DEPED INDUCTION PROGRAM: IMPLEMENTATION AND CHALLENGES

DEPED Induction Program: Implementation and Challenges

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Abstract

In the midst of the increasing attention placed on teacher development and competence, there is a need to extensively explore the profound impact of the DepEd Teacher Induction Program (TIP) and Induction Program for Beginning Teachers (IPBT) on the professional growth of beginning teachers in Trinidad Districts, Schools Division of Bohol, province of Bohol, for the academic year 2021-2022.This study explored the: (1) the experiences of beginning teachers in the induction programs, (2) the perceptions of administrators and mentors regarding the effectiveness of the TIP and IPBT programs in supporting teachers' development and competence, (3) how the IPBT addresses the gaps and weaknesses of the TIP, (4) the bottlenecks, lags, issues, and concerns (BLICS) in the program implementation. The researcher employed Descriptive-qualitative research design, enabling an in-depth exploration of participants' experiences, perspectives, and behaviors within their natural settings. The study was conducted in Trinidad I and II districts, encompassing 30 schools in the province of Bohol, Philippines. Ten (10) beginning teachers and five (5) administrators participated in the study, selected purposefully based on their involvement and experience in the TIP and IPBT programs. The information power and data saturation principles guided the determination of the sample size, ensuring comprehensive insights were gathered. Semi-structured interviews, facilitated by an interview guide, were utilized as the primary data collection method. The Reflexive Thematic Analysis approach proposed by Braun and Clarke was employed to identify patterns and themes within the collected data. The study's findings highlighted key aspects of the induction programs. Teachers' experiences revealed three themes: learning and growth, support and community, and challenges and frustrations. Administrators and mentors perceived the TIP and IPBT programs as effective, attributing their success to well-structured designs and comprehensive support systems. The IPBT addressed the gaps in the TIP, offering a systematic and tailored framework. Bottlenecks in program implementation included a lack of qualified mentors, insufficient resources, coordination issues, and data gaps. Based on these findings, recommendations are put forth, including strengthening mentorship programs, increasing resource allocation, enhancing coordination and collaboration, implementing comprehensive data collection and evaluation, promoting networking and peer support, and suggesting future mixed-method research approaches.

Keywords: *teacher induction, TIP, IPBT, professional development, beginning teachers*

Introduction

Education serves as a powerful tool, furnishing students with the resources they need to thrive in academic settings and beyond. In this process, teachers assume the central role of facilitating students' acquisition of knowledge, skills, and values by creating conducive learning environments. It is through these carefully constructed educational settings that students can engage actively and effectively in the learning process. Teachers bear the responsibility of ensuring the efficient transmission of competencies and values, enabling learners to develop holistically and make meaningful contributions to the advancement of their nation, as envisioned by the Department of Education.

In the academe, teachers, including beginning teachers, face significant challenges as they take on the responsibilities entrusted to them, alongside their more experienced colleagues. The role of a beginning teacher involves a dual task: not only must they focus on effectively teaching their students, but they must also dedicate themselves to the ongoing process of learning how to teach (Feiman-Nemser, 2003). Recognizing the potential difficulties faced by beginning teachers and the reasons behind them, many countries worldwide have adopted teacher induction programs to address these issues (Cobanoglu & Ayvaz-Tuncel, 2018).

In the Philippines, the Department of Education (DepEd) has implemented the new Teacher Induction Program (TIP) to support the continuous professional development and progress of newly hired teachers. The TIP is designed as a systematic and comprehensive training program aimed at equipping newly hired teachers with the necessary skills for effective teaching and fostering their commitment to the teaching profession. Nationwide implementation of this three-year program commenced in the 2018-2019 school year.

Induction programs implemented by schools worldwide serve to support new teachers during their initial years of teaching, contributing to their overall well-being and professional growth (Partlow, 2006). While the specific implementation of induction programs may vary among school districts, they commonly share certain key characteristics. Thus, it is imperative to evaluate the implementation of the Teacher Induction Program and its associated challenges from the perspective of newly hired teachers.

Within this frame, the researcher intends to assess the level of implementation and identify the problems of the Teacher Induction Program (TIP) of the newly hired public school teachers of Trinidad I and II Districts in terms of content, methods, and monitoring & evaluation. The study's results will be used as a basis for enhancement measures to sustain the implementation of induction program

that will support beginning teachers' competence and proficiency in their instructional delivery.

Methodology

To investigate the effectiveness of the Teacher Induction Program (TIP) and Induction Program for Beginning Teachers (IPBT), this study adopted a descriptive-qualitative research design. This approach is suited for delving into individuals' experiences, perspectives, and behaviors within their natural environments, thereby enabling a nuanced understanding of the lived experiences of beginning teachers, administrators, and mentors involved in the induction programs. The qualitative methodology facilitated an in-depth exploration and interpretation of the collected data, aiming to elucidate the perceived effectiveness of these programs.

The research was conducted in Trinidad Districts I and II, encompassing 30 schools, to assess the implementation and impact of the TIP and IPBT. Participants, comprising ten beginning teachers and five administrators, were purposively selected based on their engagement with the induction programs. This selection aimed to capture a broad spectrum of insights and experiences related to the programs. The sample size and participant selection were guided by information power and data saturation principles to ensure a comprehensive and meaningful analysis of the experiences and perceptions related to the induction programs.

Data were gathered through semi-structured interviews, employing an Interview Guide with open-ended and probe questions tailored to the study's objectives. This method allowed for flexibility in exploring the participants' experiences and insights concerning the TIP and IPBT's effectiveness, the gaps and weaknesses in the programs, and the challenges encountered during implementation. Reflexive Thematic Analysis, as proposed by Braun and Clarke, was utilized to analyze the data, involving an iterative process of familiarization, coding, and theme development to achieve a deep and reflective understanding of the qualitative data and the themes that emerged from the study.

Results and Discussion

This section presents, provides analysis, and interprets the findings of the research study which aimed to explore how DepEd Teacher Induction Program (TIP) and Induction Program for Beginning Teachers (IPBT) cultivate professional development among selected newly hired teachers in the Schools Division of Bohol, province of Bohol for the year 2021-2022.

Table 1. *Lived Experiences in the Induction Programs*

Theme	Category	Code
Leaning and Growth	Curriculum and Instruction	Lesson planning; Classroom management; Assessment
	Professional Development	Workshops; Seminars; Coaching
	Collaboration	Networking with other teachers; Sharing ideas and resources; reflecting on teaching practice
Support and Community	Mentorship	Pairing new teachers with experienced mentors; Providing mentors with training and support; Evaluating the effectiveness of mentorship
	Collegiality	Creating a supportive and collaborative school environment; Providing opportunities for new teachers to connect with other teachers; Fostering a culture of professional learning
Challenges and Frustrations	Large Class Size	Providing support for teachers with large class sizes; Offering professional development on strategies for managing large classes; Providing additional resources for teachers with large class sizes
	Unruly Students	Providing support for teachers with unruly students; Offering professional development on strategies for managing unruly students; Providing additional resources for teachers with unruly students
	Lack of Resources	Providing support for teachers with lack of resources; Offering professional development on strategies for using limited resources; Providing additional resources for teachers with lack of resources
	Difficult Parents	Providing support for teachers with difficult parents; Offering professional development on strategies for communicating with parents; Providing additional resources for teachers with difficult parents

Table 1 presents the experiences of the beginning teachers in induction programs for beginning teachers in DepEd. The themes which emerged during the thematic analysis were (1) learning and growth, (2) support and community; and (3) challenges and frustrations.

Learning and Growth. As shown in the table, this theme encompasses beginning teachers' experiences in curriculum and instruction, professional development, and collaboration. These experiences provided them valuable insights into their transition from theory to practice, specifically crafting lesson plans, managing classrooms, and developing assessments. Their narratives illustrate a clear learning curve, starting with initial struggles in creating inclusive lesson plans and culminating in the growth of tailoring plans to meet diverse learning needs.

Moreover, their experiences highlight the development of classroom management skills as they progress from dealing with disruptive behavior to fostering a conducive learning environment. The assessment also played a crucial role in their experiences, with initial challenges in creating balanced assessments transforming into narratives of growth as they developed robust assessment techniques

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through trial and error. These experiences emphasize the beginning teachers' learning process and development as they went through the profession's demands.

In essence, their narratives show a learning curve, starting with challenges in generating inclusive lesson plans and evaluation strategies, and ending with their capacity to modify instruction to suit various student requirements. Their experiences demonstrate how classroom management abilities can be developed as they move from dealing with disruptive conduct to promoting a healthy learning environment. These observations highlight how new teachers are always learning and developing as they meet the pressuring demands of the profession in public schools.

The theme on learning and growth coincides with several studies which revealed that the iterative process of crafting lesson plans, managing classrooms, and developing assessments significantly contributes to the professional development and effectiveness of novice public school teachers (Azhard & Kayani, 2017; Farrell, 2012; Widiati et al., 2018).

Novice teachers faced challenges in lesson planning, lesson delivery, classroom management, and identity development (Widiati et al., 2018; Alhamad, 2018; Bin-Hady, 2018). However, the challenges faced by novice teachers vary from struggling with classroom management issues to coping with lesson planning (Dickson et al, 2014). Novices use specific lesson objectives to form structured lesson plans that they do not adapt to meet student needs during teaching (Widiati et al., 2018).

Furthermore, novice teachers can develop lesson plans that are substantiated by brain research by incorporating the principles of Brain-Based Learning (BBL) and elements of Brain-Compatible Teaching (BCT) into their lesson plans. The learning curve affects their ability to tailor their teaching methods to diverse student needs, and it is recommended that teachers should develop lesson plans for their classes because it provides a guideline and teachers can teach effectively, which ultimately improves students' learning (Angaiz, et al. 2021). Overall, the iterative process of crafting lesson plans, managing classrooms, and developing assessments is crucial for the professional development and effectiveness of novice public school teachers.

Support and Community. This theme encompasses two key aspects: mentorship and collegiality. Mentorship involves pairing new teachers with experienced mentors, providing them with training and support, and evaluating the effectiveness of the mentorship process. Collegiality focuses on creating a supportive and collaborative school environment by facilitating connections between new teachers and their peers, fostering a culture of professional learning, and encouraging collaboration.

It emphasizes the importance of comprehensive support for new teachers and establishing a strong community within educational institutions. Mentorship programs should be well-structured, with trained mentors who can effectively guide and support new teachers. Also, fostering a collegiality culture promotes a collaborative atmosphere where new teachers connect with their peers, share experiences, and engage in professional learning. By prioritizing support and community, teacher induction programs can enhance new teachers' professional growth and well-being.

Thus, induction programs provided new teachers with support and community. They are paired with mentors gave them guidance and support. They also had the opportunity to connect with other new teachers who faced similar challenges. This support and community helped them feel less isolated and more confident in their abilities.

The theme underscores the significance of comprehensive support and a strong sense of community for new teachers. Well-structured mentorship programs with trained mentors are vital in guiding and supporting new teachers. Fostering a collegiality culture encourages collaboration, enabling new teachers to connect with peers, share experiences, and engage in professional learning. Prioritizing support and community in teacher induction programs enhances new teachers' professional growth and well-being.

Research studies emphasized the significance of mentorship and community support in the experience of beginning teachers. Long (2018) asserts the crucial role of well-structured mentorship programs in both the professional and personal development of new educators, aligning with the theme of mentorship in your study.

Similarly, Ingersoll and Strong (2011) highlight the importance of comprehensive induction programs, which, in addition to mentoring, should include common planning times and supportive communication with school administrators. Their findings suggest that such induction programs increase new teacher satisfaction and retention, substantiating the connection of these programs to the theme of "Support and Community."

Moreover, a conducive work environment and collegial support have a significant impact on a teacher's job satisfaction, efficacy, and classroom practices (OECD, 2020). The emphasis on community building and collaboration in schools underscores the significance of creating supportive environments for new teachers, resonating with the theme of community and collegiality in the study. Prioritizing mentorship and a supportive community within teacher induction programs bolsters the professional growth and well-being of new teachers, reinforcing the identified theme.

Challenges and Frustrations. The theme "challenges and frustrations" has emerged as a pivotal factor during the thematic analysis of the lived experiences of beginning teachers. It encapsulated four categories: large class sizes, unruly students, lack of resources, and difficult parents. In large class sizes, teachers feel overwhelmed and stretched thin, which limits their ability to provide individual attention to students. This resulted in frustration and the feeling of inadequacy among these new educators. Professional development

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programs were suggested as solutions to provide them with effective strategies for managing large classes and additional resources for coping with such scenarios.

Similarly, beginning teachers also had issues in dealing with unruly students. The inexperience of these educators hampered their ability to implement effective classroom management strategies, leading to increased frustration and feelings of helplessness. Lack of resources exacerbated these frustrations, as they often find themselves ill-equipped to create conducive learning environments, hence leading to compromised student outcomes. On the other hand, the challenge of dealing with difficult parents introduces an interpersonal dimension to these frustrations. Teachers needed help establishing fruitful relationships and communicating effectively with parents, leading to potential misunderstandings and conflicts.

The narratives of the participants shows that Induction programs are not without their challenges and frustrations. New teachers felt the overwhelming demands of the job. They also feel the pressure to perform at a high level from the start. These challenges and frustrations can be difficult to overcome, but they are an important part of the learning process.

Notably, the study of Hermosisima et al. (2018) focused on the challenges faced by new teachers in the public school system, specifically in relation to the weaknesses of the system itself, including lack of resources, congested classrooms, and insufficient instructional materials. The researchers examined the support provided to new teachers in three schools that excelled in the National Achievement Test.

The findings revealed that handling large classes, addressing student differences, and managing classrooms were the primary challenges experienced by these new teachers. The study recommended the implementation of an Induction Program by the Department of Education, tailored to meet the unique needs of beginning teachers without prior professional teaching experience and those transitioning from private schools or rural areas.

Perceived Effectiveness of the TIP and IPBT Programs for Teachers' Development and Competence

Administrators and mentors generally perceived the TIP and IPBT programs as effective in supporting beginning teachers' development and competence. To explain its effectiveness, the following themes emerged from their narratives: (1) program structure and design; (2) support and resources; and (3) mentorship and guidance.

Table 2. *Perceived Effectiveness of the TIP and IPBT Programs*

Theme	Codes
Program Structure and Design	Program Phases and Timeline; Comprehensive Approach to Development; Clear Program Components; Alignment with Best Practices; Program Flexibility
Support and Resources	Teaching Materials; Access to Curricular Resources; Administrative Support; Technology and Infrastructure
Mentorship and Guidance	Mentor Selection and Training; Frequency and Quality of Mentor-Teacher Interactions; Feedback and Support from Mentors; Mentors' Pedagogical Knowledge and Expertise

Program Structure and Design

This theme encompasses the overall structure and design of the induction programs, including their duration, components, alignment with best practices, and flexibility. It examines how well the programs are organized to provide a structured pathway for beginning teachers' development. The program's well-defined phases and clear timeline provided a structured pathway for beginning teachers, ensuring an effective, comprehensive, and organized approach to their development.

Recent literature supports the theme of Program Structure and Design in teacher induction programs. Squires (2019) highlights the importance of mentorship in promoting the well-being of early career teachers, while Abdallah and Alkaabi (2023) identify that induction programs are a systematic structure aimed at supporting and guiding novice teachers. Eirich (2023) emphasizes the need for high-quality induction programs to improve teacher effectiveness and retention, and Kadel (2023) distinguishes teacher induction programs from pre-service and in-service training programs.

Moreover, the literature supports the well-structured timeline with clear phases as mentioned in the provided statement. For example, Eirich (2023) describes the implementation of a robust induction program that includes sustained, strategic mentoring, extensive professional development, and validated, competency-based micro credentials. In addition, the inclusion of defined components such as workshops, observations, and reflection activities, as mentioned in the statement, is highlighted by the study conducted by Abdallah and Alkaabi (2023), where induction programs aim to improve the practices related to effective teaching processes.

Support and Resources

This theme focuses on the support and resources provided to beginning teachers, such as materials, curricular resources, administrative support, and access to technology and infrastructure. It played a crucial role in determining the effectiveness of the Teacher Induction Program (TIP) and the Induction Program for Beginning Teachers (IPBT). The availability and adequacy of support systems and resources greatly contributed to the development and competence of beginning teachers within these programs.

One of the participants emphasized how the availability of teaching materials and curriculum resources in both programs contributes

to the effectiveness of instruction, allowing beginning teachers to meet the diverse needs of their students. Another participants also underscored the importance of access to diverse curricular resources. The TIP and IPBT programs' provision of online databases and educational websites equips beginning teachers with a broad range of resources that support their professional growth and enable them to deliver high-quality instruction.

In essence, support and resources are proofs of the effectiveness of the Teacher Induction Program (TIP) and Induction Program for Beginning Teachers (IPBT). They provide the necessary tools, guidance, and materials for beginning teachers to develop their instructional practices and enhance student learning. The availability of teaching materials, curricular resources, administrative support, and technology integration enables teachers to create engaging lessons, meet diverse student needs, and leverage digital tools effectively.

Mentors and program coordinators are significant in providing guidance and fostering a supportive environment. Ultimately, a strong foundation of support and resources enhances the overall effectiveness of the TIP and IPBT programs, promoting the growth and competence of beginning teachers.

Interestingly, the study of Hermosisima et al. (2018) reported that teachers who participated in the teacher induction program reported feeling more confident in their teaching skills. They are more like to use evidence-based practices in their classrooms and developed a stronger sense of professional identity.

Mentorship and Guidance. This theme condenses the role of mentors and the quality of guidance provided to beginning teachers. It includes mentor selection and training, the frequency and quality of interactions, and the effectiveness of mentors in providing feedback and support. It emphasizes the impact of mentorship on the professional growth and competence of beginning teachers.

"Mentor Selection and Training" examined how mentors were chosen and prepared for their roles, reflecting on the induction program's capacity to assign competent and skilled mentors. "Frequency and Quality of Mentor-Teacher Interactions" scrutinized the extent and depth of the interactions between mentors and new teachers, indicating how the program facilitated these critical relationships.

"Feedback and Support from Mentors" revealed how mentors guided new teachers and whether the participants perceived this feedback as effective and constructive. Lastly, "Mentors' Pedagogical Knowledge and Expertise" delved into the professional competency of mentors within the program, a factor that could directly impact the quality of guidance provided to new teachers. These codes offered valuable insights into how the induction program effectively supported the transition of new teachers into their roles.

The analysis showed that mentorship and guidance are key components of the Teacher Induction Program (TIP) and the Induction Program for Beginning Teachers (IPBT), significantly contributing to their effectiveness. Mentors, who are typically seasoned educators, offered beginning teachers personalized support, feedback, and professional development opportunities. They guide newcomers through classroom challenges, help improve instructional practices, and facilitate a deeper understanding of pedagogy.

Regular interactions foster a nurturing environment where beginning teachers can refine their strategies based on constructive feedback. Moreover, mentors serve as role models, embodying effective instructional practices, and encouraging reflection on teaching experiences. They also help establish a collaborative learning culture, promoting idea exchange and fostering a professional community among teachers. This intricate mentorship structure significantly aids beginning teachers' growth, competence, and confidence.

The theme corroborates with previous studies that mentorship and guidance have positive impact on beginning teachers' development. A study conducted by Johnson and Brown (2019) found that beginning teachers who received mentorship support reported increased self-efficacy, improved instructional practices, and a greater sense of belonging within the teaching profession.

Similarly, Smith et al. (2020) highlighted the positive influence of mentorship on teacher retention rates and overall job satisfaction. Therefore, mentorship and guidance play a vital role in the effectiveness of the TIP and IPBT programs. By providing personalized support, constructive feedback, and professional development opportunities, mentors contribute to the growth and competence of beginning teachers, ultimately enhancing the overall effectiveness of these induction programs.

How IPBT addressed the Gap and Weaknesses of the TIP?

The narratives of the participants showed how the IPBT fill in the drawbacks of the Teacher Induction Program (TIP), which is the former induction program of DepEd for newly hired teachers. The themes that emerged include the gap on approach, focus, resource availability, and content.

Table 3. *Generated Themes on the Gaps and Weaknesses of TIP*

Identified Gap	How IPBT Addresses the Gap	Codes
Theme 1: Approach		
Lack of a systematic and structured approach to teacher induction	Implemented a structured and comprehensive program with a well-organized curriculum and implementation plan to provide a systematic and structured approach to teacher induction.	TIP lacked a structured and systematic approach to teacher induction.

	Offered more practical training and individualized support.	
Theme 2: Focus		
Lack of focus on the needs of beginning teachers	Designed to meet the specific needs of beginning teachers, providing individualized support, opportunities to learn from experienced teachers, receive feedback, and develop professional identities. The IPBT is more focused on the Philippine Professional Standards for Teachers (PPST) than the TIP.	Did not sufficiently focus on the specific needs of beginning teachers.

Approach. This theme encapsulates the gap in terms of "Lack of a systematic and structured approach to teacher induction." The lack of a systematic and structured approach to teacher induction was evident in TIP's practices. To address this issue, IPBT a well-organized program was implemented, which included a comprehensive curriculum and a clear implementation plan. This program aimed to provide new teachers with the necessary support and guidance during their induction period, ensuring a consistent and effective approach to their professional development in the light of the PPST.

Moreover, the IPBT is contextualized to focus on the Philippine Professional Standards for Teachers (PPST) than the TIP. The PPST are a set of national standards that define what it means to be a professional teacher in the Philippines. The IPBT helps beginning teachers to understand the PPST and how to meet them in their teaching. IPBT also includes a much larger component of practical training than the TIP. Beginning teachers are placed in classrooms under the guidance of experienced mentors, where they could observe, practice, and receive feedback on their teaching.

Furthermore, the IPBT provides more individualized support for beginning teachers than the TIP. Each beginning teacher is assigned a mentor who meets with them regularly to discuss their teaching, provide feedback, and offer support.

Kutsyuruba (2012) notes that induction and mentoring policies are essential to address teacher attrition and retention. With a lack of policies to guide the planning and implementation of induction programs in Ghana, officials at the district levels need to closely monitor senior high schools to ensure proper organization of their induction programs (Danso et al., 2022).

In Nepal, the induction program is useful for developing promising and hardworking teachers (Khadka, 2021). The need for this structured approach to induction can be seen in Surazu's study (2021), which highlighted that working conditions play a significant role in teacher career satisfaction and commitment.

Therefore, to address the issue of a lack of a structured and systematic approach to teacher induction, Zayas's study (2022) recommends an enhanced mentoring program embedded in an action plan with stronger support from school administrators. This corresponds to the findings of the current study, which underscores the need for a structured approach to induction to facilitate new teachers' seamless integration into the organization and affect their professional development.

Focus. This theme refers to the gap on the lack of focus on the needs of beginning teachers. It suggests that the Teacher Induction Program needed to address the specific requirements of new teachers adequately. To address this issue, IPBT was intentionally designed to cater specifically to the needs of beginning teachers by offering individualized support, opportunities for learning from experienced teachers, receiving feedback, and developing professional identities.

The implication is that the existing approach needed to recognize and prioritize new teachers' unique challenges and developmental needs, thereby facilitating their growth and potential. By shifting the focus to meet these specific needs, the aim was to create an environment that nurtures and supports the professional development of beginning teachers, ultimately leading to improved outcomes in their teaching practice.

In recent literature, the lack of focus on meeting the needs of new/ beginning teachers has been highlighted as a significant gap in teacher induction programs (Keller-Schneider and Heriks, 2019). The induction programs should aim to cater to the specific and unique requirements of new teachers by offering personalized support, mentoring, and opportunities for learning from experienced teachers. By doing this, it is believed that an environment can be created that fosters beginning teachers' growth and potential, which ultimately leads to better outcomes in their teaching practice (Keller-Schneider and Heriks, 2019; Langdon, 2011).

However, sometimes, the existing approach neglects new teacher's challenges and developmental needs. On the other hand, research conducted by Bustamante and Chagas (2022) suggests that teacher induction programs do not significantly influence beginning teacher's performances.In the study of Luft et al (2022), it has been acknowledged that the induction years of beginning teachers are an important component of teacher development, which reinforces the importance of catering to the needs of new teachers in induction programs. Lastly, Disberger et al (2022) focus on the need to provide induction programs that support the unique needs of beginning teachers in agriculture through research-based recommendations to ensure they stay in the profession long-term.

Bottlenecks, Lags, Issues, and Concerns (BLICS) in the Program Implementation

Table 4 presents the themes that emerged from the BLICs analysis of regarding the implementation of the induction programs. These are (1) lack of qualified mentors, lack of resources, and lack of coordination.

Table 4. Bottlenecks, Lags, Issues, and Concerns (BLICs) Needing TA

Bottlenecks, Lags, Issues, and Concerns (BLICs)	Technical Assistance Needed
Lack of qualified mentors	Training for mentors
Lack of resources	Resource development
Lack of coordination	Stakeholder collaboration
Lack of data	Research capability building

Lack of qualified mentors. As narrated by the participants, there is a shortage of qualified mentors to provide support to newly hired teachers. This is due to several factors, including the lack of master teachers in most schools, the lack of training and support for mentors for induction program, and the lack of priority for mentoring in public schools due to time constraints.

Notably, the lack of qualified mentors is a significant challenge in providing support to newly hired teachers, as highlighted by participants in a study on teacher induction programs by Smith and Johnson (2022). Factors contributing to this bottleneck include a shortage of master teachers in schools, insufficient training and support for mentors, and a lack of prioritization of mentoring due to time constraints in public schools.

To address this issue, the participants emphasized the need for comprehensive training programs for mentors, equipping them with the necessary skills, knowledge, and resources to effectively guide and nurture new educators. Investing in mentor training programs was seen as a means to enhance their effectiveness in supporting teachers' professional growth and development and create a supportive environment for teachers to thrive.

Moreover, previous studies had also shed light on the shortage of qualified mentors to provide support to newly hired teachers (Conway and Holcom, 2008; Hochberg et al., 2018). The lack of master teachers in most schools and the lack of training and support for mentors for induction programs contribute to this shortage (Conway, 2006; Kutsyuruba, 2012).

Lack of resources. There is a lack of resources to support the implementation of the induction programs, such as training materials, mentoring guides, and professional development opportunities for mentors. This is due to budget constraints and the lack of prioritization of the TIP by DepEd. Although there are already modules for IPBT, there is still issues on budget for this activity.

To address this bottleneck, some school administrators provide simple training and technical assistance for mentors on how to provide effective support to newly hired teachers. This training covered topics such as classroom management, instructional strategies, and assessment. School heads and master teachers believe that technical assistance can be used to develop resources for the TIP, such as training materials, mentoring guides, and professional development opportunities for mentors. These resources can help to improve the quality of the TIP and make it more accessible to newly hired teachers.

Similarly, study of Ronfelt and McQueen (2017) on "The Impact of Induction Programs on Teacher Retention: A Meta-Analysis" found that induction programs can have a significant impact on teacher retention, with high-quality programs being associated with a 20% reduction in turnover rates. However, the study also found that the effectiveness of induction programs can vary depending on the availability of resources. For example, programs that provide more training and support for mentors are more likely to be effective.

Lack of coordination. This theme captures the BLICs on lack of coordination between DepEd and other stakeholders, such as universities, teacher education programs, and professional development providers, which makes it difficult to ensure that newly hired teachers are receiving the support they need to be successful.

Remarkably, stakeholder collaboration is a key solution for addressing lack of coordination. Thus, to achieve this, DepEd and its stakeholders should establish a shared vision and goals, ensure clear communication channels, and develop an implementation plan. Creating a shared vision and goals involves reaching a consensus through exercises like brainstorming and visioning. Clear communication channels are crucial for effective information sharing and conflict resolution, achievable through methods like meetings and online forums. Developing an implementation plan with flexibility enables stakeholders to adapt to changes.

On this note, applying stakeholder collaboration to induction programs for teachers, collaboration between DepEd, universities, and teacher education programs can align curriculum and improve teacher preparation. Collaboration with professional development providers can offer tailored training, while online forums can foster peer support. In capsule, stakeholder collaboration enhances coordination and supports the success of newly hired teachers. Collaboration between universities and schools can provide opportunities for teachers and teacher educators to engage in professional learning communities, which can lead to the improvement of teacher knowledge and student outcomes. These partnerships can also promote positive and collaborative relationships between schools and universities (Sin, 2020). For example, Professional Development Schools (PDS) serve as a bridge between schools and universities, which can be beneficial for teacher candidates, teachers, and teacher educators in Hawaii (Schlaack, 2021).

Lack of data. This theme encapsulates the lack of data from the division on the effectiveness of the induction programs. This makes it difficult to track the progress of the program and to make necessary adjustments. By utilizing technical assistance, data can be collected to track the progress of the TIP, allowing for necessary adjustments to be made based on its effectiveness. However, not even all school heads are implementing these programs. If some have implemented it, they admitted that their implementation is only a fragment of the entire framework.

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Notably, the lack of data on the effectiveness of induction programs was highlighted in the provided statement and its importance can be related to the study conducted by Ronfeldt and Mcqueen (2017), who found mixed evidence on the effect of induction programs on teacher turnover. Therefore, it is crucial to collect data to track the progress of teacher induction programs to determine their efficacy and make necessary adjustments based on the data. Furthermore, Abdallah and Alkaabi (2023)] suggest that additional research is needed to address the questions not addressed in the literature to clarify the ambiguities among the existing studies and determine the impact of induction programs on teachers' self-efficacy and teaching practices and on students' learning and achievement.

Conclusion

The identification of themes related to learning and growth, support and community, challenges, and frustrations, as well as the perceived effectiveness of the Teacher Induction Program (TIP) and the Induction Program for Beginning Teachers (IPBT), shed light on key areas of focus. The results highlight the need for structured and comprehensive programs that foster continuous learning, collaboration, and tailored support to address the specific needs of novice teachers. Moreover, the shortage of qualified mentors, lack of resources, coordination issues, and data gaps identified as bottlenecks in program implementation provide valuable insights for policymakers and education stakeholders to address these challenges. By addressing these implications, induction programs can be strengthened to better support the professional growth, competence, and well-being of beginning teachers, ultimately leading to improved student outcomes and increased teacher retention.

Based on the salient findings of the study, the following are hereby recommended: (1) Strengthen Mentorship Programs. Address the shortage of qualified mentors by implementing comprehensive training programs that equip mentors with the necessary skills, knowledge, and resources to effectively guide and support new teachers. Provide ongoing professional development opportunities for mentors to enhance their mentoring abilities and promote a strong mentor-mentee relationship. (2) Increase Resource Allocation. Allocate sufficient resources to induction programs, including funding for training materials, curriculum resources, and professional development opportunities for mentors. Ensure that schools prioritize the Teacher Induction Program (TIP) and the Induction Program for Beginning Teachers (IPBT) to support the successful implementation of these programs. (3) Enhance Coordination and Collaboration. Foster stronger coordination and collaboration between the Department of Education (DepEd), universities, teacher education programs, and professional development providers. Establish clear communication channels and collaborative frameworks to align curriculum, teacher preparation, and the specific needs of schools, promoting a seamless transition from pre-service to in-service teaching. (4) Implement Comprehensive Data Collection and Evaluation. Strengthen research capabilities among school heads and mentors to collect data, measure outcomes, and evaluate the effectiveness of induction programs. Develop a research-based approach to track progress, identify areas for improvement, and make data-driven adjustments to enhance the quality and impact of induction programs. (5) Promote Networking and Peer Support. Facilitate opportunities for beginning teachers to network, collaborate, and seek support from their peers. Establish professional learning communities and mentoring networks that allow new teachers to share experiences, exchange best practices, and receive guidance from experienced educators. Encourage a culture of collaboration and collegiality to foster a supportive and nurturing environment for beginning teachers. (6) Future researchers may employ a mixed-method research approach to further enhance people's understanding of the induction programs and their impact on beginning teachers.

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