



# **TEACHER INDUCTION PROGRAM: ITS IMPLEMENTATION AND IMPACT ON THE CONTINUING PROFESSIONAL ROLE OF TEACHERS**

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## **ABSTRACT**

This study, conducted in 2021, examined the implementation of the Teacher Induction Program (TIP) and its impact on the continuing professional role of newly hired teachers in Tumauni North and South Districts, Isabela. Using a descriptive survey design, the study involved 116 respondents composed of 80 teacher-inductees, 11 master teachers, and 25 school heads selected through purposive sampling. Data were gathered through questionnaires and analyzed using frequency and percentage, weighted mean, rank distribution, Pearson correlation, and t-test. Findings revealed that the TIP was implemented to a great extent across management, content/topics, relevance of topics, objectives, actual implementation, and monitoring and evaluation, with an overall grand mean of 3.81. No significant difference was found between the perceptions of teacher-inductees and facilitators regarding TIP implementation. However, educational attainment and length of service were significantly related to teacher-inductees' perceptions, while age was not. Results further showed that teachers' overall competency improved from a high level before TIP participation to a very high level after undergoing the program. Their performance ratings also improved, with more teachers attaining outstanding ratings after TIP implementation. A significant difference was found between entry-level and current competencies, indicating the program's positive contribution to professional growth. The leading problems encountered were limited time per topic, time pressure, working breaks, irregular scheduling, and insufficient handouts. Overall, the TIP strengthened teachers' awareness of DepEd policies, PPST domains, professional responsibilities, pedagogical practices, performance accountability, and instructional effectiveness. The study recommends stronger monitoring, sufficient learning materials, improved scheduling, and school-based follow-up training to continuously sustain teacher development.

**Keywords:** *Teacher Induction Program; beginning teachers; professional development; teacher competence; DepEd teachers*

## INTRODUCTION

The quality of education depends on the ability, hard work and dedication of the teacher. Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement. Numerous other research studies agree that the number one factor affecting student achievement is a quality teacher in the classroom. If a teacher fails to keep himself in touch with the rapid scientific and educational developments, then he would become inefficient and ineffective. There are factors for shaping the quality of teaching. Among them, teacher training and professional development program are the main factors affecting the teachers' practices.

During the 2006 quarterly board meeting of the Teacher Education Council (TEC) former DepEd Secretary Jesli Lapus said that there is a real need to improve the quality of teachers entering the service of the Department and this is a major step towards that goal. This, therefore, emphasized the value of strengthening the competencies of newly accommodated DepEd teachers joining the country's largest organization through training and development.

Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Training teachers is more likely to lead to diversity in practice at all levels of instruction. As cited by Rahman (2011), there are several outcome areas that are potentially affected by teacher training program. These include: (a) teacher knowledge, (b) teacher attitudes and beliefs, (c) teaching practice, (d) school-level practice, and (e) student achievement.

Ongoing professional development is also an important factor in the teachers' quality of teaching. According to Solheim (2017), effective teacher learning and professional development is important for student achievement. Teacher learning is a continuous process that promotes teachers' teaching skills, master new knowledge, develop new proficiency which in turn, help improve students' learning.

While it is true that preservice training includes one or two semesters of practice teaching, the term itself suggests that the practicum is only a rehearsal. It is in the first teaching assignment that beginning teachers are confronted by the realities of the classroom, an experience that can be bewildering or even traumatic. Feiman-Nemser (2001) emphasized that teacher learning should be viewed as a continuum from preservice preparation to induction and continuing professional development. Similarly, Ingersoll and Strong (2011) noted that beginning teachers often experience the early

years of teaching as a “sink or swim” period, especially when they are given limited support, guidance, and structured orientation.

Thus, the Teacher Induction Program (TIP), as an institutionalized professional development program of the Department of Education for teachers, was framed to provide a systematic and comprehensive support mechanism for newly hired public school teachers who would be fully immersed in the teaching profession. TIP was designed to build strong commitment among teachers, secure them in the profession, keep students on task, promote effective instructional orientation, establish a positive learning atmosphere, and demonstrate successful classroom management practice. DepEd Order No. 43, s. 2017 emphasized the Department's support for the continuing professional development of newly hired teachers and its commitment to the growth of new and beginning teachers. In this regard, TIP provided an avenue for teachers who had been in the Department for three years or less to acquire full support for continuing professional development and progress rooted in lifelong learning and professional competence (Department of Education [DepEd], 2017; Ingersoll & Strong, 2011).

The holding of orientation or induction program is beneficial to a new professional teacher for him/her to understand the legal basis of education as well as the department's programs and initiatives. Also, it's essential for him/her to note his/her rights, duties, and accountability as a teacher.

This study on the Teacher Induction Program for new teacher-entrants sought to identify its impact on teacher competence and performance, professional development, and students' outcomes, which then served as baseline information for the crafting of related trainings and program initiatives aimed at enhancing their professional roles and competence in the school. With this, the quality of education depends on the quality of teachers, and the quality of teacher depends on the quality of teacher education program. Therefore, teacher education program or teacher professional development program should be considered as the main factor for improving the quality of education in every education institution.

## **Research Questions**

This study on Teachers Induction Program (TIP) was conducted to delve deeper on its implementation and impact on the professional role of teachers.

Specifically, it endeavored to find answers to the following questions:

1. What is the profile of the teacher-inductees in terms of :
  - a. Age;
  - b. Highest Educational Attainment; and
  - c. Years of Teaching Experience in DepEd?
2. What is the extent of implementation of the Teacher Induction Program (TIP) as perceived by the teacher-inductees and facilitators in terms of the following areas:
  - a. Management;
  - b. Content/Topics;

- c. Relevance of Topics;
  - d. Objectives;
  - e. Implementation; and
  - f. Monitoring and Evaluation?
3. Is there a significant difference in the teacher-inductees and facilitators' perception on the TIP implementation?
  4. Is there significant relationship between teacher-inductees' profile and their perception on the TIP extent of implementation?
  5. What are the problems encountered in the implementation of Teacher Induction Program (TIP)?
  6. What is the competence and performance of the teacher-inductees before and after undergoing the TIP?
  7. Is there a significant difference in the competency and performance level of the teacher-inductees before and after undergoing the TIP?
  8. What is the impact of the TIP on the teacher-inductees' professional role?

## **METHODOLOGY**

### **Research Design**

This study employed the descriptive survey which is a method of research that concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends. It is concerned not only of the characteristics of individuals but with the characteristics of the whole sample thereof. This descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation (DepEd, 2013). In this case, this design was used to describe how Teacher Induction Program (TIP) is implemented in the schools of Tumauni North and South Districts in the year 2021. It describes the perception of the teachers on the implementation of the TIP along the identified six areas of Teacher Induction Program from which a comprehensive and enhanced professional role could be identified.

### **Locale of the Study**

The researcher conducted the study in Tumauni North and South Districts, in the municipality of Tumauni, province of Isabela in the year 2021. These districts are composed of 15 and 19 elementary schools, respectively. They are under the supervision of two school district supervisors who are tasked to provide immediate actions and response on issues and concerns regarding school operations and curricular activities. The school districts served as channel or division satellite in communicating urgent policies, programs, and issuances to school levels. From these schools, the researcher had identified respondents as presented in the table below.

## Selection and Description of Respondents

To determine the respondents of the study in 2021, purposive sampling was used. It is a method of selecting respondents who possess the specific standards, criteria, or qualifications required in the study. In the context of this study, the criteria included: (a) being a newly hired permanent public school teacher, (b) having a teaching experience of at most three years, and (c) having not undergone any Teacher Induction Program (TIP) activity.

Eighty teachers who meet the given criteria were taken as respondents to represent the teacher inductees who were the recipients of the teacher induction seminar or orientation. Teachers who have finished the Teacher Induction Program (TIP) implementation phase for three (3) years were taken as respondent facilitators because of their readiness to assess the impact of TIP in their professional advancement and development.

The mentors and coaches consists of 11 Master Teachers and 25 School Heads with a total sample of 116 respondents.

**Table 1**  
**Distribution of Respondents**

| Schools                                           | Respondents |                 |              |
|---------------------------------------------------|-------------|-----------------|--------------|
|                                                   | Teachers    | Master Teachers | School Heads |
| <b>Tumauini South District</b>                    |             |                 |              |
| Antagan 1 <sup>st</sup> Elem. School-Sitio Magoli | 1           |                 | 1            |
| Antagan 2 <sup>nd</sup> Elementary School         | 2           |                 | 1            |
| Arcon -Maligaya Elementary School                 | 1           | 1               | 1            |
| Bantug Elementary School                          | 1           |                 | 1            |
| Caligayan Elementary School                       | 3           |                 | 1            |
| Dy Abra Elementary School                         | 4           |                 | 1            |
| Lalauanan-Sto Nino Elementary School              | 7           | 1               | 1            |
| Lapogan Integrated School                         | 8           |                 | 1            |
| Liwanag Elementary School                         | 2           | 1               | 1            |
| Namnama Elementary School                         | 2           | 1               | 1            |
| Pallacot Elementary School                        | 3           |                 | 1            |
| Pilitan Elementary School                         | 4           | 1               | 1            |
| Tumauini West Central School                      | 4           | 1               | 1            |
| Tumauini South Central School                     | 3           | 1               | 1            |
| <b>Sub-total</b>                                  | <b>45</b>   | <b>7</b>        | <b>14</b>    |

  

| School                         | Respondents |                 |              |
|--------------------------------|-------------|-----------------|--------------|
|                                | Teachers    | Master Teachers | School Heads |
| <b>Tumauini North District</b> |             |                 |              |

|                               |           |           |           |
|-------------------------------|-----------|-----------|-----------|
| Cumabao IS                    | 8         | 1         | 1         |
| Dalayya ES                    | 4         |           | 1         |
| Divisoria ES                  | 3         |           | 1         |
| Fugu ES                       | 2         |           | 1         |
| Lanna ES                      | 1         |           | 1         |
| Manuel R. Moldero ES          | 5         | 1         | 1         |
| San Vicente ES                | 2         |           | 1         |
| Santa Catalina                | 2         |           | 1         |
| Santa ES                      | 2         |           | 1         |
| Tumauini North Central School | 3         | 1         | 1         |
| Ugad ES                       | 3         | 1         | 1         |
| <b>Sub-total</b>              | <b>35</b> | <b>4</b>  | <b>11</b> |
| <b>GRAND TOTAL</b>            | <b>80</b> | <b>11</b> | <b>25</b> |

### Data Gathering Procedure

The strictly observed a systematic process of data collection. First, the researcher requested permission from the Division Superintendent and the Supervisors of the two school districts in Tumauini to conduct the study on Teacher Induction Program for the newly hired teachers. After the approval, the researcher convened the teacher-respondents who are stationed in same school and explained to them the purpose of the study. The questionnaire was floated and retrieved either online or face-to-face whichever is the respondent's preference. The respondents were assured that every detail of the data collected are kept confidential and protected in line with the under Data Privacy Act. After all the questionnaire were retrieved, data were tallied, and analyzed.

### Statistical Treatment of Data

For better presentations of the collected responses, the researcher made use of descriptive and inferential statistics to analyze the data gathered.

**Frequency and percentage count.** These were employed to analyze the profile of the respondents, the problems encountered in the implementation of the TIP and the entry and current competencies of teacher inductees.

**Weighted mean.** The weighted mean was used to determine the extent of TIP implementation as perceived by TIP teachers and facilitators.

**Rank Distribution.** The problems encountered by the respondents in relation to the TIP implementation were ranked according to the frequency of responses.

**Pearson's Correlation coefficient.** To determine the relationship of teacher-respondents' profile and their perception on TIP, the Pearson's Correlation coefficient was used.

**T-test.** This was to find out if a significant difference exists in the TIP teachers and Facilitators' perception on the extent of TIP implementation.

## RESULTS AND DISCUSSION

### 1. What is the profile of the teacher-inductees in terms of?

#### a. Age

**Table 2**  
**Frequency and Percentage Distribution of the Teacher-inductees According to Age**

| Age          | Teacher-inductees |                |
|--------------|-------------------|----------------|
|              | Frequency         | Percentage (%) |
| 20 – 25      | 14                | 17.50          |
| 26 – 30      | 44                | 55.00          |
| 31 – 35      | 17                | 21.25          |
| 36 and above | 5                 | 6.25           |
| <b>Total</b> | <b>80</b>         | <b>100%</b>    |

Table 2 presents the age distribution of teacher-inductees in Tumauni North and South Districts. There are 44 teachers or 55% whose ages ranges from 26 to 30 years old which makes up the majority. This is followed by ages 31 to 35 with 17 teachers or 21.25% and five or 6.25% are of age 36 and above. From these data, it can be said that majority of the 80 newly hired teachers are in their early adulthood.

**Table 3**  
**Frequency and Percentage Distribution of the Teacher-inductees According to Educational Attainment**

| Highest Educational Attainment | Teacher-inductees |                |
|--------------------------------|-------------------|----------------|
|                                | Frequency         | Percentage (%) |
| Bachelor's Degree              | 21                | 26.25          |
| Master's Unit                  | 38                | 47.50          |
| Master's Degree                | 17                | 21.25          |
| Doctorate Units                | 2                 | 2.50           |
| Doctorate Degree               | 2                 | 2.50           |

|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>80</b> | <b>100%</b> |
|--------------|-----------|-------------|

The table above reveals the highest educational attainment of the teacher-inductees. Most of the teacher-inductees are currently taking units towards a master's degree, 38 or 47.50% of them. Twenty-one teachers or 26.25% are bachelor's degree holder, 17 teacher-inductees possess a master's degree; four is pursuing a post-graduate course and two have earned a doctorate degree. This shows that new teachers value their professional advancement prior to joining the DepEd with the belief that their teaching competence can be better honed by attaining a higher level of education where they can learn new trends in instructions and pedagogical practices.

**Table 4**  
**Frequency and Percentage Distribution of the Teacher-inductees According to Years of Teaching Experience in DepEd**

| <b>Years of Teaching Experience in DepEd</b> | <b>Teacher-inductees</b> |                       |
|----------------------------------------------|--------------------------|-----------------------|
|                                              | <b>Frequency</b>         | <b>Percentage (%)</b> |
| One Year                                     | 12                       | 15.00                 |
| Two Years                                    | 21                       | 26.25                 |
| Three Years                                  | 18                       | 22.50                 |
| Four Years                                   | 15                       | 18.75                 |
| Five Years                                   | 14                       | 17.50                 |
| <b>Total</b>                                 | <b>80</b>                | <b>100%</b>           |

Table 4 shows the teacher-inductees' number of teaching years in DepEd. The data reflects that 21 teachers or 26.25% have rendered two years of service as public-school teacher, 18 teachers or 22.50% have three years of teaching experience, 15 teachers or 18.75% have four years and 12 teachers or 15% have a year of experience as regular teachers. This finding implies that 53 teacher-inductees or 66.25% are currently undergoing the Teacher Induction Program of DepEd as required in DepEd Order No. 43, s. 2017.

- 2. What is the extent of implementation of the Teacher Induction Program (TIP) as perceived by the teacher-inductees and the mentors along the following areas?**
  - a. Management**

**Table 5**  
**Extent of Implementation of the Teacher Induction Program (TIP) in terms Management of Time as Perceived by the Teacher-inductees and Mentors**

| Time                                             | Teacher-inductees               |                          | Facilitators |                          |
|--------------------------------------------------|---------------------------------|--------------------------|--------------|--------------------------|
|                                                  | Mean                            | Description              | Mean         | Description              |
| 1. Time management                               | 3.68                            | To a Great Extent        | 3.95         | To a Great Extent        |
| 2. Observance of a daily time schedule           | 3.65                            | To a Great Extent        | 3.89         | To a Great Extent        |
| 3. Observance of definite time for each session  | 3.62                            | To a Great Extent        | 3.93         | To a Great Extent        |
| 4. Break time observed                           | 3.60                            | To a Great Extent        | 3.89         | To a Great Extent        |
| 5. Time allotted for group interaction           | 3.61                            | To a Great Extent        | 3.90         | To a Great Extent        |
| 6. Sufficient time for working on group projects | 3.65                            | To a Great Extent        | 3.93         | To a Great Extent        |
| <b>Mean</b>                                      | <b>3.64</b>                     | <b>To a Great Extent</b> | <b>3.92</b>  | <b>To a Great Extent</b> |
| <b>Grand Mean</b>                                | <b>3.78 (To a Great Extent)</b> |                          |              |                          |

Table 5 indicates the extent of implementation of the Teacher Induction Program (TIP) with respect to management of time as perceived by the teacher-inductees and their mentors. As shown in the table, the TIP implementation in terms of management of time is *to a great extent* as revealed by the grand weighted mean of 3.78. This implies that the daily time schedule, definite time for each session, break time, time allotted for group interaction and group projects are observed to a great extent. However, according to some teachers, in their desire to complete their modules within the prescribed target schedule, sometimes, break time is sacrificed. Moreover, beginning teachers provide extra time for consultations with the mentors during free time especially lunch period. This spells-out the drive and purpose of the implementers and participants to deliver or gain the required knowledge and practices on instructions, classroom managements and among others.

In relation to this findings, Giezendanner (2012) states that in terms of time management during trainings, there is a need to understand the participants' local behavior patterns, particularly on the start and end time, as well as the adjustments that must be made to assure that schedule is observed strictly. In the case of the present study, the process of consultation was manifested to finish the expected modules.

**Table 6**  
**Extent of Implementation of the Teacher Induction Program (TIP) in Terms of Management of Resources as Perceived by the Teacher-inductees and Mentors**

| Management of Resources                                          | Teacher-inductees               |                          | Facilitators |                          |
|------------------------------------------------------------------|---------------------------------|--------------------------|--------------|--------------------------|
|                                                                  | Mean                            | Description              | Mean         | Description              |
| 1. Observance of the budget for the TIP operation                | 3.56                            | To a Great Extent        | 3.53         | To a Great Extent        |
| 2. Sufficient hand-outs distributed                              | 3.58                            | To a Great Extent        | 3.58         | To a Great Extent        |
| 3. Congruency of hand-out content with lectures in given session | 3.74                            | To a Great Extent        | 3.78         | To a Great Extent        |
| 4. Use of traditional methods like pure lecture only             | 3.19                            | To a Moderate Extent     | 3.22         | To a Moderate Extent     |
| 5. Use of technology (i. e. power point, projector)              | 3.73                            | To a Great Extent        | 3.83         | To a Great Extent        |
| 6. Comfortable /Sanitary comfort rooms                           | 3.63                            | To a Great Extent        | 3.64         | To a Great Extent        |
| 7. Provision of chairs and tables                                | 3.71                            | To a Great Extent        | 3.69         | To a Great Extent        |
| 8. Ventilation in session hall                                   | 3.64                            | To a Great Extent        | 3.69         | To a Great Extent        |
| <b>Mean</b>                                                      | <b>3.60</b>                     | <b>To a Great Extent</b> | <b>3.63</b>  | <b>To a Great Extent</b> |
| <b>Grand Mean</b>                                                | <b>3.62 (To a Great Extent)</b> |                          |              |                          |

Table 6 presents the perception of teacher-inductees and mentors on the implementation of the TIP in terms of management of resources. Data shows that management of resources is done *to a great extent* as shown by the grand weighted mean of 3.62. This means that the teacher-inductees together with the facilitators perceive that a reasonable budget allocation for TIP operation is done *to a great extent*, likewise with the use of technology, provision for chairs, tables, ventilation, comfortable and clean CRs in the training venue, and sufficient hand-outs. However, the use of traditional methods like pure lecture is perceived by the respondents to be to be at a *moderate extent*. It points-out that the use of traditional methods is moderately utilized as technique in delivering key concepts during the teacher induction activity. Teacher facilitators rely on the use of technologies like computers, projectors, and other video-related discussions, with the corresponding highest mean of 3.83, to maximize time. But, in some instances, when the facilitators are pressed with time they resort to the use of the lecture method. This is confirmed by Andres (2004) saying that in a lecture, the instructor can present many ideas in a relatively short time. Lecturing is unquestionably the most economical of all teaching methods in terms of the time required to present a given amount of material.

The findings above suggest that program implementers assure that they are able to meet the standard requirement on the provision of adequate resources to offer quality TIP experience to the newly hired teachers. Abundant resources in any program can relatively affect the overall results, thus, it is imperative that all program managers know the proper distribution of funds and be able to source-out resources to sustain the positive implementation of the TIP activity.

**Table 7**  
**Extent of Implementation of the Teacher Induction Program (TIP) In Terms of Administration as Perceived by the Teacher-inductees and Facilitators**

| Administration                                                                                                                                                                                    | Teacher-inductees               |                   | Facilitators |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------|--------------|-------------------|
|                                                                                                                                                                                                   | Mean                            | Description       | Mean         | Description       |
| 1. Planning of the Teacher Induction Program                                                                                                                                                      | 3.63                            | To a Great Extent | 3.72         | To a Great Extent |
| 2. Organized sessions                                                                                                                                                                             | 3.83                            | To a Great Extent | 3.89         | To a Great Extent |
| 3. Sensitivity of the Project initiator to the needs of the facilitators, participants, respond to the feedbacks made by participants, reproduction of hand-outs and ventilation of session halls | 3.64                            | To a Great Extent | 3.71         | To a Great Extent |
| <b>Mean</b>                                                                                                                                                                                       | <b>3.70</b>                     | To a Great Extent | <b>3.73</b>  | To a Great Extent |
| <b>Grand Mean</b>                                                                                                                                                                                 | <b>3.72 (To a Great Extent)</b> |                   |              |                   |

The results reveal that the administration of the teacher induction program is *to a great extent* with a grand mean of 3.72. Specifically, both the teacher-inductees and facilitators have similar perceptions that sessions of the program are organized having the highest mean of 3.83 and 3.89, respectively. Though the respondents agree about the systematic conduct of TIP, the teacher-inductees see still a need to give preferential attention to the needs and respond promptly to the feedback of those engaged in the said program.

The findings further show that project initiators ensure the overall run of the program seeing to it that all required materials or modules and other logistical procedures are guaranteed which result to the attainment of the program objectives. The data confirm the idea of Blackman (2003) who discussed that the program manager and program team have one shared goal which is to carry out the work of the program for the purpose of meeting the program's objectives.

**Table 8**  
**Extent of Implementation of the Teacher Induction Program (TIP) In Terms of Facilitators as Perceived by the Teacher-Inductees and Facilitators**

| Facilitators                                                | Teacher-inductees |                   | Facilitators |                   |
|-------------------------------------------------------------|-------------------|-------------------|--------------|-------------------|
|                                                             | Mean              | Description       | Mean         | Description       |
| 1. Subject matter mastery                                   | 3.81              | To a Great Extent | 3.75         | To a Great Extent |
| 2. Capability                                               | 3.87              | To a Great Extent | 3.72         | To a Great Extent |
| 3. Availability                                             | 3.80              | To a Great Extent | 3.75         | To a Great Extent |
| 4. Competence                                               | 3.77              | To a Great Extent | 3.75         | To a Great Extent |
| 5. Promptness and Punctuality in sessions                   | 3.73              | To a Great Extent | 3.77         | To a Great Extent |
| 6. Every minute is fully utilized                           | 3.72              | To a Great Extent | 3.80         | To a Great Extent |
| 7. Communication skills                                     | 3.88              | To a Great Extent | 3.88         | To a Great Extent |
| 8. Teaching styles                                          | 3.87              | To a Great Extent | 3.94         | To a Great Extent |
| 9. Rapport with participants (sensitive; friendly)          | 3.87              | To a Great Extent | 3.94         | To a Great Extent |
| 10. Clarity in presentation                                 | 3.83              | To a Great Extent | 3.88         | To a Great Extent |
| 11. Sufficient use of technology (power point presentation) | 3.81              | To a Great Extent | 3.88         | To a Great Extent |
| 12. Sense of humor                                          | 3.70              | To a Great Extent | 3.63         | To a Great Extent |
| 13. Will be invited/asked again to be a facilitator         | 3.76              | To a Great Extent | 3.72         | To a Great Extent |
| 14. Hold/sustain the interest and participation             | 3.81              | To a Great Extent | 3.72         | To a Great Extent |
| 15. Adherence to the assigned topic/lecture                 | 3.81              | To a Great Extent | 3.86         | To a Great Extent |
| 16. Integration of values                                   | 3.82              | To a Great Extent | 3.86         | To a Great Extent |
| 17. Draw the participants' interest on the topic            | 3.78              | To a Great Extent | 3.77         | To a Great Extent |
| 18. Exhibit good character                                  | 3.83              | To a Great Extent | 3.88         | To a Great Extent |
| 19. Encourage group interaction                             | 3.81              | To a Great Extent | 3.77         | To a Great Extent |

|                                                                                         |                                 |                   |             |                   |
|-----------------------------------------------------------------------------------------|---------------------------------|-------------------|-------------|-------------------|
| <b>20. Time management</b>                                                              | 3.77                            | To a Great Extent | 3.86        | To a Great Extent |
| <b>21. Provision of Group Projects (provide group activities; evaluate group works)</b> | 3.82                            | To a Great Extent | 3.61        | To a Great Extent |
| <b>Mean</b>                                                                             | <b>3.81</b>                     | To a Great Extent | <b>3.80</b> | To a Great Extent |
| <b>Grand Mean</b>                                                                       | <b>3.81 (To a Great Extent)</b> |                   |             |                   |

Table 8 displays the perception of the respondents on the implementation of the TIP in terms of the facilitators of the program. The data indicates that based on the evaluation of the teacher-participants, facilitators have *great extent* of communications skills with a mean of 3.88 but their sense of humor which has the lowest mean of 3.70 has yet to be strengthened.

As assessed by the facilitators themselves, they give more emphasis on appropriate teaching styles and in establishing good relationship with their mentees as seen in the mean of 3.94. However, the giving of group projects or group work was rated by them the lowest because they are aware of the volume of modules the teachers need to accomplished.

The grand mean of 3.81 with a description of *to a great extent* signifies that the facilitators have commendable performance in making sure that they are able to deliver the necessary competencies and achieve the overall goal of the program. This is clearly embedded in the use of interactive pedagogies and communication skills.

The data concur with the provision of RA 9155 (2013) that mentoring is a professional relationship in which an experienced teacher (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced teacher's professional and personal growth.

**Table 9**  
**Extent of the Implementation of Teacher Induction Program (TIP) as Perceived by the Teacher-inductees and Mentors in Terms of Provision and Content of Hand-outs**

| Provision and Content of Hand-outs | Teacher-inductees |                   | Facilitators |                   |
|------------------------------------|-------------------|-------------------|--------------|-------------------|
|                                    | Mean              | Description       | Mean         | Description       |
| 1. Timely distribution             | 3.76              | To a Great Extent | 3.69         | To a Great Extent |
| 2. One to one ratio                | 3.70              | To a Great Extent | 3.67         | To a Great Extent |
| 3. Enough for participants         | 3.73              | To a Great Extent | 3.67         | To a Great Extent |

|                                                              |                                 |                   |             |                   |
|--------------------------------------------------------------|---------------------------------|-------------------|-------------|-------------------|
| 4. Congruency/relevance to lectures/subject matter discussed | 3.75                            | To a Great Extent | 3.88        | To a Great Extent |
| 5. Clearly printed/readable                                  | 3.80                            | To a Great Extent | 3.80        | To a Great Extent |
| 6. Cover all topics under the TIP                            | 3.76                            | To a Great Extent | 3.77        | To a Great Extent |
| <b>Mean</b>                                                  | <b>3.75</b>                     | To a Great Extent | <b>3.75</b> |                   |
| <b>Grand Mean</b>                                            | <b>3.75 (To a Great Extent)</b> |                   |             |                   |

Table 9 presents the respondents' perception on the distribution, provision, relevance, readability, and the coverage of hand-outs. As shown, the teacher-inductees claim that the distributed TIP hand-outs or modules are legible and can easily be read and understood, however, they say that not all materials are equally shared to the teachers with the required ratio of one is to one.

Despite the limited supply of modules, facilitators believe that they are congruent/relevant to the targets of the TIP and that teacher-inductees are still afforded with the knowledge and skills needed to develop their teaching practice well.

The grand mean of 3.75 suggests that the provision and content of the hand-outs served its purpose, that is, to provide both the inductees and the facilitators an impeccable resource material to express their coherent understanding on the essential roles of induction program for the newly hired teachers. In addition, to increase the drive of the teachers to complete the TIP, program organizers need to confirm that all topics in the modules are covered and explained to improve the quality of mentoring and coaching process. This is in conformity with Martin et al. (2016) idea that teachers who underwent the process of induction program that are designed to meet teachers' needs and to guide them through the development process can improve teacher retention and student outcomes.

**Table 10**  
**Summary of the Extent of Implementation of Teacher Induction Program (TIP) as Perceived by the Teacher-inductees and Mentors in Terms of Management**

| Management        | Teacher-inductees |                   | Facilitators |                   |
|-------------------|-------------------|-------------------|--------------|-------------------|
|                   | Mean              | Description       | Mean         | Description       |
| 1. Time           | 3.64              | To a Great Extent | 3.92         | To a Great Extent |
| 2. Resources      | 3.60              | To a Great Extent | 3.63         | To a Great Extent |
| 3. Administrators | 3.70              | To a Great Extent | 3.73         | To a Great Extent |
| 4. Facilitators   | 3.81              | To a Great Extent | 3.80         | To a Great Extent |

|                                       |                                 |                   |             |                   |
|---------------------------------------|---------------------------------|-------------------|-------------|-------------------|
| 5. Provision and Content of Hand-outs | 3.75                            | To a Great Extent | 3.75        | To a Great Extent |
| <b>Mean</b>                           | <b>3.70</b>                     | To a Great Extent | <b>3.77</b> | To a Great Extent |
| <b>Grand Mean</b>                     | <b>3.73 (To a Great Extent)</b> |                   |             |                   |

Table 10 reveals the summary of respondents' perception on the implementation of the TIP in terms of management. The mean ratings show that teacher-inductees have high regard of the competence and skills of the school heads and master teachers as facilitators/mentors as shown by 3.81 mean. This is validated by the fact that facilitators put premium on the paramount impact of maximizing the use of time in the course of the induction program. People involved in the induction program are able to source-out or provide adequate resources for the attendees. By doing so, Bilbao (2013) says that the program becomes more effective in enhancing teachers' knowledge, skills, attitudes, and commitment to the profession and in improving learning outcomes.

## b. Contents/Topics

**Table 11**  
**Extent of Implementation of the Teacher Induction Program's Contents/Topics as Perceived by the Teacher-inductees and Mentors**

| Contents/Topics                                        | Teacher-inductees |                   | Facilitators |                   |
|--------------------------------------------------------|-------------------|-------------------|--------------|-------------------|
|                                                        | Mean              | Description       | Mean         | Description       |
| 1. Organizational Structure of DepEd                   | 3.87              | To a Great Extent | 3.91         | To a Great Extent |
| 2. Republic Act 9155                                   | 3.87              | To a Great Extent | 3.91         | To a Great Extent |
| 3. Programs and Projects of DepEd                      | 3.85              | To a Great Extent | 3.96         | To a Great Extent |
| 4. Duties and Responsibilities of the Filipino Teacher | 3.95              | To a Great Extent | 3.92         | To a Great Extent |
| 5. Records Management                                  | 3.95              | To a Great Extent | 3.92         | To a Great Extent |
| 6. RPMS                                                | 3.90              | To a Great Extent | 3.86         | To a Great Extent |
| 7. School Based Management & Continuous Improvement    | 3.81              | To a Great Extent | 3.91         | To a Great Extent |
| 8. K-12 BEP                                            | 3.85              | To a Great Extent | 3.94         | To a Great Extent |
| 9. Assessment and Grading System                       | 3.90              | To a Great Extent | 3.90         | To a Great Extent |

|                                                           |                                 |                   |             |                   |
|-----------------------------------------------------------|---------------------------------|-------------------|-------------|-------------------|
| 10. Alternative Learning System (ALS)                     | 3.83                            | To a Great Extent | 3.91        | To a Great Extent |
| 11. Alternative Delivery Mode (ADM)                       | 3.86                            | To a Great Extent | 3.96        | To a Great Extent |
| 12. Parent Teacher Association (PTA)                      | 3.93                            | To a Great Extent | 3.90        | To a Great Extent |
| 13. School Partnership                                    | 3.88                            | To a Great Extent | 3.93        | To a Great Extent |
| 14. Philippine Professional Standards for Teachers (PPST) | 3.90                            | To a Great Extent | 3.96        | To a Great Extent |
| 15. Communication Protocols                               | 3.89                            | To a Great Extent | 3.94        | To a Great Extent |
| 16. Financial Literacy                                    | 3.80                            | To a Great Extent | 3.91        | To a Great Extent |
| <b>Mean</b>                                               | <b>3.88</b>                     | To a Great Extent | <b>3.92</b> | To a Great Extent |
| <b>Grand Mean</b>                                         | <b>3.90 (To a Great Extent)</b> |                   |             |                   |

Table 11 points out the extent of implementation of the delivery of content/topics of the TIP as perceived by the teacher inductees and the facilitators.

As to the teacher-inductees' perception, all the topics and contents covered by the TIP are delivered *to a great extent*. These include the duties and responsibilities of the Filipino teachers and records management. This gives the impression that the program implementers of the TIP are able to perform the expected functions in ascertaining the adequacy of trainings and knowledge required for the beginning DepEd teachers. In like manner, the administrators in-charge of implementing the program are found compliant in keeping important records which are vital in reporting the progress and improvement of the inductees.

Focus on the financial literacy of teachers is rated the lowest with a mean of 3.80. This implies that in general, teachers financial orientation in managing the ins and outs of their salaries/finances need enhancement.

The facilitators showed great extent of sharing their knowledge about the Philippine Professional Standards for Teachers, Alternative Learning Mode and on the different programs and projects of DepEd with the same mean of 3.96. It can be inferred that facilitators themselves are evidently focusing on various domains of the PPST and its corresponding career stage or practice including all other modalities such as printed modular, digital, blended, and online learning. They also make teachers aware of the different programs and projects.

Although the facilitators have displayed promising performance with respect to topics of the TIP, they are encouraged to dwell more on RPMS. Even if there are separate

trainings and seminars on the guidelines of the performance management, the salient points of the RPMS are required to be discussed.

The grand mean of 3.90 denotes that the contents and topics are *to a great extent* comprehensively explained and delivered in the TIP implementation.

### c. Relevance of the Topics

**Table 12**  
**Extent of the Implementation of Teacher Induction Program (TIP) In Terms of Relevance of the Topics as Perceived by the Teacher-inductees and Mentors**

| Relevance of the Topics                                | Teacher-inductees               |                   | Facilitators |                   |
|--------------------------------------------------------|---------------------------------|-------------------|--------------|-------------------|
|                                                        | Mean                            | Description       | Mean         | Description       |
| 1. Adherence of topics to DepEd Guidelines/memos.      | 3.91                            | To a Great Extent | 3.92         | To a Great Extent |
| 2. Based on teacher needs                              | 3.80                            | To a Great Extent | 3.72         | To a Great Extent |
| 3. Related to teacher roles and responsibilities       | 3.88                            | To a Great Extent | 3.86         | To a Great Extent |
| 4. Emphasis on current DepEd thrusts and programs      | 3.87                            | To a Great Extent | 3.86         | To a Great Extent |
| 5. Discussion on evaluation /assessment aspects        | 3.83                            | To a Great Extent | 3.81         | To a Great Extent |
| 6. Focus on DepEd projects and initiatives             | 3.88                            | To a Great Extent | 3.89         | To a Great Extent |
| 7. Core discussion on professional advancement         | 3.89                            | To a Great Extent | 3.89         | To a Great Extent |
| 8. Elaboration on content standards of K to 12 Program | 3.86                            | To a Great Extent | 3.89         | To a Great Extent |
| <b>Mean</b>                                            | 3.86                            | To a Great Extent | 3.85         | To a Great Extent |
| <b>Grand Mean</b>                                      | <b>3.86 (To a Great Extent)</b> |                   |              |                   |

Table 12 reveals the respondents' perception on the topic relevance as to DepEd guidelines, teachers' needs, teachers' role, current DepEd thrusts and evaluation aspect during the conduct of the Teacher Induction Program.

Data shows that both the teacher-inductees and the facilitators have similar perception on the relevance of the topics identified in the TIP. It is found out that adherence of topics to DepEd guidelines/memos was given the highest mean of 3.91 by the inductees and 3.92 by the facilitators. This means that facilitators introduce newly

hired teachers to numerous policies, memoranda, orders, and guidelines that are important for the teachers to be accustomed with. Making teachers knowledgeable equips them about their significant roles, responsibilities, and limitations in the organization.

The relevance of the TIP topics should not only be confined with DepEd policies and other existing programs according to the teachers, but it also needs to be under the lenses of the teachers most especially on the aspect of their immediate needs or on instructional demands.

In general, inductees and facilitators strongly believe that their TIP experience, the mentoring and coaching process, is substantiated and beefed-up through rich and supportive professional development and engagement.

This relates to Baran and Correia's (2014) findings that new teachers need the support of continuous professional development. They also need the support of a mentor for advice and guidance. Teacher professional development programs raise their effectiveness when they address teachers' need for support to raise self-efficacy and their need to feel that they are part of a learning community.

#### d. Objectives

**Table 13**  
**Extent of the Implementation of the Objectives of the Teacher Induction Program as Perceived by the Teacher-inductees and Mentors**

| Objectives                                                                      | Teacher-inductees               |                   | Facilitators |                   |
|---------------------------------------------------------------------------------|---------------------------------|-------------------|--------------|-------------------|
|                                                                                 | Mean                            | Description       | Mean         | Description       |
| 1. Clarity of its objectives as disseminated during the TIP orientation/seminar | 3.85                            | To a Great Extent | 3.87         | To a Great Extent |
| 2. Applicability of objectives and can be easily evaluated                      | 3.84                            | To a Great Extent | 3.87         | To a Great Extent |
| 3. Attainability of objectives                                                  | 3.88                            | To a Great Extent | 3.79         | To a Great Extent |
| 4. Sufficiency of time allotted to accomplish the task                          | 3.70                            | To a Great Extent | 3.66         | To a Great Extent |
| 5. Relatability of objectives to DepEd's thrusts and programs                   | 3.80                            | To a Great Extent | 3.89         | To a Great Extent |
| <b>Mean</b>                                                                     | 3.81                            | To a Great Extent | 3.82         | To a Great Extent |
| <b>Grand Mean</b>                                                               | <b>3.82 (To a Great Extent)</b> |                   |              |                   |

Table 13 discusses the extent of TIP implementation in terms of its objectives. It presents the clarity, applicability, attainability, sufficiency, and relatability of the program targets as its primordial focus.

The inductees and the facilitators firmly rely on the benefits of attaining TIP's objectives as a tool to help increased teachers' retention and high regard to the department of education as vividly reflected by the grand mean of 3.82 which is interpreted as implemented *to a great extent*. The data further reveal that both inductees and facilitators are aware of and show a great extent of confirmation that all the program objectives are attained and linked with the DepEd thrusts and programs. This precisely gives favorable feedback to the TIP developers to incessantly monitor its implementation so that no teachers are left behind about DepEd programs, projects, and activities, untrained and incapable of sharing meaningful contributions to the organization.

The result of this study validates the reports of the Teacher Education Council (TEC) that holding of orientation or induction program is beneficial for a new professional teacher for him/her to understand the legal basis of education as well as the department's programs and initiatives. Also, it's essential for the teacher-inductee to note his/her rights, duties, and accountability as a teacher (DepEd, 2017).

Considering the fact that TIP objectives are **Specific, Measurable, Attainable, Realistic and Time-bounded (SMART)**, the respondents suggest the time distribution of the sessions or activities need to be reviewed so that the inductees and the facilitators are not pressured to congest all topics in a limited time.

#### e. Actual Implementation

**Table 14**  
**Extent of the Actual Implementation of the Teacher Induction Program (TIP)**  
**as Perceived by the Teacher-inductees and Mentors**

| Actual Implementation                                                       | Teacher-inductees |                   | Facilitators |                   |
|-----------------------------------------------------------------------------|-------------------|-------------------|--------------|-------------------|
|                                                                             | Mean              | Description       | Mean         | Description       |
| 1. Availability and accessibility of Modules                                | 3.73              | To a Great Extent | 3.86         | To a Great Extent |
| 2. Opportunities for inductees to work with each other and fellow teachers  | 3.76              | To a Great Extent | 3.82         | To a Great Extent |
| 3. Workload and time allotment for inductees                                | 3.72              | To a Great Extent | 3.81         | To a Great Extent |
| 4. Accessibility of mentors                                                 | 3.76              | To a Great Extent | 3.83         | To a Great Extent |
| 5. Provision of technical assistance in doing the tasks found in the module | 3.76              | To a Great Extent | 3.83         | To a Great Extent |

|                   |                                 |                   |      |                   |
|-------------------|---------------------------------|-------------------|------|-------------------|
| <b>Mean</b>       | 3.75                            | To a Great Extent | 3.83 | To a Great Extent |
| <b>Grand Mean</b> | <b>3.79 (To a Great Extent)</b> |                   |      |                   |

The extent of actual implementation of the TIP as perceived by the inductees and mentors are disclosed in Table 2-E. The general mean of 3.79 interpreted as *to a great extent* implies that the inductees and the facilitators ensure quality delivery of the project. This is supported by the indicators having the highest mean rating of 3.76 among the teacher-inductees that during the entire run of the program, there is a concrete proof that teachers have the opportune time to collaborate with their colleagues, and work with their flexible learning facilitators primarily for the provision of technical assistance.

The facilitators also affirm that when they conduct sessions, all teachers must be able to access freely the materials or modules as shown in the mean of 3.86. According to the facilitators when asked about how they ensure a one-to-one share of the materials with the inductees and how significant it is to have adequate materials, they said that the production of materials is properly accounted, and it is done ahead of time to guarantee that no one is overlooked or discounted. They also stressed that the completeness of materials facilitates and maximizes the potential of teachers to grow professionally as this serves a blueprint in setting out their goals, and objectives.

The result is in relation to Bieler (2012) when she commented that new teachers could benefit from a collaborative professional learning community that shares instructional resources and ideas.

#### f. Monitoring and Evaluation

**Table 15**  
**Extent of Implementation of the Teacher Induction Program in Terms of Monitoring and Evaluation as Perceived by the Teacher-inductees and Mentors**

| Monitoring and Evaluation                                                       | Teacher-inductees |                   | Facilitators |                   |
|---------------------------------------------------------------------------------|-------------------|-------------------|--------------|-------------------|
|                                                                                 | Mean              | Description       | Mean         | Description       |
| 1. Adequacy of pre-assessments, self-check questions, and post-assessments      | 3.68              | To a Great Extent | 3.72         | To a Great Extent |
| 2. Sufficiency of the number of items used in pre and post assessments          | 3.64              | To a Great Extent | 3.68         | To a Great Extent |
| 3. TIP mentors conduct observation to the newly hired teachers in the classroom | 3.79              | To a Great Extent | 3.86         | To a Great Extent |
| 4. Pre and Post conference are performed                                        | 3.80              | To a Great Extent | 3.86         | To a Great Extent |

|                                                                        |                                 |                   |      |                   |
|------------------------------------------------------------------------|---------------------------------|-------------------|------|-------------------|
| 5. Provision of feedback and support system to the beginning teachers. | 3.81                            | To a Great Extent | 3.89 | To a Great Extent |
| <b>Mean</b>                                                            | 3.74                            | To a Great Extent | 3.80 | To a Great Extent |
| <b>Grand Mean</b>                                                      | <b>3.77 (To a Great Extent)</b> |                   |      |                   |

Table 2-F unveils the extent of implementation of the monitoring and evaluation of the TIP as perceived by the respondents. The result reveals that all areas or provisions required for the sustainability and effective execution of the program are recognized and observed or performed *to a great extent* as indicated in the general weighted mean of 3.77. This further shows that the mechanisms used to operationally introduce beginning teachers to the organization is comprehensive, systematic, and seamless.

There is likewise sufficient evidence that giving feedback and needed support for the newly hired teachers is religiously observed not only during the TIP training, but at all times possible, as seen in the mean ratings of 3.81 and 3.89 for both teachers and facilitators. Meanwhile, the teacher inductees feel the need for program implementers and designers to also look into the depth and adequacy of assessment items since the data imply that this section is rated the least. The pre and post-test need to capture the entire topics which will measure the progress or amount of learning during the TIP implementation.

**Table 16**  
**Summary of the Extent of Implementation of the Teacher Induction Program (TIP) as Perceived by the Teacher-inductees and Mentors along the Various Areas**

| Areas of Teacher Induction Program (TIP) | Teacher-inductees               |                          | Facilitators |                          |
|------------------------------------------|---------------------------------|--------------------------|--------------|--------------------------|
|                                          | Mean                            | Description              | Mean         | Description              |
| a) Management                            | 3.70                            | To a Great Extent        | 3.77         | To a Great Extent        |
| b) Contents/Topics                       | 3.88                            | To a Great Extent        | 3.92         | To a Great Extent        |
| c) Objectives                            | 3.86                            | To a Great Extent        | 3.85         | To a Great Extent        |
| d) Relevance of the topics               | 3.81                            | To a Great Extent        | 3.82         | To a Great Extent        |
| e) Actual Implementation                 | 3.75                            | To a Great Extent        | 3.83         | To a Great Extent        |
| f) Monitoring and Evaluation             | 3.74                            | To a Great Extent        | 3.80         | To a Great Extent        |
| <b>Mean</b>                              | <b>3.79</b>                     | <b>To a Great Extent</b> | <b>3.83</b>  | <b>To a Great Extent</b> |
| <b>Grand Mean</b>                        | <b>3.81 (To a Great Extent)</b> |                          |              |                          |

Table 16 presents the summary of the respondents' perception on the TIP implementation. The data shows that the teacher-inductees and facilitators have similar perception on the operations of the teacher induction activity. The grand mean of 3.81 means that the newly hired teachers and those who have undergone or completed the program received the best services of the facilitators. Data also shows that contents/topics and objectives of the TIP were rated the highest which signifies that all competency targets in the pre and post implementation phase of the TIP are evidently achieved. However, to be able to continuously improve the project deliverables, the participants suggest that constant review, and evaluation particularly on management with time, resources, facilitators, administrators, provision of hand-outs must be conducted.

Furthermore, the findings imply that the TIP in Tumauni North and South Districts achieves its major goals, that is, to ensure that the enhanced basic education curriculum meets the demand for quality teachers and school leaders. According to Ingersoll and Strong (2011), with the TIP of the Department of Education, teachers and school managers/administrators are able to appreciate and embrace positively the commitment and retention, classroom instructional practices and students' achievement.

### 3. Is there any significant difference between the teacher-inductees and facilitators' perception on the TIP implementation?

**Table 17**  
**Result of the Test of Significant Difference in the Perceptions of Teacher-inductees and Mentors on the TIP Implementation**

| Group                                                                | Probability | Decision     | Remarks                      |
|----------------------------------------------------------------------|-------------|--------------|------------------------------|
| Teacher-inductees<br>And<br>Facilitators<br>On<br>TIP Implementation | .94         | Accept<br>Ho | No Significant<br>Difference |

Table 17 shows the significant difference between the teacher-inductees and facilitators' perception on the TIP implementation using Analysis of Variance F – test at 0.05 level of significance.

As revealed in the table, the computed F value is greater than the .05 level of significance thus the null hypothesis is accepted. Therefore, there is no significant difference in the teacher-inductees and facilitators' perception on the TIP implementation. This is revealed by their similar assessment of *“to a great extent”* on the implementation of all areas of the TIP

Both the teacher-inductees and facilitators perceive that the Teachers Induction Program (TIP) of the Department of Education (DepEd) has been implemented *to a great extent* institutionally in order to have a quality assurance of teachers' Knowledge, Skills,

Attitudes and Values (KSAVs), teaching needs, level of experience and instructional strategies which are vital in the overall performance of public-school teachers.

This finding supports the concepts of Martin et. al (2016) that a well-planned induction program takes into account the school environment and the highest priority needs of new teachers. It's impossible to learn all the particulars at once, so spacing out conversations around systems, collaborative planning, curriculum, teaching and learning, and assessment over the year is prudent.

#### 4. Is there a significant relationship between teacher-inductees' profile and their perception on the TIP extent of implementation?

**Table 18**  
**Significant Relationship between the Teacher-inductees' Perceptions on the TIP Extent of Implementation and Their Profile**

| Profile                | Probability | Decision  | Remarks                           |
|------------------------|-------------|-----------|-----------------------------------|
| Age                    | .073        | Accept Ho | No Significant Relationship       |
| Educational Attainment | .005        | Reject Ho | There is Significant Relationship |
| Length of Service      | .000        | Reject Ho | There is Significant Relationship |

Table 18 shows the result of the test of significant relationship between the teacher-inductees' profile and their perception on the TIP extent of implementation using **Pearson's Chi-square C – test** at 0.05 level of significance.

As revealed in the table, the significance C value for the profile age is greater than 0.05, hence, the null hypothesis is accepted. This implies that the teacher-inductees' age and their perception on the TIP extent of implementation are not significantly related.

As to their educational attainment and length of service, the significance C values are less than 0.05 thus, the null hypothesis is rejected. This means that the teacher-inductees' educational attainment, length of service and their perception on the TIP extent of implementation are significantly related.

The results indicate that the perceptions of the teacher-inductees on the TIP extent of implementation is significantly influenced by their educational attainment and length of service but not by their age.

## 5. What are the problems encountered in the implementation of Teacher Induction Program (TIP)?

**Table 19**  
**Problems Encountered by the Respondents in the Implementation of Teacher Induction Program (TIP)**

| <b>Problems Encountered</b>                                                  | <b>Frequency</b> | <b>Rank</b> |
|------------------------------------------------------------------------------|------------------|-------------|
| There is limited time frame per content/topics                               | 48               | <b>1</b>    |
| Participants are pressured by time                                           | 42               | <b>2</b>    |
| Break time becomes a working break                                           | 39               | <b>3</b>    |
| Time scheduling is not strictly followed                                     | 35               | <b>4</b>    |
| Hand-outs are insufficient                                                   | 31               | <b>5</b>    |
| All topics are covered for 1 day only and retention is affected              | 23               | 6           |
| Participants come late                                                       | 21               | 7           |
| Information is disseminated late                                             | 13               | 8           |
| Workshop is limited due to time constraint                                   | 12               | 9           |
| There is no clinical supervision from the principals (classroom observation) | 11               | 10          |
| Open forum is not given importance                                           | 10               | 11          |
| Facilitators' are unable to communicate fluently and clearly                 | 8                | 12          |
| No outsider facilitators are invited                                         | 8                | 13          |
| No technical support mechanism is given                                      | 7                | 14          |
| Some facilitators are just reading until done                                | 6                | 15          |
| No follow-ups in the school                                                  | 5                | 16          |
| Some items are not observed during its implementation                        | 5                | 17          |
| Modules are not religiously checked and assessed                             | 5                | 18          |
| There is low motivation from the facilitators                                | 4                | 19          |
| The training didn't cover all areas in the TIP                               | 4                | 20          |
| No monitoring and evaluation is conducted                                    | 4                | 21          |
| No mentoring for new teachers                                                | 3                | 22          |
| <b>Total</b>                                                                 | <b>344</b>       |             |

Table 19 reveals the problems encountered by the teacher-inductees before, during and after the implementation of the TIP. From the 22 identified problems, the top five problems experienced by the inductees are the following: First in the rank list is limited timeframe for each content/topics; second is the time pressure; third, break time becomes a working break; fourth is time scheduling is not strictly followed and fifth is there are not enough hand-outs.

The result supports the previous discussion on the management area which reveals that teacher-inductees struggle with respect to time issue. Though, the program addresses the need to guide new teachers in the practice of their profession, the required time to attend sessions on modules is not enough for teachers to comprehensively discuss, reflect, collaborate, and brainstorm with fellow inductees and facilitators.

## 6. What is the competence and performance level of teachers before and after undergoing the Teacher induction Program (TIP)?

**Table 20**  
**Teachers' Level of Competence and Performance Before and After the Teacher Induction Program (TIP)**

| PPST Key Result Areas (KRAs)                                                                                    | Entry Level<br>(Pre TIP) | Competency<br>Description | Current Level<br>(Post TIP) | Competency<br>Description |
|-----------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------|-----------------------------|---------------------------|
|                                                                                                                 | Mean                     | Description               | Mean                        | Description               |
| 1. Content Knowledge and Pedagogy (Domain 1)                                                                    | 2.45                     | Moderate                  | 3.46                        | Very High                 |
| 2. Diversity of Learners & Assessment and Reporting (Domains 3 & 5)                                             | 3.03                     | High                      | 3.61                        | Very High                 |
| 3. Curriculum and Planning (Domain 4)                                                                           | 2.39                     | Moderate                  | 3.22                        | High                      |
| 4. Community Linkages and Professional Engagement and Personal growth & Professional Development (Domain 6 & 7) | 3.10                     | High                      | 3.53                        | Very High                 |
| 5. Plus Factor                                                                                                  | 3.17                     | High                      | 3.74                        | Very High                 |
| <b>Overall Competency Level</b>                                                                                 | <b>2.83</b>              | <b>High</b>               | <b>3.51</b>                 | <b>Very High</b>          |

Table 20 presents the teacher-inductees' entry competency level before undergoing the TIP and their current competency level after undergoing the TIP based on the key result areas of the PPST. The Self-Assessment Tool (SAT) which evaluates the teacher standards and professional competence was used. Before the TIP implementation, the teacher-inductees had a *moderate* level of competence in content knowledge and pedagogy (Domain 1) and curriculum and planning (Domain 4) but after undergoing the TIP their level of competence has improved to *very high* and *high*, respectively. With regard to the other three domains (Domains 3 & 5 and 6 & 7) and the Plus factor, the teacher-inductees had a *high* competence level before the TIP and after going through the program, their competence level has levelled up to *very high*. The overall mean rating of 2.83 or *High* before the TIP and 3.51 or *Very High* depicts that new teachers' competence level has improved after undergoing the TIP.

With the teacher induction program, beginning teachers are being equipped with several workshops, mentoring and coaching, enhancement programs and professional developments aimed at helping them through their first year of teaching by supporting ongoing dialogue and collaboration among teachers, which accelerates the beginning teachers' effectiveness and increases student achievement. According to Solheim (2017), effective teacher learning and professional is important for student achievement. Teacher

learning is a continuous process that promotes teachers' teaching skills, master new knowledge, develop new proficiency which in turn, help improve students' learning. The result also reveal that the TIP implementation is an evidence of a high degree of professional collaboration among teachers focused on sharing and improving instructional practices, and leadership at the organizational level that provides a systemic and comprehensive support structure for ongoing professional learning for teachers.

The finding is concurred by Rahman (2017), stating that training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences.

**Table 21**  
**Entry and Current Performance Level of the Teacher-Inductees Based on their IPCRF Final Ratings**

| IPCRF Rating |                   | BEFORE TIP Implementation             |            |                                       |            |                                       |            | AFTER TIP Implementation                |            |
|--------------|-------------------|---------------------------------------|------------|---------------------------------------|------------|---------------------------------------|------------|-----------------------------------------|------------|
|              |                   | Entry Performance 2016-2017<br>N = 14 |            | Entry Performance 2017-2018<br>N = 15 |            | Entry Performance 2018-2019<br>N = 51 |            | Current Performance 2020-2021<br>N = 80 |            |
| Mean Range   | Description       | Frequency                             | Percent    | Frequency                             | Percent    | Frequency                             | Percent    | Frequency                               | Percent    |
| 4.50 – 5.00  | Outstanding       | 1                                     | 7.14       | 2                                     | 13.33      | 5                                     | 9.80       | 49                                      | 61.25      |
| 3.50 – 4.49  | Very Satisfactory | 13                                    | 92.86      | 13                                    | 86.67      | 46                                    | 90.20      | 31                                      | 38.75      |
| 2.50 – 3.49  | Satisfactory      | 0                                     | 0          | 0                                     | 0          | 0                                     | 0          | 0                                       | 0          |
| 1.50 – 2.49  | Unsatisfactory    | 0                                     | 0          | 0                                     | 0          | 0                                     | 0          | 0                                       | 0          |
| 1.00 – 1.49  | Poor              | 0                                     | 0          | 0                                     | 0          | 0                                     | 0          | 0                                       | 0          |
|              | <b>Total</b>      | <b>14</b>                             | <b>100</b> | <b>15</b>                             | <b>100</b> | <b>51</b>                             | <b>100</b> | <b>80</b>                               | <b>100</b> |

Table 21 shows the performance of teachers according to their IPCRF Rating for SY 2016-2017 to SY 2021. Their performance is traced through their entry year or first

year as public school teachers or before their TIP participation and the current competencies which indicates their performance after TIP training. Data shows that majority of the newly hired teachers from 2016-2019 have a performance rating of *Very Satisfactory*, with a percentage of 92.86 for SY 2016-2017, 86.67 for SY 2017-2018 and 90.20 for SY 2019-2020. This implies that since these teachers are in their first year of service in DepEd, the depth of their knowledge and skills along the PPST seven domains was still limited.

An intervention and support mechanism through DepEd Order No. 43, s. 2017 or the Teacher Induction Program (TIP) has been regularly introduced and conducted for continuous support on teacher quality and student outcomes. The TIP has helped new teachers to improve their competence as indicated in their performance rating during the SY 2020-2021 where 49 or 62% of the teachers obtained an *Outstanding* rating. This means that training the teachers about duties and responsibilities would make them excel in various areas.

Teacher induction, therefore, is a professional development program designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching jobs. Thus, it must be maintained and sustained. The result corresponds to the TIP Framework which highlights an empirical mechanism of assisting teachers on commitment and retention, classroom instructional practices and on student achievement (DepEd, 2017).

## 7. Is there a significant difference in the entry level performance and the current performance of teacher-inductees?

**Table 22**  
**Result of the Test of Significant Difference in the Entry Level Competencies and the Current Level of Competencies of Teacher-inductees**

| Group                                                   | Probability | Decision     | Remarks                            |
|---------------------------------------------------------|-------------|--------------|------------------------------------|
| Entry Level Competencies<br>And<br>Current Competencies | .000        | Reject<br>Ho | There is Significant<br>Difference |

Table 22 shows the result of the test of significant difference in the entry level performance and the current performance of teacher-inductees using the Analysis of Variance F – test at 0.05 level of significance.

As shown, the computed F value is less than the .05 level of significance, hence, the null hypothesis is rejected. Thus, there is a significant difference in the entry level performance and the current performance of teachers.

This indicates that the teacher-inductees significantly perform better after undergoing the TIP compared to their entry level performance. It also implies that the teacher induction program (TIP) has helped the new teachers improve their teaching practice.

## 8. What is the impact of the TIP on the teachers' professional role?

**Table 23**  
**The Impact of the Teacher Induction Program on the Teachers' Professional Role As Perceived by the Teacher-inductees**

| Indicators                                                                                                                                                               | Mean | Description    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 1. The TIP has familiarized me to the seven domains and the career stages of the PPST in realizing professional goals.                                                   | 3.95 | Strongly Agree |
| 2. Through the TIP, I was able to design an individual professional development plan based on the PPST and IPCR intended to realize my professional development plans.   | 3.85 | Strongly Agree |
| 3. I exhibited professional behavior as set out by the Code of Ethics for Teachers in the Philippines.                                                                   | 3.90 | Strongly Agree |
| 4. I have become more aware of Magna Carta of Public-School Teachers in basic education and my professional rights, opportunities, benefits and responsibilities.        | 3.92 | Strongly Agree |
| 5. The TIP helped me understand individual performance and personal accountability in becoming an effective teacher through the RPMS                                     | 3.91 | Strongly Agree |
| 6. The TIP has directed me on the importance of the existing laws and regulations on the different incentives, privileges, benefits, awards, and recognition for teacher | 3.94 | Strongly Agree |
| 7. My training in the TIP helped me grow professionally and was able to deliver the department's service in accordance with its mandate, vision, mission and objectives. | 3.94 | Strongly Agree |
| 8. The reflective portion of the induction program served to improve my teaching practices.                                                                              | 3.89 | Strongly Agree |
| 9. My mentor was effective in supporting me with the challenges I faced as a beginning teacher.                                                                          | 3.90 | Strongly Agree |
| 10. The TIP helped me learn new techniques in teaching students of diverse instructional needs.                                                                          | 3.85 | Strongly Agree |
| 11. With my TIP experience, I am always in touch with the latest developments in the education sector and help me to change my way of teaching                           | 3.84 | Strongly Agree |
| 12. I would have not been equipped to meet the demands of teaching if it weren't for the induction program.                                                              | 3.91 | Strongly Agree |
| 13. I am glad to have participated in the induction program because I was able to know more about DepEd its policies, programs, and organizational structure.            | 3.89 | Strongly Agree |
| 14. My TIP journey has guided me to overcome teaching and learning gaps using an effective strategy.                                                                     | 3.91 | Strongly Agree |
| 15. With the TIP, I am trained to become more advanced and modern type of teacher embracing the new trends in education sector.                                          | 3.91 | Strongly Agree |

|                                                                                                      |             |                       |
|------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 16. Overall, the induction program helped me gain new pedagogical skills to use within my classroom. | 3.89        | Strongly Agree        |
| <b>Grand Mean</b>                                                                                    | <b>3.90</b> | <b>Strongly Agree</b> |

Table 23 presents the teacher-inductees' perception on the impact of the Teacher Induction Program on their overall professional growth particularly on instructions and DepEd programs, projects and other existing laws governing professional teachers. The grand mean of 3.90 suggests that the TIP has impacted the way teachers perform their roles and instructional and school functions. They all *strongly agree* that their experiences in the TIP made them first very much aware of and responsive to the seven domains and the career stages of the PPST in realizing professional goals having the highest mean of 3.95. This is because the PPST encapsulates the entire competencies, skills, and knowledge that are expected of a teacher. In addition, the PPST contains a set of standards that makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education.

Data also shows that teachers, after undergoing the induction program are able to better appreciate, provide attention to and value the existing laws and regulations on the different incentives, privileges, benefits, awards, and recognition for teacher and grow professionally and deliver the department's service in accordance with its mandate, vision, mission, and objectives with the mean of 3.94.

Other identified and essential learnings of teachers in their induction are focused on bridging the gaps on teaching and learning, increased understanding on RPMS, codes of ethics and on embracing the new norms of instructional philosophies and practices.

Finally, it can be said that the teacher induction programs help new and beginning teachers become competent and effective professionals in the classroom. According to He, a quality coaching or mentoring model includes constructive criticism, beneficial feedback, emotional support, professional socialization, and pedagogical guidance.

## Conclusions

The following conclusions are made based on the findings of the study.

1. The Teacher Induction Program is implemented to a great extent in terms of management of time, resources, administration, facilitators, provision, and content of hand-outs, the delivery of contents and the relevance of the topics.
2. The Teacher Induction Program (TIP) is an effective avenue for newly hired teachers to familiarize them with the various programs, projects, and activities of DepEd. It also introduces them to the laws and related benefits, recognitions, and incentives a teacher is entitled to.
3. The TIP is a platform that makes every teacher aware of the knowledge, skills, attitudes, and values (KSAVs), teaching needs, level of experience, and

instructional strategies which are vital towards the overall performance of their role as teachers.

4. The proper implementation of TIP has impacted on the continuing professional developments of teachers.

## **Recommendations**

The recommendations below are deemed essential to highlight the areas for continuous improvement and program sustainability.

### **1. On Management of Teacher Induction Program, the following need to be revisited.**

- Sufficient copies of handouts must be provided to meet the ratio of handouts to participants 1:1
- Facilitators should integrate sense of humor and that enough time should be allotted so that break time would serve its purpose.
- School administrators must ensure that the relevance of the topics and should be based on the teachers' needs.

### **2. On Follow-up trainings in the school level**

- Schools must provide a follow-up training for newly hired teachers for them to put their newly acquired knowledge to effective practice. This process will allow top managers to identify whether the goals of the TIP have really met or not. This would also benefit the school, as the administrators require high-performing teachers.
- There should be continuous or regular monitoring and evaluation of the actual performance of teachers as basis for crafting developmental plans and trainings.
- Periodic review and alignment of program objectives must be conducted to determine the pressing needs of teachers and the school in general.

### **3. On Strategic Implementation of Teacher Induction Program**

- All program implementers must devise a system to continuously track the progress of teachers' professional developments and provide an intensive upskilling and reskilling of teacher competencies to ensure quality in instructions and performance.

### **4. On future and similar studies**

- Future researchers intending to undertake similar study can further enhance the study by addressing the gaps found in this study as a basis for

policy formulation, program review and adjustments and improved delivery of DepEd programs and projects.

- Future researchers can consider the following as future research topic:
  - Compliance and Sustainability of Teacher Induction Program in SDO Isabela
  - Teacher Induction Program Status, Concerns and Proposals
  - The Impact of Induction and Mentoring Programs for Beginning Teachers
  - An Empirical Study of Levels and Methods of Evaluating Continuing Professional Development

### **Compliance with Ethical Standards**

This study was conducted in strict adherence to ethical standards in educational research, as permission to conduct the study was secured from the Schools Division Superintendent and the district supervisors of Tumauni North and South, ensuring proper authorization, while respondents were fully informed of the study's purpose, nature of participation, and the significance of their responses in evaluating the Teacher Induction Program; participation was voluntary, allowing respondents to answer questionnaires either online or face-to-face according to preference, and no coercion or undue influence was applied, with all data treated with confidentiality and privacy in compliance with the Data Privacy Act of 2012, used solely for research purposes, and reported without revealing personal identifiers; the researcher maintained honesty, objectivity, and fairness throughout data collection, analysis, and interpretation, giving due acknowledgment to all contributors and cited sources, while declaring no conflicts of interest or external funding influence, ensuring that the study was carried out with respect for the rights, dignity, privacy, and welfare of all participants, thereby upholding the integrity and credibility of the research outcomes

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