
**Induction Program for Beginning and Experienced Teachers:
Challenges and Perspectives**

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Abstract. This study assessed the induction program for beginning and experienced teachers in Sultan Kudarat Division, Region XII, Philippines. Findings served as bases for a proposed district-based teacher re-orientation program in the district and division levels. This study used descriptive-evaluative research design utilizing quantitative approach, supported by qualitative data. Weighted mean was used to determine the extent of implementation of teacher induction program (TIP) and the extent of addressing the current needs of teachers. The TIP was very well practiced and implemented for newly-hired teachers of both the beginner and experienced teachers. The coverage of the program on professional ethics, vision, mission, goals and objectives and welfare and benefits were rated very well practiced. The needs were addressed during the TIP for the beginning and experienced teachers based on the NCBTS Domain. Professional growth and professional development, social regards for learning, learning environment, curriculum, community linkages and diversity of learners are the domain of NCBTS which were rated as very well practiced. Lack of support from the school in terms of financial aspect, attitude and lack of commitment and inadequacy of instructional materials and facilities were the problems encountered in the implementation of TIP. The teacher induction program was regularly implemented to the newly-hired teachers to help them understand and develop the knowledge on the vision, mission, goals and objectives, administrative discipline, welfare and benefits and professional ethics. The implementation of TIP for the newly-hired teachers help them to determine their roles and responsibilities that govern in the teaching profession through the inclusion of the NCBTS that provides general and specific understanding on the concepts of teaching and learning process.

Key Words: Teacher Induction Program (TIP), Beginning Teachers, Experienced Teachers, Challenges and Perspectives

Introduction

Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in good values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education (DepEd) vision of producing Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to nation building (DepEd Order No. 36, s. 2013).

The Department of Education (DepEd) recognizes the importance of new professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to support teachers, and take cognizance of unequivocal evidence that good teachers are vital to raise student achievement. Quality learning is contingent upon quality teaching. Enhancing teacher quality becomes of utmost importance for long term and sustainable nation building. DepEd Order No. 42, s. 2017 urges the regional offices to organize and orient all the schools divisions within their jurisdiction for the Philippine Professional Standards for Teachers (PPST) which shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to face the challenges brought about by various national and global frameworks such as the K

to 12 Reform, Association of Southeast Asian Nations (ASEAN) integration, globalization, and the changing character of the 21st century learners.

Teacher Education Council (TEC) is mandated to strengthen teacher education in the country and align its curricular offerings into new professional standards of the Philippine Professional Standards for Teachers (PPST). One of its functions is to design collaboration programs and projects that would enhance pre-service and in-service teacher training, retraining, orientation and teacher development. By virtue of RA 7784 the creation of Teacher Education Council (TEC) is the led agency tasked with the conceptualization, development and monitoring of the Teacher Induction Program (TIP) before its institutionalization by the DepEd. The Council conceptualized the Teacher Induction Program (TIP) during the 2003 Strategic Workshop after a series of zonal conferences with teacher education institutions and the other field offices of the Department of Education (DepEd Order No. 43, s. 2017).

Schools worldwide use induction programs to support new teachers in their first years of teaching by way of contributing to their sense of well-being and professional development. Bilbao (2013) stressed that there is need to induct newly hired teachers in the DepEd to orient them on the programs and projects of the department. Teacher Induction Program has contributed positively in enhancing teachers' knowledge, skills, values, and commitment to the profession, and in improving the students' learning outcomes.

In Sultan Kudarat Division, there is a yearly implementation of Teacher Induction Program by the Department of Education. However, the researcher had observed that there were newly hired teachers find difficulties in their early years of practicing their profession. Their first year of teaching is considered a struggle. In fact, some are quitting their job particularly in the secondary level where the researcher is currently teaching. The new teachers did not feel as if they have received enough or the proper types of training that address their needs in their classrooms upon the start of their teaching careers.

The major thrust of this study is to identify the challenges encountered by the teachers and their perspectives on the teacher induction program for beginning and experienced teachers as basis to design a localized induction program in the division of Sultan Kudarat. The foregoing reasons motivated the researcher to pursue this study.

Conceptual Framework

Teacher training like induction program by the Department of Education is one of the subjects considered important and current worldwide and various countries perform effective reforms. One of the reasons of the reforms carried out in teacher training is the fact that there are many important difficulties in teacher training programs such as the gap between theory and in-class applications and rejecting teaching strategies towards new education perception.

This study was based on the theory of Goldberg (2002) as cited by Sherman (2014) that a continuous professional development program prepares teachers in the effective use of appropriate academic modifications and accommodations. In order to provide access to the general education curriculum, school personnel who work with students must be knowledgeable of and provide appropriate transformation in the practice of the profession. This knowledge base will also facilitate effective participation by school personnel in the development of individualized programs.

Continuous professional development facilitates the development and implementation of positive school climate, classroom management, services and strategies to maximize success. Positive attitudes and perceptions towards innovations and current trends are key elements of effective implementation of the prescribed educational programs relevant to the profession (Hall & Hord, 2011).

Garret et al. (2011) stressed that professional development facilitates collaboration among staff, families, and community in order to improve school performance. It helps school

personnel learn to collaborate among themselves as well with the community at large. The entire community must be invested in the success of the school. School that nurtures the relationships among staff, families, and community have the best opportunities for successful implementation of effective educational experiences.

Evidence continues to accumulate showing that student performance is influenced by teacher's high quality professional development and that the effects of increased teacher knowledge are observed across subject matter fields. The American Federation of Teachers (2002) as cited by DeBolt (2011) has concluded that high quality professional development is essential to the nation's goal of high standards of learning for every child and that the most important investment school districts can make is to ensure that teachers continue to learn. Investments in teacher knowledge and skills result in greater increases in student achievement than other uses of the education dollar. The time teachers spend with other knowledgeable educators, engaging in teaching and learning is just as important to students' learning as the time teachers spend teaching students.

As stipulated by Joyce and Showers (2012), schools often schedule staff development or in-service time for teachers to work in small groups with other teachers. In elementary schools, teachers are often divided into groups by grade level. In the secondary schools, they may be divided by subject. In this small in-service group, teachers may discuss specific or general aspects of teaching and instruction.

The ideas cited above urged the researcher to design a localized teacher induction program based on the challenges encountered by the beginning and experienced teachers in the implementation of the Teacher Induction Program (TIP) and their perspectives about it.

Figure 1 shows the conceptual framework of this study. The extent of implementation of teacher induction program as well as the challenges and perspective of beginning and experienced teachers on the implementation will serve as the input and the localized program design will be the output of the study.

Statement of Problem

This study assessed the induction program for newly-hired teachers, beginning and experienced, in Sultan Kudarat Division, Region XII, Philippines. Findings served as bases for a localized teacher induction program in the district and division levels.

Specifically, it answered the following questions:

1. To what extent is the induction program implemented for the newly-hired teachers of both the beginning and experienced in the different areas:
 - 1.1 Vision, mission, goals, and objectives;
 - 1.2 Administrative discipline;
 - 1.3 Welfare and benefits; and
 - 1.4 Professional ethics?
2. To what extent are the current needs addressed during the induction program for the beginner and experienced teachers based on the National Competency-Based Teachers Standard (NCBTS) domains?
 - 2.1 Social regard for learning;
 - 2.2 Learning environment;
 - 2.3 Diversity of learners;
 - 2.4 Curriculum;
 - 2.5 Planning, assessing and reporting;
 - 2.6 Community linkages; and
 - 2.7 Personal growth and professional development?
3. What are the challenges encountered and coping strategies undertaken after the induction program by the beginner and experienced teachers?

4. What are the insights in the conduct of induction program by the beginner and experienced teachers?
5. Based on the findings, what localized teacher induction program in the district level can be designed?

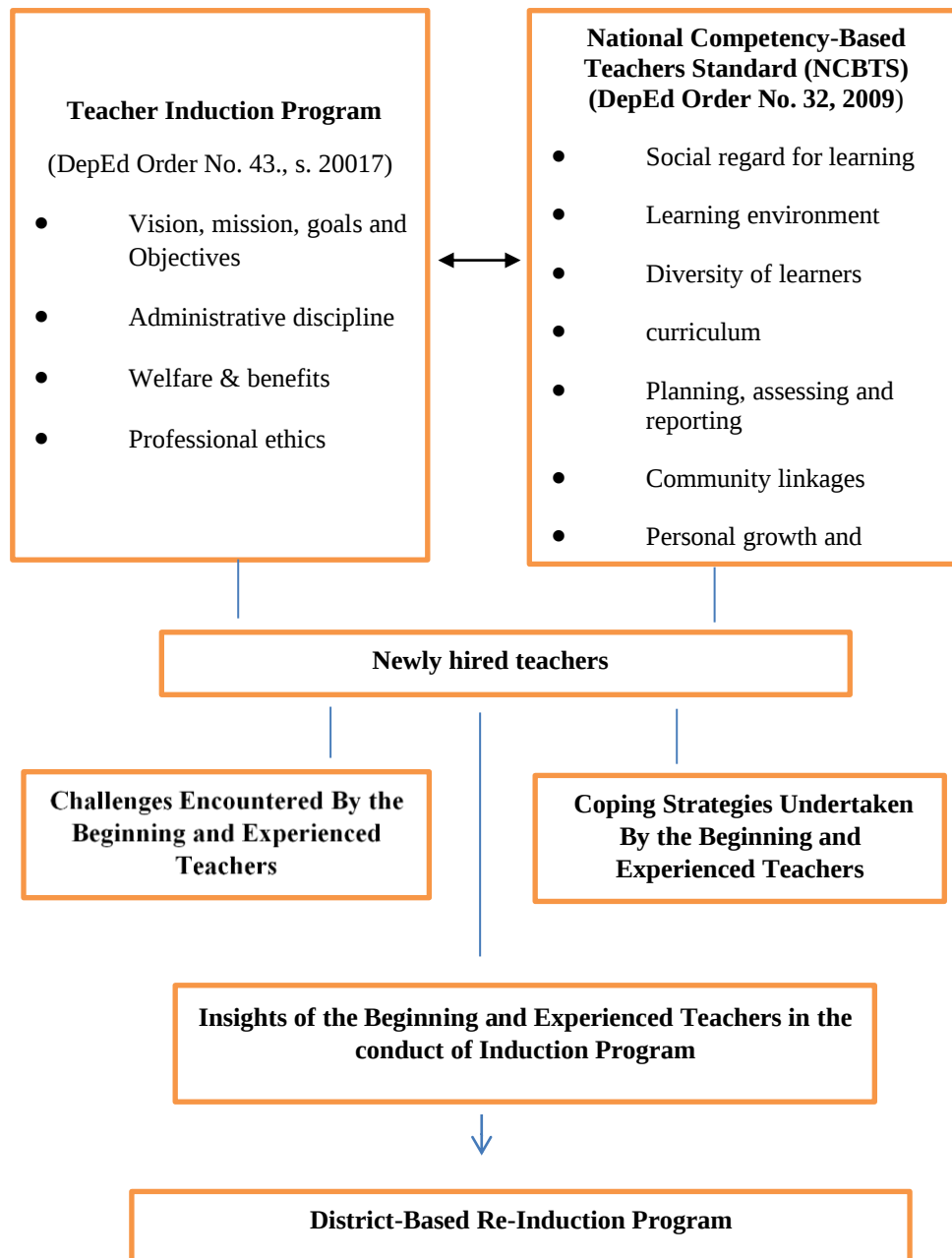


Figure 1. Conceptual framework of the study

Methodology

Research Design

This study used descriptive-evaluative research design utilizing quantitative approach, supported by qualitative method. This design is to appraise carefully the worthiness of the variables involved. It described some phenomena that may or may not be quantifiable such as close-ended scales, open-ended survey questions, observation, interviews and focus group discussions.

Abdullah and Cerado (2015) stated that descriptive-evaluative research design aims to provide information for decision maker (policy maker) related to strength of a program, seen from the extent of its effectiveness. He added that different opinions from the respondents, especially through observation and interview will be needed in the descriptive-evaluative research. Winsett (2015) added that descriptive-evaluative research design uses statistics and words to carry out an evaluation of some people's perceptions, opinions or insights about a topic in a social setting. He further emphasized that the design judges the goodness of an existing program if it is directed to whether or not a particular program achieved its goals.

The main objective of this research is to determine the extent of the implementation of Teacher Induction Program (TIP). For this purpose, close-ended survey questionnaire was needed. In identifying the challenges encountered, coping strategies undertaken and insights gained in the conduct of TIP, open-ended questions for interviews and focus group discussions were applied. Thus, the descriptive-evaluative research design was well-suited for these purposes to design a localized TIP based from the results of the study.

Respondents

The respondents of this study were the beginning and experienced teachers of Sultan Kudarat Division who had undergone Teacher Induction Program. They were the newly hired teachers from the different public high schools specifically Implementing Units (IU's) of the division. There were eighty-seven (87) males and one hundred forty-two (142) females, a total of two hundred twenty-nine (229) newly hired teachers who served as the respondents of this study. They were also considered the informants of this study since they were asked and interviewed personally by the researcher to determine the challenges they have encountered, their coping strategies, and their insights towards the implementation of teacher induction program in the Division of Sultan Kudarat.

Research Instrument

The research instrument used in gathering the needed data for this study contained four parts. The first part was the respondent's personal profile. The second part was a researcher-made questionnaire which determined the extent of implementation of Teacher Induction Program based on the following areas: vision, mission, goals; administrative discipline, welfare and benefits, and professional ethics. There are five indicators for each area which are based on the "*New Teacher Induction Program (NTIP): Induction Elements Manual*" set by the Department of Education. This manual has been designed to support the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support so that new teachers can continue to develop the requisite skills and knowledge that will support increased success as public school teachers.

The third part of the questionnaire was adopted from the National Competency-Based Teachers Standard (NCBTS) Teachers' Strengths and Needs Assessment (TSNA) Self-Assessment Tool set forth by the Department of Education as part of the reform agenda that seeks to improve the quality of basic education. The tool was the basis to identify if the current needs of teachers are addressed during the conduct of induction program. It used seven (7) integrated domains for effective teaching which are: social regard for learning; learning environment; diversity of learners; curriculum; planning, assessing, and reporting; community linkages; and personal growth and professional development.

Focus Group Discussion (FGD) and interview were done to complete the data needed in the study. The researcher looked for the availability and convenience of the teachers for the interview and Focus Group Discussion (FGD). There was an arranged interview and focus group discussion per respondent-school depending upon to the set schedule by the informants.

Hence, there were ten (10) interview and focus group discussion sessions since there were ten (10) respondent-schools.

Data Analysis

For the quantitative data, weighted mean was employed in determining the extent of the implementation of Teacher Induction Program and the extent of addressing the current needs based on the NCBTS domains.

For qualitative data, analyzing the data inductively was carried out in this study starting from the collection of data to the narrative analysis. The first step was done by gathering the responses of the informants through personal interview with them or with the use of focus group discussion (FGD). Then, the data were categorized through the use of priori coding. The responses were coded and themes of challenges, coping strategies, and insights were identified. After which, the researcher analyzed and interpret the data.

Results and Discussion

Teacher Induction Program for the Beginning and Experienced Teachers

The first research problem deals on the extent of the teacher induction program (TIP) implemented for newly-hired teachers of both the beginning and experienced teachers in the different areas relative to the vision, mission, goals and objectives, administrative discipline, welfare and benefits and professional ethics. The following table present the findings.

Table 1. Extent of induction program implementation for the beginning and experienced teachers

Areas of Implementation	Mean	Description
1.Vision, Mission, Goals and Objectives	4.26	Very Well Practiced
2. Administrative Discipline	4.09	Well Practiced
3. Welfare and Benefits	4.21	Very Well Practiced
4. Professional Ethics	4.48	Very Well Practiced
Overall Mean	4.26	Very Well Practiced

Note: 4.20-5.00-Very Well Practiced, 3.49-4.19-Well Practiced; 2.60-3.39-Moderately Practiced; 1.80-2.59-Less Practiced; 1.0 -1.79-Not Practiced

Table 1 presents the extent of the teacher induction program (TIP) implemented for newly-hired teachers, both the beginning and experienced, in the different areas. The areas included in the induction program implementation include the vision, mission, goals and objectives of the department, administrative discipline, welfare and benefits and professional ethics.

As shown, the experts' assessment on the TIP implementation was rated Very Well Practiced as signified by the overall mean of 4.26. The result implies that TIP is regularly implemented to the newly-hired teachers to help them get acquainted with trends, techniques, personal and professional responsibilities as the neophyte teachers in the field of teaching profession. This highest extent of TIP implementation is Sultan Kudarat Division was affirmed by the three (3) indicators "Professional Ethics" (Mean = 4.48), "Vision, Mission, Goals and Objectives" (Mean = 4.26) and "Welfare and Benefits" (Mean = 4.21) which were all described as Very Well Practiced.

In particular, the highest mean of 4.48 described as Very Well Implemented was received by "Professional Ethics". the experts' assessment relative to professional ethics was rated Very Well Practiced. This means that the teacher induction program always focused on the professional ethics of the newly-hired teachers. This result implies that the welfare and benefits

of the TIP often helps the newly-hired teachers to be aware of their job description, remuneration, promotion, professional study, leave credits and their rights on their gains of other benefits. It also discussed that the induction program provides avenue for the newly hired teachers to be inspired in the teaching profession despite the notions of too much paper works, overtime reports and activities. Most especially, teachers were acquainted on how to be professional despite heavy works and responsibilities.

Further, the result implies that professional ethics is important the newly-hired teachers to know and understand their personal and professional responsibilities, duties and role in nation building. The professional ethics set as guiding principle for them to understand the ethical standard to be considered in the call of duty as teachers. Thus, they will become aware of the don'ts and dos in the teaching profession.

On the other hand, the lowest mean of 4.09 described as Well Practiced was obtained by "Administrative Discipline". This means that newly-hired teachers are supported by school to experience themselves in TIP to strengthen their capability and capacity in teaching.

The present findings are consistent with the idea of Bilbao (2013) who stated that professional teacher should display attitudes that foster learning and genuine human relationships. He added that attitudes have a direct effect on the professional teachers' behavior. The major categories of attitudes that affect teacher behavior are (a) teacher's attitudes towards himself/herself (b) teacher's attitudes towards children; (c) teacher's attitudes towards peers, superiors and parents; and (d) teacher's attitudes towards the subject. Bilbao (2013) also stated that incentives in the form of trainings, scholarships, fellowships and study grants will allow you to grow in your profession, mingle with other teachers in a different milieu and advance your knowledge of your profession and the world. It is advancement in your career path. In this section, you will learn more of these perks.

Further, this study is supported by Sherman (2014) who stressed that teacher induction program should be highly regarded so that the newly hired teachers are acquainted of different policies and guidelines to improve the quality of teaching in the public schools.

Current Needs Addressed during the Teacher Induction Program for the Beginning and Experienced Teachers based on the NCBTS Domains

The second research problem deals on the extent of the current needs addressed during the teacher induction program for the beginning and experienced teachers based on the NCBTS domains in terms of social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting; community linkages; and personal growth and professional development. Tables 2 presents the findings.

Table 2. Extent of current needs addressed during the teacher induction program for the beginning and experienced teachers based on the National Competency-Based Teacher Standards (NCBTS) domains

NCBTS Domains	Mean	Description
1. Social Regard for Learning	4.35	Very Well Practiced
2. Learning Environment	4.32	Very Well Practiced
3. Diversity of Learners	4.26	Very Well Practiced
4. Curriculum	4.34	Very Well Practiced
5. Planning, Assessing and Reporting	4.17	Well Practiced
6. Community Linkages	4.28	Very Well Practiced
7. Personal Growth and Professional Development	4.41	Very Well Practiced
Grand Mean	4.31	Very Well Practiced

Note: 4.20-5.00-Very Well Practiced, 3.49-4.19-Well Practiced; 2.60-3.39-Moderately Practiced; 1.80-2.59-Less Practiced; 1.0 -1.79-Not Practiced

As shown, the current needs addressed during the teacher induction program (TIP) for the beginning and experienced teachers based on the NCBTS domains was rated very well practiced as manifested in the result. This rating is confirmed by six (6) out of seven (7) indicators that acquired a rating of Very Well Practiced. The result implies that TIP sees the importance of NCBTS domains to incorporate in the program so that newly-hired teachers are akin and understand their roles and responsibilities that govern in the teaching profession, thus the NCBTS provides general and specific understanding on the concepts of teaching and learning process.

In particular, personal growth and professional development, social regard for learning and curriculum were very well practiced as indicated by the three (3) highest means of 4.41, 4.35 and 4.34. Abdullah and Cerado (2015) cited that professional growth is all about gaining new skills and experience. This means development of teachers is either related to their current role or the role they want to do next. Personal development fits alongside professional growth—so if the teachers want to progress in their career, they'll need to develop personally first. The above findings indicate that Sultan Kudarat Division focuses on the topics that can contribute to the personal growth and professional development of the teachers. Social regard for learning focuses on the ideal that teachers serve as positive and powerful role models of the values of the pursuit of learning and of the effort to learn, and that the teacher's actions, statements, and different types of social interactions with. In this aspect, teachers serve as positive and powerful role models of the values of pursuit of learning and of the efforts to learn. The curriculum is the heart of the teaching-learning process therefore, it is understood that before the newly-hired teachers accept the challenge in the classroom, they should get some training on the contents of the curriculum and how this content could be used in the implementation of the competencies to the learners.

In contrasts, the domain on planning, assessing and reporting and community linkages obtained the least rating of 4.17 described as Well Practiced only. This means that Sultan Kudarat Division employed assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate to the student's current knowledge and learning levels. However, they have to strengthen their programs and activities to improve the status of planning, assessing and reporting. Opportunities for community linkages need to be improved so that newly hired teachers will be able to mingle with different stakeholders and they will not become aloof if they need their assistance for students' welfare and development.

The present findings are supported concept of the NCBTS-TSNA Manual (2010). It is stated that NCBTS is a professional development guide for Filipino teachers. It is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different learning goals in the curriculum. It provides a single framework that shall define effective teaching in all aspects of a teacher's professional life and in all phases of teacher development. The use of a single framework should minimize confusion about what effective teaching is. The single framework should also provide a better guide for all teacher development programs and projects from the school-level up to the national level.

Challenges Encountered and Coping Strategies Undertaken after the Teacher Induction Program

Teacher Induction Program has been institutionalized to provide a systematic and comprehensive support system for the newly hired teachers in order to seamlessly immerse them in the teaching profession in the public school system. The responses and narrations of the respondents were groups into themes such as financial support, curriculum challenges, work demands and discipline challenges and lack of materials and support from teachers.

Financial Support. However, in the stage of implementation problems, challenges are accorded. It appears therefore that many respondents claim that one of the problems during TIP is lack of support from the school in terms of financial aspect. Hence, the newly-hired teachers not yet established stable financial status. They said that financial support is important for them. Respondent 1 claimed that

“Diin ako makuha kwarta wala pako sweldo”.

The respondent has no salary yet to self-finance their expenses for teacher induction program. These expenses may include allowances, personal belongings and fare. Majority of the respondents noted:

“Bag-o lang kami ka sulod sa serbisyo, duro baraydan, pamasahé sa seminar, pagkaon kag kung anu-ano pa da”. Mangita duman ta ka utangan, e gasto sa classroom kag ibakal ka mga materyales”.

Essentially, the respondents noted that they are new in the service and could not afford to finance themselves of all the expenses. To find means and cope with financial constraints, newly hired teachers forced to go to lending services to lend money finance for schools and seminars expenses.

Work Demands and Discipline Challenges. Three of the respondents stated that passive attitude and lack of commitment of the newly-hired teachers hinder the effectiveness of teacher induction program. Hence, during the follow up interview, they supported their statements by saying “Other teachers did not follow what was gained from the TIP and they are contented what was their traditionally and firsthand knowledge acquired from per-service education”.

As discussed, teaching required perseverance, hard work and commitment. Newly-hired teachers should focus on quality work output by rendering equal output. There are so many teachers who resigned from the service and latest committed suicide ending their life because of frustrations and demands of the teaching profession. Among the respondents 10 of them explained that:

“Ang mahirap sa DepEd hinati na ang oras sa paguturo at paggawa ng mag reports”.
“Ang iba, wala man gina sunod ang na tun-an sa TIP”.

It was noted from the respondents saying, “waay na lang tani ako nag maestra, indi maagwanta ang mga bata, himo ka reports kag ura-urada nga e submit”.

“The problem in the DepEd is that work was divided already from reports and actual teaching. Others are not following what was learned in the TIP. Others believed that they were mistaken of choosing teaching as a profession. “

Curriculum Challenges. It should be noted from the responses that common word/phrases were uttered during interview is “lack of instructional materials and facilities”. The emphasis made by five respondents that it is difficult for the newly-hired teachers to teach because they are not familiar with the new curriculum at the same time coupled with lack of instructional materials. The following explanation were provided as quoted directly from the respondents:

“Bilang isang guro, kulang ang aming kaalaman sa nilalaman ng curriculum, mga competencies at ang paggamit ng curriculum guide.” Dapat my ara nga seminar para tanan sa K to 12 curriculum”.

“As teachers, we have lack of knowledge in the content of the curriculum, competencies and the use of curriculum guide. During the informal interview with the respondents, it was learned that one of the challenges encountered is the familiarization of the curriculum. Henceforth, the newly hired teachers are lacked of the knowledge about the new curriculum especially how to utilize the guide to facilitate the competencies provided.

All of the respondents responded that making of daily lesson logs challenge the newly-hired teachers. In interview with the respondents, they pointed out that they have lack of

information and actual planning in the making of the daily lesson log. One of respondents responded, *"I find difficulty in following the new set up of the daily lesson log"*.

Moreover, it is expected that newly hired teachers be given additional training through school-based on the planning for instruction. Aside from trainings, they will be monitored through class observations.

Lack of Materials and Support from Teachers. It appears therefore, that the respondents want to have a support on the instructional materials and other facilities to facilitate the learning. The composite of the responses focused on the provision of enough instructional materials; hence the new curriculum could hardly implement with any instructional materials and textbooks.

Majority of respondents claimed that, learning materials is difficult to produce at all cost because of no salary. The school should provide equal provision of learning facilities. Based from the interview it was quoted:

"Bal an nyo kung bag o ka sulod sa deped, waay ka pa inog bakal para sa pag produce sang instructional materials". "Dapat hndi galing sa pera ng mga guro ang ginagamit para marealize ang mga instructional materials."

The respondents, revealed that the first year of teaching is difficult. Hence instructional materials could be hardly produced due to lack of financial aspect. Supposed to be the department should provide free instructional materials, if there is but it is limited.

Other respondents uttered that:

"Miya ba salekami a niya a manga bago pon sa kabpamando sa mga wata na nasisita nami ged i madakel a mapamatiya nami a manga kitab. Niya ba i masla ged a problema nami na kulang abenal i manga kitab na mapamatiya nami endo penggamitin sa kabpamando ka dala libro lusa library".

"As new teachers, we really need books as our references. We need to read several books to prepare for our lessons. But this is a big challenge for us because of the inadequacy of instructional materials. Lack of books and other instructional materials in the library is evident".

Schools worldwide use induction programs to support new teachers in their first year of teaching by way of contributing to their sense of well-being and professional development. The TIP has contributed positively in enhancing teachers' knowledge, skills, values, and commitment to the profession, and in improving the students' learning outcomes (Bilbao et al., 2013).

Coping Mechanisms. The coping mechanisms were developed into themes. The different coping mechanisms in the realization of Teacher Induction Program includes free seminars, service credits, school learning action cell (SLAC), mentoring and provision of materials.

Free Seminars. Five respondents similarly responded:

"Maayo kay ang seminar sa TIP wala registration kag libre ang meals."

"Wala na kami problema sa pagkaon kay dri sa sulod sang venue my ara na, asta ang merienda." Gamay na lang ang makuot namon sa amon nga bulsa, paamsahe na lang pakadto kag papule".

The respondents said that it is good the seminar on TIP was free of registration and the meals are free too. There is no problem with the food and snacks because it already served inside the venue. The department prioritize the seminars for teachers including free provision as included in the budget under the Bureau of Training and Development. It was undergone due process, bidding and etc. especially about the food and the venue of the seminars.

Service Credits. Service credits or earn credits are important for the teachers. Majority of the respondents explained:

“Kailangan namin na mayroong service credits para magamit namin, sa panahon ng kami ay magkasakit.”

“Ano himuon sa leave credits, kinahanglan maka earn man kami samtang kami ay bag o pa lang sa teaching”

“Salamat kung my service credits na e grant sa amon pag attend sa TIP para maka earn din kami.”

The respondents claimed that service credits are important especially for them as newly-hired. They are thankful for granting them such earn credits. Service credits are benefits given to the employees as mandated by the law. For the newly-hired one they need to earn in case for sick leave and other form of leaves.

School Learning Action Cell (SLAC). School Learning Action Cell (SLAC) as stipulated in DO no. 35, s, 2016, the school should observe or conduct learning action cell to enhance the professional development of teachers. Some respondents indicated:

“Ang pagkakaroon ng learning action cell ay nakakatulong para maalaala ang mga na talakay na mga paksa sa TIP. Itong SLAC ay hindi lamang para sa amin na newly hired bagkus makatulong din ito sa lahat-lahat.”

“Maayo ang SLAC para ma refresh man kami pirme, kag tani ma credit ini sa continuing professional development.”

The respondents responded that learning action cell helped in order to recall what was transpired in the TIP. It helped not only the newly-hired but also to other teachers. Thus, SLAC could be credited as units in the continuing professional development.

The SLAC could help teacher through constant re-evaluation of her teachings in order to prevent future reoccurrences. The DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement.

Mentoring. One of the coping mechanisms undertaken for teacher induction program is mentoring for the newly hired teachers. Usually, it is done through classroom observations and one-on-one mentoring. Majority of the respondents said:

“Damo man kami nabal an sa mga seasoned teachers kag mga master teachers. Gina pakigbahin man nila ang mga bagay nga ila nabal an para ma improve namun ang amon nga pag tudlo.”

“Isa ka pamaagi agud kami mnakahibalo sang mga approaches kag pagdumala sa mga bata, gina mentor kami sang mga master teachers, kag sila dako nga bulig sa amon.”

The respondents believed that mentoring could help them achieve the objectives in TIP by means of the effort and knowledge shared to them by the seasoned master teachers. Through mentoring they could bale to understand the different approaches towards the improvement of their instruction.

Having the guidance from another teacher on how to plan and use the curriculum to its fullest potential eased her responsibility in planning and preparation. The mentoring they received in lesson planning and approaches now allowed them to invest additional time into addressing the discipline issues at hand.

Provision of Materials. The provision of materials for the teachers is important aspect to be considered. Learning materials are needed to equip our newly-hired and beginner teacher in actual classroom instruction, thus;

“Naga kinahanglan kami sa mga instructional materials o gamit sa paghimo sang mga visual aids. Maaayo man kay ang iban nga schoosl gina baklan sila sang mga gamit paghimo sa mga instructional materials halin sa MOOE ka school.”

“Ang iban sang mga materials gin hatag sang mga private individuals kag ila gin donate sa schools.

“Ang mag instructional materials tani e provide paar sa amon nga kinahanglan sa pagtudlo”.

The respondents claimed, the instructional materials are needed to teach. There are schools that were able to purchase instructional materials through their MOOE. Some private entities donated the instructional materials for the school. The importance of having the instructional materials for the teachers could help them achieve their target in quality teaching.

Although experts agree and support that having some degree of mentoring or some type of induction program for new teachers, can reduce attrition rates and increase teacher effectiveness (Tonzal, 2018). The need to establish common standards for all schools when offering and implementing support services such as induction programs to novice teachers, is crucial in the reduction of great variations in mentoring and/or induction programs and in the development of coping mechanisms as a result of the developed feelings of stress (Ingersoll & Strong, 2011). It is difficult to determine from the studies cited in the literature review the degree of creating teacher effectiveness from these types of programs, since there are vast differences among the structures that each school chooses to implement.

Insights in the Conduct of Induction Program by the Beginner and Experienced Teachers

Support and assistance for newly hired teachers have positive impacts on three sets of outcomes: first, on teacher commitment and retention; second, on the teachers' classroom instructional practices; and third, on student achievement.

Teacher Commitment and Retention. Through the TIP, newly-hired teachers believed that it contributed a lot to them. Thus:

“Ang pag attend ko sa TIP nakabulig sa akon sa pagtudlo, isa ka pamaagi agod kami ma buligan sang mga policy kag mga konsepto sa DepEd.”

“Ang TIP makabulig sa teachers para maging committed sa pagtudlo kay dito namun nabal an ang mga benefits, salaries kag mga privileges nga para sa amon”.

Attending the TIP helped in the improvement of quality learning. Through this induction program, it helps the newly-hired teachers be more committed in teaching.

It has been emphasized by the respondents that teacher induction programs produced positive results but not strongly develop the teachers capability such as: strong commitment of teachers, retention of teachers in the profession, keeping students on task, using effective student questioning practices, maintaining the students' interests, establishing a positive classroom atmosphere, demonstrating successful classroom management, familiarization with the curriculum, performance system appraisal and administrative welfare.

Classroom Instructional Practices. During the formal interview with respondents, they uttered like:

“Ang TIP makabulig gid sang dako, rason kon nga-a kabalo kami maghimo sang mga visual aids”. Ang mag nahuman nga materyales, makabulig sa pagtudlo sa mga bata.”

The responses of the interview from the Chief of CID in the Division was:

“The conduct of TIP is mandated by the department, to enhance the capacity of the newly hired teachers and also for the beginning one. Some of the workshop on making the instructional materials is a signed of positive commitment of the teachers on how to make their instruction collaborative, meaningful and interactive”.

When the respondents were asked about their insights, they responded that teacher induction program should provide materials to make visual aids and have workshop on lesson planning.

Professional Development. In this, the respondents made some insights on how the TIP help them grow professionally. Majority of them saying:

“Maganda ang kinalalabasan ng TIP dahil hinamon na aming kakayahan sa pagtuturo at ang kakayanan na magampanan ang mga tungkulin alinsunod sa isinumpang propesyon at ang paggabay tungo sa landas ng isang mabuting guro.”

This is a challenge to all newly hired and beginning teachers on how to utilize the knowledge acquired in the Teacher Induction Program. We are challenged on how to teach effectively, the responsibility to uphold according to the oath of our profession towards a productive teaching.

Undoubtedly, many of the respondents claimed that the teacher induction program for newly hired could help adjust from pre-service to in-service and provide additional inputs especially on personal and professional capabilities.

The respondents exhibited a thorough response that teacher induction program gave them confidence to love teaching and ready to apply what they have learned from the program. They added the topics included in the program boost their confidence in facing the challenges of being a teacher.

According to the majority of the respondents said that teacher induction program can reduce attrition rates and increase teacher effectiveness. It was noteworthy that induction programs could help turn a novice teacher into a good and productive teacher.

Conclusions

The Teacher Induction Program (TIP) is very well practiced and regularly implemented to the newly-hired teachers to help them get acquainted with trends, techniques, personal and professional responsibilities as the neophyte teachers in the field of teaching profession. It is implemented to understand and develop the knowledge of newly-hired teachers on the vision, mission, goals and objectives, administrative discipline, welfare and benefits and professional ethics.

The inclusion of NCBTS domains in the implementation of teacher induction program for the newly-hired teachers help them to determine their roles and responsibilities that govern in the teaching profession, thus the NCBTS provides general and specific understanding on the concepts of teaching and learning process. The (TIP) has contributed technically but not on their affective aspect including their commitment. It also reduced attrition and increase teacher effectiveness. Free seminars, service credits, school learning action cell (SLAC), mentoring and provision of materials were cited by the respondents as their coping mechanisms after the conduct of the teacher induction program.

Recommendations

Based on the findings and conclusions, the following recommendations are strongly forwarded:

1. The Division Office should review and implement the proposed training plan for teacher induction programs in order to continually capacitate and develop the confidence of teachers professionally.
2. Intensive training through school-based learning action cell should be conducted to help newly-hired teachers intensify the contents and features of the curriculum. The school improve the support given to the newly-hired teachers attending the teacher induction program through the provision of instructional materials and other facilities.
3. The newly-hired teachers should understand the diversity of learners so that they could plan and adjust their learning activities depending on the learners' interest and type of learning.
4. The newly-hired teachers should be trained on the preparation of the planning activities, classroom instruction, assessment of the learning outcomes and the effectiveness of the

learning activities and designing of the assessment tools to test the effect of the instructional plan.

5. The challenges and problems in the implementation of the teacher induction program should be properly addressed.
6. Future researchers, should use this study as basis for replication. The following may be considered:
 - 6.1 The implication of teacher induction program to the teachers' instructional competence;
 - 6.2 Implementation, Assessment and Evaluation of Teacher Induction Program;
 - 6.3 Competency-based Teachers' Standards and its Relation to the Teachers' Performance;
 - 6.4 Beginning Teachers' Perceptions of their Induction Program; and
 - 6.5 The Impact of Induction and Mentoring Programs for Beginning Teachers.

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