goals, and motivation, were significantly linked to their pedagogical practices. Strengthening these psychological factors can enhance teachers' implementation of student-centered strategies such as assessment, responsiveness, differentiation, and technology integration, emphasizing the need for holistic approaches that foster confidence, purpose, and motivation alongside procedural training.

Table 5

Significant Relationship Between Teachers' Teaching Efficacy and Pedagogical Practices

Constructs	r value	p value	Remarks
<u>Self-Efficacy and</u>			
Differentiated Instructions	.554	.001	Reject Ho
Contextual Responsiveness	.704	.001	Reject Ho
Learning Assessment	.748	.001	Reject Ho
ICT Integration	.583	.001	Reject Ho
<u>Outcome Expectation and</u>			
Differentiated Instructions	.623	.001	Reject Ho
Contextual Responsiveness	.776	.001	Reject Ho
Learning Assessment	.821	.001	Reject Ho
ICT Integration	.649	.001	Reject Ho
<u>Personal Goals and</u>			
Differentiated Instructions	.574	.001	Reject Ho
Contextual Responsiveness	.827	.001	Reject Ho
Learning Assessment	.673	.001	Reject Ho
ICT Integration	.454	.001	Reject Ho
<u>Motivation and</u>			
Differentiated Instructions	.611	.001	Reject Ho
Contextual Responsiveness	.651	.001	Reject Ho
Learning Assessment	.611	.001	Reject Ho
ICT Integration	.396	.001	Reject Ho

Ho: There is no significant relationship between the level of the school head's instructional supervision and teachers' pedagogical practices.

Legend: 0.000-0.01** Highly Significant; 0.02-0.05* Significant; above 0.05 Not Significant

Predictors of the Teachers' Pedagogical Practices

Table 6 presents the results of the multiple regression analysis predicting teachers' pedagogical practices. The regression analysis was conducted to predict teachers' pedagogical practices based on school heads' supervision practices and teachers' teaching efficacy beliefs. The model, incorporating the supervisory practice of Observation and three dimensions of teacher efficacy, such as Outcome Expectation, Personal Goals, and Motivation, was found to be highly significant and robust. The overall model explained 68.8% of the variance in teachers' pedagogical performance ($R^2 = .688$). This high

explanatory power indicated that the combination of school heads' supervision and teachers' internal efficacy beliefs was a potent predictor of classroom instructional quality.

A detailed examination of the individual predictors revealed their unique contributions. The most influential predictor was the school head's Observation practice ($\beta = 0.425$, $p < .001$). The significant positive coefficient suggested that when school heads engaged in systematic, supportive observation, it directly and powerfully enhanced teachers' pedagogical strategies, likely through targeted coaching and reflective dialogue.

Furthermore, this finding strongly aligns with the literature on school heads' supervision, particularly the work of DE CASTRO (2023), who identified frequent, focused classroom observation and feedback as a cornerstone of effective school supervision and as a means of significantly enhancing teachers' pedagogical practices.

The efficacy dimensions also contributed significantly. Outcome Expectation ($\beta = 0.380$, $p < .001$) indicated that when teachers believed in their instructional efforts, they were more likely to employ sophisticated and persistent pedagogical practices, consistent with Bandura's (1997) social cognitive theory. Similarly, Motivation ($\beta = 0.268$, $p = 0.001$) emerged as a key driver, consistent with self-determination theory Chen et al., 2023), which posited that intrinsic motivation fuels engagement in complex, adaptive teaching behaviors. Finally, Personal Goals ($\beta = 0.261$, $p = 0.011$) made a smaller but still significant contribution, underscoring the importance of self-efficacy and mastery-oriented goals in guiding teacher improvement, as discussed in goal-setting theory (Fatariska et al., 2026).

In general, the study underscored the pivotal role of school heads' supervision, particularly through systematic classroom observation, in enhancing teachers' pedagogical

practices, aligning with Blanchard's (1969) Situational Leadership Theory (SLT), which emphasized the importance of tailored support and guidance from school heads. The findings also highlighted the significance of teachers' internal efficacy beliefs, such as Outcome Expectation, Motivation, and Personal Goals, as posited by Bandura's (1986, 1977) Self-efficacy Theory, in driving instructional quality. The robust regression model, accounting for 68.8% of the variance, demonstrated that effective supervision, combined with strong self-efficacy beliefs, fostered more sophisticated and persistent teaching practices, consistent with the Evidence-Based Theory (Hargreaves, 1996). Collectively, these insights affirmed that school heads' supervision, support, and internal motivation are critical determinants of effective pedagogy, underscoring a holistic approach to professional development that integrates supervisory practices, self-efficacy development, and evidence-based strategies.

The findings from the multiple regression analysis suggest several important implications for educational practice and policy. Primarily, they emphasize the critical role of school heads' supervision, especially through systematic classroom observation, in directly influencing and improving teachers' pedagogical practices, which aligns with established leadership theories highlighting tailored support. Additionally, teachers' internal efficacy beliefs such as Outcome Expectation, Motivation, and Personal Goals significantly contribute to instructional quality, highlighting the importance of fostering teachers' self-efficacy through targeted professional development and motivational strategies. The high explanatory power of the model (68.8%) indicates that combining effective supervision with strengthening teachers' internal beliefs can substantially enhance classroom instructional quality. Therefore, school supervision may prioritize

consistent, formative observation and feedback mechanisms while simultaneously cultivating teachers' confidence and motivation, creating a holistic environment conducive to continuous pedagogical growth and improved student outcomes.

Table 6

Predictors of Teachers' Pedagogical Practices

Variables	Coef SE	Coef	T-Value	P-Value
Constant	2.1803	0.2015	10.818	.201
Observation	0.4250	0.0962	4.419	.001
Outcome Expectation	0.3796	0.1015	3.739	.001
Personal Goals	0.2609	0.1014	2.574	.011
Motivation	0.2678	0.0799	3.349	.001
$R^2 = .688$				

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study examined school heads' supervision practices and teachers' teaching efficacy in relation to pedagogical practice. The study sought to answer the following research questions: 1) What is the level of the school heads' supervision in terms of observation, feedback, reflection, and support? 2) What is the level of the teachers' teaching efficacy in terms of self-efficacy, outcome expectations, personal goals, and motivation? 3) What is the level of the teachers' pedagogical practices in terms of differentiated instruction, contextual responsiveness, learning assessment, and information and communication technology integration? 4) Is there a significant relationship between the level of the school head's instructional supervision and teachers' pedagogical practices? 5) Is there a significant relationship between the level of the teachers' teaching efficacy

and pedagogical practices? 6) What are the predictors of the teachers' pedagogical practices?

The study was conducted within the DepEd Division of Misamis Occidental in the Province of Misamis Occidental during the SY 2025-2026. The sample consisted of 127 secondary-level beginning teachers employed in public schools, each with between 6 months and 1 year of professional experience. Participants were selected via stratified random sampling and administered research instruments. Specifically, researcher-developed questionnaires were used to assess school heads' supervision practices, teachers' teaching efficacy, and teachers' pedagogical practices. The collected data were analyzed using statistical measures including the Mean, Standard Deviation, Pearson Product-Moment Correlation Coefficient, and Regression Analysis.

Findings

The following were the findings of the study:

1. The supervision practices of school heads, encompassing observation, feedback, reflection, and support, were all rated very satisfactory.
2. Beginning teachers reported very high levels across all four constructs of teaching efficacy: self-efficacy, outcome expectations, personal goals, and motivation.
3. Teachers' pedagogical practices in differentiated instruction, contextual responsiveness, learning assessment, and ICT integration were all assessed at a very good level.
4. A statistically significant positive relationship existed between the level of school heads' supervision across all constructs: observation, feedback, reflection, and support in relation to teachers' pedagogical practices.

5. A statistically significant positive relationship existed between the level of teachers' teaching efficacy across all constructs: self-efficacy, outcome expectations, personal goals, and motivation in relation to their pedagogical practices.

6. School heads' supervision practices, such as observation and teachers' teaching efficacy on outcome expectations, personal goals, and motivation, were significant predictors of teachers' pedagogical practices.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. School heads consistently demonstrate an effective level of supervisory practices, primarily through classroom observations.

2. Beginning teachers show a strong foundation, especially in motivation.

3. Teachers show strong, consistent commitment to evidence-based methods, with strengths in contextual responsiveness and ICT integration.

4. Effective supervision by school heads, especially through observation and feedback, boosts teachers' classroom practices.

5. A strong link has been recorded between teachers' efficacy and practices like contextual responsiveness and assessment. Lower correlations in ICT and motivation highlight areas for improvement to enhance teaching effectiveness.

6. Observation has the strongest impact, emphasizing the importance of supervision and feedback. Fostering teachers' motivation, setting clear goals, and positive expectations can further improve the pedagogical practices of beginning teachers.

Recommendations

Based on the finding and conclusions of the study, the following were the recommendations:

1. School Heads may maintain the supervision practices focusing on observation, feedback, and reflection while enhancing support through coaching, resources, and open communication.
2. Program holders at schools, such as master teachers or teachers together with the school head, may implement professional development sessions that focus on building confidence, instructional skills, and self-reflection.
3. Schools' technical assistance providers, such as school heads and master teachers, may prioritize differentiated instruction and assessment through workshops, training, and mentorship.
4. ICT Teacher-coordinator, together with School heads, may support beginning teachers by providing ICT training and facilitating learning action cells on ICT integration.
5. ICT Teacher-coordinator, together with the school heads, may enhance internet connectivity and provide resources in schools to motivate beginning teachers and support their effective integration of ICT into teaching and learning.
6. School heads, together with the master teachers, may sustain observations with timely feedback and incentives to foster effective teaching practices.
7. Future researchers may stay updated on educational trends, be self-driven, optimistic, cooperative, output-focused, and resilient in the teaching process, regardless of support from school heads.

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Chapter 3

LIVED EXPERIENCES OF BEGINNING TEACHERS: A PHENOMENOLOGICAL STUDY

ABSTRACT

The transition from para-teacher to classroom teacher was a crucial phase, presenting challenges and growth opportunities, with their lived experiences offering valuable insights. This qualitative study used a transcendental phenomenological design, with 10 purposively selected public beginning teachers in DepEd Misamis Occidental Division during SY 2025-2026. An Interview Guide was used to gather information that was analyzed using Moustakas' Data Analysis Framework. The study revealed the following themes: Physical Classroom Space: The Beginning Teachers' Experience; The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in Pursuit of Motivation and Fulfillment; Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers; Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers. Thus, teacher development arose from interactions among the environment, feedback, and emotional demands, transforming initial struggles into a professional identity focused on adaptive care, responsiveness, and resilience through meaningful student connections. It is recommended that school heads and Education Program Supervisors, program holders, may reframe challenges as opportunities for developing a professional identity rooted in adaptive care.

Keywords: adaptability, classroom management, flexibility, novice, triumph

INTRODUCTION

The profound and enduring significance of beginning teaching as a cornerstone of societal progress was nowhere more evident than in the transformative and foundational experiences of those embarking on careers as educators (Burn, 2025). Specifically, in the study, beginning teachers were defined as those newly hired with less than one year of experience and navigated an initial phase that was far from a mere preamble. This period served as a crucible of immense growth, marked by significant challenges that forged the very bedrock of a teacher's pedagogical identity, as further elaborated by Smith et al. (2025). Moreover, it was in these formative early years that the seeds of innovation were sown, the educator's resilience was tested, and the enduring passion for shaping future generations was truly ignited, as discussed by Hinde McLeod (2025).

At the heart of effective education lies the intricate art of pedagogical practice, which extends far beyond the mere transmission of subject matter to encompass the dynamic, intentional strategies teachers employ to foster genuine understanding and engagement (Bergey et al. 2025). Furthermore, these practices constitute the essential toolkit of an educator, encompassing everything from lesson planning and the integration of instructional methods to the cultivation of a supportive learning environment, as mentioned by Kwok et al. (2025). Ultimately, the skillful application of these diverse approaches, as cited by Ferreira et al. (2024), enables teachers to effectively guide students, transforming abstract knowledge into tangible learning and empowering them to reach their full potential.

For beginning teachers, the landscape of pedagogical practices presented a unique confluence of daunting challenges and exhilarating opportunities, as mentioned by

Flamand et al. (2024). In addition, stepping into their first classrooms often means navigating unfamiliar diverse children, mastering classroom management from scratch, and wrestling with the complex task of translating theoretical knowledge into tangible, effective teaching in real time, all under the weight of immediate expectations (Mokoena et al. 2024). However, this very immersion also breeds immense potential: their fresh perspectives offer innovative approaches, their inherent enthusiasm fuels a powerful drive to learn and adapt, and their openness to new strategies allows them to embrace pedagogical evolution with a vigor that seasoned teachers might find harder to recapture, making their early career a crucial period for both personal and professional development (Groenewald et al. 2025).

In Australia, the study revealed that current initial teacher education programs often struggle to adequately equip beginning teachers with the skills and understanding needed to translate theoretical pedagogical concepts into practical, contextually relevant classroom actions (Du Plessis, 2024). Furthermore, the findings show a significant disconnect between what was taught and what was needed in real-world teaching scenarios. On the other hand, a primary challenge identified by beginning teachers in the study by Mostafa (2025) was the volume and the lack of tailored content in professional development sessions. Furthermore, the study revealed that beginning teachers in the Comprehensive Teacher Induction Program experience cognitive overload from excessive information that is not directly relevant to their immediate classroom needs. Thus, teachers shall be provided with the specific pedagogical content knowledge they need, as mentioned by Donna et al. (2024). This means that having a tailored approach, rather than a one-size-fits-all model,

was essential for helping beginning teachers transition from merely surviving to truly thriving in their roles, ultimately benefiting student outcomes across the curriculum.

In the Philippines, a study of beginning teachers in remote mountainous areas revealed that resilience emerged as a fundamental pedagogical strategy for beginning teachers navigating the demanding landscapes of these settings (Albina et al., 2025). The study's significant finding was that far from being a passive quality of endurance, this resilience actively fueled pedagogical innovation, compelling these educators to develop and implement creative teaching methods specifically tailored to the unique, localized educational needs of their students. This adaptability fundamentally reshaped their practices, proving that effective and impactful teaching was possible through a resourceful approach within specific contexts (Mopuyang, 2024). Ultimately, the quality of education provided to learners in these remote settings depended on support and connection, underscoring the crucial need for resources and networks (Galut, 2025). Furthermore, teachers' pedagogical approaches were shaped by their environment, fostering culture-based teaching and a profound sense of fulfillment from the life-changing experience of educating students in these challenging regions.

Despite a growing body of research on pedagogical approaches, a significant gap persists in understanding how beginning teachers specifically navigate, use a tailored-fit method, and adapt their practices during their crucial initial years. Much of the existing literature tends to focus on established teachers, leaving the unique developmental trajectory of beginning teachers largely underexplored. This lack of insight into the intricate processes by which beginning teachers grapple with theory versus practice, overcome initial hurdles, and forge their own effective teaching identities leaves us

questioning. Addressing this void was vital in providing targeted support and fostering the sustained success of the next generation of educators.

The purpose of this research was to delve deeply into the formative pedagogical experiences of beginning teachers in the Division of Misamis Occidental, to understand the dynamic interplay between the inherent challenges they face and the unique opportunities that shape their practice. By examining these formative experiences, the researcher can provide a comprehensive picture of the early-career teaching landscape, offering valuable insights into the evolution of effective pedagogical approaches in their earliest stages.

Conceptual Framework

This phenomenological study explored and comprehended the lived experiences of beginning teachers in relation to their pedagogical practices. The conceptual framework guiding this exploration was grounded in themes derived from existing qualitative research, serving as a lens through which we can interpret the emerging data. The identified themes were: Physical Classroom Space: The Beginning Teachers' Experience; The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in Pursuit of Motivation and Fulfillment; Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers; Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers.

Physical Classroom Space: The Beginning Teachers' Experience. Imposed significant physical and emotional strain on beginning teachers, frequently working long hours, including evenings and weekends, to prepare lessons, as mentioned by Smith et al. (2025). This relentless workload, coupled with the high expectations and emotional

investment required to support diverse student needs, can lead to fatigue, burnout, and feelings of overwhelm, ultimately affecting overall well-being, as emphasized by Boison et al. (2025). Furthermore, the study found that if these stressors are not effectively managed through proper self-care practices, they can hinder a teacher's ability to deliver engaging and effective lessons, thereby impacting student learning outcomes. Recognizing the importance of self-care was therefore crucial for beginning teachers, as it helps them build resilience, maintain their mental and physical health, and sustain their passion for teaching, as highlighted by Fersaoui et al. (2025). Moreover, prioritizing activities such as adequate rest, seeking support, and engaging in stress-reduction techniques enabled teachers to replenish their energy and focus, ensuring they could perform their instructional duties with efficiency, enthusiasm, and dedication over the long term (Zheng et al., 2025).

The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in Pursuit of Motivation and Fulfillment. Beginning teachers often experience a mix of excitement, anxiety, and hope as they embark on their teaching journey (Lindqvist et al., 2023). Furthermore, teachers feel eager and motivated, driven by high expectations to inspire and deliver their lessons effectively. However, these feelings were frequently tempered by self-doubt and stress as they navigated the challenges of managing classrooms and meeting diverse student needs (Hopman et al., 2023). Despite these fluctuating emotions, beginning teachers remain optimistic, viewing their experiences as opportunities for growth and development, ultimately fostering resilience and confidence in their evolving professional roles, as revealed by Silatan et al. (2026).

Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers. Essential skills for beginning teachers,

enabling them to respond effectively to unforeseen challenges and diverse student needs, as highlighted by Gu (2024). Furthermore, the study emphasized that when teachers adjust their instructional strategies and pacing, they are more likely to deliver lessons that are engaging, relevant, and accessible to all learners. The ability to modify approach fosters a positive learning environment and enhanced student understanding and participation Chen, 2023). Ultimately, beginning teachers' capacity to remain adaptable and flexible significantly influenced their success in delivering meaningful and impactful lessons (Ponce et al., 2024).

Personal Growth and Resilience were fundamental qualities that beginning teachers must cultivate to navigate the complexities of the teaching profession effectively, as noted in the study by Hooper et al. (2023). In addition, the study emphasized that as teachers gain experience and reflect on their practices, their confidence naturally develops over time, allowing them to handle classroom challenges with greater ease and assurance. Valuing small wins, such as successfully managing a difficult class session or receiving positive feedback, served as a powerful motivator, reinforcing their sense of achievement and inspiring them to persevere in the face of setbacks Liu, 2024). Ultimately, fostering resilience equipped teachers to adapt to changing circumstances, learn valuable lessons from failures, and remain committed to their professional development (Diab et al., 2024). Furthermore, the ongoing process of growth and resilience was crucial for achieving long-term success and personal fulfillment in teachers' careers, ensuring they remain passionate and effective teachers despite the inevitable obstacles they encounter along the way, as noted in Harris's (2025) study.

Feedback Provision and Reflection were crucial components of effective teaching for beginning teachers, as they help identify areas for improvement and reinforce successful strategies, as Ewing (2021) emphasized. Providing constructive and timely feedback to teachers, tailored to students' individual needs, ensures that learners stay motivated and understand their progress, thereby enhancing their overall learning experience (Pang, 2022). An avenue for teachers to reflect on their practices, on the other hand, enabled them to critically evaluate their instructional methods and identify areas for improvement, thereby making informed adjustments to better address and meet the diverse needs of learners (Lefebvre et al., 2022). Thus, engaging in the reflective process fosters a deeper understanding of teaching effectiveness and promotes continuous professional growth, ultimately enhancing student engagement and learning outcomes (Maharjan et al., 2025).

Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers. Pedagogical challenges such as classroom management, resource limitations, and student diversity posed significant obstacles for beginning teachers, often affecting the overall quality of instruction and student learning outcomes, as Bernales (2024) found. Furthermore, the study emphasized that if challenges are not effectively addressed, they can lead to disorganized classrooms, unequal learning opportunities, and increased student disengagement or behavioral issues. In addition, failure to address these issues properly may compromise teaching effectiveness and hinder student development, as noted by Červenková et al. (2021). However, with deliberate strategies and adaptive practices, beginning teachers can successfully navigate

these challenges, creating a more inclusive, engaging, and productive learning environment that benefits all students, as emphasized by Kolajo (2025).

Moments of Triumph and Motivation were crucial milestones in the journey of beginning teachers, as they provide meaningful opportunities to celebrate their successes and recognize their development, as Thomas (2024) noted. Furthermore, the study emphasized that moments such as observing students grasp complex concepts more easily, witnessing increased student engagement, or receiving heartfelt, positive feedback from students, parents, or colleagues were powerful sources of encouragement and validation. In addition, learners inspired teachers to maintain their dedication. They put forth their best effort even when faced with difficulties, knowing that their efforts were making a tangible difference, as highlighted in the study by Parker et al. (2025). Ultimately, these accomplishments contribute to a deep sense of self-fulfillment and personal achievement, reinforcing teachers' passion for their profession and strengthening their commitment to continuous growth and improvement in their craft Ardila et al., 2025).

Next page shows the Schematic Diagram of the study.

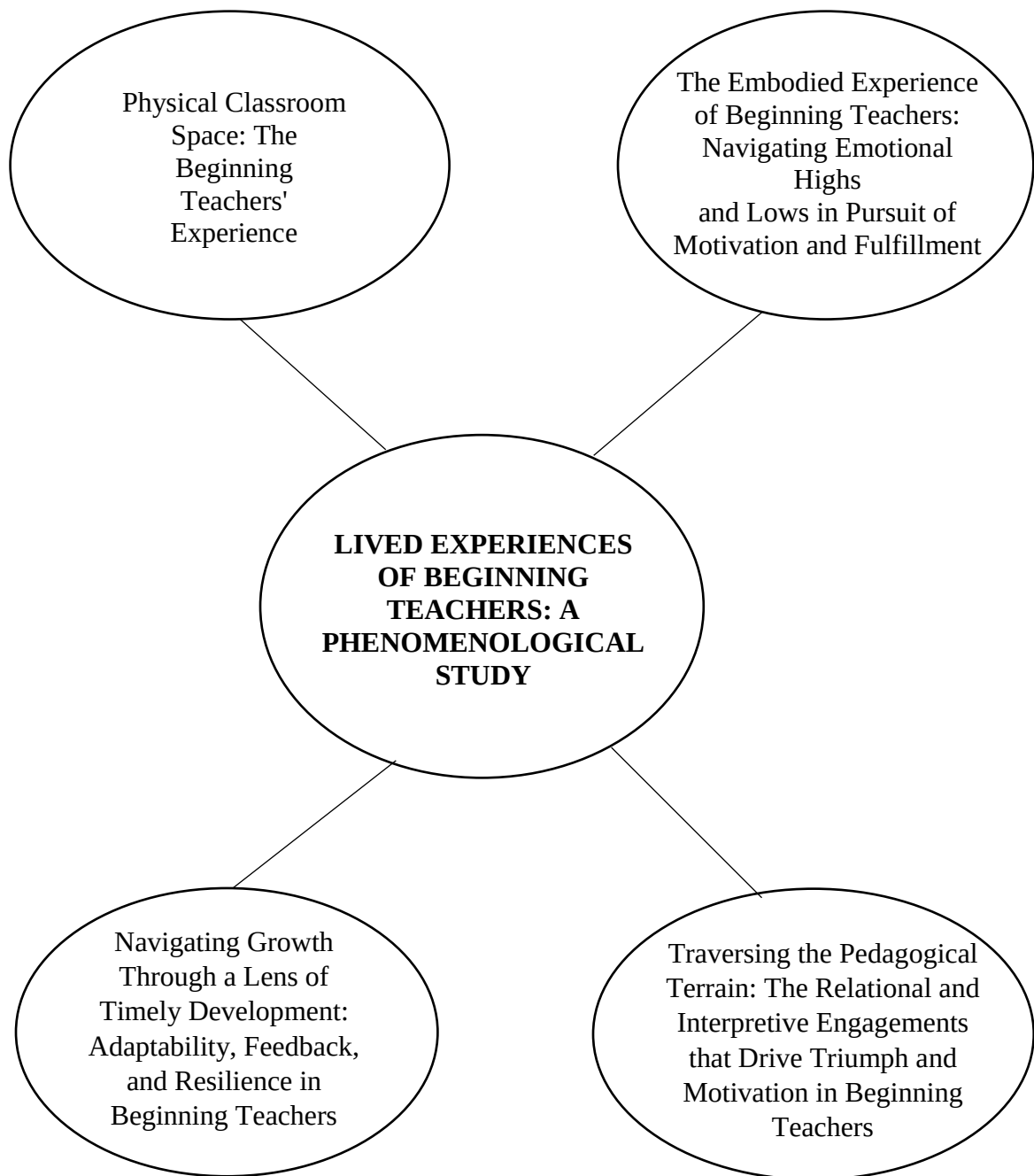


Figure 2. Schematic Diagram of the Study

Statement of the Problem

This study explored the lived experiences of beginning teachers in DepEd Lopez Jaena District, Division of Misamis Occidental during the SY 2025-2026. Specifically, this sought to answer the following questions:

1. How do beginning teachers experience and make meaning of the physical classroom space as they plan, deliver, and reflect on their pedagogical practices?
2. What are the embodied experiences (physical and emotional sensations, feelings) of beginning teachers as they engage in their pedagogical practices, and how do these experiences influence their actions and well-being?
3. How do beginning teachers experience and interpret their interactions with students, colleagues, and school leaders in shaping their pedagogical understanding and practice?
4. What meanings do beginning teachers ascribe to the pedagogical challenges they encounter, their adaptive strategies, and their perceived strengths and areas for growth in their initial years of teaching?

RESEARCH METHODOLOGY

Design

This study utilized a phenomenological research design. Phenomenology was explained as a qualitative, non-dualistic research approach that identifies and retains the discourse of research participants (Barnard, McCosker & Gerber, 1999). This approach was appropriate in exploring the experiences of beginning teachers.

To ensure the validity of this phenomenological study, the research instrument, comprising opening and core interview questions, was rigorously developed. The questions were designed to elicit rich, descriptive narratives that align directly with the lifeworld dimensions of spatiality, temporality, corporeality, sociality, and objectivity/meaning. This alignment ensured that the instrument effectively captures the lived experiences of beginning teachers concerning their pedagogical practices, as intended by the phenomenological approach.

Furthermore, the instrument's validity was established through a multi-stage process. Initially, the questions were reviewed by experienced phenomenological researchers or educational scholars to assess the clarity, relevance, and potential to elicit deep experiential accounts. This iterative refinement process, potentially including pilot interviews, aimed to confirm that the questions would authentically represent the participants' perspectives and the phenomenon under investigation.

Setting

This study investigated KS3 beginning teachers in DepEd Lopez Jaena District, Division of Misamis Occidental, during the SY 2025-2026, leveraging the researcher's insider school head perspective to enhance access. Lopez Jaena is one of the Municipalities in the province of Misamis Occidental and a district in the DepEd Misamis Occidental. It is composed of 28 barangays. It has seven (7) institutions offering Key Stage 3 Basic Education. It is a coastal municipality with a land area of ninety-four point seventy (94.70) square kilometers or thirty-six point fifty-six (36.56) square miles, which constitutes four-point seventy-two percent (4.72%) of Misamis Occidental's total area. Its population, as determined by the 2020 Census, was twenty-five thousand five hundred seven (25,507).

This represented four-point thirteen percent (4.13%) of the total population of Misamis Occidental province, or point fifty-one percent (0.51%) of the overall population of the Northern Mindanao Region.

Participants of the Study

The participants of this study were comprised of ten (10) beginning teachers with six (6) months to one (1) year of teaching experience from junior high school, who were selected through purposive sampling. This selection was based on the following criteria: (1) Teaching on a full-time basis, and (2) Having expressed their willingness to participate through the submission of a consent form.

While an initial sample size of 10 was anticipated, the final number of participants was determined by data saturation. Data saturation was achieved when new interviews yielded no significant new insights or themes related to the research questions, indicating that the range of experiences had been thoroughly explored.

Instrument

The interview guide questions (Appendix C) were utilized to facilitate in-depth interviews with the participants. These interviews focused on exploring the lived experiences of beginning teachers in relation to their pedagogical practices. The researcher developed the interview guide based on the study's objectives, and to ensure its validity and relevance, it was reviewed by experts in qualitative research through a content validity assessment. Prior to the main data collection, the interview questions were piloted to evaluate their clarity, appropriateness, and effectiveness in eliciting comprehensive

responses aligned with the research questions. This process helped refine the questions to ensure they effectively captured participants' experiences and insights.

Data Gathering Procedure

To facilitate the study, permission was obtained from the Misamis University Graduate School Office, the Schools Division Office of DepEd Misamis Occidental, and the Office of the Public Schools District Supervisor. Proper authorization was then channeled to the school heads and the ten (10) beginning teachers, who served as participants, to secure their approval for participation in the interviews. Upon receiving approval letters from the relevant authorities and teachers, the researcher prepared a structured interview guide to collect data on the participants' pedagogical practices.

Subsequently, the researcher conducted interviews with the participants according to an agreed-upon, mutually identified one-day schedule that was convenient for them. The respondents were responsible for providing truthful responses to all questions. To ensure ethical standards, the participants were assured of the confidentiality of their data and were informed that they could withdraw from the study at any time. Additionally, they were respectfully asked to fill out an informed consent form.

After finalizing the list of participants, the interview activities commenced on the scheduled date. The conversations were digitally recorded and later transcribed. The researcher conducted face-to-face interviews to obtain responses to the questions, took notes during the sessions, and used a digital recorder to review and document what transpired.

Ethical Considerations

This study adhered strictly to ethical research principles, commencing with submission to the Misamis University Research Ethics Committee for comprehensive review and approval. The researcher was committed to safeguarding all obtained information in full compliance with the Data Privacy Act of 2012 (RA 10173). Paramount to this study was the well-being of participants, ensuring that no harm was inflicted and aligning with the fundamental ethical imperative to protect individuals from potential risks. Respect for participants was a cornerstone, upholding the moral duty to treat all individuals with consideration. This includes ensuring the right to self-expression and autonomy, fair treatment, and the prevention of exploitation.

Transparency was maintained by providing participants with clear information regarding the study's purpose, procedures, and potential implications, enabling them to make informed decisions about their voluntary participation. Furthermore, the privacy and confidentiality of all research data were rigorously protected. Measures were implemented to ensure the anonymity and security of participants' identities and personal information. Participants were informed of their right to withdraw from the study at any time without penalty. This commitment to participants' protection was further reinforced through agreements to maintain confidentiality, fostering trust and encouraging honest participation. Finally, all findings were presented in a manner that avoids biased representation of the primary data. In recognition of their valuable contributions, participants received a summary of the study's findings upon publication, offering insights into their peers' collective experiences and potentially informing future professional

development or policy discussions. Participants were informed of the results after publication.

Data Analysis

In this study, Moustakas' (1994) phenomenological reduction served as the primary data analysis technique to explore the lived experiences of beginning teachers. An in-depth examination of participants' subjective experiences within their personal and social contexts was undertaken to integrate the lifeworld dimension, thereby broadening the analysis beyond structural and descriptive methods. This approach aimed to uncover how teachers perceived, interpreted, and made meaning of their early teaching journeys within their everyday worlds.

The transcripts from all participant interviews were meticulously analyzed using Moustakas' established methods, with particular attention to the lifeworld aspects that shaped their experiences. The following steps guided the analytical process: (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis, all integrated with reflections on the participants' personal, social, and cultural contexts—their lifeworld.

Bracketing (Epoche): To ensure an unbiased interpretation, bracketing was rigorously applied. This involved suspending the researcher's preconceived notions and personal biases about beginning teachers' experiences, particularly regarding the social and cultural influences that could affect their perceptions. This step was crucial to maintaining openness and allowing the authentic voices of the participants, as situated in their lifeworld's, to emerge freely.

Horizontalization: The researcher carefully listed all verbatim expressions from the transcripts that directly related to the study's objectives, paying particular attention to statements that reflected the teachers' personal meanings, societal roles, and cultural influences. Each expression was initially treated equally, emphasizing the comprehensive capture of their lived realities within their social and cultural contexts.

Clustering into Themes: The significant expressions were reduced into invariant horizons and clustered into core themes that encapsulated both the experiential and contextual dimensions of the teachers' journeys. These themes aimed to reflect not only what teachers experienced but also how their social backgrounds, community interactions, and personal beliefs influenced those experiences. Validation of these themes involved comparing them with existing literature and considering the broader lifeworld factors.

Textural Description: This phase involved describing "what occurred" from the teachers' perspectives, incorporating their perceptions, feelings, and interpretations within their social and cultural environments. Using verbatim excerpts, a narrative was constructed that captured the essence of their experiences, emphasizing the influence of their lifeworld on their pedagogical development.

Structural Description: Building upon the textural account, this step examined "how it occurred" by analyzing the underlying structures and contexts—such as community support, cultural expectations, and personal belief systems—that shaped their experiences. Through imaginative variation and reflection, the structural description revealed the frameworks within which teachers made sense of their early careers.

Textural-Structural Synthesis: The final step synthesized meaning units from each participant's descriptions, integrating experiential and contextual insights. This resulted in

a composite narrative that highlighted the commonalities and shared essence of the beginning teachers' experiences within their lifeworlds. The synthesis aimed to provide a profound understanding of how personal, social, and cultural factors intertwined to influence their pedagogical journeys.

By integrating the lifeworld dimension into the phenomenological analysis, the study not only explored the superficial aspects of teachers' experiences but also delved into the deeper meanings derived from their everyday realities, social relationships, and cultural contexts. This comprehensive approach enriched the understanding of the phenomenon, emphasizing the importance of lived experiences within their broader human and social environments.

RESULTS AND DISCUSSION

The early experiences of teachers were vital for their growth and teaching quality, ultimately enhancing student outcomes and fostering sustainable, impactful education. The study explored the lived experiences of beginning teachers in understanding their challenges, growth, and resilience during the early stages of their careers. Ten beginning teachers were purposively selected as respondents, and the following themes emerged from the analysis of the study:

Physical Classroom Space: The Beginning Teachers' Experience

The physical classroom environment plays a crucial role in shaping teaching and learning experiences for beginning teachers. It influences their ability to manage the classroom effectively, engage students, and deliver lessons efficiently. Thus, beginning teachers' perceptions and interactions with the physical classroom space significantly influence their planning, teaching, and reflective practices. This environment plays a

crucial role in shaping their ability to manage the classroom effectively, engage students, and deliver lessons efficiently. Navigating limited resources, space constraints, and environmental distractions presented notable challenges; however, these experiences also foster resilience and adaptive strategies. As beginning teachers navigated these complexities, their experiences shaped their instructional strategies and confidence, providing valuable insights into their pedagogical growth and effectiveness. Understanding how beginning teachers make meaning of their classroom space revealed how they respond to and adapt within their environment, highlighting the vital role of the physical setting in their professional development. The subthemes generated responses that encompassed teaching, classroom resources, and pedagogical challenges, all of which influence their overall growth as beginning teachers.

Demands of Teaching and Classroom Resources. The demands of teaching and the availability of classroom resources were critical factors that significantly influenced the effectiveness of beginning teachers and the overall learning environment. Teachers were often required to manage diverse student needs, design engaging lessons, and adapt to various classroom challenges, while striving to foster a positive, productive atmosphere (Shank, 2023). At the same time, the adequacy and accessibility of classroom resources such as teaching materials, technology, and support tools played a vital role in enabling teachers to deliver quality education and enhance student learning experiences (Hetharion 2025). Balancing these demands with resource limitations remains a key consideration for ensuring successful teaching outcomes (Matlanato et al. 2026). However, four of the participants shared the following statement:

“My classroom is active and diverse with limited resources but strong student interaction, which is both motivating and sometimes challenging for lesson delivery.” (P4)

“Lack of hands-on experience and limited laboratory resources, noting that with only two functional computers and incomplete tools, students struggle to apply theoretical knowledge in real situations. (P7)

“The helpfulness of available resources such as a flat-screen LED TV and unlimited internet, which facilitate engaging lessons and enable the teacher to design activities suited to learners' levels.” (P9)

“The challenges of teaching in a makeshift classroom, including frequent distractions from noise and limited space for movement, which hinder the implementation of interactive and group activities.” (P10)

Participant 4 described the classroom environment as being lively and diverse, characterized by active student engagement and a wide range of student backgrounds and learning styles. Despite limited resources, the teacher found that strong student interaction was a motivating factor, fostering a dynamic, energetic learning atmosphere. However, this same diversity and resource scarcity can also pose obstacles to effective lesson delivery, requiring the teacher to be adaptable and resourceful in maintaining student interest and ensuring meaningful learning experiences. Ultimately, the combination of active participation and resource limitations created a classroom setting that was both inspiring and demanding, pushing the teacher to continuously seek innovative solutions to meet students' needs.

Similarly, Participant 10 highlighted that their makeshift classroom was functional but prone to distractions due to noise and limited space for movement. These constraints required teachers to be flexible and innovative, often adjusting teaching methods to suit the physical setting. For example, Participant 7 also shared that adjusting activities mid-lesson, such as incorporating concrete materials, enhanced student understanding despite resource

limitations. Such adaptations were essential to meet diverse learners' needs and maintain engagement amid environmental challenges.

Beyond physical constraints, resources such as teaching aids, laboratory equipment, or multi-purpose spaces directly influence pedagogical approaches. Participant 9 emphasized the importance of visual aids and multimedia tools to facilitate understanding, especially when resources such as functional computers and laboratory equipment were scarce. Beginning teachers often need to improvise using visuals, illustrations, or hands-on activity materials to bridge gaps caused by resource limitations. These experiences highlight the critical demand for resourcefulness and creativity in managing physical classroom spaces that were often less than ideal but still vital for effective teaching.

Pedagogical Challenges: Resources. Pedagogical challenges related to resources were a significant factor that can impact the quality of teaching and student learning outcomes. Adequate and well-equipped resources were essential for teachers to effectively implement diverse instructional strategies, cater to different learning styles, and create an engaging classroom environment. When resources are limited, educators often struggle to deliver lessons that are both stimulating and comprehensive, which can hinder student motivation and understanding. As pointed out, resource limitations directly affect teaching quality in primary education (Mncube et al. 2023). Similarly, the importance of instructional resources in supporting diverse learners has been emphasized in the study of Rothe et al. (2023), while Ifenatuora et al. (2023) discussed the challenges teachers face in resource-constrained classrooms and strategies for improvement. Thus, the responses of the following participants conformed to this ideology.

“Looking back on my first year of teaching, one of my biggest pedagogical challenges was managing the classroom with limited space while ensuring that all students understood the lesson.” (P5)

“Classrooms needed renovations and proper equipment like TVs, speakers, and printers. They stressed the importance of a safe, comfortable, and pleasant learning environment for effective teaching.” (P6)

“The classroom environment I work in is dynamic and diverse. Some key features include limited resources but strong student interaction. While challenges like large class size or lack of materials exist, I find that a positive atmosphere and good classroom management help create meaningful learning experiences.” (P8)

Participant 5 reflected that during their first year of teaching, a major pedagogical challenge was managing the classroom effectively within limited space, which made it difficult to ensure all students comprehended the lesson. This highlighted how resource constraints, such as inadequate physical space, can hinder classroom management and instructional delivery, ultimately affecting student understanding and engagement. Addressing such resource limitations was crucial for creating an environment conducive to effective teaching and learning.

Similarly, Participant 6 emphasized the importance of preparing a conducive learning environment before the school year, ensuring classrooms were safe and well-equipped with essential materials like TVs, speakers, and printers. They noted that improvements and renovations often depend on the admin office's support through MOOE funds, underscoring how resource availability directly affects the classroom's physical condition. Creating a comfortable, visually appealing atmosphere was vital to effective learning, further underscoring the pedagogical challenges posed by resource limitations.

Additionally, Participant 8 described the classroom as dynamic and diverse, characterized by limited resources but strong student engagement. Despite challenges such

as large class sizes and limited resources, they stressed that maintaining a positive atmosphere and effective classroom management were key strategies for overcoming these obstacles. Collectively, these perspectives demonstrated that resource constraints, whether space, materials, or infrastructure, posed significant pedagogical challenges but can be mitigated through good management, a positive environment, and strategic planning to foster meaningful learning experiences.

Indeed, participants consistently noted that managing large or noisy classrooms, especially in limited spaces, demanded heightened vigilance and adaptive strategies. Now, addressing these resource constraints is crucial, as they directly influence a teacher's ability to overcome pedagogical challenges and foster an effective learning atmosphere. Ultimately, ensuring access to sufficient resources was vital to empowering teachers to meet their students' evolving needs and improve overall educational quality.

In relation to Blanchard's Situational Leadership Theory (1969), the school context emphasizes adaptive leadership that responds to the developmental needs of beginning teachers, fostering their growth and confidence through tailored guidance and support. When school heads created a conducive learning environment characterized by standardized, resource-equipped classrooms, as highlighted by Yahya et al. (2023), they not only enhanced student engagement but also positively influenced teachers' self-efficacy, as emphasized by Bandura (1977). Such environments, with adequate teaching aids, technology, and diverse materials (Soe et al., 2025), empower teachers to confidently experiment with innovative pedagogies and address diverse student needs, boosting their motivation and persistence. When infrastructural and material support were prioritized, teachers were more likely to develop mastery and belief in their instructional capabilities,

leading to improved pedagogical practices and fostering a culture of continuous professional growth that benefits both teachers and learners, as underscored by Modi et al. (2023).

Physical classroom environment indeed plays a pivotal role in shaping effective teaching and meaningful learning experiences, especially for beginning teachers facing resource limitations and space constraints. While challenges such as inadequate infrastructure, scarce materials, noise, and limited movement can hinder instructional delivery, these obstacles also foster resilience and adaptability among educators. The importance of maintaining a positive, safe, and well-equipped atmosphere cannot be overstated, as it directly influences student engagement, motivation, and academic success. Providing standardized classrooms with essential resources such as teaching aids, technology, and conducive physical spaces creates an environment where learning thrives and both teachers and students can reach their full potential. Ultimately, strategic resource allocation and a supportive physical setting were fundamental in overcoming pedagogical challenges, fostering resilience, and ensuring that quality education is accessible to all learners.

The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in Pursuit of Motivation and Fulfillment

Beginning teachers often embark on a journey filled with intense emotional experiences that shape their professional growth and personal resilience. These emotional highs and lows, ranging from excitement and fulfillment to anxiety and stress, were integral to their development as teachers. As beginning teachers navigated diverse classroom environments, managed challenges, and celebrated moments of success, their embodied

feelings influenced their motivation and sense of fulfillment. Understanding these emotional experiences provided insight into the complex reality of early teaching and highlighted the importance of emotional resilience in fostering long-term commitment and professional growth. The subthemes for this theme are: Emotional Experiences: Excitement, Anxiety, Fulfillment, and Demands of Teaching; Emotional Strain.

Emotional Experiences: Excitement, Anxiety, Fulfillment. A powerful and often contradictory triad characterized the emotional landscape of beginning teachers: the initial excitement of entering the profession, the pervasive anxiety stemming from inexperience and high-stakes responsibility, and the profound fulfillment derived from student growth and personal mastery (Li et al. 2024). This dynamic interplay was not merely a series of isolated feelings but a constitutive force that shapes motivation, pedagogical choices, and professional identity (Pires, 2023). Navigating the transition from the exhilarating highs of early idealism to the daunting lows of classroom reality is a central, embodied challenge, in which managing this emotional spectrum is critical to sustaining resilience and achieving long-term career satisfaction (Chen & Xie, 2025).

“A typical day as a beginning teacher is both exciting and challenging, filled with a mix of anticipation and uncertainty. The day usually starts with preparing instructional materials, organizing activities, and reviewing lesson plans.” (P2)

“One memorable moment was handling a disruptive class for the first time. It was challenging, but it taught me the importance of patience and clear expectations.” (P4)

“The first time a student truly understood a lesson I taught. Their face lifted with excitement, and it reminded me why teaching matters. It gave me confidence and made all the challenges feel worthwhile.” (P5)

“I felt anxious when students were restless, but found fulfillment in adapting their approach, which improved engagement and reinforced that teaching involves growth through resilience and reflection.” (P7)

Many participants described feelings of excitement at the start of their teaching careers. Participant 2 shared that beginning a teacher's day was a blend of exhilaration and trial, a rhythm of hopeful expectations punctuated by moments of doubt. This excitement often fueled their motivation to create meaningful connections with students and innovate their teaching practices. Participant 5 also echoed this sentiment, recalling that seeing a student's face light up with understanding for the first time gave the teacher confidence and validated all the struggles along the way. These moments serve as embodied reminders of their purpose and the positive impact they can have.

Conversely, anxiety was a common emotional response, especially during initial classroom encounters. Participant 7 reflected that seeing the students become restless prompted self-doubt, felt discouraged, and wondered whether the teacher had failed to explain the concept clearly. Such feelings of nervousness were natural but can be alleviated through reflection and adaptation. Fulfillment, on the other hand, emerged from successful interactions and student progress. Participant 4 expressed that while navigating a disruptive class demanded patience, witnessing the students' positive turnaround was both fulfilling and a powerful reaffirmation of its purpose. These embodied emotions, such as excitement, anxiety, and fulfillment, are intertwined to motivate teachers, even amidst difficulties.

Demands of Teaching: Emotional Strain. The profession of teaching is inherently a vocation of high emotional demand, requiring beginning teachers to continuously navigate a complex terrain of interpersonal dynamics, institutional pressures, and personal investment, as noted in the study by Lin et al. (2026). This sustained emotional strain, manifesting as stress, burnout, and compassion fatigue, arose from the constant need to manage one's own feelings while attuning to and regulating students' regulating students'

emotions (Joshi, 2025; Reyes et al., 2023). It represents a critical, often unacknowledged, dimension of the workload that directly impacts teacher well-being, instructional effectiveness, and career longevity (Huang et al. 2023).

“Teaching can be physically tiring and emotionally demanding, but I see these challenges as part of the profession that strengthen my resilience and commitment.” (P6)

“Typical day as a beginning teacher A typical day for me as a beginning teacher is both fulfilling and demanding.” (P8)

“I face emotional challenges teaching in a makeshift classroom due to noise, passersby, and limited space, which disrupt lessons and hinder student engagement.” (P10)

The emotional strain of teaching often manifests as exhaustion and self-doubt. Participant 6 highlighted that teaching was both physically exhausting, given its long hours, and emotionally draining due to the profound responsibility for students' progress. The constant need to manage classroom behaviors, cater to diverse learning needs, and meet administrative requirements can lead to burnout. Participant 10 also shared that handling a makeshift classroom with distractions and limited resources can be overwhelming, but the sense of fulfillment keeps the beginning teacher going. Thus, the embodied experience of emotional strain underscored the importance of resilience and self-care in sustaining motivation.

Participants also discussed the pressure of ensuring student success despite challenges. Participant 8 noted that teaching was fulfilling but demanding, and that there was a responsibility to shape lives, which sometimes felt heavy. These emotional strains, while taxing, also serve as catalysts for personal growth. Teachers learned to develop

patience, adaptability, and a stronger sense of purpose, transforming emotional strain into motivation for continuous improvement.

Moments of Triumph and Motivation. The early career of teaching was punctuated by moments of triumph, those powerful, often unexpected instances where effort and care converge to spark a student's understanding, connection, or growth, as mentioned by Beltran & Paglinawan (2025). These triumphs, ranging from a struggling learner's breakthrough to the successful adaptation of a lesson for a diverse classroom, served as a critical motivational anchor for beginning teachers (Kerridge, 2024). More than mere rewards, these experiences validate their professional identity, reinforce their sense of purpose, and provide the essential emotional fuel to navigate the inherent challenges of the profession, transforming initial passion into a resilient and sustainable commitment to teaching (Diab & Green, 2024).

“One memorable experience was struggling to communicate with IP learners due to language differences. It was challenging, but I learned to use simple language, visuals, and gestures. This experience helped me grow as a teacher.” (P1)

“I successfully delivered a math lesson by seeking help and witnessing a low-performing student scored 90%, which boosted my confidence and motivation.” (P9)

“A colleague once advised me to focus more on student-centered strategies, which shifted my approach and improved student participation.” (P4)

Triumphs in teaching often come from small, meaningful moments. Participant 1 reflected that adjusting the lessons to students' needs and seeing them engaged were a triumph that kept the teacher motivated. These moments remind beginning teachers of their capacity to make a positive impact, fueling their perseverance. On the other hand, participant 9 shared that when a student who struggled with math scored high on a test, the

teacher felt an incredible sense of achievement. Such successes reinforce their motivation and embodied sense of purpose.

Furthermore, feedback from colleagues and students served as an embodied affirmation of the teachers' efforts. Furthermore, Participant 4 noted that receiving a colleague's advice to adopt more student-centered strategies not only enhanced the teacher's teaching effectiveness but also served as a source of motivation to continuously refine their instructional practice. The embodied satisfaction derived from these moments sustained teachers through the emotional lows, reinforcing their dedication and motivation.

The participants' narratives vividly illustrated that the beginning teaching experience was an embodied journey defined by a dynamic interplay of emotional highs and lows. The profound fulfillment derived from student breakthroughs and successful adaptations powerfully counterbalances the inherent anxiety, self-doubt, and emotional strain of the role. These collective experiences revealed that motivation and a sense of fulfillment were not static end goals but were continually forged and renewed through this very navigation. The triumphs, whether a student's moment of understanding, a resiliently adapted lesson, or affirming collegial support, emerged as the essential emotional currency. They validated the teachers' efforts, solidified their professional identity, and ultimately transformed the challenges of the early career into a resilient, sustainable commitment to the craft of teaching.

The embodied experiences of beginning teachers, characterized by intense emotional highs and lows, can be effectively understood through Bandura's Self-Efficacy Theory (1977). This theory suggests that teachers' beliefs in their capabilities influence their motivation, effort, and resilience when facing challenges. Early in their careers,

teachers experience a triad of emotions: initial excitement, pervasive anxiety, and deep fulfillment. Excitement acts as a mastery experience that boosts self-efficacy and motivation, while anxiety stemming from classroom management, responsibilities, and limited support can undermine confidence. These emotional strains were embodied physically and psychologically, manifesting as exhaustion and self-doubt, especially in under-resourced environments (Serdarević, 2023). Such embodied experiences influence perceptions of efficacy, either diminishing confidence or fostering growth when navigated successfully (Huber et al., 2026).

Triumphs, such as student breakthroughs or pedagogical adaptations, served as reinforcing mastery experiences that strengthened self-efficacy and motivation (Beltran et al., 2025). These moments generated profound fulfillment tied to a sense of purpose and efficacy, which Bandura described as critical for sustained motivation. The emotional landscape teachers navigated was active and interpretive, shaping their self-efficacy beliefs through reflection and experience (Liu et al., 2024). This ongoing emotional journey fosters resilience and professional growth, illustrating that motivation and fulfillment were continuously renewed through a dynamic cycle of challenge and achievement, highlighting how emotional navigation and perceived competence collaboratively sustain beginning teachers' resilience and commitment (Huber et al., 2026).

Understanding the embodied emotional experiences of beginning teachers marked by highs of excitement and fulfillment alongside lows of anxiety and strain underscores the importance of targeted emotional support and resilience-building initiatives. Supporting teachers through these emotional transitions can foster sustained motivation, enhance professional growth, and promote long-term commitment to the teaching

profession. Schools may prioritize the emotional well-being of beginning teachers as a core component of teacher development to ensure that teachers are resilient and fulfilled.

Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers

Beginning teachers often face a myriad of challenges that require them to adapt quickly, seek and utilize feedback effectively, and build resilience over time. Their journeys were characterized by continuous growth as they navigated classroom management, diverse learners, and evolving pedagogical strategies. The ability to remain flexible, reflect on their practices, and persevere through setbacks was essential in transforming initial struggles into meaningful professional development. This discussion explores key aspects of this growth, teaching adaptability and flexibility, feedback provision and reflection, and personal resilience, drawing insights from teachers' responses to highlight their experiences and lessons learned. This theme comprised the following subthemes: Teaching Adaptability and Flexibility, Feedback Provision and Reflection, and Personal Growth and Resilience.

Teaching Adaptability and Flexibility. Teaching adaptability and flexibility were essential skills that enabled beginning teachers to respond effectively to diverse student needs, changing classroom dynamics, and unforeseen challenges. By adjusting instructional strategies, incorporating new resources, and modifying lesson plans as needed, teachers can create an engaging and inclusive learning environment (Chen, 2023). This flexibility not only enhances students' understanding and participation but also fosters educators' resilience, enabling them to navigate obstacles and continuously improve their teaching practices for better educational outcomes (Doll et al. 2023). The same holds for

participants' responses; Rozikin et al. (2023) emphasized the importance of adaptability and flexibility in responding to classroom dynamics.

“I am struggling to communicate with IP learners which taught me to be flexible, patient, and adaptable, helping me grow as a teacher.” (P1)

“I realized learners struggled with an English science lesson, so I focused on helping them understand the words before teaching the content.” (P3)

“I once had to adjust a lesson when students couldn't grasp the concept, so I shifted to simpler examples and interactive activities, learning to be flexible and responsive.” (P4)

“Adapting my teaching based on assessments, addressing student gaps, seeking help to my co-teacher when needed, and adjusted my instruction in relation to my students' learning capacity for effective learning engagement” (P9).

Participant 1 shared a memorable experience of encountering communication challenges with Indigenous Peoples (IP) learners due to language differences, which initially proved difficult to overcome. However, this obstacle prompted the teacher to develop new strategies, such as using simple language, visuals, and gestures, to facilitate understanding. This experience not only improved their communication skills but also contributed to their personal growth as beginning teachers. Additionally, transitioning from an Indigenous Peoples Education (IPED) teacher to an Integrated School teacher underscored the importance of flexibility, patience, and adaptability in diverse educational settings. Overall, these experiences highlighted the significance of resilience and creativity in overcoming barriers and fostering effective teaching practices.

Participant 3 also highlighted the importance of linguistic sensitivity and adaptability in teaching, particularly when language barriers affect student comprehension. Recognizing that students struggled to understand the science lesson delivered in English, the teacher adjusted the approach by prioritizing language comprehension before content delivery. This proactive strategy emphasized the need to assess students' language skills

and modify instruction accordingly to facilitate effective learning. Such adaptability not only enhanced student understanding but also demonstrated the teacher's commitment to creating an inclusive and supportive learning environment. This experience underscored the vital role of flexible teaching practices in overcoming language challenges and ensuring academic success.

Participant 4 underscored the significance of flexibility and responsiveness in teaching, conversely, especially when students encountered difficulties in understanding key concepts. By recognizing that the students struggled with the original lesson, the teacher adapted an approach by incorporating simpler examples and more interactive activities. This adjustment not only made the lesson more accessible but also fostered an engaging learning environment that catered to students' needs. Such an approach highlighted the importance of being responsive to students' learning paces and difficulties, demonstrating that effective teaching often required real-time modifications to ensure comprehension and maintain student motivation. Overall, this experience reflected the value of adaptability as a core component of effective instructional practice.

On the other hand, participant 9 underscored the importance of formative assessment and differentiated instruction in addressing diverse learners' needs. The teacher's reflection on test results prompted adjustments in teaching strategies, particularly in supporting slow learners by identifying and focusing on their specific difficulties. The use of formative assessments provided continuous feedback and clarified misconceptions, enabling the teacher to tailor lessons and set realistic standards aligned with students' capacities. Additionally, the teacher demonstrated humility and resourcefulness by seeking expert help for unfamiliar content, which ultimately benefited the students' understanding,

as evidenced by a high score on a challenging topic. This approach exemplified that effective differentiation involves knowing students' individual needs and being adaptable in delivery, regardless of the subject area, to foster improved learning outcomes.

In unison, the participants' responses underscored the critical importance of teaching adaptability and flexibility in fostering effective and inclusive learning environments. Their experiences highlight how adjusting instructional strategies such as simplifying language, using visual aids, incorporating interactive activities, and tailoring assessments enabled beginning teachers to meet diverse student needs and overcome challenges like language barriers and varied learning paces. These flexible approaches not only enhanced students' understanding and engagement but also fostered resilience and growth among teachers, empowering them to continually refine their practices. Overall, adaptability and responsiveness were essential qualities that support teachers in navigating obstacles, fostering student success, and sustaining their professional development.

Feedback Provision and Reflection. The importance of self-assessment, skill development, and instructional improvement was a fundamental component of professional growth for beginning teachers. Effective feedback provided constructive insights that enabled beginning teachers to recognize their strengths and identify areas for improvement, thereby fostering confidence and competence (Parpucu et al. 2023). Reflection, on the other hand, encouraged teachers to critically analyze their teaching experiences, promote continuous learning, and adapt strategies to better meet student needs, as highlighted in Aryal's (2024) study. Together, these processes cultivated reflective practitioners who were dedicated to enhancing their teaching effectiveness and positively impacting student learning outcomes (Morris & Ogodo, 2024).

“I was focused on content delivery and unaware of students' disconnection. Mam Magto's feedback shifted my perspective, emphasizing the importance of engaging students actively and teaching in ways that suit how they learn, not just how I want to teach.” (P7)

“Influence of feedback in the conversation I had with a colleague once helped me realize the importance of simplifying instructions and pacing my lessons. That feedback changed how I deliver my lessons and made me more reflective about my teaching strategies.” (P8)

Participant 7 recounted a post-observation conversation that shifted her perspective from delivering content to fostering understanding through open-ended questions. This feedback prompted the teacher to refine her questioning techniques, which enhanced student engagement. Similarly, Participant 8 valued feedback from a colleague that emphasized simplifying instructions and pacing lessons, leading to more responsive teaching. On the other hand, the teacher also shared how reflection helped recognize the beginning teacher's strengths and areas for improvement.

“A colleague once suggested using more interactive activities instead of long explanations. After applying this, student engagement improved and I realized the value of collaborative feedback in improving my teaching practice.” (P2)

“After a post-observation, I realized I focused on correct answers rather than students' thinking. The feedback helped me ask open-ended questions and encourage deeper understanding. I also used my earrings to get a student's attention, showing that teachers are vital in engaging learners.” (P10)

The responses of Participants 2 and 10 highlighted the crucial role of reflection in professional growth. Participant 2's experience demonstrated how applying feedback from shifting to more interactive activities enhanced student engagement and underscored the importance of collaborative feedback for improving teaching practices. Conversely, Participant 10's reflection after a post-observation conversation revealed the significance of focusing on students' thinking processes rather than solely on correct answers. This realization prompted a shift towards asking open-ended questions and fostering deeper

understanding among learners. Both responses emphasized that reflective practice enabled teachers to recognize areas for development, adapt their strategies, and ultimately enhance their effectiveness in facilitating meaningful learning experiences. In addition, the subsequent paragraph of participant 10 highlighted that reflecting on student interactions, such as a student commenting on her earrings, reinforced her sense of connection and teaching effectiveness. These responses illustrated that teachers who actively seek and reflect on feedback tend to develop more nuanced instructional practices and greater confidence.

Collectively, participants' feedback and reflection were integral to the continuous professional development of beginning teachers. They enable beginning teachers to critically assess their practices, recognize their strengths, and identify areas for improvement. By engaging in reflective dialogue and constructive feedback, beginning teachers can adapt their strategies, fostering deeper understanding, improving engagement, and simplifying instructions, leading to more effective and responsive teaching. The shared experiences underscored that embracing reflection not only enhances instructional effectiveness but also builds confidence and deeper connections with students, ultimately contributing to positive learning outcomes and sustained personal growth as beginning teachers.

Personal Growth and Resilience. Served as core aspects to navigate the challenges of the teaching profession and foster continuous development for beginning teachers. Building resilience allowed teachers to adapt to setbacks, manage stress, and maintain a positive outlook (Abid et al., 2024), while personal growth involves ongoing self-reflection, skill development, and the embrace of new learning opportunities (Vittersø,

2024). Together, these qualities empower beginning teachers to sustain their passion, improve their teaching practices, and ultimately create a supportive and effective learning environment for their students (Wang et al. 2024).

“My biggest challenges were classroom management and lesson pacing, but over time, I’ve learned to plan better and adapt to the students’ needs.” (P4)

“One of the most memorable moments was the first time a student truly understood a lesson I taught. Their face lifted with excitement, and it reminded me why teaching matters. It was a simple moment, but it gave me confidence and made all the challenges feel worthwhile.” (P5)

“A memorable experience was conducting action research to improve students’ science assessment results. With guidance from school leaders, I helped students think collaboratively and independently, and we shared it to our colleagues.” (P6)

Participant 4’s response highlighted common challenges faced by beginning teachers, particularly in classroom management and lesson pacing. These issues significantly impacted the effectiveness of teaching and the learning experience. Classroom management requires establishing a positive environment and maintaining discipline, which can be difficult, especially when students have diverse needs. Lesson pacing involved balancing content delivery to ensure students remain engaged without feeling overwhelmed or bored. However, Participant 4’s acknowledgment of growth, such as learning to plan more effectively and adapt to students’ needs, demonstrated a proactive, reflective approach to professional development. This suggests that with experience and deliberate effort, beginning teachers can overcome initial difficulties, leading to more effective instruction and a supportive classroom environment. Their journey further underscored the importance of flexibility, planning, and responsiveness in teaching.

On the other hand, participant 5’s response highlighted the profound impact of witnessing a student’s moment of understanding. The memory of seeing a student’s face

light up with excitement after grasping a lesson encapsulated the rewarding nature of teaching. This experience reinforced the idea that even simple, everyday interactions served as powerful reminders of why beginning teachers dedicate themselves to their profession. It also underscored how such moments of success can boost a teacher's confidence and motivation, making the inevitable challenges of teaching feel worthwhile.

Participant 6 reflected on a meaningful memory involving an intervention to improve student assessment results through action research. Despite initial challenges, such as a lack of experience conducting research, the participant developed an action research project aimed at fostering collaborative and independent thinking among students in science. With the support and guidance of school leaders, particularly the Scholls Division Superintendent, the participant successfully navigated the process, resulting in a valuable output that was shared with co-teachers. This experience highlighted the importance of perseverance, collaboration, and leadership support in overcoming obstacles and achieving educational improvements.

The participants' responses highlighted the vital role of personal growth and resilience as foundational qualities for navigating the complexities of the teaching profession. Participant 4's journey illustrated how overcoming classroom management and lesson pacing challenges through deliberate planning and adaptability fosters ongoing professional development, ultimately leading to a more effective and responsive teaching environment. Participant 5's reflection highlighted the profound impact of simple moments of student understanding, which served as powerful motivators and reinforced a teacher's passion despite difficulties. Meanwhile, Participant 6's experience demonstrates how resilience and perseverance, supported by guidance from school leaders, can turn initial

uncertainties into meaningful educational outcomes, such as successful action research projects. Together, these narratives emphasized that continuous self-reflection, skill development, and the embrace of new learning opportunities enabled teachers to sustain their enthusiasm, improve their practices, and create a positive, nurturing learning environment. Ultimately, personal growth and resilience empowered beginning teachers to face challenges with optimism and determination, ensuring their development and the success of their students.

The development of beginning teachers can be understood through Bandura's Social Cognitive Theory, particularly Self-Efficacy (1977), which emphasized belief in one's ability to influence student learning and manage classroom challenges. Adaptability, engagement with feedback, and resilience were crucial components that develop through experience, as highlighted in As Li's (2025) study. Furthermore, as noted by Schellenbach-Zell et al. (2026), constructive feedback fostered confidence and mastery, encouraging teachers to refine their instructional strategies. These rapid adjustments, supported by reflection and formative assessment, help meet diverse learner needs and boost engagement, aligning with Bandura's Self-efficacy (1977), which states that mastery experiences and social modeling enhance self-efficacy, as mentioned also by Pozo-Rico et al. (2023). The study further underscored that reflective practice builds resilience by enabling teachers to reframe challenges as opportunities for growth.

Additionally, the Situational Leadership Theory of Blanchard (1969) provided valuable guidance for school heads in supporting beginning teachers. By tailoring leadership styles, either directive or supportive, to teachers' developmental stages, leaders can foster a nurturing environment. As Mag (2024) suggested, when teachers' initial

struggles were met with appropriate support, these challenges became a source of motivation and fulfillment. This adaptive leadership, combined with the development of self-efficacy and reflective practice, creates a supportive ecosystem that helps beginning teachers build resilience, improve instructional skills, and navigate complex emotional and instructional challenges (Chughtai et al. 2024).

Supporting beginning teachers' growth requires fostering adaptability, reflective feedback, and resilience. Professional development should emphasize flexible teaching strategies, mentorship, and peer collaboration. Ongoing emotional support and self-reflection help teachers stay motivated and overcome challenges. Creating such an environment promotes continuous growth and improves student learning outcomes.

Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers

For beginning teachers, the transition into the profession was not merely an application of technique, but a complex journey across an unfamiliar pedagogical terrain. Success on this journey was driven less by isolated skill mastery than by two core, human-centered engagements: the relational, built through meaningful connections with students, colleagues, and mentors; and the interpretive, through which teachers learn to decode classroom dynamics, curriculum, and their own evolving practice. It was the interplay of these engagements, such as the ability to build trust while simultaneously making sense of the educational landscape, which fuels the triumph of early victories and sustains the intrinsic motivation necessary to persevere through the inevitable challenges of the first years. This explored how these dual forms of engagement served as the essential compass and engine for beginning teachers navigating their formative path. This has the

following subthemes: Pedagogical Challenges: Classroom Management & Diversity of Learners, and Moments of Triumph and Motivation.

Pedagogical Challenges: Classroom Management & Diversity of Learners.

Navigating the classroom requires teachers to master two fundamentals, and often intertwined, pedagogical challenges: classroom management and the diversity of learners. Effective management, as noted in a study, was not merely about maintaining order but about creating a structured, respectful, and productive environment where learning can thrive (McGuire et al. 2024). This foundation becomes increasingly complex when applied to a diverse student body encompassing a wide range of cultural backgrounds, learning styles, abilities, languages, and socio-emotional needs (Abdalla & Moussa, 2024). The true task of modern pedagogy, therefore, lies in synthesizing these domains, such as designing inclusive management strategies that not only foster engagement and minimize disruptions but also equitably respond to and value the unique identities and requirements of every learner, transforming potential obstacles into opportunities for collective growth (Qorib, 2024).

“In Burgo's Integrated School and IPED, the classroom was culturally diverse with limited resources, which was both meaningful and challenging. In Sibugon Integrated School, being a bigger school, there are more learners and better resources, but classroom management and workload are more demanding.” (P1)

“My classroom is lively and organized. Lesson exemplars are helpful but need contextualization. Managing student behaviors and maintaining focus can be challenging at times.” (P3)

“Classroom management involves building relationships over rules” (P5)

Based on the participant's 1 response, the pedagogical challenge of classroom management manifested distinctly across different school contexts, revealing that resource availability and school size were critical variables. In the smaller, culturally diverse setting

with limited resources, management strategies must be inherently adaptive and creative, leveraging meaningful diversity to foster engagement and community amidst constraints. Conversely, in the larger, better-resourced school, the challenge shifts from scarcity to scale; the increased number of learners transforms management into a logistical and relational demand, where maintaining personalized attention and equitable procedures becomes a complex, high-workload task. Thus, the core challenge of classroom management was not static but was dynamically reshaped by the institutional environment, requiring teachers to calibrate their approach between fostering inclusive cohesion in resource-limited settings and administering efficient, fair systems in high-capacity ones.

Based on Participant 3's response, the pedagogical challenge of classroom management in a lively and organized environment is defined, along with the tension between structured support and dynamic execution. While standardized lesson exemplars provide a helpful organizational framework, their effectiveness depends on the teacher's ability to contextualize them and adapt pre-designed content to the specific needs, energies, and interactions of the current class. This adaptation process was precisely where the core difficulty emerged from managing diverse student behaviors and maintaining collective focus. The lively atmosphere indicated high student engagement, which was positive, but also inherently volatile, requiring constant, real-time modulation by the teacher to prevent productive energy from devolving into distraction. Thus, management here was not merely about imposing order, but about skillfully channeling existing liveliness through a flexible, contextualized structure to sustain focused learning. The challenge lies in being both an adaptable curriculum designer and a dynamic classroom conductor simultaneously.

Participants' 5 responses, on the other hand, highlighted classroom management, which fundamentally prioritized fostering strong student-teacher relationships over rigid rule enforcement, recognizing that a supportive and respectful environment enhanced both engagement and behavior. This relational approach naturally complements differentiated instruction, which moves away from one-size-fits-all lessons by flexibly designing and adapting content, process, and products to meet diverse learner needs. Crucially, assessment was integrated into this framework not merely as a tool to measure learning but as a continuous guide that informed and shaped daily instruction, ensuring that teaching, management, and evaluation were cohesively aligned to support every student's growth.

Diversity of learners, on the other hand, was also emphasized as a significant factor influencing teaching strategies (Goyibova et al. 2025). Furthermore, the study disclosed that recognition stems from the understanding that students differ widely in their backgrounds, learning styles, interests, abilities, and cultural contexts. Such diversity requires beginning teachers to adapt their instructional approaches to meet their students' varied needs effectively. For instance, some learners may benefit from visual aids and hands-on activities, while others might thrive through verbal instruction or collaborative work, as mentioned by Rajak and Dey (2025). Differentiated teaching strategies, as advocated by Subandiyah et al. (2025), involve tailoring lessons to accommodate these differences, ensuring that each student has equitable access to learning opportunities. By doing so, beginning teachers can foster a more inclusive classroom environment that values individual strengths and challenges, ultimately enhancing engagement, understanding, and academic success for all learners.

“During one lesson, I noticed students were confused so I shifted from lecture to group discussion. These adjustments helped them understand better and taught me the importance of flexibility in teaching.” (P2)

“Teaching last section was really challenging but with the aid of a different approach I learned in teaching various topics since they were able to write their own poem with no phones used at all.” (P9)

Participant 2’s response demonstrated a direct and critical link between learner diversity and the adaptive teaching strategy. The teacher’s observation of student confusion served as an immediate, formative assessment revealing a divergence in comprehension, which is a core manifestation of diverse learning needs within the classroom. By strategically pivoting from a teacher-centered lecture to a student-centered group discussion, the teacher enacted a fundamental pedagogical shift. This adjustment leveraged diversity itself as a resource: peer dialogue accommodates varied processing styles, allowing multiple explanations and creating a scaffolded environment where students can learn from each other’s unique perspectives and questions. Consequently, the strategy’s success in fostering better understanding validated that effective teaching was not the rigid delivery of a single method, but a responsive process of diagnosing learner needs and flexibly employing strategies that transform classroom diversity from a potential challenge into a dynamic engine for collective understanding.

Participant 9’s reflection powerfully illustrated how responsiveness to learner diversity fundamentally dictates and reshapes teaching strategy. Faced with the challenge of a last section class, often a demographic marked by varied engagement levels, skills, and motivations, the teacher moved beyond a uniform, default approach. The conscious decision to employ a differentiated approach, which successfully engaged students in creating original poetry without digital crutches, demonstrated a pedagogical pivot anchored in differentiation. The strategy was not chosen in a vacuum; it was a direct,

adaptive response to the specific academic and behavioral needs of that unique learner group. Ultimately, the successful outcome of learners producing their own written poems validated that effective teaching was not about applying a single method, but about diagnosing the learning ecology of a diverse classroom and strategically selecting instructional tools that unlock its collective potential.

These responses collectively illustrated that effective classroom management in diverse settings depends on adaptability, patience, and relational engagement. They also revealed that encountering resource constraints and behavioral differences prompted teachers to develop innovative, learner-centered approaches, fostering an environment where all students can thrive despite challenges.

Moments of Triumph and Motivation. The journey into the profession of beginning teachers was punctuated by pivotal, often unexpected moments when theory transformed into tangible impact, as mentioned by Petersen (2025). These triumphs, ranging from a struggling student's sudden breakthrough to the successful management of a complex classroom dynamic, served as the most powerful intrinsic motivation (Ebeltoft & Beck, 2023). Furthermore, the study emphasized that they counteract the steep learning curve and early-career challenges by providing authentic evidence of efficacy and purpose. More than mere personal victories, these moments fundamentally reinforced the teacher's professional identity, fueling resilience and a sustained commitment to the transformative work of educating diverse learners (Kheirkhah, 2025).

"I initially doubted myself, but with experience, I learned to value small wins, build relationships, and be kinder. Now, I see challenges as growth and teaching is about showing up, caring, and constantly learning." (P1)

"As I gained experience, I became more confident and flexible in handling these challenges." (P2)

“Teachers carry the responsibility of supporting students' learning and well-being, but these demands also make the profession meaningful and fulfilling.” (P5)

Participant 1's reflection on moments of triumph revealed a profound shift from self-doubt to a resilient, process-oriented mindset. Initially, their triumphs were overshadowed by a sense of inadequacy. However, through experience, they redefined success not as perfection but as the accumulation of small wins, the cultivation of strong relationships, and the practice of deliberate self-compassion. This evolution allowed them to reframe challenges as integral to personal and professional growth. Ultimately, their triumphs were rooted in daily commitment to showing up authentically, caring deeply for their students, and embracing continuous learning, thereby transforming teaching from a performance into a purposeful, evolving practice.

Participant 2's response indicated that triumph was rooted in the accumulation of practical knowledge, which in turn fostered two key internal victories: increased self-assurance and enhanced adaptability. Rather than describing a single event, the participant defined triumph as an evolving capacity of a compound result of overcoming repeated obstacles. This transformed the concept from a static outcome to a dynamic state of professional and personal readiness, where the true triumph lies not just in solving past problems, but in developing a resilient, agile mindset to confidently meet future ones.

Participant 5 framed moments of triumph in teaching not as isolated successes but as the meaningful fulfillment derived directly from the profession's core responsibilities. The participant suggested that triumph emerged from the very act of carrying the dual demands of supporting both academic learning and student well-being. In this view, the profound sense of purpose and fulfillment gained from successfully meeting these

challenges, thereby making a tangible difference in students' lives, constituted the essential triumph. Thus, the reward was intrinsically linked to the weight of the duty itself, positioning the educator's deepest satisfaction within the daily execution of their vital role.

The journey of beginning teachers was fundamentally shaped by their relational and interpretive engagements, which directly mediated how they navigated core pedagogical challenges and derived motivation from moments of triumph. As highlighted by the beginning teachers, effective classroom management in diverse settings was not a technical exercise in rule enforcement but a dynamic, relational process of building trust and adapting to contextual variables like school size and resource availability (P1, P3, P5), aligning with research that positions management as a sociocultural practice (Eun, 2023). Simultaneously, the interpretive work of decoding student confusion and diversifying instruction (P2, P9) was critical, underscoring the necessity of formative assessment and differentiated pedagogy to meet heterogeneous learners' needs, a well-established imperative in inclusive education (Vantieghem, 2023). These dual engagements coalesced to generate powerful intrinsic motivation; triumphs were redefined not as isolated victories but as evolving competencies, resilience built from small wins, and the profound fulfillment found in the responsibility of supporting student growth (P1, P2, P5).

This process reflected the concept of self-efficacy building through mastery experiences, a core source of motivation in social cognitive theory (Bandura, 1997), which remained central to understanding teacher development. Thus, the pedagogical terrain was successfully traversed when beginning teachers integrate relational connection with interpretive sense-making (Albina et al., 2025), transforming daily challenges into

opportunities for professional identity formation and sustained commitment (Groenewald & Arnold, 2025).

In a nutshell, this suggests that effective beginning teaching hinges on the intricate interplay of relational and interpretive engagements, which serve as vital navigational tools across the complex pedagogical landscape. Building meaningful relationships with students, colleagues, and mentors fosters trust. It creates a supportive classroom climate, while the interpretive process of decoding classroom dynamics, diversifying instruction, and responding to student needs enables teachers to adapt and thrive amidst pedagogical challenges. These dual engagements not only facilitated classroom management and inclusive practices but also generated moments of triumph that reinforced teachers' intrinsic motivation, resilience, and professional growth. Consequently, teacher development programs may prioritize fostering relational skills and interpretive capacities, recognizing that success was rooted in the ability to connect with learners meaningfully and make sense of the educational environment, transforming challenges into opportunities for meaningful impact and sustained motivation.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study explored the lived experiences of beginning teachers in the context of pedagogical practices within the DepEd Lopez Jaena District, Division of Misamis Occidental, during the SY 2025-2026. Specifically, it aimed to address the following specific questions: 1) How do beginning teachers experience and make meaning of the physical classroom space as they plan, deliver, and reflect on their pedagogical practices? 2) How do beginning teachers perceive and navigate the temporal flow of their pedagogical work, from daily lesson management to their evolving sense of professional growth over time? 3) What are the embodied experiences (physical and emotional sensations, feelings) of beginning teachers as they engage in their pedagogical practices, and how do these experiences influence their actions and well-being? 4) How do beginning teachers experience and interpret their interactions with students, colleagues, and school leaders in shaping their pedagogical understanding and practice? Moreover, 5) What meanings do beginning teachers ascribe to the pedagogical challenges they encounter, their adaptive strategies, and their perceived strengths and areas for growth in their initial years of teaching?

The study used a phenomenological design. 10 beginning teachers were selected as respondents using purposive sampling. The Interview Guide was used as the research instrument, following Moustakas' transcendental phenomenological data analysis.

Findings:

The following were the findings of the study:

1. *Physical Classroom Space: The Beginning Teachers' Experience.* The physical environment significantly influenced beginning teachers' teaching practice and identity.

2. *The Embodied Experience of Beginning Teachers: Navigating Emotional Highs and Lows in Pursuit of Motivation and Fulfillment.* Beginning teachers' interactions and collaboration shaped teachers' understanding, emphasizing growth beyond content.

3. *Navigating Growth Through a Lens of Timely Development: Adaptability, Feedback, and Resilience in Beginning Teachers.* Emotional experiences of beginning teachers formed a powerful triad: anxiety and self-doubt from disruptions, excitement from student breakthroughs, and fulfillment from overcoming challenges.

4. *Traversing the Pedagogical Terrain: The Relational and Interpretive Engagements that Drive Triumph and Motivation in Beginning Teachers.* Challenges foster growth, shifting beginning teachers from doubt to confidence through strategy and student support.

Conclusions

Based on the findings of the study, the following were the conclusion:

1. For beginning teachers, the teaching space was an active partner in practice, with overcoming its constraints fostering resilience and ingenuity.

2. Beginning Teachers' emotional and physical demands were linked; shared breakthroughs fueled resilience and purpose amid strain.

3. Student interactions drive beginning teachers' learning, while collegial and mentoring relationships provide essential understanding.

4. Beginner teachers turn pedagogical challenges into virtues, shifting from technical perfection to adaptive care and meaningful role fulfillment.

Recommendations

Based on the findings and conclusion of the study, the following were the recommendations:

1. School heads may prioritize resource allocation and endorse the construction of standardized classrooms to the Education Support Services Division in the office of the Schools Division Superintendent for effective learning.

2. School Planning Team, together with the School Heads, may prioritize targeted emotional support and resilience-building initiatives for beginning teachers to foster sustained motivation, professional growth, and long-term commitment to the profession.

3. Master Teachers, together with School Heads, may collaboratively design targeted programs for beginning teachers through mentorship, collaborative expertise, and emotional support sessions in sustaining adaptability, resilience, and reflection.

4. School heads may take the lead in designing programs through the SLAC session, focusing on strengthening relationships and interpretive skills among teachers to create a supportive environment that enhances pedagogical adaptability and motivation.

5. Future researchers may continually explore and analyze the various personal, professional, and contextual factors that impact beginning teachers' resilience and pedagogical practices, in order to develop effective strategies and policies that promote sustainable teaching careers, improve student outcomes, and enhance overall teacher well-being.

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Chapter 4

SYNTHESIS OF THE STUDY

This study aimed to explore the relationship between school heads' supervision and teachers' teaching efficacy, focusing on their pedagogical practices. Conducted in the Misamis Occidental division during the SY 2025-2026, the research employed a descriptive correlational design. The participants included 127 beginning teachers selected through stratified random sampling. Data collection involved questionnaires developed to assess school heads' supervision practices, teachers' teaching efficacy, and pedagogical strategies. The analysis utilized mean and standard deviation, Pearson product-moment correlation, and regression analysis to interpret the findings.

The study found that both supervisory practices and teachers' self-efficacy were perceived very satisfactorily, with teachers demonstrating high levels of pedagogical competence across various instructional domains. The positive correlation between school heads' supervision, particularly classroom observation, feedback, reflection, and support, and teachers' pedagogical practices underscored the pivotal influence of instructional leadership in fostering effective teaching. When school heads actively observe classrooms and provide constructive feedback, they create an environment conducive to continuous improvement and professional growth among teachers. Similarly, school heads' reflective supervision practices enable teachers to critically analyze their instructional experiences, leading to more responsive and adaptable pedagogical approaches.

Furthermore, teachers' teaching efficacy, encompassing self-efficacy, outcome expectations, personal goals, and motivation, was also strongly linked to their pedagogical practices. Teachers with high confidence and a clear belief in the positive outcomes of their

efforts were more likely to employ differentiated instruction, contextual responsiveness, formative assessment, and ICT integration effectively. The data indicated that these internal psychological constructs significantly predicted pedagogical practice quality, suggesting that fostering teachers' efficacy beliefs was essential to enhancing instructional quality. The study's regression analysis confirmed that both supervisory practices, particularly classroom observation, and teachers' efficacy beliefs were key predictors of pedagogical performance, underscoring the need for a balanced focus on leadership support and teacher empowerment.

Findings on feedback and reflection further reinforced the relationships among supervision, efficacy, and pedagogical practices. School heads' targeted feedback, especially in areas such as contextual responsiveness and ICT integration, significantly influenced teachers' ability to implement innovative, culturally relevant teaching strategies. Likewise, reflective supervision encouraged teachers to engage in continuous self-assessment and adaptation, which enhanced their capacity to meet diverse learner needs. Supportive supervision practices, characterized by genuine mentorship and resource provision, also demonstrated strong positive correlations with pedagogical practices, underscoring the importance of a nurturing leadership style in professional development.

In conclusion, the study affirmed that effective instructional supervision and the development of teachers' self-efficacy were integral to improving pedagogical practices and ultimately student learning outcomes. The findings advocated for sustained professional development, targeted supervisory strategies, and policies that prioritized reflective, supportive, and goal-oriented leadership. By strengthening these areas, schools can foster an environment where teachers feel confident, motivated, and equipped to

deliver high-quality education. Therefore, school heads may focus on enhancing supervision practices, fostering beginning teachers' efficacy, and promoting continuous reflective practices to achieve systemic improvements in teaching and learning within the division of Misamis Occidental.

On the other hand, the second study aimed to explore the lived experiences of beginning teachers regarding their pedagogical practices as they extended into the classroom. The study was conducted at Lopez Jaena District, DepEd Division of Misamis Occidental during the SY 2025-2026. The research utilized a phenomenological research design. The participants included 10 beginning teachers purposively selected. An interview guide was used to gather information, and the STAKAS Data Analysis Framework was used to analyze the responses.

The findings on the lived experiences of beginning teachers underscore the significant role the physical classroom environment plays in shaping their experiences and development. The physical space was not merely a backdrop for instruction but an active participant in the teaching process. Limited resources, space constraints, and environmental distractions challenge teachers to become more resilient and inventive in their instructional approaches. Teachers learn to adapt by improvising with available materials, utilizing technology creatively, and designing flexible strategies to maintain student engagement. These experiences cultivated a sense of resilience and resourcefulness, vital qualities for overcoming infrastructure and resource-related obstacles. The physical environment thus became a catalyst for professional growth, as teachers continuously refined their ability to create effective, conducive learning spaces despite constraints.

Emotionally, beginning teachers traversed a complex landscape marked by contrasting highs and lows. Moments of excitement and fulfillment, such as witnessing a student's breakthrough or successfully adjusting a lesson, served as powerful motivators that reinforced their purpose and passion for teaching. Conversely, they also face anxiety, self-doubt, and emotional strain stemming from classroom management challenges, diverse student needs, and high expectations. These emotional experiences were deeply embodied, manifesting as physical exhaustion, stress, or feelings of inadequacy. However, navigating these emotional highs and lows helped beginning teachers build resilience, fostering a strong sense of purpose that sustained them through difficulties. The interplay of these emotional states highlights the importance of emotional regulation and resilience-building initiatives as essential components of teacher development.

Furthermore, the relational and interpretive engagements that beginning teachers foster with students, colleagues, and school heads emerged as crucial elements in their professional journey. Building meaningful relationships with students helps teachers understand their diverse needs, manage behavioral and cultural differences, and create inclusive, trusting classroom climates. At the same time, interpretive skills such as decoding student confusion, assessing learning gaps, and reflecting on instructional effectiveness allowed teachers to adapt their pedagogical strategies dynamically. These engagements served as powerful tools for turning pedagogical challenges into opportunities for growth and innovation. Effective communication, empathy, and reflective practices enable teachers to develop to develop a deeper understanding of their classroom ecology, which, in turn, boosts their confidence and effectiveness.

Moments of triumph, whether small wins like a student's improved performance or successful classroom management, were pivotal in reinforcing teachers' motivation and sense of purpose. These achievements served as tangible evidence of their professional efficacy and deepened their intrinsic motivation. Such moments also fostered a positive feedback loop where success, even in its simplest form, encouraged teachers to persevere through ongoing challenges. Importantly, these triumphs were often rooted in the relational and interpretive work that teachers engaged in daily, building trust, understanding student needs, and adapting instruction. They transform initial self-doubt into confidence and serve as vital fuel for sustained commitment. Recognizing and celebrating these moments can significantly impact beginning teachers' resilience and long-term engagement with the profession.

Overall, the study emphasized that beginning teachers' lived experience in developing their profession is a dynamic process characterized by adaptability, emotional resilience, and relational competence. Teachers who learned to navigate their physical environment, manage their emotions, and foster meaningful connections were better equipped to turn challenges into opportunities for growth. Professional development programs may therefore prioritize strengthening relational skills, interpretive capacities, and emotional resilience. School heads and other Senior Teachers were encouraged to foster supportive environments through resource allocation, targeted mentorship, and emotional support initiatives. Such comprehensive support systems can help beginning teachers sustain motivation, enhance their pedagogical practices, and ultimately improve student learning outcomes. In sum, fostering a holistic approach to teacher development

that values the physical, emotional, and relational dimensions was essential for nurturing resilient, effective teachers in their critical early years.

Appendix A

SCHOOL HEADS' SUPERVISION QUESTIONNAIRES

Directions: Below are indicators that will describe your school administrators' instructional supervision. Check truthfully the number that best describes your school administrator's instructional supervision using these codes using the following scale: 4- Very Frequent (VF), 3-Frequent (F) 2-Occasional (O), 1- Rare (R)

Indicators	Responses			
	4	3	2	1
A. Observation <i>The School Head. . .</i>				
1. Conducts classroom observation regularly.				
2. Provides clear expectations for the classroom observation processes and procedures.				
3. Provides constructive feedback to teachers after classroom observations.				
4. Uses observation tools, rubrics and other parameters to measure and/or identify areas of strength including those which need foimprovement relative to instructional practices.				
5. Provides opportunities for follow-up conversations with teachers after classroom observations.				
6. Provides resources and the needed support to improve instructional practices identified during classroom observations.				
7. Encourages teacher self-reflection and self-evaluation following classroom observations.				
8. Is knowledgeable enough about effective classroom observation practices and techniques.				
9. Works collaboratively with teachers to identify specific areas for focus during classroom observations.				
10. Provides training and professional development opportunities to teachers to enhance their classroom observation skills.				
B. Feedback <i>The School Head.</i>				
1. Delivered feedback promptly within the day after class observation.				
2. Ensures feedback is specific, referencing concrete examples of behavior or performance.				
3. Focus feedback on observable actions rather than personal judgments.				
4. Clearly articulates the impact of the data driven observation on goals or outcomes.				

5. Offer constructive evidence-based suggestions for improvement or reinforcement of positive actions.				
6. Maintains a balanced approach, acknowledging both strengths and areas for development.				
7. Listens actively to the recipient's perspective and encourage dialogue.				
8. Confirms understanding of the feedback to ensure clarity and alignment.				
9. Follow up to assess progress and offer further support if needed.				
10. Tailor the feedback delivery to the individual's development need and the situation for maximum effectiveness				
C. Reflection <i>The School Head . . .</i>				
1. Encourages teachers to reflect on their instructional practices.				
2. Provides opportunities for teachers to reflect on their instructional practices.				
3. Models reflective practices during professional development sessions.				
4. Provides resources and support for teachers to engage in active reflective practices.				
5. Provides constructive feedback to teachers based on their reflective practices.				
6. Encourages teachers to identify areas of strength and those which need improvement in their instructional practices.				
7. Provides training and professional development opportunities to enhance teacher's reflective practices.				
8. Is knowledgeable enough about effective reflective practices and techniques.				
9. Collaborates with teachers to set reflective goals and identify needed strategies to achieve them.				
10. Recognizes and rewards teachers who engage in effective reflective practices.				
D. Support <i>The School Head. . .</i>				
1. Consistently provides constructive evidence-based instructional teaching practices appropriate to the diverse needs of the learners.				
2. Actively leads and organizes regular professional development opportunities tailored to the instructional needs of teachers.				
3. Encourages and supports teachers in experimenting with innovative instructional approaches and sharing their successes.				
4. Provides resources and materials to support instructional practices.				

5. Actively models effective pedagogical strategies through classroom observations and collaborative planning sessions.				
6. Empower and support teachers through willingly listening to the pedagogical concerns and offer solutions.				
7. Fosters a collaborative environment where teachers can openly discuss teaching challenges and co-create solutions.				
8. Offers individualize support to teachers recognizing that each teacher has unique strengths and areas for growth.				
9. Emphasis on data-informed instruction helps teachers refine their teaching strategies based on student performance.				
10. Demonstrates through their action a genuine understanding of effective pedagogy and its impact on student learning.				

Appendix B

TEACHERS' TEACHING EFFICACY QUESTIONNAIRES

Directions: Below are indicators that will describe the school administrators' instructional coaching framework. Check truthfully the number that best describes your school administrator's instructional manual using these codes using the following scale: 4-Strongly Agree (SA), 3-Agree (A) 2-Disagree (DA), 1- Strongly Disagree (SDA)

Indicators	Responses			
	4	3	2	1
A. Self-Efficacy <i>I am confident in my ability to...</i>				
1. Plan lessons explicitly in explaining concepts ensuring learners understand fundamental principles.				
2. Integrate comparing and contrasting questions to deepen learners' understanding.				
3. Foster reflective thinking activities during my discussion stir learners' analytical skills.				
4. Feature problem solving activities to foster learners' higher order thinking skills.				
5. Highlight experiential activities that allow learners to learn through hands-on experiences.				
6. Make learning fun through a game-based activity to increase students' interest in the subject matter.				
7. Provide opportunity for the learners to work effectively with others toward a common goal.				
8. Create cooperative learning environment that enhances inter-personal relationships with co-learners.				
9. Design tasks that require students to work independently.				
10. Engage learners in developing self-regulation skills such as performing minimal homework.				
B. Outcome Expectation <i>I believe / expect that...</i>				
1. The learners will achieve the learning goals I set for them.				
2. Delivering explicit instructions ensure learners' concrete understanding.				
3. Reflective learning cultivates and strengthens analytical thinking skills among learners.				
4. Providing activity such as comparing and contrasting strengthen learners' understanding.				
5. Integrating problem solving activities nurture learners' higher order thinking skills.				

6. Making learning fun increase students' interest in the subject matter.				
7. Learners will work effectively by collaborating with others.				
8. Cooperative learning by the learners enhances inter-personal relationships with their peers.				
9. Independently completing an assigned tasks for the learners fosters self-reliance.				
10. Anticipate that learners demonstrate self-regulation skills and personal responsibility by completing minimal homework tasks.				
C. Personal Goals				
1. I have clear and achievable goals for my professional development as a teacher.				
2. I believe that my teaching is an important contribution to society and to the lives of my students.				
3. I am committed to ongoing learning and growth as a teacher.				
4. I am motivated to improve my instructional practices thereby enhancing student outcomes.				
5. I have a strong sense of purpose and meaning at my work as a teacher.				
6. I am satisfied with the progress I have made and the contributions I have imparted in achieving my personal teaching goals.				
7. I feel empowered to make decisions that positively impact and transform my teachings and with that of my students.				
8. I have a positive attitude towards change and innovation in education.				
9. I am willing to take risks and try new strategies to improve my teaching.				
10. I feel a sense of pride and accomplishment at work as a teacher.				
D. Motivation				
1. I am highly motivated to help my students succeed academically.				
2. I am driven to provide my students with the best possible learning experiences.				
3. I am motivated by the positive impact I have on my students' lives.				
4. I feel energized and engaged when I am teaching my students.				
5. I am motivated to create a positive and inclusive classroom environment.				

6. I am motivated to learn and try new instructional strategies that will be beneficial to my students.				
7. I am motivated by the challenge of helping all my students achieve their potentials.				
8. I am motivated to help my students develop the skills they need to be successful in their future pursuits.				
9. I feel a strong sense of purpose and meaning in my work as a teacher.				
10. I am motivated by the opportunity to make a positive difference in the world through my teaching.				

Appendix C

PEDAGOGICAL PRACTICES QUESTIONNAIRE

Directions: Below are indicators that will describe your teaching efficacy. Check truthfully on the corresponding indicator the number that best describes your teaching efficacy using the following scale:

4-Strongly Agree (SA), 3-Agree (A) 2-Disagree (DA), 1- Strongly Disagree (SDA)

Indicators	Responses			
A. Differentiated Instructions				
<i>The teacher...</i>				
1. Regularly assess students' prior knowledge and readiness levels to inform my instructional planning.				
2. Provides a variety of learning materials and resources to cater to diverse learning styles and preferences.				
3. Offers students choices in how they demonstrate their understanding of a concept or skill.				
4. Adjusts the complexity and depth of content based on individual student needs.				
5. Creates flexible grouping strategies that allow students to work together or independently based on learning goals.				
6. Differentiates the learning process by varying the amount of support, scaffolding, or challenge provided to students.				
7. Actively monitor student progress and adjust my instruction in real-time to meet emerging needs.				
8. believes that differentiating instruction is essential for ensuring all students can achieve academic success.				
9. Feels confident in my ability to plan and implement differentiated lessons effectively.				
10. Collaborates with colleagues to share strategies and resources for differentiating instruction.				
B. Contextual Responsiveness				
<i>The Teacher...</i>				
1. Connects classroom learning to students' real-world experiences, backgrounds, and interests.				
2. Incorporates local community issues, events, or resources into my lessons when appropriate.				
3. Is mindful of the cultural diversity of my students and adapt my teaching to be culturally relevant.				
4. Considers students' socio-economic backgrounds and potential challenges when designing assignments and activities.				
5. Leverages students' existing knowledge and experiences as a foundation for new learning.				

6. Provides opportunities for students to explore how academic concepts relate to their personal lives and future aspirations.				
7. Is aware of and respond to the immediate needs and concerns of my students on a daily basis.				
8. Believes that instruction is more effective when it acknowledges and utilizes the contexts in which students live.				
9. Actively seeks to understand the unique social and emotional contexts of my students.				
10. Adapts my teaching methods to better suit the specific learning environment and resources available.				
C. Learning Assessment				
<i>The Teacher...</i>				
1. Uses a variety of assessment methods (e.g., formative, summative, performance-based) to gauge student understanding.				
2. Clearly communicates learning objectives and assessment criteria to students before instruction begins.				
3. Uses assessment data to inform my instructional decisions and adjust my teaching strategies.				
4. Evaluates students' understanding by considering multiple related concepts or skills separately.				
5. Encourages students to reflect on their own learning and progress through self-assessment or peer assessment.				
6. Designs assessment that encourages students to apply their knowledge creatively and to make generalizations beyond the taught content.				
7. Utilizes alternative assessment approaches to gather meaningful data tailored to the unique needs and contexts of individual learners.				
8. Ensures that my assessments accurately measure the intended learning outcomes.				
9. Uses assessment to identify students who may need additional support or enrichment.				
10. Assess students' ability to connect and integrate various concepts to demonstrate a deeper understanding.				
D. ICT Integration				
<i>The Teacher...</i>				
1. Regularly uses ICT tools and resources to enhance my teaching and instruction.				
2. Feels confident in my ability to integrate ICT effectively into my lesson plans.				
3. Utilizes ICT resources to aid me to differentiate instruction and meet the diverse learning needs of my students.				
4. Believes that ICT can significantly improve student engagement and motivation.				

5. Can troubleshoot basic technical issues that arise with ICT equipment in my classroom.				
6. Actively seeks opportunities to learn new ICT skills and explore innovative ways to use technology in education.				
7. Utilizes ICT for communication with students, parents, and colleagues.				
8. Encourages students to use ICT responsibly and ethically for learning purposes.				
9. Incorporates technical aid in the lesson to facilitate better understanding.				
10. Leverages multimedia resources to foster more dynamic and engaging learning experiences for my students.				

Appendix D

INTERVIEW GUIDE (For Beginning Teachers)

Before the interview begins, the participants will be informed that:

- Interview will be digitally recorded.
- Participants' identities will be kept confidential.
- Participation is optional and can be discontinued at any time.

Opening Questions:

1. What is your age, sex, status, designation and teaching specialization (e.g., subject area or grade level)
2. Could you describe a typical day for you as a beginning teacher, focusing on what it feels like to be in the classroom?
3. Thinking back to when you first started teaching, what was one of the most memorable moments, either positive or challenging, that stands out in your mind?
4. When you think about teaching, what are the first thoughts or feelings that come to mind?

Core Questions:

1. Describe the classroom environment you typically work in. What are the key features of this space that you find either helpful or challenging as you plan and deliver your lessons?
2. Can you recall a specific instance where you felt you had to significantly adjust your teaching approach mid-lesson or over a short period? What led to that adjustment, and what did you learn from it about your teaching?

3. When you are in front of your students, what physical sensations or feelings do you typically experience, and how do these sensations relate to your interactions with them during a lesson?

4. Describe a time when feedback or a conversation with a colleague or school leader significantly influenced how you thought about or approached your teaching. What was the impact of that interaction on your understanding of your practice?

5. As you look back on your first year of teaching, what would you say were your biggest pedagogical challenges, and how have your perspectives on these challenges evolved as you've gained more experience?

6. What are some of the most demanding aspects of teaching for you, both physically and emotionally? How do you make sense of these demands, and how do they shape your overall experience of being a teacher?

Closing Statement

1. I really appreciate for taking the time to speak with me. Thank you for your contribution to this research.

2. Should any questions arise after our conversation, or if you have any concerns you would like to discuss, my e-mail address is (jason.quiano001@deped.gov.ph) and contact number (09466128200).

Appendix E

INTERVIEW TRANSCRIPTIONS

PARTICIPANT 1:

25y/o Female Married T-1 English - G7

A typical day in my first school, Burgos Integrated School, an IPED school, involved preparing lessons suited for diverse learners. It was challenging but fulfilling, especially when students participated despite language barriers. When I transferred to a bigger school in Lopez Jaena District, the environment became more fast-paced and structured. One memorable experience was struggling to communicate with IP learners due to language differences. It was challenging, but I learned to use simple language, visuals, and gestures. This experience helped me grow as a teacher. When I think about teaching, I feel both responsibility and purpose. My experience from an IPED School to Integrated School taught me to be flexible, patient, and adaptable.”

In Burgo's Integrated School and IPED, the classroom was culturally diverse with limited resources, which was both meaningful and challenging. In Sibugon Integrated School, being a bigger school, there are more learners and better resources, but classroom management and workload are more demanding. Yes, there was a time when students could not understand the lesson. I adjusted by simplifying the lesson and using a real-life example, especially in the iPad setting. I learned that teaching should always be flexible and based on students' needs. At first, I felt nervous and unsure, especially in my first school. Over time, I became more confident when I transferred to a bigger school. I again felt pressure, but it helped me grow stronger and more adaptable. A colleague once advised me to use more interactive and culture-based strategies. This improved my teaching, especially in the IPED school, and helped me engage students better even after transferring to a bigger school. Looking back on my first six months of teaching, it was both fulfilling and challenging. One of my biggest struggles was classroom management. I realized that having a good lesson plan is not enough. Students need connection, patience, and clear routines to truly learn. Another challenge was handling different learning levels. I often felt worried about students who were left behind, and I learned that teaching is not about finishing lessons, but helping every learner grow, even in small ways. I also faced self-doubt, questioning if I was doing enough. But with experience, my perspective changed. I learned to value small wins, build strong relationships, and be kinder to myself. Now I see challenges as part of my growth. Teaching is not about being perfect. It's about showing up, caring deeply, and continuing to learn every day.”

PARTICIPANT 2:

23y/o Female Single T-1 Science - G10

A typical day as a beginning teacher is both exciting and challenging, filled with a mix of anticipation and uncertainty. The day usually starts with preparing instructional materials, organizing activities, and reviewing lesson plans. My most memorable moments when I first started teaching was handling my first challenging classroom situation. Some students became noisy and disrupted, making it difficult to continue the discussion. When I think

about teaching, the first feelings that come to mind are excitement and responsibility. I feel excited about helping students learn and grow, but I also feel the pressure of meeting their needs and managing the classroom effectively

The classroom environment I work in is active with diverse learners. Visual aids and space for group work are helpful while large class size and limited resources can be challenging during lesson delivery. During one lesson, I noticed students were confused so I shifted from lecture to group discussion. These adjustments helped them understand better and taught me the importance of flexibility in teaching. When in front of students, I sometimes feel nervous at first, but it turns into confidence as the lesson progresses. These feelings help me stay focused and responsive to the students' participation. A colleague once suggested using more interactive activities instead of long explanations. After applying this, student engagement improved and I realized the value of collaborative feedback in improving my teaching practice. One of my biggest challenges in my first year was classroom management and meeting diverse learning needs. As I gained experience, I became more confident and flexible in handling these challenges. The most demanding aspects of teaching are lesson preparation, managing behavior, and workload. Although physically and emotionally tiring, these help me develop resilience and improve my teaching practice.”

PARTICIPANT 3

21y/o Male Single T-1 Science-G8

The typical day as a beginning teacher feels both exciting and worrying a little bit. Why? Because I'll be meeting diverse set of learners and I am concerned if I can carry out my lesson for the day because I still have to do adjustment, the facing of my instructions, considering I have diverse learners. One of my most memorable experiences as a new teacher was meeting my students for the first time during the fourth quarter, which was the only time I got from being hired. It was challenging because I had to quickly get to know them and address learning gaps since only activity sheets that were given to them prior to my coming, especially in science. When I think about teaching, the first thought that comes in mind is that it is a hard but fulfilling job, one that requires patience, dedication, and genuine desire to help students learn and grow.

The classroom environment I typically work in is lively and organized. There are also lesson exemplars cascaded for teachers, which is helpful, but it can be challenging because it must be contextualized. Managing different student behaviors and keeping everyone focused during lessons can also be difficult at times. There was one instance when I was ready to teach a science lesson, but I realized that learners were having a hard time because the lesson was delivered in English. I had to focus first on making sure they understood the words before teaching the actual content. Since then, I've made it a practice to ensure students understand the language used before introducing the lesson itself. Most of the time, it is happy when everything is going well and the classroom feels light and positive. However, there are times when it can be frustrating and the mood becomes a bit low when students are reprimanded for not completing tasks, especially those related to maintaining a clean and orderly classroom. There was a time when a school leader reminded me not to ever assume that learners already knew the primary topics, the preliminary topics before the actual lesson. This made me realize the importance of checking students' understanding

first and building lessons from the basics. As a result, I became more careful in planning and delivering my lessons, ensuring that students fully grasp foundational concepts.” Looking back on my first year of teaching, one of my biggest challenges was noticing that students' behavior and eagerness to learn were not the same as when I was a student. Coming from my first-hand experience, this made my teaching a challenging one. Over time, I have learned to be more flexible and patient, adapting my teaching strategies to meet students' needs, and help them engage more effectively in learning. One of the most demanding aspect of teaching for me is multitasking between many programs while staying engaged with my learners. It can be tiring and requires careful time management, but these challenges have helped me become more patient and adaptable.”

PARTICIPANT 4

23y/o Male Single T-1 TLE - G7&8

A typical day feels both exciting and overwhelming. I balance lesson delivery, classroom management, and student engagement while constantly thinking on my feet. One memorable moment was handling a disruptive class for the first time. It was challenging, but it taught me the importance of patience and clear expectations. When I think about teaching, I feel a mix of purpose, responsibility, and fulfillment knowing I can influence students' growth.

My classroom is active and diverse with limited resources but strong student interaction, which is both motivating and sometimes challenging for lesson delivery. I once had to adjust a lesson when students couldn't grasp the concept, so I shifted to simpler examples and interactive activities, learning to be flexible and responsive. In front of students, I feel a mix of nervous energy and enthusiasm, which helps me stay alert and engaged during discussions. A colleague once advised me to focus more on student-centered strategies, which shifted my approach and improved student participation. My biggest challenges were classroom management and lesson pacing, but over time, I've learned to plan better and adapt to the students' needs. Teaching can be physically tiring and emotionally demanding, but I see these challenges as part of the profession that strengthen my resilience and commitment.

PARTICIPANT 5

23y/o Female Married T-1 MAPEH - 10

A typical day as a beginning teacher feels both exciting and overwhelming as you balance lesson delivery, classroom management, and connecting with students. Despite the challenges and the moments of self-doubt, small successes make the experience fulfilling and inspire you to keep improving each day. One of the most memorable moments was the first time a student truly understood a lesson I taught. Their face lifted with excitement, and it reminded me why teaching matters. It was a simple moment, but it gave me confidence and made all the challenges feel worthwhile. Teaching brings a mix of fulfillment and responsibility, knowing that every lesson can shape a student's understanding and confidence. It also feels inspiring and challenging, as each day offers new opportunities to make a difference while continuing to grow.

The classroom I work in is dynamic and student-centered with space for interaction and collaboration. While this helps promote engagement, challenges such as limited time, varied learning abilities, and occasional distractions require careful planning and flexibility in delivering lessons. I recall a lesson where students seemed confused and disengaged, so I quickly shifted from a lecture-style discussion to a more interactive activity. This adjustment taught me the importance of being flexible and responsive to students' needs in real time. When I am in front of my students, I often feel a mix of nervousness and excitement, especially at the beginning of my lesson. As the discussion flows and students engage, this feeling turns into confidence and connection, which helps me interact more effectively with them. There was a time when a mentor suggested I make my lessons more student-centered rather than teacher-led. This feedback changed my approach, helping me focus more on student participation and active learning, which greatly improved my teaching practice. Looking back on my first year of teaching, one of my biggest pedagogical challenges was managing the classroom while ensuring that all students understood the lesson. Over time, I learned that effective teaching requires patience, adaptability, and continuous reflection to improve instructional strategies. Teaching can be physically demanding due to long hours of standing, preparing lessons, and managing classroom activities. Emotionally, it can also be challenging because teachers carry the responsibility of supporting students' learning and well-being, but these demands also make the profession meaningful and fulfilling.

PARTICIPANT 6

24y/o Female Married T-1 Science - G9

Teaching can be physically demanding due to long hours of standing, preparing lessons, and managing classroom activities. Emotionally, it can also be challenging because teachers carry the responsibility of supporting students' learning and well-being, but these demands also make the profession meaningful and fulfilling. One of the memories that stands out to me is when we were asked what interventions we can do to have improved assessment result of students. Through action research, I was able to make an action research that helped my students think collaboratively and independently in the science subject. It was a bit challenging since I don't know how to conduct action research. But with the guidance of our school leaders, especially our SDS, we were able to produce an output and share it with our co-teachers. I feel overwhelmed when I think about teaching because aside from teaching students, there are other tasks that is involved. Making of lesson plan, accomplishing forms, and other paperwork that is related to our work. As day-to-day interaction with diverse learners can be a bit draining, especially when you are an introvert teacher. Regardless, teaching also involves a lot of positive feeling, that sense of accomplishment, unity, fulfillment, knowing you teach with passion and do your best to give the best education to the learners."

As much as possible before the start of the school year, we ensure that classroom are ready and that classroom is conducive for learning. But there are instances where classroom needs to be renovated and improved by the admin office through MOOE. Classrooms need to have an atmosphere of safety so learners can learn with ease. A classroom must have all necessary materials for learners to learn like having TV, speakers, printers, etc. Also, it must be pleasing to the eyes and in ambient temperature. Yes, there was a time I had to

adjust my teaching approach to one of the lessons I taught in science. When I played how the lesson would play out inside my head, it was smooth since I have knowledge of the lesson, but when I delivered it to the student, they had a hard time grasping the concept. That's why I had to improvise and ask the students to perform the example and gave more additional examples with illustrations and videos. I realized that students need multiple examples in order for them to grasp the lesson, and not everyone has the same level of comprehension. Thus, as a teacher, we have to find ways to make lessons easier to understand by the students. I feel excited to teach students about new lessons and enthusiastic that they enjoy the topic being discussed. These positive feelings allow me to interact the students in a positive standpoint and thus allowing to have an open and productive discussion with them. Early in my career, I focused on curriculum coverage and quiet classrooms, thinking that it meant effective teaching. A school leader asked, are you teaching or are the students learning? In our conversation, they emphasized shifting from delivering to interaction. I began designing lessons around student activity, collaboration, inquiry, and formative assessment. These changed my understanding that great teaching isn't about being the source of knowledge, but guiding students to construct it themselves, and reflection or feedback are the key to growth. Managing classrooms, struggling with balance between structure and flexibility. Differentiating instruction, one size fits all lessons, and aligning assessment to teaching. Classroom management is about relationship over rules. Differentiation is about flexible design. Not separate lessons, assessment, guides, daily instruction, not just measures learning. Physical demands, long hours of standing, repetitive tasks, and managing classroom space. Emotional demands, caring for students' well-being and balancing diverse expectations. Since making an impact, these demands comes with the purpose of supporting growth. I prioritize self-care and focus on long-term impact, shaping me to be more resilient and intentional.”

PARTICIPANT 7

22y/o Female Married T-1 TLE-9&10

Being a beginning teacher feels like being on a steep learning curve. It's tiring and sometimes overwhelming but also meaningful and full of moments that remind me why I choose to teach in the first place. When I first delivered a lesson, our students were restless. Some were talking, others looked completely lost, and a few were not paying attention at all. I tried to continue the lesson while feeling my confidence slowly slipping. I was questioning myself; did I explain it wrong? I felt discouraged, but instead of giving up, I reflected on what happened. The next day, I tried a different approach. I made the lesson more interactive, asked more questions, and moved around the room more. Surprisingly, the students responded better. They were more engaged, and I felt more connected to them. That moment stayed with me because it taught me something important. Being a teacher isn't about having a perfect lesson. It's about being flexible, learning from mistakes, and growing with your students. Teaching feels demanding but meaningful. The kind of words that can be exhausting yet still leave you with a sense that what you are doing truly counts.” I am teaching CSS NC2 under TLE, and the biggest one is the lack of hands-on experience, which is very important in CSS. There is only two functional computer units in the laboratory and in complete tools and equipment. Students may understand the theory but struggle to apply them in real situation.”

Since we did not have enough working computers, I prepared printed images and a lecture-style discussion. I expected it to go smoothly, but midway through the lesson, I noticed the students were losing interest. Some were talking, others looked confused, and a few were just staring blankly. It became clear that simply showing pictures and explaining wasn't enough. They couldn't connect to something they couldn't actually touch or see in real life. I shifted to more interactive and improvised activities. I grouped them and asked them to draw and label computer parts on Manila paper, act as computer parts themselves and explain their function in simple English, present their work to the class. Heightened awareness of the room, listening to murmurs, noticing who's engaged or distracted, reading body language. My senses are on alert, which helps me adjust my tone, pacing, or approach. I remember feeling frustrated. Students weren't participating as much as I had hoped. Partly because we did not have functional computers in the lab. I was so focused on delivering content that I wasn't seeing how disconnected they were becoming. Mam Magto noticed this and took a few minutes to observe one of my lessons. Afterward, she sat with me and gave feedback that completely shifted my perspective. She said something along the lines of, you're very knowledgeable, but teaching isn't just about the content. Sometimes the students need to experience it in ways that make sense to them. Even if the tools aren't perfect, think about how you can involve them, have them explain or simulate the work themselves. Let them talk and do not just watch and listen. That conversation was eye-opening. It made me realize that I had been teaching the way I would want to learn, rather than teaching the way my students learn. It also helped me see that engagement and understanding are often more important than perfectly following a lesson plan. Classroom management and pacing. The challenge is balancing lesson delivery, language support, and managing students' behavior was exhausting. I often felt rushed or overwhelmed trying to keep everything on track. The evolved perspective is that experience taught me to read the classroom in real time and be flexible. Sometimes, slowing down, revisiting difficult points, or switching activities mid-lesson was more effective than sticking rigidly to a plan. I also became more confident in establishing routines and expectations that helped me students self-manage. Physically Demanding Aspect are the constant movement and alertness, the vocal strain, extended preparation time. While Emotionally Demanding Aspect was on maintaining patience and composure, self-doubt and pressure, responsibility for student growth.”

PARTICIPANT 8

25y/o Female Single T-1 SPA Music – G 7-10

Typical day as a beginning teacher A typical day for me as a beginning teacher is both fulfilling and demanding. I start by preparing my materials and setting the classroom atmosphere to be engaging and welcoming. Inside the classroom, I feel a mix of excitement and pressure—excitement to share knowledge and connect with my students, and pressure to ensure that learning truly happens. Every lesson feels like a responsibility and an opportunity to make an impact. Most memorable moment One of my most memorable moments was when I had to handle a challenging class where students were disengaged. It pushed me to adjust my approach and be more creative. In the end, seeing them participate and respond positively reminded me that teaching is not just about delivering content, but about reaching students in ways that matter. Thoughts about teaching When I think about

teaching, the first things that come to mind are responsibility, patience, and purpose. Teaching is not just a profession for me—it is a commitment to shaping lives and guiding students not only academically, but also personally.”

The classroom environment I work in is dynamic and diverse. Some key features include limited resources but strong student interaction. While challenges like large class size or lack of materials exist, I find that a positive atmosphere and good classroom management help create meaningful learning experiences. Adjusting teaching approach There was a time when my planned activity did not work because students were not responding as expected. I had to quickly shift to a more interactive approach. That experience taught me the importance of flexibility and being attentive to students’ needs rather than strictly following a lesson plan. Physical sensations and feelings while teaching When I am in front of my students, I often feel a mix of nervousness and energy, especially at the beginning. As the lesson progresses, it turns into confidence and fulfillment. These feelings help me stay alert and responsive to my students, making my teaching more engaging. Influence of feedback from in the conversation with a colleague once helped me realize the importance of simplifying instructions and pacing my lessons. That feedback changed how I deliver my lessons and made me more reflective about my teaching strategies. Biggest pedagogical challenges During my first year, my biggest challenges were classroom management and addressing diverse learning needs. Over time, I learned to be more patient, adaptive, and student-centered. My perspective shifted from focusing on control to focusing on connection and understanding. Most demanding aspects of teaching Teaching can be physically exhausting and emotionally draining, especially when balancing workload and student needs. However, I make sense of these demands by reminding myself of my purpose. These challenges shape me into a more resilient and compassionate teacher. Closing Statement I sincerely appreciate this opportunity to reflect on my journey as a teacher. Teaching continues to be a learning process for me, and I remain committed to growing and improving for the benefit of my students. Thank you for allowing me to share my experiences.”

PARTICIPANT 9

23y/o Female Married T-1 English - G7

Beginning teacher usually focus with the preparation of lesson plan, activity sheets of the lesson, class record to record the scores of the test/outputs of the learners. The focus is on achieving the competency goal with 95-100 % passing rate for the learner. The most memorable moment that stands out in my mind is when I was given a Mathematics 4 that is (Grade 10 class). Although I am an English teacher, I did not pretend that I know the topic what I did was ask for help from an expert in the subject then I delivered the lesson based on how I understood the topic from her explanation. To my surprise the low performer in my class was able to get the test with 90% of the topic which is function of x. The first thought or feeling that comes to mind is dealing with stubborn hard headed students, expounding topics or lessons based on the learners perspective not from the teacher so I will not be frustrated with the result of the test. The never ending routine of recording scores, computing grades, and even encouraging students to come to class with those students who are not coming to school due to some family problems.

The key features that I find helpful as I plan and deliver my lesson are: a. Flat screen Led TV - since most of my learners learn best when they had something to watch using audio video lesson using the PVD or Pause, video, discuss technique when using audio video lesson. b. With the unlimited supply of internet and supply materials for delivering the lesson. The teacher can do a lot of it to achieve the competency and even design activities that fits the learning level of the learner. The results of the test of the learner which made me adjust my teaching approach. I learned to address the learning gap of the slow learner and zoom in with the difficulty they are dealing with the lesson that I have. Giving ample formative tests show improvement of scores and feedback the misconception of the lesson in the comprehension level of the learner. I learn to adjust my standards with students' capacity in order to meet where my students are. With the first section, sometimes I feel nervous. What I have in mind is to meet the expectations of the students as their subject teacher. But as I went through, it will eventually be gone as I go on with my class so long as I have prepared everything I need before coming to the class. From power point presentation to activity sheets and even audio video lesson. Moreover, I relate the lesson to their everyday life for them to appreciate that the lesson we have is not only applied in the four walls of the classroom but also in real life situations. It happened when I enrolled in my masters, my professors opened a lot of doors that in every lesson there will be a specific approach to teach and be satisfied with the results by using them. Until now what I learned from them is my best practice especially in teaching my field of expertise. Teaching last section was really challenging but with the aid of a different approach I learned in teaching various topics since they were able to write their own poem with no phones used at all. Looking back on my first year of teaching, I would say my biggest pedagogical challenges were: a. Managing classroom behavior- keeping with diverse energetic students focused and engaged was a task! b. Differentiating instruction- meeting the diverse needs of learners was tough. c. Time management- balancing lessons, grading, and prep work. As I've gained more experience, my perspective on these challenges has evolved. I've learned that: - Classroom management gets easier with routines and relationships. - Differentiation is about knowing your students and being flexible. - Time management is a skill you develop over time – prioritize, plan, and breathe These challenges have made me a more patient, creative, and effective teacher. The most demanding aspects of teaching for me is handling advisory class. In connection to that, you have to know and understand the background of your learner. Each of them matters in a class of 45. To fully understand and address each of their needs, the teacher must find time to build not just rapport but as well as bond with the students.”

PARTICIPANT 10

22y/o Female Single T-1 Mathematics - G7

As a beginning teacher, I find a typical day in the classroom a mix of excitement, confusion, and pressure. Excitement because finally my dream came true. I am already a teacher; that's my goal. I am excited about the things I can offer to my learners, to the school and to the community, but at the same time, I am confused because I don't know where I will start, since I don't have any experience being a substitute teacher. I also felt pressure, knowing that the whole community is looking up on you. The most memorable moment was when a student who kept on looking at me and asking me about my earrings. She

always looks at my earrings. One way of getting their attention was to wear different kinds of earrings. Every time I conduct reading with her, she always look at my ears and said Nindot kag aritis maam, asa ka gapalit ana?. Gakawata ko pag ingon niya and nakaingon kos akong self nga effective diay kay motan aw mn jud ang bata nako. Truly the teacher is the best instructional material for the learners. When I think about teaching, I can say that I see it as a calling. Being a teacher is not as easy as counting 1,2,3. You will invest a lot on it. Time, patience, and of course LOVE. The love for our learners, and the Love for learning. We are shaping our learners' future, that why I can say it's a calling for me.

My classroom is not a DepEd standard classroom. It is a makeshift classroom but still can be described as a functional and structured learning space. Helpful in the sense that can cater to our learners and learning continues despite our limited resources in the school. Challenge - Frequent distractions makeshift rooms are often open and noisy. Sounds from nearby classes, people passing can easily interrupt the lesson and affect learners' focus. Another one is the limited space for movement. Activities like group work or interactive tasks may be harder to implement due to cramped or uneven space. One specific instance I recall was during my Mathematics lesson on multiplication. I initially planned was to taught multiplication 2 digit by 1 digit lesson where I explained that multiplication 2 digit is just the same with multiplication with 1 digit. However, midway through the lesson, I noticed that many learners looked confused and were unable to follow, so I decided to start from the basic and taught it by digit so that they will not be confused. After that I let them realized that they are going to total the two product of the 2 digits to get the final product. I also quickly adjusted my strategy by incorporating concrete materials. I asked the learners to use objects available in the classroom, such as pencils and bottle caps, and grouped them physically. This shift from a purely board-based explanation to a hands-on, visual approach immediately improved their engagement and understanding. The learners became more active, and I could see that they were beginning to grasp the concept. From this experience, I learned that flexibility is very important in teaching, especially in Mathematics. Not all learners can immediately understand abstract concepts, so it is essential to be ready to shift to concrete and visual strategies when needed. I also realized the importance of closely observing learners' reactions during the lesson, as this helps me decide when and how to adjust my teaching approach. During the lesson, I become more aware of my body language—how I move around the classroom, my gestures, and my voice. When I feel confident, my voice becomes clearer and more expressive, which helps me explain concepts better, especially in teaching Mathematics. I also tend to move closer to my learners to check and validate their learnings during the lesson. I also make an eye contact to my learners, which strengthens my connections to them. One meaningful experience I had was during a post-observation conversation with my school head after she observed my Mathematics class on multiplication. After the lesson, she shared that while my explanation was clear, most of my questions were focused on getting the correct answer rather than understanding the learners' thinking process. She pointed out that I often asked questions like “What is the answer?” instead of “How did you get your answer?” or “Can you show another way to solve it?” At first, I felt a bit uneasy because I thought I had delivered the lesson well. However, as we continued the conversation, I began to realize that I was missing an important part of teaching—developing deeper understanding, not just correct responses. Because of that feedback, I started to adjust my approach in the following lessons. I became more intentional in asking open-ended questions and giving

learners time to explain their thinking, especially in solving multiplication problems. I also encouraged them to use different strategies in finding the correct answer. Looking back on my first year of teaching, one of my biggest pedagogical challenges was addressing the diverse learning needs of my students, especially in subjects like Mathematics. I found it difficult to ensure that all learners understood the lesson, particularly when teaching concepts like multiplication. Some students quickly grasped the idea, while others struggled with basic number sense, making it challenging to move at a pace that suited everyone. Another challenge was shifting from simply delivering content to facilitating meaningful learning. At the beginning, I focused more on explaining procedures and getting the correct answers. However, I noticed that many learners could follow steps but did not fully understand the concept behind them. I also struggled with classroom engagement, especially in a makeshift classroom setting where distractions were common. Maintaining learners' attention and ensuring active participation required more effort and creativity than I initially expected. One of the most demanding aspects of teaching for me physically is the constant movement and energy required throughout the day. In a makeshift classroom, I often move around to monitor learners, manage behavior, and provide assistance, which can be tiring. Standing for long periods, writing on the board, and projecting my voice so that all students can hear, especially when the environment is not very conducive to learning. Emotionally, one of the biggest challenges is carrying the responsibility of ensuring that all learners understand the lesson. It can be difficult when I see some students struggling, particularly in subjects like Mathematics, where concepts such as multiplication require strong foundational skills. I sometimes feel pressure and concern, especially when I know I have done my best, but a few learners still find it hard to catch up.

Appendix F



MISAMIS UNIVERSITY
Ozamiz City
Graduate School



INFORMED CONSENT FORM

(PORMA SA NASABTAN NGA PAGTUGOT)

Researcher/Investigator (Nagtuon):

Name (Ngalan): JASON V. QUIANO
Course: Doctor of Education major in Educational Management
College: Graduate School
Email: jasonquiano.mastudent@gmail.com
Contact Number: 0946-612-8200
Dissertation Title: School Heads' Supervision and Teachers' Teaching Efficacy in Relation to Pedagogical Practices

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>JASON V. QUIANO</u>, the principal researcher/investigator of the study entitled “<u>SCHOOL HEADS’ SUPERVISION AND TEACHERS’ TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES</u>” I am a graduate student under <u>DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT</u> at Misamis University in Ozamiz City. I am to conduct the research with FULL CONSENT as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>Maayong adlaw! Ako si <u>JASON V. QUIANO</u>, ang nagpahigayon sa pagtuon kabahin “<u>SCHOOL HEADS’ SUPERVISION AND TEACHERS’ TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES</u>” Ako usa ka estudyante sa <u>DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT</u> sa <u>MISAMIS UNIVERISTY, OROQUIETA CITY</u>. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahanglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong</i>

	<i>edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyonsa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaanusab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study is to assess the School Heads' Supervision and Teachers' Teaching Efficacy in relation to the Pedagogical Practices. This research can be beneficial to School Heads by developing more effective supervision programs and teachers' teaching efficacy practices for their pedagogical practices. Furthermore, they can better understand their roles in supporting these practices, resulting in better teacher-student outcomes. Teachers can benefit from this study by gaining insight into effective instructional supervision that can improve their teaching efficacy, leading to better student outcomes. The study can also help teachers identify areas needing additional support, leading to more targeted pedagogical development opportunities. Lastly, students will benefit from improved teaching practices and better learning outcomes, resulting in a high-quality education that prepares them for future success. <i>Ang katuyoan ani nga pagtuon mao ang pagtimbang-timbang sa Superbisyon sa mga Ulo sa Eskwelahan ug sa Epektibidad sa Pagtudlo sa mga Magtutudlo may kalabutan sa mga Praktis sa Pedagoghiya. Kini nga panukiduki makahatag og benepisyo sa mga Ulo sa Eskwelahan pinaagi sa pagpang-develop og mas epektibong mga programa sa superbisyon ug mga praktis sa epektibidad sa pagtudlo sa mga magtutudlo alang sa ilang pedagogical nga mga pamaagi. Dugang pa, mas masabtan nila ang ilang mga papel sa pagsuporta niining mga praktis, nga makahatag og mas maayo nga resulta sa magtutudlo ug estudyante. Ang mga magtutudlo makabenepisyo gikan niining pagtuon pinaagi sa pagkuha og kasayuran sa epektibong instructional supervision nga makapauswag sa ilang epektibidad sa pagtudlo, nga mosangpot sa mas maayo nga resulta sa mga estudyante. Ang pagtuon usab makatabang sa mga magtutudlo sa pag-ila sa mga lugar nga nanginahanglan og dugang nga suporta, nga mosangpot sa mas targeted nga mga oportunidad sa pedagogical nga pagpalambo. Sa kataposan, ang mga estudyante makabenepisyo gikan sa mas maayong mga praktis sa pagtudlo ug mas maayo nga mga resulta sa pagkat-on, nga maghatag og kalidad nga edukasyon nga andam kanila alang sa umaabot nga kalampusan.</i>

Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through survey and interviews. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants (Pagpili sa mga Partisipant)	The selection of the participant is based on the following inclusion criteria: (1) at least 6 (six) months to one year of teaching experience, (2) currently teaching in a full time basis in the school where the study will be conducted, and (3) willingness to participate in the study. <i>Ang pagpili sa mga partisipante gibase sa mosunod nga mga criteria sa paglakip: (1) labing menos usa ka tuig nga kasinatian sa pagtudlo, (2) kasamtangan nga nagtudlo sa eskwelahan diin ang pagtuon ipahigayon, ug (3) kaandam sa pag-apil sa pagtuon.</i>
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation must be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil naimong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa ngapangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (Pamaagi)	The participants will be given ample time when answering the survey questionnaire. The activity will be undertaken once or several times when necessary. The researcher will tally the responses to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>Hatagan ug igong panahon ang mga partisipante sa pagtubag sa survey questionnaire. Ang kalihokan himuon kausa o daghang beses kung gikinahanglan. Ang tigdukiduki mag-ihap sa mga tubag nga gamiton alang sa pagtuki sa datos. Ang impormasyon ug datos nga imong gihatag isip partisipante gamiton alang niini nga pagtuon nga mag-inusara ug pagatagdon uban sa labing kompidensyal nga paagi.</i>

Duration (Gidugayon)	The gathering of data through answering the survey questionnaire will last for 45 minutes to 1 hour. <i>Ang pagtigom sa mga datos pinaagi sa pagtubag sa survey questionnaire molungtad og 45 minutos ngadto sa 1 ka oras.</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung panaglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutanaug moatra sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kaayohan)	This research can be beneficial to School Heads by developing more effective coaching and supervision programs tailored to the needs of their teachers and schools. Furthermore, they can better understand their roles in supporting these practices, resulting in better teacher-student outcomes. Teachers can benefit from this study by gaining insight into effective instructional supervision and coaching strategies that can improve their teaching efficacy, leading to better student outcomes. The study can also help teachers identify areas needing additional support, leading to more targeted professional development opportunities. Lastly, students will benefit from improved teaching practices and better learning outcomes, resulting in a high-quality education that prepares them for future success. Thus, your responses shall be highly valued being deemed important in the field of <u>Teaching and Learning Process</u>. <i>Kini nga panukiduki mahimong mapuslanon sa mga tagdumala sa Tulunghaan pinaagi sa pagpalambo sa mas epektibo nga mga programa sa pagtudlo ug pagdumala nga gipahaum sa mga panginahanglan sa ilang mga magtutudlo ug mga eskwelahan. Dugang pa, mas masabtan nila ang ilang mga tahas sa pagsuporta niini nga mga praktis, nga moresulta sa mas maayo nga resulta sa magtutudlo-estudyante. Makabenepisyo ang mga magtutudlo gikan niini nga pagtuon pinaagi sa pagbaton og panabut sa epektibo nga pagdumala sa pagtudlo ug mga estratehiya sa pagtudlo nga makapauswag sa ilang pagkaepektibo sa pagtudlo, nga motultol ngadto sa mas maayong resulta sa estudyante. Ang pagtuon</i>

	<i>makatabang usab sa mga magtutudlo sa pag-ila sa mga lugar nga nanginahanglan og dugang nga suporta, nga motultol sa mas gipunting nga mga oportunidad sa pagpauswag sa propesyonal. Sa katapusan, ang mga estudyante makabenepisyo gikan sa gipaayo nga mga gawi sa pagtudlo ug mas maayo nga mga sangputanan sa pagkat-on, nga moresulta sa usa ka taas nga kalidad nga edukasyon nga nag- andam kanila alang sa umaabot nga kalampusan. Sa ingon, ang imong mga tubag kinahanglan nga hatagan ug bili nga giisip nga hinungdanon sa natad sa Proseso sa Pagtudlo ug Pagkat-on.</i>
Reimbursement <i>(Hulip nga bayad)</i>	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) samasa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data <i>(Pag- amping sa Datos)</i>	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag- amping aron dili ibutyag. Sa panahon sapagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>

Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. (Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertationsa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. (Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dilina magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: (Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:) Name of the Researcher (Ngalan sa Nagtuon): <u>JASON V. QUIANO</u> Cellphone Number/s: <u>09466128200</u> e-mail add: <u>jasonquiano.mastudent@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. (Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mgapangutana sa interview ug ang possible nga follow-up nga interviews.)

	I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>JASONV. QUIANO</u>
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PART II: CERTIFICATE OF CONSENT	
This research entitled “SCHOOL HEADS’ SUPERVISION AND TEACHER’S TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES” by <u>JASON V. QUIANO</u> with the aim of gathering information and data pertaining to SCHOOL HEADS’ SUPERVISION AND TEACHER’S TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES, has been presented and explained to me clearly. Since the study involves <u>CLASSROOM TEACHER</u>, I am chosen as one of the participants. <i>(Kini nga pagtuon gititulohan, “SCHOOL HEADS’ SUPERVISION AND TEACHER’S TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES” ni <u>JASON V. QUIANO</u>, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa “SCHOOL HEADS’ SUPERVISION AND TEACHER’S TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES”, gipresenta uggipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa <u>MGA MAGTUTUDLO SULOD SA KLASI</u> ako napilian isip usa sa mga partisipante.</i> I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study. <i>(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako</i>	

mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante):

Signature of Participant (Pirma sa Partisipante):

Date:

[MM/DD/YYYY]

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print).

Name and Signature of the witness
(Ngalan ug Pirma sa Testigo)

Thumb mark

CURRICULUM VITAE



PERSONAL DATA

Name : Jason V. Quiano

Birth Date: : February 19, 1989

Address : Purok 3, Dullan, Aloran, Misamis Occidental

Civil Status : Single

Parents : Mrs. Fedila V. Quiano
Mr. Reynaldo C. Quiano (Deceased)

EDUCATION

Postgraduate : Doctor of Education
Major in Educational Management
Misamis University
Ozamiz City
June 2026

Graduate : Master of Education
Major in Educational Management
Misamis University
Oroquieta City
July 2023

College : Bachelor of Secondary Education
Major in Mathematics
Stella Maris College
Oroquieta City
March 2009

Secondary : Aloran Trade High School
Aloran, Misamis Occidental
March 2005

Elementary : Jose Abad Santos Central Elementary School
Camp. Jas, Malabang Lanao del Sur II
March 2001

PROFESSIONAL ELIGIBILITY : Professional Teacher- Secondary Level
December 12, 2012

WORK EXPERIENCES:

October 13, 2025 to Present : Head Teacher I, Department Head
Sibugon Integrated School
Sibugon, Lopez Jaena, Misamis Occidental

August 18, 2025 to October 12, 2025: Head Teacher I, School Head
Sapang Dalaga National High School
Sapang Dalaga, Misamis Occidental

May 1, 2024 to August 17, 2025 : Head Teacher I, School Head
Mitazan Integrated School
Mitazan, Aloran, Misamis Occidental

August 8, 2023 to April 31, 2024 : Head Teacher I, School Head
Roque L Su Memorial National High School
Mabini, Baliangao, Misamis Occidental

August 7, 2020 to August 7, 2023 : Head Teacher I, School Head
Concepcion National High School
Concepcion, Misamis Occidental

July 22, 2019 to August 6, 2020 : Head Teacher I, School Head
Sibugon Integrated School
Sibugon, Lopez Jaena, Misamis Occidental

September 9, 2016 to July 21, 2019 : Head Teacher I, Department Head
Sibugon Integrated School
Sibugon, Lopez Jaena, Misamis Occidental

May 15, 2013 to September 8, 2016 : Teacher I
Sibugon Integrated School
Sibugon, Lopez Jaena, Misamis Occidental

January 13, 2013 to May 14, 2013 : Job Order, Teacher I
 Taguanao Integrated School
 Taguanao, Aloran, Misamis Occidental

SEMINARS/TRAINING ATTENDED

- Capacity Building for School Heads on Project: CELLS Domain 4: Developing Self and Others
 NEAP, Region X
 July 14-18, 2025
- Regional Training of Trainers (RTOT) on Assessors' Training on Deepening of Classroom Observation and Portfolio Assessment (Batch 2)
 NEAP, Region X
 February 18-21, 2025
- Training on School Head's Target Setting and Commitment and the Interim Guidelines for the Office Performance Commitment Planning and Assessment for F.Y. 2024 and onwards including the Revised Office Performance Commitment Form (OPCRF)
 DepEd Mis. Occ.
 February 18-21, 2025
- Upskilling of School Heads on the Management of School Learning Resource Center
 DepEd. Mis. Occ.
 October 29-30, 2024
- Contingency Planning Workshop on Disaster Risk Reduction and Management in Schools
 DepEd Mis. Occ.
 October 13-16, 2024
- Division Training of School Leaders on the MATATAG Curriculum for Kindergarten, Grade 1, 4, and 7.
 DepEd Mis. Occ.
 July 10-15, 2024
- PANAGTIGUM: The 2024 Regional Assembly of Educational Leaders (2024 RAEL)
 DepEd Regional Office
 June 10-12, 2024

- Capacity Building for School Heads on Project: CELLS Domain 1: Managing School Operations and Resources & Domain 3: Focusing on Teaching and Learning (Batch 3)
NEAP, Region X
May 20-24, 2024
- Capacity Building for School Heads on Project: CELLS Domain 1: Leading Strategically (Batch 3)
NEAP Region X
April 19 - May 3, 2024
- Capacity Building of Instructional Leaders on Instructional Supervision
DepEd Mis. Occ.
October 23 – 25, 2023
- Regional Rollout of Higher Order Thinking Skills (HOTS) on Professional Learning packages for Mathematics
NEAP, Region X
October 2-6, 2023
- First Division Disaster Risk Reduction Management and Climate Change Empowerment Summit
DepEd Mis. Occ.
August 25-27, 2023
- Educators' Workshop on Metacognitive Design Thinking for School Innovations
DepEd Mis. Occ.
October 14-16, 2022
- Adaptive Leadership Training for School Leaders and Section Heads
DepEd Mis. Occ.
March 3, 2023
- Strategic Thinking and Innovation Course 1 (Essentials of Strategic Thinking and Innovation)
SEAMEO INNOTECH
November 8, 2021 to January 29, 2022



Misamis University

Ozamiz City, Philippines 7200

Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917

Website: <https://www.mu.edu.ph>

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ATTY. RABINDRANATH S. POLITO

Notarial Commission No. 2025-02

Notary Public for Ozamiz City and Clarin

Until 31 December 2026

Roll of Attorneys No. 76977; TIN 948-122-314

IBP No. INV 583305; 02 January 2026, Mis. Occ. Chapter

PTR No. 6007867; 05 January 2026, Ozamiz City

MCLE Compliance No. VIII-0016916 valid until 04-14-2028

2nd floor, LKT Bldg., P3, National Highway

Brgy. Catadman-Manabay, Ozamiz City

09171031665; 088-521-6434

attyrabindranathpolito@gmail.com