

Influence of Teacher Induction Program (TIP) to the beginning teachers' performance

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Abstract

The primary objectives of this research were to determine which domain of Teacher Induction Program (TIP) best influences beginning teachers' performance. The study employed the quantitative causal-effect technique. The respondents were the public elementary school teachers of DepEd Tagum City. Percentage, T-test, Correlation Analysis of Pearson-R and Regression Analysis were used to ascertain the findings of the study. Moreover, adapted survey questionnaires were used for Teacher Induction Program (TIP) and beginning teachers' performance. The outcomes showed that the extent of Teacher Induction Program (TIP) is high, the level of beginning teachers' performance is very satisfactory. Meanwhile, there is no significant relationship between the extent of Teacher Induction Program (TIP) and beginning teachers' performance. It was also revealed that Teacher Induction Program (TIP) does not significantly influence beginning teachers' performance. Further, in their singular capacities, Roles, Responsibilities and accountabilities, Professionalism and Personal welfare, and School and Community partnership does not significantly influence the beginning teachers' performance. Similarly, the result underscores in their singular capacity suggests beginning teacher's performance is not significantly correlated with the Teacher Induction program. Lastly, future researches may be conducted as a follow-up study to find out why the Teacher Induction Program has no significant relationship or influence on beginning teacher's performance focusing the gaps and inculcating important points from this study.

Keywords: educational management, Teacher Induction Program, beginning teachers' performance regression analysis, Philippines

Influence of Teacher Induction Program (TIP) to the beginning teachers' performance

1. Introduction

Beginning instructors who are underperforming not only fail to deliver the promised outcomes, but they also have a detrimental impact on others' ability to focus on their work and undermine the staff's confidence. They cover most of the principal's time, replacing other teachers who could contribute more to the organization if they weren't so busy. It is expected for beginning teachers to make roughly 5-10% of the teaching workforce (Banfield, Richmon, & McCroskey, 2006). The attempt to increase the effectiveness of teaching practices could be considered a significant aspect of the support for the performance of beginning instructors. The research results showed that the education system's teaching quality is poor. An argument surfaced that it was doubtful that the workforce's standard would improve unless the level and quality of instruction in the schools were significantly improved (Nolan, 2018).

Diverse research has suggested that increased learning of teachers and support, and the influence of students' knowledge and achievements, are necessary for beginning instructors to dominate their performance and practices. All teachers must be supported by effective policies and institutions in the school system. The necessity of focusing on the performance of beginning teachers is also to ensure that the Department of Education's personnel performs in a timely, efficient, and high-quality manner, as mandated by DepEd Order No. 2, s. 2015, - "Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education after Civil Service Commission Memorandum Circular No. 06, s. Individual Performance Commitment and Review Form (IPC&R) or the Strategic Performance Management System (SPMS) will appear on the IPC&R Form (IPCRF).

In the Philippines, a study carried out an appraisal of the Teacher Induction Program (TIP) and emphasized the importance of inducting new instructors into the Department of Education to help them understand the programs and how to use them. The department's projects TIP can help teachers improve their knowledge regarding Roles, Responsibilities, Accountabilities, Professionalism and Personal Welfare, School and Community Partnership (Bilbao et al., 2013). Further, understanding teacher induction program and other associated variables underwent investigation prior research, such as the study on quality teacher induction; Teacher induction, mentoring, and retention; Teacher induction in international contexts, and New Scheme Teacher induction: Challenges and opportunities (Wood & Stanuhlis, 2017; Strong's, 2017; Pain & Schwillie, 2018).

Results of these studies have agreement and contrasting views on how teacher induction program affects different variables. Moreover, thorough studies regarding teacher induction programs' contribution to the context of beginning teachers' performance have been scarce in the literature. Moreover, very few studies have examined how individual factors affect the way beginning teachers perform as an effect of the program for induction of teachers. In line with that, the researcher wishes to investigate the impact of a teacher induction program on new teacher performance. Studies on the relationship between these two variables exist. However, they aren't conclusive; those studies are conducted separately by different researchers in the other teachers not covered in this research. However, this study differs from those individual studies considering that it covers the two variables in the study with the hope of gaining further knowledge in the assessment of teachers' performance, making this study a meaningful contribution to new knowledge. In addition, the researcher has not come across a study undertaken by the Department of Education in Tagum City on the influence of teacher induction programs on starting teachers' performance.

1.1 Research Objectives

The conduct of this study was to determine what domain of Teacher Induction Program (TIP) that

significantly influence the beginning teachers' performance. Specifically, it aimed:

- To describe the extent of the Teacher Induction Program in terms of: Roles, Responsibilities, and Accountabilities; Professionalism, and Personal Welfare; and School and Community Partnership
- To describe the level of beginning teachers' performance in terms of: Teaching-Learning Process; Pupils Outcome; Learning Environment; Community Involvement; and Professional growth and development
- To find out the significant relationship between the extent of the Teacher Induction Program and the beginning teachers' performance; and
- To determine what domain significantly influence the teacher induction program to beginning teachers' performance.

1.2 Research Hypotheses

Testing of the following hypotheses at a significance level of 0.05 was done:

- There is no significant relationship between the extent of Teacher Induction Program beginning teachers' performance.
- There is no domain in the Teacher Induction Program that significantly influences the Beginning Teachers' Performance.

2. Review of related literature

2.1 Teacher Induction Program

The teacher induction period, which must last at least one year, must include both a right and a responsibility for newly trained teachers and must consist of systematic guidance and assistance. New teacher induction programs basing on the idea that new teachers require personal, social, and professional service. These objectives are achieved with the help of a mentor or a colleague who shares the workload in a safe working environment where the new educator feels safe. Similarly, social support from a mentor encourages students to socialize at school and work, fosters teamwork and cooperative learning, and encourages students to join a school society. Field specialists and colleagues from different institutions give professional assistance to boost teaching efficiency, link professional development and novice instructors, and provide professional development for novice teachers. (European Commission Staff Working Document SEC, 2018).

There are also 15 recent studies on the effectiveness of new instructor induction and coaching programs analyzed, and outcomes appear to be similar, despite the differences in restrictions: (a) In all of the studies studied, induction and mentoring programs had a beneficial impact on new instructors; (b) Almost all studies show that instructors engaging in programs for induction have greater levels of contentment, obligation, and retaining professionally; (c) Many studies have found that novice teachers who receive such training perform better in terms of engaging students in the classroom, developing lesson plans, increasing operational queries and responses practices, planning tasks required to guide the needs of the learners, and generating a lively learning environment; and, (d) In terms of academic achievement, students of instructors who engage in these activities outperform their peers on standardized tests (Ingersoll & Strong, 2019).

Also, over the last two decades, teacher induction programs have gotten a lot of attention as one of the most successful ways to acclimate new instructors to their new job. New South Wales Department of Education (DE), Regional Catholic Education Offices (CEO), and several private schools, in particular, have established a set of guidelines for teacher induction and training. These criteria are governed by policies and procedures that follow

current literature recommendations. Particularly in schools under the government and the sector for the Catholic Diocese, however, because of the absence of a body that governs the school's independent area, and the governing body for the independent sector of schooling, the situation of the starting teachers is dependent on the school (Jensen, 2018).

On the one hand, the degree of scrutiny that induction programs get in all areas of education makes it difficult to implement programs for induction at the most basic level, which is the school; Self-governing schools, which comprise more than 15.5 percent of learners and over 20 percent of instructors and are The nation's firmest developing school sector does not have institutions to enforce policies, although the NSW DE and other Catholic Education Offices do. Because independent schools are self-governing, there is no scrutiny in their programs in the same way other educational establishments are (Kearney, 2018).

According to the Department of Education, Science, and Training (DEST) and the New South Wales Institute of Teachers' following standards, all new teachers should undergo an induction system that comprises mentorship and continuous support. Regrettably, these recommendations have resulted in a lack of action, which hasn't had the desired effect (Kearney, 2018). Furthermore, the different innate characteristics and insights of induction contribute to building general programs. Typical programs are impossible to implement because of disparities in institutions, sectors, regional versus urban schools, and other circumstances. It can be aided by a shared comprehension of the term induction, particularly in separating it from often used similar terms such as coaching or coordination. Mentorship and coordination are mistaken with induction, and they are incorrectly used in this situation. Similarly, a new teacher induction is viewed as distinct from a new worker in a comparable field. The induction of new teachers is recommended as a consistent description for the initial step in a range of professional growth gearing towards the Teacher's total installation into a community of professional practice and continuous learning in their professional education throughout their employment. The extended description offers a complete grasp of induction as a stage in the career of Teacher, compared to intervention for starting instructors to a learning environment or the vocation (Fulton et al., 2018).

In addition, it was the first time that they experienced fright and were unprepared for the rigors of teaching individually. There aren't many professions where newcomers have the same obligations as their more seasoned peers. Even when they are still learning the complexities of their new career, neophyte instructors are given frequent additional responsibilities and more demanding classes (Halford, 2018). Thus, induction programs and a particular emphasis on the degrees of starting teachers initializing their job have undoubtedly attained more attention. Especially that the authors made this reflection; however, the dilemma that was initiating teachers encounter in a period of increasing responsibilities for both the instructors and the school system cannot be viewed to have resolved these problems. Induction has lately focused on professional development to boost skills and lower teacher retention rates, especially in the beginning 2000s, and more recently in Australia, and it attracted a lot of attention. While the data is still inconclusive since the real impact of induction may not be linked directly to attrition rates, it appears that the two are associated (Ronfeldt & McQueen, 2018).

Roles, Responsibilities, and Accountabilities. Teachers' perceptions of their duties, obligations, and responsibility may influence their teaching techniques, mental well-being, and, eventually, the learning of their learners as well as the performance. Different perspectives of the accountability of educators are attached to the sound characteristics about educating and the devotion to teaching, work contentment, good impact on education, instructors' confidence in their capacity to impact learners, their willingness to attempt innovative teaching techniques, and including the achievement of students (Lee & Smith, 2018). In addition, rules on education that has significant effect, including the facilitation of systems of responsibility in schools in the United States, are an outcome of the belief that educators have a responsibility to assess their learner's education results personally. It consists primarily of test performance or taking over the individual accountability, obligation, and accountability for the learners' educational outcomes (Linn, 2018).

Professionalism and Personal Welfare. Teachers' professionalism and individual well-being are measured in

motivation and accomplishment due to the skill set (resilience) and coping techniques they acquire to face burdens and problems in the profession, overcome them, and enhance their operations (Jesus, 2018). On the other hand, Hurst and Reding (2019) connect particular characteristic attitudes into educator professionalism ranging from presence and promptness to appropriate linguistically and creating positive connections among coworkers.

School and Community Partnership. School–community partnerships are described as collaboration and a shared responsibility to boost kids' intellectual, social, and emotional development through forming meaningful alliances with community members, organizations, and businesses, partnerships between schools and communities can positively influence learners' success and post-secondary results, including the community at large. Auerbach (2019) characterized "Respectful alliances between educators, families, and community organizations that prioritize relationship building, communication, and power-sharing as part of a socially equitable, democratic school" as what true partnerships are defined. Effective school–community partnerships need the development of genuine, trusting relationships (Willems and Gonzales-DeHass, 2018).

2.2 *Beginning Teachers' Performance*

Creating new performance evaluations for teacher licensure that can assess teacher readiness and, according to some research, leverage gains in preparation is one potentially beneficial strategy to evaluating the quality of starting teachers' performance. Several states, notably California, Connecticut, and Oregon, after the National Board for Professional Teaching Standards devised a new performance-based system for assessing senior instructors in the early 1990s, performance evaluations were used for starting teacher licensure. A newly created organization of 27 states has formed a Teacher Performance Evaluation Consortium to develop a globally available assessment that may be utilized for initial licensing and program accreditation across the country, building on the work done in California (Edwards, 2018).

Generally, the worker's career progresses through particular stages during which they must complete numerous tasks and meet various requirements (Harrison, 2019). On the other hand, a new employee, for example, is expected to become a productive member, overcoming their naivety rapidly. In addition, an expert career employee will assume to play the role of a coach while maintaining technical proficiency. Administrators frequently claim a lack of aptitude and abilities as the most common problem in American schools. Low motivation was another source of problems, albeit it was less common. In a few situations, administrators referred to the underperformers as "trying but not succeeding" (Bridges, 2018).

Also, it's possible that these teachers' mental capacities were not adequately developed to match the job requirements. Lack of metacognitive abilities is shown in studies; a lack of emotional skills, especially when it comes to an overly high level of self-esteem, prevent people from receiving messages about their performance that are both visible and invisible (Heatherton & Vohs, 2020). Further, the need to evaluate the success of starting instructors in their teaching methods may prompt several causes. Implementing the K-12 curricular reform into law in the Philippines is one of the most crucial elements. Because teachers are considered a significant factor in the new curriculum, examining all factors influencing teacher quality and performance is more critical than ever. The significance of the K-12 program of the Philippine government to the Philippines' economic, social, and cultural growth is equal to the problem it poses. A vital concern is a need for schools and teachers to understand and properly execute the curriculum shift (Ball & Bass, 2020).

Moreover, beginning educators' encounters in their starting year of education may be upgraded by having teacher training programs and school districts reflect on their accomplishments and strengths in the classroom. These researchers used a case study analysis method to focus on an educator's dilemmas and achievements throughout her starting years of teaching. Using descriptive information and inductive analysis, the research looked at the expectations burdened on teachers by educator duties, school environment, learners in the learning environment, parents of the learners, and the burden from individual objectives and disappointments. The data

gathering was through monthly open-ended interviews and a three-times-completed survey within the academic year. These surveys and discussions highlighted the victories and challenges of teachers and the types of knowledge, skills, and resources available or necessary for effective teaching (Romano & Gibson, 2018).

Additionally, a study was conducted involving 22 new teachers, their opinions about duties, and their performance. Several topics in their Teacher training programs that the instructors wanted were covered more thoroughly were highlighted in the teacher preparation programs that the teachers commented on. During the first few weeks of school, students understood theoretical frameworks and procedures and practical skills and knowledge in these areas. They also improved their assessment and evaluation abilities and their ability to work in groups effectively. It was concluded that they should find strategies to blend concepts with training for educators to be trained. Pre-service teachers may better comprehend the way theoretical intellect is connected to their preparation, instruction, and assessment activities (Beck et al., 2019).

Adding to the difficulty of assisting starting teachers in improving their performance, about 2.2 million instructors will be required who are well-organized and capable of fulfilling the requirements of a varied group of pupils (Salinas et al., 2018). Also, high turnover rates in education are vital in new teacher attrition. Exceptional education instructors, for instance, depart at 2.5 times the level of different starting teachers. To fight these growing numbers, a well-organized program for induction is an accurate, proven technique for tackling the dilemma of educator withholding (McLeskey et al., 2018). Meanwhile, it was also stated a need to support new instructors in enhancing their skills in instructions in the primary stages of their service after completing research on 1,400 starting teachers. Completion of the study is linked with the cooperation with the Santa Cruz New Teacher Project (SCNTP). The study's purpose was to ensure that new instructors received the assistance they needed in a welcoming setting. Professional enhancement, educator evaluation, team observation, and evaluation of teaching performance were all part of the program, culminating in a recorded teacher portfolio. A survey of 95 administrators found that beginning teachers' learning environment performance improved. Instructors got a better grasp of education, learning environment management, and decision-making techniques due to the initiative (Moir, 2019).

More specifically, the capacity of a rookie teacher to convert concept to training is emphasized in qualitative research involving starting instructors' opinions of their performance level. Teacher turnover rates may grow due to instructors' inability to attain a specific group of preparation. Programs that include both theory and practice at the same time can boost professional enhancement and educator preparedness (Yildirim, 2018). Furthermore, in their assessment of rookie teacher retention, a study revealed the reality about novice instructors. Although new educator coaches were available the whole academic year, it was found that instructors were eager to accept the idea of moving schools or quitting teaching at any time during the school year. According to the survey, inexperienced instructors in North Carolina left schools (Redding & Henry, 2018).

Teaching-Learning Process. Characteristics that indicate strong student performance should be considered in the teaching-learning process. Teaching methods and style are now widely acknowledged as critical elements in academic performance (Adair, 2019). According to comprehensive reviews, there is a definite connection between teaching methods and learner performance. Setting clear goals and receiving regular feedback from instructors have been identified as evidence-based techniques for improving academic success. Other elements, such as the curriculum's specialized content, the profile of the learner, or learner engagement, might impact educational achievement (Mitra, 2018). Although teaching style predominates, educator-learner communication is a complex system in which the educator needs to blend into instructive, official continually, and relative modifications particular to each school, as well as societal and dogmatic variations beyond the school (for example, a more old-fashioned teaching design highlighting on scholarly communication rather than a more constructionist teaching design emphasizing on the discovery of knowledge of the learners) (Alfieri et al., 2019).

According to research, pupils' outcomes There is inconsistent data on the impact of starting teachers' performance in professional development activities on student results. Findings suggest that in-service

professional development unaffected students' performance (Jacob & Lefgren, 2018). More recently, it was identified what they call professional development's "lag effect," or the more substantial impact of professional development three years after it occurs. Because this variable is confounded with other characteristics of teachers, i.e., participating teachers are likely to be more motivated and, in most cases, more specialized in the subjects they teach, we cannot conclude a causal link between student outcomes and teacher professional development activities (Harris & Sass, 2019).

Learning environments. Beginning teachers' performance is influenced by the learning environment at school, which includes classrooms, libraries, and technical workshops. As a result, the school learning environment remains an important area that should be studied and carefully managed to enhance beginning instructors' work performance. The government, parents, and other key players in the educational system have raised concerns about the poor performance of new instructors. The effectiveness of the school learning environment and the instructors' ability to perform their jobs determine the quality of education (Asao, 2019). Furthermore, both teachers and students are critical to the learning environment during the teaching and learning process, including instructional material planning, administrative planning, and instructional and administrative planning. The amount to which beginning teachers complete their tasks might be enhanced depending on their location within the school, the structure of the classroom, and the availability of teaching facilities and accessories (Nwachukwu & Anina, 2018).

Community involvement. Schools and communities may share the responsibility of operating their schools and aiding students in reaching educational goals that neither the school nor the district can achieve by developing school-community cooperation (Tondeur, 2018). Also, according to several writers, individuals, communities, civic society, the corporate sector, and parents work together to educate their children. As a result, the government will implement procedures and incentives to encourage these stakeholders to play an active role in educational service delivery (Lindley, 2018).

Professional growth and development. Educator enhancement accomplishments including organizational strategizing, provision, topic intellect, student rapport, and classroom management may all aid in professional development. Due to cooperation and innovation, teaching methods are changing in the twenty-first century (Nairz-Wirth & Feldmann, 2019). Furthermore, as the importance of teacher quality in guaranteeing student happiness has increased, so has the value of teacher professionalism. Teachers are now widely regarded as needing ongoing proficient enhancement to enhance their overall performance, effectiveness, and devotion to the profession. Teachers must constantly adapt to changes in the educational system to face the requirements and charges of the international market. As a result of recent changes focusing on curriculum uniformity, teachers are now held responsible for the performance of their learners. For all educators in unindustrialized nations such as the Philippines, creating very educated and internationally competitive learners is pertinent. The quality of the educators determines the efficiency of education. In an author's book, various researchers have suggested that educator efficacy is linked to learners' accomplishments. Because educators have such a broad range of impacts, it can be challenging to determine what outcomes will demonstrate their success and measure them (Stronge, 2018).

2.3 Correlation Between Measures

As an outcome of studies demonstrating the usefulness of teacher induction programs in offering knowledge that supports beginning teachers in learning how to be confident and practical instructors, school systems can retain competent educators. In the previous twenty years, the amount of new educators who have participated in beginning educator induction programs has doubled significantly (Ingersoll & Smith, 2018). Also, a research conducted emphasized that institutions and systems in education were relying more on induction programs to retain excellent educators in the learning environment and enhance teaching processes to enhance learner success (Thompson et al., 2019). Furthermore, starting instructors are described as individuals in their first year of teaching. However, they might also include long-serving teachers. Educators who are new to the system and education were occasionally involved (Stansbury & Zimmerman, 2018). Further, it was mentioned that with

regards to aiding starting educators, the term "teacher induction" has evolved to encompass various outlooks. A frequent teacher induction is a one-on-one coach who often interacts with a beginning educator throughout the academic year (Sun, 2019).

On the other hand, teacher induction is a more comprehensive set of resources for new teachers. The range of teacher induction programs is extensive. Their purpose, implementation, and the breadth of their performance are all different. The author said that because mentoring has been the suitable type of induction support during the last twenty years, the terms "induction" and "mentoring" are interchanged. Though coaching is a crucial constituent of a comprehensive induction program, it is incomparable to simply link a beginning educator with a seasoned expert for a specific time." (Sun, 2019). In addition, inclusive induction programs provide beginning educators teachers with at a minimum of two academic years of support, first-class coaching from wisely chosen and well-organized coaches, recurrently planned dates with other educators to plan joint projects together, continuing professional enhancement, standards-based assessment of beginning educators during the procedure, and a multi-year support system. According to researchers, only about 1% of new instructors receive total indoctrination (Sun, 2019).

Moreover, according to studies, mentors were beneficial in keeping new and starting teachers. Ninety-two percent of beginning educators who had a coach stayed in the classroom for the rest of their careers, compared to 84 percent of beginning educators who did not have a coach. Teachers who had mentors remained at a rate of 91 percent the following year, whereas those who did not have mentors stayed at just 77 percent. According to the study, 86 percent of starting teachers who had mentors were still in the classroom the following year, whereas only 71% of those who didn't have a mentor were still teaching the next year (Gray & Taie, 2019). Also, another author permitted that academic coaches and mentors should be wary of their role in the success of starting educators and strive to guide them while maintaining an optimistic outlook. Educational institutions construct coaching tasks that are suitable links for incoming teachers' qualifications and benefits and offer simple access to resources and practical skills. When new teachers receive regular opportunities to talk positively about instructing and discussing, they sensed better guided by the professional environment (Fieman-Nemser, 2018).

When seasoned educators fulfill the needs of starting teachers, they help them attain their full potential. The author focused that educational coaches, mentors, senior educators, and other school administrators are responsible for assisting new teachers in successfully navigating the transition phase. Online teacher networks were valuable to a new teacher's experience and on-site mentorship. They allowed instructors, induction trainers, curriculum specialists, and beginning educators' teachers to cooperate even when they were not in the same area or on the same shift (Fulton et al., 2018). In addition, an author maintained that an effective induction program should include study teams for beginning instructors to engage with one another to create support, dedication, and management in the learning environment. Another author supposed that because rookie teachers have "a seamless continuum in which subject knowledge and pedagogical abilities progress in tandem via teaching, observation, conversation, and reflection," professional development is a feature of new teacher induction (Fulton et al., 2018). Furthermore, findings, skills, experience, and competence improve new instructors' duties and phases. New teachers require ongoing professional development under the guidance of experienced colleagues (Wong, 2018).

Moreover, by taking mentor teachers' professional development completely, induction programs strengthened seasoned educators' skills for participating in meaningful discourse and supportive effort with starting educators, both critical factors in developing a reliable, professional learning environment (Feiman-Nemser, 2018). On the other hand, it was emphasized that they found no relationship between teacher induction programs and improved starting instructor performance or student accomplishment in their investigation. According to this research, it's time to reassess teacher introduction (Wechsler et al., 2018). Meanwhile, the teacher induction program in a rural school area in Appalachia did not assist starting educators in becoming more effective instructors and did not influence their performance (Young, 2018),.

Furthermore, a study showed no significant changes in performance between the treatment and control teams after two years of induction for new teachers are observed. However, there were no changes among the treatment and control groups in the beginning year's classroom practices or retention across multiple years (Glazerman et al., 2018). In addition, another study showed negative results in the relationship between induction programs and the performance of beginning teachers in secondary schools. He went on to say that the program's structure might not have been well-matched to the demands of secondary starting educators and that the value of organization mentoring and professional enhancement for secondary educators might have been lacking. Various additional reasons might have contributed to the poor results (Desimone, 2018).

Also, it was mentioned that teacher induction programs might not be the contributing factor affecting teachers' performance. Hence, there may be several other additional mediating factors that may impact Teacher's performance. For instance, regarding understanding school procedures and culture and feeling professionally and socially involved in the school, teacher integration may well influence teachers' performance and desire to perform better in the profession (Berry et al., 2017, as cited by Sarica & Turan-Ozpolat, 2018). Moreover, the correlation between the Teacher Induction Program and beginning teachers' performance is insignificant. This implies that beginning teachers' performance is not dependent on the Teacher Induction Program in public elementary schools. It is in support by a study conducted, in the statement of the authors cited that while the Teacher Induction Program met some of its goals, such as endorsing the welfare of beginning educators' teachers by offering guidance and help, reducing problems they face, meeting induction and documentation requirements, and instilling the institution's philosophy in starting educators, others, such as improving beginning teachers' performance, remain unmet (Odell, 2016 as cited by Ulubey, 2018).

In addition, it was stated that Teacher induction is costly. There is no evidence spending more money on a more thorough and expensive induction program can help new teachers improve and grow their skills. It is believed to be a key reason why educational institutions do not allow new instructors. Several writers, as previously noted, concur with the conclusions of this study (Ingersoll & Kralik, 2016, as cited by Dweck, 2018). Meanwhile, various authors indicated that based on statistics, induction programs are beneficial in multiple variables like teacher attrition and learner performance but showed no gains in beginning teacher's version. Another study showed findings that regardless of whether beginning teachers experienced induction or not, they manage to perform well on their work. Further, another study showed that the effect of Teacher Induction Program activities on starting educator performance in highly impoverished learning environments was minimal and statistically unimportant but it did have an impact (Potemski & Matlach, 2016 as cited by Andrews et al., 2018; Wong, 2017 as cited by Kürüm-Yapıcıoğlu, 2019; Ingersoll & Smith 2016, as cited by Heller 2019).

Additionally, another study also reported in their research that beginning teachers' performance concerning the induction program in which they participated dropped during their first year, particularly in terms of their use of effective teaching methods. Another study conducted showed that researchers in New York City investigated the impact of an educator induction program on new educator performance. Comparison of the findings to those other newly recruited instructors who were ineligible for the induction program due to a lack of prior teaching experience. There were no differences in performance between freshly hired, inexperienced instructors who went through an induction program and those who did not (Evertson and Smithey, 2016, as cited by Ermeling, 2018; by Rockoff, 2018). The above literature readings emphasized that the beginning instructors must be well-informed on everything from school rules for teachers and students to school curriculum, goals, and mission. As a result, they will have a clear comprehension, self-assurance, a good self-portrait, and the capacity to face pressure as they continue in the area of teaching. It will also be highly beneficial for new teachers to have faith in their abilities to reduce stress, remain in the department of education, continue to educate children, and know how to manage and socialize with their pupils and the community.

2.4 Theoretical Framework

The integrated effort of Camp and Heath (1998) and Stansbury and Zimmerman (2000, mentioned in Moore

& Swan, 2008) was judged to be suitable and gave the theoretical foundation for this investigation. In particular, the establishment of the work of Stansbury and Zimmerman (2000) for it to be more apt and significant. It was utilized to explore how the Teacher induction programs promote new teacher performance. According to Camp and Heath (1998), teacher induction programs should include the following four contributor groups: 1) a state department official, 2) teacher faculty members at higher education institutions, 3) leaders of a local school and 4) members belonging to the profession. These authors contend that a state education official should provide direction, teacher faculty members should offer a theoretical and research basis, leaders of local schools should provide assistance and aid throughout, and members of the profession should provide subject-specific service through their professional organizations (Camp & Heath, 1998; cited in Moore & Swan, 2008).

According to Stansbury and Zimmerman (2000), Camp and Heath only highlighted the general duties and obligations that individual teams should carry out in their technique, rather than the specific acts for which each group or contributor should be held accountable. Based on authors, these supports might be high-the intensity or low-intensity instructor introduction tasks. High-intensity tasks need a significant investment of money and time to generate and support new instructors. Activities that could be included are choosing and educating effective coaches, provision of time of release, roving replacements freeing beginners and coaches, tailor-made miniature courses to resolve the common dilemmas, assessing proof and enhancing insightful training, and interacting beginning educators' teachers contemplative practice teams to improve their performance (Stansbury & Zimmerman, 2000; cited in Moore & Swan, 2008).

Despite the knowledge that these activities involve more time and money, they have found out that to boost the effectiveness of teachers (Stansbury & Zimmerman, 2000). Unlike high-intensity tasks, low-intensity activities demand less funding and effort from all parties engaged. Orienting new instructors, placing new teachers with experienced teachers, modifying the working environment, and encouraging collegial collaboration to increase performance are examples of such actions (Stansbury & Zimmerman, 2000 cited in Moore & Swan, 2008). This theory is also anchored on Zey's Mutual Benefits model, basing it on the social exchange theory. According to this concept, individuals enter into a relationship and stay in it for as long as they receive benefits. According to Zey, schools are institutions where coaches and advisees profit from teamwork (Ingersoll & Strong, 2011).

Ingersoll and Strong (2011) provide a teacher theory. It asserts that a pre-service training program trailed by an induction program outcome in superior education approaches and student results. According to this strategy, beginning educators who experienced pre-service training experienced advantages from continuing assistance in induction to enhance their teaching methods. The framework for this research rests on the theory offered by Ingersoll and Strong (2011), expressing that implementing induction programs can increase teacher self-effectiveness and enhance teaching performances. Coaching and professional enhancement have an impact on teachers' long-term development.

2.5 Conceptual Framework

Based on the various readings completed for this study, the notion of tying the teacher induction program to the performance of starting instructors makes this study valuable and essential in the school system. As shown in Figure 1, the teacher induction program is the independent variable with its indicator: *employee empowerment and involvement, initiating employee suggestions, facilitating collective bargaining, conflict management and grievance redress measures, expertise training and development, transparency in communication, and encouraging group activities.*

Presented in figure 1 is the conceptual framework of this study. The independent variable is the Teacher Induction Program based on the Republic Act 7784 and Republic Act 7836 (TEC, Department of Education, 2003) with the following indicators; *Roles, Responsibilities, and Accountabilities, Professionalism, and Personal Welfare, School and Community Partnership, Roles Responsibilities and Accountabilities* (Republic Act 7784;

Republic Act 7836 (TEC, Department of Education, 2003). The first indicator is *Roles, Responsibilities, and Accountabilities*, in which responsibility entails "response" to a task assigned to you. The assumption of responsibility to fulfill a particular mission or duty, on the other hand, is referred to as accountability. *Professionalism and Personal Welfare* are the second indicators in this study. It is about the Teacher as a person and professional, their privileges, benefits, and entitlements.

School and Community Partnerships are the third indicators for this study's variable. It emphasizes the importance of teachers in forming school-community partnerships and improving the learning environment and community involvement in the educational process. The dependent variable is beginning teachers' performance which has the following indicators: *Teaching-learning process, Pupils' Outcomes, Learning Environment, Community Involvement, and Professional Growth and Development*. *Teaching-learning process*. In this study, the first indicator for the dependent variable is *the teaching-learning process*, which means the transformation process of knowledge from teachers to students.

The second indicator for the dependent variable is *Pupils' Outcomes*, which means statements that specify what pupils will know, be able to do, or demonstrate when they have completed or participated. The third indicator is *Learning Environment*, which refers to pupils learning in various physical settings, circumstances, and cultures. The fourth indicator is *Community Involvement* pertains to having discourse and working together with other people in the community or with stakeholders. The fifth indicator from the dependent variable is *Professional Growth and Development*. This study is a form of education for teachers that can enhance or better their teaching (DepEd Order No. 2, s. 2015).

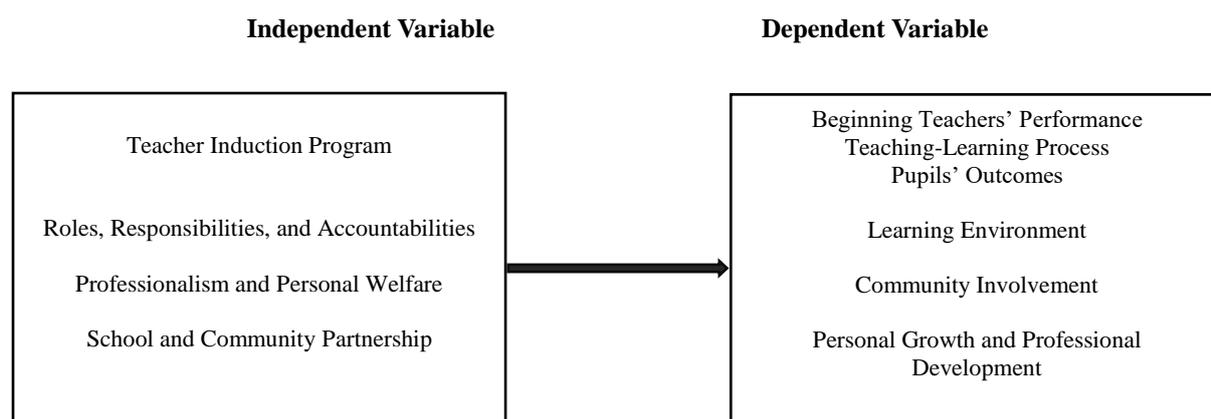


Figure 1: Conceptual model of the study

2.6 Significance of the Study

This study is essential for educational leaders in the Department of Education because it will identify the effect of the Teacher Induction Program on beginning teachers' performance. This is particularly important when they begin working in education to incorporate the necessary processes into their planning, instruction, and evaluation and stay in the field for a long time. New teacher induction is often a school district's initial professional development program for freshly recruited teachers. An organized, systematic strategy is necessary to educate new teachers to use the school district's current methodology and include the district's chosen division plan. This study would also serve as a foundation for developing and implementing an induction program tailored to the requirements of newly recruited instructors, particularly during times of crisis such as pandemics. It would also help educate our freshly recruited instructors about the many issues they may face in the future. It can also provide an effective and efficient teaching-learning process when limited teacher interventions (Kelley, 2020).

Also, the research behind teacher induction programs and beginning teachers' performance is based on the

support of different authors and researchers who emphasize developing programs in enhancing the performance of beginning teachers. The idea that is extremely important for teacher induction programs makes the version of the starting instructors inside the organization better developed is considered in this research. The study's findings aided in determining the ideal domain of teacher induction programs that would mainly affect the performance of starting instructors. Thus, the study's findings would directly benefit the Department of Education in establishing and developing the best training to improve the performance of new teachers. Furthermore, the study's outcomes will assist administrators in identifying and developing the ideal curriculum to include in the teacher induction program that will meet the needs of starting instructors. Teachers must master the guidelines for conducting a successful teacher induction program to complete a good induction program. The study's findings will assist instructors in devising appropriate ways to improve the performance of starting teachers. Furthermore, the study outcomes would help students achieve better learning which resulted from the teacher induction program and beginning teachers' performance.

For **teachers**, this study served as a guide for the department of education to guide them in what specific aspects encounter difficulty and what part of the teacher induction program is beneficial in showing them what to organize, how to teach, and what strategies can be applied in different scenarios. It improves starting instructors' performance in the teaching and learning process, allowing them to consciously assist teachers and students in meeting the desired objectives, making learning a meaningful and lifelong activity (Stobaugh & Tassell, 2018).

For **school administrators**, this study would be a basis for improving their support programs and how they would assist their newly-hired teachers on specific aspects of the teaching induction program they are truly encountering dilemmas. It would help them revisit and revise the performance of their newly-hired teachers to assess better how to assist. Also, this study may aid in making them consider the unique needs of beginning teachers in dealing with the Teacher Induction Program. The findings of this study might serve as a foundation for developing future school-based training programs that would raise starting teachers' knowledge of their specific requirements (Taranto, 2016).

For **other researchers**, this study would help them craft research studies related to reshaping teacher induction programs, beginning Teacher's performance, and other variables that may affect either of these variables to improve the preparedness of the education system better. Moreover, this research would provide the references for their future research studies, and the findings of this research may become their basis for possible future analysis. This study aimed important information and awareness to various persons concerned with either Teacher Induction Program or the beginning teacher's performance (Stanulis & Floden, 2017).

3. Method

Research Design - This study utilized the quantitative causal-effect research method. Quantitative research, according to Garwood (2006), is a "study involves the collecting of numerical data from either controlled environments or samples of the general population" to determine the relationship between a dependent or outcome variable and an independent variable in a specific population variable (Hopkins, 2008).

This research aims to collect quantitative data to test hypotheses or answer questions regarding the current condition of the subject under inquiry. The researcher attempted to explore the extent of the Teacher Induction Program (TIP) to starting teachers' performance of the Department of Education in Tagum City in this study. Furthermore, the researcher would investigate the link between the study's independent and dependent variables. On the other hand, the causal effect technique concludes in a cause-and-effect equation involving two or more variables, one of which relies on the other. The impact of the independent variable on the dependent variable is visible after it has been established but not changed. The creation of the grouping or variables should be in the same way as they would be in a natural setting. Because the dependent and independent variables will always exist in a group, and it is better than all of the elements be considered when concluding (Salkind, 2010). Therefore, this research design was deemed appropriate in describing the relationship between the extent of the

Teacher Induction Program to the beginning teachers' performance in the municipality of Tagum, Davao del Norte.

Furthermore, the study uses regression analysis to address the research question found in the previous chapter. As Casella and Berger (2021) believed, regression analysis is a sophisticated and adaptable approach that allows an analyst to model a result (the response variable) as a function of one or more explanatory factors by constructing a model (or predictors). The researcher can use this regression analysis to see how the importance of a quantitative (numerical) outcome (or response) variable and the values of a quantitative explanatory (or predictor) variable are related. There are two ways to use this method: generate expected values or make conclusions about the relationships between datasets. The dependent variable is the dependent variable in some fields, while the independent variable is the predictor.

Population and Sample - A total of 965 population were all considered as the respondents. This is within the premise and the workforce under the agency of DepEd, Division of Tagum City. The sample population comprises 250 permanent beginning teachers who have undergone Teacher Induction Program (TIP). It is the percentage of the selected elementary schools in the Division of Tagum City. These instructors had a wide variety of teaching experience and academic levels, and they served in the government for a period ranging from 0 to 3 years. Excluded groups were students, parents, school heads, and DepEd Officials.

This study used a random sampling technique wherein a representative portion was from the total population through the Likert scale. The process of distinguishing the sample population was through ratio and proportion to ensure an equal distribution of respondents when grouped according to schools. Nine hundred sixty-five people were all considered respondents within the premise and workforce under the agency of DepEd, Division of Tagum City. The sample population comprises 250 permanent beginning teachers who have undergone Teacher Induction Program (TIP). This is the percentage of the selected elementary schools in the Division of Tagum City. These instructors had a wide variety of teaching experience and academic levels, and they served in the government for a period ranging from 0 to 3 years. This research started in October 2018 and was completed in October 2019. The inclusion criteria of this study include; 1) respondents who are newly-hired teachers; 2) teachers with 0-3 years of experience as a public school teacher and coming from the selected elementary schools of Tagum City Division. At the same time, its exclusion criteria exclude teachers from private institutions, teachers with 5-25 years of experience as public school teachers, and teachers not from Tagum City Division.

Research Instruments - The instruments utilized in this investigation were downloaded, adapted, and changed. The survey questionnaires followed a pattern from the studies of Kessels and Gill (2010) as cited by Lumumba, 2014 to measure the extent of the Teacher Induction Program (TIP). A set of questionnaires were to describe the scope of the Teacher Induction Program based on Roles, Responsibilities, Accountabilities, Professionalism, Personal Welfare, School, and Community Partnership. The teacher respondents answered the survey using the Likert scale. The questionnaire for the beginning teachers' performance was from the Individual Performance Commitment and Review Form (IPCRF) which was also modified to fit the study. Further, the questionnaire gathered data using the following indicators:

Teaching-Learning Process, Pupils Outcome, Learning Environment, Community Involvement, and Professional Growth and Development. Below is the parameter limit of the dependent variable from the Individual Performance Commitment and Review Form (IPCRF), which was used to measure the beginning teachers' performance. The instrument was presented to the panel of experts for validation before its distribution to the field. The comments, suggestions, and recommendations were integrated for the refinement of the instrument. After experts' verification, the next step was testing the questionnaire for reliability via pilot testing with Cronbach Alpha of .855 for Teacher Induction Program and .917 for Beginning Teachers' Performance. Gliem articulated it (2003). The alpha reliability coefficient of Cronbach's alpha is usually between 0 and 1. The coefficient, on the other hand, has no lower bound. The higher the internal consistency of the scale's components, the closer the Cronbach's alpha coefficient is to 1.0.

On the other hand, George and Mallery (2003) provided the following rules of thumb: Cronbach's Alpha $> .9$ – Excellent; Cronbach's Alpha $> .8$ – Good; Cronbach's Alpha $> .7$ – Acceptable; Cronbach's Alpha $> .6$ – Questionable; Cronbach's Alpha $> .5$ – Poor; and Cronbach's Alpha $< .5$ – Unacceptable.

Data Collection - The researcher followed the following procedures in conducting this study. First, the researcher has undergone the outline defense. After the outline defense was the questionnaires' internal validation followed by the external validation. After the verification was the finalization of the questionnaires. Then, the UMEREC (University of Mindanao Ethics Review Committee) conducted an ethics review of the study. After the ethics review, the researcher consulted her statistician to conduct her pilot testing. Given the statistician's approval, the researcher underwent her pilot testing to two selected schools that were not part of her respondents. Next was the submission of the result of the pilot testing to the statistician to know the reliability result. After learning that the result was good, the researcher sought permission to conduct the study with a letter signed by the Principals of selected elementary schools in Tagum City Division for completing a survey to the Beginning Teachers in the schools in conducting this study. This was followed by the administration and retrieval of the questionnaire.

After checking the reliability and validity of the questionnaire, the researcher administered it to the beginning teachers to gather quantitative data. She also checked if the questionnaires were complete after the respondents answered the questionnaires. Then, the next step was checking, collating, and processing the data. She collected the questionnaires for tabulating and reviewing purposes. After that, she submitted it to the statistician for treatment, analysis, and interpretation.

4. Results

4.1 *The extent of the Teacher Induction Program*

The main objective of this study was to describe the extent of the Teacher Induction Program (TIP). The Teacher Induction Program (TIP) scope has the following indicators: Roles, Responsibilities and Accountabilities, Professionalism and Personal Welfare, and School and Community Partnerships. The questionnaire for this independent variable includes questions divided into three parts concerning the indicators of this variable. For the first indicator, which is Roles, Responsibilities, and Accountabilities, questions included the creation of a good atmosphere among learners, assessment of learners' performance, ensuring mastery of learning competencies, teaching difficult subjects more explicitly, keeping up-to-date anecdotal records of learners, executing administration of school rules aimed at ensuring the well-being of the learners, supervising curriculum and extra-curricular activities, safeguarding school facilities and equipment, maintaining membership in a professional organization, and doing other related works.

On the other hand, the second indicator is Professionalism and Personal Welfare. This indicator included questions about ensuring that the School, through its Teacher Induction Program, provides that the teacher has a deep understanding of theoretical knowledge about learning and human behavior; must demonstrate attitudes that foster education; and, genuine human relationships; must have a mastery of the subject matter; must possess competencies in the use of teaching skills that facilitate student learning, must have personal practical knowledge; must relate very well to his superiors, colleagues; and, students, and must have a mastery of the subject matter. Further, for the indicator School and Community Partnership, the questionnaire tries to check if the School through the Teacher Induction Program emphasizes that the School is one of the vital institutions in a community; the School's goal, as stated in the Philippine Constitution, will benefit the community if achieved; distinguishing communities is through their social, political, economic, and cultural characteristics; teachers cannot break the cycle of poverty; and distinguishing communities is through their social, political, economic, and cultural aspects.

The community's physical environment can be a source of support for the School. Also, when it comes to

election duties, teachers put their lives in danger. The PTA is only for parents and educators; the community has something to teach students just as the community has something to teach teachers; teachers are partners in the promotion of the common good with both the government; and, non-government organizations, and the School must start a positive educational partnership with the community. Shown in Table 1 are the data on the extent of the Teacher Induction Program (TIP). The Teacher Induction Program (TIP) had an overall mean of 4.46 or *very high* with a standard deviation of 0.62. It is an indication that the Teacher Induction Program(TIP) is very much implemented.

From this result, *Roles, Responsibilities, and accountabilities* had the highest mean score of 4.58 or *very high*. It includes include creating a good atmosphere among learners, assessing learners' performance, ensuring mastery of learning competencies, teaching complex subjects more clearly, and executing the school policies designed for students' welfare. Next to it is *Professionalism and welfare* with a mean score of 4.54 or *very high*. It includes having a deep understanding of the theoretical knowledge about learning and human behavior; demonstrating an attitude that foster learning and genuine human relationship; having a mastery of subject matter; and possessing competencies in the use of teaching skills that facilitate student learning. Lastly, is *School and Community partnership* with a mean score of 4.28 or *very high* which includes emphasizing the importance of the institution in the community, teachers' duties during elections, teachers' responsibilities for students and the community, teachers' partnership between government and non-government organizations in promoting the common good, and initiating positive educational partnerships with the district.

Table 1

The Extent of Teacher Induction Program (TIP)

Indicators	\bar{x}	SD	D.E
Roles, Responsibilities, and accountabilities	4.58	0.67	Very High
Professionalism and welfare	4.54	0.61	Very High
School and Community partnership	4.28	0.58	Very High
Overall	4.46	0.62	Very High

4.2 Level of Beginning Teacher's Performance

The second objective of this study was to describe the level of beginning teacher's performance as measured through the Individual Performance, Commitment and Review Form (IPCRF) with the following indicators: Teaching-Learning Process, Pupils Outcome, Learning Environment, Community Involvement, and Professional growth and development. The questionnaire for this dependent variable includes questions divided into five parts concerning the indicators of this variable. The first indicator, the Teaching and Learning Process, includes questions concerning Daily Lesson Log, Teaching Strategies, and Instructional materials. The second indicator, Learning Environment, comprises questions connected to Classroom Furniture, Classroom rules, and classroom ventilation. Also, for the third indicator, Pupils' outcome, includes questions about pupils' progress, progress report and pupils' performance. Then, the fourth indicator, it includes community involvement, questions about HRPTA meetings, Civic Programs and Activities, and General PTA Assemblies. Lastly, the fifth indicator, Personal Growth, and Professional Development, is comprised questions about Training/seminars, awards/recognition, and graduate studies.

Shown in Table 2 are the data on the level of beginning teachers' performance. Calculations had a grand mean of 4.13 or *very satisfactory* with a standard deviation of 0.47; this specifies that the beginning teacher's performance exceeded expectations. From this outcome, the indicator of beginning teacher's version which has the highest mean score was *pupils outcome* with a mean score of 4.23 or *outstanding* and with a standard deviation of 0.38 which means that beginning teacher's performance in terms of pupils outcome represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills knowledge, ingenuity, creativity, and initiative. Similarly, this also indicates that a beginning teacher can foster an

atmosphere full of discipline issues and chaos, establishing a complicated pattern to break.

Table 2

Level of Beginning Teacher's Performance

Indicators	\bar{x}	SD	D.E
Teaching-Learning Process	3.96	0.55	Very Satisfactory
Pupils' Outcome	4.23	0.38	Outstanding
Learning Environment	4.13	0.38	Very Satisfactory
Community involvement	4.14	0.42	Very Satisfactory
Professional growth and development	4.21	0.61	Outstanding
Overall	4.13	0.47	Very Satisfactory

The indicator with the second highest mean was *Professional growth and development* with a mean score of 4.21 or *outstanding* and a standard deviation of 0.61, which means that beginning teacher's performance in terms of professional growth and development represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills knowledge, ingenuity, creativity, and initiative. Additionally, this also highlights that beginning teacher give value to their professional growth and development to improve their delivery of learning and performance. The indicator with the third-highest mean was *Community Involvement* with a mean score of 4.14 or very satisfactory and a standard deviation of 0.42; which means that beginning teachers' performance in terms of community involvement exceeded expectations. Also, most beginning teachers are taking their involvement in the community as something that they need to do. The indicator for beginning teacher's performance that got the fourth highest mean was *Learning environment* with a mean score of 4.13 or very satisfactory and a standard deviation of 0.38, which means that beginning Teachers emphasize enhancing and developing their learning environment to improve their performance as a teacher.

The indicator with the lowest mean score was *teaching-learning process outcomes* with a mean score of 3.96 or very satisfactory and a standard deviation of 0.55; which means that beginning teachers' performance in terms of the teaching-learning process outcomes exceeded expectations. Beginning teachers value the results of their delivery of the teaching and learning process as an indicator that they have a good performance as a teacher. The result confirmed that beginning teachers value their performance at work. They want to do more to enhance and develop their performance as a teacher. The reason for this is not because they earn money from it, but it makes them happy serving the children.

4.3 Relationship between the extent of Teacher Induction Program (TIP) and level teacher's performance

The primary purpose of this study was to ascertain whether or not the Teacher Induction Program (TIP) has a significant relationship to the beginning teacher's performance. Displayed in table 3 are the outcomes of the calculations. The overall r-value on the correlation between the extent of the Teacher Induction Program and the levels of beginning teacher's performance was 0.059 with the probability value of 0.502 or not significant. Since the *p*-value is more than 0.05, there is no significant relationship between Teacher Induction Program and the beginning Teacher's Performance. Hence the null hypothesis is accepted.

When the domains of the *Teacher Induction Program (TIP)* were correlated with *beginning teachers' performance*, the data showed that *Roles, Responsibilities, and Accountabilities* were not significantly associated with beginning teachers' performance. This is because the outcomes showed an r-value of 0.064 with a probability value of 0.716 or not significant; *Professionalism and Personal Welfare* has an r-value of 0.039 with a probability value of 0.537 or not substantial, *School, and Community Partnership* has an r-value of 0.073 with a probability value of 0.254 or not significant.

Table 3

Correlations between Teacher Induction Program (TIP) and Beginning Teacher's Performance

Independent Variable	\bar{x}	SD	Dependent Variable	\bar{x}	SD	r-value	P-value
Roles, Responsibilities, and Accountabilities	4.58	.67	Beginning teacher's performance (Teaching-Learning Process, Pupils' Outcome, Learning Environment, Community Involvement and Professional Growth, and Development)	4.13	.47	.064**	0.716
Professionalism and Personal Welfare	4.54	.61					
School and Community Partnership	4.28	.58					

r = .059** p-value = .502, **p<0.00 *p<0.05.

4.4 Regression analysis of the influence of Teacher Induction Program and beginning teacher's performance

With the use of Regression analysis, the data show that the total *Teacher Induction Program (TIP)* is not statistically significant or does not significantly impact the beginning teacher's performance since the impact of the *Teacher Induction Program (TIP)* on *beginning teacher's performance* has the F-value of 0.751 and a probability value of 0.523. It means that the teachers' *Teacher Induction Program (TIP)* does not significantly influence *beginning teachers' performance* since the probability value was $P > 0.05$. The R^2 value of 0.009 suggests that the *Teacher Induction* influenced .9% variability of the *beginning teacher's performance Program (TIP)* while the remaining 99.1% is being influenced by various aspects not covered in this study. The *Teacher Induction Program (TIP)* results do not determine the *beginning teacher's performance*. Hence, it signifies the acceptance of the null hypothesis. Specifically, the data have shown that the domains of the *Teacher Induction Program (TIP)* which have no significant influence on the *beginning teacher's performance* were the *lesson presentation*, $t=1.97$,

Attached on the appendices are the regression coefficients to test the significant influence of the different domains of the *Teacher Induction Program (TIP)* to *beginning teacher's performance*. The table shows that the computed F-value is 0.751 with an associated overall p-value of 0.523 or insignificant. It leads to the acceptance of the null hypothesis, which stated there is no domain in the *Teacher Induction Program (TIP)* that significantly influences *Beginning Teachers' Performance*. The computed r^2 is 0.009 suggests that roles, responsibilities, and accountabilities explain .9% of beginning teacher's performance of the respondents; *Professionalism and personal welfare*; and, *school and community partnership*, and the remaining percentage are accountable to other predictors not included in the study.

Data also show that *roles, responsibilities, and accountabilities* have a p-value of 0.375 or are not significant, which means the null hypothesis is accepted. *Professionalism and personal welfare* have a p-value of 0.353 or are not significant, which means the null hypothesis is accepted. *School and community partnership* have a p-value of 0.382 or not significant, which means the null hypothesis is accepted, which states that there is no domain in the *Teacher Induction Program* that significantly influences the *Beginning Teachers' Performance*.

5. Discussion

5.1 The Extent of Teacher Induction Program

The extent of the *Teacher Induction Program (TIP)* in this study is high. It means that the scope of the *Teacher Induction Program (TIP)* in the public elementary schools is very much implemented. This further means that beginning teachers underwent a very well-implemented *Teacher Induction Program*. The survey questionnaires were patterned from the studies of Kessels & Gill (2010) as cited by Lumumba, 2014 to measure

the extent of the Teacher Induction Program (TIP). Meanwhile, with regards to teacher induction programs, the findings of this study were in corroboration with the European Commission Staff Working Document SEC (2018), that stated that new teachers require individual, social, and professional assistance.

Moreover, developing the teacher identity, improving efficiency, increasing self-confidence, reducing stress and anxiety, and motivating and avoiding dropout are all accomplished goals with a mentor or a peer who shares the workload in a safe working environment where the novice teacher feels safe. Similarly, social support from a mentor helps students mingle at school and work, promotes collaboration and cooperative learning, and motivates students to join a school society. The professional help provided by field specialists and colleagues from other institutions aim to increase teaching efficiency, link professional development and novice instructors, and provide professional development for novice teachers.

Also, this was supported by 15 studies that were cited that critically examined the effects of induction and mentorship programs for new instructors. They found that each study had comparable results despite the differences in constraints. The following are the results: (a) induction and mentoring programs had a beneficial impact on new instructors in all of the studies studied; (b) Teachers who take part in such induction programs report better levels of professional satisfaction, commitment, and retention than their colleagues who do not; (c) Many studies have found that novice teachers who receive such training perform better in terms of involving students in the classroom, developing lesson plans, developing compelling question and answer practices, preparing activities to meet students' needs, and creating a positive classroom environment; and, (d) Students of instructors who engage in such programs outperform their peers in terms of academic achievement (Ingersoll & Strong, 2019).

More so, it was emphasized that over the last two decades, teacher induction programs have gotten a lot of attention as one of the most successful ways to acclimate new instructors to their new job. The New South Wales Department of Education (DE), Regional Catholic Education Offices (CEO), and numerous private schools have developed a set of criteria for teacher induction and training. Many of these criteria are being governed by policies and guidelines that are in alignment with recommended practice in the current literature, particularly in government schools and the Catholic Diocesan sector; however, because the independent sector of schooling has no governing body, what happens to new teachers within that sector is at the school's discretion. The primary indicator for Teacher Induction Program (TIP) that the respondents very highly manifested is *roles, responsibilities, and accountabilities*. Being the indicator with the highest mean, it means that teachers give importance to their roles, responsibilities, and accountabilities as it is apparent that there is emphasis on the Teacher Induction Program (TIP) (Jensen, 2018).

It is supported by Halvorsen et al. (2019) as he stated that instructors' personal sense of duties, obligations, and accountability might influence their teaching techniques, psychological well-being, and, ultimately, their students' learning and performance positive attitudes about teaching, as well as professional devotion, have been linked to diverse notions of teacher accountability. Moreover, high-impact educational policies, such as the implementation of accountability systems in American schools, are based on the assumption that teachers are personally responsible for their students' academic outcomes. This includes primarily test performance— or that they should assume personal responsibility, responsibility, and accountability for their students' academic results (Linn, 2018).

Next to it is *professionalism and welfare*. The findings in the study indicate that there is emphasis on teacher's professionalism and interest in the implementation of the Teacher Induction Program (TIP). It agrees with Jesus (2017), who suggested that the teacher's motivation and achievement can translate the concept of teacher's professionalism and personal well-being because of the skill set (resilience) and strategies (coping) that it develops to get to us the demands and professional difficulties, beating them and optimizing their operation. Also in congruence with Hurst and Reding (2019), we associate specific behaviors with teacher professionalism, ranging from appearance and punctuality to appropriate language and building positive connections with

coworkers.

The third indicator is *school and community partnership* which means that the conduct of the Teacher Induction Program (TIP) also highlights the value of school and community partnership. It is supported by Willems and Gonzales-DeHass (2018) as he reiterated that partnerships between schools and the community has the characteristics as significant relationships with individuals in the community, organizations, and companies. They are committed to working together to achieve a similar goal: to enhance children's intellectual, social, and emotional well-being. Partnerships between schools and communities can improve student success and postsecondary outcomes while also benefiting the community. In addition, Auerbach (2019) characterized true partnerships has he definition as "respectful coalitions between educators, families, and community groups that promote relationship development, communication, and power-sharing as part of a socially equitable, democratic school." Genuine, reliable connections is a requirement for practical school-community cooperation.

5.2 Level of Beginning Teacher's Performance

The level of beginning teachers' performance for this study is very satisfactory. It means that the beginning teacher's performance exceeded expectations. It also implies that beginning teachers' performance is beyond what is expected, considering that they are neophytes in the profession. It might be surprising that they could perform the tasks expected of them. It is in connection to what Edwards (2018) stated: The creation of new performance evaluations for teacher licensure that can assess teacher readiness and, according to some research, leverage gains in preparation is one potentially beneficial strategy to evaluating the quality of starting teachers' performance. Several states, notably California, Connecticut, and Oregon, adopted performance evaluations for beginning teacher licensing after the National Board for Professional Teaching Standards developed a new performance-based strategy for assessing senior teachers in the early 1990s. A newly created organization of 27 states has formed a Teacher Performance Evaluation Consortium to develop a globally available assessment that may be utilized for initial licensing and program accreditation across the country, building on the work done in California.

Similarly, Ball and Bass (2020) cited that the need to evaluate the success of starting instructors in terms of their teaching methods may prompt a several causes. Implementing the K-12 curricular reform into law in the Philippines is one of the most crucial elements. Because teachers are regarded as the most crucial aspect of the delivery of the new curriculum, it is more important than ever to examine all factors that influence teacher quality and performance. The relevance of the government's K-12 program to the Philippines' economic development and social and cultural life is as great as the difficulty it poses. The requirement to comprehend and successfully implement the curriculum change confronts schools and instructors. More so, Romano and Gibson (2018) emphasized by having starting teachers report on their accomplishments and strengths in the classroom, teacher training programs and school districts may enhance teachers' experiences during their first year of teaching. The researchers used a case study analytic technique to focus on one teacher's issues and successes throughout her first year of teaching. With the use of descriptive data and inductive analysis, the study studied the expectations placed on teachers by teacher duties, school atmosphere, students in the classroom, parents, and the pressure from personal goals and disappointments. Gathering data was through monthly open-ended interviews and completion of questionnaire three times over the school year. These surveys and discussions focused on the teacher's victories and obstacles and the types of knowledge, skills, and resources accessible or necessary for effective instruction.

Further, Beck et al. (2019) performed a study on 22 starting teachers' performance and perceptions of their requirements during their first year of teaching. Several topics in their teacher preparation programs that the instructors desired had been covered more thoroughly were highlighted in the teacher preparation programs on which the teachers remarked. For the first few weeks of school, students understood theoretical frameworks and methods and practical skills and knowledge in these areas. They also better understood assessment and evaluation skills and implemented practical group work. He concluded that teacher educators should develop

ways to combine theory and practice to better train teachers. Pre-service teachers would better grasp applying theoretical knowledge into their planning, teaching, and assessing activities.

Furthermore, Moir (2019) expressed a need to support new teachers in enhancing their teaching skills in the early stages of their careers after completing research on 1,400 starting instructors. The Santa Cruz New Teacher Project assisted with the research (SCNTP). The study's purpose was to guarantee that support for new teachers is in a positive setting. Professional development, teacher evaluation, peer observation, and reflection on teaching practice were all part of the program, culminating in a recorded teacher portfolio. A study of 95 administrators found that beginning teachers' classroom performance improved and that instructors got a better grasp of education, classroom management, and problem-solving approaches (Moir, 2019).

Furthermore, the capacity of a starting teacher to convert theory to practice is particular in qualitative research concerning rookie instructors' opinions of their performance level. This is supported by Yildirim (2018), that teacher turnover rates may grow as a result of instructors failing to satisfy a particular group of preparedness. Enhancement of professional development and teacher preparedness is through programs that simultaneously address theory and practice (Yildirim, 2018).

The first indicator for a beginning teacher's performance that is highly rated is *the pupil's outcome*. The respondents ascertain that a beginning teacher's performance influences their pupil's learning outcomes. It is in connection to what Jacob & Lefgren (2018) stated that the impact of starting teachers' participation in professional development activities on student results is unclear. In some studies, students' performance was unaffected by in-service professional development. Also, Harris and Sass (2019) emphasized that because this variable is in relation with other characteristics of teachers, i.e., participating teachers are likely to be more motivated and, in most cases, more specialized in the subjects they teach, we cannot conclude a causal link between student outcomes and teacher professional development activities.

The next indicator is *professional growth and development*, which means starting teachers have a strong desire to improve their teaching skills by being conscious of how they learn and applying their knowledge to help students learn. A study by Nairz-Wirth and Feldmann (2019) argues that faculty development activities like instructional preparation, instructional delivery, subject matter competence, relationships with students, and classroom management may all aid in professional development. Teaching techniques in the twenty-first century are growing via cooperation and innovation. Moreover, Stronge (2018) emphasized that improving teacher quality has become a critical factor in ensuring that students are happy; and that teacher professionalism has grown increasingly important. Continuous professional development for teachers is now widely recognized as essential for improving their overall performance, effectiveness, and commitment to their careers.

To fulfill the needs and demands of the global market, teachers must continually adapt to changes in the educational system. Teachers are being held accountable for their pupils' performance due to recent reforms that focus on curriculum standardization. Producing highly trained and internationally competitive graduates is a significant challenge for all educators in developing nations such as the Philippines. The third indicator is *community involvement*, which means that beginning teachers believe that community involvement strategies are effective practices that positively impact student learning and contribute to beginning teachers' performance. It is in accordance with what Tondeur, 2018 (2018) discussed that The school-district collaboration allows the school and the district to share the burden of running the schools and aiding students in attaining their educational goals. It would be unprofitable for both the school and the community if they did not collaborate. Furthermore, several academics agree that education is a joint activity, including individuals, communities, civic society, the corporate sector, and parents. As a result, the government will implement procedures and incentives to encourage these stakeholders to actively participate in educational service delivery (Lindley, 2018).

The fourth indicator is *learning environment*, which means that Beginning instructors feel that the learning environment significantly influences how well they perform. In congruence with Asao (2019), the school learning environment, including classrooms, libraries, and technical workshops, influences new teachers'

performance. As a result, the school learning environment remains an important area that should be investigated and controlled adequately to improve new teachers' work effectiveness. The government, parents, and other critical stakeholders in the educational system have raised worry about the poor work performance of new instructors. The quality of education based on the efficacy of the school learning environment and the teachers' capacity to carry out their obligations.

Also, Nwachukwu & Anina (2018) emphasized that both instructors and students are vital to the learning environment at a school throughout the teaching and learning process, which involves instructional material planning, administrative planning, and instructional and administrative planning. The amount to which beginning teachers complete their duties is being enhanced depending on their position within the school grounds, classroom organization, and the availability of instructional facilities and accessories.

The last indicator is *the Teaching-Learning Process*, which means beginning teachers' performance is highly influenced by the teaching and learning process. It may also indicate that starting teachers' performance increases if they use appropriate approaches for the teaching and learning process. It is consistent with Adair's (2019) statement that the characteristics that indicate inclusion of strong student performance in the teaching-learning process. Critical elements include recognition of teaching style and tactics in academic performance.

5.3 Relationship between extent of Teacher Induction Program and beginning teacher's performance

The present study reveals a not significant relationship between Teacher Induction Program (TIP) and beginning teacher's performance. It implies that the Teacher Induction Program (TIP) does not affect beginning teachers' performance, as seen on the data. This supports the study of Wechsler et al. (2018), that their study found no relationship between teacher induction programs and better starting teacher performance, nor did it find a link between induction and student accomplishment. Based on this research, it is time to reassess teacher introduction. Further, it was in agreement with what Young (2018) also concluded in his study that in a rural Appalachian school district, a teacher induction program did not assist new teachers became more effective and had no impact on their performance. A study by Glazerman et al. (2018) showed results that after two years of induction, there were no significant differences in performance between the treatment and control groups for new instructors. However, there were no differences in first-year classroom practices or retention throughout multiple years between the treatment and control groups of instructors.

Also, a study conducted by Desimone (2018) showed negative results in the relationship between induction programs and the performance of beginning teachers in secondary schools. He further emphasized that the reason for this may be the possibility that the framework of the curriculum is not well-suited to the needs of new secondary teachers. The degree of instructional coaching and professional development for secondary teachers is not as high as it might be. There are various additional factors that might have contributed to the negative consequences. Berry et al. (2017), as cited by Sarica and Turan-Ozpolat (2018), mentioned that teacher induction programs may not be the contributing factor affecting teachers' performance. Hence, there may be several other additional mediating factors that may impact teachers' performance. For instance, in terms of understanding school procedures and culture and feeling professionally and socially involved in the school, teacher integration may well influence teachers' performance and desire to perform better in the profession.

Moreover, the degree of correlation between the Teacher Induction Program and the beginning teacher's performance is not significant. It implies that beginning teachers' performance is not dependent on the Teacher Induction Program in public elementary school. This is in support to a study conducted by Odell (2016) as cited by Ulubey (2018), which stated that while some of the goals of the Teacher Induction Program were met, such as promoting the well-being of beginning teachers by providing support and assistance, reducing problems they face, meeting induction and certification requirements, and transferring the system's culture to beginning teachers, others, such as improving beginning teachers' performance, were not.

In addition, Ingersoll and Kralik (2016), as cited by Dweck (2018), stated that teacher induction is costly.

There is no empirical evidence that investing more resources in a more comprehensive and expensive induction program will assist new teachers to improve and enhance their performance. It is the primary reason school systems do not give further assistance to new instructors. As previously noted, multiple writers concur with the study's conclusions.

5.4 Regression Analysis of the Teacher Induction Program and Beginning Teacher's Performance

The use of regression analysis is to determine the relationship between the Teacher Induction Program and the performance of beginning teachers. According to the data, the overall Teacher Induction program has no substantial impact on the performance of starting teachers. Therefore, the null hypothesis in this study is accepted. Results of the current study show that Teacher Induction Program does not impact beginning teachers' performance, which contributes to the contemporary academic literature since previous research focuses on other variables in connection to one of the two variables of the study.

It strengthens the claim of various authors who indicated that based on statistics, induction programs are beneficial in multiple variables like teacher attrition and learner performance but showed no gains in beginning teacher's performance (Potemski & Matlach, 2016) as cited by Andrews et al., (2018). Another study conducted by Wong (2017), as cited by Kürüm-Yapıcıoğlu (2019), showed findings that regardless of whether beginning teachers undergone induction or not, they manage to perform well on their work. Further, in a study conducted by Ingersoll and Smith (2016), as cited by Heller (2019), the impact of Teacher Induction Program activities on the performance of starting teachers in high-poverty schools was minimal and statistically insignificant, but it did have an effect.

The study of Evertson and Smithey (2016), as cited by Ermeling (2018), also reported their study demonstrated starting teachers' performance regarding the induction program in which they participated dropped during their first year, particularly in their use of effective teaching approaches. Another study, done by Rockoff (2018), looked at the impact of a teacher induction program on the performance of starting teachers in New York City. The research compared the performance of beginning instructors to that of other newly recruited teachers who had prior teaching experience and so were not eligible for the induction program. According to the research, there were no changes in beginning teacher performance between newly employed, inexperienced instructors who underwent induction programs.

The domains roles, responsibilities and accountabilities; professionalism and welfare; and school and community partnership does not influence beginning teacher's performance which is consistent in the previous studies conducted by authors mentioned beforehand.

6. Conclusion

The extent of the Teacher Induction Program is increased because of the high rating provided by the respondents to its three out of three indicators, namely: *Roles, Responsibilities and accountabilities, Professionalism and Personal welfare, and School and Community partnership*. On the one hand, the overall level of beginning teachers' performance is very satisfactory. Its indicators disclose the following outcomes: outstanding for *Pupils' result*, remarkable for *Professional growth and development*, very satisfactory for *Teaching-Learning Process*, very satisfactory for *Learning Environment*, and very satisfactory for *Community involvement*.

The overall extent of the Teacher Induction Program was not significantly correlated with the beginning teachers' performance. Specifically, data revealed that when Teacher Induction Program was correlated with beginning teachers' performance, *Roles, Responsibilities and accountabilities, Professionalism and Personal welfare, and School and Community partnership* were not significantly correlated with the performance of beginning teachers. There is no significant association between the Teacher Induction Program and the performance of starting teachers. According to the research, the Teacher Induction Program has little effect on

the performance of starting teachers.

6.1 Recommendation

The study revealed a great extent of the Teacher Induction Program, which is raised to a very high level. Also, there is a strong recommendation that Teacher Induction Program that there is subsequent monitoring to be able to pinpoint how each indicator and aspect of the implementation of Teacher Induction Program and on the emphasis on specific aspects of the program and what aspects are commonly neglected. Also, in congruence with Ganser (2018), teacher induction programs are given characteristics as programs that provide support, advice, and orientation to new instructors. According to the theory of induction programs, Feiman-Nemser (2018) maintains that pre-employment teacher preparation is rarely enough to provide all the information and skills required for successful teaching. There is a gain in a large portion of this through working.

On the other hand, the study found out that the performance of beginning teachers is at a very satisfactory level which is a good indicator that they have developed skills and knowledge in teaching and other related responsibilities that are helpful in the accomplishment of various academic duties and tasks. This very satisfactory level of performance of beginning teachers can be outstanding. Accomplishment is through ensuring that schools continue to integrate activities to improve the performance of starting teachers. Consequently, the study found a not significant relationship between the Teacher Induction Program and beginning teacher's performance suggest that even though the variable Teacher Induction Program, which is much very implemented, does not impact the dependent variable, which is the level of performance of beginning teachers. It also means that consideration in the result of the study to be statistically non-significant. Thus, suggestions include that the Department of Education, as well as school administrators, may focus on studying and monitoring further on the impact of the Teacher Induction Program towards other variables to be able to come up with the improved realization and conclusion whether the program is effective in helping the teachers in different aspects of their responsibilities in the delivery of learning.

The result underscores in their singular capacity suggests beginning teachers' performance is not significantly correlated with the Teacher Induction program. The researcher, therefore, endorses that the Department of Education may conduct programs, seminars, and other training to be attended by beginning teachers to sustain, if not further enhance their performance and skills. Conduct of future research as a follow-up study to determine why the Teacher Induction Program has no significant relationship or influence on beginning teachers' performance, focusing on the gaps and teaching essential points from this study is suggested. They can also investigate other variables not included in this study that affect the beginning teacher's performance. Qualitative research is also good to hear starting teachers' opinions on the Teacher Induction Program. There is also a recommendation in the reproduction of this study in other schools or divisions to validate the findings.

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