

Teaching Readiness of Newly Deployed Public School Elementary Teachers in the Northern Districts of Nueva Vizcaya: An Assessment

Keenevie C. Bacud

Graduate School, Doctor of Education, Major in Educational Management, Northeastern College, Santiago City, Isabela, Philippines

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Email of Corresponding Author: Keeneviebacud@deped.gov.ph

Abstract

This study assessed the teaching readiness of newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya. Guided by the Input–Process–Output (IPO) Model, it examined pedagogical knowledge and skills, classroom management, curriculum knowledge, professional attitude and emotional readiness, factors that hinder teaching readiness, and the support systems available to newly deployed teachers. A descriptive research design, specifically a descriptive survey, was employed. Data were collected using a researcher-made, validated questionnaire administered to purposively selected newly deployed public elementary school teachers. The data were analyzed using frequency, percentage, and weighted mean. The findings revealed that the respondents demonstrated a very evident level of teaching readiness across all measured dimensions, with curriculum knowledge obtaining the highest level of readiness. The teachers exhibited competence in instructional planning, classroom management, curriculum implementation, and professional attitude and emotional readiness. The factors that hindered teaching readiness were generally perceived as slightly serious, with classroom management, limited instructional resources, infrastructure, workload, and curriculum adaptation identified as the primary challenges. Institutional support systems, including mentoring, coaching, seminars and trainings, instructional supervision, and collaborative learning, were likewise found to be very evident, contributing to the teachers' professional growth and instructional effectiveness. The study concludes that newly deployed teachers possess a high level of teaching readiness despite manageable professional challenges and recommends strengthening teacher induction, mentoring, continuous professional development, instructional support, and performance feedback to further enhance teaching competence. The study supports Sustainable Development Goal (SDG) 4 – Quality Education and SDG 8 – Decent Work and Economic Growth by promoting teacher competence, continuous professional development, and supportive learning environments. It contributes to educational, institutional, community, and socio-economic sustainability by providing evidence to strengthen teacher preparation, professional support systems, and instructional quality in basic education.

Keywords: Classroom Management, Curriculum Knowledge, Newly Deployed Public Elementary School Teachers, Pedagogical Knowledge and Skills, Professional Attitude and Emotional Readiness, Support Systems, Teacher Induction, Teaching Readiness

1. Introduction

The quality of education depends not only on curriculum and instructional resources but also on the readiness of teachers to deliver effective learning experiences. Within the Philippine educational system, newly deployed public elementary school teachers encounter challenges associated with adapting to diverse learners, implementing the curriculum, managing classrooms, integrating technology, and responding to the demands of 21st-century education. Although teacher education programs provide theoretical and practicum experiences, disparities often exist between pre-service preparation and the realities of classroom practice. These challenges highlight the importance of assessing teaching readiness to strengthen teacher support, improve instructional quality, and promote sustainable educational outcomes. This study assesses the teaching readiness of newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya by examining their pedagogical knowledge and skills, classroom management, curriculum knowledge, professional attitude and emotional readiness, factors that hinder readiness, and support systems available to them. The findings are expected to provide evidence for improving induction programs, mentorship, professional development, and teacher support mechanisms that facilitate a smoother transition from teacher preparation to professional practice.

1.1 Background of the Teaching Readiness of Newly Deployed Public Elementary School Teachers

Teaching readiness encompasses a teacher's ability to apply pedagogical knowledge and skills, manage classrooms effectively, implement curriculum requirements, and demonstrate emotional and psychological preparedness in fulfilling instructional responsibilities (Belen, 2003). While newly deployed teachers generally possess confidence in lesson planning

and learner motivation, they frequently encounter difficulties in classroom management, assessment practices, curriculum implementation, and technology integration. These challenges become more pronounced when teachers are assigned to unfamiliar school environments. The deployment of new teachers is intended to address teacher shortages and promote equitable access to quality education. However, professional readiness extends beyond academic preparation, as it directly influences instructional quality, teacher retention, student learning outcomes, and overall school effectiveness. Insufficient readiness may contribute to teacher disengagement, burnout, and early attrition, emphasizing the need for systematic assessment and continuous professional support. This study therefore focuses on determining the teaching readiness of newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya to provide evidence that can guide educational institutions, policymakers, and school administrators in strengthening teacher preparation and support systems.

1.2 Themes and Insights on Teaching Readiness of Newly Deployed Public Elementary School Teachers

Related literature consistently identifies teaching readiness as a multidimensional construct that integrates pedagogical competence, classroom management, curriculum knowledge, emotional competence, and professional attitudes (Beard et al., 1988). Professional competence is likewise viewed as the integration of knowledge, skills, attitudes, and values that enable teachers to perform effectively in diverse instructional settings (Liakopoulou, 2011; Dubois, 1993; Boam & Sparrow, 1992; Burgoyne, 1989). In the Philippine context, the Department of Education (2012) and the Commission on Higher Education recognize teacher readiness as a critical component of instructional quality. The implementation of the K to 12 Basic Education Program further emphasizes the need for teachers to develop competencies aligned with curriculum standards and learner needs (Department of Education, 2012). Competency-based education likewise emphasizes the importance of systematically developing and accessing teacher competencies to improve instructional performance (Alan, 2008; David, 2000; Bakhrui et al., 2013). Previous studies indicate that experiential learning and mentorship significantly enhance teaching readiness, particularly among teachers assigned to rural schools, although emotional resilience and culturally responsive pedagogy remain areas requiring further attention. Teaching readiness refers to a teacher's ability and willingness to perform instructional responsibilities effectively. Readiness combines cognitive competence with psychological preparedness and highlights the importance of teachers' confidence in their capabilities to achieve effective classroom instruction and management. Previous studies further demonstrate that institutional support, effective work environments, and collaborative professional relationships positively influence the teaching performance of newly hired teachers. Martel (2007) emphasized that recognizing teachers' competencies supports professional growth, while Holmes and Hooper (2000) highlighted the role of core competencies in improving educational quality. Likewise, competency frameworks developed by Tate (1995) and Strebler et al. (1997) underscore the importance of continuous professional learning in sustaining effective teaching practice. Research conducted among newly hired teachers in Zambales found that addressing workplace challenges, strengthening collaboration, and providing institutional support improved lesson delivery and student engagement (Duplon et al., 2022). Similarly, Bustos-Orosa (2008) observed that Filipino teachers associate effective teaching with sound instructional practices, learner-centered approaches, and professional commitment. Similarly, investigations on the implementation of the MATATAG Curriculum revealed that inadequate training, limited instructional resources, and inconsistent administrative support constrained teachers' readiness despite their awareness of curriculum reforms. Pedagogical competence remains a central component of teacher readiness. It refers to the ability to deliver instruction effectively through appropriate pedagogical knowledge, instructional strategies, classroom assessment, and learner engagement (Lardizabal, 1991; Salandan, 2007; Sener & Belfiore, 2005). Studies further indicate that student teachers perceive instructional planning, classroom management, and assessment competencies as essential indicators of teaching effectiveness (Pathy & Bhargava, 2011). Competency development is strengthened through continuous performance improvement and systematic professional development (Dubois, 1993; David, 2000). In the Philippine setting, Climaco and Barcelona (2025) observed that although pre-service teachers performed well in instructional material preparation and technology integration, they experienced difficulty in translating pedagogical theories into differentiated classroom instruction. Similarly, Mane (2025) emphasized that teachers' readiness to integrate technology into instruction enhances teaching effectiveness and enables educators to respond to the evolving demands of contemporary education. Kahn (1997) likewise emphasized that flexible learning environments supported by technology enable teachers to respond more effectively to learners' varying needs. Effective classroom management is likewise essential for maintaining productive learning environments. Research has consistently shown a positive relationship between teacher competence and effective classroom management while emphasizing that student engagement is also influenced by institutional and cultural factors. Curriculum familiarity enables teachers to implement prescribed learning standards effectively. Insufficient curriculum-specific preparation may limit teachers' effectiveness in implementing competency-based education, highlighting the continuing need for professional development. Emotional competence has likewise emerged as a significant dimension of teaching readiness. Emotional regulation, emotional communication, and the promotion of students' social-emotional learning are recognized as essential competencies that enable teachers to manage stress, establish positive relationships, and cultivate inclusive learning environments. The broader literature further recognizes competence as encompassing knowledge, skills, attitudes, values, motivation, self-regulation, and professional beliefs. Similar perspectives are presented by Khatoun et al. (2011) emphasized that instructional competence is influenced by teachers' professional knowledge, classroom management abilities, communication skills, and commitment to

continuous improvement. Similarly, Musarrat et al. (2011) reported that teachers' competencies and professional skills significantly influence instructional performance and overall teaching effectiveness. Competency mapping models likewise recognize that teacher effectiveness results from the interaction of technical expertise, professional attitudes, and organizational support (Balaji & Vimala, 2012; Bakhru et al., 2013). Competence extends beyond observable knowledge and includes personal characteristics that influence instructional effectiveness. Research likewise indicates that effective teachers demonstrate commitment, flexibility, fairness, creativity, reflective practice, professional motivation, and positive relationships with learners. Collectively, the reviewed literature emphasizes that teaching readiness is a multidimensional construct requiring continuous professional development, institutional support, reflective practice, and sustained competency development to ensure effective classroom performance.

1.3 Local, National, and Global Context of Teaching Readiness Among Newly Deployed Public Elementary School Teachers

Globally, educational systems recognize teacher readiness as a key determinant of instructional quality and student achievement. International studies emphasize that teachers require comprehensive preparation in pedagogical knowledge, curriculum implementation, classroom management, emotional competence, and professional development to address increasingly diverse educational contexts. Nationally, teacher preparation remains a priority under Philippine educational reforms. The Department of Education (2012) and the Commission on Higher Education continue to strengthen teacher education programs while emphasizing instructional competence, curriculum implementation, and professional development. The implementation of the K to 12 Curriculum Guide provides standards that help teachers align instruction with expected learning competencies (Department of Education, 2012). Research further demonstrates that newly deployed teachers continue to encounter challenges related to resource limitations, curriculum implementation, technological integration, and emotional adaptation despite their academic preparation. Mane (2025) likewise found that teacher readiness is strengthened by competence in technology integration and continuous professional development, which support effective classroom instruction. These observations are consistent with Bustos-Orosa (2008), who emphasized that Filipino teachers associate effective teaching with sound instructional practices, learner-centered approaches, and professional commitment. Locally, newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya experience similar realities associated with early professional practice. Assessing their teaching readiness provides valuable evidence for developing responsive induction programs, mentorship initiatives, continuous professional learning opportunities, and institutional support systems that strengthen teacher effectiveness and educational quality.

1.4 Theoretical and Conceptual Basis of Teaching Readiness Among Newly Deployed Public Elementary School Teachers

The study is anchored on the Input–Process–Output (IPO) Model, which explains how teacher characteristics and professional competencies contribute to improved teaching readiness. The input component includes the demographic profile of the respondents together with the dimensions of teaching readiness, namely pedagogical knowledge and skills, classroom management, curriculum knowledge, professional attitude and emotional readiness, factors that hinder readiness, and the support systems availed by newly deployed teachers. The process involves the continuous monitoring and evaluation of teaching readiness, while the expected output is the enhancement of teaching readiness among newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya. Feedback from the study serves as a basis for future investigations and continuous improvement of teacher preparation and professional development. The reviewed literature likewise supports this framework by emphasizing that teaching effectiveness results from the interaction of knowledge, professional competence, motivation, self-regulation, emotional preparedness, and contextual factors. Competency-based management literature likewise explains that professional performance develops through clearly defined competencies that are continuously assessed and improved (Boam & Sparrow, 1992; Burgoyne, 1989; Tate, 1995). These perspectives support the Input–Process–Output model by emphasizing that teaching readiness evolves through continuous development, feedback, and institutional support. Teaching competence extends beyond technical knowledge to include beliefs, attitudes, professional commitment, reflective practice, communication, leadership, collaboration, and continuous learning (Spencer & Spencer, 1993). Research further emphasizes that effective teachers possess strong pedagogical skills, curriculum knowledge, classroom management abilities, learner-centered instructional strategies, and the capacity to adapt teaching practices according to learner needs. Likewise, teachers' professional effectiveness is strengthened through motivation, emotional regulation, self-reflection, technology integration, and continuous professional development. These perspectives collectively support the assumption that strengthening pedagogical competence, classroom management, curriculum familiarity, emotional preparedness, and institutional support contributes to improved teaching readiness among newly deployed teachers.

1.5 Research Gaps and Rationale for Assessing Teaching Readiness of Newly Deployed Public Elementary School Teachers

Existing literature demonstrates that teacher readiness significantly influences instructional quality, classroom effectiveness, teacher retention, and learner outcomes. Previous studies have examined work environments, curriculum implementation, pedagogical competence, classroom management, emotional competence, technology integration,

motivation, and professional competencies of teachers. Studies also confirm that teaching effectiveness is influenced by multiple interrelated factors rather than a single competency (Abulon, 2013; Goodman et al., 2008; Oser, Achtenhagen, & Renold, 2006; Tannenbaum & Rosenfeld, 1994). Despite these contributions, the reviewed literature reveals that newly deployed teachers continue to experience challenges associated with classroom management, curriculum implementation, emotional resilience, instructional adaptation, resource limitations, technology integration, and professional adjustment. Although previous investigations have explored these dimensions separately, limited evidence specifically examines the overall teaching readiness of newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya by simultaneously considering pedagogical knowledge and skills, classroom management, curriculum knowledge, professional attitude and emotional readiness, factors that hinder readiness, and available support systems. Accordingly, this study seeks to address this contextual gap by providing an integrated assessment of teaching readiness among newly deployed public elementary school teachers. The findings are expected to guide school administrators, policymakers, and teacher education institutions in designing responsive induction programs, mentoring initiatives, professional development activities, and support systems that strengthen teacher readiness and instructional effectiveness.

1.6 Alignment of the Study with Relevant Sustainable Development Goals (SDGs)

The study aligns primarily with SDG 4 – Quality Education, as it focuses on strengthening teacher readiness, instructional competence, professional development, and the quality of classroom instruction. The literature consistently emphasizes that improving teacher competence, readiness, curriculum implementation, and continuous professional learning contributes to better educational outcomes and supports the development of qualified teachers capable of delivering inclusive and equitable quality education. The study also supports SDG 8 – Decent Work and Economic Growth by promoting professional competence, continuous capacity development, and supportive working environments that enable newly deployed teachers to perform effectively and sustain long-term professional engagement. Furthermore, the emphasis on institutional support, mentoring, and professional learning reflects the collaborative efforts necessary to improve educational systems and workforce development.

1.7 Importance of the Study to Multidisciplinary Sustainability in Teacher Education and Basic Education

The study contributes primarily to educational sustainability by providing evidence that may strengthen teacher preparation, induction, mentoring, and professional development programs. Enhancing teaching readiness supports instructional quality, learner achievement, and continuous improvement within the basic education system. The findings also contribute to institutional sustainability by providing school leaders and educational institutions with information that can be used to improve teacher support mechanisms, curriculum implementation, and professional learning opportunities. Likewise, the study contributes to socio-economic sustainability, as competent and well-prepared teachers play a vital role in developing quality human resources through effective education. Strengthening teacher readiness promotes teacher retention, professional growth, and improved educational outcomes that benefit learners, schools, communities, and the broader education sector. Finally, the study supports community sustainability by fostering effective teaching practices that strengthen partnerships among teachers, school administrators, parents, and other education stakeholders in promoting quality education and continuous school improvement.

2. Material and methods

2.1 Research Design

The study employed a descriptive research design, specifically a descriptive survey, to assess the teaching readiness of newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya. This design is appropriate for describing existing conditions and characteristics without manipulating variables (Calmorin & Calmorin, 2007). This design was selected because it describes existing conditions and examines the nature and significance of a phenomenon without determining cause-and-effect relationships. It was considered appropriate for describing the respondents' current level of teaching readiness at the time of the study.

2.2 Locale of the Study

The study was conducted in the Northern Districts of the Schools Division of Nueva Vizcaya, involving newly deployed public elementary school teachers. Nueva Vizcaya is located in the north-central part of Luzon in Region II and covers approximately 3,903.90 square kilometers. It is bounded by Ifugao and Isabela to the north and northeast, Quirino and Aurora to the east and southeast, Nueva Ecija to the south, and Benguet and Pangasinan to the west. The province is characterized by the Sierra Madre, Cordillera, and Caraballo mountain ranges and includes municipalities such as Bayombong, Bambang, Solano, and Kayapa, which contribute to its educational, agricultural, and commercial development.

2.3 Respondents of the Study

The respondents were newly deployed public elementary school teachers assigned to the Northern Districts of the Schools Division of Nueva Vizcaya. They were selected because they met the characteristics required to provide relevant information regarding their teaching readiness during the early years of professional practice.

2.4 Sample and Sampling Procedure

The study used purposive sampling, a non-probability sampling technique in which participants are selected based on specific characteristics and the objectives of the research. This approach enabled the researcher to identify and reach respondents who were directly relevant to the study and capable of providing the required information.

2.5 Research Instrument

A survey questionnaire served as the primary data-gathering instrument. The questionnaire was developed by the researcher with the guidance of the research adviser and validated by experienced teachers who were not included in the study. It consisted of two parts: the first collected the respondents' demographic profile, while the second gathered information needed to answer the research questions. The instrument utilized a five-point Likert scale to assess the respondents' perceptions. It measured the level of teaching readiness in terms of pedagogical knowledge and skills, classroom management, curriculum knowledge, and professional attitude and emotional readiness. The indicators related to curriculum knowledge were developed in consideration of the competencies expected under the Department of Education's K to 12 Curriculum Guide (Department of Education, 2012). It also measured the extent of factors that hinder teaching readiness and the support systems availed of by newly deployed teachers. Responses were interpreted using the corresponding qualitative descriptors for each weighted mean range.

2.6 Data Gathering Procedure

Before conducting the study, the researcher obtained approval from the Schools Division Superintendent through the endorsement of the District Supervisor and School Principal. Upon approval, the researcher personally distributed the questionnaires to the target respondents. The respondents were assured that all information collected would be treated with strict confidentiality to encourage honest participation and establish trust throughout the study. The completed questionnaires were personally retrieved by the researcher to ensure complete retrieval.

2.7 Data Analysis Techniques

The collected data were classified, tabulated, analyzed, and interpreted to answer the research questions. Simple frequency and percentage count were used to describe the demographic profile of the respondents, while the weighted mean was used to determine the level of teaching readiness, the extent of factors that hinder readiness, and the support systems availed of by newly deployed teachers. These statistical techniques provided the basis for interpreting the responses and describing the overall findings of the study.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Gender

The findings revealed that most respondents were female (68.00%), while 32.00% were male, indicating that female teachers comprised the majority of the newly deployed public elementary school teachers included in the study. The predominance of female respondents suggests that teaching continues to be a female-dominated profession. This finding supports the observation that teaching is commonly perceived as more suitable for women due to prevailing gender stereotypes. This finding suggests that teaching continues to be a female-dominated profession, reflecting prevailing social and occupational trends.

3.1.2 Age

The respondents were predominantly 26–30 years old (68.00%), followed by those 25 years old and below (20.00%) and 31–35 years old (12.00%). No respondents belonged to the age groups 36–40 years and 41 years and above, indicating that the participants were generally young professionals at the beginning of their teaching careers. The results indicate that most newly deployed teachers are in their early professional years, a stage commonly associated with enthusiasm, energy, and commitment to the profession. The findings suggest that newly deployed teachers are motivated to create positive change, inspire learners, promote values, transform lives, and teach with passion.

3.1.3 Civil Status

The majority of the respondents were married (62.00%), while 38.00% were single. No respondent reported being widowed, indicating that most participants had already established family responsibilities during the conduct of the study. This finding suggests that many newly deployed teachers may have attained a level of personal and financial stability

associated with marriage. Marriage may also contribute to greater responsibility, patience, and maturity, qualities that positively influence professional relationships and work performance within the school and the community.

3.1.4 Length of Teaching Experience

Most respondents had one year of teaching experience (38.00%), followed by those with two years (26.00%), three years (20.00%), and less than one year (16.00%). These findings indicate that the respondents were still in the early stages of their teaching careers. The results imply that although the respondents had already gained initial classroom experience, many were still developing the knowledge, skills, and professional competencies required for effective teaching. These findings suggest that continued classroom experience enables newly deployed teachers to strengthen their instructional competence and professional growth.

3.1.5 Highest Educational Attainment

Nearly half of the respondents were Bachelor's degree holders (46.00%), while 32.00% had earned units in a master's program and 22.00% had already completed a master's degree. None had earned units in a doctoral program. These findings indicate that although most respondents met the minimum educational qualification, a considerable number had already begun pursuing graduate education. The findings demonstrate the respondents' commitment to continuous professional growth. Pursuing graduate studies enables newly deployed teachers to strengthen their educational competence and professional development, allowing them to respond more effectively to the changing demands of the teaching profession.

3.1.6 Current Position

Most respondents held the position of Teacher I (74.00%), while 18.00% were SPIMS teachers and 8.00% were MSEF teachers. No respondent occupied a PSEF teaching position. This distribution indicates that the majority were serving in entry-level permanent teaching positions. The findings reflect the normal career progression of newly hired teachers, who generally begin as Teacher I before advancing to higher positions through assessment, reclassification, and compliance with civil service qualification standards.

3.1.7 Latest Performance Rating

The findings showed that 62.00% of the respondents received an Outstanding performance rating, while 38.00% were rated Very Satisfactory. None received lower performance ratings, indicating generally high levels of work performance among the respondents. The results suggest that newly deployed teachers were able to perform their professional responsibilities effectively despite being relatively new to the profession. Performance evaluation provides valuable feedback that helps teachers improve their work and maintain high standards of professional practice.

3.1.8 Level of Seminars and Trainings Attended

Most respondents had attended division-level seminars and trainings (70.00%), followed by school-level (16.00%) and regional-level (14.00%) activities. None had participated in national-level trainings. The findings indicate that professional development opportunities were primarily provided at the division level. The results highlight the importance of continuous professional development in enhancing teachers' competencies and instructional effectiveness. The respondents also reported participating in conferences, regular school and district meetings, and online training activities, demonstrating their commitment to continuous learning and professional growth. These opportunities help newly deployed teachers build confidence, develop essential teaching skills, and adapt more effectively to their professional responsibilities.

3.2 Teaching Readiness of Newly Deployed Public Elementary School Teachers

3.2.1 Pedagogical Knowledge and Skills

The findings showed that the respondents demonstrated a very evident level of teaching readiness in terms of pedagogical knowledge and skills, with an average weighted mean of 4.45. They rated highest their ability to adapt lessons to varied learning styles and abilities, facilitate personalized and interactive learning experiences, design lessons aligned with learning objectives, apply flexible grouping strategies, and differentiate instruction. The lowest-rated competency, although still evident, was the use of instructional strategies that promote learner engagement and retention. The results indicate that newly deployed teachers possess strong pedagogical competencies that enable them to respond to diverse learner needs and implement meaningful instruction. Their readiness to personalize learning experiences and adapt instruction reflects their capability to facilitate effective classroom learning. This finding is consistent with Sener and Belfiore (2005), who emphasized that the use of appropriate instructional strategies enhances learner understanding and supports improved learning outcomes. These findings support the view that teachers play a significant role in creating engaging learning environments and empowering learners to become confident, creative, and responsible individuals.

3.2.2 Classroom Management

The respondents also exhibited a very evident level of readiness in classroom management, obtaining an average weighted mean of 4.36. The highest-rated competencies included using positive reinforcement to encourage appropriate behavior, establishing routines that promote learner autonomy and accountability, setting clear classroom expectations, creating a

safe and inclusive learning environment, maintaining consistent consequences, and balancing discipline with empathy and fairness. Handling disruptive behaviors and managing mixed-ability classrooms received the lowest ratings but remained evident. The findings suggest that newly deployed teachers are capable of maintaining positive classroom environments that encourage learner participation and effective instruction. Although classroom management in more challenging situations still requires improvement, the respondents generally demonstrated competence in managing classroom behavior and promoting positive learning experiences. This finding indicates that effective classroom management enhances student engagement, minimizes disruptive behavior, and promotes productive teaching and learning environments.

3.2.3 Curriculum Knowledge

The respondents demonstrated a very evident level of curriculum knowledge, indicating that newly deployed teachers are capable of aligning instruction with curriculum standards and integrating technology into classroom practice. This finding supports Mane (2025), who reported that teachers' readiness to integrate technology contributes to more effective instruction, improved learner engagement, and enhanced teaching performance. This finding is consistent with the Department of Education's K to 12 Curriculum Guide (2012), which emphasizes curriculum alignment, competency-based instruction, and the attainment of prescribed learning standards (Department of Education, 2012). These findings support Wiggins and McTighe (2007), who emphasized the importance of designing instruction based on clearly defined learning outcomes and alignment between curriculum, instruction, and assessment. They rated highest their ability to integrate 21st-century skills and technology into instruction, enhance learning through multimedia and interactive tools, align lesson plans with curriculum standards, utilize online instructional resources, and employ varied assessment strategies. Familiarity with the K to 12 curriculum received the lowest rating, although it remained evident. The findings indicate that newly deployed teachers possess strong curriculum knowledge and are capable of integrating technology and contemporary instructional approaches into their teaching. Their competence in curriculum implementation enables them to design relevant learning experiences and address diverse learner needs. This observation indicates that curriculum expertise includes content knowledge, instructional methods, classroom environment, and pedagogical practices. Effective teachers likewise demonstrate comprehensive pedagogical competence encompassing content knowledge, instructional, technical, communication, and classroom management skills.

3.2.4 Professional Attitude and Emotional Readiness

The respondents exhibited a very evident level of professional attitude and emotional readiness, with an average weighted mean of 4.41. They rated highest their practice of mental wellness and professional ethics, ability to establish positive relationships with parents and other stakeholders, resilience, empathy, adaptability, effective task prioritization, and capacity to navigate school culture. The lowest-rated indicators, though still evident, involved coping with tight schedules, emotional exhaustion, and performance pressures. The findings indicate that newly deployed teachers generally possess the professional values and emotional resilience needed to perform their responsibilities effectively. While workplace demands and emotional pressures remain challenges, the respondents demonstrated strong ethical commitment, adaptability, and interpersonal skills that contribute to professional effectiveness. These findings indicate that professional attitude shapes teachers' competence, ethical decision-making, and commitment to quality education. Likewise, integrity, empathy, accountability, and respect for diversity remain essential characteristics of effective educators.

3.3 Factors that Hinder the Teaching Readiness of Newly Deployed Public Elementary School Teachers

3.3.1 Challenges Affecting Teaching Readiness

The findings indicated that the factors affecting the teaching readiness of newly deployed public elementary school teachers were generally slightly serious, with an average weighted mean of 1.98. The most notable challenges were classroom management in diverse settings, lack of teaching materials, technology, and classroom supplies, inadequate infrastructure and learning facilities, balancing lesson planning, grading, meetings, and administrative responsibilities, implementing culturally responsive questioning strategies, and adapting to the K to 12 curriculum. Conversely, addressing the needs of inclusive learners, limited support systems, lack of experience in customizing instruction, and integrating technology into instruction were perceived as least serious concerns. The findings suggest that although newly deployed teachers experience challenges during their transition into the teaching profession, these difficulties are generally manageable and do not substantially hinder their overall readiness. Classroom management and resource limitations emerged as the primary concerns, emphasizing the need for continuous professional support and adequate instructional resources. The findings suggest that teachers with stronger confidence in their abilities are better able to adapt to classroom demands and perform their responsibilities effectively. Likewise, mentorship and professional support strengthen teachers' confidence, resilience, and ability to manage classroom challenges successfully.

3.4 Support Systems Availied of by Newly Deployed Public Elementary School Teachers

3.4.1 Institutional and Professional Support Systems

The findings revealed that the support systems availied of by newly deployed public elementary school teachers were generally very evident, with an average weighted mean of 4.36. The most evident forms of support were collaborative expertise, mentoring, seminars and trainings, coaching, regular instructional supervision and classroom visits, and peer

teaching. Other support mechanisms, including career progression programs, the Teacher Induction Program, School-Based Learning Action Cells (LAC), and job-embedded learning or job shadowing, were also evident, although they received comparatively lower ratings. The findings indicate that newly deployed teachers receive substantial professional and institutional support that strengthens their teaching readiness and facilitates their transition into the profession. Collaborative learning opportunities, mentoring, coaching, and continuous professional development enable teachers to improve their instructional competence, adapt to educational changes, and sustain professional growth. These findings indicate that continuous professional development enhances teachers' effectiveness, performance, and commitment. This finding is consistent with Martel (2007), who emphasized competency recognition as a mechanism for professional growth, and with Holmes and Hooper (2000), who highlighted the importance of developing teachers' core competencies through lifelong learning. Likewise, responsive institutional support enables teachers to address changing educational needs, learner preferences, and professional responsibilities. Collaborative professional learning, mentoring, coaching, and peer support likewise strengthen teachers' instructional competence and facilitate continuous professional growth.

4. Conclusion & Recommendations

The study concludes that newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya generally demonstrate a very evident level of teaching readiness in terms of pedagogical knowledge and skills, classroom management, curriculum knowledge, and professional attitude and emotional readiness. Although they encounter challenges related to classroom management in diverse settings, curriculum adaptation, resource limitations, infrastructure, and workload, these were generally perceived as only slightly serious. The availability of mentoring, instructional supervision, coaching, seminars, collaborative learning, and other professional support systems further strengthens their readiness and contributes to their professional growth and instructional effectiveness.

Schools and education authorities should continuously strengthen the teaching readiness of newly deployed teachers through sustained professional development, regular performance evaluation and feedback, adequate instructional resources, peer collaboration, mentoring, orientation, and School Learning Action Cell (SLAC) training programs. These initiatives should focus on improving pedagogical competence, classroom management, technology integration, and overall professional growth while providing a supportive work environment. Future researchers are also encouraged to conduct similar studies with broader scope and deeper investigation to validate and expand the findings of the present study.

The original manuscript does not contain a separate Limitations of the Study section. Based on the recommendations provided, the study is limited to newly deployed public elementary school teachers in the Northern Districts of Nueva Vizcaya, and its findings may not be generalized beyond the study setting. The recommendation for future researchers to undertake broader and more in-depth investigations implies the need to validate and extend the present findings using wider populations and contexts.

Compliance with ethical standards

This study was conducted in accordance with the approved research procedures of the Schools Division of Nueva Vizcaya. Prior to data collection, permission to conduct the study was obtained from the Schools Division Superintendent through the endorsement of the District Supervisor and School Principal. Participation involved the administration of survey questionnaires, and respondents were assured that the information they provided would be treated with strict confidentiality to encourage honest participation and maintain trust throughout the research process.

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