

# Teaching Competence and Coping Strategies of Newly Hired Teachers

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## ABSTRACT

This study examined the relationship between teaching competence and coping strategies of newly hired teachers among 123 respondents in the Schools Division of Antique for the year 2025. The study utilized a descriptive-correlational research design to determine how coping strategies influence the teaching competence and professional adjustment of beginning teachers. Data were gathered using a researcher-made questionnaire and analyzed using descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

The findings revealed that newly hired teachers demonstrated a high level of teaching competence and a high level of coping strategies. Significant differences were observed in coping strategies when respondents were grouped according to length of service, while no significant differences were found in terms of sex and educational attainment. Furthermore, a significant positive relationship was found between teaching competence and coping strategies, indicating that effective coping mechanisms contribute to better teaching performance, resilience, and professional adjustment among newly hired teachers.

Based on the findings, the study concluded that coping strategies play a significant role in enhancing the teaching competence of newly hired teachers. Strengthening teacher support systems, mentoring programs, and professional development initiatives can further improve teacher effectiveness, adaptability, and resilience within the teaching profession.

**KEYWORDS:** Teaching competence, coping strategies, newly hired teachers, teacher effectiveness, stress management, professional adjustment, instructional performance, teacher resilience, Schools Division of Antique, professional development

## INTRODUCTION

Teaching competence is a fundamental component of effective education, particularly among newly hired teachers who are in the early stages of their professional careers. Teaching competence refers to the knowledge, skills, attitudes, and instructional abilities that enable teachers to effectively facilitate learning and manage classroom activities. In the Schools Division of Antique, newly hired teachers are expected to demonstrate competence in lesson planning, classroom management, instructional delivery, and assessment practices despite the challenges associated with entering the teaching profession. Research indicates that teacher competence significantly influences student achievement and overall educational quality (Hattie, 2017; Stronge, 2018).

Newly hired teachers often encounter various professional and personal challenges as they transition into the teaching profession. These challenges may include heavy workloads, classroom management difficulties, instructional adjustments, and emotional stress. As a result, coping strategies become essential in helping teachers adapt to their new roles and maintain effectiveness in their work. Coping strategies

refer to the behavioral and psychological efforts used by individuals to manage stress and overcome work-related challenges (Lazarus & Folkman, 2017). Effective coping strategies such as time management, peer collaboration, mentoring, and emotional regulation contribute positively to teachers' well-being and professional adjustment (Kyriacou, 2016).

Studies also emphasize the relationship between teaching competence and coping strategies. Newly hired teachers who possess effective coping mechanisms are more likely to maintain confidence, manage classroom demands, and perform their instructional responsibilities efficiently. According to Klassen and Chiu (2017), coping strategies help teachers manage occupational stress and improve job satisfaction, which in turn enhances teaching performance. Similarly, supportive school environments and mentoring programs contribute significantly to the development of both competence and resilience among beginning teachers (Darling-Hammond et al., 2017).

Furthermore, the transition period experienced by newly hired teachers is considered a crucial phase in their professional development. During this stage, teachers develop instructional practices, establish professional identity, and adapt to school culture. Effective coping strategies combined with strong teaching competence help beginning teachers become more resilient, productive, and committed to the teaching profession (Ingersoll & Strong, 2016). These factors are essential in ensuring teacher retention and improving educational outcomes.

Anchored on these perspectives, this study titled "Teaching Competence and Coping Strategies of Newly Hired Teachers" focused on 123 respondents in the Schools Division of Antique for the year 2025. The study aimed to determine the relationship between teaching competence and coping strategies among newly hired teachers, providing empirical evidence that may serve as a basis for teacher support programs and professional development initiatives.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, educational attainment, and length of service. It also aimed to assess the level of teaching competence in terms of lesson planning, instructional delivery, classroom management, and assessment practices. Furthermore, the study determined the level of coping strategies employed by newly hired teachers in terms of time management, peer collaboration, stress management, emotional regulation, and professional support. The study also sought to identify significant differences in teaching competence and coping strategies when respondents were grouped according to selected profile variables. Lastly, it aimed to determine whether a significant relationship existed between teaching competence and coping strategies of newly hired teachers, which served as the basis for proposed teacher support and professional development programs.

## **METHODOLOGY**

This study employed a descriptive-correlational research design to determine the relationship between teaching competence and coping strategies of newly hired teachers among 123 respondents in the Schools Division of Antique for the year 2025. The descriptive method was used to describe the levels of teaching competence and coping strategies, while the correlational approach was utilized to determine the relationship between the variables under investigation.

The respondents of the study were 123 newly hired teachers from public elementary and secondary schools within the Schools Division of Antique. A random sampling technique was used to ensure fair representation of respondents from different schools and districts. The respondents were selected based on their status as newly hired teachers and their willingness to participate in the study.

A researcher-made questionnaire served as the primary data-gathering instrument. The questionnaire consisted of two major parts: teaching competence and coping strategies. The teaching competence section included indicators such as lesson planning, instructional delivery, classroom management, and assessment practices, while the coping strategies section covered time management, peer collaboration, emotional regulation, stress management, and professional support. The instrument underwent validation by experts in educational management and teacher education to ensure content validity and reliability. A pilot test was also conducted before the actual administration of the questionnaire.

Ethical considerations were strictly observed throughout the conduct of the study. Respondents were informed about the purpose of the research, and participation was voluntary. Confidentiality, anonymity, and informed consent were ensured during data collection and analysis.

The data gathered were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents. Mean and standard deviation were used to determine the levels of teaching competence and coping strategies. Inferential statistics such as t-test and one-way analysis of variance (ANOVA) were utilized to determine significant differences among groups, while Pearson product-moment correlation was used to determine the significant relationship between teaching competence and coping strategies at a 0.05 level of significance. The results served as the basis for the conclusions and recommendations of the study.

## RESULTS

The results of the study revealed that the 123 newly hired teacher-respondents in the Schools Division of Antique demonstrated a high level of teaching competence, with an overall mean of 4.24 (SD = 0.55), interpreted as “High.” This indicates that newly hired teachers were generally effective in lesson planning, instructional delivery, classroom management, and assessment practices. Among the indicators, “instructional delivery” obtained the highest mean score of 4.31, followed by “classroom management” with a mean score of 4.26. These findings support Hattie (2017) and Stronge (2018), who emphasized that teacher competence significantly contributes to effective learning outcomes.

In terms of coping strategies, the respondents obtained an overall mean of 4.18 (SD = 0.57), interpreted as “High.” This suggests that newly hired teachers effectively utilized coping mechanisms such as time management, peer collaboration, emotional regulation, and stress management to handle work-related challenges. The highest-rated indicator was “peer collaboration and professional support” with a mean score of 4.29, indicating that support from colleagues and mentors played an important role in helping beginning teachers adjust to their profession. These findings are consistent with Kyriacou (2016) and Lazarus and Folkman (2017), who emphasized the importance of coping strategies in managing occupational stress.

Inferential analysis revealed no significant differences in teaching competence and coping strategies when respondents were grouped according to sex and educational attainment ( $p > 0.05$ ). However, significant differences were found in coping strategies when grouped according to length of service ( $p < 0.05$ ), indicating that teachers with longer teaching exposure demonstrated more effective coping mechanisms. Furthermore, a significant positive relationship was found between teaching competence and coping strategies ( $r = 0.71$ ,  $p < 0.01$ ). This indicates that newly hired teachers who employed more effective coping strategies also demonstrated higher levels of teaching competence. These findings support Klassen and Chiu (2017), who highlighted that coping skills positively influence teacher effectiveness and professional adjustment.

Overall, the results indicate that newly hired teachers in the Schools Division of Antique possess strong teaching competence and effective coping strategies, which contribute positively to their professional performance and adaptation within the teaching profession.

## **FINDINGS**

The findings of the study revealed that newly hired teachers in the Schools Division of Antique demonstrated a high level of teaching competence. This indicates that they were generally effective in lesson planning, instructional delivery, classroom management, and assessment practices despite being new in the teaching profession.

The study also found that newly hired teachers exhibited a high level of coping strategies. Teachers effectively managed work-related challenges through time management, peer collaboration, emotional regulation, stress management, and professional support. Among these strategies, peer collaboration and professional support were identified as the most commonly utilized coping mechanisms.

Furthermore, the findings revealed no significant differences in teaching competence and coping strategies when respondents were grouped according to sex and educational attainment. This suggests that newly hired teachers generally demonstrated similar levels of competence and coping abilities regardless of these profile variables. However, significant differences were observed in coping strategies when grouped according to length of service, indicating that teachers with more teaching exposure tended to demonstrate stronger coping skills.

In addition, the findings revealed a significant positive relationship between teaching competence and coping strategies. This indicates that newly hired teachers who utilized more effective coping strategies were more likely to demonstrate higher levels of teaching competence. Effective coping mechanisms helped teachers manage stress, adapt to professional demands, and perform their instructional responsibilities more efficiently.

Overall, the findings highlight the importance of strengthening coping strategies among newly hired teachers to enhance their teaching competence, professional adjustment, and effectiveness in the educational setting.

## **SUMMARY**

This study determined the relationship between teaching competence and coping strategies of newly hired teachers among 123 respondents in the Schools Division of Antique for the year 2025. Using a descriptive-correlational research design, the study assessed the levels of teaching competence and coping strategies among newly hired teachers.

The findings revealed that newly hired teachers demonstrated a high level of teaching competence in terms of lesson planning, instructional delivery, classroom management, and assessment practices. Likewise, the respondents exhibited a high level of coping strategies, particularly in peer collaboration, professional support, stress management, and time management. Significant differences were found in coping strategies when grouped according to length of service, while no significant differences were found in terms of sex and educational attainment. Furthermore, a significant positive relationship was found between teaching competence and coping strategies.

## **CONCLUSION**

Based on the findings of the study, it was concluded that newly hired teachers possess satisfactory teaching

competence and effective coping strategies that help them adjust to the demands of the teaching profession. The significant relationship between teaching competence and coping strategies indicates that teachers who effectively manage stress and utilize support systems are more likely to perform efficiently in their instructional responsibilities.

Effective coping strategies contribute positively to professional adjustment, resilience, and overall teaching effectiveness. Therefore, strengthening coping mechanisms among newly hired teachers is essential in enhancing their competence, adaptability, and long-term professional success within the educational setting.

## RECOMMENDATION

In light of the findings and conclusions of the study, it is recommended that school heads and administrators strengthen support systems for newly hired teachers through mentoring programs, coaching sessions, and professional development activities. Schools should also provide stress management and wellness programs that help teachers effectively cope with work-related challenges and professional demands.

Newly hired teachers are encouraged to actively participate in collaborative activities, professional learning communities, and peer support programs to further improve their teaching competence and coping skills. The Schools Division of Antique may also develop induction and orientation programs specifically designed to assist beginning teachers in adjusting to the school environment and instructional responsibilities.

Lastly, future researchers may conduct similar studies involving additional variables such as teacher motivation, job satisfaction, resilience, and work engagement to further enrich the findings and contribute to the improvement of teacher development programs.

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