

The Teaching Profession As Perceived By the New College Instructors of Isabela State University Cauayan City Campus, Isabela

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Abstract- This study seeks to assess the teaching profession as perceived by the college instructors of Isabela State University Cauayan City Campus. The study utilized the descriptive method of research. The respondents involves in this study are the new college Instructors who are employed to teach in ISU-Cauayan Campus. These Instructors are with appointment and considered on Part time Instructors. A total of 58 New College Instructors. They are composed of males and females. Most of the Instructors are from different municipalities of Isabela, although very few are the province of Region 2, Philippines. Results show that the respondent considered certain limitations in their teaching fields. These limitations are formed their job in the field. These are the classified as personality and professional preparation, classroom management, management of students, teaching procedures, methods and techniques, sports and co-curricular activities and teaching evaluation. These factors were accepted areas that affect the teaching performance of the new college Instructors. One thing more it made the new college teachers picture their personalities as neophyte educators in the Philippine educational system. It is asserted by the new college teachers that their first year of teaching is a year of continuous adjustment with superiors, co teachers, environment, people in the community and many more. From these levels, they accepted that they are faced with problems which adversely affect their career. Some of them admitted that they lacked of teaching experience and exposure.

Index Terms—Teaching Profession, Part time Instructors, Teachers, Management functions, Classroom management, Personality and professional preparation, neophyte educators, community, students, people. Philippines.

I. INTRODUCTION

Every year a new batch of new or beginning teachers are employed in both private and public schools. While this new batch of new teachers are brimming with enthusiasm to teach, these teachers are also prone to commit mistakes in terms of methods and strategies, if not in terms of teaching content. Even if these beginning teachers have been exposed to actual classroom teaching while engaged in their practicum as student, there is still a lot of difference between teaching as students where they are supervised and actually teaching on their own. It is at this point where the theories they have learned are tested.

Callang¹ in her article stated that there has been a need to adequately prepare teachers for the job ahead of them after college. After more than two decades, the demands of preparing teachers along pedagogy and content have given rise to multiple problems. Callang² further rote that teachers needed to be good at content, methods, and techniques, they also needed to master their different educational theories.

It is believed that many new teachers fail to exhibit/manifest the needed competencies, logic, perseverance, patience with students and cognitive readiness. One common observation among new teachers in the field now a days is seeming lack of sufficient stock knowledge on the classics, general information and the like while exhibiting skills in the use of computers. New teachers in the academic have to internalized such as maintaining, striving, enhancing, integrating and self-actualizing and translate this in classroom work. As such these teachers help the students cope with their psychological needs and problems to further facilitate self-understanding among students and to help them develop fully.

According to Weinstein³, when new teachers were asked to rank problems they expected to the problem perceived by them are the following: dealing with workload; improving academic performance of low achieving students; adapting curriculum and instruction to needs of slow learners; teaching students from different cultures and backgrounds; figuring out why students are having difficulties with assignments; responding effectively to student misbehavior; maintaining discipline ; dealing with sufficient materials with supplies; dealing with lack of supplementary and enriching materials; and planning lessons and units.

In so far as impression of new or beginning teachers about the teaching profession is hard during the first two years of actual teaching, there is therefore an urgent need to help them cope with the problems that they would encounter. This will enable them to focus their effort and attention to making their classes more lively and fruitful. Besides considering that hundreds of new teachers begin with their actual employment every time the school years opens, it is needed that they are given a preview of actual problems that they will encounter. At the same time, students under the tutelage of new teachers will not end up being

¹ Callang, Consuelo. "Rethinking Teachers Education", Manila Bulletin August 26, 2001, p.13.

² Weinstein, Carol. "Pre -Service Teachers' Expectations About the First Year of Teaching", Teaching and teacher Education Vol.1,1988,p31.

short- changed by the effort of these teachers to cope with problems at the expense of an effective learning opportunity. With this in mind, the researcher is highly motivated to conduct this study.

II. OBJECTIVES

The study aimed to assess the teaching profession as perceived by the new college instructors of Isabela State University, Cauayan City Campus, Isabela. Specifically are the following:(1)The profile of the new college instructors relative to: Age, sex, civil status, civil service eligibility;(2) In relation to teaching profession, identify the problems met by the new teachers on the basis of the following indicators: personality and professional preparation; classroom management; study and management of the students; planning instructions; teaching procedures; teaching strategies; sports and co0currereular activities and teaching evaluation.; and (3) identify the causes of problems met by the new teachers in the exercise of the teaching profession.

III. RESEARCH METHODS USED

The study used the descriptive method. The respondents involved in the study are the new college instructors who are employed to teach by the school administrator of ISU, Cauayan Campus. These are teachers are with appointments and considered on part-time basis. They are composed of 58 new college instructors composed of population of the study. Most of the teachers are from different municipalities of Isabela although very few are from the provinces of Region 02, Philippines.

IV. RESULTS AND DISCUSSION

Table 1 shows the frequency and Percentage distribution of the Respondents Age bracket.

In table 1 out of 58 beginning teachers' respondents, 23 Or 39.66 percent are ages 21-25; 20 or 34.48 percent are ages26-30; 10 or 17.24 are ages 31-35; and 5 or 8.62 percent are ages 36-40. There are no beginning teachers for 41 and above. The data in this table disclosed that majority of the new college instructors are in the ages ranging from 21-30. This also revealed that 43 of the said teachers belong to early 20s and late 20s. These figures showed that they are young in so far as their ages are concerned that the new college teachers are generally young is due to the fact that they are new to the profession.

With regards to the Sex of the Respondents the presence of more females compared to males disclosed interest of the female gender to join the teaching profession. The data pictured the ratio of male and female beginning teachers which is 17:40.This does mean that male are not interested. It is a fact that when it comes to teaching there are more females who take the course as males. Besides it is noted that practically in all organizations in the Philippines, females predominate because the fact there are more females than male.

At a glance most of the beginning teacher respondents with regards to Civil status single with 35 or 6.34 percent; 22 or 37.93 percent are married and only 1 or 1.73 percent is a widow/er. The ratio of single compared to married is 35.22. From this data it means that there are more single new teachers than married. It reveals that these teachers are new in the field have considered their work as stable. Thus they do not consider marriage a priority. Indeed, marriage and having children could be a hindrance to their efforts to find gainful employment as teachers

On the Educational Attainment of the respondents reveals that 15 or 25.87 percent are BS Ed; 20 or 34.48 percent are other courses with BSEd units; 13 or 22.41 percent have masteral units and 5 or 8.62 percent both Masteral Graduate and Doctoral Units. An analysis of the data indicates that the respondents have finished their Bachelor's degree, gained their masteral units, masteral graduates and with doctoral units.

At a glance, it is seen that several of the new college teachers are holder of education courses which is a basic requirement for college teachers. However, it is further gleaned greater number of new college teachers have masteral units. This is a sign that they intent on improving or upgrading their professional qualifications even if they are new in the profession.

Lastly, on the Eligibility of the respondents table shows that LET passers with 40 or 68.97 percent who passed it and other passers with 18 or 31.03 percent. All of the respondents are civil service eligible. Such eligibility served as an entry point to the teaching career in the university.

Table 1. Frequency and Percentage Distribution of the Profile of Respondents'

AGE Bracket	Frequency	Percentage
21-25	23	39.66%
26-30	20	34.84%
31-35	10	17.24%
36-40	5	8.62
41-45	--	---
46-50	--	---
51 and Above	--	---
Total	58	100%

Sex		
Male	17	21.32
Female	41	70.68
Civil Status		
Single	35	60.34
Married	22	37.93
Widow/er	1	1.73
Educational Attainment		
BSEd	15	25.87
Other Courses with BSEd Units	20	34.48
Masteral Units	13	22.41
Masteral Graduate	5	8.62
Doctoral Units	5	8.62
Doctoral Graduate		
Civil Service Eligibility		
LET	40	68.97
Others (Engineer/CPA/LEA/CS Prof)	18	31.03
Magna Carta		
Total	58	100

Note: LET means Licensure Examinations for Teachers.

Table 2 on personality and professional preparation is given a Total score of 137 and a \bar{X} of 27.4. The ΣX^2 is 825.85 with standard deviation of 12.85. This data imply that the Respondent have personality and personal problems in terms of knowledge of the subject matter and the command of good English and Pilipino.

It is observed in table 2 that out of five (5) items relative to personality and professional preparation two (2) items are indeed favored as problems. These two problems lack of adequate knowledge of subject taught and poor command of good English/Pilipino seemed to have greatly affected the personality and professional preparation of new college teachers. It appears therefore that despite the academic preparation that these teachers underwent in college, they are still ill equipped with the content of the subject matter that they teach. Compounding this problem is their poor command of good English or Pilipino. This therefore shows that there is something wrong with the teacher education curriculum as it is not able to produce graduates who are knowledgeable and are adept in communication be it in English or Filipino.

Table 2. Mean and Standard Deviation of Problems on Personality and Professional Preparation

Items	\bar{X}	(Deviations) ΣX	ΣX^2
1. Lack of adequate knowledge of subject taught	39	11.6	134.36
2. Lack of knowledge of the particular topic or problem under discussion	33	5.6	31.36
3. Poor command of Good English/Pilipino	45	17.6	309.76
4. Presence of	5	-22.4	501.76

noticeable defects			
5. Often late in meeting the class and other appointments	15	-12.4	153.76
N=5	$\Sigma X=137$		$\Sigma x^2=825.85$
	$\bar{X}=27.4$		$s=12.85$

Note: N means Number of cases or items, \bar{X} = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s = standard deviation.

Table 3 shows the mean and standard deviation of problems on classroom management.

The items on classroom management are also given a total score of 265 with \bar{x} of 44.16. The ΣX^2 is 328.8 and the standard deviation is 7.40 which means that the deviation of one item from the other is small. From this figure, it is deduced that the respondents encountered problems relative to classroom management especially on the ventilation of the room and seating arrangement of students and conduct of the classroom activities. It is seen that new college teachers fail to make physical condition of the classroom conducive to learning. This is further aggravated by their failure to make routine classroom activities a systematic and orderly. These factors then give rise to the fourth problem where the amount of time spent for learning is not maximized.

Table 3. Mean and Standard Deviation of Problems on Classroom Management

Items	X	(Deviations) x	X ²
1. Failure to make all records and reports promptly and accurately	37	-7.16	52.26
2. Failure to teach the students to take good care of school property	33	-5.16	124.54
3. Failure to utilize the maximum amount of class time for learning	45	.84	.70
4. Failure to eliminate distraction from classroom and to create a favorable environment for learning	45	.84	.70
5. Lack of attention to insure proper temperature, lightning and ventilation of the room, hygienic seating of students and	55	10.84	117.50

good housekeeping .			
6. Failure to systematically organize and conduct certain activities such as collecting and passing out papers and materials entering and leaving the classroom.	50	5.84	34.10
N=6	$\Sigma X=265$ $\bar{X}=44.16$		$\Sigma x^2=$ 328.8 s= 7.40

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 4 shows the findings on the items on the study and management of students. The total scores given on the items is 374 and \bar{x} is 46.75. The ΣX^2 is 462.02 and the deviation is 7.59. It is clear that in the relation to the teaching profession, the respondents encountered problems particularly of failure to show understanding on the different personality traits of the students.

There are eight (8) items on this table and the most accepted problem is centered on different personality traits of students. This is very obvious since the psychology of teaching has bearing on student traits. This has bearing on individual differences.

Table 4. The Mean and Standard Deviation of Problems on Study and Management of Students.

Items	\bar{X}	(Deviations) X	X^2
1. Lack of courtesy and considerate relationship with students and parents.	48	1.25	1.56
2. Failure to notice differences in the physical development of students and meet their needs.	52	5.25	27.56
3. Failure to notice students mental differences and adapt instructions to their needs	45	-1.75	3.6
4. Failure to make provision for differences in the interest of students	56	9.25	85.56
5. Failure to show understanding of the different personality traits of the students	58	11.25	126.56
6. Failure to maintain good class control at all times and under	37	-9.75	95.06

all conditions			
7. Failure to provide for sufficient learning activity	38	-8.75	75.56
8. Failure to utilize motivating devices in teaching.	40	-6.75	45.56
N=8	$\Sigma X=374$ $\bar{X}=46.75$		$\Sigma x^2=$ 462.02 s= 7.59

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 5 shows the total score on planning instructions is 307 and a mean of 51.16. The ΣX^2 is 333.8 and s is 7.46. With the findings, the respondents are faced with the problems on planning instruction specifically on "failure to make corrections or suggestions on the plan after being taught". They also encounter the problem on placing major emphasis in planning units.

As noticed in table 10, the respondents who are now in the field encountered the problem on planning instructions as far as teaching profession is concerned. Two items have relationships on planning aspect. It is observed that the new college teachers are not very much knowledgeable in the use of right objective for a particular subject matter and failure to make corrections on the plans after they have been taught. This again points to the inadequate training that they had as college students. It is expected that as education graduates they should have been trained to use the right objective for a particular subject matter.

Table 5. Mean and Standard Deviation of Problems on Planning and Instructions

Items	\bar{X}	(Deviations) x	X^2
1. Failure to plan the work carefully and systematically	48	-3.16	9.98
2. Failure to give some attention to plan the entire course and each day's teaching	56	4.84	23.42
3. Failure to place the major emphasis in planning units and to make this units plans comprehensive and complete	57	5.84	34.10
4. Failure to make corrections or suggestions on the plans after they had been taught	58	6.84	46.78
5. Lack of familiarity with the subtask for the particular subject matter	53	1.84	3.38
7. Failure to correct the right objective for a particular subject matter	35	-16.16	261.14
N=6	$\Sigma X=307$		$\Sigma x^2=$ 333.8
	X=51.16		s= 7.46

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 6 gives the mean and standard deviation of problems on teaching procedure. The items on teaching procedures are given a total score of 325 and the mean is 46.43. The total squared deviation is 609.86 and the standard deviation is 9.33 which means the deviation of one item from the other item. As observed, there is a problem along teaching procedure and this is addressed to “failure to include occasional used of projects in general method” and even in “failure to appreciate the value of drill and to use good drill technique”.

As seen in this table, the respondents heavily considered the problems on teaching procedures. While it is true that teaching procedure are relative, the new college teachers who are new in teaching profession encountered the problems on the use of projects in the general method, methods of developing appreciation and appreciate the value of drill and to use good drill techniques.

Table 6. The Mean and Standard Deviation of Problems on Teaching Procedure.

Items	\bar{X}	(Deviations) x	X^2
1. Failure to conduct class work so as to utilize different types of teaching procedure	33	-13.43	180.36
2. Failure to appreciates to follow the steps in problem solving	39	-7.43	55.20
3. Lack of understanding of the methods of developing appreciation	52	5.57	31.02
4. Failure to include occasional use project in general methods.	57	10.57	111.72
5. Lack of resourcefulness in the selection of project	36	-10.43	108.78
6. Failure to use appropriate teaching techniques	52	5.57	31.02
7. Failure to appreciate the value of drill and to use good drill techniques.	56	9.57	91.58
N=7	$\Sigma X=307$		$\Sigma x^2= 609.86$
	$\bar{X}=51.16$		$s=9.33$

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 7 features the Mean and standard deviation of problem on teaching techniques. It shows the scores of the different items on teaching techniques having a total score of 488 and a mean of 44.36. The deviation squared is 463.95 with a deviation of

8.14. Based on these findings, it is gleaned that in the teaching profession, the respondents encountered problems in teaching techniques particularly in “failure to make use of many well-chosen verbal illustrations like the radio, phonographic records, tape recorders, and so on”.

From these data in table 7, it is understood that the new college teachers have difficulties in the use of those problem reminded n verbal illustrations. In fact, said problem reminded the beginning teachers of their educational training in teacher training institutions.

Table 7. Mean and Standard Deviation of Problem on Teaching Techniques

Items	\bar{X}	(Deviations) s	X^2
1. Failure to state objectives of teaching outcomes in behavioral terms.	33	-11.36	129.04
2. Failure to provide adequately for student activities in the selection of learning exercises that could lead to the objective sought.	46	1.64	2.68
3. Failure to provide for relatively wide range of student learning activities.	43	-1.36	1.84
4. Failure to provide learning exercises to meet differences in interest and ability of students.	37	-7.36	54.16
5. Failure to give sufficient time for the assignment	35	-9.36	7.60
6. Failure to make assignment and to make clear what was to be done and how it should be done	48	3.64	13.24
7. Failure to provide differentiated assignments and material	52	7.64	53.87

for students of different ability level			
8. Failure to make use of many well-chosen verbal illustrations like radio, phonographic records, tape recorders and so on.	58	13.64	186.04
9. Failure to make use of demonstration, laboratory techniques and field work interesting.	48	3.64	13.24
10. Teaching without devices	43	-1.36	1.84
11. Failure to use the result of tests for improvement of teaching	45	-64	.40
N=11	$\Sigma X=488$		$\Sigma x^2=463.95$
	X=44.36		s= 8.14

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 8 shows presents the scores of the different items on co-curricular activities. The total score is 102 with a mean of 25.5. The Σx^2 is 281 with a deviation of 8.38. This data imply the occurrence of the problem on co-curricular activities whereby the respondents are adversely affected.

All of the four (4) problems regarding co-curricular activities are favored by the respondents. However, the heaviest is "lack of necessary skill to conduct some activities." The data revealed that the new college teachers are inadequately prepared as to the skill related in the conduct of some activities.

Table 8. Mean and Standard Deviation of Problems on Teaching Evaluation

Items	X	(Deviations) x	X²
1. Failure to assemble information and make case studies for certain students	33	7.5	56.25
2. Failure to give sometime to counseling students for lack of knowledge in counseling.	34	8.5	72.25
3. Lack of necessary skill to conduct some activities.	36	10.5	110.25

4. Too many activities which interfere with regular class work.	32	6.5	42.25
N=4	$\Sigma X=102$		$\Sigma X^2=281$
	X= 25.5		s= 8.38

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 9 indicates the mean and standard deviation of problems on teaching Evaluation.

The score on the items on teaching evaluation has a total of 103 with a mean of 34.33. The deviation squared has a total of 4.64 with a standard deviation of 1.24. The higher is the mean the lower is the deviation. Again the findings as seen in the table 14 imply the presence of problem relative to teaching evaluation.

The problem is centered on rating themselves and their teaching efficiency. Such problems are very vital in evaluating teaching activities. One thing more, the new college teachers who are new in the field have yet to learn many things in terms of actual teaching activities which are needed in teaching.

Problem No. 3 presents the cause of the problems encountered by the beginning of teachers in the field.

Table 9. Mean And Standard Deviation Of Problems On Teaching Evaluation

Items	\bar{X}	(Deviations) x	X^2
1. Failure to rate themselves and their teaching efficiency.	36	1.67	2.78
2. Failure to recognize their strengths and weaknesses.	34	-.33	.10
3. failure to make systematic efforts to overcome and to improve their teaching and themselves.	33	-1.33	1.76
N=3	$\Sigma X=103$		$\Sigma x^2=4.64$
	X=34.33		s=1.24

Note: N means Number of cases or items, X = mean

ΣX - sum of frequency or scores, Σx^2 means total of squared deviation from mean, s= standard deviation.

Table 10 shows the findings on the causes of problems.

At a glance in this table, all caused of problems are part and parcel of concerns that beginning teachers noticed in the field. However, they have considered as very common in the area on lack of teaching exposure/experience. This is expected since they are beginning teachers and have not been exposed thoroughly in the school activities, more so in classroom teaching. It is also accepted by the respondents that such problems is normal to all workers.

Table 10. Rank and Percentage Distribution of the Causes of Problems

Items	Frequency	Percentage	Rank
1. Lack of teaching exposure/experiences	58	100	1
2. Shyness	45	77.59	6
3. insecurity as a new teacher	52	89.65	2

4. subject load assignment	30	51.72	13
5. school station assignment	33	56.90	11
6. human relation/public relation	43	74.14	7
7. year level assignment	31	53.44	12
8. teacher-superior relationship	37	63.79	9
9. teaching atmosphere and environment	50	86.21	4
10. culture and tradition in the school and the community	34	58.62	10
11. combination classes	38	65.52	8
12. communication skills	51	87.93	3
13. inadequate practice teaching or “internship”	49	84.48	5

Recommendations.

Based on the findings of the study, the following recommendations were raised by the researcher: school authorities should provide room for improvement school authorities should provide room for improvement of new college teachers by conducting a sort of guidance and counselling with subject teachers, frequent dialogues/ conversations and expose them to attend seminars and trainings. This should be a part of the long range plan/ target of the school officials university; School Authorities through their Deans/Department heads must conduct frequent classroom observation and supervision with new college teachers in order to immediately correct, if any, their shortcomings in the areas of classroom instruction, discipline and strategies; More and more school policies, rules and regulations should be mastered by the new college teachers as these are needed in their day to day contact with the students in the school. These are needed for their protection and security; If possible, the new college teachers should not be overloaded nor under loaded. The school head must give them required teaching load and to be adjusted later on when they are already capable; More extra-curricular activities be given to new college teachers as test classroom performance and an examination of how well they are effective to handle skill activities relative to student development; If possible, the new college teachers should be given higher year level assignment considering their newness in the field. This calls for one as in the case of old teachers to handle higher levels with more mature and responsible personalities; it is suggested that similar studies be conducted in the field in order to validate the present study.

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