

TEACHER AGENCY OF BEGINNING PRIVATE SCHOOL TEACHERS IN THE CURRENT EDUCATION

Sarah Jane H. Guban, Rodel Mar V. Guban, Paterno S. Alcartado
De La Salle University Dasmariñas

Article History:

Received: Feb. 3, 2026

Revised: April 28, 2026

Accepted: May 4, 2026

Keywords:

Teacher agency,
beginning teachers,
private school, current
education, ecological
approach to teacher
agency

DOI:

10.65141/sjter.v3i1n2



Copyright © 2026 by the
author(s). This open-
access article is
distributed under the
Creative Commons
Attribution 4.0
International License.

Abstract

The study investigated the development of teacher agency among beginning teachers from private schools within Imus City, Cavite, Philippines, using a sequential-explanatory-mixed method design. Seventy purposively selected beginning teachers were selected as respondents to survey questions, while six participants were engaged in follow-up interviews. Data gathering used an adopted 24-item validated questionnaire on teacher agency validated through confirmatory factor analysis (CFA) with acceptable fit indices and reliability measures, and a semi-structured interview guide validated through expert review. Ethical standards are upheld through the use of informed consent, confidentiality, and secured institutional ethics approval. The quantitative findings of the study revealed consistently high levels of teacher agency across dimensions of the Ecological Approach to teacher agency. The iterational dimension affecting teacher agency showed a strong influence of the personal and professional histories of beginning teachers in the development of their agency. Similarly, the practical-evaluative dimension showed the significant influence of collaborative school culture, collegial support, and material resources on the teacher agency of beginning teachers. Lastly, the projective dimension showed a strong learner-centered orientation among beginning teachers, with short-term and long-term goals prioritizing learner outcomes over teachers' personal development. On the other hand, qualitative findings supported quantitative data as beginning teachers described their agency as shaped by family influence, prior learning experiences, and professional training. However, challenges such as limited practicum exposure during the COVID-19 pandemic and contextual constraints required them to practice adaptive strategies. Participants also described supportive peer relationships and the environment in their current workplace as critical enablers of their agency, despite the experience of delay in their pursuit of professional development. The study concludes that teacher agency is a dynamic outcome of the ecology of beginning teachers – their past experiences, present contexts, and future goals, with a

prevailing focus on learner-centered teaching practice. The result of the study indicates the need for a structured faculty development program for beginning teachers in support of the development of their teacher agency.

INTRODUCTION

Teacher agency has become a key concept in understanding how educators handle complex demands in the field of education. Earlier perspectives viewed teacher agency as an individual trait, while more recent studies focus on its dynamic and context-dependent nature. In particular, the ecological model introduced by Priestly et al. (2015) redefines teacher agency as a result of interactions among past experiences, current conditions, and future goals. This perspective offers a broader framework than deterministic views that see agency as a stable quality unrelated to context (Parker, 2016).

Past experiences, such as structured teacher education and training programs, influence teachers' beliefs, teaching practices, and professional identities (Rogers et al., 2022; Li Ma, 2025). Specifically, practice teaching and mentorship are recognized as essential for building the competence and confidence of novice educators. At the same time, current factors—like school culture, relationships with colleagues, and access to resources—are crucial in enabling or limiting teachers' professional actions (Westerlund & Eliasson, 2021). Additionally, teachers' future goals, especially those linked to student achievement, motivation, and overall development, greatly affect their instructional decisions (Ahmad Zaky El Islami et al., 2022; Camp, 2017). Together, these studies confirm the complex nature of teacher agency while also showing differences in how its sources are understood and supported.

Despite these insights, research reveals inconsistencies in the success of teacher preparation and induction programs in promoting agency. Some studies indicate positive effects on teacher self-efficacy and performance (Keese et al., 2023), while others highlight ongoing challenges for new teachers, such as struggles with classroom management, heavy workloads, and inadequate training (Mendoza, 2020; Catulpos et al., 2024). These challenges worsened during the COVID-19 pandemic, which disrupted traditional teaching methods and reduced opportunities for practical experiences. As a result, many new teachers had less exposure to real classroom environments and faced gaps in their instructional readiness. Such inconsistencies may impede the steady growth of teacher agency, especially in the early stages of a teaching career.

In the Philippines, these challenges are worsened by systemic issues noted in national reports, such as insufficient onboarding, interruptions in instructional delivery, and teacher turnover due to better opportunities (EDCOM, 2024). Despite recognizing the importance of teacher agency in tackling these challenges, there is a significant lack of research on its development among new teachers in the Philippine context. This gap limits educational institutions' ability to create effective programs that support early-career educators.

To fill these gaps, this study explored the development of teacher agency among new teachers in private schools using a mixed-method approach. By combining quantitative and qualitative data, the study aimed to shed light on how teacher agency is influenced by past experiences, current context, and future goals. Ultimately, the findings are intended to guide the design of structured faculty development and induction programs that meet the needs of beginning teachers.

METHODS

Research Design

The study employed a sequential explanatory mixed-method design (Cresswell, 2023), consisting of a quantitative phase followed by a qualitative phase. The quantitative component assessed the level of teacher agency among beginning teachers through an adopted survey instrument, while the qualitative component provided in-depth explanations of the survey results through individual interviews with participants.

Respondents and Locale of the Study

The respondents of the study are beginning teachers employed in private schools affiliated with the Association of Private Schools in the City of Imus (ASPCI) during the time of the study. Using purposive sampling, participants were selected based on the following criteria: (a) currently employed as full-time teachers in a private school, and (b) with no more than three years of teaching experience. In coordination with the heads of the schools, a total of 70 beginning teachers who fit the selection criteria have been reported and selected as respondents for the quantitative phase of the study. For the qualitative phase, 6 participants were purposively selected from the survey respondents based on their willingness to participate and their ability to provide rich, relevant insights into the findings. These participants took part in the semi-structured interviews.

Research Instrument

Data were collected using quantitative and qualitative instruments. The quantitative instrument was a 24-item teacher agency questionnaire adopted from Leijen et al. (2024), covering the factors within the ecology of the teacher that influenced agency, namely, iterational, practical-evaluative, and projective dimensions. The instrument has established psychometric properties, with validity confirmed through Confirmatory Factor Analysis (CFA) and reliability supported by composite reliability indices.

On the other hand, the instrument used to gather qualitative data was a semi-structured interview guide consisting of open-ended questions designed to elicit participants' experiences and perspectives related to teacher agency. This instrument was reviewed and validated by field experts to ensure content relevance and clarity.

Data Gathering Procedure and Analysis

The study followed a systematic procedure in gathering and analyzing data from both surveys and interviews. First, a formal letter of request signed by the adviser and panel chairman was submitted to the Association of Private Schools, City of Imus, to secure approval for the conduct of the study. Upon approval, the schedule for the distribution of the survey

questionnaires was arranged. Before the data collection, participants were oriented on the purpose of the study, potential risks and benefits, and their right to withdraw from participation at any time. Confidentiality and anonymity were strictly maintained by ensuring that all personal information remained undisclosed. Informed consent was obtained from all participants before they proceeded with answering the survey questionnaire.

Quantitative data were analyzed using descriptive statistics, including frequency counts, mean, and percentages, to determine the extent of teacher agency across dimensions, and responses were interpreted using a 7-point Likert scale. Whereas qualitative data were analyzed using narrative content analysis of the transcribed interview, focusing on identifying themes that explain and contextualize the quantitative findings. Interview transcripts were coded and categorized to generate patterns and insights related to participants' experiences. Triangulation was achieved by integrating quantitative findings to validate and enrich the interpretation of the data. The convergence of statistical trends and narrative accounts strengthened the credibility of the results. Member-checking was conducted with each interviewed participant for triangulation with the survey results and interview data.

Table 1. Table Interpretation for the 7-Point Rating Scale

Scale	Interval	Interpretation
7	6.16 - 7.00	Fully agree
6	5.30 - 6.15	Agree
5	4.44 - 5.29	Somewhat agree
4	3.58 - 4.43	Neither agree nor disagree
3	2.72 - 3.57	Somewhat disagree
2	1.86 - 2.71	Disagree
1	1.00 - 1.85	Fully disagree

Table 1. Table Interpretation for the 7-Point Rating Scale

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participants provided informed consent and were assured of confidentiality and anonymity using pseudonyms for themselves and for the institution where they are currently employed. They were also informed of their right to withdraw at any time without penalty. All data were handled in accordance with the Data Privacy Act of 2012, and the study received approval from the institutional ethics review committee.

RESULTS AND DISCUSSION

This chapter presents the results of the descriptive statistics and content analysis performed on the survey responses and interviews with beginning teachers. The findings are arranged according to each statement of the problem, with the results from statistics being presented first, followed by the corresponding results from content analysis performed on interview transcripts with selected participants for explanations.

SOP 1: To what extent is the teacher agency of beginning teachers supported by the elements of the iterational dimension?

Support from Iterational Dimension

The iterational dimension of teacher agency consists of two elements, i.e., life histories and professional histories. The questionnaire has three items pertaining to the life histories of beginning teachers, and none of the respondents answered "fully disagree," (FD), "disagree," (D), or "somewhat disagree" (SD). Their responses are limited to either "neutral (N)," "agree" (A), or "fully agree" (FA).

Iterational Dimension: Life Histories

Table 2: Percentage of Responses for Iterational Dimension: Life Histories

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
Q1.1 My confidence towards planning, teaching and learning experiences	6.29	0.56	3	Fully agree	Iterational (Life histories)
Q1.2 Values and beliefs developed based on my personal life experiences	6.36	0.63	1	Fully agree	Iterational (Life histories)
Q1.3 Knowledge and skills developed based on my personal life experiences	6.31	0.69	2	Fully agree	Iterational (Life histories)
Overall Composite Mean Score	6.32	0.63		Fully agree	

Based on the result, Q1.2 received the highest mean of 6.36 (Fully Agree), indicating that beginning teachers place significant emphasis on their core values and beliefs, which had been developed through personal experiences. Conversely, Q1.1 received the lowest mean of 6.29 (Fully Agree), which showed a slight improvement in their confidence in planning the teaching and learning experiences compared to the impact of personal values and skills. Lastly, Q1.3 resulted in a mean of 6.31 (Fully Agree), indicating that beginning teachers approach their teaching with a strong reliance on personal experiences. This result resonates with the proposed centrality of the teachers' personal stories as in the narrative identity framework of Lojdova et al. (2021). The positive perception toward the support of personal values and beliefs for beginning teachers, as in the survey, suggests its influence on their professional development.

Qualitative data further reveal that family exemplars and positive learning experiences significantly shaped participants' decisions to pursue teaching. Several participants reported strong familial influence, particularly from parents and siblings who are in the teaching profession, suggesting a pattern of intergenerational career continuity consistent with

previous research (Najjr & Oweini, 2024). In addition to family influence, meaningful school experiences – such as peer tutoring and inspiration from former teachers – also contributed to their career choice. These experiences fostered early recognition of teaching as a vocation and reinforced their confidence in working with students. This finding aligns with prior studies indicating that emotionally significant school experiences play a critical role in the formation of teacher identity (Tsang & Jiang, 2018). This shows that both home and school contexts emerge as key sources of influence in shaping the professional pathways of beginning teachers.

Iterational Dimension: Professional Histories

Table 3: Percentage of Responses for Iterational Dimension: Professional Histories

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
Q1.4 Values and beliefs developed during teacher training	6.53	0.53	1.5	Fully agree	Iterational (Professional histories)
Q1.5 Knowledge and skills gained from teaching experiences	6.53	0.55	1.5	Fully agree	Iterational (Professional histories)
Q1.6 Values and beliefs developed based on teaching experiences	6.41	0.52	3	Fully agree	Iterational (Professional histories)
Overall Composite Mean Score	6.49	0.53		Fully agree	

Based on the results of the descriptive statistics for the iterative dimension of professional histories, Q1.4: Values and beliefs developed during teacher training and Q1.5: Knowledge and skills gained from teaching experiences received the highest mean score of 6.53 (Fully Agree). This shows the strong impact of these experiences in shaping beginning teachers. On the other hand, Q1.6 indicates a slightly lower impact on teaching experiences on the formation of personal values, with a mean of 6.41 (Fully Agree). The findings agree with the results of the studies by Rodgers et al. (2022) and Li and Ma (2025), which established the importance of professional development experiences and structured teacher training programs in shaping the values and beliefs that they have as professional educators. The importance of real-world teaching experiences had also been confirmed by recent studies such as that of du Plessis and Razmjoei (2025), who found evidence of its role in developing professional qualities and skills expected from a teacher.

The findings of the interview indicate that beginning teachers perceive their professional histories as a stronger source of support for teacher agency than their personal life histories. Practice teaching (OJT) emerged as the most influential learning experience, significantly contributing to the development of classroom management skills and instructional strategies, particularly through mentorship and exposure to diverse teaching approaches. However, these learning opportunities were substantially constrained by the

COVID-19 pandemic, which limited hands-on experiences, reduced student interaction, and led to dissatisfaction with the quality of instruction, particularly in online settings. These limitations negatively affected participants' confidence and preparedness for actual teaching. Despite these challenges, beginning teachers identified supportive professors, peer encouragement, external training, and prior work experiences as important sources of learning and professional growth. The findings highlight that while professional experiences play a critical role in shaping teacher agency, their effectiveness depends on the quality, accessibility, and practical nature of training opportunities.

SOP 2: To what extent is the teacher agency of beginning teachers influenced by the elements of the practical-evaluative dimension?

Influence of Practical-Evaluative Dimension

The second dimension of the teacher agency is the practical-evaluative, which in this study, is comprised of three variables – cultural, structural, and material elements respectively. Respondents were asked to assess the influence of these elements when considering alternatives and making decisions while planning learning and teaching activities in 6 items.

Practical-Evaluative Dimension: Cultural

Table 4: Percentage of Responses for Practical-Evaluative Dimension: Cultural

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
Q2.1. Classroom atmosphere (e.g., willingness to cooperate)	6.77	0.42	1	Fully agree	Practical Evaluative (Cultural)
Q2.4. School organizational culture (e.g., collaborative orientation)	6.06	0.75	2	Fully agree	Practical Evaluative (Cultural)
Overall Composite Mean Score	6.41	0.59		Fully agree	

The results for the Practical-Evaluative Dimension: Cultural shows that Q2.1 received the highest mean score of 6.77 (Fully agree), indicating a strong positive agreement among respondents about sharing and teamwork in academic settings. Q2.4, on the other hand, received a mean score of 6.06 (Agree), which suggests that while beginning teachers recognize a spirit of cooperation, there is a slight room for improvement in the way in which the school structures collaborative efforts. Collectively, these results highlight a robust cultural foundation within the school where cooperative engagement is a key strength in building a positive and dynamic learning community. In this regard, the findings support the existence of teacher collaboration as a means of support for beginning teachers. This resonates with how novice teachers from the study of Westerlund and Eliasson (2021) mentioned socializing with their colleagues as a means of coping with feelings of isolation as a Physical Education teacher. Although situated in a more developed country with a better school environment, the

importance of collaboration among colleagues is implied in their study. Furthermore, the importance of collaboration is also highlighted in new models for training pre-service teachers and beginning teachers, which are often characterized by mentoring—a more collaborative form of equipping (Glava et al., 2024; Ben-Amram & Davidovitch, 2024; Daly et al., 2023).

In the interviews, participants reported a positive classroom atmosphere where they generally experienced getting along well with students. They described feeling comfortable and supported by their students, with some even learning from them. This positive teacher-student relationship contributes to better student engagement, highlighting the importance of a supportive classroom culture.

Practical-Evaluative Dimension: Structural

Table 5: Percentage of Responses for Practical-Evaluative Dimension: Structural

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
Q2.2. Class structure (e.g., group size, percentage of boys and girls)	6.20	1.14	2	Fully agree	Practical Evaluative (Structural)
Q2.5. School administrative support (e.g., lesson plan, workload, support professionals)	5.93	0.88	3	Agree	Practical Evaluative (Structural)
Q2.6. Support from colleagues at school	6.36	0.54	1	Fully agree	Practical Evaluative (Structural)
Overall Composite Mean Score	6.16	0.85			Fully agree

The results of the survey for Practical Evaluative Dimension: Structural indicate subtle differences in how beginning teachers view various forms of support within the school environment. Notably, Q2.6 received the highest mean score of 6.36 (Fully agree), which shows that beginning teachers value peer collaboration and everyday collegial assistance. Following close is Q2.2 with a mean score of 6.20 (Fully agree), which indicates a strong positive perception. Lastly, Q2.5 received the lowest mean score of 5.93 (Agree), which implies a shortfall in the perceived effectiveness of accessibility of administrative help.

Qualitative data from interviews show that beginning teachers benefit from a collaborative school culture where guidance from colleagues helps them build confidence and develop their own teaching styles. Despite challenges such as generational differences, they can form supportive relationships with other members of the faculty. These positive relationships, along with strong connections with students, contribute to a high level of contentment in their roles. However, this sense of satisfaction leads some teachers to prioritize self-care and workplace growth over pursuing further studies, such as graduate education.

Practical-Evaluative Dimension: Material

Table 5: Percentage of Responses for Practical-Evaluative Dimension: Material

Items	Mean	Std. Deviation	Degree	TA Dimension
Q2.3. The physical environment of my class	6.44	0.60	Fully agree	Practical Evaluative (Material)
Overall Composite Mean Score	6.44	0.60	Fully agree	

The material element, which is measured solely by item 3, received a mean score of 6.44 (Fully Agree), indicating a strong, positive evaluation from the respondents. This uniformity suggests that beginning teachers fully agree on the beneficial impact of the classroom's physical environment when it comes to teacher agency.

Interview findings show that beginning teachers perceive learning and teaching activities as highly dependent on the availability of materials. Participants shared that accessible resources allow them to design varied and effective lessons, often tailoring the activities based on what is readily available in their respective schools. However, they also highlighted that the lack of materials, especially on subjects needing specialized equipment, limits the range of activities they can implement. Despite this, participants described how they adapted to the lack of materials by creating improvised materials and alternative strategies to meet the instructional needs. Due to the importance of the availability of materials, the participants expressed appreciation for the facilities provided by their institution, such as classrooms, libraries, and basic equipment, which support their teaching.

SOP 3: To what extent is the teacher agency of beginning teachers influenced by the elements of the projection dimension?

Influence of Short-Term Goals When Planning for Learning and Teaching Activities

The second dimension of teacher agency pertains to the projection of short- and long-term goals of beginning teachers. In the teacher agency questionnaire, the influence of short-term goals is measured by items one through six.

Projection Dimension: Short-term Goals

Table 7: Percentage of Responses for Projection Dimension: Short-term Goals

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
Q3.1. Short-term goals related to learners' acquisition of content knowledge	6.44	0.69	1	Fully agree	Projection (Short term)
Q3.2. Short-term goals related to supporting learners' motivation	6.31	0.67	3	Fully agree	Projection (Short term)

Q3.3. Short-term goals related to learners' personal development	6.33	0.60	2	Fully agree	Projection (Short term)
Q3.4. Short-term goals related to my personal well-being	6.21	0.69	4	Fully agree	Projection (Short term)
Q3.5. Short-term goals related to my personal development	6.20	0.71	5	Fully agree	Projection (Short term)
Q3.6. Short-term goals related to my calling	6.00	0.79	6	Agree	Projection (Short term)
Overall Composite Mean Score	6.25	0.69		Fully agree	

Survey results show that beginning teachers strongly prioritize student-centered goals. Items related to student outcomes received the highest mean scores, with content knowledge (6.22), personal development (6.33), and motivation (6.31) all rated *Fully agree*, indicating strong emphasis on academic achievement and holistic student growth. In contrast, teacher-centered goals such as personal well-being (6.21), personal development (6.20), and sense of calling (6.00) received lower scores, though still reflecting overall agreement. This suggests that while beginning teachers recognize the importance of their own development, they place greater priority on student outcomes.

While responses to the projective dimension were generally positive, some variation emerged from the interviews, particularly in supporting student motivation. Interview findings indicate that beginning teachers frequently make post hoc adjustments to their plans due to unpredictable circumstances. These include mismatches between planned activities and student engagement, leading teachers to modify strategies where they shift to more performance-based tasks. External factors such as class cancellations, holidays, and limited instructional time further disrupt lesson implementation, often forcing teachers to compress or reschedule content. Despite these challenges, the participants demonstrate adaptability, though acknowledging that such adjustments are demanding for beginning teachers. The findings highlight that while beginning teachers are goal-oriented, their planning is continuously shaped by real classroom constraints, underscoring the importance of flexibility and supportive school environments.

Projection Dimension: Long-term Goals

Table 8: Percentage of Responses for Projection Dimension: Long-term Goals

Items	Mean	Std. Deviation	Rank	Degree	TA Dimension
3.7. Long-term goals related to learners' acquisition of educational qualifications (e.g., secondary education)	6.67	0.55	1	Fully agree	Projection (Long term)

3.8. Long-term goals related to supporting the development of learners' personalities	6.60	0.57	2	Fully agree	Projection (Long term)
3.9. Long-term goals related to learners becoming active members of the society	6.50	0.55	3	Fully agree	Projection (Long term)
3.10. Long-term goals related to my personal development	6.30	0.57	6	Fully agree	Projection (Long term)
3.11. Long-term goals related to serving society	6.44	0.55	4	Fully agree	Projection (Long term)
3.12. Long-term goals related to my calling	6.43	0.60	5	Fully agree	Projection (Long term)
Overall Composite Mean Score	6.49	0.57		Fully agree	

Results from the survey indicate consistently high ratings across all items, indicating that beginning teachers strongly value long-term goals. Learner-centered goals received the highest scores – educational qualifications (6.67), personality development (6.60), and active societal participation (6.50) – highlighting a strong emphasis on academic achievement, personal growth, and social responsibility. Teacher-centered goals, including service to society (6.44), personal calling (6.43), and personal development (6.30), were slightly lower but still rated *Fully agree*. This suggests that while beginning teachers recognize their own development as important, they continue to prioritize learner outcomes more strongly.

Although beginning teachers highly value educational qualifications, interview findings show that pursuing graduate studies is often delayed due to immediate priorities such as passing licensure examinations, improving teaching practice, securing scholarships, or achieving career goals. While most participants expressed interest in graduate education, they remain undecided or plan to pursue it in the future. These findings suggest that graduate studies are viewed as an important but non-immediate goal, with professional development currently shaped more by practical demands and available opportunities.

SOP 4: Based on the findings of the study, what faculty development program for beginning teachers can be proposed?

Proposed Development Program

Research Output: Beginning Teachers' Training Development Process

Overview

The 4C Approach to Teacher Training was developed based on statistical and content analysis findings. This program focuses on four key components: Comply, Connect, Collaborate, and Culminate. The "Comply" phase covers institutional requirements, while the "Connect" phase aligns teachers with the institution's vision and provides academic details. The "Collaborate" phase equips teachers with essential skills, and the "Culminate" phase includes final remarks, introductions, and certificate distribution.

Rationale

The 4C Approach to Teacher Training ensures comprehensive teacher development through four key components: Comply, Connect, Collaborate, and Culminate. The "Comply" phase focuses on mandatory requirements and institutional information. The "Connect" phase aligns teachers with the institution's vision, mission, and core values, providing details about the academic department and academic calendar. The "Collaborate" phase equips teachers with the necessary skills for teaching and administrative tasks through discussions and workshops. Finally, the "Culminate" phase includes final remarks, welcoming new employees, certificate distribution, and program evaluation. This approach ensures that teachers are well-informed, aligned with institutional goals, skilled in their roles, and recognized for their achievements, leading to a cohesive educational environment.

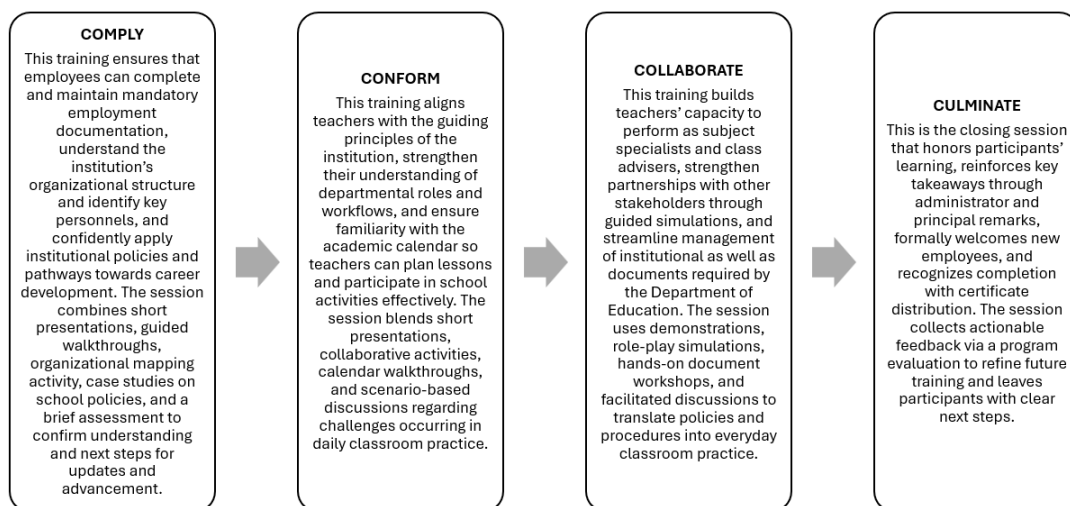
Objectives

The following presents the objectives of the program:

1. Ensure that all new and current teachers understand and adhere to institutional requirements, including employment documents, organizational structure, and institutional policies and procedures.
2. Align teachers with the institution's vision, mission, and core values, and familiarize them with the academic department and academic calendar to support effective lesson planning.
3. Equip teachers with the necessary skills for teaching and administrative tasks through collaboration and workshops, fostering a supportive and cohesive educational environment.

Figure 2. 4C Approach to Teacher Training: Comply, Connect, Collaborate, and Culminate

"Comply" – Compliance Training



The compliance training is focused on the mandatory requirements of the institution to be discussed by the personnel of the Human Resources Department. This informs new teachers and re-orient current teachers on the important information as employees of the institution. Topics to be discussed include:

- **Employment Documents.** These are the documents that new teachers should submit, and current teachers should update as required by the institution.

- **The Structure of the Institution.** This covers the introduction of the organizational structure of the institution, such as the members of the board and the departments, including their functions.
- **The Institutional Policies and Procedures.** This covers policies and procedures of the institution on employee conduct, dress code, attendance, and other areas related to the terms of employment.
- **Career and Opportunities.** This covers discussion on career tracks and faculty ranking for teaching staff.
- **“Connect” – Conformism Training**
- The connect part of the training is discussed by the administrator and/or the school principal. This conformist training is centered on the teachers’ creation of a connection aligned with the goal of the institution. Knowing the aim of the institution connects the teacher to the future that the institution is striving for, thus creating a sense of purpose and meaning aligned with the institution. Topics to be discussed include:
 - **Vision, Mission, and Core Values of the Company.** This is the very heart of the institution. The vision, mission, and core values guide the institution in all the decisions, and as employees, this should be followed by the teachers along with other employees.
 - **The Academic Department.** This discusses further details of the academic department, the department where the teachers are assigned. Coverage of the discussion includes academic personnel as well as the functions of each.
 - **Academic Calendar (Student and Teacher Activities).** This covers the content of the approved academic calendar for the upcoming school year, including the major events where the teachers will participate along with the students. Discussing the contents of the academic calendar will allow the teachers to plan their lessons efficiently.

“Collaborate” – Collaboration Workshop

The collaborative part of the training will be discussed and facilitated by the subject matter experts who may be assigned to each topic. The discussion and workshop are centered on the tasks of the teachers, both in teaching and administrative roles. This part will equip the teachers with the skills necessary for their handling of day-to-day activities as employees of the institution. Topics to be discussed include:

- **The Instructional Process.** The discussion of the instructional process is centered on teachers’ responsibilities as subject teachers and as class advisers, thus ensuring that all teachers are functioning as aligned with the practices of the institution. Demonstration activities on the instructional process are facilitated by the department heads and the principal.
- **Home and School Relationship.** Teachers are required to interact with parents, especially about the welfare of the students. The discussion for the home and school relationship is centered on when and how the teacher will reach out to the parents regarding student concerns and vice versa. Simulation activity on various scenarios in the school setting is facilitated by the Guidance and Discipline Department.
- **Deliverables Workshop.** The discussion on deliverables is centered on the documents that teachers are required to submit within the school year, both within the institution and to the Department of Education in the Philippines. These documents include school forms, student records, anecdotal records, grading sheets, report cards, and other deliverables required from the teachers. The workshop is facilitated by the department heads and the principal.

“Culminate” – Completion of Training

The culmination of the training is the closing of the entire training program. This is facilitated by the administrator and the principal. In this part of the training, closing remarks are given, followed by the introduction and welcoming of the new employees, along with the giving of certificates and program evaluation.

CONCLUSION AND FUTURE WORKS

This study looked at how teacher agency develops among new teachers using a sequential explanatory mixed-method approach. The findings showed that teacher agency is a multidimensional and context-dependent concept influenced by past experiences, current workplace conditions, and future goals.

The quantitative results indicated high levels of agreement across all aspects of teacher agency. In the iterational dimension, personal and professional histories strongly influenced teachers' beliefs, confidence, and teaching methods. The practical-evaluative dimension emphasized the value of supportive school environments, especially collegial relationships, collaborative culture, and the availability of resources. Finally, the projective dimension revealed that new teachers focus on learner-centered goals, prioritizing student achievement, motivation, and overall development over their own personal growth. Qualitative findings backed up these trends by explaining the statistical results. New teachers credited their professional agency to formative experiences, including family influence, positive schooling experiences, and, particularly, practice teaching and mentorship. However, participants also faced significant challenges, such as limited hands-on training during the COVID-19 pandemic, gaps in instructional preparation, and the need to make ongoing adjustments to meet real classroom situations. Despite these hurdles, strong collegial support and positive relationships within the school environment were critical in helping new teachers succeed in their roles. The combination of quantitative and qualitative findings confirms that teacher agency is not just an individual quality, but a collective achievement shaped by various factors. The findings notably highlight a gap between pre-service training and the realities of teaching, along with the lack of structured induction programs. New teachers often depend on informal support systems rather than organized professional development, which may limit the consistent growth of their agency.

Given these findings, the study emphasizes the need for more structured and responsive faculty development and induction programs. Educational institutions should improve onboarding processes by including mentoring systems, opportunities for collaborative learning, and practical training that address real classroom challenges. Additionally, teacher education programs should provide more hands-on learning experiences to better prepare students for the demands of the profession. Supporting new teachers in balancing learner-centered goals with their own professional growth is also crucial for sustaining long-term development and well-being.

ACKNOWLEDGMENT

The researcher wishes to express her sincerest gratitude to the following people for their invaluable contributions, which led to the completion of this study:

Dr. Marietta Opulencia, President of the Association of Private Schools City of Imus, along with Dr. Meriam M. Cea, Ms. Hanna Cristi M. Cea, for giving the support and approval on the conduct of this study.

To all APSCI member schools for welcoming the researcher during the data gathering process.

Dr. Paterno Alcartado, her thesis adviser, for the continuous support in the improvement of the paper and presentation.

To the members of the panel, Dr. Manuel Camarse, Dr. Niño Naldoza, Dr. Cristeta Montano, and Dr. Mariano Thomas Ramirez, for their invaluable comments and suggestions for the improvement of the paper.

To Dean Reymart B. Bolagao for providing all the encouragement and assistance he could give for the completion of this paper.

To Daisy Bautista, Jonathan Habac, Hannah Leah Habac-Latina, Victor Bautista, Leah Bautista, Perla Bautista, and May Bautista for being an ever-supportive family, providing me with the resources needed for my studies.

To Rodel Mar Guban for being my partner, encourager, and supporter the entire time this paper was being written. Thank you for your insights and advice on every part of this paper.

And above everything, to the Almighty God who by his grace and mercy provided all that is needed and more, all praises be unto You alone.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest related to this study. No financial, personal, or professional relationships have influenced the work reported in this paper.

DECLARATION OF AI USE

In the preparation of this study, the authors have not employed various AI tools to assist in data analysis, content generation, and overall project management. While the AI tool has provided significant support, the final interpretation, analysis, and conclusions presented in this thesis/dissertation are entirely my own. The use of AI tools has been conducted in adherence to ethical guidelines and academic integrity standards, and there is proper citation and referencing of AI-generated content in this study.

REFERENCE

- Alt, D. (2023). Professional and psychological precursors of instructional approaches used in distance learning during COVID-19. *Current Psychology*, 42(26), 22932-22948. <https://doi.org/10.1007/s12144-022-03406-2>
- Catulpos, L., Rodriguez, J., Sambrana, G. A., & Cabello, C. (2024). Newly Hired Teachers Lived Experiences in Classroom Management During the Full Face-to-Face Classes in the

- New Normal: A Phenomenology. *Psychology & Education: A Multidisciplinary Journal*, 16(9), 1001-1008. <https://doi.org/10.5281/zenodo.10581274>
- Creative Commons. (n.d.). Attribution 4.0 international. [creativecommons.org. https://creativecommons.org/licenses/by/4.0/legalcode.en](https://creativecommons.org/licenses/by/4.0/legalcode.en) (Accessed June 21, 2024)
- Cresswell, J. (2023). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (6th ed.). Sage Publications, Inc.
- Data Privacy Act of 2012, R. A. No. 10173. (2012). *Data Privacy Act of 2012*. <https://www.officialgazette.gov.ph/2012/08/15/republic>
- Donohue, J. M., & Miller, E. (2020). COVID-19 and school closures. *Jama*, 324(9), 845-847.
- du Plessis, A., & Razmjooe, M. (2025). The promise of a strong beginning and the reality of pre-service teachers' professional experience learning: understanding the lived experiences of pre-service teachers preparing for teaching. *Teachers and Teaching*, 1-20. <https://doi.org/10.1080/13540602.2025.2512101>
- Dvir, N., & Schatz-Oppenheimer, O. (2020). Beginning teachers in a changing reality. *European Journal of Teacher Education*, 43(4), 639-656. <https://doi.org/10.1080/02619768.2020.1821360>
- Frey-Clark, M., Tucker, O. G., & West, J. J. (2023). A Phenomenology of First-Year Music Teaching During the COVID-19 Pandemic. *Journal of Research in Music Education*, 71(3), 297-321. <https://doi.org/10.1177/00224294221146534>
- Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study. NCEE 2010-4027. National Center for Education Evaluation and Regional Assistance.
- Hamilton, L. S., Kaufman, J. H., & Diliberti, M. (2020). Teaching and Leading through a Pandemic: Key Findings from the American Educator Panels Spring 2020 COVID-19 Surveys. Data Note: Insights from the American Educator Panels. Research Report. RR-A168-2. RAND Corporation.
- Hirsch, S. E., Randall, K., Bradshaw, C., & Lloyd, J. W. (2021). Professional learning and development in classroom management for beginning teachers: A systematic review. *Education and Treatment of Children*, 44(4), 291-307.
- Hebert, E., & Hickey, S. (2022). Preservice Teachers during the Covid-19 Pandemic: Concerns, Preventive Behaviors, and Career Intent. *Education*, 142(4), 188.
- Irena Hergan, & Mojca Pečar. (2022). Teaching practicum for primary teacher education students during the COVID-19 pandemic. *Tuning Journal for Higher Education*, 10(1). <https://doi.org/10.18543/tjhe.2278>

- Irida Hoti, Blerta Dragusha, & Valentina Ndou. (2022). Online Teaching during the COVID-19 Pandemic: A Case Study of Albania. *Administrative Sciences*, 12(116), 116. <https://doi.org/10.3390/admsci12030116>
- Jeijen, A., Pedaste, M., & Baucal, A., (2024). A new psychometrically validated questionnaire for assessing teacher agency in eight dimensions across pre-service and in-service teachers. *Frontiers in Education*, Volume 9 - 2024. <https://doi.org/10.3389/feduc.2024.1336401>
- Jiang, Y., Laranjo, J. R., & Thomas, M. (2022). COVID-19 lockdown policy and heterogeneous responses of urban mobility: Evidence from the Philippines. *Plos one*, 17(6), e0270555.
- Jin, M. (2023). Preservice Teachers' Online Teaching Experiences During COVID-19. *Early Childhood Education Journal*, 51(2), 371-381. <https://doi.org/10.1007/s10643-022-01316-3>
- Keese, J., Thompson, C., Waxman, H., McIntush, K., & Svajda-Hardy, M. (2023). A Worthwhile Endeavor? A meta-analysis of research on formalized novice teacher induction programs. *Educational Research Review*, 38. <https://doi.org/10.1016/j.edurev.2022.100505>
- Kholifah, N., Sofyan, H., Pardjono, P., Sudira, P., & Nurtanto, M. (2021). Explicating the Experience of Beginner Vocational Teachers. *TEM Journal*, 10(2), 719-723. <https://doi.org/10.18421/TEM102-28>
- Leedy, P. and Ormrod, J. E. (2016). *Practical Research Planning and Design*. (12th ed.). Pearson Education.
- Li, G., & Ma, Y. (2025). Exploring the influencing factors of teacher beliefs and their impact on teacher behaviors. *BMC psychology*, 13(1), 993. <https://doi.org/10.1186/s40359-025-03095-z>
- Lojdova, K., Vlckova, K., & Nehyba, J. (2021). Stories of teachers' identity between personal and professional experience. *Studia paedagogica*, 26(2), 113-137. <https://doi.org/10.5817/SP2021-2-6>
- Marissa Mendoza. (2020). The Lived Experiences of Beginning Teachers: An Odyssey. *JPAIR*, 41(1), 1-15. <https://doi.org/10.7719/jpair.v41i1.787>
- Mok, S. Y., Rupp, D., & Holzberger, D. (2023). What kind of individual support activities in interventions foster pre-service and beginning teachers' self-efficacy? A meta-analysis. *Educational Research Review*, 40. <https://doi.org/10.1016/j.edurev.2023.100552>
- Najjar IM, C. & Oweini, A. (2024). The influence and involvement of family members in career decision-making. *Psychology and Psychological Research Journal*, 9(1), 1-13. <https://doi.org/10.23880/pprij-16000393>
- Parker, G. (2016). An Ecological Approach to Teacher Agency; a Theoretical Overview. *Annual Review of Education, Communication & Language Sciences*, 13, 1-14.

- Pereira, Í. S. P., Fernandes, E. L., & Flores, M. A. (2021). Teacher Education during the COVID-19 Lockdown: Insights from a Formative Intervention Approach Involving Online Feedback. *Education Sciences*, 11(400), 400. <https://doi.org/10.3390/educsci11080400>
- Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher Agency: An Ecological Approach*. Bloomsbury.
- Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: What is it and why does it matter?. In *Flip the system* (pp. 134-148). Routledge.
- Pinto, M., Caballero Mariscal, D., & Segura, A. (2022). Experiences of information literacy and mobile technologies amongst undergraduates in times of COVID. A qualitative approach. *Aslib Journal of Information Management*, 74(2), 181-201. <https://doi.org/10.1108/AJIM-10-2020-0333>
- Rodgers, E., D'Agostino, J., Berenbon, R., Mikita, C., Winkler, C., & Wright, M. E. (2022). Teachers' beliefs and their students' progress in professional development. *Journal of Teacher Education*, 73(4), 381-396. <https://doi.org/10.1177/00224871221075275>
- Rose Ephraim Matete, Abdon Ephrem Kimario, & Narayan Prasad Behera. (2023). Review on the use of eLearning in teacher education during the coronavirus disease (COVID-19) pandemic in Africa. *Heliyon*, 9(2). <https://doi.org/10.1016/j.heliyon.2023.e13308>
- Salmerón Aroca, J. A., Moreno Abellán, P., & Martínez de Miguel López, S. (2022). Teachers' Professional Development and Intelligent Ways of Coping with It: A Systematic Review in Elementary and Middle School Education. *Journal of Intelligence*, 11(1), 1. <https://doi.org/10.3390/jintelligence11010001>
- Schaefer, L. (2022). The influence of significant life experiences on the teaching practices of early childhood educators in traditional and nature-based schools. *International Journal of Early Childhood Environmental Education*, 9(3), 39-48. North American Association for Environmental Education.
- Shank, M. K., & Santiago, L. (2022). Classroom Management Needs of Beginning teachers. *Clearing House*, 95(1), 26-34. <https://doi.org/10.1080/00098655.2021.2010636>
- Shelton, R. N., Rogers, R. M., & Wilkerson, T. L. (2023). Preservice teachers' perceptions of a practice-focused lesson study. *International Journal for Lesson & Learning Studies*, 12(3), 214-225. <https://doi.org/10.1108/IJLLS-11-2022-0168>
- Tsang, K. K., & Jiang, L. (2018). Positive emotional experiences in teaching, teacher identity, and student behaviors. *Schools: Studies in Education*, 15(2), 228-246. <https://www.jstor.org/stable/26562477>
- Wa-Mbaleka, S. (2020). The Researcher as an Instrument. *Advances in Intelligent Systems and Computing*.1068. https://doi.org/10.1007/978-3-030-31787-4_3

- Westerlund, R., & Eliasson, I. (2022). 'I am finding my path': A case study of Swedish novice physical education teachers' experiences when managing the realities and challenges of their first years in the profession. *European Physical Education Review*, 28(2), 303-321. DOI: 10.1177/1356336X21 1040502
- Yin, R. K. (2014). *Case study research: design and methods*. (5th ed). Sage Publication.
- Zhu, G., Shen, L., Jiang, L. G., Yang, B., Shi, K., & Mena, J. (2023). "I need to continually study and broaden my horizons": a narrative inquiry of a novice teacher's induction experience in China. *Journal of Professional Capital and Community*, 8(3), 184-201. <https://doi.org/10.1108/JPCC-10-2022-0056>