



# NEW TEACHERS' PERCEPTION AND CHALLENGES IN THE IMPLEMENTATION OF THE TEACHER INDUCTION PROGRAM (TIP)

Balutoc, Lilybeth B.  
Completed 2023



E - Saliksik  
Department of Education  
Research Portal  
[e-saliksik.deped.gov.ph](http://e-saliksik.deped.gov.ph)

*E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.*

**New Teachers' Perception and Challenges in the Implementation of the Teacher**

**Induction Program (TIP)**

Lilybeth B. Balutoc

Principal I

Fort del Pilar National High School

PMA Compound, Fort del Pilar, Baguio City

Schools Division Office - Baguio City

Department of Education – Cordillera Administrative Region

*[lilybeth.balutoc@deped.gov.ph](mailto:lilybeth.balutoc@deped.gov.ph)*

November 2023

## **Abstract**

The study is about the implementation of teacher's induction program at Fort del Pilar National High School (FDPNHS). It aims to find out the new teacher's perception, challenges and ways to improve the implementation of the Teacher Induction Program (TIP). Qualitative research method using phenomenology was employed to find the new teacher's perceptions, challenges, and ways to improve the teacher induction program. Out of the 30 teachers of FDPNHS, 18 new beginning teachers in DepEd, who were purposively selected underwent the teacher induction program and served as participants of the study. As a result, the new teachers looked at TIP as a refresher course and a helpful tool in DepEd teaching career. However, they struggle in terms of time management, adaptation to the new normal learning situation and the bulk of work related activities that they do. The new teacher perceived that TIP could be further enhanced through the use of differentiated instruction during trainings and LAC sessions, and schedule should be done strategically for better retention and learning outcomes. Based from findings, teacher induction program serves as a tool and review of the baccalaureate degree that needs to be sustained and enhanced.

*Keywords:* refresher course, beginning teacher, baccalaureate degree, differentiated instruction

### **Acknowledgement**

The researcher is in grateful acknowledgement to the following, who in one way or the other contributed to the success of the study:

DepEd-CAR Policy Planning and Research Division for providing opportunity and experience to be included as recipient of Basic Education Research Fund (BERF) aside from the technical assistance provided in the conduct of the study;

SDO of Baguio City Planning and Research Section for the patience and assistance in guiding the researcher to finish such craft;

Fort del Pilar National High School family for cooperating and participating in the conduct of the study;

Jonathan T. Balutoc, the researcher's ever loving and understanding husband for the support and motivation in every endeavor undertaken for the benefit of the school and community as a whole;

Above all, to the Almighty God, the source of all blessings for the providence of everything.

## **Introduction and Rationale**

A teacher induction program can help new teachers improve practice, learn professional responsibilities and ultimately positively affect student learning. In addition to providing support to beginning teachers, these programs allow veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal - improving the quality of education. Induction programs also have the potential of elevating the teaching profession and fostering a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success. The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers.

According to Haver (ND), induction is an umbrella term for the supports put in place to assist teachers in adapting to a new workplace culture. A stand-alone program before the school year should be a priority to support most immediate needs, followed by continued work throughout the first year. Induction goes beyond understanding students, classes and curriculum. Information about the systems and processes that guide the workplace, as well as school norms, are integral for teachers to settle in and feel confident; however, it's important to keep in mind the pace at which this is done.

In addition, David (2021) concluded that teacher induction program for newly hired teacher is extremely important to young and newly hired teachers to understand how to be a public school teacher together with the duties and the responsibilities attached to it. It serves as their blueprint as they embark to the challenge of being a public servant. This is also helpful to somehow eradicate complaints among new teachers about the heaviness of being a public-school teacher.

For SY 2021-2022, there are twelve (12) mentees under the Teacher Induction Program (TIP) at Baguio City National High School – Fort del Pilar Annex (BCNHS-FDPA), now Fort del Pilar National High School (FDPNHS). For SY 2022-2023, additional six (6) TIP mentees were added. They are newly appointed in the government public service. The

transition period from an annex school to an independent school paved way for new beginning teachers to come in because some old teachers residing in town requested to be transferred to the Main school at the heart of the city where their residences are nearer, some who transferred were due to their specialization skills which are needed at the Main school offering special programs. Thus, resulting to a school with the highest number of new beginning teachers undergoing the TIP in District two (2). Currently, out of the six (6) schools of district 2, only FDPNHS have eighteen (18) TIP mentees while other schools in the district have zero or one to two only. This scenario prompted the researcher to find the new teachers' perception of the TIP.

In the implementation of the school-based teacher induction program, the researcher wondered how new teachers perceive their induction program and what are their challenges in the implementation of the program. If learners are hard up with learning, how much more to the teachers implementing the teaching-learning process considering that they are new in the service with all the bulk of work being expected of them. Considering also that we are still in the new normal situation, it further prompted the researcher to find the new teachers' perceptions of the school-based teacher induction program, challenges met in its implementation and the recommendations to further improve the program.

. The study will be conducted in Fort del Pilar National High School. The school has recently introduced an induction program. The induction program matches first-year teachers with veteran teachers and master teachers who serve as mentors to include the school head. Novice teachers receive professional development that is designed specifically for them in addition to school inset training provided by the school to all of the teachers. These teachers also meet with their mentors on a regular weekly to monthly basis to discuss instructional strategies, lessons, classroom management strategies, and other aspects of teaching. The professional development series designed specifically for novice teachers and addresses topics such as classroom management, holding productive parent conferences, and other topics that are meaningful for beginning teachers. These sessions are taught by the mentors that are part of the program and are held once and sometimes twice a month.

The Enhanced TIP has an impact on three (3) sets of outcomes: (1) Teacher commitment and retention; (2) Teacher classroom instructional practices; and (3) Student achievement (Ingersoll & Strong, 2011). At the end of the TIP, new teachers are expected to demonstrate knowledge and understanding of the Department of Education (DepEd) – its vision, mission, goals, and strategic directions; systems and processes; school policies and procedures and teachers' rights and responsibilities; articulate and apply knowledge, skills, attitude, and values required of teachers as specified in the Philippine Professional Standards for Teachers (PPST) and DepEd Core Values; and improve practice towards career advancement based on set of professional development goals. In the TIP, newly-hired teachers take six (6) courses which support newly-hired teachers to become familiar with DepEd vision, mission and core values, organizational structure; implementation of the K to 12 curriculum, lesson planning, and classroom management; expected teacher practice based on the PPST and PPST-aligned systems and tools; professional engagement with the wider community; DepEd calendar, administrative guidelines, processes, routines, and standardized forms; practices towards teacher well-being guidelines, processes and required levels of practice for career progression. They are supported through in-school mentoring. Mentors provide guidance as newly hired teachers take the program. They will submit portfolio as part of their assessment at the end of the program (DepEd, 2017).

An orientation program begins the comprehensive induction program. It provides an opportunity to learn key information about the school, district or division. The mentoring relationship provides the beginning teacher with an opportunity to work closely with and learn from a veteran teacher. The mentoring relationship is shaped by the activities that the beginning teacher and mentor participate in together. Release time is a necessary part of the mentoring relationship as it enables mentoring activities such as observation, co-teaching, and lesson planning to take place. The purpose of the support team is to link the beginning teacher with a network of veteran teachers, in addition to their mentor, that they can rely on for assistance and guidance. Beginning teacher workshops and training are professional development opportunities that are specifically designed for the beginning teacher. This

professional development provides the beginning teacher with vital information on topics that are relevant to them during their first year in the classroom. Mentors need to receive training in the skills of effective mentoring prior to their assignment to a beginning teacher as well as opportunities to meet with one another to share successes and trouble-shooting strategies. These opportunities are an important part of the mentor's professional development. In order for beginning teachers to gain an understanding of their strengths and weaknesses and to grow professionally, it is important for the teacher to participate in a formal evaluation administered by a supervisor. The beginning teacher, as well as the mentor, should be aware of the standards and processes by which the new teacher will be evaluated. The standards of the evaluation will form a "curriculum" for the joint work of the mentor and beginning teacher throughout the school year.

With this study, the researcher hopes to present the perception of newly hired teachers on the TIP, their challenges and the recommendations to further enhance the program that will guide administrators, supervisors, leaders and educators in the implementation of the program; and towards policy recommendations also.

### **Literature Review**

A teacher induction program is an orientation program for new beginning teachers in DepEd. New teachers can benefit from an induction program by honing their craft, learning about their obligations as professionals, and eventually enhancing student learning. These programs help experienced educators reflect on their work and can bring the learning community together as a whole as everyone strives toward the same objective of raising educational standards. They also offer support to newly hired instructors. Additionally, induction programs have the power to improve the teaching profession and create a supportive learning environment for all instructors.

### **Teacher Induction Program**

Phillips (2015) says new teacher induction has become the focus of education policy and reform. The research shows participation in an induction program can reduce the rate of attrition among newer teachers. Phillips (2015) claimed there is a "link between beginning



teachers' participation in induction programs and their retention. He further explained that through his research and statistical analysis, the link depends on the supports that teachers received, such as having a mentor teacher and being able to collaborate with their mentor teacher (Phillips, 2015). However, the types of induction and induction supports vary, leaving an unclear picture of what is truly working. Understanding what makes new teachers remain in the profession past the 5-year time frame, allowing them to become experienced qualified teachers, only highlights the importance of understanding what influences their decisions to stay. A good induction program addresses the important issues of transition from being a preservice teacher to being a teacher and sets the tone for a teacher's personal and professional identity (Ryan, 2018).

A comprehensive induction program includes a "combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching" (Krasnoff, 2014). The benefits of induction program can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success (Desse, 2020). Ingersoll and Strong (2011) found out that teachers who participated in an induction program improved their ability to implement core practices, including keeping students on task, developing lesson plans, creating a positive classroom atmosphere, and using effective questioning strategies.

According to Schlechty (1985), mentoring is an important aspect of an induction program. Since there is not a unified or standardized format of induction among school districts and states, and there is no common definition of terms, there are times when the term mentoring is used interchangeably with induction. However, mentoring is actually the process or action of the mentor, not a program. Mentoring is usually done by a senior teacher and there are specific qualities that are desired. Some states have set specific guidelines for someone to be considered a mentor. For example, mentor-teachers need to be highly effective in their summative evaluations, have had to be teaching for at least 5 years, and have had rigorous mentor training. In the report, "State Induction Programs and Mentoring for New and Beginning Teachers," Kauffman (2007) explained that mentors serve

as advisors and guides for new and beginning teachers. Mentors have more experience in the profession and the system, and can provide wisdom, trust, and one-on-one support as counselors and teachers to the novice teacher (Kauffman, 2007). Wong (2004) said that mentors are an important component, perhaps the most important component, of an induction program. However, he stated that for mentors to be effective, they must be part of an induction process aligned to the district's vision, mission, and structure (Wong, 2004).

According to DeCesare et al. (2016), "National studies indicate that mentoring may be an effective intervention for improving teacher retention and performance" Mentors are placed in such a critical role in the induction process. Yet, it has been reported by the American Association of State Colleges and Universities (2006) that some induction programs have been limited to solely assigning one-on-one mentoring to help teachers "survive" their first year (American Association of State Colleges and Universities). As reported by Wong (2004), mentors are only a part of the induction process. However, there continues to be a lack of ongoing support for mentors, and mentors tend to be undertrained and overextended. Many of these issues plague programs because funding for the training of mentors is often inadequate and unstable (Wong, 2004).

According to Barile, ND while it's important and absolutely necessary to talk and share with colleagues, don't let yourself get sucked in when you have a lot of time-sensitive duties. This practical helpful tip may be as simple to some, but it really works for time management in the teacher induction program. In addition, Giezendanner (2012) stated that on time management during trainings, there is a need for understanding the local behaviour patterns of the participants must be done specifically on the starting and ending time along with the adjustments to be made to ensure the participants' schedule observation. Here consultation with the participants was observed especially on the use of break time to finish the module for the day. This was also specified by Andres (2004) when he stated that the facilitator should estimate the amount of time to be allotted in each session and he must consider the method of presenting the topic depending on the time to be devoted to discussion.

Feiman-Nemser et al. (1999) attempted to summarize three theoretical framings from the literature. Induction can be seen as a distinct learning phase in which novice teachers develop teaching skill sets. It is also a time of socialization through mentoring and collaboration. Finally, induction may be viewed as a unique phase when teachers learn their craft through daily, hands-on teaching and support.

In a study conducted by Dese (2020), it can be gleaned that the use of traditional methods like the lecture method was seldom used. It was only when the facilitators were pressed with time that they resorted to the use of the lecture method. They even had to utilize break time just to finish the module. Of course the shortest strategy would be to lecture to have greater subject matter coverage if time would be the essence. With regards to the method used in the training under the TIP, Andres (2004) revealed 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.

One of best practice in induction program literature is the provision of professional development. Training and supporting beginning teachers through quality professional development is a major step in raising student achievement (Alliance for Excellent Education, 2004; Ingersoll & Strong, 2011). Professional development should be engaging, sustained, rigorous, and intentional to address diverse learning needs of students (Alliance for Excellent Education, 2004; Wei et al., 2009). Professional development should occur regularly and focus on building educator knowledge, make instruction more effective, and raise student achievement (Wei et al., 2009).

McGeehan (2019) which showed new teachers regard elements of induction programs as important factors in their success as new teachers. Being assigned a mentor early in their teaching career, being able to collaborate with other teachers, and having relevant professional development all played a vital role in their decision making process to remain in the teaching profession. In a study by Bacon (2020), he found that a beginning teacher induction program is a promising practice to increase teachers' self-efficacy. Results

of the study indicated positive influences for beginning teachers' efficacy to implement high-yield instructional strategies, effectively engaging students, and design classroom management systems to impact student success.

In line with the Teacher Induction Program (TIP) for the newly hired teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues the Teacher Induction Program Policy on the implementation of TIP (DepEd Order 43 s. 2017). This program supports and assists newly hired teachers to have positive impact on teacher commitment and retention; classroom instructional policies and student achievement (Ingersol & Strong, 2011). The first step for beginning teachers is an orientation session to acclimate beginning teachers to the school and culture (Reeder, 2013; Wood & Stanulis, 2009). Orientation should take place at the beginning of the school year and span two or three days (Wong, 2004). In this phase of induction, beginning teachers become familiar with the school's vision, policies, procedures, duties that accompany the job, curriculum, and teacher evaluation process (Reeder, 2013; Stansbury & Zimmerman, 2000; Wood & Stanulis, 2009). This phase offers an appropriate time for mentors to meet their assigned beginning teacher, catalyzing an environment of collaborative learning (Wong, 2004).

In an educational setting, teachers hold the responsibility to create environments that are conducive to learning. The manner in which beginning teachers perceive their personal efficacy impacts not only their own goals, but goals that they set for their students. In their evaluation, the Elementary and Secondary Education Act, Berman and McLaughlin (1977) found that teachers' sense of efficacy was the most important factor in determining the effectiveness of change-agent projects. Another similar study by Ross (1992) followed a group of seventh and eighth grade history teachers to study the relationship between student achievement, teacher efficacy, and interactions with coaches. This study also had similar findings, and found that students achieved at higher levels when their teachers felt more efficacious. Considering the connection between student achievement and teacher efficacy, it is imperative that novice teachers are provided support that will allow them to have an increased sense of self-efficacy. This study will examine changes in novice teachers' self-

efficacy and practices in their first year of an induction program. It will explore how mentoring and professional development seminars contribute to novice teachers' growing sense of what they can do to improve their effectiveness in the classroom.

A lack of adequate training and limited support from administration can lead beginning teachers to feel frustrated and ineffective. Johnson and Birkland (2003) found in their study of 50 teachers in their first three years that 11 of the 50 had left teaching, and eight of the teachers who had left teaching did so for reasons related to job dissatisfaction and little hope for change. The study also found that of the 28 teachers that stayed, more than half felt unsettled because of organizational reasons such as discipline and/or classroom management, unsupportive administration, lack of resources, and lack of parent involvement. Stanulis & Floden (2009) caution that schools face serious challenges if beginning teachers leave before they can develop fully as high-quality teachers. Their research indicates that 14% of teachers leave the profession after the first year with as many as 50% leaving within 5 years.

Based on the large number of studies that point to the challenges faced by beginning teachers, it is apparent that there is an urgent need to provide support for beginning teachers. Beginning teachers need support that will allow them to achieve a sense of satisfaction from the work they do. In addition, they also need to continue their own learning by improving their pedagogy and content knowledge.

Beginning teachers face a number of challenges and would benefit greatly from mentoring by experienced colleagues as well as professional development that strengthens their content knowledge and pedagogy. This support can be offered in the form of induction programs. Strong (2005) draws attention to the fact that many new teachers are often placed in challenging assignments for which they are not trained. He suggests that mentoring can play a significant role in averting feelings of stress and lack of support among new teachers. Other advocates for induction also point out that beginning teachers are very receptive in their early years and induction programs can make them effective, both during and after the induction period (Wechsler, Caspary, Humphrey, & Matsko, 2010).

## **Theories on Induction Program**

The theory on which induction programs are based suggests that teaching is complex and most of the learning for new teachers occurs on the job. Therefore, school systems hold the responsibility of providing an environment where new teachers can learn. Another theory underlying induction is Zey's Mutual Benefits model, drawn from social exchange theory. This model is based on the notion that individuals enter into a partnership and maintain that, only as long as they benefit. Zey compares schools to organizations where both mentors and mentees stand to gain from the partnership (Ingersoll & Strong, 2011).

There are a number of theories that provide a framework for teacher learning and the foundational idea behind induction programs. Ingersoll and Strong (2011) examined results from 15 empirical studies and concluded that teachers who participated in some form of induction program had higher job satisfaction, commitment, and retention than those who were not enrolled in induction programs. The same study also showed that new teachers enrolled in induction programs performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective questioning, and modifying lessons based on students' needs. Students of beginning teachers also had higher scores or gains if teachers were enrolled in induction programs. Ingersoll & Strong (2011) provide a theory of teacher development that suggests that preservice preparation followed by an induction program results in improved teaching practices and improved student outcomes. The framework for this research is grounded in the theory provided by Ingersoll and Strong (2011) stating that establishing induction programs can result in increased teacher self-efficacy and improved instructional practices.

Induction programs that provide opportunities for teachers to be involved in decision-making and strong administrative support along with support to develop strong classroom management can keep teachers in the profession (Ingersoll & Smith, 2004). Novice teachers are not adequately prepared to face the challenges of the teaching profession, and many feel frustrated after their first year of teaching. Induction programs provide the much-needed

support that causes teachers to feel efficacious and effective, which in turn motivates them to continue in the teaching profession.

Feiman-Nemser (2001) states that policy makers and educators are realizing that what students learn is directly related to what and how teachers teach; and what and how teachers teach is dependent on the knowledge, skills, and commitments they bring to their teaching and the opportunities they have to continue learning from their practice. The knowledge and skills that teachers possess often vary based on where they are in their career.

The unique learning needs of novice teachers cannot be predicted in advance or outside the context of their experiences (Feiman-Nemser, 2003.) They need further support and guidance to grow as professionals and hone their skills. Darling Hammond notes that in the classrooms that most novice teachers will enter, 25% of students live in poverty and many lack basic food, shelter, and health care; from 10% to 20% have identified learning differences; 15% speak a language other than English as their primary language, and about 40% are members of racial/ethnic minority groups (Darling-Hammond, 2006). She expresses her concern that while some teachers are better prepared than they ever were before, a growing number who serve the most vulnerable students enter teaching before they have been prepared and are ill-prepared for the task they must accomplish.

Darling Hammond (2006) states that many lay people and policy makers assume that anyone can teach, and all it takes is some knowledge about the subject, while the rest can be learned on the job. She associates this to a lack of understanding by policymakers about the complex nature of teaching and the nature of work that good teachers must do to be thoroughly prepared. She suggests that teacher education programs need to be restructured to allow more extensive and intensely supervised clinical work, which is integrated with coursework. This allows novice teachers to learn the most effective practices from expert teachers who are already working in classrooms. This collaboration further allows opportunities for teachers to discuss newly emerging pedagogies, close analyses of learning and teaching, case methods, and performance assessments.

Beginning teachers go through a preservice program before they can begin teaching. These programs help them in obtaining subject matter knowledge, and the beginning stages of planning lessons, instruction, and assessments. However, it would be a misrepresentation of the process of learning to assume that these new teachers are finished products. As such, challenges need to be addressed through different intervention for an effective induction program to take place.

### **Research Questions**

This research study investigated the new teachers' perceptions of their induction program at Fort del Pilar National High School, PMA Compound, Fort del Pilar, Baguio City for school year 2022-2023. Specifically, this study aimed to investigate and answer the following problems:

1. What are the perception of beginning teachers on induction program?
2. What are the challenges faced by a new teachers in the implementation of teacher induction program in the new normal teaching-learning situation?
3. What are the ways to improve the teacher induction program?

### **Scope and Limitation**

This study was focused on determining the new teachers' perceptions, challenges and recommendations in the implementation of teacher induction at Fort del Pilar National High School for school year 2022-2023. The research design used in the study is phenomenology participated by teachers undergoing TIP. The data were collected through interview and analyzed using cool and warm or thematic analysis. This study will not look at student learning outcomes. Instead, it will focus on the refinement of instructional practices through the research-based teacher inquiry process, during the coaching sessions between the beginning teacher and mentor. Another limitation is that the data is reflective of the induction program in one school and it cannot necessarily be generalized to other induction programs.



## **Research Methodology**

### **Research Design**

Qualitative research method using phenomenology was employed in this study to find the new teacher's perceptions of the teacher induction program, bring out the challenges of a TIP mentee in the new normal teaching-learning situation, and the seek recommendations to further improve the implementation of school-based teacher induction program. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. Researchers using phenomenological research design assume that people use a universal structure or essence to make sense of their experience. They interpret the participants' feelings, perceptions, and beliefs to clarify the essence of the phenomenon under investigation. In simpler terms, researchers use phenomenological research designs to understand a phenomenon's universal nature by exploring the views of those who have experienced it. This approach is popularly used to study lived experience, gain a deeper understanding of how human beings think, and expand a researcher's knowledge about a phenomenon. For example, a researcher could explore a phenomenon like antisocial behavior in the workplace, women's experiences with a particular disease, and many more (Delve, 2022).

The study investigated the opportunities opened up by mentoring and professional development to address teacher efficacy and instructional practices. The study was conducted in Fort del Pilar National High School. The school has recently introduced an induction program. The induction program matches first-year teachers with veteran teachers and master teacher who serve as mentors to include the school head. Novice teachers received professional development that is designed specifically for them in addition to school inset training provided by the school to all of the teachers. These teachers also meet with

their mentors on a regular weekly to monthly basis to discuss instructional strategies, lessons, classroom management strategies, and other aspects of teaching. The professional development series that is designed specifically for novice teachers and addresses topics such as classroom management, holding productive parent conferences, and other topics that are meaningful for beginning teachers. These sessions are taught by the mentors that are part of the program and are held once and sometimes twice a month.

### **Population and / or Sampling**

Purposive sampling technique was employed in the study. Out of the thirty (30) teachers of Fort del Pilar National High School, eighteen (18) beginning teachers underwent the teacher induction program who served as participants of the study who were purposively selected. They were purposively selected because they are the beginning teachers with at most three-year experience.

### **Data Collection**

This qualitative research was conducted using interviews and observations of meetings between beginning teachers and their mentors in order to describe the new teacher's perceptions of the teacher induction program, challenges of a TIP mentee in the new normal teaching-learning situation, and the recommendations to further improve the implementation of school-based teacher induction program. Interview guide questions was used as a tool to gather data.

The interview included questions to determine if novice teachers feel that their instructional practices have improved as a result of mentoring and professional development. The questions also determined the perspectives of beginning teachers on their ability to identify, try out, and refine research based practices to improve their teaching practices. Interview questions brought out their deeper perception of the induction program, their challenges as they go through the TIP mentoring sessions and their suggestions to further improve the teacher induction program. Their understanding of effective instructional practices were noted during the monthly collaboration meetings with their mentors. Those conversations were recorded. During these collaborative meetings, the focus was whether

the beginning teacher is able to draw learning from professional development seminars to have a rich and meaningful discussion with the mentor. The study attempted to identify themes that are related to mentees' perception, challenges and recommendation of improve TIP. The interview allowed participants to give detailed responses regarding their experiences and to speak directly to research questions of the study.

### **Data Analysis**

Cool and warm analyses using repertory grid and thematization was used to analyze the responses of participants based from the interview to determine their perceptions, challenges, and ways to improve TIP. The cool analysis part consists of the identification of the significant statements or verbalizations of each respondent. These statements serve as basis in the conduct of the warm analysis stage where data categories were formulated and themes evolved.

Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

### **Ethical Issues**

On right to withdraw from the study. Teachers have the right to withdraw from the study anytime. They were informed that they may opt to withdraw from the study at any time if they wished to. This right was included in the consent letter that was sent to the respondents.

On confidentiality and anonymity of respondents. All names of the teachers and other personal information of the respondents were held confidential, and were used only for the purpose the study. Confidentiality and anonymity was guaranteed by ensuring that data obtained was used in such a way that no other researchers nor readers know the source of the scores and other vital data that will be provided. In this study, codes were used to properly arrange the responses that were obtained from the respondents.

On dissemination of results. In disseminating the results of the study, not all the results are for public information and consumption. Results were disseminated in the form of a report. This report did not expose the individual names and responses of the respondents on their personal views and perceptions about the teacher induction program but will seek answers to the research questions for enhancement of the program.

## **Results and Discussions**

### **New Teachers Perception of the Induction Program**

#### ***Refresher for Beginners***

Most of the participants agree that the teacher induction is a sort of refresher course of teaching strategies for them. They were refreshed on differentiated instruction and multiple intelligences.

*“TIP refreshes me of the teaching strategies needed for my rated class observations.”*

*“ Nakakatulong ang TIP para maiwasan ang maling approach ng mga guro.”* (TIP is helpful to do away with wrong approaches.)

*“TIP in the new normal is an opportunity for new teachers to acquire knowledge on the do’s and don’ts of teachers as provided in the PPST.”*

*“TIP enhances my skills in dealing with students with diverse needs and learning styles.”*

*“TIP is an essential updater of the new trends and approaches in teaching.”*

*“TIP is a review of effective teaching strategies.”*

*“The lessons and topics are interesting and are really needed for beginning teachers like me.”*

*“Through the TIP, I am recalling concepts and knowledge learned from my baccalaureate degree.”*

*“TIP is an enhancement of our baccalaureate degree.”*

*“TIP is a re-orientation of what we learned in our college days.”*

*“TIP is helpful since there were topics and new information which I did not learn when I was a student in college.”*

The participants of the study viewed the teacher induction program as a review of the concepts learned in their baccalaureate degree. The gap between the college days to their employment in DepEd made them realize the need to refresh the concepts in pedagogy to be able to apply in actual teaching.

The results imply that newbie teachers in DepEd see the teacher induction program as a refresher course of their baccalaureate degree that is helping them practice the concepts that they have learned. It further implies that the program is of great help in molding the mentee towards proficient and eventually highly proficient teacher.

A good induction program addresses the important issues of transition from being a preservice teacher to being a teacher and sets the tone for a teacher's personal and professional identity (Ryan, 2018). It should assist the beginning teacher to understand their responsibilities to students, the public, and the profession. Beginning teachers need to continue to develop their own personal and professional philosophy as to what it means to be a professional teacher.

A teacher induction program can help new teachers improve practice, learn professional responsibilities and ultimately positively affect student learning. In addition to providing support to beginning teachers, these programs allow veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal - improving the quality of education. Induction programs also have the potential of elevating the teaching profession and fostering a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success (Desse, 2020).

In addition, Ingersoll and Strong (2011) found out that teachers who participated in an induction program improved their ability to implement core practices, including keeping students on task, developing lesson plans, creating a positive classroom atmosphere, and using effective questioning strategies.

### ***Helpful Tool in DepEd Teaching Career***

Mentees viewed the program as an aid in their teaching career as reflected in the following views:

“The TIP is very helpful to me because it reminds me again of my duties and responsibilities as a public school teacher.”

“The TIP is our guide to fully understand the laws related to the public teaching profession.”

“Para sa akin ang TIP ay malaking tulong sa aming mga guro lalong lalo na sa aming bagong hire. Nabibigyan kami ng kaalaman sa mga Karapatan at mga paraan ng pagtuturo.” (For me, TIP is helpful for us teachers especially for new hired ones like me. We are given knowledge of our rights and knowledge on the strategies in teaching.)

“I realized that the contents of each TIP module is very important to every new teacher which makes me a full fledged part of DepEd.”

“TIP lessons in the modules are indeed helpful for me as a new teacher in the government service.”

The TIP reminds me to be knowledgeable in my budgeting.”

“TIP is for personal development also especially on financial matters.”

“TIP lessons refreshes me of the documents I have to prepare during my years of service for my professional growth.”

“TIP helps me how to conduct as a teacher and how to deal with stakeholders.”

“TIP is beneficiary for new teachers since it serves as a guide to be an effective teacher.”

The statements above were the common responses from the participants of the study which manifests the importance of the program in building a teaching career.

The results imply that the teacher induction program is very helpful in building the new teacher’s career path in DepEd. As the mentee is oriented on the DepEd programs, projects and activities, he/she is being immersed and acquainted on DepEd processes and

system as whole, thereby helping him/her to plan his/her career progression towards productivity in the workplace.

The results corroborate with the findings of McGeehan (2019) which showed new teachers regard elements of induction programs as important factors in their success as new teachers. Being assigned a mentor early in their teaching career, being able to collaborate with other teachers, and having relevant professional development all played a vital role in their decision making process to remain in the teaching profession.

In a study by Bacon (2020), he found that a beginning teacher induction program is a promising practice to increase teachers' self-efficacy. Results of the study indicated positive influences for beginning teachers' efficacy to implement high-yield instructional strategies, effectively engaging students, and design classroom management systems to impact student success. Teachers reported that the program most positively impacted their ability to develop and implement effective classroom management systems, followed by implementing high yield instructional strategies to increase student success. Student engagement was described as least supported by the induction program, with three teachers stating that student engagement was not addressed at all and four teachers describing "little to some" degree of limited support. Teachers in the focus group collectively perceived little or no support in instructional strategies, student engagement, and classroom management provided by the program.

On the other hand, as perceived by some educators, new teachers join the profession facing financial, physical, moral and ethical challenges. They do confront steep learning curves in their intellectual capacities. While they reckon with these factors, management on the other hand especially the central office of DepEd see the challenge of accommodating new teachers in another light. This was eloquently stated by the former DepEd Secretary Jesli Lapus during the 2006 quarterly board meeting of the Teacher Education Council (TEC) in the following words: "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 in a nutshell underscored the importance of improving the competencies of newly hired teachers entering the service of the mammoth DepEd organization in the country.

## **Challenges in the implementation of the TIP**

### ***Time Management***

Mentees perceived lack of time in doing requirement especially on making reflections of the topics under the program as one challenge on their part as reflected in their responses. Mentees find the program eating up their time making reflection outputs to be submitted to their mentors on due dates, that they could hardly find time to do their outputs due to the bulk of work they do in school.

*"With the bulk of school paper works on checking papers, recording scores, preparing daily lesson log, preparing written tasks and activities, and with the presence of other appended duties that I need to face, I am running out of time to do the needed outputs under the teacher induction program as it needs time for reflection and analysis of what to write."*

*"Can I give reflections as a whole per module not per lesson? Reflecting on every lesson and topic is so time consuming. It eats a lot of time because I need to really think and ponder what to write."*

*"Reflection part of the output takes too much time because I needed to internalize what I'm writing"*

*"The bulk of output is not merely answering multiple choice or simple comprehension, it is reflection that needed time before I can finally write my answer."*

*"The time allotted given to answer the module activities is not enough because of many other school duties and activities that we do."*

*"One of the challenges I experience as a TIP mentee in the new normal is overlapping of tasks and activities."*

*"Since we are in the new normal of teaching and learning where we are expected to be on guard of the time, managing my time seems to be the greatest challenge in the*



*implementation of TIP. I tend to finish answering the TIP activities in my module a day before the deadline.”*

*“It takes much time to read the contents to be able to answer the post assessments and reflections.”*

The results imply that time management matters for every new teacher so as to balance work related activities and personal activities. While there are other appended duties and responsibilities that they have to tackle aside from teaching, there is this teacher induction which needed much time to allot in order to attend LAC sessions, training and meetings with mentors.

On time, management, one helpful tip to manage time according to Nancy Barile, an award winning teacher shared “I know all too well that if I go to the teacher's cafe at a certain time during my prep, I'll see several colleagues and end up chatting for at least 20 minutes. While it's important and absolutely necessary to talk and share with colleagues, don't let yourself get sucked in when you have a lot of time-sensitive duties. I make sure to avoid the lunchroom if I'm strapped for time, and I'm not afraid to close my door if I need to focus and get work done” (Barile, ND). This practical helpful tip may be as simple to some, but it really works.

On this regard Giezendanner (2012) stated that on time management during trainings, there is a need for understanding the local behaviour patterns of the participants must be done specifically on the starting and ending time along with the adjustments to be made to ensure the participants' schedule observation. Here consultation with the participants was observed especially on the use of break time to finish the module for the day. This was also specified by Andres (2004) when he stated that the facilitator should estimate the amount of time to be allotted in each session and he must consider the method of presenting the topic depending on the time to be devoted to discussion.

### ***Adaptation to the New Normal Learning Situation***

Mentees were challenged in the new normal learning situation as an effect of the pandemic and post pandemic as manifested in their responses. The challenge of adapting to the new normal learning situation and post pandemic especially in the application of distance learning where strategic interventions and technology are much needed in addressing varied and special learner needs is a must for an effective delivery of instruction.

*“Medyo mahirap dahil sa new normal.” (It’s hard because we are in the new normal.)*

*“You cannot practically apply knowledge and concepts acquired from TIP via distance learning.”*

*“I have not encountered and experienced handling special students with learning disabilities, so I’m hard up thinking what to write in the reflection part of the output.”*

*“Some strategies cannot be applied because they are meant for a face-to-face classroom situation only. It was hard to relate because I was teaching online class back then.”*

*“More topics or discussions on teaching approaches applicable in synchronous classes is pressing at the moment.”*

*“One challenge I experience is on application. I learned some teaching strategies which I think I cannot apply in my virtual classes.”*

*“As a newbie in the teaching profession, I am hard up in answering my modules on the activities about Special Education (SPED) and the school programs, projects and activities due to lack of exposure and experience.”*

*“Some lesson in the TIP are asking my experiences, strategies and lessons plans which I do not have yet.”*

*“As a new teacher in the government service, I am still learning and trying to adapt but some lessons requires me of experiences which I do not have.”*

The results imply that the new teacher in DepEd needs to adapt to the new learning situation which is far different from what they were exposed to during their pre-service training and pre-pandemic times. This is to add to the new normal learning situation where

distance learning was applied for the first quarter of school year 2022-2023 and in-person classes for the remaining quarters.

Feiman-Nemser et al. (1999) attempted to summarize three theoretical framings from the literature. Induction can be seen as a distinct learning phase in which novice teachers develop teaching skill sets. It is also a time of socialization through mentoring and collaboration. Finally, induction may be viewed as a unique phase when teachers learn their craft through daily, hands-on teaching and support.

Comprehensive induction programs are a way to provide beginning teachers with opportunities to collaborate, gain knowledge from experienced colleagues, be observed by coaches, reflect on their practice, and network with other beginning teachers. Beginning teachers need opportunities to learn about exemplary teaching by seeing what it looks like, talking about it, and experimenting in their classrooms. Quality induction must provide time for teachers to be observed and reflect on their teaching, as well as on their students' learning.

Teachers often underestimate the demands that will be placed on them in their first year of teaching. As a result, they struggle when the support system is not strong enough to help them implement the ideas and knowledge that they gain in their teacher preparation programs.

Professional collaboration is a key component of a successful induction program. Learning to teach is a process that is not fully realized by the completion of a teacher preparation program. Beginning teachers need opportunities to continuously learn and improve their practice. Opportunities should include self reflection on practice to develop teachers' understanding of content, pedagogy, and how their students learn best. In addition to increasing teacher learning and student achievement, intentional professional collaboration help prevent feelings of isolation, which in turn can increase teacher job satisfaction. Highly effective educators with experience and content knowledge exist in many school districts in many different capacities and should be used as resources to facilitate collaboration for beginning teachers.

### ***Bulk of Activities***

Mentees were challenged on the bulk of activities posed to them as reflected in the following statements.

“Answering modules that has over a hundred pages is heavy.”

“I guess there is a need to lessen module activities by simplifying the modules to better appreciate and realize significance of topics.”

“Lessening the given activities in the module is very helpful.”

Mentees find themselves in quandary of what lies ahead, as piles of paper work keeps on adding in addition to what is required of them as an output of undergoing the induction program. It seems to them that work is unending.

The results imply that Induction is characterized in the literature as a process to develop high-quality teachers who are committed to student achievement and are driven by a passion and work ethic. This passion is fueled by teacher beliefs in their capacity to impact student lives. There is ample support from the literature to conclude that induction is necessary to equip beginning teachers with the skills and support to remain in the profession and increase student achievement.

Beginning teachers are typically focused on developing their practice and do so by gathering information to improve technical skills. In this developmental stage, providing beginning teachers with opportunities to be coached by accomplished educators and receive support in the areas of instruction, engagement, and management can have a positive influence on attrition rates. The guidance of an experienced educator can support beginning teachers to make decisions as part of an experienced team, rather than in isolation. Effective coaches use inquiry-based questioning and support meaningful teaching and learning through individual needs.

For teachers to do their jobs well, they need a supportive environment where they are valued, trusted, and empowered to collaborate for professional growth. Schools and districts that are not intentional about providing collaborative opportunities leave many teachers to sink or swim. When teachers believe administrators are focused on student and

teacher success, they feel more positive about the school environment and choose to stay. When beginning teachers view the feedback they are getting as supportive rather than evaluative, it positively affects their teaching practices, and they are more willing to ask for support. When schools and districts support teachers and promote a culture of continual learning, teachers enjoy their work and are more successful. Multiple levels of support are necessary to retain beginning teachers by building their self-efficacy as competent professionals.

## **Ways to Improve the Implementation of TIP**

### ***Use of Differentiated Instruction***

If Differentiated Instruction is needed for students to learn, then so as adults as perceived by the mentees.

*“Ang isa sa aking mairerekomenda upang mas mapaganda pa ang ating TIP ay dapat baguhin ang ibang approach sa pagtuturo lalong lalo na sa sitwasyong kinahaharap natin.”*

(One of my recommendation to improve TIP is to change the teaching approach especially in the situation where we are now.)

*“Most of its topics are better taught in a collaborative set up.”*

*“Understanding the topics through reading is not effective. Someone with experience needs to discuss or share real situations in dealing with transition in working at DepEd.”*

*“I would prefer workshop sessions rather than to sit and listen to what information is given.”*

*“Some of the topics can be done in collaboration with other mentees to allow sharing that may lead to more meaningful learning.”*

*“Having speakers to discuss, explain, cite and illustrate real life situations and examples will make sessions more meaningful especially if it is done in a face-to-face manner.”*

*“Topics should be discussed in a teacher-centered/learner-centered manner using differentiated instruction, and better use teaching approaches to cater to multiple intelligences.”*

*“If we teachers are asked to teach in a learner-centered way, I suggest we mentees be taught in the same manner.”*

*“It would be better to have lecture-workshop where speakers would talk on topics and ensure mentees’ participation rather than doing all activities in the module.”*

*“There were parts of the modules where we were tasked to read on our own. I would prefer discussing it with other mentees where we’d rather share best practices rather than reading and answering it on my own.”*

Just like teaching the students, mentees find it appropriate to use varied strategies in teaching them as adults, where they want to be involved in the tasks and activities not just merely listening to the speaker during LAC sessions, capability building and other professional development activities.

The results imply that there is a need to address the need for adult learning, the cry for a differentiated instruction in the implementation of professional development activities where learners are provided with varied learning activities to address different learning styles just like the students. Addressing the different learning styles of students in the classroom also applies to adult learning.

In a study conducted by Dese (2020), it can be gleaned that the use of traditional methods like the lecture method was seldom used. It was only when the facilitators were pressed with time that they resorted to the use of the lecture method. They even had to utilize break time just to finish the module. Of course the shortest strategy would be to lecture to have greater subject matter coverage if time would be the essence.

With regards to the method used in the training under the TIP, Andres (2004) revealed 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.

One of best practice in induction program literature is the provision of professional development. Training and supporting beginning teachers through quality professional development is a major step in raising student achievement (Alliance for Excellent

Education, 2004; Ingersoll & Strong, 2011). Professional development should be engaging, sustained, rigorous, and intentional to address diverse learning needs of students (Alliance for Excellent Education, 2004; Wei et al., 2009). Professional development should occur regularly and focus on building educator knowledge, make instruction more effective, and raise student achievement (Wei et al., 2009).

The first important component of the induction program was to provide differentiated support for beginning teachers that address individual needs. This was achieved through classroom observation and feedback, instructional modeling, specific coaching, and distribution of resources using Google Classroom. During this induction program, there were scheduled times for the Induction Coordinators to complete classroom observations and provide specific feedback for improvement based on the Kentucky Teaching Framework. The beginning teacher or coordinator was able to schedule additional classroom observations if needed. The beginning teacher was provided opportunities to request the coordinator model a specific strategy in her/his classroom and or meet to discuss strategies at length. All beginning teachers were invited to join a Beginning Teacher Google Classroom where resources were shared and categorized. Video clips, exemplar model classrooms, articles, and book suggestions were included in the electronic classroom. Resources were continually updated (Wei et al., 2009).

### ***Strategic Scheduling of LAC Sessions***

The need for a strategic time scheduling of TIP activities is reflected in the following ideas presented.

“Plot schedules and timelines for TIP activities in a year so we know what to expect.”

“Parts of TIP sessions should be done in one to two weeks before opening of classes or during vacations.”

“I prefer conducting TIP sessions in series workshop sessions.”

“The scheduling of LAC sessions and mentoring sessions should be scheduled and placed in the afternoon where most teachers are vacant.”

“Some topics in TIP LAC sessions are similar with topics in the regular LAC sessions conducted with the other teachers who are not mentees.”

Mentees feel the need for strategic scheduling of meetings to meet mentors and to attend professional development activities under the induction program so as to avoid overlapping of activities , and for them to attend all required activities and meetings.

The results imply that strategic scheduling of learning action cell sessions (LAC) and other professional development activities should be in place even before the beginning of the school year to know what is expected and what lies ahead under the program. This is to avoid overlapping of activities that may hamper the implementation of the induction program which are very much needed and helpful for the mentee. On the other hand, mentors will also be guided to strategically schedule other activities to balance all projects, programs and school activities to be attended to, not neglecting the others for a wholesome school-based management implementation.

The first step for beginning teachers is an orientation session to acclimate beginning teachers to the school and culture (Reeder, 2013; Wood & Stanulis, 2009). Orientation should take place at the beginning of the school year and span two or three days (Wong, 2004). In this phase of induction, beginning teachers become familiar with the school's vision, policies, procedures, duties that accompany the job, curriculum, and teacher evaluation process (Reeder, 2013; Stansbury & Zimmerman, 2000; Wood & Stanulis, 2009). This phase offers an appropriate time for mentors to meet their assigned beginning teacher, catalyzing an environment of collaborative learning (Wong, 2004).



## **Summary of Findings**

1. The teachers perceived that Teacher Induction Program (TIP) is like a refresher course for them, and a helpful tool in their teaching career.
2. Teachers are challenged by the time management, adaptation to the new normal learning situation and the bulk of activities posed to them
3. Mentees perceived that the use of differentiated instruction and strategic scheduling of activities are the ways to improve the implementation of the teacher induction program.

## **Conclusions and Recommendations**

### **Conclusions**

Teacher induction program as paves the way for mentees to refresh and put into action, the concepts learned from their baccalaureate degree.

1. The Teacher Induction Program (TIP) serves as a tool to review and refresh the concepts learned from bachelor's degree of the new beginning teachers in DepEd, helping them improve practice, learn professional responsibilities and contributing to desirable learning outcomes for the school. In addition, they see the teacher induction program (TIP) as a helpful tool in teaching where they regard the program as an important factor in their success in building their career path, thereby helping their career progression and towards productivity in the workplace in terms of outcomes for the school.
2. Mentees were challenged in terms of time management where they perceived the teacher induction to be eating up much of their time as reflections in every topic needed much time for thinking before they can finally write a good output, thus other tasks and appended duties are sometimes not given enough attention. In addition, adaptation to the new normal learning situation where some sorts of experience like handling learners with special learning needs is a challenge. Application of theories into practice is more challenging to an unexperienced teacher in the field, thus guidance of the experienced ones and more senior in the service with knowledge and

experience helps a lot. This is to add to the bulk of works and activities expected of the teacher. Aside from the regular teaching loads, appended duties and special assignments are also given as the school does not have the needed non-teaching staff to support learning, thus committed and passion driven teachers should be produced out of the program for better productivity in the workplace. This is not to set aside the needs and support to be provided for them to thrive with the system.

3. To improve the implementation of the TIP, the use of differentiated instruction to address adult learning is needed. This is essential in sustaining the TIP professional development activities. Strategic scheduling of these professional development activities is also of great help so as to meet expectations of both mentees and mentors.

### **Recommendations**

Based on the results, findings and conclusions of the study, the following are highly recommended:

1. Sustainability of the teacher induction program be in place to serve as refresher course and helpful tool for a new beginning teacher in DepEd. The researcher will conduct a **Technical Assistance Program in the School (TAPS)** for beginning teachers as an offshoot of this study. It is highly suggested and recommended that technical assistance plan be thoroughly implemented in different schools. Through this, schools may improve the level of teacher induction implementation in order to improve the level of participation of the new teacher to the different school initiated activities.
2. That mentoring program must be enhanced through capability building activities for mentors. This is to ensure that the energy and dynamism of the newly hired teacher is sustained through their mentors.
3. That adult learning applying differentiated instruction be integrated in the professional development activities of the teacher induction program with a teacher induction

program plan to be in proper place at the beginning of the school year with adaptable and flexible schedule of activities.

### **Plans for Dissemination and Advocacy**

. The findings of the study will be disseminated to the school administration, faculty and staff during Parent-Teacher Conferences, assemblies or meetings, school in-service trainings, learning action cell sessions and research conferences that will hopefully guide and enlighten everyone about the teacher induction program.

The researcher plans to utilize results of her research as a springboard for another research on school-based teacher induction programs. Findings of the study will be utilized by the researcher herself and other teachers to enhance the implementation of induction program in the school. Recommendations will be further introduced to other school heads in the district and division during meetings and LAC sessions for possible adoption to improve the implementation of induction program in their respective schools.

## References

- Alliance for Excellent Education. (2004). Tapping the potential: retaining and developing high-quality new teachers.  
<https://all4ed.org/wpcontent/uploads/2007/07/TappingThePotential.pdf>
- Andres, T. (2004). How to become an effective teacher and trainer. Manila: Rex Book Store, Inc
- American Association of State Colleges and Universities. (2006). Teacher induction programs: trends and opportunities (Report No. 10).  
<https://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/TeacherInduction.pdf>
- Bacon, W. J. (2020). New teacher induction: improving teacher self-efficacy. UKnowledge. University of Kentucky. Retrieved from  
[https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1044&context=edl\\_etds](https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1044&context=edl_etds)
- Bamboo, CN & Cominghud, SM (2020). Teacher induction program status, concerns and proposals. Retrieved from:  
[https://www.researchgate.net/publication/343557662Teacher\\_Induction\\_Program\\_Status\\_Concerns\\_and\\_Proposals](https://www.researchgate.net/publication/343557662Teacher_Induction_Program_Status_Concerns_and_Proposals)
- Barile, N (ND). Hey Teach. The resource to thrive and the laughs to survive as an educator. [https://www.google.com/search?q=nancy+barile%2C+award+winning+teacher&rlz=1C1CHBF\\_enPH1028PH1028&ei=878iZMzAFNanoASzrqEg&ved=0ahUKEwiMhrvrs\\_79AhXWE4gK](https://www.google.com/search?q=nancy+barile%2C+award+winning+teacher&rlz=1C1CHBF_enPH1028PH1028&ei=878iZMzAFNanoASzrqEg&ved=0ahUKEwiMhrvrs_79AhXWE4gK)
- Braun, Virginia and Clarke, Victoria (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101. ISSN 1478-0887
- Darling-Hammond, L. (2006). Constructing 21st -century teacher education. *Journal of Teacher Education*, 57(10), 1-15.
- Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What matters. *Educational leadership*, 66(5), 46-53.
- DeCesare, D., Workman, S., & McClelland, A. (2016). How do school districts mentor

new teachers? (Report No. REL 2016-125). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.

<https://files.eric.ed.gov/fulltext/ED565612.pdf>

Delve. Ho, L., & Limpaecher, A.(2022c, March 17). *What is Phenomenological Research Design?* Essential Guide to Coding Qualitative Data.

<https://delvetool.com/blog/phenomenology>

DESE, (2020). Department of Elementary and Secondary Education.

Massachusetts. Retrieved from <https://www.doe.mass.edu/edeffectiveness/mentor/teachers.html>

Department of Education. DepEd Order 43 s. 2017. Teacher Induction Program

Feiman-Nemser, S., Schwille, S., Carver, C, & Yusko, B. (1999). A conceptual review of literature on new teacher induction. Retrieved from

<http://search.ebscohost.com.ezproxy.uky.edu/login.aspx?direct=true&db=eric&AN=ED449147&site=ehost-live&scope=site>

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teacher College Record*, 103(6), 1013-1055.

Feiman-Nemser, S. (2001). Helping novices learn to teach lessons from an exemplary support teacher. *Journal of Teacher Education*, 52(1), 17-30.

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership*, 60(8), 25- 29.

Feiman-Nemser, S., Schwille, S., Carver, C., & Yusko, B. (1999). A conceptual review of literature on new teacher induction. <http://eric.ed.gov/?id=449147>

Giezendanner, J. (2012). Time Management, Learning Events, and Culture.

Retrieved from [http://gallery.mailchimp.com/70405032fd4e27c7edeb65d85/files/Time\\_Management\\_Across\\_Cultures.pdf](http://gallery.mailchimp.com/70405032fd4e27c7edeb65d85/files/Time_Management_Across_Cultures.pdf)

Ingersoll, R. (2012) Beginning Teacher Induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47-51.

- Ingersoll, R. M., & Smith, T. (2004). Do teacher induction and mentoring matter? NASSP Bulletin, 88(638), 28-40.
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 81(2), 201-233.
- Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of research. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gsc\\_pubs](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gsc_pubs)
- Johnson, S. M., & Birkland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. American Educational Research Journal, 40(3), 581-617.
- Kaufmann, J. (2007). State induction programs and mentoring for new and beginning teachers. Denver, CO: Education Commission of the States. <http://www.ecs.org/clearinghouse/76/63/7663.pdf>
- Krasnoff, B. (2014). Teacher recruitment, induction, and retention. Northwest Comprehensive Center at Education Northwest. <https://nwcc.educationnorthwest.org/sites/default/files/research-brief-teacher-recruitment-induction-retention.pdf>
- McGeehan, A. (2019). A Study of New Teachers' Perceptions of Their Induction Programs. Seton Hall University Dissertations and Theses (ETDs). 2609. Retrieved from <https://scholarship.shu.edu/dissertations/2609>.
- Phillips, O. (2015, March 30). Revolving door of teachers costs schools billions every year. <http://www.npr.org/sections/ed/2015/03/30/395322012/the-hidden-costsof-teacher-turnover>
- Reeder, H. S. (2013). Teacher induction programs in North Carolina: Factors relating to job satisfaction and the intent to remain in the profession.
- Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. Canadian Journal of Education/Revue Canadienne de l'Education, 51-65.

- Ryan, J. (2018). The power of an effective induction program. *The Educator*. Retrieved from <https://www.theeducatoronline.com/k12/news/the-power-of-an-effective-induction-program/253985>
- Schlechty, P. C. (1985). A framework for evaluating induction into teaching. *Journal of Teacher Education*, 36(1), 37–41.
- Stanilus, R. N., Floden, R. E., (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education*. 60(2), 112-122.
- Stansbury, K., & Zimmerman, J. (2000). *Lifelines to the classroom: Designing support for beginning teachers*. San Francisco, CA: West Ed
- Strong, M. (2005). Mentoring new teachers to increase retention: A look at the research. Santa Cruz: New Teacher Center, 05-1.
- Statistics Solutions (2020). *Complete Dissertations. Expert guidance every step of the way*. Retrieved from <https://www.statisticssolutions.com/qualitative-sampling-techniques/>
- Wechsler, M. E., Caspary, K., Humphrey, D. C., & Matsko, K. K. (2010). *Examining the effects of new teacher induction*. Menlo Park, CA: SRI International.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX: National Staff Development Council.
- Wong, H. K. (2004, March). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 88(638), 41–58. <http://newteacher.com/pdf/Bulletin0304Wong.pdf>
- Wood, A. L., & Stanulis, R. N. (2009). Quality teacher induction: “Fourth-wave” (1997–2006) induction programs. *The new educator*, 5(1), 1-23

## Financial Statement

Activity	Item	Unit	Quantity	Estimated Cost	Total	Actual Cost
<b>A. Supplies and Materials</b>						
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	5	250.00	1,250.00	1,250.00
	A4 Folder Tagboard with fastener	pc	20	20.00	400.00	400.00
	Printer Ink Black	bottle	5	300.00	1,500.00	1,500.00
	Printer Ink Cyan	bottle	2	300.00	600.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	600.00
	Black Ballpen	box	2	300.00	600.00	600.00
	Pencil	box	1	80.00	80.00	80.00
	Staple wires	box	1	50.00	50.00	50.00
	Colored pens	box	1	300.00	300.00	300.00
	Highlighters	box	1	300.00	300.00	300.00
<b>B. Domestic Travel Expenses</b>						
Submission of deliverables-First Tranche	Baguio City to RO	Back and Forth	2	250.00	500.00	500.00
<b>C. Food and other incurred expenses during the conduct of research</b>						
Meals/ Snacks of participants during interviews	Meals/snacks		10	300	3,000.00	3,000.00
<b>D. Reproduction, Printing, and Binding Cost</b>						
<b>E. Communication Expenses for the Implementation / Conduct of the Study</b>						
Validation of Instruments	Load of Validators/ Experts	card	5	300.00	1,500.00	1,500.00
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	card	6	500.00	3,000.00	3,000.00
	Internet Load of proponent	card	6	500.00	3,000.00	3,000.00
<b>F. Other Expenses</b>						
Total Cost					<b>17,280.00</b>	<b>17,280.00</b>

Prepared by:

**LILYBETH BUSILEY BALUTOC**

Research Grantee