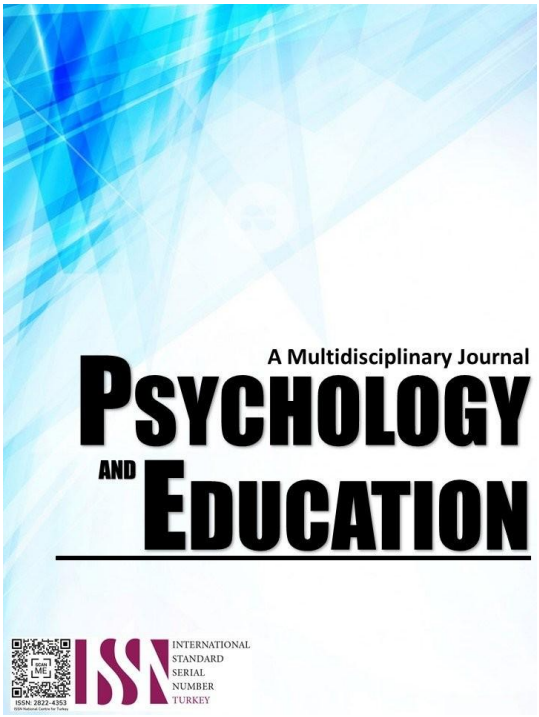
EFFECTS OF TEACHER INDUCTION PROGRAM (TIP) ON THE PERSONAL AND PROFESSIONAL DEVELOPMENT OF BEGINNING PUBLIC ELEMENTARY SCHOOL TEACHERS IN SOUTHERN TAGALOG CLUSTER: BASIS FOR AN IMPLEMENTATION MANUAL



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Research Article

Effects of Teacher Induction Program (TIP) on the Personal and Professional Development of Beginning Public Elementary School Teachers in Southern Tagalog Cluster: Basis for an Implementation Manual

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Abstract

This study investigated the demographic profile and the effectiveness of the Teacher Induction Program (TIP) on the personal and professional development of beginning public school teachers in CALABARZON. Most respondents were female (55.75%), aged 25-34, married, holding a Teacher I position, and pursuing Master's Units. TIP was highly effective in helping teachers appreciate their career paths, embrace their professional responsibilities, and leverage community resources to enhance learning. The program significantly impacted teachers' personal development, improving patience, engagement, and dedication to teaching. It also positively affected their professional development, particularly in classroom management, teaching practices, and career advancement. Significant differences were noted in the program's effects when respondents were grouped according to demographic factors such as age, sex, and civil status, but not educational attainment. The study recommended pursuing graduate schooling, implementing differentiated learning plans, and strengthening Continuing Professional Development (CPD) for career mobility. An implementation manual was crafted to further support teachers' growth. The study suggests that future research may explore TIP's effectiveness across different regions to create localized programs tailored to the diverse needs of beginning teachers.

Keywords: *personal and professional development, southern luzon cluster, teacher induction program, beginning public elementary school teachers*

Introduction

Schools around the world use induction programs to support beginning teachers. These programs aim to enhance new teachers' well-being and professional growth (Kessels, 2010). The induction period is the transition from pre-service training to ongoing development, covering the first years of teaching. During this intense phase, teachers face everyday struggles and learn rapidly. Induction introduces them to teaching roles and school culture. New teachers often adjust to school norms, compete for acceptance, and seek colleagues' respect. This period is crucial as teachers form their identity, build professional habits, and decide whether to stay in the field (Kessels, 2010; Feiman-Nemser, 2001).

Teachers hold a crucial role in education. They are among the nation's most significant human resources, responsible for shaping youth into productive, upright, and law-abiding citizens. They serve as model value developers, role models, and advocates (Abellanosa, 2019). Becoming a successful and effective educator is a gradual process; yet, beginning teachers often face immediate, demanding expectations. Recent graduates starting their careers may be expected to fulfill the same duties as veteran teachers from the first day on the job (Kearney, 2011). A teacher induction program can positively affect beginning teacher performance. These programs help new teachers become competent and effective professionals (NWT, 2012). For any education program to implement induction successfully, it must support staff and foster a nurturing environment.

In the Philippines, the Department of Education established Teacher Induction Programs (TIPs) nationwide with DepEd Order No. 43, s. 2017. These programs support the ongoing development of new teachers, following the principle of lifelong learning and the department's commitment to helping its workforce (Magtolis, 2017).

According to Bilbao et al. (2013), new teachers should be introduced to departmental programs and projects. This orientation enhances their skills, values, and commitment, improving student outcomes. The Teacher Induction Program helps new teachers in the Philippines, especially those with less than three years of service. It provides structured professional development to improve teaching skills and prepare teachers for classroom challenges.

New teachers in the Philippines face many challenges. Classroom management is often complex due to maintaining discipline and engaging students. Limited resources restrict dynamic teaching methods. Adjusting to different learning styles adds further demands. Collaboration with peers and navigating administration can be tough. Paperwork and administrative work can overwhelm, leaving less time for teaching. Despite these hurdles, many beginning teachers show resilience and work to improve their skills.

TIP offers classroom management development, emphasizing practical discipline techniques. It pairs novices with mentors to build confidence and manage class dynamics. The program encourages creative use of resources and shows how to use affordable materials. It trains teachers to adopt non-technological methods and adapt lessons for diverse learning needs. TIP also teaches teachers to assess different learning styles and adjust instruction accordingly.

Teacher Induction Programs at all levels face challenges affecting their effectiveness. School-level issues include limited mentorship due to mentor shortages or high workloads, resulting in insufficient support. Scarce resources and heavy workloads can hinder effective teaching and classroom management. Inconsistent program application across schools causes uneven support for new teachers. At the district level, challenges include a lack of standardization, limited funding, and ineffective communication, which undermine induction program success.

Districts often offer few professional development opportunities, limiting new teachers' growth. Systemic problems include a lack of research on induction programs and resistance to change, both of which make improvements more challenging. Induction programs also often overlook various teacher needs, causing unequal support. To address these issues, coordinated action is needed to improve mentorship, resources, consistency, and teacher development.

However, challenges persist in TIP implementation, especially in Quezon, where new teachers experience insufficient mentoring, poor implementation, and unequal access to resources. Program modules cover classroom management, student inclusion, community engagement, and teaching, but effectiveness depends on the quality of mentoring and local execution (DepEd Teacher Education Council).

Thus, this study aims to determine how effectively the Teacher Induction Program supports the personal and professional growth of beginning teachers in select Southern Tagalog divisions. The findings will guide an intervention program for the Department of Education.

Research Questions

This study aimed to determine the effects of the Teacher Induction Program (TIP) on the personal and professional development of beginning public elementary school teachers in selected divisions in the Southern Tagalog Cluster as the basis for a TIP Implementation Manual in the Department of Education. Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the beginning public elementary school teachers, co-teachers, and school heads in terms of the following:
    1.1. age;
    1.2. sex;
    1.3. civil status;
    1.4. highest educational attainment;
    1.5. teaching position; and
    1.6. region where they were assigned?
2. What is the level of effectiveness of the Teacher Induction Program, as assessed by the three groups of respondents, as to the content of the following modules:
    2.1. module 1: the department of education;
    2.2. module 2: the filipino teachers;
    2.3. module 3: the k to 12 program;
    2.4. module 4: the teaching process;
    2.5. module 5: the learning process;
    2.6. module 6: the school and community linkages?
3. What are the effects of the Teacher Induction Program on the personal development of the beginning public elementary school teachers in terms of the following characteristics:
    3.1. teacher-learner harmonious relationship;
    3.2. valuing;
    3.3. knowledge of learners;
    3.4. dedication to teaching; and
    3.5. engaging students?
4. What are the effects of the Teacher Induction Program on the professional development of the beginning public elementary school teachers in terms of the following standards in teaching:
    4.1. classroom management;
    4.2. teaching practices;
    4.3. instructional practices; and
    4.4. career development?
5. Is there a significant difference in the effects of the Teacher Induction Program on the personal development of the beginning public elementary school teachers when grouped into demographic profiles in the following terms:
    5.1. age;
    5.2. sex;
    5.3. civil status;
    5.4. highest educational attainment;

5.5. teaching position; and
5.6. region where they were assigned?

6. Is there a significant difference in the effects of the Teacher Induction Program on the professional development of the beginning public elementary school teachers when grouped into demographic profiles in the following terms:
   6.1 age;
   6.2 sex;
   6.3 civil status;
   6.4 highest educational attainment;
   6.5 teaching position; and
   6.6 region where they were assigned?
7. Is there a significant difference between the effects of the Teacher Induction Program on the personal and professional development of the beginning public elementary school teachers?
8. What TIP Implementation Manual could be proposed based on the findings of the study?

Methodology

Research Design

The study used a quantitative design, which involves the systematic empirical investigation of phenomena via statistical, mathematical, or computational techniques. Under the quantitative approach, a causal-comparative design was selected. A causal-comparative design is a research strategy that seeks to identify cause-and-effect relationships by analyzing differences between groups when the independent variable cannot be manipulated.

The researcher's goal is to determine whether the independent variable affected the outcome (the dependent variable) by comparing two or more groups of individuals. Descriptive statistics such as frequency distribution, central tendency, and measures of variation were used (Broto, 2006). These methods accurately describe respondents' demographics and group perceptions.

Respondents

In this study, the researcher employed purposive or deliberate sampling, a criterion or purpose for selection, which becomes the basis for identifying the respondents (Galero-Tejero, 2011). The goal of purposive sampling is to intentionally choose individuals most likely to provide valuable insights or relevant data for the research question.

In this method, the researcher uses their knowledge and judgment to identify participants with the experience, qualities, or characteristics needed to address the research problem. Purposive sampling is commonly employed in qualitative research to explore specific cases or contexts, rather than generalizing to a broader population. The researcher selected the subjects for this study, starting with public school teachers during the 2017-2018 school year and continuing through 2020-2021.

Instrument

A research-made questionnaire was used as the data-gathering tool. It had four parts. Part I covered the respondents' demographic profile, including age, sex, civil status, highest educational attainment, teaching position, and region where they were assigned. Part II examined the effectiveness of the teacher induction program by covering six modules: Department of Education, Filipino Teachers, K-12 Program, Teaching Process, Learning Process, and School and Community Linkage. Part III addressed the program's effects on teachers' personal development, such as harmonious relationships, valuing, dedication to teaching, and engaging students. Part IV focused on the program's impact on professional development, including classroom management, teaching practices, instructional practices, and pedagogy.

The researcher obtained approval from the thesis adviser to have qualified experts validate the research instrument. The researcher also asked the oral examination committee for permission to use the questionnaire. Expert consultations helped develop the questionnaire on the Teacher Induction Program in the Division of Quezon and the Division of Marinduque. Respondents used a five-point scale for their answers.

Procedure

The data gathering procedure for this study was conducted systematically to ensure comprehensive information collection from the study participants.

To gather the necessary data for the study, the researcher prepared request letters addressed to the Schools Division Superintendents of the two Schools Division Offices before conducting the study.

In the said letter, the researcher also requested permission to disseminate the survey to the concerned districts. After the approval, the researcher personally administered the questionnaire to explain the purpose of the study. The data obtained will be tabulated, analyzed, and interpreted.

Data Analysis

The researcher used statistical tools to summarize, present, analyze, and interpret the data: percentage, ranking, and weighted mean.

For Problem 1, the frequency and percentage were used to determine the profile of the respondents.

For Problem 2, mean scores were used to determine the effectiveness of the Teacher Induction Program, as assessed by the three groups of respondents.

For Problem 3, mean scores were used to determine the effects of the Teacher Induction Program on the personal development of the beginning public school teachers.

For Problem 4, mean scores were used to determine the effects of the Teacher Induction Program on the professional development of the beginning public school teachers.

For Problems 5 and 6, the Kruskal-Wallis H-Test was used to determine significant differences in the effects of the Teacher Induction Program on the personal and professional development of beginning public elementary school teachers, grouped into demographic profiles.

For Problem 7, the One-Way Analysis of Variance was used to determine the significant differences between the effects of the Teacher Induction Program on the personal and professional development of the beginning public elementary school teachers.

Ethical Considerations

The researcher considered ethical principles when studying the effects of the Teacher Induction Program (TIP) on the personal and professional development of beginning public elementary school teachers in the Southern Tagalog Cluster. It is essential to obtain informed consent from all participants, including beginning teachers, co-workers, and school leaders, ensuring they understand the purpose, procedures, and potential risks involved.

Additionally, maintaining confidentiality is crucial to protect participants' identities and sensitive information. Participants should be assured of voluntary participation and free to withdraw from the study without facing repercussions. The fundamental ethical principles are minimizing harm and maximizing benefits for participants and the broader educational community. Care must be taken to avoid bias in data collection, analysis, and interpretation, ensuring the research accurately maximizes benefits for participants and the broader educational community. Professional integrity demands adherence to ethical guidelines and transparency in reporting findings.

Results and Discussion

This section presents data gathered for statistical analysis, divided into seven parts: (1) demographic profile of respondents; (2) level of effectiveness of the Teacher Induction Program; (3) its effects on personal development; (4) its effects on professional development; (5) test for significant difference in personal development effects by demographic profile; (6) test for significant difference between personal and professional development; and (7) significance difference between the effect of Teacher Induction Program on the personal and professional development of beginning public elementary school teachers.

Part I. Demographic Profile of the Beginning Public Elementary School Teachers, Co-Teachers, and School Heads

Table 1.1. *Distribution of the Respondents in terms of Age*

Age	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*		*Rank*
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	
55-64	5	1.54	43	27.22	79	58.52	127	20.58	3
45-54	17	5.25	61	38.61	45	33.33	123	19.94	4
35-44	92	28.40	30	18.99	9	6.67	131	21.23	2
25-34	210	64.81	24	15.19	2	1.48	236	38.25	1
Total	324	100.00	158	100.00	135	100.00	617	100.00	

Table 1.1 shows the distribution of the respondents in terms of Age. Most respondents were in the 25-34 age bracket, with a frequency of 236 (38.25%). Next was the 35-44 age bracket, with a frequency of 131, or 21.23%. The 55-64 age bracket had a frequency of 127 (20.58%). The least was in the 45-54 age bracket, with a frequency of 123 (19.94%).

The data suggest that most teachers in these schools are newly hired, making TIP highly relevant. The Department of Education has thus invested more in younger teachers, aiming for them to take on significant roles. TIP can ensure that these newly hired teachers are well-trained for their responsibilities. The data also show that age status may influence an individual's interest. In teaching, newer and more experienced teachers may differ in age and strategies for engaging with their work and teaching effectively.

Additionally, findings from one study indicate that perceived ease of use affects intentions through perceived usefulness. This is consistent with TeacherPH (2020) data, which reports that most public school teachers in the Philippines are aged 27-32. The increasing number of younger teachers—especially in urban regions like Southern Tagalog—highlights the need for support programs like TIP to help them succeed early in their careers.

Table 1.2. *Distribution of the Respondents in terms of Sex*

Sex	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Male	154	47.53	63	39.87	56	41.48	273	44.25
Female	170	52.47	95	60.13	79	58.52	344	55.75
Total	324	100.00	158	100.00	135	100.00	617	100.00

Table 1.2 shows the distribution of the respondents in terms of sex. Most respondents were female, with a frequency of 344, or 55.75%. The remaining respondents were males, with a frequency of 273 (44.25%).

This suggests a dominance of female teachers in the school. Learners may prefer the maternal touch of a teacher over a paternal one. Female teachers were more commonly favored than male teachers. Most learners, even at home, are more attached to their mothers than to their female teachers.

The literature review suggested that a gender role, or sex role, is a social role. It covers behaviors and attitudes considered acceptable, appropriate, or desirable for a person based on biological or perceived sex. Gender roles usually center on ideas of masculinity and femininity, though there are exceptions and variations. The specifics of these gender expectations may differ, while some characteristics are shared across many cultures.

Gender imbalance in the teaching profession occurs worldwide, and declining male representation is a concern. Some studies have examined the causes of this, but the idea that females possess higher levels of teaching dispositional traits than males has not been deeply studied. This result aligns with Ehrich et al. 's study. Al (2020) noted that females were likelier to be effective teachers than males. This included core traits such as teacher efficacy and interpersonal and communication skills.

Table 1.3. *Distribution of the Respondents in terms of Civil Status*

Civil Status	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Single	154	47.53	21	13.29	4	2.96	179	29.01
Married	169	52.16	133	84.18	121	89.63	423	68.56
Separated	1	0.31	1	0.63	1	0.74	3	0.49
Widowed/Widower	0	0.00	3	1.90	9	6.67	12	1.94
Total	324	100.00	158	100.00	135	100.00	617	100.00

Table 1.3 shows the distribution of the respondents in terms of civil status. Most respondents were married, accounting for 423 individuals (68.56%). This was followed by those who were single, accounting for 179 individuals, or 29.01%. Those widowed/widowers had a frequency of 12 (1.94%). Three respondents were separated. This implies that most teachers were married and likely in a life stage where they had families.

As a non-patrimonial right, civil status allows individuals to be recognized by qualities resulting from legal acts or events they participated in. Rizvi (2016) stated that teachers' marital status is largely unrelated to their professional adjustment. While unmarried teachers sometimes have a slight edge, the difference is minimal. A spouse may provide some support, mitigating potential distractions. Marital status does not significantly affect teachers' professional adjustment, so restrictions are unnecessary.

Table 1.4. *Distribution of the Respondents in terms of Highest Educational Attainment*

Highest Educational Attainment	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Doctorate Degree	1	0.31	0	0.00	13	9.63	14	2.27
With Doctorate Units	2	0.62	8	5.06	24	17.78	34	5.51
Master's Degree	21	6.48	35	22.15	40	29.63	96	15.56
With Master's Units	197	60.80	84	53.16	54	40.00	335	54.29
Bachelor's Degree	103	31.79	31	19.62	4	2.96	138	22.37
Total	324	100.00	158	100.00	135	100.00	617	100.00

Table 1.4 shows that most respondents had Master's Units (54.29%), followed by Bachelor's Degree holders (22.37%), Master's Degree holders (15.56%), those with Doctorate Units (5.51%), and Doctoral Degree holders (2.27%). The key finding is that a majority of them are in the process of earning their graduate degrees, but have not yet completed them.

This distribution provides insight into the academic progress of the respondents. Given this distribution, it can be implied that most respondents were stuck in their Master's Units due to financial constraints and family matters.

This means the teachers were discouraged from continuing or pursuing their Master's or even their doctoral degrees. This observation helps to contextualize the broader patterns found in related literature. The literature supports this implication, emphasizing that education significantly influences social outcomes and labor market success (e.g., Card, 2019; Hartog, 2020; Jenkins & Siedler, 2017). This underscores the importance of addressing barriers to advanced education.

Table 1.5. *Distribution of the Respondents in terms of Teaching Position*

Teaching Position	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Teacher I	267	82.41	42	26.58			309	50.08
Teacher II	52	16.05	32	20.25			84	13.61
Teacher III	4	1.23	42	26.58			46	7.46
SPED Teachers	1	0.31	3	1.90			4	0.65
Master Teacher I			35	22.15			35	5.67
Master Teacher II			3	1.90			3	0.49
Master Teacher III			1	0.63			1	0.16
Head Teacher I			14	10.37	14	2.27		
Head Teacher II					4	2.96	4	0.65
Head Teacher III					41	30.37	41	6.65
Principal I					49	36.30	49	7.94
Principal II					20	14.81	20	3.24
Principal III					3	2.22	3	0.49
Principal IV					4	2.96	4	0.65
Total	324	100.00	158	100.00	135	100.00	617	100.00

Table 1.5 presents the distribution of respondents by teaching position. Most were Teacher I, with a frequency of 309 (50.08%). Next were Teacher II, with 84 (13.61%). Principal, I had a frequency of 49 (7.94%), and Teacher III had 46 (7.46%). Head Teacher III had 41 (6.65%), while Master Teacher I had 35 (5.67%). Principal II was noted at 20 (3.24%). Head Teacher I had 14 (2.27%). SPED Teachers, Head Teacher II, and Principal IV shared the same frequency of 4 (0.65%) each. Master Teacher II and Principal III also tied, each with 3 (0.49%).

There was a single respondent for Master Teacher III. This suggests that Teacher I is the most numerous because many new hires in DepEd begin at this entry-level position. Therefore, TIP should be intensified for these teachers to help them become effective and efficient.

According to Marzo (2017), Teacher I had the highest frequency in her study, with 113 (38.31%), followed by Teacher II (25.42%) and Teacher III (72 (24.41%). Then, her sample had 18 or 6.10% in another category. The second lowest was Master Teacher II, with 13 (4.41%), and the lowest was Master Teacher III, with 4 (1.36%).

The data show that the number of respondents declines as teacher designation rises. This result corresponds with a recent SEAMEO INNOTECH study, which noted that teachers see their roles as a form of service. However, they also encounter challenges related to workload and career advancement that impact retention and professional development.

Table 1.6. *Distribution of the Respondents in terms of Region where they were Assigned*

Region	*Beginning Teachers*		*Co-Teachers*		*School Heads*		*Total*	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*
CALABARZON	140	43.21	99	62.66	91	67.41	330	53.48
MIMAROPA	184	56.79	59	37.34	44	32.59	287	46.52
Total	324	100.00	158	100.00	135	100.00	617	100.00

Table 1.6 shows the distribution of the respondents in terms of the region where they were Assigned. Most of the respondents belonged to the CALABARZON Region, with a frequency of 330 (53.48%). The remaining respondents belonged to the MIMAROPA Region, with a frequency of 287 (46.52%). This suggests that most respondents are from the larger CALABARZON region, while fewer are from MIMAROPA. TIP appears to be less applied in the larger region.

Moreover, the data showing respondents from both CALABARZON and MIMAROPA highlight how regionalization in education influences the participation of different regions. The increasing collaborations among neighboring nations amplify the importance of regional perspectives in educational research. Definitions and practices of regionalization vary, particularly for higher educational institutions.

In the Philippines, this focus has intensified following the Association of Southeast Asian Nations (ASEAN) Integration Vision, which is geared towards enhancing collaboration and fostering an ASEAN identity. This vision places education at the forefront, considering it a strategic objective for economic, social, and cultural growth in the region.

Thus, examining how university stakeholders understand and enact regionalization in education is important, especially how ASEAN Integration shapes their efforts (Albia, 2017).

Estrera (2019) found that, regardless of background, newly-hired teachers faced similar challenges, particularly in lesson planning due to time constraints and in learning assessments due to limited technical expertise. The author recommended that administrators support new teachers to build competence.

Part II. Level of Effectiveness of Teacher Induction Program

Module 1 – The Department of Education

Table 2.1. *Level of Effectiveness of Teacher Induction Program for the Beginning Public School Teachers in terms of Module 1: The Department of Education*

Module 1: The Department of Education	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Provides the Teacher with the necessary information about the DepEd mission, vision, goals, and objectives	4.41	4.67	4.73	4.60	Very Much Effective
2. Enlightens the Teacher about the DepEd Core Values.	4.23	4.49	5.88	4.87	Very Much Effective
3. Keeps the Teacher well-oriented as regards the different mandates of the Department	4.33	4.60	4.61	4.52	Very Much Effective
4. Helps the Teacher familiarize themselves with the DepEd structure and its people	4.29	4.66	4.24	4.40	Very Effective
5. Keeps the Teacher informed about the school processes, and the salaries, wages, and benefits of teachers	4.26	4.52	5.73	4.84	Very Much Effective
6. Increases the awareness of the Teacher relative to the teaching profession	4.32	4.60	4.64	4.52	Very Much Effective
7. Helps the Teacher become acquainted with the Philippine Professional Standards for Teachers and the Result-based Performance Management System (PPST-RPMS)	4.31	4.65	4.88	4.61	Very Much Effective
8. Enables the Teacher to gain an appreciation of the career path within the Department	4.25	4.61	5.93	4.93	Very Much Effective
9. Keeps the Teacher informed with the Magna Carta for Public School Teachers	4.35	4.61	3.77	4.25	Very Effective
10. Increases the awareness of the Teacher on the code of ethics of the Department	4.37	4.61	4.05	4.34	Very Effective
Grand Mean:	4.31	4.60	4.85	4.59	Very Much Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

Table 2.1 shows that the Department of Education rated the Teacher Induction Program for beginning public school teachers, particularly Module 1, highly effective. The grand mean score was 4.59, interpreted as 'Very Much Effective.' This finding indicates that the program is perceived as highly effective in meeting its goals for beginning teachers.

The highest-rated item was that 'the respondents enable the teacher to appreciate the career path within the Department,' with a mean of 4.93. This strong score highlights the program's effectiveness in supporting teachers' professional development, further supported by a professional development mean of 4.47. These findings suggest that teachers value career progression. The Teacher Induction Program uses six modules delivered through multiple methods and formats, allowing flexibility in training and development (DepEd, 2020).

Teacher recognition is valued and encouraged nationwide. National Teacher's Day allows school administrators, students, parents, and communities to thank educators. It is common for students and parents to give gifts or for classrooms to hold small celebrations to honor teachers (Teach.com, 2020).

Next, the statement that "the respondents enlighten the teacher about the DepEd Core Values" had a mean of 4.87. This shows that teachers are familiar with DepEd's vision, mission, and values, and they incorporate these into their practice as part of their induction. Induction activities, such as orientation, professional meetings, SLAC sessions, and mentoring by experienced teachers, help support new teachers, though these efforts often remain localized and lack formalized programs (Nicodemus, 2011).

On the third rank was the statement that "the respondents keep the teacher informed about the school processes, and the salaries, wages, and benefits of teachers," with a mean of 4.84. A well-planned induction program considers teachers' welfare, school environment, and priority needs. Spacing discussions over time allows new teachers to process better information about systems, curriculum, and collaborative planning, deepening their understanding (Nicodemus, 2011).

At the bottom was the indicator that "the respondents keep the teacher informed with the Magna Carta for Public School Teachers," with a mean of 4.25, relating to teacher awareness of policies and laws. Once leaders set induction goals, they must decide how to build the program to address professional development, mentoring, orientation, and introducing the school community and culture. A comprehensive framework includes a good job match, relevant orientation, a supportive community, deliberate role design, ongoing development, and mentoring (IRIS Center, 2019). This implied that, due to the CPD requirement, teachers must follow the Career Development and lifelong learning path aligned with the Department of Education.

After completing the Teacher Induction Program (TIP) and Module 1, beginning public elementary school teachers in the Southern

Luzon Cluster must demonstrate traits reflecting DepEd's principles. They should commit to excellence, uphold DepEd's mission, pursue student learning and school development, and practice the Core Values daily. Teachers are encouraged to set growth goals and show resilience by navigating DepEd's structure and policies. Empathy and advocacy for students are crucial to supporting their holistic development in line with DepEd's goals.

Professionally, TIP graduates should understand DepEd's mission, vision, and mandates. They must align practices with the PPST and RPMS to ensure high-quality teaching. They are expected to follow DepEd's regulations, be aware of rights and benefits, and engage in community-building. Lifelong learning is essential through ongoing professional development. Understanding administrative processes helps teachers maximize their role. By applying DepEd's standards and ethical guidelines, new teachers are prepared for their responsibilities, which positively impacts student learning in the Southern Luzon Cluster.

Module 2 – The Filipino Teachers

Table 2.2. *Level of Effectiveness of Teacher Induction Program for the Beginning Public School Teachers in terms of Module 2: The Filipino Teachers*

Module 2: The Filipino Teachers	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Increases awareness of the Teacher's duties and responsibilities	4.36	4.66	3.99	4.34	Very Effective
2. Improves the Teacher personally	4.15	4.56	3.75	4.16	Very Effective
3. Improves the Teacher's professionalism	4.28	4.61	4.11	4.33	Very Effective
4. Enables the Teacher to become financially literate	4.16	4.58	3.94	4.23	Very Effective
5. Helps the Teacher become aware of the health and wellness program of the department for teachers	4.23	4.56	4.27	4.36	Very Effective
6. Enables the Teacher to enjoy gender and development (GAD) seminars and activities	4.26	4.58	4.16	4.34	Very Effective
7. Motivates the Teacher to be responsive to their roles, responsibilities, and accountabilities, and the characteristics of an effective schoolteacher	4.31	4.61	4.26	4.39	Very Effective
8. Guides the Teacher in their Professional Development under the Teacher Education Development Program (TEDP) and its parts, and on the National Competency-Based Teacher Standards (NCBTS)	4.25	4.56	4.20	4.33	Very Effective
9. Equips the Teacher with the skills of Record Management in the accomplishment of records and preparation of reports, as well as assessing the student's performance	4.26	4.55	4.24	4.35	Very Effective
10. Informs the Teacher of the rights and privileges of public school teachers	4.26	4.59	4.23	4.36	Very Effective
Grand Mean:	4.25	4.59	4.12	4.32	Very Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

Table 2.2 presents the mean effectiveness scores for the Teacher Induction Program for Beginning Public School Teachers regarding Module 2: The Filipino Teachers. The program received a grand mean of 4.32, interpreted as 'Very Effective.' This result demonstrates that the program is achieving high effectiveness for beginning teachers. Among all the indicators, the highest rated was that "the respondents motivate the teacher to be responsive to their roles, responsibilities, and accountabilities and the characteristics of an effective schoolteacher," with a mean of 4.39. This emphasizes the program's role in educating teachers about their responsibilities. Correspondingly, the study by Sayomac (2018) in Davao City found that a high level of induction program was consistently practiced, leading to very satisfactory teaching performance across various domains such as the teaching-learning process, student outcomes, and professional growth. Correlation tests indicated a significant relationship between induction and teaching performance, particularly concerning objectives, monitoring, and evaluation.

Motivated teachers are crucial for effective classroom instruction as they inspire and engage students, regularly assess abilities, give feedback, and collaborate with colleagues. Their motivation stems from various factors, including financial incentives, professional development, workplace environment, and opportunities. Susan's dedication to teaching is fueled by her passion for helping children and acknowledgment of her efforts (Bulat, 2022).

Second on the rank, with a mean of 4.36, were indicators showing that respondents helped teachers become aware of health and wellness programs and their rights and privileges as teachers. This supports teachers' well-being and knowledge of workplace rights. Challenges faced by new teachers often involve classroom conditions and resource shortages, as described by Ferrer, Abulencia, and Hermosisima (2018). Their study found that new teachers struggled with large classes and classroom management but were supported by training, school programs, and colleagues. The study recommended that the Department of Education consider institutionalizing the Induction Program better to address the needs of new public school teachers. The lowest indicator was "the respondents improve the teacher personally," with a mean of 4.16. This relates to teachers' leadership role as part of the management team. Research shows that strong

support from school administration, particularly from principals who back new teachers, makes a significant difference in retaining them (Watkins, 2016). Principals' proactive involvement is vital for teacher and mentor success during induction, particularly as new teachers often work with students needing optimal learning experiences. This implies that teachers must assume roles, responsibilities, and accountabilities for personal and professional development, gaining self-awareness and self-mastery.

After completing the Teacher Induction Program focused on Module 2, "The Filipino Teachers," beginning public elementary school teachers in the Southern Luzon Cluster are expected to demonstrate personal and professional growth aligned with program goals. TIP encourages teachers to embrace their roles with greater awareness of their duties and responsibilities, fostering greater accountability and commitment. The program promotes self-improvement, builds financial literacy, and increases awareness of DepEd's health and wellness programs, supporting holistic well-being. Teachers are encouraged to participate in Gender and Development activities, increasing inclusivity and gender awareness within their communities. Professionally, TIP guides teachers to enhance their professional conduct, motivating them to effectively fulfill their roles and responsibilities. This includes developing key qualities like adaptability, responsiveness, and accountability. Under the Teacher Education Development Program (TEDP), teachers receive structured support for ongoing professional growth, helping them master and apply the National Competency-Based Teacher Standards (NCBTS). They also develop record management skills for organizing materials, preparing reports, and assessing student performance accurately. Furthermore, TIP educates teachers on their rights and privileges as public educators, empowering them to perform confidently. With these skills and attributes, TIP graduates are prepared to succeed as competent, empowered teachers in the Southern Luzon Cluster.

Module 3 – The K to 12 Curriculum

Table 2.3. *Level of Effectiveness of Teacher Induction Program for the Beginning Public School Teachers in terms of Module 3: K to 12 Program*

Module 3: K to 12 Program	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Increases the awareness of the Teacher on the different teaching strategies to promote language literacy and numeracy skills	4.19	4.49	4.09	4.26	Very Effective
2. Equips the Teacher with the various teaching strategies that promote language literacy and numeracy skills	4.13	4.41	4.24	4.26	Very Effective
3. Clarifies to the teachers the importance of understanding children's emerging needs and abilities	4.15	4.44	4.30	4.30	Very Effective
4. Helps the Teacher structure the classroom for flexible learning options	4.16	4.49	4.23	4.30	Very Effective
5. Calls on the Teacher to be responsive to the nature and characteristics of the K to 12 learners along key stages in the Basic Education Program	4.13	4.46	4.21	4.27	Very Effective
6. Empowers the Teacher to prepare a developmentally sequenced and appropriate teaching-learning process to meet curriculum requirements	4.19	4.42	4.20	4.27	Very Effective
7. Increases the awareness of the Teacher on the characteristics of learners with special needs	4.20	4.46	4.43	4.36	Very Effective
8. Helps the Teacher develop a modified instructional design, adapting to the special learning needs and styles of learners with disabilities/giftedness, and talents	4.17	4.50	4.14	4.27	Very Effective
9. Makes the Teacher more aware of the different ALS programs that will cater to the educational needs of learners in difficult circumstances	4.13	4.80	4.35	4.43	Very Effective
10. Helps the Teacher in developing a lesson plan using teaching strategies that are responsive to the educational needs of ALS learners	4.19	4.49	4.36	4.35	Very Effective
Grand Mean:	4.16	4.50	4.53	4.40	Very Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

Table 2.3 shows that the Teacher Induction Program for Beginning Public School Teachers is rated as "Very Effective" in Module 3: K to 12 Program, with a grand mean score of 4.40. This supports the finding that the program successfully meets its objectives for new teachers. The top rater noted that "the respondents make the teacher more aware of the different ALS programs that will cater to the educational needs of learners in difficult circumstances," with a mean rating of 4.43. This is the main component in Module 3, which is divided into six areas. Here, teachers focused mainly on the ALS program as part of the Education-For-All initiative. Teachers are expected to complete the six modules to better understand the education system, helping them cope with trends and issues in the field and meet departmental expectations for newly hired teachers.

In detailing the procedure of the program implementation, the ALS curriculum is benchmarked on the DepEd K-12 Formal School Curriculum. It focuses on the 21st Century Skills of Information, Media and Technology, Learning and Innovative Skills, Communication Skills, and Life and Career Skills. While the ALS 2.0 program started last June 3, 2019, learners who wish to enroll in ALS sessions later than June 3 can still be accommodated; Given the scope and the expanded content of the 2019 ALS K-12, the

enhanced ALS program duration will in most cases, will be longer than the old ALS curriculum except for the Basic Literacy level; Starting SY 2019-2020, the Accreditation and Equivalency (A&E) test will be based on the new and expanded range of competencies of the 2019 ALS K to 12 that include higher competencies in English, Science, Math and Learning Strand 6 - Digital Citizenship. (Principe, 2019).

The next highest-rated indicator was that the program "increases teacher awareness of the characteristics of learners with special needs," with a mean score of 4.36. This finding aligns with DepEd's approach to inclusive education, where experienced teachers coach and mentor beginning teachers. Mentoring, which is widely used internationally and seen as effective, supports new teachers' professional development and competence. In contrast, the idea of mentoring is just beginning to emerge in Brunei Darussalam, the Republic of Korea, or Chinese Taipei. A typical mentoring program lasts throughout the beginning teacher's first year (the general duration of induction programs). Mentors are predominantly senior teachers with several years' experience and respected reputations, although principals and department heads may also be mentors. Over half of the members who use mentoring provide limited training for some mentor teachers. These members (Australia, New Zealand, Papua New Guinea, Singapore, and the United States) offer guidance through workshops and handbooks.

Ranking third was the statement that "the respondents help the teacher in developing a lesson plan using teaching strategies that are responsive to the educational needs of ALS learners," with a mean of 4.35. This entails workshops, seminars, in-service training, meetings, and external training activities, all intended to inform and professionally develop teachers about ALS learners' educational needs. Such instructional sessions, led by experienced educators and administrators, occur before and during new teachers' tenure and address curriculum design, teaching strategies, and innovative educational practices.

The lowest-rated indicators with mean ratings of 4.26 were that the program "increases teacher awareness of teaching strategies to promote language literacy and numeracy skills" and "equips teachers with strategies that promote these skills." While still rated highly, these results indicate room to strengthen further program support for language, literacy, and numeracy teaching. The findings suggest that collaborative mentorship should emphasize innovative approaches in response to increasingly diverse classrooms, as highlighted in research by Lopez (2013). This has implications for ongoing teacher training focused on equity and diversity.

These findings suggest that the ALS program is being emphasized due to the goals of the K to 12 Basic Education Program. This focus aligns with the intent to include diverse learners, marking a shift from DepEd's previous Education-For-All (EFA) priorities.

After completing the Teacher Induction Program (TIP) with Module 3, beginning public elementary school teachers in the Southern Luzon Cluster demonstrate improved personal and professional traits that specifically match the K to 12 curriculum requirements. Teachers gain greater awareness and empathy for students' unique and diverse needs, including those with special needs and those in challenging circumstances who require ALS programs. This finding indicates that the TIP effectively enhances teacher capacity for inclusivity within the K to 12 context. TIP prepares teachers with tailored strategies to improve language literacy and numeracy, enabling them to plan sequenced, developmentally appropriate instruction that meets K to 12 curriculum goals. Skills in flexible, adaptive instruction help them address the varied needs of all students, including those with differing abilities. These results confirm that TIP makes teachers better equipped to deliver inclusive and practical education, supporting positive learning outcomes across the Southern Luzon Cluster.

Module 4 – The Teaching Process

Table 2.4 shows that the Teacher Induction Program for Beginning Public School Teachers was rated highly effective in Module 4: The Teaching Process, with a grand mean of 4.29. This indicates the TIP successfully supports beginning teachers in this area.

The top scorer stated that "the respondents deepen the understanding of teachers about diverse learners" with a mean of 4.35. This relates to the ability to teach various learners in school, which can be enhanced by providing teacher mentors. Mentors support professional growth, foster needed capacity, and help transition from initial teacher education to full employment, sometimes offering evidence of professional competence (Lofthouse, 2017).

"Diverse learners" refers to various abilities, backgrounds, and learning styles. Modern approaches to diversity move from teaching the average student to more inclusive methods, offering equitable opportunities for all. Instead of individualizing for each student, all are exposed to varied materials and assessments. Technology supports teaching diverse students by enhancing engagement, facilitating lesson creation, and enabling flexible e-learning. Student groups differ in ability, language, gender, ethnicity, religion, socioeconomic status, and experiences. Strategies may name groups such as English learners, Gifted, Special Needs, or by learning style (visual, auditory, tactile). These categories can guide specific accommodations. However, effective teaching strategies must include all students, not only those identified with different needs (Mittha, 2021).

Ranking second showed that "the respondents enable the teachers to strategize in addressing the diversity of learners in preparing learning materials," with a mean of 4.23. This connects with teachers' capacity to upgrade their knowledge and skills, a need recognized globally. While a neo-liberal model emphasizes skills, transformative agendas promote systematic cultural and social change (Aderibigbe, Gray, & Colucci-Gray, 2014). Globally, educational reforms implement change that can serve different outcomes. A critical constructivist approach to mentoring can support collaborative learning and models of teacher learning grounded in school

structures. The third-ranked statement, with a mean of 4.06, was that "respondents explain and demonstrate research-based explicit teaching concepts." This relates to facilitators applying research-based explicit teaching. Effective mentors receive training (The New Teacher, 2013), including adult learning facilitation, observation, and reflective conversations. Ongoing mentor training ensures quality support. The program requires trained mentors and standards for training, though states lack specific requirements for training design or content. The bottom scorer stated that "the respondents enable the teacher to plan and implement a one-session DLP to be observed by a TIP mentor and the school head," with a mean of 3.95. This concerns teacher induction and authority levels, which vary by program involvement. More involvement means more formal induction and uniform strategies; school-based responsibility leads to tailored practices. Teacher induction is complex, with authority often unclear. In some systems, member-level authority guides induction processes.

Table 2.4. *Level of Effectiveness of the Teacher Induction Program for the Beginning Public School Teachers in terms of Module 4: The Teaching Process*

Module 4: The Teaching Process	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Deepens the understanding of teachers about diverse learners	4.20	4.44	4.39	4.35	Very Effective
2. Enables the teachers to strategize in addressing the diversity of learners in preparing learning materials	4.10	4.33	4.26	4.23	Very Effective
3. Explains the research-based basic concepts, principles, and methodologies of explicit teaching. Demonstrate understanding of the Explicit Teaching Process	4.16	4.37	3.64	4.06	Very Effective
4. Guides the teacher in the development and demonstration of a Detailed Lesson Plan (DLP) using explicit teaching	4.07	4.33	3.67	4.02	Very Effective
5. Enables the teacher to understand the nature of 21st Century Learners	4.13	4.34	3.67	4.05	Very Effective
6. Presents learning outcomes that are aligned with learning competencies that address the diverse learners of the 21st century	4.10	4.38	3.68	4.05	Very Effective
7. Helps the teacher develop a sample Detailed Lesson Plan (DLP) on your area based on the learning outcomes/competencies that address the diverse learners of the 21st century	4.14	4.32	3.60	4.02	Very Effective
8. Equips the teacher with skills in preparing a one-week developmentally sequenced teaching and learning process following the DLL and DLP requirements	4.25	4.27	3.46	4.00	Very Effective
9. Enables the teacher to plan and implement a one-session DLP to be observed by a TIP mentor and the school head	4.10	4.30	3.46	3.95	Very Effective
10. Provides knowledge in handling timely, accurate, and constructive feedback using the different school forms and the LIS	4.15	4.35	3.63	4.04	Very Effective
Grand Mean:	4.14	4.34	4.38	4.29	Very Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

This shows that the TIP program addresses learner diversity through differentiated instruction, adult learning, explicit teaching, and 21st-century teaching practices. Teachers are expected to support the holistic development of each child, which is a key priority of the program. After completing the TIP with Module 4, "The Teaching Process," beginning public elementary teachers in the Southern Luzon Cluster are expected to strengthen personal and professional traits for effective teaching. Teachers deepen understanding of diverse learners, building empathy and adaptability to meet varied student needs. This also helps them address 21st-century learners, creating engaging, inclusive environments for current educational demands.

Professionally, TIP enables teachers to address learner diversity by preparing customized materials and plans for various learning styles and skills. Teachers become proficient in research-based methods, particularly explicit teaching, and practice creating Detailed Lesson Plans (DLPs) that outline explicit teaching steps. Training includes developing individual and week-long sequences aligned with DepEd's DLL and DLP standards. TIP also trains teachers to give effective feedback using school forms and the Learner Information System (LIS), supporting communication. These skills prepare TIP graduates to provide high-quality, competency-based instruction for diverse students in Southern Luzon.

Module 5 – The Learning Process

Table 2.5 presents the mean effectiveness score of the Teacher Induction Program for Beginning Public School Teachers in Module 5: The Learning Process. The grand mean was 4.37, interpreted as "Very Effective," indicating the program's strong effectiveness.

The highest scoring item states, "the program helped the teacher manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within the available physical learning environments," with a mean of 4.42. Effective venues and suitable facilities are critical to supporting teacher training and enhancing learning outcomes, as proper environments allow participants to focus and gain the most from seminars (Exforsys, 2016).

Classroom setup is a key aspect of classroom management and learning. A well-structured physical environment can prevent behavior issues and enhance teaching and student engagement. Classroom arrangement, décor, materials, and activity setup all impact how

learners and teachers interact, supporting a safe and inviting learning atmosphere (Cox, 2019). The statement indicated that "the respondents develop the teacher's skills in providing and managing a learning-focused environment," with a mean rating of 4.38. This relates to how school facilities contribute to a productive environment for events like seminars and training. Important features include well-spaced rooms, good lighting, connectivity, and appropriate equipment, which enhance the impact of professional development activities. The statement, with a mean of 4.32, indicates that respondents help promote policies and guidelines for a safe and secure learning environment.

Table 2.5. *Level of Effectiveness of Teacher Induction Program for the Beginning Public School Teachers in terms of Module 5: The Learning Process*

Module 5: The Learning Process	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Empowers the teacher to demonstrate knowledge and understanding of the principles of learner-centered learning	4.18	4.44	3.53	4.05	Very Effective
2. Helps in designing learner-centered learning activities, approaches, and strategies	4.13	4.39	3.52	4.01	Very Effective
3. Enables the teacher to apply learner-centered activity effectively through lesson planning	4.17	4.46	3.64	4.09	Very Effective
4. Develops the skills of the teacher in providing and managing a learning-focused environment	4.13	4.50	4.52	4.38	Very Effective
5. Helps create a learning-focused environment that promotes learner responsibility and achievement	4.14	4.39	3.87	4.13	Very Effective
6. Motivates the teacher in nurturing and inspiring learners' participation	4.21	4.49	4.22	4.31	Very Effective
7. Develops a deep concern of the teacher for the holistic formation of the learners	4.19	4.46	4.21	4.29	Very Effective
8. Helps promote policies, guidelines, and procedures that provide a safe and secure learning environment	4.20	4.44	4.31	4.32	Very Effective
9. Enables the teacher to uphold a learning environment of fairness, respect, and care to encourage learning	4.25	4.43	3.64	4.11	Very Effective
10. Helps the teacher manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within the available physical learning environments	4.28	4.47	4.52	4.42	Very Effective
Grand Mean:	4.19	4.45	4.48	4.37	Very Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

This supports safe schooling for learners and teachers, especially in large TIP modules. Participation in forums and discussions further fosters personal and professional growth. The lowest mean, 4.01, was for the item on designing learner-centered activities and strategies. This underscores how classroom social environments and authority structures affect program implementation. Understanding governance roles illuminates how induction programs are organized and implemented.

These results suggest that effective classroom management allows teachers to implement learner-centered approaches and optimize the physical environment for diverse learners. After completing the Teacher Induction Program focused on Module 5, "The Learning Process," beginning public elementary school teachers in the Southern Luzon Cluster are expected to adopt personal and professional qualities that foster a learner-centered approach. These teachers commit to students' holistic development by nurturing their physical, emotional, and intellectual growth. They demonstrate fairness, respect, and empathy to create a safe, supportive classroom culture where students feel valued and motivated.

TIP prepares teachers to apply learner-centered principles by designing engaging lesson plans and managing learning-focused environments. Teachers help students take ownership of learning and emphasize exploration and hands-on activities adapted to available resources. TIP also reinforces school policies that support a safe, organized classroom. As a result, TIP graduates can foster collaborative and enriching educational experiences.

Module 6 – The School and Community Linkages

Table 2.6 presents the mean scores on the effectiveness of the Teacher Induction Program for Beginning Public School Teachers regarding Module 6: The School and Community Linkages. The grand mean of 4.43 was interpreted as "Very Effective," implying that the program meets its objectives well. The highest-scoring item revealed, "The program increases teacher awareness on the different resources in the community that facilitate learning," with a mean of 4.47. This underscores the induction program's focus on all six relevant DepEd modules. Consequently, TIP facilitators must thoroughly explain module details. All TIP facilitators should foster unbiased interaction and create safe, engaging discussion environments. Strong listening skills also enable facilitators to address teachers' questions and clarifications effectively. Community resources enhance people's lives and play a key role in personal development. Examples include factories, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, and parks. Utilizing these in education fosters value and belonging among students, serving as valuable sources for learning and expanding students' curiosity. Teachers facilitate this process to maximize knowledge in social science (Bordia, 2022).

Table 2.6. *Level of Effectiveness of Teacher Induction Program for the Beginning Public School Teachers in terms of Module 6: The School and Community Linkages*

Module 6: The School and Community Linkages	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Increases awareness of the teacher of the different resources in the Community that facilitate learning.	4.25	4.55	4.61	4.47	Very Effective
2. Helps prepare a work plan to enhance further the understanding of using the community as a resource in the teaching-learning process	4.22	4.44	4.47	4.38	Very Effective
3. Enables the teacher to identify and apply strategies that the school can use to build good relationships with parents/ guardians and the wider Community	4.21	4.44	4.50	4.38	Very Effective
4. Strengthens and sustains the involvement of parents/guardians and the broader Community in the educational process	4.21	4.54	4.58	4.44	Very Effective
5. Helps the teacher understand the policies and procedures of the programs on school and community partnership	4.25	4.47	4.50	4.40	Very Effective
6. Enables the teacher to cite concrete ways to maximize participation/ involvement in school and community partnership activities	4.24	4.54	4.53	4.44	Very Effective
7. Helps the teacher identify the school's key partners and stakeholders	4.22	4.49	4.49	4.40	Very Effective
8. Helps the teacher evaluate involvement in specific activities that promote school and Community partnership	4.23	4.55	4.60	4.46	Very Effective
9. Enables the teacher to show appreciation for the Community's contribution to improving the teaching-learning process	4.23	4.56	4.58	4.45	Very Effective
10. Increases awareness of the teacher of the different resources in the Community that facilitate learning.	4.25	4.53	4.54	4.44	Very Effective
Grand Mean:	4.23	4.51	4.54	4.43	Very Effective

Legend: *"Very Much Effective (4.51 – 5.00)", "Very Effective (3.51 – 4.50)", "Moderately Effective (2.51 – 3.50)", "Less Effective (1.51 – 2.50)", "Least Effective (1.00 – 1.50)"*

The second-highest rated item showed that the program enabled teachers to assess their involvement in activities promoting school and community partnership, with a mean of 4.46. This underscores the program's strength in fostering teachers' skills to connect with the school community, aligning with the qualifications established by the Department of Education for public school teachers (DepEd, 2017). The third-ranked result indicated that teachers appreciated the community's role in improving the teaching-learning process, with a mean of 4.45. This finding underlines the importance of connecting curriculum development with teachers' immediate classroom needs. Timely induction sessions that support practical teaching and ongoing integration into the school culture are particularly valued by beginning teachers.

Items receiving the lowest mean scores of 4.38 related to preparing a work plan for using community resources and strategies to build relationships with parents and the wider community. This suggests these areas are less developed, reflecting challenges discussed during zonal conferences and the need to identify and systematize support for novice teachers, as noted in TIP conceptualization and related studies (Nicodemus, 2011).

This shows that teachers applied precise logistics management in utilizing school and community resources as central to the teaching-learning process.

After completing the Teacher Induction Program (TIP) with a focus on Module 6, "School and Community Linkages," beginning public elementary school teachers in the Southern Luzon Cluster are expected to embody personal and professional traits that foster. After completing the Teacher Induction Program (TIP) with emphasis on Module 6, "School and Community Linkages," beginning public elementary school teachers in the Southern Luzon Cluster are expected to demonstrate personal and professional qualities that build strong school-community connections. These teachers deeply respect the community's role in advancing the teaching-learning process and value collaborative partnerships with parents, guardians, and stakeholders. They actively strengthen relationships with these partners, committing to their involvement in educational initiatives and recognizing their impact on student success. They incorporate community resources, enriching students' learning experiences by drawing from real-world contexts and local support. They also learn to apply strategies for building productive relationships with families and other community members, promoting open communication and sustained involvement in school activities. Additionally, TIP equips teachers with an understanding of the policies and best practices for fostering school-community partnerships, enabling them to evaluate and improve their involvement in initiatives that benefit the school and its broader Community. With these personal and professional traits, TIP graduates are well-prepared to create a collaborative, resourceful educational environment that extends learning beyond the classroom in the Southern Luzon Cluster.

Part III: Effects of Teacher Induction Program on the Personal Development of Beginning Public School Teachers

Table 3.1 shows that the Teacher Induction Program significantly impacts the personal development of beginning public school teachers, especially regarding harmonious teacher-learner relationships. The grand mean of 4.42, interpreted as "With Greater Effect," highlights the program's strong positive influence. The top indicator reveals that the program substantially enhances teachers' ability to help learners solve problems, with a mean of 4.49. This addresses challenges such as large classes and limited resources, aligning with research that identifies support and induction as crucial to overcoming the common difficulties faced by new public school

teachers.

Table 3.1. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Teacher-Learner Harmonious Relationship*

Teacher-Learner Harmonious Relationship	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Helps improve the teacher's ability to cope with the learners	4.31	4.47	4.50	4.43	With Greater Effect
2. Enables the teacher to create a positive relationship with the learners	4.24	4.35	4.41	4.33	With Greater Effect
3. Helps to convert the classroom into a home	4.28	4.46	4.47	4.40	With Greater Effect
4. Establishes a connection between me and the learners	4.34	4.43	4.45	4.41	With Greater Effect
5. Builds strong bonds among the teachers and learners in the promotion of learning	4.25	4.48	4.50	4.41	With Greater Effect
6. Helps the teacher and the learners to improve their socialization skills	4.30	4.54	4.56	4.47	With Greater Effect
7. Enables the teacher to consider individual differences to improve the teacher-learning process	4.28	4.52	4.56	4.45	With Greater Effect
8. Increases the level of communication between the teacher and the learners	4.25	4.50	4.55	4.43	With Greater Effect
9. Improves the teacher's knowledge in helping the learners solve problems	4.29	4.59	4.60	4.49	With Greater Effect
10. Builds the confidence of both the teacher and the learners in a class	4.26	4.49	4.53	4.42	With Greater Effect
Grand Mean:	4.28	4.48	4.51	4.42	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

The second-highest-ranking item, with a mean of 4.47, shows that the program helps teachers and learners improve socialization skills. Building effective working relationships benefits teachers and students, making collaborative and innovative teaching more feasible and supporting career development. The third-ranking statement, with a mean of 4.45, finds that the program enables teachers to account for individual differences, improving the learning process. Research shows positive teacher-student relationships increase teachers' achievement, emotional wellness, and professional growth. The lowest indicator, with a mean of 4.33, still shows the program helps teachers form positive relationships with learners. Knowing students well allows teachers to tailor their strategies to diverse learning needs, reinforcing the importance of passion for teaching and deep engagement with students.

Overall, the program enables teachers to assist learners with their problems better, motivate students to succeed, and position teachers as catalysts for learning and change.

Table 3.2. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Valuing*

Valuing	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Develops the teacher's patience in dealing with the learners	4.27	4.53	4.57	4.46	With Greater Effect
2. Boosts the teacher's care for the learners	4.20	4.39	4.47	4.35	With Greater Effect
3. Makes teachers reflective on the teaching-learning processes	4.23	4.52	4.59	4.45	With Greater Effect
4. Enables the teachers to integrate quality in developing lesson plans	4.21	4.51	4.58	4.43	With Greater Effect
5. Develops teachers' humility in accepting technical assistance from superiors and co-teachers	4.25	4.49	4.55	4.43	With Greater Effect
6. Improves teachers' motivation to teach every day	4.25	4.53	4.59	4.46	With Greater Effect
7. Enhances the teacher's self-confidence before the class	4.26	4.50	4.56	4.44	With Greater Effect
8. Enables the teacher to have mastery of oneself	4.26	4.49	4.57	4.44	With Greater Effect
9. Improves teachers' creativity in managing disruptive behavior positively in class	4.28	4.53	4.56	4.45	With Greater Effect
10. Strengthens the commitment of teachers to act as role models for the learners	4.28	4.49	4.56	4.45	With Greater Effect
Grand Mean:	4.25	4.50	4.56	4.44	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

Table 3.2 shows that the Teacher Induction Program has a strong positive effect on the personal development of beginning public school teachers regarding valuing, with a grand mean rating of 4.44. This indicates the program significantly influences teachers' values. The highest ratings indicate that the program has significantly enhanced teachers' patience with learners and their motivation to teach daily, scoring 4.46. This highlights the program's role in fostering recognition of individual differences among students and teachers, as well as shaping compassionate teacher personalities, which research links to student learning (Peterson-DeLuca, 2016). The third-ranked qualities, all with a 4.45 mean, reveal the program's noticeable effect on encouraging teacher reflection, creativity in classroom management, and commitment as role models.

These results underscore the need for perseverance and learner-centered approaches among Filipino teachers, who must navigate diverse learner backgrounds and daily teaching challenges while keeping valuing central to their practice. "Boosting teacher care for learners" received the lowest mean at 4.35, yet remains high. This suggests that enhancing teachers' role as caring, second parents is

still important for supporting student morale. As Lukman et al. (2021) noted, a teacher's personality subtly influences students' behavior and character, emphasizing its importance in education.

The results indicate that the Teacher Induction Program enabled teachers to apply and reinforce their patience in practical classroom situations, helping them better support students through academic challenges.

Table 3.3. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Knowledge of Learners*

Knowledge of Learners	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Enables the teachers to implement appropriate strategies in teaching the subject matter	4.23	4.50	4.57	4.43	With Greater Effect
2. Helps teachers to strategize so that all learners may understand the key concepts of the topic	4.19	4.40	4.51	4.37	With Greater Effect
3. Inspires teachers to use localization and contextualization of the learning delivery	4.27	4.47	4.56	4.43	With Greater Effect
4. Strengthens the awareness of the teacher about individual learning style/s in the learning delivery	4.23	4.46	4.52	4.40	With Greater Effect
5. Inspires teachers to build border-free education	4.24	4.41	4.51	4.39	With Greater Effect
6. Enables the teacher to respond to the individual needs of the learners	4.22	4.45	4.51	4.39	With Greater Effect
7. Equips the teacher with knowledge about relevant education	4.27	4.49	4.56	4.44	With Greater Effect
8. Increases teacher understanding and concern for learners with special needs	4.23	4.42	4.51	4.39	With Greater Effect
9.Makes the teacher more sensitive to the personal stories of the learners	4.27	4.49	4.55	4.44	With Greater Effect
10.Increases the commitment of the teacher to help all types of learners	4.26	4.49	4.53	4.43	With Greater Effect
Grand Mean:	4.24	4.46	4.53	4.41	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

Table 3.3 presents the mean scores indicating the effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers, specifically in terms of Learners' Knowledge. The grand mean was 4.41 with a verbal interpretation of "With Greater Effect." This indicates that the program significantly impacts teachers' ability to understand and address the needs of their learners, highlighting its importance for teacher readiness.

The top rater showed that "the program equipped the teacher with knowledge about relevant education" and "makes the teacher more sensitive to the personal story of the learners," both with means of 4.44. Teachers must know their learners well in school. This includes understanding their problems, life status, attitude, and other factors to interpret behavior in class. Teachers must put themselves in their learners' shoes to understand their cognitive, affective, and psychomotor levels. This broad category includes knowledge of learners' cognitive, social, and emotional development (Peterson-DeLuca). It covers how students learn at different developmental levels and how learning progresses in specific subject areas, such as progressions or trajectories. Teachers must also recognize that learners have individual needs and abilities. Instruction should be tailored to meet each learner's needs.

Ranking third were the statements: "the program enabled the teachers to implement appropriate strategies in teaching the subject matter," "inspire teachers to use localization and contextualization of the learning delivery," and "increase the commitment of the teacher to help all types of learners," all with means of 4.43. Teachers must always use appropriate instructional methodologies, contextualization, and equitable approaches. These help cater to all types of learners in school. A study by the Center of Education Policy and Analysis at Stanford University, as cited by Hinton (2021), reveals that knowledge of individual students' skills, or KISS, effectively increases achievement for all learners. Teachers who differentiate and target instruction to students' needs have higher academic gains. The lowest rater stated that "the respondents help teachers to strategize so that all learners may understand the key concepts of the topic," with a mean rating of 4.37. Teachers need to be strategic so learners can easily comprehend lessons and topics.

According to Kober (2015), as cited by the Yale Poorvu Center for Teaching and Learning, students connect knowledge best in active social classrooms. Here, they negotiate understanding through interaction and varied approaches. Instructors should know that students, as novice learners, often have less developed or incomplete conceptual frameworks.

This suggests teachers need relevant knowledge to identify and address learner issues in school effectively. The findings suggest that the Teacher Induction Program equips teachers to recognize and apply their educational knowledge to address classroom challenges faced by learners.

Table 3.4 presents the mean scores on the effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers regarding Dedication to Teaching. The grand mean was 4.43, verbally interpreted as "With Greater Effect." This indicates that the Teacher Induction Program considerably influences the personal development of beginning public school teachers.

Table 3.4. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Dedication to Teaching*

Dedication to Teaching	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Enables the teachers to implement appropriate strategies in teaching the subject matter	4.23	4.50	4.57	4.43	With Greater Effect
2. Helps teachers to strategize so that all learners may understand the key concepts of the topic	4.19	4.40	4.51	4.37	With Greater Effect
3. Inspires teachers to use localization and contextualization of the learning delivery	4.27	4.47	4.56	4.43	With Greater Effect
4. Strengthens the awareness of the teacher about individual learning style/s in the learning delivery	4.23	4.46	4.52	4.40	With Greater Effect
5. Inspires teachers to build border-free education	4.24	4.41	4.51	4.39	With Greater Effect
6. Enables the teacher to respond to the individual needs of the learners	4.22	4.45	4.51	4.39	With Greater Effect
7. Equips the teacher with knowledge about relevant education	4.27	4.49	4.56	4.44	With Greater Effect
8. Increases teacher understanding and concern for learners with special needs	4.23	4.42	4.51	4.39	With Greater Effect
9.Makes the teacher more sensitive to the personal stories of the learners	4.27	4.49	4.55	4.44	With Greater Effect
10.Increases the commitment of the teacher to help all types of learners	4.26	4.49	4.53	4.43	With Greater Effect
Grand Mean:	4.24	4.46	4.53	4.41	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

The highest-rated indicators were "the program fostered humility in the teacher to acknowledge limitations and seek support to grow" and "motivated the teacher to hold meetings and home visits with parents," each with a mean of 4.46. Teachers must embody humility and respond to the needs of their learners and their families. This demonstrates Dedication to teaching. Mart (2013) emphasized that passionate teachers are marked by their commitment to advancing students' goals. Commitment is essential for effective teaching. Dedicated teachers focus intensely on student development and strive continuously to enhance learning. They spark students' curiosity and engagement. Commitment to student learning significantly influences student motivation. Dedicated teachers understand and uphold their responsibilities to students. The level of loyalty found in dedicated teachers distinguishes them in their field. Teachers who are engaged and committed to students and their growth play a pivotal role in student development.

The third highest statement noted that "the program motivated the teacher to avoid lateness to class," with a mean of 4.45. This reflects the teachers' commitment to punctuality. Punctuality is integral to the school's teaching and learning process, as passionate teachers model time management for learners. Singh and Mishra (2017) stated that devoted teachers prioritize learner development and work to sustain engagement. They encourage curiosity and promote learning interests. Dedication and promoting learner motivation are key aspects of teacher education. Passionate teachers recognize and fulfill their responsibilities to learners. The commitment demonstrated by dedicated teachers is one of their well-known traits. Teacher education institutions devoted to their mission and learners' development contribute significantly to nurturing effective teachers. The lowest-rated indicators were that "the program helped the teacher maintain a positive attitude toward teaching and the learning process," "motivated the teacher to check papers and return feedback to students promptly," and "enabled the teacher to practice fair and equitable grading," each with a mean of 4.40. These actions exemplify a teacher's passion for work and dedication to teaching. Dedication encompasses a passion for teaching and commitment to students' success. Responses often refer to a love for the subject or devotion to the profession (Peterson-DeLuca, 2019).

This suggests teachers should acknowledge their knowledge limitations and effectively implement home visits for their learners.

Table 3.5 presents the mean scores regarding the impact of the Teacher Initiation Program on the Personal Development of Beginning Public School Teachers, specifically in Engaging Students. The grand mean was 4.44, interpreted as "With Greater Effect." This suggests that the Teacher Initiation Program significantly contributes to Personal Development for Beginning Public School Teachers.

The highest-rated item indicated that "the program helped the teacher increase the active participation of the learners in all school activities," earning a mean of 4.47. This reflects teachers' active involvement, which, in turn, fosters learners' participation. Edutopia (2019) notes that students are fully engaged when they perceive activities as meaningful. Teachers can link activities to students' prior knowledge and experiences to enhance meaningfulness and emphasize relevance.

Additionally, adult or expert modeling demonstrates the value of activities and their real-world application. Perceived competence—students' belief in their ability to succeed—also drives engagement. Schunk & Mullen (2012) found that successful performance boosts future participation. Ranking third were the statements that "the program enabled the teacher to prepare collaborative activities," "help the teacher in developing the leadership skills of the students," "enables the teacher to be creative in involving all the learners in a class," "help the teacher provide activities to develop the confidence of the learners," and "help the teacher develop a strong sense of healthy competition among all learners," each with a mean of 4.45. This underscores the importance of fostering student collaboration, leadership, engagement, and confidence. Wentzel (2009) and Edutopia (2019) emphasized that collaborative learning increases

engagement by nurturing students' connections to peers. Teachers can teach students communication and collaboration strategies to promote practical group work. Teacher modeling, creating diverse groups, assigning roles, and evaluating individual and group performance further strengthen collaborative learning.

Table 3.5. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Engaging Students*

Engaging Students	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Enables the teacher to prepare collaborative activities	4.29	4.51	4.56	4.45	With Greater Effect
2. Helps the teacher to motivate the learners to solve real-life problems	4.23	4.39	4.50	4.37	With Greater Effect
3. Helps the teacher in developing the leadership skills of the students	4.29	4.50	4.57	4.45	With Greater Effect
4. Trains the teacher to involve the learners in decision-making	4.24	4.49	4.55	4.42	With Greater Effect
5. Enables the teacher to improve the sense of responsibility of the students	4.27	4.46	4.53	4.42	With Greater Effect
6. Improves the art of questioning the teacher	4.27	4.46	4.53	4.42	With Greater Effect
7. Enables the teacher to be creative in involving all the learners in a class	4.29	4.51	4.55	4.45	With Greater Effect
8. Helps the teacher provide activities to develop the confidence of the learners	4.27	4.50	4.57	4.45	With Greater Effect
9. Helps the teacher increase the active participation of the learners in all school activities	4.30	4.54	4.59	4.47	With Greater Effect
10. Helps the teacher develop a strong sense of healthy competition among all learners	4.28	4.51	4.56	4.45	With Greater Effect
Grand Mean:	4.27	4.49	4.55	4.44	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

The lowest-rated item stated that "the program helped the teacher to motivate the learners to solve real-life problems," with a mean of 4.37. This reflects functional literacy, enabling students to apply classroom knowledge to real-world challenges—an essential academic outcome. According to Boardworks (2022), students achieve the best outcomes through hands-on learning rather than passive lecture formats. Research in student engagement consistently shows that active participation leads to deeper learning.

This suggests that teachers effectively stimulated their learners' participation in classroom discussions and school activities, making students enthusiastic and engaged in learning.

Table 3.6. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Teacher-Learner Harmonious Relationship*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	0.640	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.021	0.566	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.213	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	-0.003	0.923	Failed to Reject Ho	Not Significant
Module 4: The Teaching Process	0.027	0.364	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.116	0.006	Reject Ho	Significant
Module 6: The School and Community Linkages	0.522	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 3.6 shows the effects of the Teacher Induction Program on beginning public school teachers' personal development regarding Teacher-Learner Harmonious Relationship. For Module 1: The Department of Education of the TIP (p-value 0.566), Module 3: The K to 12 Program (p-value 0.923), and Module 4: The Teaching Process (p-value 0.364), all p-values exceeded the 0.05 significance level, so the null hypothesis was accepted and no effects were found on teachers' personal development. However, for Module 2: The Filipino Teachers (p-value 0.000) and Module 5: The Learning Process (p-value 0.006), both p-values were below 0.05, so the null hypothesis was rejected. The TIP affects the personal development of beginning public school teachers in these areas. Similarly, for Module 6: The School and Community Linkages (p-value 0.000), the p-value was below 0.05, leading to the rejection of the null hypothesis, indicating that the TIP affects the personal development of beginning public school teachers.

Recent research has also documented that one of the negative consequences of these high levels of turnover in teaching is their link to the teacher shortages that seem to plague schools perennially. In analyses of national data, we have found that neither the much heralded mathematics and science shortage, nor the minority teacher shortage, is primarily due to an insufficient production of new teachers, as is widely believed.

In contrast, the data indicate that school staffing problems are, to a significant extent, a result of a "revolving door" -- where large numbers of teachers depart teaching long before retirement (Ingersoll & Perda, 2010a; Ingersoll & May, 2011; see also Achinstein et al., 2010). Moreover, the data show that beginning teachers, in particular, report that a lack of adequate support from the school administration is one of the main factors behind their decisions to depart.

Table 3.7. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Valuing*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	0.834	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.122	0.005	Reject Ho	Significant
Module 2: The Filipino Teachers	0.365	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	-0.017	0.607	Failed to Reject Ho	Not Significant
Module 4: The Teaching Process	-0.008	0.825	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.243	0.000	Reject Ho	Significant
Module 6: The School and Community Linkages	0.353	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 3.7 demonstrates the effects of the Teacher Induction Program on the personal development of beginning public school teachers in terms of Valuing. For Module 1: The Department of Education of the TIP, the p-value was 0.005, smaller than the 0.05 significance level. As a result, the null hypothesis was rejected, indicating that TIP affects the personal development of beginning public school teachers. Similarly, for Module 2: The Filipino Teachers of the TIP, the p-value was 0.000, less than 0.05. Thus, the null hypothesis was rejected, confirming the TIP's impact in this area.

In Module 5: The Learning Process of the TIP, the p-value was 0.000, lower than the 0.05 significance level. Consequently, the null hypothesis was rejected, and the TIP was found to affect the personal development of beginning teachers. Module 6: The School and Community Linkages of the TIP also produced a p-value of 0.000, smaller than the threshold. Again, the null hypothesis was rejected, showing that TIP influences the personal development of beginning public school teachers.

When examining Module 3: The K to 12 Program of the TIP, the p-value was 0.607, greater than the 0.05 significance level. Therefore, the null hypothesis was accepted, and TIP showed no effects on the personal development of beginning public school teachers. Similarly, for Module 4: The Teaching Process of the TIP, a p-value of 0.825 was observed, also above the significance threshold. As such, the null hypothesis was accepted, and TIP was found to have no effect in this module.

The theory behind induction emphasizes that teaching is complex work. Pre-employment teacher preparation rarely provides all the necessary knowledge and skills for successful teaching; much of this expertise is gained on the job (e.g., Gold, 1999; Hegsted, 1999; Feiman-Nemser, 2001; Ganser, 2002).

Consequently, schools have a recognized role in creating environments where novices can learn, survive, and succeed as teachers. These support programs aim to improve the performance and retention of beginning teachers, helping enhance and prevent the loss of their human capital, with the ultimate goal of fostering student growth and learning.

Table 3.8. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Knowledge of Learners*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	0.879	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.035	0.449	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.249	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	0.083	0.022	Reject Ho	Significant
Module 4: The Teaching Process	-0.006	0.883	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.064	0.216	Failed to Reject Ho	Not Significant
Module 6: The School and Community Linkages	0.438	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 3.8 shows the effects of the Teacher Induction Program on the personal development of beginning public school teachers in terms of Knowledge of Learners. For Module 1: The Department of Education of the TIP reported a p-value of 0.449, which exceeds the 0.05 significance level. Consequently, the null hypothesis was accepted, indicating that the TIP does not affect the personal development of beginning public school teachers.

Similarly, Module 4: The Teaching Process of the TIP produced a p-value of 0.883—again higher than the 0.05 level—resulting in the acceptance of the null hypothesis and confirming the lack of effects on personal development. Likewise, Module 5 of the TIP yielded a p-value of 0.216, which surpassed the 0.05 significance threshold; thus, the null hypothesis was accepted, and no effect was observed.

However, Module 2: The Filipino Teachers of the TIP showed a p-value of 0.000, which was less than the 0.05 level of significance; consequently, the null hypothesis was rejected, and the TIP was found to have effects on personal development. Similarly, Module 3 of the TIP exhibited a p-value of 0.022, which also fell below the 0.05 threshold, rejecting the null hypothesis and indicating an effect. According to Module 6: The School and Community Linkages of the TIP, the p-value was again 0.000—smaller than the 0.05 level—so the null hypothesis was rejected, and an impact of the TIP was observed.

While the overall goal of these teacher development programs is to improve the performance and retention of beginning teachers,

induction theorists have identified multiple objectives and emphases that such programs may hold, paralleling the induction processes common to other occupations (e.g., Feiman-Nemser, 2001; Ganser, 2002). These objectives may include teacher socialization, adjustment, development, and assessment. For example, some programs are primarily developmental, aiming to foster growth for newcomers. In contrast, others are designed to assess and, in some cases, weed out individuals deemed ill-suited to the job.

Furthermore, teacher induction can encompass a range of activities for new teachers, such as orientation sessions, faculty collaborative periods, meetings with supervisors, developmental workshops, extra classroom assistance, reduced workloads, and, notably, mentoring. Mentoring, typically provided by seasoned veterans, offers personal guidance to beginning teachers in schools. In recent decades, teacher mentoring programs have become a dominant form of teacher induction (Fideler & Haselkorn, 1999; Strong, 2009; Britton, Paine, Raizen, and Pimm, 2003; Hobson, Ashby, Malderez, and Tomlinson, 2009), so much so that the two terms are often used interchangeably.

Table 3.9. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Dedication to Teaching*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	1.073	0.000	Reject Ho	Significant
Module 1: The Department of Education	0.020	0.635	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.204	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	0.060	0.074	Failed to Reject Ho	Not Significant
Module 4: The Teaching Process	0.061	0.082	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.109	0.023	Reject Ho	Significant
Module 6: The School and Community Linkages	0.304	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 3.9 presents the effects of the Teacher Induction Program on the personal development of beginning public school teachers, specifically regarding Dedication to Teaching. In Module 1: The Department of Education of the TIP, the p-value is 0.635. Because this exceeds the 0.05 significance level, the null hypothesis is accepted, indicating that the TIP does not affect the personal development of beginning public school teachers. For Module 3: The K to 12 Program of the TIP, a p-value of 0.074, also greater than 0.05, leads to the same conclusion; the null hypothesis remains accepted. Similarly, Module 4: The Teaching Process of the TIP yields a p-value of 0.082, again higher than 0.05, so the null hypothesis is still accepted. In all three modules, the TIP does not affect the personal development of the beginning public school teachers.

In contrast, Module 2: The Filipino Teachers of the TIP shows a p-value of 0.000, notably below the 0.05 threshold. As a result, the null hypothesis is rejected, demonstrating that the TIP affects the personal development of beginning public school teachers. Module 5: The Learning Process of the TIP also supports this, with a p-value of 0.023 (less than 0.05). Therefore, the null hypothesis is again rejected. Likewise, for Module 6: The School and Community Linkages of the TIP, the p-value is 0.000, which results in rejection of the null hypothesis, affirming the TIP's effects on personal development.

The overall objective of teacher mentoring programs is to give newcomers a local guide, but the character and content of these programs vary widely. Duration and intensity, for example, may differ significantly from one program to another. While some mentoring programs involve only a single meeting between mentor and mentee at the start of the school year, others are highly structured, requiring frequent meetings over several years and offering release time from regular teaching loads. These programs may also serve varying numbers of new teachers: some include anyone new to a particular school, regardless of prior teaching experience, while others focus solely on novices. Program differences also extend to mentors' selection, preparation, assignment, and compensation. The care with which mentors are chosen can differ, and selection may be voluntary or semi-mandatory. Some programs include training for mentors; others exclude it. Mentorship compensation varies by program, as does the attention paid to matching mentors and mentees. For instance, some programs strive to match new secondary-level math teachers with mentors who have prior experience teaching at that level, while others do not consider matching at all.

Table 3.10. *Effects of Teacher Induction Program on the Personal Development of the Beginning Public School Teachers in terms of Engaging Students*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Module 1: The Department of Education	0.895	0.000	Reject Ho	Significant
Module 2: The Filipino Teachers	0.052	0.261	Failed to Reject Ho	Not Significant
Module 3: The K to 12 Program	0.160	0.002	Reject Ho	Significant
Module 4: The Teaching Process	0.074	0.041	Reject Ho	Significant
Module 5: The Learning Process	0.013	0.738	Failed to Reject Ho	Not Significant
Module 6: The School and Community Linkages	0.178	0.001	Reject Ho	Significant
Module 1: The Department of Education	0.321	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 3.10 outlines the effects of the Teacher Induction Program on the personal development of beginning public school teachers regarding Engaging Students. In Module 2: The Filipino Teachers of the TIP, the p-value was 0.002—lower than the 0.05 significance level—leading to the rejection of the null hypothesis. This indicates that the TIP affects the personal development of beginning public

school teachers. Turning to Module 3: The K to 12 Program of the TIP, the p-value registered at 0.041, also below the 0.05 significance threshold; the null hypothesis was rejected again, showing TIP's impact on teachers' personal development.

For Module 5: The Learning Process of the TIP, the p-value measured 0.001, less than the 0.05 significance level. As a result, the null hypothesis was rejected, showing the TIP's effect on beginning public school teachers' personal development. Module 6: The School and Community Linkages of the TIP yielded a p-value of 0.000, also below the 0.05 threshold, resulting again in the rejection of the null hypothesis. Thus, TIP demonstrates effects on the personal development of beginning public school teachers.

Examining Module 1: The Department of Education of the TIP, the p-value was 0.261—higher than the 0.05 significance level. Therefore, the null hypothesis was accepted, indicating that the TIP does not affect the personal development of beginning public school teachers. In Module 4: The Teaching Process of the TIP, the p-value was 0.738, which again exceeded the 0.05 threshold, leading to the acceptance of the null hypothesis. Accordingly, the TIP shows no effects on the personal development of these teachers.

The types of induction and mentoring programs available, along with the contexts in which they are beneficial, are fundamental considerations for researchers, educators implementing such initiatives, and policymakers. For the latter groups, investing in beginning teachers poses a dilemma. On one hand, as induction theory suggests, investments that enhance new teachers' effectiveness can make teaching more attractive, improve retention, and lead to other positive outcomes. On the other hand, if many new teachers view the profession as a temporary job and plan to leave regardless of improvements, those investments in human capital may ultimately be lost to the school.

Part IV: Effects of Teacher Induction Program on the Professional Development of Beginning Public School Teachers

Table 4.1. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Classroom Management*

Classroom Management	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Provides knowledge about good classroom management to teachers	4.32	4.50	4.54	4.45	With Greater Effect
2. Boosts the commitment of the teacher to improve learning spaces	4.26	4.39	4.50	4.38	With Greater Effect
3. Capacitates the teacher with classroom management principles	4.32	4.50	4.54	4.45	With Greater Effect
4. Helps improve the leadership of the teacher in the classroom	4.27	4.65	4.76	4.56	With Greatest Effect
5. Builds a strong sense of responsibility for the teacher	4.29	4.45	4.53	4.42	With Greater Effect
6. Helps the teacher create a classroom that is conducive to learning	4.30	4.47	4.55	4.44	With Greater Effect
7. Teaches the teacher to identify problematic behavior and address it professionally in class	4.29	4.47	4.52	4.43	With Greater Effect
8. Helps the teacher become creative in imposing discipline with care on the class	4.29	4.51	4.59	4.46	With Greater Effect
9. Helps the teacher improve learning productivity	4.27	4.45	4.52	4.41	With Greater Effect
10. Empowers the teacher to practice diligently the principle of "loco parentis"	4.30	4.48	4.58	4.45	With Greater Effect
Grand Mean:	4.29	4.49	4.56	4.45	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

Table 4.1 presents the mean scores regarding the impact of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers in terms of Classroom Management. The grand mean was 4.45, interpreted as "With Greater Effect." This result indicates that the Teacher Induction Program substantially enhances the professional development of beginning teachers in classroom management, confirming its effectiveness in this area.

The top indicator stated, "the respondents help improve the leadership of the teacher in the classroom," with a mean of 4.56. Second in rank was "the respondents help the teacher become creative in imposing discipline with care to the class," with a mean of 4.46. This promotes classroom management and discipline in schools. It ensures order and a peaceful classroom environment. Managing the classroom is an important part of a teacher's role. One of the most critical and challenging roles a trainer plays is that of a classroom manager. A well-managed classroom offers a conducive environment for effective teaching and learning (De Leon, 2014). Classroom management is not only about the management and discipline of students. It also includes ensuring that stressful and non-educational situations are avoided. This helps students learn topics and subjects effectively. Understanding and appreciating teachers' efforts to create a well-managed classroom is critical.

In third rank were these statements: "provide knowledge about good classroom management to teachers," "capacitate the teacher with classroom management principles," and "empower the teacher to practice diligently the principle of 'loco parentis'," all with a mean of 4.45. This relates to teachers' adherence to classroom management policies, rules, principles, and practices. Managing the classroom means understanding the intricacies of student learning. These include expectations, interactions, motivation, and behavior. Research

shows four general components of classroom management that affect student achievement: (1) rules and procedures; (2) disciplinary interventions; (3) teacher-student relationships; and (4) mental set. "Mental set" refers to how you approach classroom management. Improving your classroom management means working to create a learning environment in which all students feel safe and appropriately challenged. Learning opportunities must be organized and delivered so that all students can succeed. Effective classroom management is crucial to ensuring all students achieve.

The lowest indicator stated, "The respondents boost the commitment of the teacher to improve learning spaces," with a mean of 4.38. The lenient need to be present to facilitate effective teaching. Classroom management is vital for the successful professionalization of beginning teachers. This study explores beginning teachers' challenges in classroom management during their early years (Tahir, Iqbal, & Qureshi, 2018). It was found that the main challenges include many students in classes, variations in cognitive approach and mother tongue, adapting to new teaching techniques, and ineptness in using the latest ICT-based audio-visual aids. These factors affect the performance of beginning teachers. These issues require more attention to improve teacher performance. The findings of this study will help beginning teachers and educationists develop strategies. These strategies can help cope with classroom management challenges in professional socialization.

This implies that teacher leadership must be improved in the classroom. The teacher is the best visual aid, so the teacher must be well-rounded.

Table 4.2. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Teaching Practices*

Teaching Practices	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Improves the teaching strategy of the teacher	4.27	4.51	4.59	4.46	With Greater Effect
2. Helps the teacher maintain the standards of teaching	4.21	4.43	4.55	4.40	With Greater Effect
3. Enables the teacher to design lesson plans appropriately	4.27	4.46	4.54	4.42	With Greater Effect
4. Allows the teacher to sustain a lively and collaborative classroom discussion	4.26	4.69	4.59	4.51	With Greater Effect
5. Draws the teacher's creativity in developing the actual capacity of the learners	4.25	4.46	4.53	4.41	With Greater Effect
6. Guides the teacher in developing a learner-centered lesson plan	4.26	4.48	4.57	4.44	With Greater Effect
7. Helps the teacher to implement assessment of learning and assessment for learning	4.28	4.47	4.53	4.43	With Greater Effect
8. Increases awareness of the teacher on personal teaching practices	4.24	4.49	4.59	4.44	With Greater Effect
9. Capacitates the teacher in the integration of values in all the lessons	4.46	4.49	4.56	4.50	With Greater Effect
10. Enables the teacher to establish a connection and relevance of the lessons	4.25	4.46	4.57	4.43	With Greater Effect
Grand Mean:	4.27	4.49	4.56	4.44	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

Table 4.2 shows the mean scores on the effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers in terms of Teaching Practices. The grand mean was 4.44 with a verbal interpretation of "With Greater Effect." This indicates that the Teacher Induction Program significantly enhances the professional development of beginning public school teachers in their teaching practices, highlighting its positive impact on teacher effectiveness.

The highest rater indicated that "the respondents allow the teacher to sustain a lively and collaborative classroom discussion" with a mean of 4.51. This is part of the quality of education and how teachers exert quality teaching. Quality education is a critical aspect of development. To attain quality education, effective teachers should support the development of young people's potential (Lupdag-Pajama et al., 2015). Teacher education institutions must prepare future teachers with in-depth knowledge and pedagogical competence, as well as the ideals, aspirations, and traditions of Philippine life and culture.

The second rank, "capacitate the teacher in the integration of values in all the lessons," received a mean rating of 4.50. This highlights the need for schools to imbue values. Teachers must help learners acquire good manners and proper conduct, not just theories and concepts. Such development should begin in early childhood, primary, and intermediate grades. According to the HEAD START Early Childhood Learning and Knowledge Center, effective, nurturing, and responsive teaching practices are essential in early childhood settings.

These practices foster trust, emotional security, and rich communication, while promoting critical thinking and problem-solving. They support social, emotional, behavioral, and language development. They provide supportive feedback, motivate effort, and are responsive to each child's learning patterns.

Ranking third stated that "the respondents improve the teaching strategy of the teacher" with a mean of 4.46. This contributes to quality

teaching and the delivery of education. Federation University of Australia (2023) emphasized that quality teaching involves more than field expertise and a passion to share information. It requires offering ways for diverse students to engage, gain knowledge, and develop skills. These skills help students successfully join the workforce and participate in the community.

The lowest rater stated that "the respondents help the teacher maintain the standards in teaching" with a mean of 4.40. This refers to upholding high teaching standards and ethical conduct. It involves the teacher's quality of experience. Aglazor (2017) said that the teaching practice exercise is a key point where the university supervisor, host teacher, and aspiring teacher work together. This determines the quality of experience for the aspiring teacher. Aspiring teachers must have competent supervisors during hands-on training. Host teachers also play a crucial role in professional growth and development.

This implies that teachers must use collaborative learning. They must help learners realize their potential in school.

Table 4.3. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Instructional Practices*

Instructional Practices and Pedagogy	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Enables the teacher to use appropriate teaching aids.	4.30	4.49	4.54	4.44	With Greater Effect
2. Helps the teacher facilitate learning by using collaborative, cooperative, integrative, inquiry-based, and reflective approaches in teaching	4.23	4.47	4.55	4.42	With Greater Effect
3. Allows the teacher to design and use varied teaching activities.	4.27	4.46	4.54	4.43	With Greater Effect
4. Enables the teacher to maintain the clarity of instruction, whether in group or individual tasks.	4.25	4.53	4.58	4.45	With Greater Effect
5. Equips the teacher with varied teaching strategies.	4.24	4.44	4.53	4.40	With Greater Effect
6. Capacitates the teacher in creating differentiated instructions	4.25	4.47	4.51	4.41	With Greater Effect
7. Enhances the teacher's ability to become more creative in preparing instructional materials.	4.24	4.49	4.56	4.43	With Greater Effect
8. Provides the teacher with comprehensive knowledge about the K-12 curriculum.	4.23	4.48	4.57	4.43	With Greater Effect
9. Enables teachers to discern appropriate teaching and learning strategies and approaches.	4.30	4.52	4.58	4.47	With Greater Effect
10. Helps the teacher develop a personal teaching philosophy.	4.27	4.54	4.58	4.46	With Greater Effect
Grand Mean:	4.26	4.49	4.55	4.43	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

Table 4.3 presents the mean scores on the effects of the Teacher Initiation Program on the Professional Development of Beginning Public School Teachers, specifically in Instructional Practices and Pedagogy. The grand mean was 4.43, interpreted as "With Greater Effect," indicating that the Teacher Initiation Program significantly enhances the professional development of beginning teachers.

The highest-rated effect was that the program enables teachers to discern effective teaching and learning strategies, with a mean of 4.47. This suggests that these teachers should better nurture the teaching-learning process, which will positively impact student achievement. Teachers are central to student learning, as highlighted in ongoing discussions linking teacher effectiveness to assessment outcomes (Hoge, 2016). The second highest effect shows that the program helps teachers develop a personal teaching philosophy, as evidenced by a mean of 4.46. This philosophical foundation guides teachers in delivering competencies and literacy to learners and contributes to curriculum implementation. Effective implementation of aligned curricula and varied instructional practices can raise student achievement, but ongoing supervision of new skills remains necessary to maximize results. The third rank indicates that the program enables teachers to maintain clarity in instruction for groups and individuals, with a mean of 4.45.

This aligns with adopting new pedagogies, where teachers and leaders refine strategies that foster deeper learning. Achieving innovative, critical thinking in schools requires instructional leaders to promote ongoing professional development and replace outdated methodologies. The lowest rated, though still highly valued, effect is that the program equips teachers with varied teaching strategies, with a mean of 4.40. Quality education depends on teachers' effectiveness, and teacher education institutions must prepare future teachers with strong knowledge, pedagogical skills, and the values of Philippine culture (Lupdag-Padama et al., 2015).

This underscores the need for teachers to apply effective teaching and learning strategies to achieve high learning outcomes. Teachers' competence and learners' competitiveness are essential.

Table 4.4 presents the mean score for the effects of the Teacher Induction Program on Beginning Public School Teachers' Professional Development in Career Development, with a grand mean of 4.47 interpreted as "With Greater Effect." This indicates a significant positive effect of the program. The highest ratings showed that the program encourages personal and professional development and motivates participation in continuing education, with a mean of 4.52. These aspects relate to continuing professional development, involving the development of diverse skills and effective instructional leadership for new teaching strategies. Effective instructional leadership supports adaptation to evolving skill requirements, and issues such as transferring learning are addressed through evidence-based professional development models.

Table 4.4. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Career Development*

Career Development	*Beginning Teachers*	*Co-Teachers*	*School Heads*	*Overall*	*Verbal Interpretation*
1. Gives a clear view to the teacher regarding the necessary seminars and training.	4.33	4.53	4.57	4.48	With Greater Effect
2. Educates the teacher on the importance of continuing education	4.27	4.41	4.49	4.39	With Greater Effect
3. Promotes a positive career outlook in education	4.29	4.54	4.57	4.47	With Greater Effect
4. Gives a broader perspective on career pathing	4.28	4.54	4.60	4.47	With Greater Effect
5. Provides the teacher with an opportunity to improve their abilities and capabilities	4.46	4.46	4.52	4.48	With Greater Effect
6. Encourages the teachers to engage in both personal and professional development	4.32	4.59	4.64	4.52	With Greatest Effect
7. Enhances the skills of the teacher in the delivery of relevant and quality education.	4.29	4.51	4.56	4.45	With Greater Effect
8. Provides the teacher with a clear professional career path	4.31	4.54	4.61	4.49	With Greater Effect
9. Keeps the teacher informed on the right career development plan	4.29	4.56	4.61	4.48	With Greater Effect
10. Motivates teachers to participate in different continuing education programs	4.34	4.58	4.64	4.52	With Greatest Effect
Grand Mean:	4.32	4.53	4.58	4.47	With Greater Effect

Legend: *"With Greatest Effect (4.51 – 5.00)", "With Greater Effect (3.51 – 4.50)", "With Great Effect (2.51 – 3.50)", "With Less Effect (1.51 – 2.50)", "With Least Effect (1.00 – 1.50)"*

The third highest rating, with a mean of 4.49, recognized that the program provides teachers a clear professional career path, supported by in-service training. Research highlights in-service training as crucial for enhancing teaching quality and adapting to new educational challenges, with factors like administrator support and tailored strategies influencing effectiveness. The lowest-rated item, with a mean of 4.39, was the program's role in educating teachers on the importance of continuing education. This aspect is tied to learning continuity and the ongoing development of new teachers, with ongoing discussions focusing on meeting immediate needs and long-term development.

This highlights the need for teachers to be lifelong learners and remain passionate about their work to achieve mastery.

Table 4.5. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Classroom Management*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	0.992	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.029	0.514	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.262	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	0.044	0.196	Failed to Reject Ho	Not Significant
Module 4: The Teaching Process	-0.001	0.987	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.196	0.000	Reject Ho	Significant
Module 6: The School and Community Linkages	0.308	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 4.5 displays the effects of the Teacher Induction Program (TIP) on the professional development of beginning public school teachers in terms of Classroom Management. For Module 1: The Department of Education of the TIP, the p-value was 0.514, exceeding the 0.05 significance level. Therefore, the null hypothesis was accepted, indicating that the TIP did not affect the professional development of the beginning public school teachers. Similarly, in Module 3: The K to 12 Program of the TIP, the p-value measured 0.196, which is again higher than the 0.05 level, leading to the acceptance of the null hypothesis—showing no significant effects. Module 4: The Teaching Process of the TIP produced a p-value of 0.987, which is well above the 0.05 threshold. This result led to the conclusion that the null hypothesis was accepted, indicating that the TIP had no effects on the teachers' professional development. Module 2: The Filipino Teachers of the TIP showed a p-value of 0.000, falling below the 0.05 significance level. As a result, the null hypothesis was rejected, demonstrating that the TIP affects the professional development of beginning public school teachers. Likewise, Module 5: The Learning Process of the TIP yielded a p-value of 0.000, also smaller than the significance level. This led to rejecting the null hypothesis, confirming the TIP's effect on teachers' professional development. For Module 6: The School and Community Linkages of the TIP, the p-value was 0.000, less than the 0.05 significance level. This result prompted rejection of the null hypothesis, indicating that the TIP affects the professional development of beginning public school teachers.

Due to the expansion of induction and mentoring programs, interest in empirical research on their variety and value has also increased. Over the past two decades, researchers have examined a range of different programs. Despite this, the extent to which research supports firm conclusions about the value of induction programs remains unclear. Some studies lack rigorous methodology and sometimes extend their conclusions beyond the data. Also, with the content, duration, and delivery of programs differing significantly from site to site, general conclusions about induction are challenging. Therefore, it is important to critically assess the empirical research on teacher induction to determine its scope, merit, and the conclusions that may reasonably be drawn.

Table 4.6. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Teaching Practices*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	1.073	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.023	0.635	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.257	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	0.001	0.983	Failed to Reject Ho	Not Significant
Module 4: The Teaching Process	-0.025	0.535	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.256	0.000	Reject Ho	Significant
Module 6: The School and Community Linkages	0.295	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 4.6 presents the effects of the Teacher Induction Program (TIP) modules on the professional development of beginning public school teachers in terms of Teaching Practices. For Module 1: The Department of Education and Module 3: The K to 12 Program, the p-values were 0.635 and 0.983, respectively, above the 0.05 significance level. Therefore, the null hypothesis was accepted for these modules, indicating that TIP did not affect teachers' professional development in these areas. Module 4: The Teaching Process of the TIP resulted in a p-value of 0.535, higher than the 0.05 significance level. Thus, the null hypothesis for this module was accepted, indicating no effect of the TIP on the professional development of beginning public school teachers. Module 2: The Filipino Teachers had a p-value of 0.000, below the 0.05 significance level. Thus, the null hypothesis was rejected, showing that the TIP significantly affected professional development in this area. However, for Module 5: The Learning Process and Module 6: School and Community Linkages, p-values were 0.000, but the null hypothesis was accepted, indicating no effect. This suggests that the TIP's impact varied, with an effect observed only in Module 2. Several helpful reviews on the topic of induction have been published over the past two decades (for a recent anthology, see Wang, Odell, and Clift, 2010). Many of these reviews have focused on induction's theory, rationale, and conceptualization (e.g., Gold, 1999; Hegsted, 1999; Feiman-Nemser & Schwille, 1999; Feiman-Nemser, 2001; Ganser, 2002). Others have focused primarily on the character of specific teacher induction reforms and initiatives (e.g., Fideler and Haselkorn, 1999; Scherer, 1999; Serpell & Bozeman, 1999; Wang & Odell, 2002). Still others examined teachers' experiences with induction (e.g., Wang, Odell, and Schwille, 2008). At least one review studied the conditions that give rise to effective mentoring and looked at the benefits of mentoring for both mentors and mentees (Hobson et al., 2009).

Table 4.7. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Instructional Practices*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	0.995	0.000	Reject Ho	Significant
Module 1: The Department of Education	0.044	0.346	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.102	0.054	Failed to Reject Ho	Not Significant
Module 3: The K to 12 Program	0.092	0.012	Reject Ho	Significant
Module 4: The Teaching Process	-0.020	0.593	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.248	0.000	Reject Ho	Significant
Module 6: The School and Community Linkages	0.308	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 4.7 presents the effects of the Teacher Induction Program on beginning public school teachers' professional development in Instructional Practices. For Module 1: The Department of Education of the TIP (p-value = 0.346) and Module 2: The Filipino Teachers of the TIP (p-value = 0.054), both p-values exceed the 0.05 significance level, so the null hypothesis was accepted, indicating no effect on professional development. For Module 4: The Teaching Process of the TIP, the p-value was 0.593, also above 0.05. Thus, the null hypothesis was accepted, indicating no effect on professional development. However, for Module 3: The K to 12 Program of the TIP (p-value = 0.012), Module 5: The Learning Process (p-value = 0.000), and Module 6: The School and Community Linkages (p-value = 0.000), all p-values were below 0.05. Hence, the null hypothesis was rejected for these modules, indicating that the TIP affected professional development. Few comprehensive reviews examine empirical studies on induction effects. In 2004, we published an online review of research on mentoring and teacher retention (Ingersoll & Kralik, 2004). 2009 a second assessment of induction research was published (Strong, 2009).

Table 4.8. *Effects of Teacher Induction Program on the Professional Development of the Beginning Public School Teachers in terms of Career Development*

Independent Variables	*Regression Coefficient*	*p-value*	*Decision*	*Remarks*
Constant	1.213	0.000	Reject Ho	Significant
Module 1: The Department of Education	-0.017	0.712	Failed to Reject Ho	Not Significant
Module 2: The Filipino Teachers	0.236	0.000	Reject Ho	Significant
Module 3: The K to 12 Program	0.076	0.032	Reject Ho	Significant
Module 4: The Teaching Process	-0.016	0.665	Failed to Reject Ho	Not Significant
Module 5: The Learning Process	0.102	0.047	Reject Ho	Significant
Module 6: The School and Community Linkages	0.348	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 4.8 presents the effects of the Teacher Induction Program on the professional development of beginning public school teachers in terms of Career Development. For Module 2: The Filipino Teachers of the TIP, the p-value was 0.000, which is less than the 0.05 significance level, leading to the rejection of the null hypothesis and confirmation of the TIP's effect. A similar outcome occurs in Module 3: The K to 12 Program of the TIP, where the p-value was 0.032—again below 0.05—requiring rejection of the null hypothesis and suggesting the program's impact. For Module 5: The Learning Process of the TIP, with a p-value of 0.047, less than 0.05, the null hypothesis was also rejected, supporting the program's contribution. Module 6: The School and Community Linkages of the TIP reported a p-value of 0.000, which is still below the threshold, resulting in the rejection of the null hypothesis and further evidence of the TIP's effects.

However, regarding Module 1: The Department of Education of the TIP, the p-value was 0.712—higher than the 0.05 level—which led to the acceptance of the null hypothesis and indicated no observable effects from the TIP. Similarly, Module 4: The Teaching Process of the TIP reported a p-value of 0.665, which also surpassed the significance level. As a result, the null hypothesis was accepted, indicating that the TIP did not influence professional development in this area.

This review expands previous efforts by incorporating more recent studies and broadening the scope to include research on the general effects of induction, not just teacher retention. We aim to provide researchers, policymakers, and educators with a reliable, current assessment of what is both known and unknown about the effectiveness of teacher induction and mentoring programs. Additionally, we seek to highlight gaps in the literature and identify important questions that have yet to be addressed. Ingersoll and Strong (2011), with a paper titled 'The impacts of induction and mentoring programs for beginning teachers: A critical review of the research,' critically examine various induction and mentoring programs. Their work focuses on professional development aspects like career progression, retention, and classroom effectiveness, providing insights into the efficacy of various induction program components relevant to career development.

Part V. Significant Difference in the Effects of the Teacher Induction Program on the Personal Development of the Beginning Public School Teachers when Grouped in Demographic Profile

Table 5.1. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to Age*

Indicators	*Age*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
1. Teacher-Learner 2.Harmonious 3. Relationship	25-34 years old	265.22	17.455	0.001	Reject Ho	Significant
	35-44 years old	257.65				
	45-54 years old	310.96				
	55-64 years old	326.53				
4. Valuing	25-34 years old	258.42	29.391	0.000	Reject Ho	Significant
	35-44 years old	254.84				
	45-54 years old	303.24				
	55-64 years old	347.44				
5. Knowledge of Learners	25-34 years old	252.16	29.412	0.000	Reject Ho	Significant
	35-44 years old	260.41				
	45-54 years old	314.81				
	55-64 years old	340.68				
6. Dedication to Teaching	25-34 years old	256.03	22.937	0.000	Reject Ho	Significant
	35-44 years old	265.31				
	45-54 years old	307.78				
	55-64 years old	336.65				
Engaging Students	25-34 years old	258.90	18.099	0.000	Reject Ho	Significant
	35-44 years old	269.69				
	45-54 years old	303.67				
	55-64 years old	331.86				

Table 5.1 displays the comparative effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when grouped by age. For Teacher-Learners Harmonious Relationship, Valuing, and Knowledge of Learners, the p-values were 0.001, 0.000, and 0.000, respectively—all below the 0.05 significance level. Thus, the null hypothesis is rejected for each case, indicating a significant difference in the program's effects on the personal development of beginning public school teachers across age groups. Similarly, for Dedication to Teaching and Engagement of Students, the p-values were 0.000, under the 0.05 significance level. The null hypothesis is therefore rejected for these factors, which also signifies a significant difference in the program's effects based on age group.

The Kruskal-Wallis H-Test confirms that the Teacher Induction Program's impact on personal development varies by age group. Since the null hypothesis was rejected in all cases, age clearly influences how teachers benefit from the program. These findings imply that the Teacher Induction Program's impact differs across age groups, highlighting the need for age-responsive professional development strategies. This aligns with Totterdell, Woodroffe, and Bubb (2008), who found that induction programs affect teachers differently based on age, experience, and background.

Table 5.2. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to Sex*

Indicators	*Sex*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
1. Teacher-Learner Harmonious Relationship	Male	267.99	5.993	0.014	Reject Ho	Significant
	Female	301.82				
2. Valuing	Male	268.95	5.432	0.020	Reject Ho	Significant
	Female	301.07				
3. Knowledge of Learners	Male	268.04	5.970	0.015	Reject Ho	Significant
	Female	301.78				
4. Dedication to Teaching	Male	267.70	6.200	0.013	Reject Ho	Significant
	Female	302.05				
5. Engaging Students	Male	266.77	6.830	0.009	Reject Ho	Significant
	Female	302.77				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 5.2 presents the effects of the Teacher Induction Program on the personal development of beginning public school teachers when grouped by sex. For Teacher-Learners Harmonious Relationship (p-value 0.014), Valuing (p-value 0.020), and Knowledge of Learners (p-value 0.015), all p-values are below the 0.05 significance level, leading to the rejection of the null hypothesis in each case. These results indicate significant differences in the program's effects on personal development based on sex. Similarly, Dedication to Teaching (p-value 0.013) and Engaging Students (p-value 0.009) also show p-values below 0.05, resulting in rejection of the null hypothesis. This further confirms that significant differences exist in how the Teacher Induction Program impacts personal development according to sex across all identified factors.

The significant differences identified in the Kruskal-Wallis H-Test results indicate that the Teacher Induction Program (TIP) affects beginning public school teachers differently based on sex. Specifically, this suggests that male and female teachers may experience distinct challenges and benefits in personal development through TIP. Since the null hypothesis was rejected for all the factors considered, it suggests that sex is a significant factor in how the TIP influences teachers' personal development. The results imply that the TIP might need to incorporate gender-sensitive strategies to address the distinct needs and experiences of male and female teachers. For example, men and women may differ in how they approach relationship-building and student engagement, which could lead to varying impacts from the program. Acknowledging these differences can help ensure the TIP more effectively supports the personal development of all teachers.

Smith and Ingersoll (2004) also found that induction and mentoring programs impact male and female teachers differently, supporting this study's conclusion for the need for gender-sensitive approaches in professional development.

Table 5.3. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to Civil Status*

Indicators	*Civil Status*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
1. Teacher-Learner Harmonious Relationship	Single	269.82	9.665	0.022	Reject Ho	Significant
	Married	288.67				
	Separated	397.17				
	Widowed/ Widower	409.42				
2. Valuing	Single	266.66	14.501	0.002	Reject Ho	Significant
	Married	288.90				
	Separated	369.83				
	Widowed/ Widower	446.75				
3. Knowledge of Learners	Single	261.59	8.229	0.042	Reject Ho	Significant
	Married	292.76				
	Separated	367.17				
	Widowed/ Widower	375.79				
4. Dedication to Teaching	Single	271.11	5.072	0.167	Accept Ho	Not Significant
	Married	290.21				
	Separated	444.17				
	Widowed/ Widower	329.04				
5. Engaging Students	Single	270.16	3.018	0.389	Accept Ho	Not Significant
	Married	291.68				
	Separated	261.50				
	Widowed/ Widower	335.88				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 5.3 presents the comparative effects of the Teacher Induction Program on the personal development of beginning public school teachers, grouped by civil status. Significant differences were observed for Teacher-Learners Harmonious Relationship ($p = 0.022$), Valuing ($p = 0.002$), and Knowledge of Learners ($p = 0.042$). All have p-values below the 0.05 level of significance. Thus, the null hypothesis was rejected for these areas. This indicates that the program's effects vary by civil status.

In contrast, the p-value for Dedication to Teaching was 0.167. This is higher than the 0.05 significance level, indicating that the null hypothesis was accepted. Similarly, for Engaging Students, the p-value was 0.389, also above 0.05. This led to the acceptance of the null hypothesis. Therefore, unlike the previous areas, there is no significant difference in the effects of the Teacher Induction Program on the personal development of beginning public school teachers when grouped according to civil status in these domains.

Table 5.3's Kruskal-Wallis H-Test results show that the Teacher Induction Program (TIP) affects the personal development of beginning public school teachers differently based on civil status in some aspects, but not in others. Significant differences were found in Teacher-Learners' Harmonious Relationship, Valuing, and Knowledge of Learners. However, differences were not significant for Dedication to Teaching and Engaging Students. This contrast suggests that civil status has varying influences depending on the area of personal development examined. These results suggest that the TIP should offer tailored support and resources based on teachers' civil status. For example, married teachers might need guidance on work-life balance. Single teachers could need help with time management or career progression. Ingersoll and Strong (2011) reviewed the impact of teacher induction and mentoring programs on new teachers' professional and personal growth. They noted that factors like civil status affect teachers' experiences. They recommend individualized support based on life circumstances to improve induction programs. This aligns with the finding that civil status significantly affects areas like Teacher-Learner Harmonious Relationship and Knowledge of Learners.

Table 5.4. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to Highest Educational Attainment*

Indicators	*Educational Attainment*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
1. Teacher-Learner Harmonious Relationship	Bachelor's Degree	274.20	5.165	0.271	Accept Ho	Not Significant
	With Master's Units	283.70				
	Master's Degree	295.89				
	With Doctorate Units	303.76				
	Doctorate Degree	370.86				
2. Valuing	Bachelor's Degree	242.91	24.575	0.000	Reject Ho	Significant
	With Master's Units	287.02				
	Master's Degree	297.56				
	With Doctorate Units	383.87				
	Doctorate Degree	366.89				
3. Knowledge of Learners	Bachelor's Degree	240.91	19.194	0.001	Reject Ho	Significant
	With Master's Units	288.99				
	Master's Degree	306.65				
	With Doctorate Units	347.09				
	Doctorate Degree	368.96				
4. Dedication to Teaching	Bachelor's Degree	264.36	10.493	0.033	Reject Ho	Significant
	With Master's Units	285.35				
	Master's Degree	292.22				
	With Doctorate Units	324.07				
	Doctorate Degree	396.71				
5. Engaging Students	Bachelor's Degree	250.19	16.526	0.002	Reject Ho	Significant
	With Master's Units	288.31				
	Master's Degree	301.50				
	With Doctorate Units	315.25				
	Doctorate Degree	414.64				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 5.4 presents the Kruskal-Wallis H-Test comparing the effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers by Highest Educational Attainment. Valuing returned a p-value of 0.000, below the 0.05 significance level, resulting in rejection of the null hypothesis. This indicates a significant difference in program effects based on educational attainment. For Knowledge of Learners, the p-value was 0.001, again below 0.05, prompting rejection of the null hypothesis and highlighting significant differences. Dedication to Teaching yielded a p-value of 0.033, which is below the threshold; thus, the null hypothesis was again rejected, indicating that significant differences exist. As for Engaging Students, a p-value of 0.002 was observed, which is again less than 0.05, leading to the rejection of the null hypothesis and signifying meaningful differences across groups. Conversely, Teacher-Learner Harmonious Relationship produced a p-value of 0.271, above the 0.05 significance level. The null hypothesis was accepted in this case, indicating no significant difference in program effects according to educational attainment.

The Kruskal-Wallis H-Test results in Table 5.4 suggest the Teacher Induction Program (TIP) impacts beginning public school teachers differently, depending on their educational attainment, in several personal development areas. However, the program produces consistent effects across educational levels regarding Teacher-Learner Harmonious Relationship. These findings imply that a one-size-

fits-all approach may not suit teacher induction programs. Instead, the TIP should offer flexible modules and activities tailored to teachers at different educational and professional stages, potentially by creating different tracks within the program.

In their 2016 study, Yuan and Zhang explored how teacher education programs influence the personal and professional development of beginning teachers with varying educational backgrounds. They examined differences in self-efficacy, knowledge acquisition, and dedication to teaching—findings that align with your results on the impact of educational attainment in the Teacher Induction Program. Their research supports the need for differentiated approaches in induction programs, emphasizing that educational background plays a crucial role.

Table 5.5. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to Teaching Position*

Indicators	*Teaching Position*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
1. Teacher-Learner Harmonious Relationship	Teacher I	257.25	37.272	0.000	Reject Ho	Significant
	Teacher II	292.88				
	Teacher III	274.70				
	SPED Teacher	107.75				
2. Valuing	Teacher I	246.81	50.094	0.000	Reject Ho	Significant
	Teacher II	297.61				
	Teacher III	311.08				
	SPED Teacher	132.50				
3. Knowledge of Learners	Teacher I	253.85	37.568	0.000	Reject Ho	Significant
	Teacher II	286.44				
	Teacher III	296.64				
	SPED Teacher	134.00				
4. Dedication to Teaching	Teacher I	256.25	31.992	0.002	Reject Ho	Significant
	Teacher II	284.36				
	Teacher III	306.65				
	SPED Teacher	130.50				
5. Engaging Students	Teacher I	259.30	35.288	0.001	Reject Ho	Significant
	Teacher II	278.39				
	Teacher III	287.82				
	SPED Teacher	133.00				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 5.5 presents the comparative effects of the Teacher Induction Program on the personal development of beginning public school teachers by teaching position. For each area—harmonious relationships, valuing, knowledge of learners, dedication to teaching, and engaging students—the p-values obtained were all less than the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a significant difference in the program's effects on personal development when teachers are grouped by teaching position. Significant differences were also observed in knowledge of learners (p=0.000), dedication to teaching (p=0.002), and engaging students (p=0.001), all below the 0.05 threshold. This confirms that the program's effects differ according to teaching position across these key personal development areas.

Results from the Kruskal-Wallis H-Test confirm that the Teacher Induction Program's effects differ significantly by teaching position in all tested areas, underscoring that various teaching roles influence personal development outcomes. These findings suggest the Teacher Induction Program should be tailored to the needs of different teaching positions. For instance, those teaching younger students may require more focus on classroom management, while teachers of older students may benefit from subject-specific strategies. The literature supports these differentiated approaches to maximize professional growth for all educators.

Table 5.6. *Comparative Effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to the Region where they were Assigned*

Indicators	*Region*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Teacher-Learner Harmonious Relationship	CALABARZON	306.86	7.588	0.006	Reject Ho	Significant
	MIMAROPA	269.05				
Valuing	CALABARZON	312.63	12.700	0.000	Reject Ho	Significant
	MIMAROPA	263.84				
Knowledge of Learners	CALABARZON	307.80	8.332	0.004	Reject Ho	Significant
	MIMAROPA	268.20				
Dedication to Teaching	CALABARZON	313.50	13.543	0.000	Reject Ho	Significant
	MIMAROPA	263.05				
Engaging Students	CALABARZON	313.72	13.808	0.000	Reject Ho	Significant
	MIMAROPA	262.86				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 5.6 shows the comparison of the effects of the Teacher Induction Program on the Personal Development of Beginning Public School Teachers when Grouped According to the Region where they were assigned. For Teacher-Learners Harmonious Relationship

(p = 0.006), Valuing (p = 0.000), Knowledge of Learners (p = 0.004), and Dedication to Teaching (p = 0.000), all p-values are below the 0.05 significance level. Thus, the null hypothesis was rejected in each case, indicating significant regional differences in the effects of the Teacher Induction Program on personal development across these dimensions.

For Engaging Students, the p-value was 0.000, less than the 0.05 significance level. Thus, the null hypothesis was rejected, confirming a significant regional difference in the Program's effects on this dimension. The Kruskal-Wallis H-Test in Table 5.6 confirms that the Teacher Induction Program's impact on new teachers' personal development varies significantly by region.

These findings suggest the program should incorporate region-specific support. For instance, rural and urban teachers face distinct challenges that should shape program content. Prior research also shows that regional context significantly impacts induction program effectiveness, reinforcing the need for tailored approaches.

Part VI. Significant Difference in the Effects of the Teacher Induction Program on the Professional Development of the Beginning Public School Teachers when Grouped in Demographic Profiles

Table 6.1. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to Age*

Indicators	*Age*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Classroom Management	25-34 years old	259.14	18.943	0.000	Reject Ho	Significant
	35-44 years old	268.43				
	45-54 years old	302.63				
	55-64 years old	333.71				
Teaching Practices	25-34 years old	253.66	26.602	0.000	Reject Ho	Significant
	35-44 years old	262.56				
	45-54 years old	312.67				
	55-64 years old	338.32				
Instructional Practices and Pedagogy	25-34 years old	250.90	24.808	0.000	Reject Ho	Significant
	35-44 years old	272.65				
	45-54 years old	307.84				
	55-64 years old	337.57				
Career Development	25-34 years old	263.36	21.098	0.000	Reject Ho	Significant
	35-44 years old	254.85				
	45-54 years old	311.57				
	55-64 years old	331.57				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.1 shows the comparative effects of the Teacher Induction Program on the professional development of beginning Public School Teachers when grouped by age. For classroom management, teaching practices, instructional practices, pedagogy, and career development, the p-value was 0.000, which is below the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a significant difference in the program's effects on professional development based on age.

Building on these findings, a related study identified that the length of professional experience was statistically significant only for three of the analyzed questions. The general trend observed among these three statements is that teachers with more than 15 years of experience are more pessimistic about the reform. No significant association with the length of professional experience was noted for the remaining seven variables. Overall, the effects of age and length of professional experience on teachers' attitudes toward curricular reform and its implementation appear less pronounced than often suggested by teachers or the general public. (Tumova, 2012)

Table 6.2. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to Sex*

Indicators	*Sex*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Classroom Management	Male	269.17	5.326	0.021	Reject Ho	Significant
	Female	300.90				
Teaching Practices	Male	265.20	7.935	0.005	Reject Ho	Significant
	Female	303.99				
Instructional Practices and Pedagogy	Male	268.64	5.624	0.018	Reject Ho	Significant
	Female	301.31				
Career Development	Male	270.86	4.341	0.037	Reject Ho	Significant
	Female	299.58				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.2 shows the comparative effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers when grouped according to sex. For Classroom Management, the p-value was 0.021, less than the 0.05 significance level; thus, the null hypothesis was rejected, indicating a significant difference in effects by sex. With Teaching Practices, a p-value of 0.005—again below 0.05—led to rejecting the null hypothesis, showing a significant difference by sex. Instructional Practices and Pedagogy yielded a p-value of 0.018, which is less than 0.05, resulting in the rejection of the null hypothesis and evidence of a

significant difference. Regarding Career Development, a 0.037 p-value was reported, which remains below the 0.05 threshold. The null hypothesis was rejected, indicating once more a significant difference in program effects by sex.

First-year teachers often face challenges and are more likely to leave the profession within a few years. Evidence-based teacher induction programs (TIPs) have proven effective in enhancing new teacher performance and promoting positive student outcomes. The results revealed several findings: (1) perceptions of TIP helpfulness did not significantly correlate with teacher self-efficacy; (2) a limited negative correlation ($r = -0.142$, $p < 0.01$) existed between self-efficacy and anticipated retention, indicating that higher self-efficacy scores were unexpectedly linked to lower anticipated retention; and (3) anticipated retention was notably affected by gender, major, and TIP helpfulness ratings. The study further discusses the results, implications, and recommendations (Han, 2023).

Table 6.3. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to Civil Status*

Indicators	*Civil Status*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Classroom Management	Single	267.29	6.515	0.089	Failed to Reject Ho	Not Significant
	Married	290.81				
	Separated	389.50				
	Widowed/ Widower	368.54				
Teaching Practices	Single	248.88	12.932	0.005	Reject Ho	Significant
	Married	297.63				
	Separated	386.67				
	Widowed/ Widower	356.92				
Instructional Practices and Pedagogy	Single	260.30	8.900	0.031	Reject Ho	Significant
	Married	293.15				
	Separated	393.00				
	Widowed/ Widower	371.46				
Career Development	Single	269.20	4.768	0.190	Failed to Reject Ho	Not Significant
	Married	290.88				
	Separated	408.83				
	Widowed/ Widower	337.92				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.3 presents the effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers, grouped by civil status. For Classroom Management, the p-value of 0.089 is above the 0.05 significance level, indicating no significant difference between civil status groups. Similarly, for Career Development, the p-value of 0.190 also exceeds 0.05, showing no significant difference. The main finding is that civil status does not significantly affect the program's impact on Classroom or Career Development.

In contrast, regarding Teaching Practices, the p-value was 0.005, lower than the 0.05 significance level. Thus, the null hypothesis was rejected, indicating a significant difference in the effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers when grouped according to civil status. Similarly, the p-value was 0.031 below the 0.05 threshold for Instructional Practices and Pedagogy. Therefore, the null hypothesis was again rejected, showing a significant difference based on civil status.

These findings align with existing research on teacher stress. Teaching is stressful and can lead to teacher burnout, with high emotional exhaustion and depersonalization, but low personal accomplishment (Maslach, 1999). Although much research exists, results remain inconsistent. For example, the present study surveyed the level of burnout among a randomly selected group of English language teachers (n = 315) in Malaysia. It revealed that married teachers indicated significantly higher burnout levels than those who were not married. The study is expected to have valuable implications for teachers, administrators, and researchers (Seyedehhava, 2014).

Table 6.4. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to Highest Educational Attainment*

Indicators	*Educational Attainment*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Classroom Management	Bachelor's Degree	254.82	15.039	0.005	Reject Ho	Significant
	With Master's Units	286.70				
	Master's Degree	294.71				
	With Doctorate Units	338.06				
	Doctorate Degree	400.11				
Teaching Practices	Bachelor's Degree	256.21	26.606	0.000	Reject Ho	Significant
	With Master's Units	277.35				
	Master's Degree	306.64				
	With Doctorate Units	371.88				

	Doctorate Degree	429.61				
	Bachelor's Degree	250.71				
Instructional Practices and Pedagogy	With Master's Units	285.64				
	Master's Degree	297.69	21.043	0.000	Reject Ho	Significant
	With Doctorate Units	341.56				
	Doctorate Degree	430.64				
	Bachelor's Degree	249.64				
Career Development	With Master's Units	282.57				
	Master's Degree	303.01	24.239	0.000	Reject Ho	Significant
	With Doctorate Units	361.28				
	Doctorate Degree	423.29				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.4 shows the comparative effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers, grouped according to their highest educational attainment. As to Classroom Management, the p-value was 0.005, which is lower than the 0.05 level of significance. The p-values for Classroom Management (0.005), Teaching Practices (0.000), Instructional Practices and Pedagogy (0.000), and Career Development (0.000) were all below the 0.05 significance level. Therefore, in each area, the null hypothesis was rejected, indicating a significant difference in the effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers when grouped according to educational attainment.

Despite the significant role of teachers in students' education, there is little consensus on whether teacher qualification indicators correspond to improved student success. To clarify this, the study examines the relationship between teacher qualifications and students' educational attainment. Students have different teachers with varying qualifications yearly, so a cumulative perspective is used. Results show that students with multiple highly qualified teachers were more likely to earn higher educational degrees. As teacher qualifications remain integral, these findings have significant implications for education policy. (Lee, 2020).

Table 6.5. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to Teaching Position*

Indicators	*Teaching Position*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
	Teacher I	259.26				
Classroom Management	Teacher II	289.42	32.218	0.002	Reject Ho	Significant
	Teacher III	287.68				
	SPED Teacher	129.50				
	Teacher I	252.80				
Teaching Practices	Teacher II	280.14	43.904	0.000	Reject Ho	Significant
	Teacher III	297.47				
	SPED Teacher	102.13				
	Teacher I	258.18				
Instructional Practices and Pedagogy	Teacher II	273.20	36.831	0.000	Reject Ho	Significant
	Teacher III	289.00				
	SPED Teacher	136.00				
	Teacher I	260.01				
Career Development	Teacher II	264.84	42.207	0.000	Reject Ho	Significant
	Teacher III	294.41				
	SPED Teacher	96.63				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.5 shows the comparative effects of the Teacher Induction Program on the Professional Development of beginning Public School Teachers when grouped according to teaching position. For classroom management, teaching practices, instructional practices, pedagogy, and career development, all p-values (0.002 or lower) were below the 0.05 significance level. Thus, the null hypothesis was rejected for each area, indicating a significant difference in the effects of the Teacher Induction Program on Professional Development when teachers are grouped according to teaching position.

In addition, teachers could improve performance by highlighting an individual's local rank. If an individual is in a high-performing group, they could serve as a model or inspire others to improve their duties. The teacher's current rank represents the culmination of all their efforts to enhance their professional standing, achieved through participation in various seminars, enrollment in a post-graduate program, conducting research, and receiving high evaluation ratings from students and the principal. A research study showed that the higher the rank, the higher the qualification of the teachers. The teachers' rank is very effective in students' academic performance across three-dimensional learning skills, such as cognitive, affective, and psychomotor, with mean values of 4.65, 4.68, and 4.67, respectively. Teachers' academic rank effectively assesses the educational performance of Grade VI pupils, as evidenced. In addition, teachers could improve performance by highlighting an individual's local rank. An individual in a high-performing group could be a model or inspire others to improve their conduct. The teacher's current rank represents the culmination of all their efforts to enhance their professional standing—achieved through participation in various seminars, enrollment in post-graduate programs, conducting research, and receiving high evaluation ratings from students and principals. Notably, a research study showed that the higher the rank,

the higher the qualification of the teachers. Furthermore, teachers' rank has proven very effective in terms of students' academic performance, specifically regarding three-dimensional learning skills—cognitive, affective, and psychomotor—with mean values of 4.65, 4.68, and 4.67, respectively. This effectiveness is particularly evident in the assessment of Grade VI pupils' educational performance, as highlighted by the findings, which reveal a significant effect (Salivio, 2019).

Table 6.6. *Comparative Effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when Grouped According to the Region where they were Assigned*

Indicators	*Region*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Classroom Management	CALABARZON	314.70	14.907	0.000	Reject Ho	Significant
	MIMAROPA	261.97				
Teaching Practices	CALABARZON	320.48	21.706	0.000	Reject Ho	Significant
	MIMAROPA	256.74				
Instructional Practices and Pedagogy	CALABARZON	314.03	14.127	0.000	Reject Ho	Significant
	MIMAROPA	262.57				
Career Development	CALABARZON	321.59	23.119	0.000	Reject Ho	Significant
	MIMAROPA	255.74				

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 6.6 shows the comparative effects of the Teacher Induction Program on the Professional Development of Beginning Public School Teachers when grouped by Region where they were assigned. For classroom management, teaching practices, instructional practices, and pedagogy, the p-value was 0.000, below the 0.05 significance level. Thus, the null hypothesis was rejected, indicating a significant difference in the program's effects across regions.

Similarly, for Career Development, the p-value was 0.000, which is lower than the 0.05 significance level. Thus, there is a significant difference in the effects of the Teacher Induction Program on Professional Development across regions.

The COVID-19 pandemic has posed various challenges, especially in the education sector, where the 'new normal' centers on online interaction and distance learning. Due to health protocols enforcing physical distancing, actual and personal engagements are limited. With this shift, teacher professional development (TPD) emerges as a melting pot of tested strategies and best practices, giving teachers perspectives to shape their professional vision. According to the findings of this study, TPD serves as a route for teachers to enhance knowledge, skills, and professional growth, acknowledging that teaching is a lifelong learning process. Pre-COVID-19 programs focused on content, pedagogy, technology, action learning, graduate studies, leadership, management, and action research. In contrast, teachers attended webinars and training on online teaching, technology capacity, and mental health during the pandemic. Regardless of age and teaching experience, they maintain a mindset geared toward growth and becoming better educators. Teachers aim to unlearn the old and relearn new knowledge and skills, motivated by a desire to help their students learn both for present needs and future demands (Acho, 2021).

Part VII. Significant Differences Between the Effects of the Teacher Induction Program on the Personal and Professional Development of the Beginning Public School Teachers

Table 7.1. *Comparative Effects of the Teacher Induction Program on the Personal and Professional Development of Beginning Public School Teachers*

Indicators	*Professional Development*	*Mean*	*F value*	*p-value*	*Decision*	*Remarks*
Teacher-Learner Harmonious Relationship	Classroom Management	4.45	22.779	0.000	Reject Ho	Significant
	Teaching Practices	4.44	21.203	0.000	Reject Ho	Significant
	Instructional Practices and Pedagogy	4.43	27.474	0.000	Reject Ho	Significant
	Career Development	4.47	22.594	0.000	Reject Ho	Significant
Valuing	Classroom Management	4.45	23.414	0.000	Reject Ho	Significant
	Teaching Practices	4.44	19.483	0.000	Reject Ho	Significant
	Instructional Practices and Pedagogy	4.43	23.347	0.000	Reject Ho	Significant
	Career Development	4.47	22.864	0.000	Reject Ho	Significant
Knowledge of Learners	Classroom Management	4.45	25.883	0.000	Reject Ho	Significant
	Teaching Practices	4.44	28.162	0.000	Reject Ho	Significant
	Instructional Practices and Pedagogy	4.43	28.958	0.000	Reject Ho	Significant
	Career Development	4.47	23.765	0.000	Reject Ho	Significant
Dedication to Teaching	Classroom Management	4.45	45.350	0.000	Reject Ho	Significant
	Teaching Practices	4.44	40.310	0.000	Reject Ho	Significant
	Instructional Practices and Pedagogy	4.43	40.613	0.000	Reject Ho	Significant
	Career Development	4.47	30.802	0.000	Reject Ho	Significant
Engaging Students	Classroom Management	4.45	51.150	0.000	Reject Ho	Significant
	Teaching Practices	4.44	38.973	0.000	Reject Ho	Significant
	Instructional Practices and Pedagogy	4.43	50.836	0.000	Reject Ho	Significant
	Career Development	4.47	39.227	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the significance level (0.05), reject Ho; otherwise, fail to reject Ho."

Table 7.1 shows the comparative effects of the Teacher Induction Program on the Personal and Professional Development of Beginning Public School Teachers. Compared to classroom management, teaching practices, instructional practices, pedagogy, and career development, the p-value for the teacher-learner harmonious relationship and valuing was 0.000, which is less than the 0.05 significance level. Thus, the null hypothesis was rejected. There is a significant difference in the effects of the Teacher Induction Program on the personal and professional development of beginning public school teachers.

Regarding the Knowledge of learners and Engaging Students, compared to classroom management, teaching practices, instructional practices, pedagogy, and career development, the p-values computed were 0.000, less than the 0.05 significance level. Thus, the null hypothesis was rejected. There is a significant difference in the effects of the Teacher Induction Program on the personal and professional development of the beginning public school teachers. This supports the study by Ingersoll and Strong (2011), who analyzed various aspects of induction and mentoring programs, including structure, length, content, and the mentor's role. They examined how these programs affect teacher retention, job satisfaction, teaching methods, and student performance. The review aimed to identify key elements that make induction and mentoring effective, highlighting the benefits for new teachers and their students. The authors studied strengths and weaknesses in earlier research and identified gaps and issues. They also discussed the need for more research to understand better what makes induction and mentoring work well.

Conclusions

Based on the findings, the typical demographic profile consisted mainly of individuals aged 25–35, predominantly males who held degrees, served as teachers, and were married, residing in CALABARZON. The study concluded that the Teacher Induction Program for the Beginning Public School Teachers was very effective, as shown in the first three Modules: Module 1, Module 2, and Module 6. Module 1: The Department of Education showed that the respondents enable the teacher to appreciate the career path within the Department. In Module 2: The Filipino Teachers, the respondents motivate the teachers to be responsive to their roles, responsibilities, and accountabilities, as well as the characteristics of an effective schoolteacher. Module 6: The School and Community Linkages revealed that the respondents increased their awareness of the various community resources available to teachers that facilitate learning. The study also found that the Teacher Induction Program on the Personal Development of Beginning Public School Teachers has a greater effect, as evidenced by the Valuing, Engaging Students, and Dedication to Teaching indicators. The respondents developed the teacher's patience, improved their motivation to teach, increased learner participation, and fostered humility and willingness to seek assistance. This shows that the program promotes patience, motivation, active participation, and humility in teachers, leading to improved teaching practices.

Furthermore, the study revealed that the Teacher Induction Program has a greater effect on the professional development of beginning public school teachers, particularly in Career Development, Classroom Management, and Teaching Practices. The program encouraged teachers to pursue personal and professional growth, enhanced their leadership skills, and promoted active and collaborative classroom discussions. There was a significant difference in the program's effects on personal development when grouped according to demographic profile, except for educational attainment, which was influenced by teacher-learner harmonious relations, and civil status, which was influenced by dedication to teaching and engaging students. Similarly, there was a significant difference in the program's effects on professional development, except for Classroom Management and Career Development. Overall, the Teacher Induction Program significantly impacted the personal and professional development of beginning public school teachers, demonstrating its effectiveness beyond expectations. Based on these findings, the researcher crafted the Guiding Educators to Advanced Learning Strategies (GEALS) Implementation Manual, aligned with key areas of personal development, professional growth, community engagement, and effective teaching practices, serving as a comprehensive guide for administrators, mentors, and beginning teachers.

Based on the significant findings and the alignment with the study's purpose, the following recommendations are proposed to optimize and extend the impact of the Teacher Induction Program (TIP) and the GEALS Implementation Manual for developing beginning public school teachers. It is recommended that the Induction Program be tailored to the specific regional needs of DepEd Quezon and Marinduque officials to further enhance the relevance of training by considering specific community challenges and regional educational demands. Expanding on Career Development and Classroom Management is also necessary by introducing specialized modules or workshops for teachers focusing on advanced strategies in these areas. Continuous monitoring and feedback mechanisms should be incorporated into the GEALS Implementation Manual to periodically review the program's success and challenges through teacher evaluations and self-assessments. Emphasizing community engagement and parental involvement is recommended, as these are essential to teacher development and help strengthen school-community relationships.

Refining and updating the GEALS Implementation Manual based on teacher feedback is also recommended to ensure it remains relevant and responsive to the evolving needs of beginning teachers and educational landscapes. Focusing on teacher well-being and work-life balance is necessary by including modules or activities dedicated to teacher wellness, stress management, and a healthy work-life balance. Stronger career pathways and leadership training are recommended to further enhance teachers' career trajectories by integrating leadership programs into the TIP. Finally, it is suggested that encouraging research and continued evaluation be pursued by future researchers to explore the long-term effects of the TIP, particularly focusing on its impact on student learning outcomes and teacher retention. A longitudinal study could offer more in-depth insights into how the induction program contributes to the sustained growth of teachers over their careers.

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