



INDUCTION PROGRAM FOR BEGINNING TEACHERS: CHALLENGES ENCOUNTERED BY NEWLY HIRED TEACHERS

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<https://doi.org/10.17613/px0p4-jb203>

ABSTRACT

This study investigated the challenges encountered by newly hired teachers during the Induction Program for Beginning Teachers (IPBT) in the Schools Division of Catbalogan City during the School Year 2023-2024. Using a descriptive-correlation method, the research examined challenges related to qualified mentors, time management, and portfolio completion, and correlated these with teacher demographics, including age, sex, civil status, income, educational attainment, teaching position, and years of experience. The findings revealed that while teachers generally had a positive attitude toward the IPBT and demonstrated high levels of achievement in their portfolios, they faced significant challenges. These challenges included the lack of available and suitable mentors, difficulties in time management due to balancing work and program requirements, and problems with understanding instructions and meeting deadlines for portfolio submission. The study also noted that the demographic profile of the teachers—characterized by a youthful, predominantly female, and early-career workforce with financial constraints and a lack of advanced academic qualifications—may influence teaching practices and professional development. The study concluded that there was no statistically significant relationship between the personal profiles of the teachers and the challenges they encountered in the IPBT, suggesting that these difficulties are program-specific rather than tied to individual characteristics. Based on these findings, it is recommended to improve the accessibility and suitability of mentors, enhance professional development opportunities, and provide clearer guidance and support for portfolio completion to better address the needs of beginning teachers. The study underscores the need for continuous refinement of the IPBT to foster professional growth and ensure the retention of new educators.

Keywords: *Newly Hired Teachers, Induction Program for Beginning Teachers (IPBT), Challenges, Mentorship, Time Management, Professional Development*

INTRODUCTION

Teaching is a noble profession because it comes with many responsibilities and duties to the learners. In fact, the pre-service experiences of teachers are practically different from the actual teaching experience. The theories taught in colleges and universities are for preparation for the students who will be engaged in teaching. In the parlance of education, learning how to teach is very crucial for new teachers, they meet a lot of challenges everyday in their lives as teachers.

Before a teacher is hired in the Department of Education (DepEd), he or she will undergo the recruitment process, and once hired, teachers will go through an induction program. The DepEd issued DepEd Order Number 43 series of 2017 entitled, "Teacher Induction Program (TIP)" stating its guidelines and policies among others. It states that DepEd fully supports the continuing professional development and progress of the newly hired teachers based on the principle of lifelong learning and the Department's commitment to the development of new and beginning teachers (DO No. 43, s. 2017).

In fact, the TIP has contributed positively to enhancing teacher's knowledge, skills, values, and commitment to the profession and improving the students' learning outcomes according to Bilbao (2013). The TIP participants are teachers with 0 to 3 years of teaching experience in the public school system. This program is anchored on the National Competency-Based Standards for Teachers (NCBTS, 2017), K to 12 Basic Education Program, and the Teacher Education Council (TEC) Law also known as Republic Act 7784. This program aims to improve the knowledge, skills, attitudes, and values (KSAVs), increase their confidence in teaching to make them effective and efficient, and eventually commit themselves to nurturing every learner and becoming passionate about teaching (DO No. 43, s. 2017).

Moreover, the TIP employs different learning activities such as the use of modules, either through organized in-service training or self-directed learning, job-embedded learning, mentoring, differentiated supervision, School Learning Action Cell (SLAC), and other INSET activities in different modes such as face-to-face, online, blended learning and other modalities (DO No. 43, s. 2017).

Likewise, to align with the National Educators' Academy of the Philippines (NEAP) goal of developing a fully integrated professional development program, the Teacher Induction Program (TIP) was transferred from the Teacher Education Council (TEC) Secretariat to NEAP. It is for this reason that the TIP, as implemented by D.O. No. 43, s. 2017, needs to be revisited. After a series of consultative workshops with teachers and field implementers, TIP was renamed to Induction Program for Beginning Teachers (IPBT) (Llego, 2019). This revision from TIP to IPBT is part of NEAP transformation with version 2 of the TIP module which aimed to i) strengthen the orientation for teacher

inductees; ii) review the program modules to streamline content and avoid duplication of content topics; iii) make monitoring and evaluation systematic, organized, and relevant; and iv) adapt a detailed implementation plan.

Based on the Department of Education Memorandum Number 526, series of 2023, of the Office of the Undersecretary for Human Resource Organization Division entitled, "Submission of Reports and Other Activities for the Pilot Implementation of Induction Program for Beginning Teachers (IPBT)" teachers are required to submit reports and other activities to their Schools Division Offices through the Public Schools District Supervisors. This is again in reference to the pilot implementation of the program which intends to provide a systematic and comprehensive support system for newly hired teachers to immerse them in the teaching profession in the public-school system. Moreover, the TIP course helps inductees to become familiar with the Philippine Professional Standards for Teachers (PPST) as the new framework for teacher quality. It enables them to understand the expectations from teachers and how DepEd's systems and tools are aligned with the standards in order to help teachers seamlessly align their practices with the PPST. Similarly, the IPBT aims to guide newly hired teachers. It also serves as an opportunity for mentor teachers to enhance their mentoring skills since the department acknowledges that mentors play an important role in developing quality DepEd teachers (DM-OUHROD No. 526, s. 2023).

According to Dias-Lacy et al. (2017), entering the field of education with unrealistic expectations of what teaching is about can yield negative experiences for new educators. First-year teachers leave the field of education due to the lack of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficulty handling behavioral problems in the classroom.

Concomitantly, one way to ameliorate this problem is through the implementation of mentoring programs. Le Maistre and Paré (2009) say that programs like mentoring and/or induction programs can act as a link between people who need to learn more and people who are certified in a variety of fields and have expertise. A first-year teacher can work with an experienced teacher to develop their methods and pedagogical approaches through a mentoring program. A less seasoned educator and a new teacher can get to know one another personally and open up to one another about their feelings and experiences. Through the experience of seasoned teachers, an induction program seeks to facilitate and improve the teaching effectiveness of new teachers (Moir, 2009; Goldrick, 2016). A mentor has knowledge and is able to impart a wide range of viewpoints and concepts concerning education. Mentoring programs for new teachers have a variety of advantages, such as higher retention rates, significant professional development, improved problem-solving skills in the classroom, adoption of strategies and practice techniques from their mentors, increased confidence and self-esteem, diminished feelings of isolation, and an overall improved attitude toward teaching (Fantilli & Mc Dougall, 2009).

During the School Year 2020-2021, 55 new teachers were hired by the Schools

Division of Catbalogan City. This number increased to 24 newly hired in School Year 2021-2022 and another 13 newly hired teachers in School Year 2022-2023. A total of 92 newly hired teachers participated in the induction program. After undergoing the program, 52 or 57 percent of them reported experiencing numerous challenges, while 37 or 40 percent struggled to adapt to the mentor-mentee relationship. Furthermore, 18 or 20 percent required additional orientation on the Induction Program for Beginning Teachers (IPBT) process. Notably, almost all participants 99 percent received sufficient guidance on preparing their portfolio for each module (HRDD SDO Catbalogan City).

It is in this afore-cited context that the researcher determined the challenges encountered by the newly hired teachers as they went through the process of the induction program for beginning teachers.

Research Questions

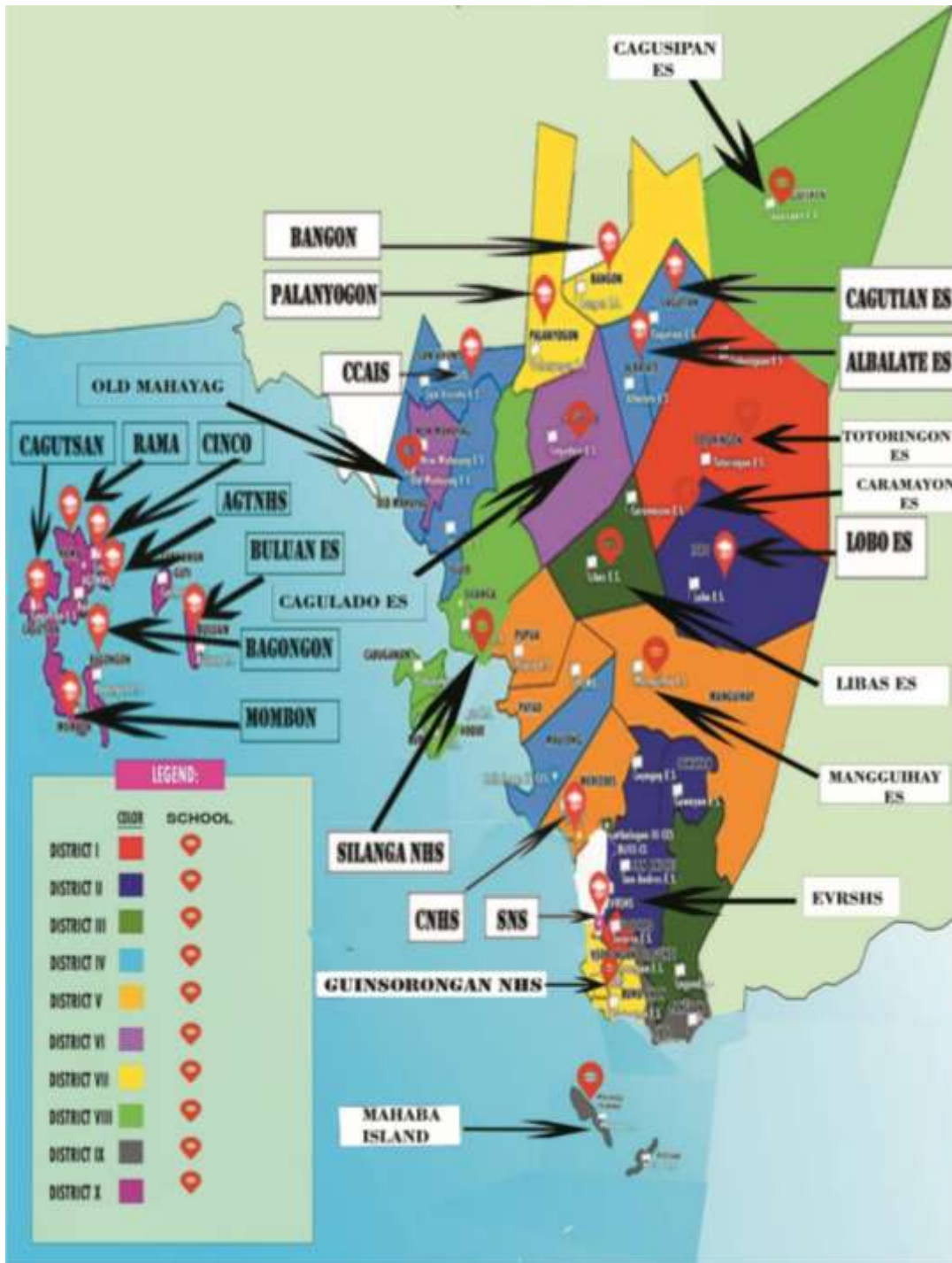
This study determined the challenges encountered by the newly hired teachers in the induction program for beginning teachers from the Schools Division of Catbalogan City during the School Year 2023-2024. Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 gross monthly family income;
 - 1.4 highest educational attainment;
 - 1.5 teaching position;
 - 1.6 number of years in teaching;
 - 1.7 relevant in-service training; and
 - 1.8 attitude toward IPBT?
2. What are the challenges encountered by the teacher-respondents in the IPBT implementation along:
 - 2.1 availability of qualified mentors;
 - 2.2 time management; and
 - 2.3 accomplishment of the portfolio?
3. What is the performance of the teacher-respondents based on the rating obtained from the IPBT portfolio?
4. Is there a significant relationship between the challenges encountered by the teacher-respondents in the IPBT implementation along the aforementioned parameters and the following:
 - 4.1 profile variates of the teacher-respondents; and
 - 4.2 performance based on the rating obtained from the IPBT portfolio?
5. What intervention program may be proposed based on the findings of this study?

Locale of the Study

This research was conducted in the Division of Catbalogan City as shown in this

Figure 1
The Map Showing the Locale of the Study



METHODOLOGY

The study utilized a descriptive-correlation research design to examine the challenges faced by newly hired teachers during the Induction Program for Beginning Teachers (IPBT) and their relationship with the teachers' personal profiles. A researcher-made questionnaire served as the primary data-gathering instrument, with a purposive sample of 122 newly hired teachers from the Schools Division of Catbalogan City. The instrument was validated by experts and pilot-tested using Cronbach's Alpha, yielding a validity score of 0.90. The questionnaire was divided into three parts: Part I collected personal profile data, Part II measured the teachers' attitudes toward the IPBT using a five-point Likert scale, and Part III assessed the challenges encountered using a five-point Thurstone scale. Data was collected from December 2023 to February 2024 through personal administration of the questionnaires and occasional interviews. Descriptive and inferential statistical tools, including Frequency Count, Percentage, Mode, Mean, Weighted Mean, Cramer's V, Chi-square Test, and Spearman Rank Coefficient Correlation, were used for data analysis.

RESULTS AND DISCUSSION

The following were the salient findings of the study:

1. The analysis of the age and sex distribution of teacher-respondents reveals a predominantly youthful workforce, with 39.34 percent of teachers aged between 26 and 28 years and a notable gender imbalance favoring female teachers, who outnumber their male counterparts 69 to 53. The median age for male respondents is 30.5 years, while female respondents have a median age of 26.29 years, indicating that male teachers are generally older. The findings suggest that the youthful demographic and gender distribution may influence teaching practices and engagement, highlighting the need for further investigation into their impact on educational effectiveness.

2. The majority of teacher-respondents (59.02 percent) are single, suggesting a youthful demographic within the teaching staff that may impact workplace dynamics and professional development opportunities. The predominance of single teachers warrants further investigation into how civil status influences teaching practices and interactions among educators.

3. The gross monthly family income distribution among teacher-respondents indicates that a significant majority occupy lower income brackets, with 35.25 percent earning between Php 25,500.00 and Php 35,999.00 and 31.15 percent earning between Php 36,000.00 and Php 46,499.00, highlighting financial constraints that may affect job satisfaction and professional development. The mode of Php 27,000.00 further emphasizes the central tendency of this income distribution, while the stark absence of respondents in higher income brackets underscores the economic challenges faced by educators, necessitating further exploration into how these financial realities impact teaching effectiveness and retention.

4. The analysis of the highest educational attainment among teacher-respondents reveals a concerning lack of advanced academic qualifications, with no respondents holding a Ph.D. or Ed.D., which may limit the depth of expertise within the teaching staff. While 1.64 percent have a Master of Arts degree with doctoral units and 9.02 percent hold a standard Master's degree, a significant 57.38 percent possess only a baccalaureate degree with MA units, indicating a need for ongoing professional development to enhance educators' qualifications and improve instructional quality.

5. The findings reveal a significant concentration of teacher-respondents in lower to mid-level positions, with Teacher II comprising 44.26 percent and Teacher I accounting for 38.52 percent, while there are no respondents in the higher Master Teacher roles. This distribution suggests a potential gap in higher-level teaching positions and highlights opportunities for professional development and career advancement within the educational workforce.

6. The distribution of teacher-respondents indicates that a significant majority (56.56%) have 3 years of teaching experience, with 40.16% having 2 years, while only 3.28% did not specify their experience. The median teaching experience is 3 years, with a Mean Absolute Deviation of 0.52 years, and a positive skewness of 2.429 suggests a concentration of early-career teachers in the sample. These findings highlight the predominance of relatively inexperienced educators, which may influence their experiences and challenges within the educational context.

7. The evaluation of teacher-respondents' participation in relevant in-service training reveals a concerning lack of engagement, particularly at the national and regional levels, where scores indicate participation as "Never." The weighted mean result of 1.84 suggests a limited exposure to advanced educational practices. In contrast, while division and district-level training are perceived as somewhat available, the overall moderate engagement underscores the need for improved access to professional development opportunities, which are essential for enhancing teaching effectiveness and ultimately benefiting student learning outcomes.

8. The analysis of teacher-respondents' attitudes toward the Induction Program for Beginning Teachers (IPBT) reveals a generally positive sentiment, with a grand weighted mean of 4.16 categorized as "Very Good." Teachers particularly value the program's contribution to their professional growth, as evidenced by a high weighted mean of 4.49, although areas such as portfolio creation and task enjoyment indicate potential for improvement, suggesting that ongoing evaluation and refinement of the IPBT could enhance overall teacher satisfaction and effectiveness.

9. The analysis of challenges encountered by teacher-respondents in the implementation of the Induction Program for Beginning Teachers (IPBT) reveals that the availability of qualified mentors is perceived as "Moderately Challenging," with a grand weighted mean of 2.54. Specific issues include the absence of mentors in sessions (2.85) and mismatched specializations between mentors and mentees (2.61), which can hinder effective mentoring relationships and professional development. Additionally,

challenges such as negative attitudes toward mentoring (2.37) and insufficient support from mentors (2.35) further complicate the mentoring process, emphasizing the need for improvements in mentor accessibility and suitability to enhance the overall effectiveness of the IPBT and support the growth of beginning teachers.

10. The analysis of time management challenges faced by teacher-respondents in the implementation of the Induction Program for Beginning Teachers (IPBT) indicates that these issues are perceived as "Moderately Challenging," with a grand weighted mean of 3.30. Key difficulties include balancing work responsibilities with IPBT requirements (3.50), conflicting family obligations (3.37), and the absence of a regular schedule for mentoring sessions (2.91), all of which can lead to stress and potential burnout, underscoring the need for improved scheduling flexibility and support to enhance teachers' experiences in the program.

11. The analysis of challenges encountered by teacher-respondents in completing their portfolios as part of the Induction Program for Beginning Teachers (IPBT) reveals that while these issues are perceived as "Moderately Challenging" overall, with a grand weighted mean of 3.23, specific difficulties include meeting submission deadlines (3.39), understanding instructions (3.18), and gathering necessary materials (3.16). These findings underscore the need for clearer guidance, improved resource accessibility, and timely feedback to help teachers navigate the portfolio process more effectively and foster a positive professional development experience.

12. The analysis of teacher-respondents' performance in the Induction Program for Beginning Teachers (IPBT) portfolios reveals a high level of achievement, with 47.54 percent receiving ratings between 99 and 100 and an additional 40.98 percent rated between 97 and 98, indicating that the majority of teachers successfully meet or exceed expectations. While the overall performance is strong, the presence of lower ratings among a small percentage of respondents suggests opportunities for targeted support to enhance the professional development experience for all educators.

13. The analysis of the relationship between the challenges faced by teacher-respondents in implementing the Induction Program for Beginning Teachers (IPBT) and various personal profile variables reveals that all examined associations are characterized as "Very Weak," indicating minimal correlation. Despite some positive correlations, such as age ($\rho = 0.160$), none of the personal profile variables, including sex, civil status, income, educational attainment, teaching position, and experience, show statistically significant relationships with the challenges encountered, suggesting that these factors do not meaningfully influence the difficulties faced by teachers in the IPBT implementation.

14. The correlation coefficient ($\rho = 0.113$) and a Fisher's t-value of 1.244, with a p-value of 0.216, indicate a very weak, statistically insignificant relationship between challenges faced by teachers during the Induction Program for Beginning Teachers (IPBT) and their performance ratings. This suggests that difficulties encountered in the program do not significantly impact the quality of teachers' portfolio submissions. Further

research is needed to explore other factors influencing both challenges and performance outcomes within the IPBT context, as well as the need for continued support to enhance the program's overall effectiveness.

Conclusions

The findings of the study indicate that the youthful demographic, gender imbalance, and predominance of single and early-career teachers among respondents may influence teaching practices and engagement, highlighting the need for targeted support and professional development initiatives to address the unique challenges faced by these groups. Financial constraints and the lack of advanced academic qualifications, particularly the absence of doctoral degrees, suggest that ongoing professional development is essential to enhance instructional quality, job satisfaction, and teacher retention. Limited representation in higher-level positions points to potential barriers to career advancement, emphasizing the need for pathways that promote professional growth and leadership opportunities. The low engagement in national and regional in-service training underscores the importance of improving access to professional development, while the generally positive attitude toward the IPBT indicates that program evaluation and refinement could further enhance teacher satisfaction and effectiveness. Challenges related to mentor availability, mismatched specializations, time management, and portfolio completion highlight the need for clearer guidance, flexible scheduling, improved resource accessibility, and timely feedback to support beginning teachers effectively. Despite these challenges, the high level of achievement in IPBT portfolios demonstrates the program's effectiveness in fostering professional growth, although opportunities remain for targeted support for lower-performing educators. Finally, the absence of statistically significant relationships between personal profile variables, IPBT challenges, and teacher performance suggests that other factors may influence program outcomes, warranting further investigation to optimize the Induction Program for Beginning Teachers.

Recommendations

Anchored on the conclusions drawn from the findings, the following recommendations are offered:

1. Explore Civil Status Implications: Conduct research to understand how the predominance of single teachers affects workplace dynamics, collaboration, and professional development opportunities, and identify strategies to support diverse personal circumstances.

2. Address Financial Constraints: Examine the relationship between financial constraints and job satisfaction among teachers, with a focus on how income levels impact professional development opportunities and teacher retention, and develop targeted support programs.

3. Enhance Professional Development Programs: Implement ongoing professional

development initiatives aimed at encouraging teachers to pursue advanced academic qualifications, including doctoral programs, to improve instructional quality and expertise within the teaching workforce.

4. **Create Pathways for Career Advancement:** Develop structured pathways for career advancement within the educational system to address the limited representation of teachers in higher-level positions, promoting professional growth and leadership opportunities.

5. **Targeted Support for Inexperienced Teachers:** Design and implement targeted support and training programs for the relatively inexperienced teaching workforce, focusing on enhancing pedagogical skills and ensuring effective teaching practices.

6. **Improve Access to In-Service Training:** Increase access to relevant in-service training opportunities, particularly at the national and regional levels, to ensure teachers can engage with advanced educational practices and enhance their teaching effectiveness.

7. **Enhance Mentoring Programs:** Revise mentoring programs to improve the availability and suitability of qualified mentors, ensuring that mentorship aligns with teachers' specializations and addresses the challenges of time management and support during the IPBT implementation.

8. **Conduct Further Studies on Demographics:** Investigate the impact of the youthful demographic and gender imbalance among teachers on teaching practices and educational effectiveness, focusing on how these factors influence student engagement and learning outcomes.

Compliance with Ethical Standards

The study adhered to ethical standards by obtaining a letter of permission from the Superintendent of the Schools Division of Catbalogan City. The researcher personally administered the questionnaires and conducted occasional interviews with the respondents to ensure data consistency and accuracy. Although the researcher encountered challenges such as respondent resistance, technical issues, fatigue, and time constraints, steps were taken to address them to ensure a successful data gathering process from December 2023 to February 2024. The purposive sampling method was used to select 122 newly hired teachers as respondents. The researcher also conducted expert validation and a pilot test on the questionnaire, which showed a high validity score of 0.90.

Acknowledgments

This study was made possible with the assistance and cooperation of the Schools Division of Catbalogan City, its Public Schools District Supervisors, and the principals. The researcher acknowledges the support and permission granted by the

Superintendent of DepEd to conduct the study. The researcher also extends gratitude to the 122 newly hired teachers who served as respondents and participated in the data gathering process. The researcher faced and overcame various challenges during the data collection period, including respondent resistance, technical issues, fatigue, and time constraints. This work is dedicated to God for His divine guidance and to the researcher's family for their unwavering support and understanding.

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APA Citation:

Geronilla, P. P. (2025). INDUCTION PROGRAM FOR BEGINNING TEACHERS: CHALLENGES ENCOUNTERED BY NEWLY HIRED TEACHERS. *Ignatian International Journal for Multidisciplinary Research*, 3(9), 222–232. <https://doi.org/10.17613/px0p4-jb203>

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