

The Meeting of Mind and Heart: Assessing the Competencies of the Newly Hired Teachers

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Running Title: Assessing Newly Hired Teachers

Abstract: *This study was undertaken to identify the competencies and needs of the sampled participants specifically the sampled 37 newly hired Junior High School teachers SY 2018-2019 and to provide inputs to the existing induction process and program to help teachers stay in the public school system. To assess the competencies of the newly hired teachers, the researcher floated the 39-point survey questionnaire with specific variables under Knowledge, skills and competence. The researcher used the Descriptive Research Design to identify the teaching competencies of the sampled 37 JHS newly hired teachers and analyzed their demographic data as factors that may influence teaching competencies. Hence, the researcher found out that 68% of the respondents is from 20-30 years old, most of them are still young in the service where 73% has only 1-3 year experience; 92% has no master's degree. In terms of the level of competencies, the respondents' knowledge keyed from average to high, for level of skills as high and for attitude from high to very high. The data gathered would qualify the policy inputs for Human Resource and Development in crafting the teacher induction program for SDO's newly hired teachers.*

1. Context and Rationale

The call for the delivery of quality education has been the battle cry of all public and private institutions for years. This long sought after term 'quality' has been undeniably part of the quest to engage the most competent and most committed teachers in the field. For logical reasons, this search for newly hired teachers who can deliver at their best has been the key to respond to the call of producing quality graduates.

Being in the frontline, teachers are the first to receive praises and blames for the successes and failures of the students at schools. However, being new in the field cannot be an objective excuse for teachers not to perform well. Being newly hired teachers does not mean that they are free from the ideal expectations of what seasoned teachers need to perform. This in turn gives the impression that all teachers whether new or seasoned should be and must be the significant persons in the teaching arena who need to possess the best traits and competencies any school personnel could ever demonstrate. Rivkin, Hanushek, & Kain (2005) support this claim that the quality of classroom teachers is regarded as a key factor in the success of students.

In addition, Dinham, Ingvarson, & Kleinhenz (2008) highlight in their research that the impact of teachers is an influential factor in determining who succeeds and who does not. The competencies that teachers need to exhibit in every classroom engagement and in every inch of learning delivery can greatly effect change specifically in achieving the goal of the Department of Education (DepEd). The knowledge, skills and attitude which every teacher should possess play a pivotal element in making every classroom encounter, an effective and meaningful learning engagement.

Further, Chetty, Friedman, & Rockoff (2014); Rivkin, Hanushek, & Kain (2005); Rockoff (2004) in their research confirm that the most powerful, in-school influence on learning is the quality of instruction that teachers bring to

students. For newly hired teachers, they need to be given relevant and appropriate support for personal and professional exposures so as to attain the quality of teaching. The learning that matters can only be realized if teachers specifically newly hired ones can be wholly prepared intellectually and emotionally. It is where the competencies of newly hired teachers would be honed from knowledge, skills and attitude. The preparation they have gained in colleges and universities should be equated with diverse personal and professional enhancement trainings. Being open to these continuous personal and professional engagements would little by little contribute for the newly hired to become the most influential beings in the classrooms. The pre-service and in-service preparations would make them more valued people in the teaching force.

Hence, if the Department of Education wants to maximize the full potentialities of students then provision for constant and effective newly hired teachers' support during induction process should be part of the School's Division Improvement Plan. As stated in the Republic Act 7784, An Act to strengthen Teacher Education in the Philippines by establishing Center of Excellence, Creating a TEACHER EDUCATION COUNCIL, the Department of Education in collaboration with Teacher Education Council has designed collaboration programs and projects to enhance pre-service and in-service teacher training, retraining, orientation and teacher development.

The relevant and comprehensive preparation and support during tertiary and in-service years of the newly hired teachers would help them become quality teachers. By intensively preparing them into the demands of the public school system, they can stand bravely to diverse testing times of being new in the field.

2. Review of Related Literature

Teachers always play very critical roles in the development of learners at schools. The instruction they deliver can make

or break the students' learning outcomes. If the instruction is effective, the effect of which will help students realize their fullest potential and vice versa. For this reason, teachers must be given the most relevant and appropriate system support for them to optimize their latent talents and skills considering that they are called the education vanguard.

In an organization like DepEd, there has been a number of newly hired teachers every year depending on the need of schools. The thriving of these new professionals in the teaching arena would somehow create positive and negative impact on student learning.

A summary of research studies would prove that every year new teacher professionals would apply to DepEd all over the country. These newly hired teachers for years have been part of the key personnel at schools. Whether ready or not, these newly hired teachers would face the teaching battlefield with their wit and bravery. Others would take the challenges as positive exposures to best develop themselves while others who feel inferior would feel neglected and would then believe that teaching is just a very exhausting profession. The competencies that these newly hired teachers need to possess would be dependent on the kind of foundation they have during pre-service process and the kind of induction program the schools prepare for them.

This proposition is supported by Jackson (1990) which states that competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day.

Competencies as Boyatzis, Stubbs, & Taylor (2002) define the term as underlying characteristics of a person, motives, traits, abilities, aspects of image or social role, knowledge that a person is able to use. This supports the realization that for professionals to be effective at work, they should possess the knowledge, skills and attitude. Thus, for teachers new in the field they cannot simply translate the expectations without relevant preparation and guidance.

The guidance given to newly hired teachers can target the desired competencies which in turn benefit student learning outcomes. As Straka (2005) points out that competency comprises the entire body of knowledge and abilities or personal traits developed through learning that cannot be immediately observed. Attaining the desired competencies need much time, effort and self-reflection. This can be compared to the continuing process of learning, relearning and unlearning. They should know and understand that the students inside the classrooms are critical, analytical thinking and feeling individuals. For students are not robots, they are humans who must be nurtured and guided by more caring and critical authorities like teachers.

Further, one of the critical decisions that newly hired teachers should take into consideration is the belief that students would benefit from warm and caring teachers who prioritize relationships with students and tailor learning situations accordingly as supported by Macfalane (2000) and Cartledge & Kourea (2008). The 'built' relationship between

and among teachers and students can often be traced to educational climate conducive to learning (Jones & Jones, 2004).

These and more would help the DepEd realize that there is a dire need to assess the competencies of the newly hired teachers specifically on different variables under knowledge, skills and attitude. Gaining such teaching competencies would require time and efforts on the part of the DepEd specifically of schools and teachers themselves.

Charles (2000) recommends making teaching and learning compatible with the human nature of students and teachers are tasked to design activities which work with rather than against student nature. Teachers exist for learners. Being the authorities inside the classroom means their knowledge, skills and attitude must be more than their students. If these expectations can be met excellently then learners too would discover themselves to the fullest. This can be named as the domino effect of quality teaching. Effective instruction from effective teachers would lead to students with good mastery and understanding of the skills and lessons. Thus, competent and passionate teachers would also produce quality graduates who can also be called assets of the schools and of the nation as well.

Hence, the studies of Hanushek (1992); Wright, Horn and Sanders (1997); Hanushek, Kain, and Rivkin (1998); Hanushek, et al. (2005); Leigh (2010) emphasize that the quality of teaching received by students has the greatest impact on their education outcomes outside the impact of individual and family characteristics. From a policy perspective, improving the quality of teachers and their teaching in schools is the most effective method to improve student outcomes (Leigh, 2010).

It is also important to note that valuable learning time and opportunities can best prepare newly hired teachers to a more engaged and more committed time-on-task. Without enough exposures and knowledge of the 'know-how' then the effect would be harmful not only on the capacities of the teachers themselves but specifically disadvantageous on student learning outcomes.

Research studies of Babu & Mendro (2003) and Sanders & Rivers (1996) affirm this common perception of a link and reveals that of all factors under the control of a school, teachers are the most powerful influence on student success. Teachers regarded as the 'master planner' in the classroom engagement can help students achieve the target for the lesson and best realize its importance when given appropriate and suitable learning activities. The plans of employing the most apposite strategies and lesson flow to address students' needs are products of how prospective teachers gain understanding of the nitty-gritty of learning delivery itself- the 'what' and the 'how' things should be taught.

The foundation that newly hired teachers received during their pre-service years would also play a significant part in the way they think and perceive things as they get involved with actual teaching. That preparation to the public school teaching set up would not be enough. The newly hired

teachers need system support as actuated by DepEd Memorandum 39 s. 2008 and DepEd Order 43 s. 2017 which underscore the institutionalization of the Teacher Induction Program and its enhancement program as well.

Mini-course and seminars are most effective when beginning teachers receive support in applying the knowledge learned according to Stansbury & Zimmerman (2000). They added that most such programs identify beginning teachers as those who are either fresh out of a teacher preparation program or who have been teaching only one or two years.

The Department of Education recognizes this dilemma of the newly hired teachers. They may not be new in handling students per se inside the classroom but the challenges that would test their competencies may be new and difficult. Being new in the school, district and division is also part of the growing cause of stresses among them. Stansbury and Zimmerman (2000) emphasize that good support improves the likelihood that new teachers will stay in the field.

True, newly hired teachers should equally receive the support that schools give to veteran teachers. From enhancement of knowledge, skills and continually improving one's attitude, these can best help newly hired teachers feel welcomed and loved inside a caring organization like Department of Education. This would help them realize that the Department needs them and so they have to serve at their best always.

Consequently, supporting newly hired teachers to be 'the best teachers they can be will require more than a one-shot effort –and- thinking but it requires continuous and collaborative efforts of all key personnel in the Department. The newly hired teachers need lifelines so as to keep them productive and effective teachers in the field.

As former USEC Vilma Labrador once said that developing a solid teacher induction program can ease the transition for new staff, giving them the time, support and relationship they need to thrive.

The competencies that the Department requires from newly hired teachers would be attained if and only if the whole system itself would feel, refuel and keep the flame alive among people who believe that teachers can make and unmake students' lives as explained in the Declaration of Policy in RA 7784 which underscores that the teacher is the key to effectiveness in schools.

3. Research Questions

This study was undertaken to identify the competencies and needs of the sampled participants specifically the 37 newly hired Junior High School teachers SY 2018-2019 and to provide inputs to the existing induction process and program to help teachers stay in the public school system.

Specifically, it sought answers to the following questions:

- 1) What is the level of competencies of the newly hired teachers on variables under knowledge, skills and attitude?

- 2) What specific needs do newly hired JHS teachers have among the variables on knowledge, skills and attitude?
- 3) What induction policy input may be crafted to help the newly hired teachers be prepared and stay in the public school system?

Significance of the Study

The study would be helpful to school heads, human resource team and the whole Department of Education as well as it tries to identify the competency level and needs of the newly hired teachers. It would also be used as input to enhance the policy about teacher induction process and programs in the school and at Schools Division levels.

Scope and Limitations

The study highlighted the assessment of competencies of the selected 37 newly hired Junior High School (JHS) Teachers for SY 2018-2019 in all public secondary schools in the City Schools Division of San Jose Del Monte using the 39 –point item questionnaire for knowledge, skills and attitude. Open-ended questions were also part of the questionnaire to determine how the respondents would give their insights being new in the field.

Research Design

The Descriptive Research Design was utilized in the study and was carried out to identify the teaching competencies of 37 JHS newly hired teachers and analyzed the demographic data as factors that may influence teaching competencies.

Respondents

Composed of 37 selected JHS newly hired teachers across subjects taken from the pool of 112 hired teachers SY 2018-2019 were selected and asked to answer the 39-point survey questionnaire.

Sources of Data

The research used the survey questionnaire with Part I for respondent's demographic data and Part II for variables about teaching competencies. Part II of the questionnaire utilized the rating scale of 1 to 5 with 1 being poor and 5 being excellent. The variables under knowledge, skills and attitude were analyzed to identify the level of competency levels and needs of the 37 newly hired Junior High School Teachers SY 2018-2019. The data analyzed served as the framework of the policy enhancement for teacher induction processes in the Schools Division of San Jose Del Monte City

Instruments

The survey questionnaire for assessment of teacher competencies was floated to the field targeting the sampled 37 newly hired JHS teachers SY 2018-2019. This is composed of 8 variables under knowledge, 11 for skills, 20 for Attitude and 3 open –ended questions .

Data Collection Procedure

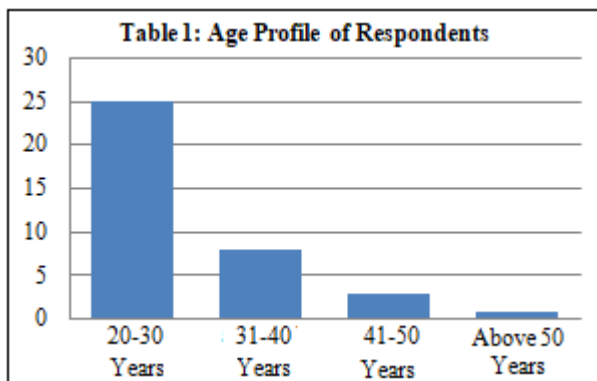
The researcher signified the intention of conducting the research by formally requesting the participation of the 37 newly hired Junior High School teachers for SY 2018-2019 through a request letter sent through the Schools Division Superintendent. The questionnaire was distributed to public

secondary schools with regular permanent items for Junior High School. The names of the respondents appeared in the front page of the survey questionnaire and was treated with utmost confidentiality before analysis of the data was undertaken. Each was regarded as Respondent 1 to 37. After collecting the questionnaire, the data was analyzed using the Statistical Package for Social Sciences (SPSS) to obtain the research statistics require to get the level of competencies. Descriptive test specifically the mean was utilized to identify the level of competencies and needs of the newly hired teachers. The 39- point survey questionnaire composed of the respondent’s demographic data and variables for teaching competencies for knowledge, skills and attitude was analyzed using the scale as shown below:

Teaching Competency	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
Knowledge (8 variables)					
Skills (11 variables)					
Attitude (20 variables)					

4. Discussion of Results and Reflection

The results of the Survey administered to thirty-seven (37) newly hired teachers of SDO San Jose Del Monte City were presented in Tables 1-9. The Age Profile of respondents showed that 68% is 20-30 years old, 22% is 31-40 years old, 8% is 41-50 years old and 3% is above 50 years old, as indicated in Table 1. Almost a third of the respondents are still young as their ages range from 20-30 years old.



In terms of teaching experience most of the respondents are still young in the service as 73% has only 1-3 years of experience. 24% has 4-6 years and 3% has 7-10 years of experience as shown in Table 2.

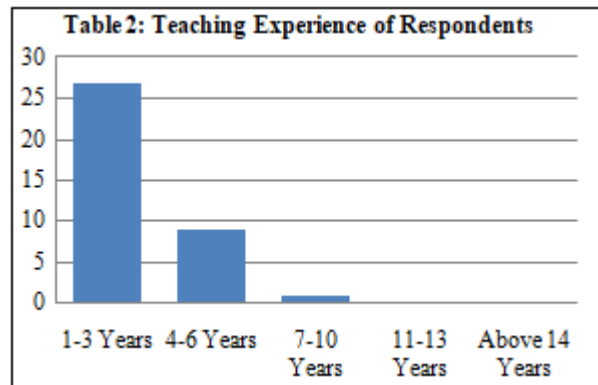


Table 3 showed that 92% has no master’s units or degree, only 8% has units. None of the respondents has earned a master’s or doctorate degree.

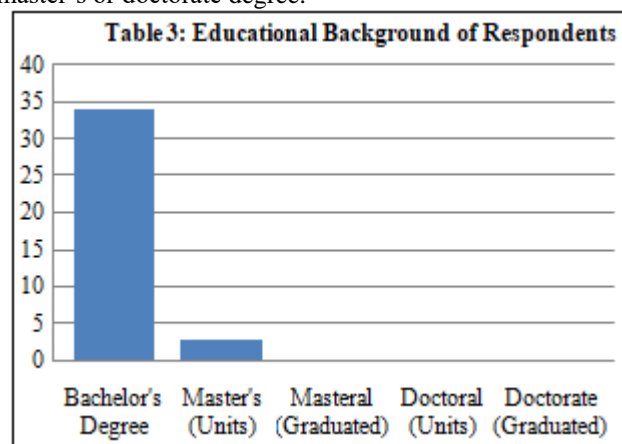


Table 4: Teacher’s Competencies – Knowledge

	N	Minimum	Maximum	Mean	Std. Deviation
1. Having Master of the Course	37	2.00	5.00	3.8378	.68773
2. Planning & Preparing of the teaching for the day	37	2.00	5.00	3.9730	.68664
3. Having Mastery of the Art of Questioning	37	3.00	5.00	3.8919	.61390
4. Giving & Explaining appropriate examples	37	2.00	5.00	3.8919	.61390
5. Providing relevant Motivating Activities	37	2.00	5.00	3.8108	.61634
6. Enhancing one’s abilities by attending to graduate studies	37	1.00	5.00	3.1351	1.18233
7. Enhancing one’s abilities	37	2.00	5.00	3.7568	.83017
8. Reading/Subscribing to professional journals	37	3.00	4.00	3.4324	.50225
Valid N (listwise)	37			3.7162	

Scale: 5- Excellent-Very High Level of Knowledge
 4-Very Good- High Level of Knowledge
 3-Good- Average Level of Knowledge
 2-Fair- Low Level of Knowledge
 1- Poor-Very Low Level of Knowledge

The results in Table 4 revealed that the level of knowledge of respondents range from average to high. A closer look at the overall mean of 3.7162 reflected high Level of knowledge.

Table 5: Teacher’s Competencies – Skills

	N	Minimum	Maximum	Mean	Std. Deviation
1. Ability to communicate orally	37	2.00	5.00	3.8108	.70071
2. Ability to communicate in writing	37	1.00	5.00	3.8108	.77595
3. Sourcing out diverse modes	37	2.00	5.00	3.8108	.56949
4. Handling emotions in the work place	37	2.00	5.00	3.9459	.62120
5. Showing enthusiasm towards work	37	2.00	5.00	4.0270	.68664
6. Having a sense of humour	37	2.00	5.00	3.9189	.75933
7. Inspiring good qualities to students	37	2.00	5.00	4.0000	.70711
8. Gaining classroom attention	37	2.00	5.00	4.0000	.78174
9. Gaining students’ participation	37	2.00	5.00	4.0270	.79884
10. Conducting research	37	2.00	4.00	3.4595	.73009
11. Applying effective teaching strategies	37	2.00	5.00	3.8919	.65760
Valid N (listwise)	37			3.8821	

Table 5 revealed that the level of skills of respondents is high as reflected by the overall mean of 3.8821.

Table 6: Teacher’s Competencies – Attitude

	N	Minimum	Maximum	Mean	Std. Deviation
1. Avoiding discrimination	37	3.00	5.00	4.3514	.75337
2. Cooperating	37	3.00	5.00	4.5135	.65071
3. Collaborating	37	3.00	5.00	4.3784	.68115
4. Friendly	37	3.00	5.00	4.4324	.68882
5. Responding to students’ queries	37	3.00	5.00	4.4054	.64375
6. Showing Cooperation	37	3.00	5.00	4.2432	.64141
7. Result-oriented	37	3.00	5.00	4.0811	.68225
8. Consistent	37	3.00	5.00	4.1081	.69856
9. Showing willingness	37	3.00	5.00	4.3784	.72078
10. Contributor	37	3.00	5.00	4.4054	.64375
11. Responsible	37	3.00	5.00	4.4054	.64375
12. Accountable	37	3.00	5.00	4.3243	.66892
13. Sympathetic	37	3.00	5.00	4.1622	.60155
14. Sincere	37	3.00	5.00	4.4054	.72493
15. Punctual	37	3.00	5.00	4.1622	.64608
16. Positive	37	3.00	5.00	4.2432	.64141
17. Strict & aggressive for the outcomes	37	3.00	5.00	3.9189	.68225
18. Fair in making judgement	37	3.00	5.00	4.2162	.67227
19. Just in assessing student’s abilities	37	3.00	5.00	4.2162	.62960
20. Showing commitment	37	3.00	5.00	4.2703	.65186
Valid N (listwise)	37			4.2811	

Scale: 5 - Excellent -Very High Level of Attitude
 4 – Very Good - High Level of Attitude
 3 – Good - Average Level of Attitude
 2 – Fair - LowLevel ofAttitude
 1 - Poor -Very Low Level of Attitude

The results in Table 6 revealed that the level of Attitude of respondents range from high to very high. A closer look at the overall mean of 4.2811 reflected high Level of Attitude among newly-hired teachers.

Table 7 indicated the consolidated answers of respondents to Question No. 1 - What are the specific character traits and competencies a teacher needs to possess before engaging in actual teaching? Most of the respondents’ answers indicated that being **Patient** is the primary trait that teachers should possess before engaging in actual teaching.

Table 7: Word Frequency Count for Question No. 1

	Frequency	% Shown	% Processed	% Total	No. Cases	% Cases	TF • IDF
Patient	11	100.00%	13.41%	13.10%	11	30.56%	5.7
Passionate	7	9.86%	8.54%	8.33%	7	19.44%	5.0
Knowledgeable	4	5.63%	4.88%	4.76%	4	11.11%	3.8
Good Communication Skills	3	4.23%	3.66%	3.57%	3	8.33%	3.2
Responsible	3	4.23%	3.66%	3.57%	3	8.33%	3.2

Figure 1: Word Stat Result for Question No. 1

Being **Passionate** comes secondary as can be seen in Figure 1. Other traits mentioned are good communication skills, knowledgeable, responsible and other traits as shown in Figure 1.

Table 8 indicated the consolidated answers of respondents to Question No. 2- In what sense would you be able to show your expertise in the course/subject you are currently handling as a teacher? Most of the respondents’ answers

indicated that having **Mastery of the Lesson and the use of effective strategies in teaching** are the primary traits that teachers should possess to show their expertise in the course/subject they are handling.

Table 8: Phrase Frequency Count for Question No. 2

	Frequency	No. Cases	% Cases	Length	TF • IDF
Mastery of the Lesson	4	4	11.11%	4	3.8
Effective Strategies in Teaching 3	3	3	8.33%	4	3.2

Table 9 indicated the consolidated answers of respondents to Question No. 3- How does the attitude of a teacher towards work affect student learning? Most of the respondents' answers indicated that teachers should be a **Role Model and with good attitude** as these affect student learning.

Table 9: Phrase Frequency Count for Question No. 3

	Frequency	No. Cases	% Cases	Length	TF • IDF
Role Model	6	6	16.67%	2	4.7
Good Attitude	4	4	11.11%	2	3.8

Reflection

After statistical treatment of data through the use of Statistical Package for the Social Sciences (SPSS), specifically descriptive statistics and Word Stat 8, below are the reflections based on the results of this study.

- 1) The level of competencies of the newly hired teachers on variables under knowledge, skills and attitude is **high** as indicated by the overall mean of **3.9598**.
- 2) The specific needs of newly hired JHS teachers in terms of knowledge are Enhancing one's abilities by attending to graduate studies and Reading/Subscribing to professional journals as these two variables gained the lowest means of 3.1351 and 3.4324 respectively. They need Skills in Conducting research as indicated by the lowest mean of 3.4595. In terms of attitude, they need skills in being Strict & aggressive for the outcomes and Result-oriented as indicated by the means of 3.9189 and 4.0811.

5. Recommendations

Based on the discussion and reflection of the study, the researcher felt the need to specifically underscore the following recommendations:

School Heads

- Inclusion of attitudinal competence during Learning Action Cell (LAC) sessions must a be considered so as to improve intra and interpersonal relationships between and among newly hired and other school personnel.
- Professional exposures like peer/ group sharing can be also of help to support the newly hired teachers.

SDO-Human Resource Training and Development Team

- The conduct of training follow-ups for newly hired teachers should be prioritized in order to continuously support them to the demands of public school system

- Training needs analysis should also be emphasized for targeting right and relevant training programs for newly hired teachers.

Newly Hired Teachers

- Self-initiated learnings like attendance to post graduate studies and participation to different professional development avenues would help them be intellectually equipped and updated with teaching- learning challenges.
- Linkages online would also help them get the nitty-gritty of the public school system

6. Acknowledgment

The researcher expresses her innumerable appreciation and heartfelt gratitude to the concerned San Jose Del Monte City DepEd personnel who extended support for the completion of the research:

SDS Germelina H. Pascual, CESO V for her approval in this undertaking;

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All School Heads for their assistance;

Select newly hired teachers who served as respondents of this research;

EPS English- Meycauayan Dr. Marilou Del Rosario for her unfailing help;

Diaz Family- Oscar Sr., Alicia, Maricar, Carlyn, Oscar Jr, nieces and nephews for the love and inspiration;

Above all, "The Almighty God", for His love and guidance.

To GOD be all the highest Glory!

Appendices

For Research Tool Validation

Dear Respected Expert Validator,

I am currently writing a study on 'The Meeting of Heart and Mind: Assessing the Competencies of the Newly hired Teachers' at the City Schools Division of San Jose Del Monte. This study aims to identify the competencies and needs of the newly hired teachers and craft input to enhance the teacher induction scheme to help teachers be prepared and stay in the public school system.

With your expertise, I am humbly asking your permission to validate the attached self-made questionnaire for this study.

Looking forward that this request would merit your magnanimous response, I remain

Thank you and God bless.

Respectfully yours,

Esperanza Diaz Cruz

Researcher

Part I: Demographic Data

Name: _____

Kindly tick the most appropriate for you.

1. **Age** a) 20-30 years b) 31-40 years c) 41-50 years d) Above 50 years
2. **Teaching Experience** (Private and Public)
a) 1-3 years b) 4-6 years c) 7-10 years d) 11-13 years e) Above 14 years
3. **Highest Educational Background**
a) Bachelor's Degree b) Master's (Units) c) Masteral (Graduated) d) Doctoral (Units) e) Doctorate (Graduated)

Part II: Teacher's Competencies

On a scale of 1 to 5, with 1 being poor and 5 being excellent, kindly rate your competencies as a newly hired teacher based on the following variables

A) Knowledge

No		1	2	3	4	5
1	Having mastery of the course					
2	Planning and preparing of the teaching for the day					
3	Having mastery of the Art of Questioning					
4	Giving and explaining appropriate examples					
5	Providing relevant and motivating activities					
6	Enhancing one's abilities by attending to graduate studies					
7	Enhancing one's abilities by attending to seminars, conferences and other continuing professional development trainings					
8	Reading/ subscribing to professional journals					

B) Skills

On a scale of 1 to 5, with 1 being poor and 5 being excellent, kindly rate your competencies as a newly hired teacher based on the following variables.

No	Variable	1	2	3	4	5
1	Having the ability to communicate clearly the language of instruction orally					
2	Having the ability to communicate clearly in the language of instruction in writing					
3	Improving teaching by sourcing out diverse modes					
4	Handling emotions in the work place					
5	Showing enthusiasm towards work					
6	Having a sense of humour					
7	Inspiring good qualities in students					
8	Gaining classroom attention					
9	Gaining student's participation in the class					
10	Conducting research to address students' needs					
11	Applying effective teaching strategies to address students' needs					

C. Attitude

On a scale of 1 to 5, with 1 being poor and 5 being excellent, kindly rate your competencies as a newly hired teacher based on the following variables.

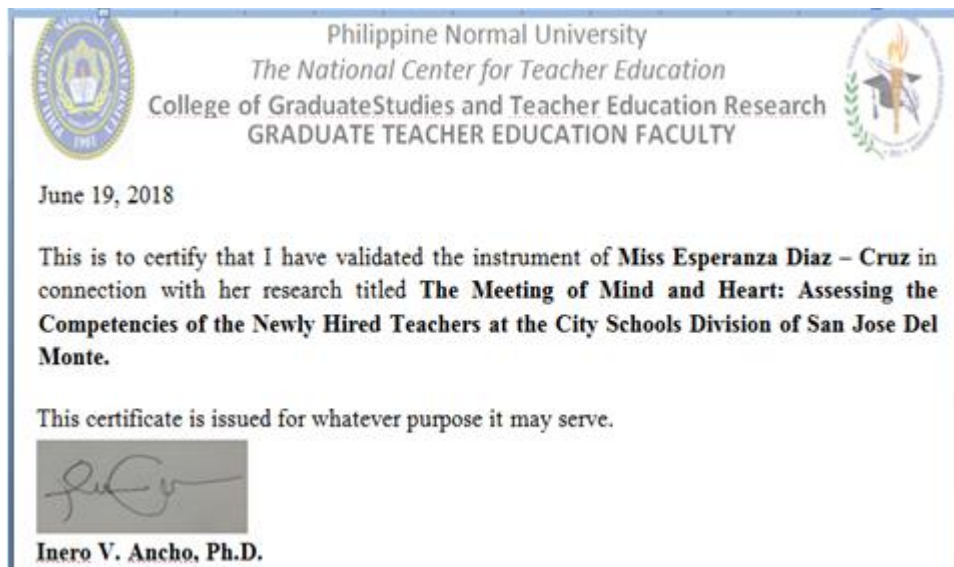
No	Variable	1	2	3	4	5
1	Avoiding any form of discrimination towards students, parents and colleagues					
2	Cooperating with staff, parents and students					
3	Collaborating with other members of the staff in the functional activities					
4	Being friendly and understanding to stakeholders					
5	Responding to students queries and suggestions					
6	Showing cooperation to meet team goals even at the expense of personal preferences					
7	Being results oriented					
8	Showing consistency in the work allotted					
9	Showing willingness for professional and personal growth					
10	Being a contributor towards student's growth					
11	Being responsible towards student's progress					
12	Being accountable toward student's development					
13	Being sympathetic towards students					
14	Being sincere towards teaching					
15	Being punctual in all activities					
16	Being a source of positive vibes and character					
17	Being strict and aggressive for the outcome					
18	Being fair in making judgment with student's achievement and failure					
19	Being just in assessing student's abilities					
20	Showing commitment in accomplishing assigned tasks					

1. What are the specific character traits and competencies a teacher needs to possess before engaging in actual teaching?

2. In what sense would you be able to show your expertise in the course/subject you are currently handling as a teacher?

3. How does the attitude of a teacher towards work affect student learning?

End of Survey



Department of Education
Region III
SCHOOLS DIVISION OF MEYCAUAYAN CITY
Meycauayan City, Bulacan



June 19, 2018

Certification of Validation

This is to certify that the self-made questionnaire of the study of Miss Esperanza Diaz Cruz entitled 'The Meeting of Heart and Mind: Assessing the Competencies of the Newly Hired' at the Schools Division of San Jose del Monte has been validated by the undersigned and found to be comprehensive and aligned with the needed competencies of teachers as itemized in the knowledge, skills and attitudes enumerated in the questionnaire.

This is to certify further that this questionnaire is worthy to be answered by all teachers including the Newly hired Teachers because the required competencies of teachers are targeted in the questionnaire.

MARILOU J. DEL ROSARIO, Ph. D.
Education Program Supervisor in English
Schools Division of Meycauayan City



Department of Education
Region III
SCHOOLS DIVISION OF SAN JOSE DEL MONTE CITY
City of San Jose del Monte, Bulacan



June 19, 2018

CERTIFICATION OF VALIDATION

This is to certify that the self-made questionnaire of the study of Miss Esperanza Diaz Cruz entitled 'The Meeting of Heart and Mind: Assessment of Competencies of the Newly hired Teachers' at the Schools Division of San Jose del Monte has been validated by the undersigned and found to be comprehensive and aligned with the needed competencies of teachers as itemized in the knowledge, skills and attitudes enumerated in the questionnaire.

This is to certify further that this questionnaire is worthy to be answered by all teachers including the Newly hired Teachers because the required competencies of teachers are targeted in the questionnaire.


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