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## Needs Assessment of Novice Teachers: Basis for A Model Assistance Program

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### Abstract

*This study aimed to assess the needs of novice teachers in the public elementary schools in District II-A of Division of Antipolo City which served as basis for the formulation of a proposed model assistance program. The needs of the novice teachers were classified into: job-related needs, professional development needs, environmental-related needs, social adjustment needs, and understanding legal rights. The independent variables in this study include age, sex, and work experience. The study employed a valid and reliable researcher made questionnaire-checklist to assess the needs of novice teachers which was supplemented by semi-structured interview. The results of the study revealed that majority of the respondents are female ages 26 years old and above, and have teaching experience. The needs of novice teachers with respect to job-related, professional development, environment-related, social adjustment and understanding legal rights are all interpreted as Much Needed. The test failed to accept the null hypothesis when novice teachers were grouped by sex. This is true for understanding legal rights needs. Similarly, for age, the test failed to accept the null hypothesis for social adjustment needs. The same for work experience, the null hypothesis is rejected in terms of job-related needs. The result of questions raised for the needs of the novice teachers to programs and must need materials for teachers obtained a high affirmative response with many having 100% assenting reply. Based on the findings, it was concluded that there is a significant difference on the needs of novice teachers in terms of understanding legal rights when grouped by sex; in terms of social adjustment when grouped by age and in terms of job-related needs when grouped by work experience.*

**Keywords:** Needs Assessment, Novice Teachers, Model Assistance Program

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### Introduction

Every time one gets a new job, he goes through the elation and excitement but after that, however, the panic begins. The novice worker starts to get nervous about new responsibilities, the new corporate culture, and the new people with whom they will be working. While starting a new job can be a stressful experience, this important transition does not have to be full of tension and anxiety. The plight novice teachers are of no difference. The first year of teaching is an important phase in any teacher's professional growth because the school and classroom experiences of beginning teachers may either catalyze or inhibit a lasting commitment to effective teaching. Successful early experiences may contribute to a positive sense of self-efficacy and thereby instill confidence to undertake stress-inducing tasks such as the planning and implementation of teaching programs and grappling with issues such as assessment and reporting, and classroom management.

The government recognizes the significance of education, especially for the professional growth and development of all teachers. As stated in Section 16 of the Education Act of 1982:

“All teachers shall perform their duties to the school by discharging responsibilities in accordance with the philosophy, goals, and objectives of the school, be accountable for the efficient and effective attainment of specified learning objective in pursuance of national development goals, render regular reports on the performance of students and assure the responsibility to maintain and sustain their professional growth.”

This provision of the Constitution clearly underscores the value of teachers in advancing themselves in the field of teaching and novice teachers are not exempted on this. The beginning teachers even new to the service must comply with this provision but definitely will be having difficult times without the proper and ample guidance and assistance of the principal and senior teachers. The road to becoming an experienced teacher is a lengthy and arduous trip - a process that begins before and continues long after a student has left the university. Teacher socialization consists of formal training that occurs in teacher education classes at the university and informal training takes place over the school years as a student or the apprenticeship of observation. Organizational socialization also influences what a teacher learns about their career, and consists of the process by which beginning teachers learn the ropes of the school environment. Until recently, first year teachers have been left to assimilate, adjust, explore, and survive with little or no assistance. As a result according to Santoro (2009) 30% of beginning teachers left the teaching profession during their first two years, while 40 to 50% left during the first seven years. To magnify this issue, there are data to support that the academically talented leave in the greatest numbers.

Teacher education does not end when teacher candidates complete their bachelor of education degrees. Setting aside professional development, which will occur throughout a teacher's career, the researcher noted that initial teacher education continues, often implicitly, through the first few years of teaching. The first year of teaching is one of assimilation, experimentation, and continued growth. Newly hired teachers in the elementary level are required to undergo the Teacher Induction Program, some schools have mentorship program. But are these enough? Along this context, the researchers, being exposed in the public elementary school experienced numerous surprises or sometimes what is labelled as reality shock. The researchers, having taught in the private sector for a couple of years, experienced many challenges as they were left to their own devices and discover the difference in the way the private and public school were organized. The researchers cannot help but feel alienated and always looking to experienced teachers as an influential agent.

Novice teachers, those who have teaching experience of three years and below, as been observed and experienced by the researchers, often wind up with the most challenging teaching assignments. They are also overloaded with extracurricular activities and committee assignments. They are usually given the toughest assignments in the worst classrooms, with inadequate curricular materials and supplies and little opportunity to pour out their frustrations or to learn from their peers. It is important that administrators of the educational system examine ways of providing support for novice teachers in order to foster their professional growth so that they can acquire the expertise and confidence to be effective teachers of all curriculum areas, as soon as they are hired.

While assistance programs are indispensable, no formal induction program has been institutionalized particularly in the Division of Antipolo City. No formal attempt has been made to help novice teachers in their entry years. Moreover, no study ever assessed the needs of novice teachers which could serve as basis for such an assistance program. In light with this, this study assessed the needs of novice teachers which served as input to model assistance program in the public elementary schools in the District II-A of Antipolo City.

### **Statement of the Problem**

This study generally attempted to assess the needs of novice teachers in the District II-A Division of Antipolo City, Republic of the Philippines. Specifically, it sought answers to the following questions:

1. What are the demographic characteristics of novice teachers in terms of:
  - 1.1. Age;
  - 1.2. Sex; and

- 1.3. Work experience?
2. What are the most important needs of teachers with respect to:
  - 2.1. job-related needs;
  - 2.2. Professional development needs;
  - 2.3. environmental-related needs;
  - 2.4. Social adjustment needs;
  - 2.5. Understanding legal rights needs?
3. Is there a significant difference on the needs of novice teachers in terms of their profile?
4. What are the perceptions of the respondents on meeting the needs of the novice teachers with respect to:
  - 4.1. Mentoring and induction program;
  - 4.2. Reading resources?
5. What model assistance may be proposed for the novice teachers?

### Methodology

This research employed descriptive approach through field survey in the form of researcher-made questionnaire checklist which aimed to assess the needs of the novice teachers in the point of view of the novice teachers themselves. This study followed the exploratory approach that combined theoretical study office and review of the literature in the field of research, in addition to the method of field survey. More so, qualitative data were obtained through in-depth analysis and semi-structured interview with the respondents. The study used a researcher-made questionnaire checklist with some items adapted from the work of Korga (2002) as the main tool in gathering the needed data and information in the needs assessment of novice teachers. The reliability testing showed that the instrument has a correlation value of 0.997 which indicates very high reliability.

The questionnaire has four parts. The first part pertains to the demographic characteristics of the respondents which include age, sex, and work experience prior joining the public school. Part II. This part pertains to their needs divided into job-related needs, professional development needs, environmental-related needs, and social adjustment needs and understanding legal rights. This is composed of 50 items. Part III. This part of the questionnaire pertains to the perceptions of the respondents on meeting the needs of the novice teachers with respect to mentoring program, induction program and reading resource such as Department of Education Culture and Sports (DECS) Service Manual, Code of Ethics for Professional Teachers and Magna Carta for Public School Teachers. This is composed of 20 items answerable by yes or no. Part IV. This portion of the instrument included two open-ended questions that ask for what other needs and problems do novice teachers have encountered and how they think it will be addressed.

### Results and Discussion

There are more female respondents at 33 or 80.5% and only 8 or 19.5% male respondents. In terms of their age, 24 or 58.5% belong to age bracket 26-30 years old, 14 or 34.1% belong to age bracket 25 years old and below, 2 or 4.9% belong to age bracket 31-35 years old and only 1 or 2.4% belongs to age bracket 36-40 years old. With respect to work experience, 39 or 95.1% have work experience in teaching and only 2 or 4.9% have work experience outside of teaching.

Majority of the respondents are female ages 26 years old and above, and have teaching experience.

**Table 1: Profile of the Novice Teachers**

Variables	Frequency	Percent	Rank
Sex			
Male	8	19.5	2
Female	33	80.5	1
Age			

25 and below	14	34.1	2
26 - 30	24	58.5	1
31 - 35	2	4.9	3
36 - 40	1	2.4	4
Work Experience			
Teaching Related	39	95.1	1
Not Related to Teaching	2	4.9	2
Total	41	100.0	

**Table 2: Perception of the Novice Teachers with Respect to Job-related Needs**

Item	Weighted Mean	Verbal Interpretation	Rank
1. Finding out what is expected of a beginning teacher	4.44	Much Needed	5.5
2. Obtaining instructional suggestions and materials from principal and senior teachers	4.76	Extremely Needed	2
3. Planning for instruction and preparing instructional materials	4.56	Extremely Needed	4
4. Using different strategies which are innovative and creative.	4.00	Much Needed	10
5. Being oriented on Competency-Based Performance Appraisal System for Teachers (CB-PAST)	4.44	Much Needed	5.5
6. Constructing tests, quizzes and other authentic assessment tasks	4.37	Much Needed	8
7. Understanding the curriculum and budget of work	4.17	Much Needed	9
8. Knowing how to make reports and other paper works	4.63	Extremely Needed	3
9. Integrating technology into instruction	4.80	Extremely Needed	1
10. Computing grades of the pupils	4.39	Much Needed	7
General Mean	4.46	Much Needed	

It is reflected in the table that with respect to job related needs; the general mean is 4.46, interpreted as Much Needed. Among the items, first in rank is “Integrating technology into instruction” with a weighted mean of 4.80, interpreted as Extremely Needed. Second and third in rank are “Obtaining instructional suggestions and materials from principals and senior teachers” and “Knowing how to make reports and other paper works” with weighted means of 4.76 and 4.63, respectively, both interpreted as Extremely Needed. The last in rank is “Using different strategies which are innovative and creative” with weighted mean of 4.00, interpreted as Much Needed. This means that teachers believe that help not only from technology but from colleagues as well, form part of the much needed enhancement in instruction.

This may imply that the novice teachers have are much in need of assistance in terms of performing their jobs particularly in integrating technology into instruction and in obtaining instructional suggestions and materials. Since they are still relatively new with the job, they have no collections yet of the materials that they need and would like to get some help from the principal or senior teachers on how to deliver effectively instruction. The finding supports the view of Graves (2002) explained that the beginning years of teaching describe the transition from the start of reporting to becoming an experienced teacher as a period of chaos and lack of support wherein beginning teachers struggle to master effective classroom control strategies.

**Table 4: Perception of the Novice Teachers with Respect to Professional Development Needs**

Item	Weighted Mean	Verbal Interpretation	Rank
1. Being oriented on the duties and tasks as a teacher	4.32	Much Needed	3
2. Attending trainings, seminars, and workshops	4.41	Much Needed	1
3. Participating in professional organizations	4.12	Much Needed	7.5
4. Gaining more content knowledge on the subjects being taught	4.05	Much Needed	10
5. Pursuing graduate studies	4.20	Much Needed	5
6. Availing scholarships and study grants	4.05	Much Needed	9
7. Subscribing professional magazines and other reading materials	4.22	Much Needed	4
8. Understanding the bases for promotion	4.17	Much Needed	6
9. Being a member in different committees in school projects and programs	4.12	Much Needed	7.5
10. Undertaking action research	4.37	Much Needed	2
Composite Mean	4.20	Much Needed	

The table shows that with respect to professional development needs, the obtained composite mean is 4.20, interpreted as Much Needed. All the items are similarly interpreted as Much Needed. First and second in rank are “Attending trainings, seminars, and workshops” and “Undertaking action research” with weighted means of 4.41 and 4.37, respectively. “Gaining more content knowledge on the subjects taught” is last in rank with a weighted mean of 4.05. The findings imply that teachers believe that conferences and research work would aid them improve themselves when it comes to teaching. It should also be noted that respondents feel that teaching subjects within their field of specialization is also beneficial for their professional development needs. These results are corollary with the findings of Tendero (2002) pointing that the teacher has to draw on a body of systematic knowledge requiring personal professional development initiatives in order to acquire a more comprehensive and reflective understanding of practice. More so, Yuke (2004) suggested that professional development needs of beginning teachers must be given important consideration to improve teaching-learning process.

**Table 4: Perception of the Novice Teachers with Respect to Environment Related Needs**

Item	Weighted Mean	Verbal Interpretation	Rank
1. Understanding schools rules, regulations, and practices	4.46	Much Needed	3
2. Dealing with union/association issues	4.54	Extremely Needed	1
3. Knowing the systems and protocols	4.49	Much Needed	2
4. Knowing the people in the school	4.44	Much Needed	4
5. Teaching pupils with different backgrounds	4.39	Much Needed	5
6. Knowing the location of different government offices and its officials and personnel	4.00	Much Needed	9
7. Arranging transportation to and from the school	3.80	Much Needed	10
8. Knowing the salary, benefits and other incentives	4.32	Much Needed	6
9. Determining the location of different rooms, buildings and offices in the school	4.05	Much Needed	8
10. Knowing the location and policies of different agencies	4.12	Much Needed	7

like GSIS, PAGIBIG, Manila Teachers etc.			
Composite Mean	4.26	Much Needed	

It is reflected in the table that with respect to environment-related needs, the obtained composite mean is 4.26, interpreted as Much Needed. Nine (9) of the items are similarly interpreted as Much Needed and only one (1) is interpreted Extremely Needed. The first and second in rank are “Dealing with union and association issues” and “Knowing the systems and protocol” with weighted means of 4.54 and 4.49, respectively. “Arranging transportation to and from the school” is last in rank with a weighted mean of 3.80. The findings imply that following new set of rules is tough to follow for new teachers. It should be noted that respondents find it hard to become accustomed to new guidelines at work. This may be the reason why they need to know the systems and protocols in the school and the right people to deal with. Similarity of the result was noted in the findings of Korga (2002) that one of the top needs of beginning teachers was understanding the school policies.

**Table 5: Perception of the Novice Teachers with Respect to Social Adjustment Needs**

Item	Weighted Mean	Verbal Interpretation	Rank
1. Getting assistance in processing the first salary and city share	4.29	Much Needed	3
2. Communicating with school, district and division officials	4.15	Much Needed	4
3. Communicating with other teachers	3.98	Much Needed	10
4. Communicating with the community and the local government unit	4.00	Much Needed	9
5. Knowing how to set and conduct a parent-teacher conference	4.02	Much Needed	8
6. Dealing with stress	4.88	Extremely Needed	1
7. Coping with the culture of the school	4.07	Much Needed	6
8. Obtaining assistance from experienced teachers	4.07	Much Needed	6
9. Obtaining assistance from the principal	4.39	Much Needed	2
10. Getting support in decision-making and in solving problems	4.07	Much Needed	6
Composite Mean	4.19	Much Needed	

The table indicates that with respect to social adjustment needs, the obtained composite mean is 4.19, interpreted as Much Needed. Nine (9) of the items are similarly interpreted as Much Needed and only one (1) is interpreted Extremely Needed. The first and second in rank are “Dealing with stress” and “Obtaining assistance from the principal” with weighted means of 4.88 and 4.39, respectively. “Communicating with other teachers” is last in rank with a weighted mean of 3.98. The results imply that adjustment is the same for all starting a different phase in life. It should be noted that respondents find it hard to form immediate support group in their new environment at work. More so, since they are still new in the profession they find it hard to cope with the demands of the work which lead to tension and stress.

The findings are concomitant with the discovery of Achinstein and Barrett, (2004) that new teachers feel pressure to concentrate on their functional roles as teachers, despite the encouragement of the senior teachers around them. Similarity of findings was also noted in the study of Pigge and Reed (2005), that underscore the significance of social adjustment need of new teachers. Loneliness and lack of support further exacerbate the problems of new teachers. Establishing regular times when new teachers can talk and listen to one another not only helps them cope with the many problems they encounter during the first year, but also giving them a chance to learn and justify socially.



**Table 6: Perception of the Novice Teachers with Respect to Professional Need to Understanding Legal Rights**

Item	Weighted Mean	Verbal Interpretation	Rank
1. free expression of opinion.	4.22	Much Needed	1
2. be provided with free legal service when charged in administrative, civil or criminal proceedings by parties other than the school or regulatory authorities concerned for actions committed in the lawful discharge of duties.	4.17	Much Needed	3
3. establish and join unions and professional organizations	3.32	Needed	10
4. be free from involuntary contributions except those imposed by professional organizations	4.20	Much Needed	2
5. stability and security of tenure.	4.15	Much Needed	4
6. additional compensation at the same rate as regular remuneration plus at least twenty-five per cent of basic pay in rendering more than six hours but not exceeding eight hours of actual classroom teaching a day.	4.05	Much Needed	8
7. enjoy academic freedom in the discharge of professional duties, particularly with regard to teaching and classroom methods.	4.07	Much Needed	7
8. be provided of medical examination free of charge for all teachers before they take up teaching, and shall be repeated not less than once a year during the teacher's professional life.	4.00	Much Needed	9
9. invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service	4.10	Much Needed	5.5
10. engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect your work as a teacher.	4.10	Much Needed	5.5
Composite Mean	4.04	Much Needed	

It is specified in the table that with respect to need to understanding legal rights, the obtained composite mean is 4.04, interpreted as Much Needed. Nine (9) of the items are similarly interpreted as Much Needed and only one (1) is interpreted as Needed. The first and second in rank are “Understanding the right to free expression of opinion” and “Understanding the right to be free from involuntary contributions except those imposed by professional organizations” with weighted means of 4.22 and 4.20, respectively. “Understanding the right to establish and join unions and professional organizations” is last in rank with a weighted mean of 3.32. This means that teachers find it a necessity in life as teachers to understand the law relative to their profession and its respective right. Moreover, they perceive that while they are still young in the profession they still have the right to freely express their opinions and ideas. Similarity of the result was noted in the findings of Korga (2002) that one of the top needs of beginning teachers was understanding legal rights.

**Table 7: Summary of the Perception of the Novice Teachers with Respect to Their Needs**

Item	Weighted Mean	Verbal Interpretation	Rank
Job-related	4.46	Much Needed	1

Professional Development	4.20	Much Needed	3
Environment-related	4.26	Much Needed	2
Social Adjustment	4.19	Much Needed	4
Understanding Legal Rights	4.04	Much Needed	5
Overall Mean	4.23	Much Needed	

The table indicates that the overall mean is 4.23, interpreted as Much Needed. Similarly all items are interpreted as Much Needed. First in rank is Job-related with a weighted mean of 4.46, second is Environment-related with a weighted mean of 4.26, third is Professional Development with a weighted mean of 4.20, fourth is Social Adjustment with a weighted mean of 4.19 and last is Understanding Legal Rights with a weighted mean of 4.04. This means that the mentioned needs of novice teachers require firm resolution so as to benefit the pupils in terms of learning. This also entails that they are much in need of help or any assistance to handle the adversities that they face under the aspects mentioned. The findings support the results of the study conducted by Arends (2003) stating that the problem of beginning teachers is that they cannot simply find time to perform all the important tasks and functions associated with teaching. This is due, in part, to teacher candidates having to consider schooling from perspectives with which they are unfamiliar. A further interrelated reason for their sense of dissatisfaction is that the institutional realities of schooling often contradict what they have learned in faculties of education and alter their understandings of what it means to be a teacher.

**Table 8: Result of the Test for the Significant Difference on the Perception of the Novice Teachers on their Needs in Terms of Their Profile**

Item	Computed F-vale	p-value	Decision	Verbal interpretation
<b>Sex</b>				
Job-related	1.058	0.310	Accept Ho	Not Significant
Professional Development,	2.139	0.152	Accept Ho	Not Significant
Environment-related	1.027	0.317	Accept Ho	Not Significant
Social Adjustment	3.397	0.073	Accept Ho	Not Significant
Understanding Legal Rights	6.215	0.017	Reject Ho	Significant
<b>Age</b>				
Job-related	1.287	0.293	Accept Ho	Not Significant
Professional Development,	1.212	0.319	Accept Ho	Not Significant
Environment-related	0.163	0.921	Accept Ho	Not Significant
Social Adjustment	3.315	0.030	Reject Ho	Significant
Understanding Legal Rights	.826	0.488	Accept Ho	Not Significant
<b>Work Experience</b>				
Job-related	4.160	0.048	Reject Ho	Significant
Professional Development,	0.077	0.783	Accept Ho	Not Significant
Environment-related	0.001	0.973	Accept Ho	Not Significant
Social Adjustment	1.054	0.311	Accept Ho	Not Significant



Understanding Legal Rights	0.256	0.616	Accept Ho	Not Significant
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As reflected in the table in terms of the sex of the novice teachers, job-related, professional development, environment-related and social adjustment obtained p-values of 0.310, 0.152, 0.317 and 0.073, respectively, met the .05 level of significance; thus the null hypothesis is accepted stating that there is no significant difference on the perception of the novice teachers on their job-related, professional development, environment-related and social adjustment needs in terms of sex. Though, the need for understanding legal rights in terms of sex obtained a p-value of 0.017 which failed to meet the level of significance required; hence, the null hypothesis is rejected. Thus, a significant difference exists on the perception of the novice teachers on their need for understanding legal rights in terms of sex. This means that the needs for understanding legal rights vary with respect to the sex of the respondents. The findings differ with the results of the study conducted by Amada (2002) who revealed that sex of beginning teachers did not differentiate their assessment concerning the importance of specified needs. Likewise, in terms of age by the respondents, social adjustment obtained a p-value of 0.30 which falls short of the 0.05 level of significance. This rejects the null hypothesis. This means that the needs for social adjustment vary when respondents are grouped by age. Yet, the needs for job-related, professional development, environment-related and understanding legal rights, the obtained p-values of 0.293, 0.319, 0.921 and 0.488 exceeded the 0.05 level of significance. This indicates that the null hypothesis is accepted stating that the perception of novice teachers in their needs for job-related, professional development, environment-related and understanding legal rights do not vary with respect to the age of the respondents.

The findings imply that social adjustment of novice teachers is greatly influenced by their age. This finding differs with the results of the study conducted by Amada (2002) who revealed that age of beginning teachers did not differentiate their assessment concerning the importance of specified needs. Moreover, when respondents are grouped by work experience, the p-values for professional development, environment-related, social adjustment and understanding legal rights obtained p-values ranging from 0.311 to 0.973 which again exceeded the .05 level of significance; hence, the null hypothesis is accepted. Consequently, the perceptions of novice teachers with respect to their needs for professional development, environment-related, social adjustment and understanding legal rights do not vary when grouped by work experience. In contrast, job-related needs obtained a p-value of 0.616 which exceeded the 0.05 level of significance. This means that the perception of the teachers in their job-related needs varies when grouped in terms of work experience.

The findings differ with the results of the study conducted by Amada (2002) who revealed that work experience of beginning teachers did not differentiate their assessment concerning the importance of specified needs.

**Table 9: Programs Available for Novice Teachers**

Program	Frequency of Affirmative Response	Percent
<b>Mentoring Program</b>		
1. Is mentoring program existing in your school?	35	85.4
2. Is there a need for you to be mentored by a senior teacher?	31	75.6
3. Do you think a mentoring program will help you cope up with the demands of the teaching profession?	41	100.0
4. Do you think a mentoring program will work and will be effective in your school?	41	100.0
<b>Induction Program</b>		
1. Do you know any induction program being conducted in your school, district or division?	30	73.2

2. Is the induction program comprehensive enough to guide you in performing your duties as a new teacher?	30	73.2
3. Do you think an induction program is very much needed by beginning teachers like you?	41	100.0
4. Will an induction program help you in one way or another in doing your responsibilities as a teacher?	41	100.0

The table shows that with respect to mentoring programs, the queries “Do you think a mentoring program will help you cope up with the demands of the teaching profession?” and “Do you think a mentoring program will work and will be effective in your school?” obtained 41 or 100% affirmative responses. This implies that mentoring programs should be provided for novice teachers. This result is supported by the study of Feiman-Nemser (2001) emphasizing that the mentoring of new teachers has proven to be an effective strategy in helping novice teachers succeed. Mentoring is an important issue in education today and a favoured strategy as an element in teacher induction. Similarly, for the induction program, the queries “Do you think an induction program is very much needed by beginning teachers like you?” and “Will an induction program help you in one way or another in doing your responsibilities as a teacher?” obtained 41 or 100% affirmative responses. This indicates that novice teachers should first be given orientation so as to provide them the confidence needed to bolster their flagging positive self-image.

This finding has semblance with the findings of Feiman-Nemser, (2001) that teacher quality is now determined to be one of the greatest predictors of student success, and induction support has shown to improve teacher quality, the need to continue the education of novice teachers in the first years of teaching through induction programs is greater than ever. Table 10 on the next page presents the knowledge of the novice teachers on the must read materials for teachers. It is shown in the table that with respect to DECS Service Manual, the query “Do you think the DECS service manual will be of help in guiding you throughout the course of your work as a teacher?” obtained a 41 or 100% affirmative responses while “Was there anyone from your school who attempted to explain to you the statements in the service manual? Was there anyone from your school who attempted to explain to you the statements in the service manual?” obtained 28 or 68.3% affirmative responses. This implies that the service manual provided by DECS assisted the teachers in their needs.

For Code of Ethics for Professional Teachers, the four (4) queries “Were you able to come across with the code of ethics for professional teachers?”, “. Is the code of ethics clear and understandable for you?”, “Were there any efforts by the administration of your school to reiterate the provisions of the code of ethics for professional teachers?” and “Is the code of ethics for professional teachers will be of help to you as a novice teacher?” all obtained 41 or 100% affirmative responses. This confirms that all teachers are familiar with this code and are confident that its contents help the teachers in terms of their needs. The findings are parallel with the results of the study by Ramones (2007), which looked into development of teachers in Guimba East division revealed that issued guidelines, memoranda, manuals and orders guide the teachers in performing their jobs better.

**Table 10: Knowledge of the Novice Teachers on the Must Read Materials for Teachers**

Reading Materials	Frequency of Response	Affirmative	Percent
<b>DECS Service Manual</b>			
1. Have you read the DECS service manual?	34		82.9
2. Was there anyone from your school who attempted to explain to you the statements in the service manual?	28		68.3
3. Did you understand the items in the service manual?	35		85.4
4. Do you think the DECS service manual will be of help in guiding you throughout the course of your work as a teacher?	41		100.0
<b>Code of Ethics for Professional Teachers</b>			

1. Were you able to come across with the code of ethics for professional teachers?	41	100.0
2. Is the code of ethics clear and understandable for you?	41	100.0
3. Were there any efforts by the administration of your school to reiterate the provisions of the code of ethics for professional teachers?	41	100.0
4. Is the code of ethics for professional teachers will be of help to you as a novice teacher?	41	100.0
<b>Magna Carta for Public School Teachers</b>		
1. Have you read the Magna Carta for Public School Teachers?	32	78.0
2. Did you understand the important provisions stipulated in the Magna Carta for Public School Teachers?	20	48.8
3. Did anyone in your school initiate to discuss to you the Magna Carta for Public School Teachers?	35	85.4
4. Do you think the Magna Carta for Public School Teachers will be of help to you to perform your job as a teacher better.	41	100.0

### Model Assistance Program for the Novice Teachers

Based on the results of the study, a model assistance program was proposed to help the novice teachers cope up with the demands of the teaching profession.

### Model Assistance Program for the Novice Teachers

Area Thrust	Project/ Program	Objectives	Personnel Involved	Time Frame	Success Indicator
Overview of Task as Teachers Environment-related needs	Teacher Induction Program	To orient the novice teachers with the school policies, procedures, protocols, and systems	Principal Key Teachers Novice Teachers	2-3 days	100% of the novice teachers exhibit mastery on the information relayed to them
Job-related Needs Social Adjustment Needs	Teacher Induction Seminar Workshop	To be acquainted with the different forms, reports and other pertinent tasks that need to be done by the teachers  To become acquainted with the school's culture and expectations	Principal Key Teachers Novice Teachers	3-5 days	90% of the novice teachers exhibit mastery on the information relayed to them

Professional Development Needs	Seminar Workshop on Innovative Teaching	Feel more confident and comfortable with colleagues and the infrastructures  To enhance the teaching competence of the novice teachers and provide them with some innovative teaching strategies	Resource Speakers Novice Teachers	2-3 days	Increased ratings of the pupils in the formative tests
Job-related Needs Environment-related needs Social Adjustment Needs Understanding Legal Rights	Mentoring Program	To provide expertise and ongoing support and professional growth opportunity to enhance the skills and effectiveness of novice teachers	Master Teachers (Mentor)  Novice Teachers (Mentee)	One school year	Increased performance of the novice teachers based on the observation reports
Job-related needs	Coaching Visit	To provide support and assistance and to address immediately the concerns of the novice teachers	Principal  Novice Teachers	One school year (twice a month)	Novice teachers saying they are happy with their work

### Conclusions

Based on the findings, the following conclusions are drawn:

1. There is a significant difference on the needs of novice teachers in terms of understanding legal rights when grouped by sex.
2. There is a significant difference on the needs of novice teachers in terms of social adjustment when grouped by age.
3. There is a significant difference on the needs of novice teachers in terms of job-related needs when grouped by work experience.

### Recommendations

In the light of the findings, the following recommendations are hereby offered:

1. Novice teachers may be given light assignments and tasks so as to give time for them to adjust.
2. Principals and master teachers must make it a point that novice teachers will be assisted by lending them instructional materials, modules, budget of work and other resources that they need.

3. A welcome party or get together may be afforded to let the novice teachers feel the sense of belongingness and sense of acceptance in the school.
4. Novice teachers may be prioritized to attend seminars, trainings or workshops as they are in much need of more knowledge and skills.
5. The model assistance program which is the output of this study may be adopted and implemented.
6. A parallel study may be conducted using other variables and research methods on a wider scope so as to generalize and validate the result of this study.

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