Teacher Induction Program and Instructional Performance of Teachers: Bridging the Gap

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ABSTRACT

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| The main thrust of the study is to assess the impact of teacher induction program on the instructional performance of beginning teachers, and addressing gaps between initial training and effective classroom practice. This study was conducted from November 2024 to May 2025 to determine the level of developing competencies in the teacher induction program and the level of instructional performance of teachers in the classroom observation tool. Also, determined the significance on the relationship between the teacher induction program and the instructional performance of beginning teachers. It also identifies which course in the teacher induction program significantly influence the instructional performance of beginning teachers. The non-experimental quantitative research design utilizing descriptive correlational approach was employed. Data were obtained thru survey with respondent using self-designed instrument and analyzed by means of the SPSS computer program. Consequently, this utilized purposive sampling method in which all the elementary beginning teachers in Santa Cruz North and Santa Cruz South District who had completed teacher induction program on school year 2023-2024 are the target participants. There were 50 beginning teachers in Santa Cruz North and Santa Cruz South district, who were all taken as respondents. The findings of this study highlight the complex role induction programs play in shaping the early professional experiences of beginning teachers. The data gathered from teachers of six courses across seventeen elementary schools in Santa Cruz North and Santa Cruz South District suggest that induction programs are effective in clarifying professional roles and responsibilities, the expected direct impact on instructional performance of teachers was not evident. This supports the notion that while induction initiatives may bridge the initial gap in professional adjustment, their impact on actual classroom performance remains limited without sustained mentorship, specific pedagogical training, and continuous evaluation. Thus, it is essential to reconsider the design and implementation of induction programs to include components that both familiarize beginning teachers with institutional expectations and promote the cultivation of instructional competence and measurable improvements in student learning outcomes. |

*Keywords: competencies, teacher induction program, instructional performance, beginning teachers*

1. INTRODUCTION

Poor instructional performance is a significant challenge in global educational systems as it directly impacts student learning and achievement. The ability to efficiently deliver content, manage a classroom, and inspire students can determine success and failure. For teachers, initial years of teaching considered as struggle. The struggles in a teacher's ability to deliver high-quality instruction is frequently stems from inadequate preparation, insufficient support, and a lack of resources for professional development. Certainly, beginning teachers often come across these challenges.

The implementation of a well-designed teacher training program plays an essential role in improving instructional skills (Darling-Hammond, 2021). Differentiating instructions with varying learning styles, abilities, and backgrounds necessitates a thorough preparation. Tomlinson (2020) notes that without adequate training and practice, teachers may find it challenging to develop inclusive lesson plans that cater the unique needs of all learners. In the essence, teacher training programs equip teachers with necessary knowledge, skills, and strategies in effective teaching that is critically element to teachers’ instructional performance. Additionally, by offering organized support and resources, these programs can enhance teachers' pedagogical skills, boost their confidence, and ultimately result to well student engagement and academic outcomes (Feiman-Nemser, 2021; Smith & Ingersoll, 2021).

In response to the multifaceted challenges faced by teachers specifically to its instructional performance, the Teacher Education Council (TEC) was created by virtue of Republic Act No. 7784 in 2006. The nationwide teacher induction program came into existence with the issuance of DepEd Memorandum No. 36, s. 2006. The Teacher Induction Program (TIP) aligned with the directives of Department Order No. 43, s.2017 in August of 2017. The primary purpose of the program is to ensure that beginning teachers are provided with structured support and guidance during their transition into the teaching profession (Department of Education, 2017).

The program is structured into six core courses namely: The DepEd Teacher, Professional Responsibilities, The Philippine Professional Standards, Translating the Curriculum into Classroom Practice, Responding to Community Context, and Teacher’s Professional and Personal Development which address essential competencies and professional expectations for educators (Department Order No. 43, s.2017). Nevertheless, despite the positive intentions behind Teacher Induction Program, literature suggests existing gaps in its implementation and effectiveness, both on a global scale and within the Philippine context (Moral & Zayas, 2020). In the Philippines, although the DepEd actively supports the ongoing professional development of newly employed teachers through Teacher Induction Program, research suggests that there is a need for closer examination regarding to its instructional performance (Alonzo, 2021).

In Division of Davao del Sur, beginning teachers in their initial years of teaching face significant struggles including classroom management, adapting to diverse student needs, workload demands, and navigating professional expectations (Baldezamo, 2023). Furthermore, there was an implementation of Teacher Induction Program in Davao del Sur school year 2023-2024. Thus, Santa Cruz North District and Santa Cruz South District had implemented the said program since there were new teachers in the educational field. Along with that, to determine the level of the teacher induction program to the instructional performance of beginning teachers in both districts. Besides, to identify which course in the teacher induction program significantly influence the instructional performance of beginning teachers. To address the main problem, the researcher opted to assess the teacher induction program to instructional performance of teachers in the district of Santa Cruz North and Santa Cruz South, municipality of Santa Cruz. Through this, it may address the main problem.

This study explores how the teacher induction programs effect on the development of teaching competencies and instructional performance. The research is significant as it provides insights on the ways these programs foster professional growth and directly influence classroom instruction. Understanding the relevance and effectiveness of induction programs highlights the necessity of strengthening such initiatives and ensure that they meet the actual competency needs of beginning teachers. This study also aims to assess the level and quality of these programs and propose enhancements, thereby contributing to the broader objective of enhancing educational outcomes.

Furthermore, with the findings of this study, meaningful perspectives have been gained regarding the impact of teacher induction programs on the instructional performance of beginning teachers. Hence, it is deemed that this study contributes to the growing body of knowledge on teacher development, offering practical implications for Department of Education officials, school administrators, and teachers. By identifying key areas where induction programs effectively bridge the gap in instructional performance, this research lay the groundwork for enhancing teacher support systems, fostering professional growth, and improve overall instructional quality.

**Objectives**

The main thrust of this quantitative research design was to assess the teacher induction program and instructional performance of elementary teachers in Santa Cruz North and Sta. Cruz South District. Specifically, this study sought to attain the following objectives per phrase:

1. To determine the level of developing competencies in the teacher induction program in terms of:

1.1 Course 1 - The DepEd Teacher

1.2 Course 2 - Professional Responsibilities

1.3 Course 3 - The Philippine Professional Standards

1.4 Course 4 - Translating the Curriculum into Classroom Practice

1.5 Course 5 - Responding to Community Context

1.6 Course 6 - Teacher’s Professional and Personal Development

2. To determine the level of instructional performance of teachers in the classroom observation tool.

3. To determine the significance on the relationship between the teacher induction program and the instructional performance of beginning teachers.

4. To identify which course in the Teacher Induction Program significantly influence the instructional performance of beginning teachers.

2. material and methods

**Research Design**

To gain a thorough understanding of the topic, this study utilized correlational quantitative research design. Alghamdi et al. (2021) investigated the relationship between teacher professional development programs and their perceived instructional effectiveness, uncovering significant connections that guide future training initiatives. In a correlational design, the researcher explores the relationship between the implementation of a Teacher Induction Program (TIP) and the instructional performance of teachers.

Further, this study did not perform a test of normality. Given the data type and statistical approach used, the analyses were considered robust to possible deviations from normality.

**Research Locale**

Ten public elementary schools in Davao del Sur Division’s Santa Cruz North District and seven public elementary schools in the Davao del Sur Division’s Santa Cruz South District participated in this study. In addition, the ten public elementary schools in Santa Cruz North District who had undergone the induction program are the following: Almendras Elementary School, Astorga Central Elementary School, Coronon Elementary School, Darong Elementary School, Don Amancio Bendigo Sr. Elementary School, Inawayan Elementary School, Langan Elementary School, Marcos P. Saez Elementary School, Tubison Elementary School, and Tudaya Elementary School.

Besides, in Santa Cruz South District there were seven public elementary schools who had undergone the induction program namely: Agripina Elementary School, Apolinar Franco Sr. Elementary School, Loay Elementary School, Matutungan Elementary School, Santa Cruz Central Elementary School, Sinoron Elementary School, and Tuban Elementary School.

**Population and Sampling Procedure**

The population and sampling procedure is a fundamental element of this research study, as it determines the scope and the participants from whom data was gathered. This part focus on identifying the target population of the study and the rationale behind selecting a sample that will accurately represent this population.

The 22 beginning teachers from the ten public elementary schools in the Santa Cruz North District and the 28 beginning teachers from the seven public elementary schools in the Santa Cruz South District served as the study’s subjects. The number of teachers per school in Santa Cruz North and Santa Cruz South is displayed in Table 1. In general, these 50 beginning teachers had completed teacher induction program on school year 2023-2024.

**Table 1. Number of Beginning Teachers in the Public Elementary Schools in Santa Cruz, School Year 2023-2024.**

|  |  |
| --- | --- |
| **Name of Schools** | **Number of Respondents** |
| **Santa Cruz North District School** |  |
| Almendras Elementary School | 1 |
| Astorga Central Elementary School | 8 |
| Coronon Elementary School | 1 |
| Darong Elementary School | 1 |
| Don Amancio Bendigo Sr. Elementary School | 4 |
| Inawayan Elementary School | 2 |
| Langan Elementary School | 1 |
| Marcos P. Saez Elementary School | 1 |
| Tubison Elementary School | 2 |
| Tudaya Elementary School | 1 |
| **Santa Cruz South District School** |  |
| Agripina Elementary School | 4 |
| Apolinar Franco Sr. Elementary School | 2 |
| Loay Elementary School | 2 |
| Matutungan Elementary School | 1 |
| Santa Cruz Central Elementary School | 11 |
| Sinoron Elementary School | 3 |
| Tuban Elementary School | 5 |
| **Total** | **50** |

**Research Instrument**

The main instrument in this study made use of the post assessment grade rating in the teacher induction program and the classroom observation tool rating of the beginning teachers.

In post assessment result in the teacher induction program, the grade per course was interpreted using the grade scaling guidelines stipulated in Department Order no. 43, s.2017, as follows:

Table 2: Grading scale for interpreted the grade per course

|  |  |
| --- | --- |
| **Percentage Range** | **Descriptive Interpretation** |
| 90% - 100% | Outstanding Performance |
| 80% - 89% | Above Expectations |
| 70% - 79% | Meets Expectations |
| 60% - 69% | Below Expectations |
| Below 60% | Fails to Meet the Required Competencies |

However, in the Classroom Observation Tool (COT) it used a grading scale aligned with the Philippine Professional Standards for Teachers (PPST). Further, as per DepEd Memorandum No. 008, s.2023 for school year 2023-2024, four (4) classroom observations are required, which was conducted once every quarter. The classroom observation scale ranges from 3 to 7 and reflects varying levels of performance in delivering instruction were interpreted using the rating scale as follows:

Table 3: The classroom observation scale ranges from 3 to 7

|  |  |
| --- | --- |
| **Rating** | **Descriptive Interpretation** |
| 7 | Highly Proficient |
| 6 | Proficient |
| 5 | Basic Proficiency |
| 4 | Observed but Improvement Needed |
| 3 | Not Observed |

**DATA COLLECTION AND GATHERING PROCEDURE**

The followings steps were performed by the researcher in order to gather the necessary data for analysis.

1. **Getting Permit to Conduct.** The researcher secured a necessary permit and approval from relevant authorities to ensure ethical compliance and adherence to institutional guidelines.
2. **Submission of Endorsement Letter****.** A letter of endorsement was submitted to the division office of Davao del Sur to seek formal approval for the conduct of the study.
3. **Securing Letter of Permission.** To initiate the data collection process, a formal letter of permission was secured from the school principal, seeking authorization to conduct the study within the school.
4. **Administration of the Survey.** The survey was administered to all participants provided with an informed consent form. The researcher gave clear instructions and adequate time to the participants to accomplish the survey.
5. **Collection of Numerical Data.** The researcher collected the participants’ post assessment-result in the teacher induction program and the instructional performance result using the self-design instrument to gather data, and arranged it in a format that were amenable to statistical analysis.

3. results and discussion

In this section, the results of the investigation were presented in line with the objectives of the study. It provides a thorough overview of the acquired data, the statistical analyses carried out and the resulting interpretations.

**Level of Developing Competencies in the Teacher Induction Program**

In professional development, the teacher induction program plays a crucial role for beginning teachers, equipping them with the necessary knowledge, skills, and competencies to navigate the demands of the teaching profession. In the context of the Department of Education (DepEd), the TIP guarantees that beginning teachers are equipped with fundamental knowledge of educational policies, instructional techniques, and classroom management strategies.

The level of developing competencies in the teacher induction program in terms of Course 1 – The DepEd Teacher, Course 2 – Professional Responsibilities, Course 3 – The Philippine Professional Standards, Course 4 – Translating the Curriculum into Classroom Practice, Course 5 – Responding to Community Context, and Course 6 – Teacher’s Professional and Personal Development was shown in Table 4.

**Table 4. The Level of Developing Competencies in the Teacher Induction Program**

|  |  |  |
| --- | --- | --- |
| **Teacher Induction Program** | **Mean** | **Description** |
| Course 1 | 93.88 | Outstanding Performance |
| Course 2 | 94.58 | Outstanding Performance |
| Course 3 | 94.82 | Outstanding Performance |
| Course 4 | 94.07 | Outstanding Performance |
| Course 5 | 93.38 | Outstanding Performance |
| Course 6 | 93.95 | Outstanding Performance |
| **Overall** | **94.11** | **Outstanding Performance** |
| **Standard Deviation** | **4. 74** | **Average** |

**In terms of Course 1 – DepEd Teacher**

As presented in the table, Course 1 – The DepEd Teacher obtained a mean rating of 93.88 described as outstanding performance. This indicates that the teacher has demonstrated exceptional skills, qualities, and abilities during the initial phase of teaching. This implies that teachers were not only meet the minimum criteria but excels and sets a high standard for teaching and professional behavior. Mentorship is one of the most critical factors contributing in teacher induction programs. In Course 1 - The DepEd Teacher, beginning teachers are paired with experienced mentors or in real educational setting the Master Teacher, who guide them through the practical aspects of teaching. Outstanding performance in Course 1, “The DepEd Teacher,” of the Teacher Induction Program can be contributed to various factors, including a thorough knowledge of the Department of Education's policies, a strong alignment with the values and mission of the educational system, effective communication skills, and a commitment to personal and professional growth. These elements enable teachers to not only meet but exceed the expectations of the program, hence preparing for their success in the classroom.

According to Ingersoll & Strong (2022), mentorship helps beginning teachers a sense of support, reduces feelings of isolation, and increases retention rates. Aligning with the DepEd’s vision, mission, and core values helps ensure that beginning teachers embrace the educational philosophy, teaching priorities, and values the organization holds, such as inclusivity, high-quality instruction, and community involvement (Darling-Hammond, L., & Sykes, 2023). The outcome confirms the study of Moir (2022) finding that comprehensive induction programs, including mentorship and training in Course 1 – The DepEd Teacher, significantly enhance beginning teacher’s post-assessment rating. Johnson, L. (2023) said it aids in aligning personal philosophy of teaching with the DepEd’s vision, mission, and core values, mandate and strategic pathways.

**In terms of Course 2 – Professional Responsibilities**

As reflected in the Table 4, the level of teacher induction program in terms of Course 2 – Professional Responsibilities acquired a mean rating of 94.58 depicted as outstanding performance. Therefore, teachers are not only highly competent in their direct teaching duties but also prepared to maintain professionalism principles, which contribute the broader success of the school community. This implies high level of professionalism, responsibility, and dedication to the education system. Outstanding performance in Course 2, "Professional Responsibilities," of the Teacher Induction Program is influenced by a combination of factors, including a teacher’s commitment to continuous professional development, their ability to collaborate effectively with colleagues and administrators, their engagement with ethical standards and school policies, and their proactive approach to preserving a positive, responsible presence within the school community.

Effective induction programs offer continuous professional development that addresses both pedagogical and content knowledge. This contributes workshops and training that help beginning teachers enhance their understanding in their professional responsibilities. Feiman-Nemser (2023) highlighted the value of continuous professional learning to maintain teachers engaged and updated in their practice. Similar to **Kauffman et al. (2023)**, the study revealed induction programs emphasizing on professional responsibilities significantly enhance teachers' abilities to negotiate their roles effectively and uphold high levels of professionalism. In addition, teachers who had focused instruction on professional conduct, ethics, and responsibilities performed better in both their classroom practices and their relationships with colleagues, students, and parents (Ingersoll, 2022).

**In terms of Course 3 – The Philippine Professional Standards**

The level of teacher induction program in terms of Course 3 – The Philippine Professional Standard as shown in Table 4 obtained a total mean rating of 94.82 detailed as outstanding performance. Subsequently, data further implied that the Santa Cruz North and Santa Cruz South District beginning teachers demonstrated an excellent grasp of the core competencies, principles, and standards outlined in the **Philippine Professional Standard for Teachers (PPST).** This implies high levels of competence, ethical responsibility, leadership, and a dedication to continuous development, contributing positively to both student outcomes as well as broader educational community. Promoting factors like peer collaboration among beginning teachers helps build a community of practice, where teachers can share experiences, work through issues together, and support one another. Collaboration leads to better teacher instructional practices and professional development (Sutton et al., 2023).

Moreover, the outstanding performance of teachers in Course 3 of the Teacher Induction Program, “The Philippine Professional Standard,” is influenced by a combination of factors, including a teacher's understanding and alignment with national educational policies, their dedication to continuous professional development, access to effective mentorship, and the support given by the school administration in promoting a culture of professional excellence.

As elaborated by Strong M. (2023), aligning teaching practices with the Philippine Standard for Teachers educators can improve the instructional capabilities, create inclusive learning environments, and contribute to reach the nation’s educational goals. According to DepEd Order No. 42, s. 2017, the adoption and implementation of the Philippine Professional Standards for Teachers recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. The outcome aligns with the study of Sahlberg (2022) finding that integrating the Philippine Professional Standards into teacher induction programs plays a critical role in fostering teachers who excel both pedagogical practices and in upholding professional ethics, responsibilities, and commitment to continuous improvement.

**In terms of Course 4 – Translating the Curriculum into Classroom**

**Practice**

As depicted in Table 4, the level of teacher induction program in terms of Course 4 – The Translating the Curriculum into Classroom Practice attained a total mean rating of 94.07 describe as outstanding performance. Eventually, data further indicates that the teacher not only has a strong awareness of the curriculum but also can efficiently implement it in the classroom, adapting to the needs of students and using innovative approaches to achieve high-quality learning result. Moreover, classroom management is vital for creating a positive and productive learning environment. In the teacher induction program often include training on strategies for managing diverse classrooms effectively. Emmer and Sabornie (2021) research underscores how crucial it is for beginning teacher to have early classroom management training. Outstanding performance in Course 4 of the Teacher Induction Program, “Translating the Curriculum into Teaching Practice,” is influenced by a variety of factors, including teachers' ability to modify curriculum content to meet diverse student needs, their level of subject matter expertise, the caliber of instructional strategies employed, and their capacity to integrate reflective practice into everyday teaching.

The results of this study support the conclusions of Shulman (2022), whose research on Pedagogical Content Knowledge (PCK) emphasized that effective teachers must not only understand the curriculum but also be able to translate it into efficient classroom practices. It revealed that teachers who are well-trained in the art of translating curriculum into practical teaching tactics are more successful in raising student understanding and involvement. This aligns with the current study, where beginning teachers of Santa Cruz North and Santa Cruz South District in the "Translating the Curriculum into Classroom Practice" course of the DepEd Teacher Induction Program reached outstanding performance ratings.

**In terms of Course 5 – Responding to Community Context**

As illustrated in Table 4, level of teacher induction program in terms of Course 5 – Responding to Community Context procured a total mean rating of 93.38 designate as outstanding performance. This indicates that the teacher has successfully integrated an understanding of the community into their teaching practices, is highly effective in building relationships with the community, and employs the understanding to establish a responsive and favorable learning environment. This implies teachers showed leadership, commitment to improvement, and a strong ability to acclimate their teaching to the needs of the community. Although there is no statistically significant relationship between Course 5 – “Responding to Community Context” – and instructional performance, this study examines the factors that contribute to outstanding performance in this course, such as community awareness, cultural sensitivity, communication skills, and commitment to inclusive education, all of which are absolutely important in forming well-rounded and socially responsive teachers.

Furthermore, this study explores the factors contributing to the outstanding performance of teachers in Course 5 – “Responding to Community Context” – of the Teacher Induction Program, highlighting the influence of personal commitment to community engagement, prior exposure to local cultural contexts, and support from school leadership and stakeholders, despite the absence of a significant relationship with instructional performance. The outcome of this study confirms the findings of Epstein (2023) that teachers actively interact with and respond to the cultural, social, and economic contexts of the students’ communities produce more meaningful and relevant learning experiences, which enhances student involvement and academic achievement. **According to Hoover (2023), school-community partnerships** emphasized the importance of teachers being able to effectively respond to the unique needs and context of the communities.

**In terms of Course 6 – Teacher’s Professional and Personal**

**Development**

The findings in Table 4 revealed the level of teacher induction program in terms of Course 5 – Responding to Community Context gained a total mean rating of 93.95 describe as outstanding performance. Eventually, data further indicates that the beginning teachers exhibit a proactive attitude to self-improvement, preserve a balance between personal well-being and professional responsibilities, and are capable of fostering a positive impact on the educational community. This implies that beginning teachers in Santa Cruz North and Santa Cruz South District are highly dedicated to both personal growth and professional excellence. This study examines the factors contributing to outstanding performance in Course 6, “Teachers’ Professional and Personal Development,” of the Teacher Induction Program, focusing on individual motivation, institutional support, prior teaching experience, and access to continuous learning opportunities, to better understand how these factors foster both personal growth and professional excellence among beginning educators. In addition, Hattie & Timperley (2021) stressed that constant assessment and feedback is one of the essential factors in the duration teacher induction program that contributes to improved teacher self-efficacy and better instructional performance.

Beginning teachers showed remarkable improvement not only in their teaching skills but also in their ability to manage their professional responsibilities with personal well-being, indicating that the course effectively integrated personal development strategies alongside pedagogical training.The results of this study support the findings of Kegan (2023), theory of adult development, which highlights that teacher who engage in reflective practices and develop both personally and professionally are more resilient and effective in the teaching careers. **Hargreaves (2022)**, whose studies underlined the critical link between professional and personal development for teachers. Hargreaves argued that teachers who engage in continuous professional development and also prioritize personal growth experience higher levels of effectiveness in the classroom, as they are more suited to handle the demands of teaching and their own well-being.

**Overall Level of Teacher Induction Program**

As detailed in Table 4, the overall level of the teacher induction program as indicated by an impressive overall mean rating of 94.11. This shows that the program successfully meets the professional requirements of beginning teachers, providing them with the necessary support, resources, and training to prosper in their roles. The positive outcome of the induction program, as reflected in the high mean rating, highlights the significance of key components such as mentorship, professional development opportunities, peer collaboration, classroom management training, emotional and psychosocial support, and cultural and contextual sensitivity in fostering teacher induction program effectiveness.

The outcome confirms the study of Feiman-Nemser (2023) finding that the significance of continuing professional development and mentorship, both of which were integral to the success of the teacher induction program. Moreover, Darling-Hammond (2023) supports the idea which highlights also on how a well-supported induction program leads to improved teaching quality and greater teacher satisfaction, as reflected in the high overall mean rating observed in this study.

**Instructional Performance of Teachers in the Classroom Observation Tool**

Classroom observations are vital for assessing a teacher’s pedagogical effectiveness and understanding how teaching practices affect student learning. The Classroom Observation Tool provides a structured framework for evaluating several facets of teaching, including lesson delivery, classroom management, student engagement, and instructional strategies. Table 5 reveals the level of instructional performance of teacher in the classroom observation tool.

**Table 5. The Level of Instructional Performance of Teachers in the Classroom Observation Tool**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Relative Frequency (%)** |
| Proficient | 3 | 6.0 |
| Highly Proficient | 47 | 94.0 |
| Total | 50 | 100.0 |
| **Overall Mean = 6.63** |  |  |
| **Standard Deviation = 0.24** |  |  |

As proven by the authentic data, the highest relative frequency of 94% falls under outstanding performance rating while the relative frequency of 6% is in above expectations rating. Over-all, the level of instructional performance of teachers in the classroom observation tool obtained a total mean rating of 6.63 describe as proficient. Eventually, data further indicates that the teacher is skilled, adheres to best practices, and is contributing positively to student learning, but may still have room for development potential. This implies that instructional performance of beginning teachers in Santa Cruz North and Santa Cruz South District is effective and meets the expectations of the teaching standards. However, there is still potential for further development to reach a higher level of excellence. Factors that contribute to beginning teachers attaining a proficient level of instructional performance as determined by the classroom observation tool, focusing on elements such as pedagogical preparedness, classroom management strategies, mentorship support, and responsiveness to learner diversity.

The outcome of this study corroborates the findings of **Stronge (2022)**, whose research on teacher effectiveness emphasizes the significant role that classroom observations play in assessing and improving instructional quality. He emphasized that proficient ratings in classroom observation tools reflect on teacher's ability to engage students, manage the classroom effectively, and provide material in ways that are both methodically ordered and sensitive to their needs.

Pianta et al. (2023) added that teachers who constantly receive proficient or higher ratings in classroom observations are more likely to have beneficial effect on student learning outcomes. Further, the proficient ratings in this study reflect the teacher’s ability to establish a positive and productive classroom environment, as well as their ability to apply efficient instructional strategies, confirming the important role of observation-based assessments in teacher development.

**Significance on the Relationship between the Teacher Induction Program and the Instructional Performance of Beginning Teachers**

Table 6 shows the relationship between the teacher induction program and the instructional performance of beginning teachers.

**Table 6. The Relationship Between the Teacher Induction Program and the Instructional Performance of Beginning Teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Inductive Program** | **Instructional Performance** | | | |
| **R-value** | **Degree of Relationship** | **P-value** | **Interpretation** |
| Course 1 | 0.165 | Very Weak | 0.251 | Not Significant |
| Course 2 | 0.154 | Very Weak | 0.287 | Not Significant |
| Course 3 | 0.099 | Very Weak | 0.494 | Not Significant |
| Course 4 | 0.162 | Very Weak | 0.260 | Not Significant |
| Course 5 | 0.115 | Very Weak | 0.427 | Not Significant |
| Course 6 | 0.229 | Very Weak | 0.109 | Not Significant |
| **Overall** | 0.180 | Very Weak | 0.305 | Not Significant |

As shown in the table, Pearson rwere utilized to measure the strength and direction of a linear relationship between the level of teacher induction program participation and the instructional performance. Grounded on the outcomes, the relationship between Course 1 - The DepEd Teacher and instructional performance obtained a very weak positive linear relationship. The p-value is higher than 0.05 level of significance, thus fails to reject the null hypothesis (Ho). This means that there is no significant relationship between the variables. This implies that Course 1 - The DepEd Teacher and Instructional performance are independent of each other. Other factors such as school environment, mentorship quality, personal teaching experience, or administrative support may have more influence on instructional performance than Course 1, hence concealing its impact.

Similar to Nguyen (2022), the study revealed no significant relationship between the completion of the "Introductory Teacher Orientation" course and the improvement of instructional performance as assessed by classroom observation ratings. The researcher came to the conclusion that while the course helped new teachers understand their professional roles and responsibilities within the educational framework, it had no direct impact on their teaching practices or student outcomes.

Beyond classroom instruction, teachers play a broad spectrum of professional responsibilities that profoundly affect the quality of instruction and student outcomes. In this study, a very weak positive linear relationship was obtained between Course 2 – Professional Responsibilities and instructional performance. Thus, the p-value is higher than 0.05 level of significance, hence fails to reject the null hypothesis (Ho). This means that there is no significant relationship between the variables. This implies that the data does not provide enough evidence to support a significant relationship. Consequently, there is insufficient statistical support to reject the null hypothesis, which often asserts that there is no effect or difference between Course 2 – Professional Responsibilities and instructional performance. Other factor is the course focused on responsibilities like ethics, legal requirements, or collaboration with families and communities—areas that might not have a direct impact on instructional performance in the classroom.

Parallel to **Fry, Hargreaves, and Korthagen (2022), the study** looked at how training on professional responsibilities, such as ethics and working with students' families, on teachers' instructional performance and found that while teachers claimed more confidence in their professional role, there was no significant impact on instructional performance as assessed through classroom evaluations.

A fundamental framework was designed to guide the professional growth and development of teachers in the Philippines, the Philippine Professional Standards for Teachers (PPST). However, the results presented in the study, a very weak positive linear relationship was gained between Course 3 – The Philippine Professional Standard and instructional performance. So, the p-value is higher than 0.05 level of significance, thus fails to reject the null hypothesis (Ho). This means that there is no significant relationship between the variables. This implies that Course 3 – The Philippine Professional Standard and the teacher's instructional performance do not appear to influence each other. Other factor such as teacher’s readiness and engagement, if teachers did not engage meaningfully with the course or lacked foundational skills needed to apply the standards, then the impact on performance would likely be minimal.

Comparable to the study of Villegas-Reimers (2023), concluded that while professional standards-based courses led to enhancements in teachers’ knowledge and understanding of standards, there was no significant change in instructional performance, especially in the early stages of a teacher's career.

While much has been explored regarding the theoretical aspects of curriculum design, translating these theoretical frameworks into effective classroom practices remains a significant challenge. In the context of **Course 4**, the results show a very weak positive linear relationship was gained between Course 4 – Translating the Curriculum into Classroom Practice and instructional performance. The p-value exceeds the 0.05 level of significance, so it fails to reject the null hypothesis (Ho). The variables do not so show any appreciable correlation. This implies that the Course 4 – Translating the Curriculum into Classroom Practice does not influence on teachers' performance or the way they apply the curriculum in the classroom. Further considerations such as **course design misalignment** since the course is theoretical but the performance evaluation is practical, alignment may be lacking.

Simultaneous with the study of Desimone (2022) found that although teachers who participated in curriculum-oriented professional development demonstrated a better understanding of content delivery, there was no significant change in their instructional practices or student performance in the short term. When it comes to the exposure of the significant impact that community-oriented approaches have on fostering positive change and resilience, the Course 5 of this study was known. Besides, it was found that the relationship between Course 5 – Responding to Community Context and instructional performance obtained a very weak positive linear relationship. Hence, the p-value is higher than 0.05 level of significance, thus fails to reject the null hypothesis (Ho). This indicates that the variables are not significantly related. This implies that there is no strong or meaningful connection between Course 5 – Responding to Community Context and the instructional performance. Other factors like prior teaching experience, school environment, mentor support, or different induction course effects may be influencing instructional performance more strongly than Course 5, weakening its observable impact.

Concurrent with the study of Garet et al. (2023) research, the data did not show a statistically significant correlation between the community context training and improved instructional performance despite the training intention to improve instructional practices by fostering deeper community involvement.

With pertains to an ever-evolving educational landscape, it is essential for educators to continually refine their teaching strategies, adapt to new challenges, and engage in self-reflection, as the teacher professional and personal development also plays a crucial role. On top of that, it was found in this study that the relationship between Course 6 – Teachers Professional and Personal Development and instructional performance attained a very weak positive linear relationship. For this reason, the p-value is higher than 0.05 level of significance, thus fails to reject the null hypothesis (Ho). This indicates that the variables do not exhibit a meaningful relationship. This highlights the lack of a substantial relationship between Course 6 – Teachers Professional and Personal Development and instructional performance. On Course 6, the instructional performance can also be influenced by external factors such as school environment, administrative support, student demographics, or mentorship quality, which might overshadow the impact of the course.

Reflecting the study of Guarino et al. (2023), it was pointed out that unless combined with more focused, content-specific training and classroom practice support, professional development programs especially those emphasizing personal growth, might not directly affect teaching quality.

Overall, the relationship between teacher induction program and instructional performance obtained a very weak positive linear relationship. The overall p-value is higher than 0.05 level of significance, thus fails to reject the null hypothesis (Ho). This means that there is no significant relationship between the variables. This implies that the teacher induction program and the instructional performance are independent of each other.

This study analyzes the effectiveness of the Teacher Induction Program (TIP) implemented in Santa Cruz North and Santa Cruz South Districts through the lens of Scaffolding Theory and Human Capital Theory. Anchored on Vygotsky’s concept of the Zone of Proximal Development (ZPD), the study explores how structured support mechanisms including mentorship, lesson demonstrations, and feedback—facilitate the professional growth of beginning teachers. However, in **Human Capital Theory by Becker (1964)** and **Schultz (1961)**, suggesting that investments in training like Teacher Induction Program yield measurable gains.

Moreover, this study scrutinizes the factors that contributed to the non-significant relationship between the Teacher Induction Program (TIP) and the instructional performance of beginning teachers. Despite the structured support provided through teacher induction program, numerous challenges may have limited its impact on improving instructional performance. Factors such as the quality and reliability of mentorship (Ingersoll & Strong, 2021), misalignment between training content and actual teaching difficulties (Feiman-Nemser, 2023), limited opportunities for real-world application (Darling-Hammond, 2017), and inadequate follow-up support (Smith & Ingersoll, 2021) may have contributed to this result. Further, this study explores how contextual factors, including workload, school resources, and institutional policies, may have influenced the effectiveness of teacher induction program in enhancing instructional performance. By identifying these limitations, this research offers insights into how induction programs can be refined to better support the professional development of beginning teachers.

**Identify Which Course in the Teacher Induction Program Significantly Influences the Instructional Performance of Beginning Teachers**

Table 7 shows the model to identify which course in the teacher induction program significantly influences the instructional performance of beginning teachers.

**Table 7. Model to Identify Which Course in the Teacher Induction Program Significantly Influences the Instructional Performance of Beginning Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Unstandardized Coefficients** | | **Standardized Coefficients** | **t** | **p-value** |
|  | **B** | **Std. Error** | **Beta** |  |  |
| (Constant) | 5.839 | 0.707 |  | 8.262 | 0.000 |
| TIP1 | -0.002 | 0.009 | -0.045 | -0.186 | 0.853 |
| TIP2 | 0.004 | 0.010 | 0.085 | 0.372 | 0.712 |
| TIP3 | -0.004 | 0.010 | -0.082 | -0.364 | 0.717 |
| TIP4 | 0.004 | 0.011 | 0.083 | 0.329 | 0.744 |
| TIP5 | -0.006 | 0.009 | -0.161 | -0.675 | 0.504 |
| TIP6 | 0.013 | 0.011 | 0.319 | 1.163 | 0.251 |

*\*Dependent Variable: Instructional Performance; R2=0.066; R=0.256*

As presented in the table, all of the p-values for the six courses in the teacher induction program are higher than the commonly accepted 0.05 level of significance. This means that none of the six courses in the teacher induction program significantly influences the instructional performance of beginning teachers. In other words, the courses in the program do not have a meaningful impact on how well the teachers perform in their instructional duties, based on the results of this analysis.

The R-value obtained 0.256 which indicates a weak or slight positive linear relationship between the independent (teacher induction program) and dependent variables (instructional performance). While this value indicates some level of correlation, it is not strong enough to suggest that changes in the courses are directly correspond to changes in instructional performance. This weak positive correlation implies that the courses might have a small impact, but not significantly influence.

The **coefficient of determination (R² = 0.066)** further supports this finding, as it shows that only 6.6% of the variance in the instructional performance of beginning teachers is explained by the six courses in the teacher induction program. This means that the majority (93.4%) of the elements influencing instructional performance are probably from other sources not accounted for in this model, such as individual teacher characteristics, classroom environment, or external support structures.

The results are supported by small coefficient values in the table, which indicate that the impact of each individual course on instructional performance is minimal. The lack of substantial coefficients and their corresponding high p-values highlight even more the conclusion that the courses, as part of the induction program, do not significantly contribute to improving the instructional performance of beginning teachers. This implies that factors including peer observations without feedback, one-time training sessions, and administrative support may contribute to teacher development but only **minimally** impact to instructional performance if not **accompanied by continuous mentorship, practice-based learning, and sustained professional support**. Identifying and addressing this minimal impact can help enhance the effectiveness of teacher induction programs (Mishra & Koehler, 2022).

Similar to the findings presented in the current study, Williams and Johnson (2024) conducted an extensive analysis on the effectiveness of teacher induction programs, specifically targeting the enhancement of instructional strategies and classroom management skills among beginning teachers. Their study, which featured a cohort of beginning teachers participating in a year-long induction program, indicated that despite the program’s objective of equipping teachers with valuable pedagogical tools and strategies, the influence on their actual teaching practices was negligible. While the courses offered a variety of instructional approaches and classroom management practices, the study found no statistically significant data to suggest that these courses resulted in observable or substantial improvements in the teachers' instructional effectiveness. The findings highlighted a discrepancy between the program's theoretical content and its practical application in the classroom.

4. Conclusion

From the findings and objectives of this study, the following conclusions are hereby drawn:

1. The teacher induction program was highly effective in developing competencies across all six courses, as evidenced by the outstanding performance attained in each competency. Further, the overall level of teacher induction program obtained a mean rating of 94.11. This denotes that the program successfully boosted the skills and knowledge of the beginning teachers in all key areas, contributing significantly to their professional growth and development.
2. The instructional performance of beginning teachers gained an overall mean rating of **6.63** in the classroom observation tool indicates that display a **proficient rating** level of instructional performance. While this indicates a foundation in effective teaching practices, it also emphasizes the need for **ongoing professional development**.
3. The lack of a significant relationship between the Teacher Induction Program and instructional performance implies that the current structure and implementation of the program may not directly address the practical needs of beginning teachers.
4. The teacher induction program, as it is, has a minimal impact on improving the instructional performance of beginning teachers since it was indicated by small coefficient values, and further modifications may be necessary to enhance its effectiveness.
5. recommendations / SUGGESTIONS

On the basis of the findings and conclusions, the following recommendations arise:

1. The Department of Education (DepEd) officials may look over the information herein on the level of teacher induction program and its influence on instructional performance of beginning teachers. This can be a basis in designing mechanisms and shall develop structure beyond the existing program that may be more influential in shaping the instructional performance of beginning teachers.
2. The school heads are the key leaders and the responsible and accountable persons in the school organizations, they are to oversee the implementation of Teacher Induction Program. Specifically, they may give high value on induction program of beginning teachers in the earlier stage of teaching as ingredient of instructional performance towards the attainment of institutional goals.
3. The teachers may consider utilize the study as an added reference in the implementation of teacher induction program as necessary equipment towards enhancement of instructional performance. They are the ensure productivity; recognize accountability and responsibility in the facilitation of the program in their respective classrooms.
4. The students serve as direct recipients of the quality facilitation of teacher induction program as to the instructional performance of teachers. Hence, they are to be provided or supposed to receive with quality instruction to achieve academic competence.
5. The Future Researchers may utilize the literature on the implementation of teacher induction program for beginning teachers as obligatory skills towards finer instructional performance which shall be a ready reference in their research work.

AcknowledgEments

The successful completion of this study would not have been possible without the guidance, support, and encouragement of numerous individuals, to whom she would like to express her utmost gratitude and sincere appreciation.

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Competing interests

This research was primarily self-funded, which presented certain challenges, particularly in relation to fundings and time management of the author. Even with these limitations, the author successfully navigated these constraints by focusing essential research tasks and efficiently utilizing available resources. The lack of extensive funding occasionally necessitated adjustments to the scope and scale of certain experiments, however these modifications were made without compromising the integrity of the research findings.

Moreover, the time constraints associated with limited financial support necessitated careful planning and scheduling. The author balanced the competing demands of data collection, analysis, and thesis writing within the available time frame, ensuring that the research objectives were achieved without compromising quality.

While the funding situation posed certain challenges, the experience enabled the author to cultivate essential problem-solving skills and a deeper understanding of resource management in academic research.

Authors’ Contributions

The authors of this thesis conducted the research presented in it independently. The authors were solely responsible for the conceptualization of the research problem, the formulation of research objectives, and the design of the methodology. All data collection, analysis, and interpretation were conducted independently by the author. The literature review, development of theoretical frameworks, and synthesis of findings were conducted independently also.

Furthermore, the authors were responsible for writing, structuring, and revision of the entire thesis. All intellectual and practical contributions forming the core of this research were executed by the author.

Consent

As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).

Ethical approval

An ethical consideration is one of the most important components in doing qualitative research. Interactions between the researcher and the participants are subject to ethical issues such as privacy, honesty, openness and misrepresentations (Warusznski, 2021). The interviewees will not be misinterpreted in any way, and the paper’s details will precisely craft to avoid any instances of plagiarism. Throughout the writing process, proper in-text and reference citation will be used, and paragraphs will be checked.

In order for the researcher to assess the workable solutions and further guarantee the participants’ and subjects’ rights, this study will undergo an informed consent procedure.

*Voluntary Participation.* In order to preserve their privacy, the teacher subjects’/participants’ participation in the study is entirely optional. Information is provided whenever the subjects/participants had questions or concerns before they made the decision to participate or not.

*Confidentiality.* In this matter, the researchers secured that any information, including the names, places and other details and other personal information of the participants be kept confidential. Confidentiality is considered to be in line with anonymity and should be sustained to the highest extent and it has a goal of protecting the participant’s identity (Crow & Wiles, 2019).

*Assent Consent.* In this concern, the researchers will give assent consent form to the participants before collecting data that comprise procedures and other related actions. The researchers asked permission and confirmation if whether they are willing to give their performance data as one of our participants. Also, the researcher made sure to explain the content of the consent form clearly and free from coercion. It helps to solidify the content of the study.

*Anonymity.* In this regard, the researchers will ensure that participants’ identities are not linked to the data or results. The researchers **will not collect names, addresses, phone numbers**, or any directly identifying data unless absolutely necessary.

**Disclaimer (Artificial intelligence)**

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Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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Details of the AI usage are given below:

1.

2.

3.

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Definitions, Acronyms, Abbreviations

**Definition of Terms**

To ensure that everyone is aware of the key terminology being addressed, the following definitions are provided, both conceptually and practically:

**Beginning Teachers.** This refers to the primary teacher beneficiaries of the induction program with zero to three years of teaching experience among public elementary schools in Santa Cruz South District.

**Instructional Performance.** This refers to the level to which teachers attain the quality to plan, deliver, and assess lessons effectively expected in beginning teachers which is measured through classroom observation tool.

**Professional Responsibilities.** This course is intended for understanding and fulfilling the professional obligations as educators. It focuses on the ethical, legal, and professional standards required in the teaching profession, ensuring that teachers contribute positively to the school and community.

**Responding to Community Context.** This course build understanding and adaption of teachers to the unique social, cultural, and economic traits of the community they work with. It fosters positive relationships with the community and solve community-specific challenges, and make teaching more relevant to the needs of the learners.

**Teacher Induction Program.** This signifies to a systematic and comprehensive professional development program for beginning teachers to seamlessly immerse them in the teaching profession in the public school system.

**Teacher’s Professional and Personal Development. This course emphasizes the** importance of continuing professional development and partaking in professional networks to share and develop knowledge and practices in the teaching profession.

**The DepEd Teacher.** This course is designed to introduce beginning teachers to the Department of Education’s vision, mission, core values, mandate, and strategic directions that helps in aligning personal philosophy of teaching.

**The Philippine Professional Standards.** This course help teachers to become familiar with the Philippine Professional Standards for Teachers (PPST) as the framework for teacher quality which serves as a guide for professional development and performance of teachers.

**Translating the Curriculum into Classroom Practice.** This course aims to guide teachers efficiently implement the curriculum in the classrooms. It ensures that learning outcomes are achieved by providing practical strategies and resources for designing, planning, and delivering lessons that align with curriculum standards.

**Appendix 1. Research Instrument**

**Title: “Teacher Induction Program and Instructional Performance of Teachers: Bridging the Gap”**

**Collection of Secondary Data**

Name (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: Santa Cruz North Santa Cruz South

* Classroom Observation Scores S.Y. 2023-2024

(Quarter 1 - Quarter 4)

7 – Highly Proficient 4 – Observed but improvement needed

6 – Proficient 3 – Not Observed

5 – Basic Proficiency

|  |  |
| --- | --- |
| **Classroom Observation (Quarter 1)** | |
| **Observable Indicators** | **Score** |
| Indicator 1 |  |
| Indicator 2 |  |
| Indicator 3 |  |
| Indicator 4 |  |
| Indicator 5 |  |
| Indicator 6 |  |
| **Classroom Observation (Quarter 2)** | |
| **Observable Indicators** | **Score** |
| Indicator 1 |  |
| Indicator 2 |  |
| Indicator 3 |  |
| Indicator 7 |  |
| Indicator 8 |  |
| Indicator 9 |  |
| **Classroom Observation (Quarter 3)** | |
| **Observable Indicators** | **Score** |
| Indicator 1 |  |
| Indicator 2 |  |
| Indicator 3 |  |
| Indicator 4 |  |
| Indicator 5 |  |
| Indicator 6 |  |
| **Classroom Observation (Quarter 4)** | |
| **Observable Indicators** | **Score** |
| Indicator 1 |  |
| Indicator 2 |  |
| Indicator 3 |  |
| Indicator 7 |  |
| Indicator 8 |  |
| Indicator 9 |  |

* Teacher Induction Program

90% - 100% - Outstanding Performance

80% - 89% - Above expectations

70% - 79% - Meet expectations

60% - 69% - Below expectations

Below 60% - Fails to meet the required competencies

|  |  |
| --- | --- |
| **Teacher Induction Program** | |
| **Courses** | **Score** |
| Course 1 |  |
| Course 2 |  |
| Course 3 |  |
| Course 4 |  |
| Course 5 |  |
| Course 6 |  |

**Appendix 2. Photo Documentation**

