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Implementation of the Induction Program for Beginning Teachers (IPBT): Basis for an Action Plan

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ABSTRACT

This study was conducted to evaluate the implementation of the Induction Program for Beginning Teachers or IPBT at Tarlac City Schools Division. It aimed to evaluate the performance of the IPBT implementers: School Heads, mentors, Public Schools District Supervisors or PSDSs, and the Division IPBT Focal Person, in the process of implementing the said program. Further, it investigated the readiness of the division in implementing such program. Also, it looked into the challenges and issues experienced by the inductees while finishing the three-year IPBT program. Lastly, it targeted to craft an action plan that would address the challenges experienced relative to the IPBT. The target respondents of this study were 74 public elementary and secondary teachers who underwent and successfully completed the pilot implementation of the IPBT. Among these 74, there were 66 who answered the survey questionnaire. With this, 89.19 % of the target population was met. Results showed that all IPBT Implementers have outstandingly performed their duties and responsibilities during the pilot implementation of the program. Further, the division has met a high level of readiness in terms of implementing the IPBT. Meanwhile, the three most experienced challenges are the following: overlapping of activities, lack of enough time for mentoring and answering of modules, and internet problem and difficulty in exit assessments. Based on the findings and conclusions, the division should maintain or even improve its excellent way of implementing the IPBT. The division should not stop innovating and improving the implementation of this program despite positive results of evaluation in this study.

INTRODUCTION

Lifelong learning is a multifaceted process, adapted to the individual, always taking place everywhere and not only responding to individual needs but also promoting the continuous development and improvement of the knowledge and skills necessary to employment and personal fulfillment, but also collectively. These can do wonders not only for new teachers' professional lives but also for their personal development, whether they are doing it to develop their skills or advance their careers (Terziev, 2019).

As laid out in the sixth of the EFA (Education for All) goals and the SDGs (Sustainable Development Goals), every child must be provided with quality primary education. The road towards the attainment of this goal was rough as the problem of massive teacher shortage quietly looms over countries (Sengupta, 2016).

According to the UNESCO (United Nations Educational, Scientific, and Cultural Organization) Institute for Statistics, in 2009, 6.8 million teachers should be recruited by 2015, in order to provide the right to education to all primary-school-age-children (UNESCO Institute for Statistics, 2017).

Annually, beginning teachers enter the complex, diverse, and exciting world of teaching. Unfortunately, few make it beyond their fifth year. Education administrators, legislators, and community leaders across the country must pay attention to the staggering number for teacher turnover.

This should prompt them to create policies for improving the efficacy of beginning teachers so that these teachers will carry the euphoria of the first day of school throughout their career. By retaining effective beginning teachers, we can build strong schools, communities, and ultimately a better, more educated society (Mingo, 2012).

Carion, Cuxart, and Flecha (2020) asserted that teacher induction had been an object of interest in teacher education and professional development, mostly because of the analysis of the difficulties faced and the coping strategies developed by newly qualified teachers. Likewise, Teacher Induction Program (TIP) has contributed to enhancing teachers' knowledge, skills, values, and commitment to the profession and improving the students' learning outcomes (Bilbao et al., 2018).

The teacher-shortage phenomenon is largely attributable to the exodus of new teachers from the profession. Current estimates show that over 50% of new teachers leave in their first five years of teaching. Lack of support from school administration, school discipline problems, and limited faculty input in school decision-making were some of the reasons given for leaving the teaching field (Leithwood & Sun, 2012).

As a remedy to the teacher shortage, it was suggested that it would be a more efficient strategy to put in effort to retain and support active teachers, especially the neophyte ones. This is where teacher induction program comes in. Research evidences revealed also that effective induction program accelerates new teachers' professional growth – making them more effective faster – reduce the rate of new teacher attrition, and improve student learning (Glazerman et al., 2010).

In the Philippines, a structured and organized teacher induction saw light when the TEC (Teacher Education Council) was created by virtue of R.A. (Republic Act) No. 7784, which was mandated to strengthen teacher education in the country. Pursuant to its mandate, the TEC embarked on a project to systematize teacher induction nationwide. The Council conceptualized the TIP (Teacher Induction Program) during the 2003 Strategic Workshop, after a series of zonal conferences with teacher education institutions and the field offices of the DepEd (Department of Education) in the Philippines (Redillas, 2017).

As per DepEd Order No. 43, s. 2017, there is a support for the continuing professional development and progress of the newly hired teachers based on the principle of lifelong learning and the Department's commitment to the development of new and beginning teachers. As mentioned in this DepEd Order, schools worldwide use induction programs to support new teachers in their first years of teaching by way of contributing to their sense of wellbeing and professional development (Partlow, 2006). Further, a good induction program addresses the important issues of transition from being a preservice teacher to being a teacher and sets the tone for a teacher's personal and professional identity (Ryan, 2018). It should assist the beginning teacher to understand their responsibilities to students, the public, and the profession. Beginning teachers need to continue to develop their own personal and professional philosophy as to what it means to be a professional teacher. The results of the consultations validated the findings that induction programs were conducted in the division and school levels, but there was a need to "systematize, structure, and organize" the program for teachers with 0-3 years of experience. Thus, the TEC packaged a set of 17 self-paced modules with pre and post assessments used as a resource base for the TIP to be institutionalized by DepEd. TIP was, then, pilot tested in 2006 and through DepEd Memo No.39, s. 2008, mass institutionalization of the TIP, revised as per pilot testing results, was announced (Redillas, 2017).

In 2019, following the provisions of DO No. 11, 2019 (Implementation of the NEAP Transformation), NEAP is mandated to take charge of the design, development and delivery of programs supporting teachers and school leaders. This will include the Teacher Induction Program (TIP). It was further recommended that NEAP assume full responsibility for the Teacher Induction Program (TIP) through establishing policies and support materials to build capacity of in-school mentors and coaches and enhance peer observation skills and strengthen Learning Action Cells (LACs).

To align with NEAP's goal of developing a fully integrated professional development program, the Teacher Induction Program (TIP) was transferred from the Teacher Education Council (TEC) Secretariat to NEAP. It is for this reason that the TIP, as implemented by D.O. No. 43, s. 2017, needs to be revisited. After a series of consultative workshops with teachers and field implementers, TIP was renamed to Induction Program for Beginning Teachers (IPBT).

According to the Unnumbered Memorandum released on December 21, 2021, entitled Pilot Implementation of the Induction Program for Beginning Teachers, Induction Program for Beginning Teachers or IPBT is a systematic and comprehensive professional development program for beginning teachers with 0 to 3 years of teaching experience that has been developed to improve their knowledge, skills, attitudes, and values (KSAVs), and increase their confidence in teaching to make them effective and efficient teachers who nurture the potentials, abilities and talents of every learner.

The objectives of the Induction Program for Beginning Teachers or IPBT program are: to strengthen the continuum from pre-service to in-service education and training; to promote excellence in public education by enhancing teacher effectiveness, particularly by reinforcing the content knowledge and instructional skills of beginning teachers; to enhance the socialization process and ensure the smooth immersion of beginning teachers into the school environment; to safeguard the personal and professional well-being of the teachers by providing them with a peer support network and familiarizing them with stress management techniques; and to assist the teachers in discovering for themselves the joy and satisfaction that can be derived in the teaching profession and thereby increase the retention rate among beginning teachers (cited in SEAMEO, 2012).

The pilot implementation of the IPBT covers the school year 2021 until 2023. For the first year of implementation, newly hired teachers need to accomplish the six (6) enhanced TIP modules with the guidance of their mentors, school heads, Public Schools District Supervisors, Division IPBT Focal Person, and other Division IPBT implementers. What makes IPBT different from the TIP

is that after accomplishing each enhanced module, the newly hired teachers are compelled to answer and pass online assessments. Once all modules and online assessments are completed and their portfolios have been prepared and checked, the newly hired teachers can proceed to the year two and three implementation of the IPBT. Years two and three can be done through mentoring, Learning Action Cell or LAC sessions, classroom observations, and the like by their mentors, school heads and their Public Schools District Supervisors.

As mentioned in the unnumbered memorandum, the main objective of the Pilot Implementation of the IPBT is to streamline the processes and practices vis-à-vis the draft Implementing Guidelines for IPBT. It also aimed to test the draft guidelines and gather insights from the participating teachers, mentors, and school leaders.

Tarlac City Schools Division is one of the 20 divisions of DepEd- Region III which has pilot implemented the Induction Program for Beginning Teachers to its newly hired teachers in DepEd in the School Year 2021-2022. There are 74 newly hired elementary and secondary teachers from the division who underwent the 3-year implementation of the IPBT program. These 74 teachers have completed and accomplished the six enhanced TIP modules and passed the six online exit assessments in the year 1 implementation. They have attended school In-Service Trainings or INSETS and Learning Action Cell sessions or LACs and have their classes observed by their mentors and school heads in the second and third year of implementation. As the School Year 2022-2023 ends this July, this commences the start of the implementation of the IPBT Batch 2. Newly hired teachers in DepEd from 2022 up to present who were not included in the Pilot Implementation shall be included in the second batch of IPBT implementation. As the “pilot” of IPBT reaches its end, the evaluation of its outcomes to the participants, the processes conducted, and the like are expected to undergo evaluation so that adjustments, changes, interventions, improvements, and actions will be applied to address challenges.

These are the reasons the researcher proposed to conduct this study. As the Division IPBT Focal Person of Tarlac City Schools Division, the researcher aimed to evaluate the implementation of the Induction Program for Beginning Teachers or IPBT by identifying the performance levels of the key implementers, the level of readiness of the division in the pilot implementation of IPBT, and the problems encountered by the inductees in the 3-year pilot implementation. Through this, the researcher gathered data that would improve or strengthen the implementation of Induction Program in the division. Most importantly, this study was utilized as basis for the crafting of an Action Plan of the division that answered all challenges relative to its implementation.

REVIEW OF RELATED LITERATURE AND STUDIES

As stipulated in the Unnumbered Memorandum with the subject, Pilot Implementation of the Induction Program for Beginning Teachers (Enhanced Teacher Induction Program for SY 2021-2022) which was released on December 21, 2023, DepEd Order No. 43 s. 2017 or The Teacher Induction Program (TIP) Policy is issued to serve as a guide in the implementation of TIP. The program is institutionalized to provide a systematic and comprehensive support system for teacher inductees in order to seamlessly immerse them to the teaching profession in the public school system. Based on the results of the study conducted by Penafiel (2020), there are several considerations and concerns raised by the respondents as regards the implementation of TIP that may be considered for policy enhancement such as but not limited to selection of mentor, proper orientation in the school level, revisiting of TIP Modules, and the implementation plan in the school.

Further, in 2019, following the provisions of DO No. 11, 2019 (Implementation of the NEAP Transformation), NEAP is mandated to take charge of the design, development and delivery of programs supporting teachers and school leaders. This will include the Teacher Induction Program (TIP). It was further recommended that NEAP assume full responsibility for the Teacher Induction Program (TIP) through establishing policies and support materials to build capacity of in-school mentors and coaches and enhance peer observation skills and strengthen Learning Action Cells (LACs). To align with NEAP's goal of developing a fully integrated professional development program, the Teacher Induction Program (TIP) was transferred from the Teacher Education Council (TEC) Secretariat to NEAP. It is for this reason that the TIP, as implemented by D.O. No. 43, s. 2017, needs to be revisited. After a series of consultative workshops with teachers and field implementers, TIP was renamed to Induction Program for Beginning Teachers (IPBT). This revision from TIP to IPBT is aimed to i) strengthen the orientation for teacher inductees; ii) review the program modules to streamline content and avoid duplication of content topics; iii) make monitoring and evaluation systematic, organized, and relevant; and iv) adapt a detailed implementation plan. Specifically, the IPBT aims to guide beginning teachers to: a. demonstrate knowledge and understanding of DepEd— its vision, mission, goals, and strategic directions; systems and processes; school policies and procedures—and teacher rights and responsibilities; b. articulate and apply knowledge, skills, attitudes, and values (KSAVs) required of beginning teachers as specified in the PPST and DepEd Core Values; and c. improve practice towards career progression based on set professional development goals. The IPBT will serve as the foundation for the professional development of beginning teachers and, subsequently, for the improvement of student learning.

Moreover, it was also discussed in the unnumbered memo the qualifications in the IPBT. IPBT is for all beginning teachers in DepEd. This covers teachers who are newly hired or with 0-3 years of teaching experience in the public school system. Profile of newly hired teachers is as follows: a. Fresh graduates from teacher education institutions (TEIs)

b. Past education graduates without teaching experience; c. non-education graduates and/or professionals; d. non-education graduates who took the Certification in Teaching Program (CTP); e. teachers from private schools; f. other cases (such as those who have worked for DepEd offices and are now shifting to teaching, teachers who have applied for a leave of absence but would

like to return to teaching, etc.)

Meanwhile, various studies were conducted relative to the conduct of an Induction Program for teachers.

When it comes to evaluation on correlating the novice teachers' pedagogy and other factors, their performance is a continuous, routine, and mandatory exercise in educational settings. Its relevance to students' learning outcomes and school accountability is enormous and cannot be underestimated. Similarly, it is a well-known fact that a school is only as good as its teachers (Bichi, 2017).

Indeed, the study of Bonney et al. (2015) showed that even though the quality of teachers was high in terms of their academic and professional qualifications, it did not reflect much on the performance of the students.

Irvine (2016) also reported that the relationship between total years of experience and teacher effectiveness, as measured by student achievement gains, is complex, nuanced, and nonlinear. In addition, the study by Harmsem et al. (2018) shows that beginning teachers perceived negative pupil aspects relate positively to the stress responses perceived tension, discontent, and negative emotions. Negative emotions, in turn, are negatively associated with observed teaching behavior. As well, Graham et al. (2020) support the claim that beginning teachers are less competent than experienced teachers.

On the other hand, there are also various studies that talked about the implementation on an induction program for beginning teachers.

The results in the study of Moral and Zayas (2022) focused on the respondents' ratings based on Teacher Induction Program, Self-Rating, and Individual Performance Commitment and Review Form (IPCRF). These are compared with each other according to their means and standard deviation. The challenges encountered by the newly hired teachers during their first to five years of service are measured by containing workload challenges, instructional challenges, classroom management, and school location. The respondents' performance level revealed that the individual performance of beginning teachers is extremely important for the effectiveness of the Teacher Induction Program (TIP).

However, the first two indicators (TIP Self-Rating and TIP Coordinator's Rating) are considered as performance and obtain findings that can be used to increase the effectiveness and quality of the instructional system as they progress with their job description. The results provide beginning teachers with an opportunity to reflect on their teaching and modify it accordingly. This negates the findings of Graham et al. (2020), who support the claim that beginning teachers are less competent than experienced teachers. When Table 4 is examined, it is seen that the data shows that the challenges were considered as serious by the beginning teachers. Based on the rank, the respondents prioritized assessing across a variety of purposes for writing and gave a complete picture of a student's writing performance across different text structures and genres. However, a tied rank of 3.5 signifies insufficiency of time for the respondents to complete tasks integral to successful teaching, and a host of other stressful conditions often lead to exhaustion as well as sleep loss can have a detrimental impact on work performance. Harmsem et al. (2018) show that beginning teachers perceived negative student aspects relate positively to the stress responses perceived tension, discontent, and negative emotions.

The last two challenges on workload have a less serious description showing that teaching is a career that comes with its challenges that many are not aware of. Meanwhile, the number of schools and school districts that have adopted teacher induction programs is growing and varies widely from one-day orientation programs to developmental programs lasting up to three years. Although, some school districts provide substantial induction programs as the initial steps in a continuous career-long professional development program (Brock & Grady, 2006).

On the other hand, healthy and supportive professional working environments that value new teacher contributions and honor the notion of personal health and well-being in and out of the classroom are crucial. This enables beginning teachers to flourish and is necessary for retaining and assisting qualified, passionate professionals who will thrive in their classrooms and their careers (Gunn & McRae, 2021).

Most of the challenges faced by new teachers are connected to the inherent weaknesses of the public school system; lack of congested classrooms; and not enough textbooks, instructional materials, and equipment. The challenges experienced by new teachers in the public school, specifically in dealing with student differences, are related to their being new to the public education system and to the urban setting (Ferrer et al., 2018).

The implementation of mentoring programs between new and experienced teachers not only benefited novice teachers but guided them to cope and face their anxieties during the first year in the classroom. Further implications are presented regarding some mentoring programs and the impact on first-year teachers when they are not implemented due to limited funding and/or lack of administrative support (Lacy & Guirguis, 2017). Furthermore, studies also show that new teachers face challenges in classroom management, curriculum planning and implementation, conducting assessments, and workload issues (Lew & Nelson, 2016). Furthermore, the findings of Jomoad (2017) revealed that the workload challenges were perceived as serious by teachers. Additionally, the investigation of McGeehan (2019) showed that new teachers regard elements of induction programs as important factors in their success as new teachers. Being assigned a mentor early in their teaching career, being able to collaborate with other teachers, and having relevant professional development all played a vital role in their decision-making process to remain in the teaching profession.

Even during the pandemic time, beginning teachers have had tremendous experiences, which prompted the study of Agayon et al. (2022), who discovered that these teachers are greatly challenged in terms of learning quality transfer, module distribution

and retrieval, and students' difficulties in the following instruction, power disruption, internet connection, and health risks posed by the pandemic. On the other hand, the investigation of Kadtong (2021) presents that the new normal challenges encountered by educators in the new normal are the following: technological and online learning, teachers' training, and modular learning. Geographical settings also influence the challenges encountered by beginning teachers. According to the study by Alam (2018), the beginning years are difficult and crucial for novice teachers to handle and retain and sustain in the profession. That is why the attrition rate of teachers is more than other professions such as engineering, medicine, management, administration, policy making, tourism, etc. It was also found that almost half of the teachers have difficulty adjusting to the geographical/physical characteristics of the region where they work (Kozikoglu & Senemoglu, 2021). In addition, learning problems, discipline problems, communication skills, insufficient knowledge, basic needs, and attitudes and prejudices which were among the problems experienced by the teachers in terms of students were some of the considered cultural backgrounds encountered by beginning teachers (Sari & Yuce, 2020).

The abstraction performed by the meta-synthesis used by Celik and Kahraman (2021) on the early years of the teaching profession is a period in which the teachers both begin teaching and learn how to teach and an important career step that affects their way of teaching. 1) mismatch between theory and practice, 2) school environment context, and 3) interaction between individual factors and contextual conditions. Overall, the teaching profession is a period in which the teachers both begin teaching and learn how to teach and an important career step that affects their way of teaching.

The reviewed studies from the locals and abroad prompted the writers to bridge the gap between the current practice of the school system's teacher induction program for the improvement of school-based management. Therefore, all those factors have a bearing on the new teachers' role, which contribute to appreciable improvement in newly hired teachers' morale and commitment should be upheld with utmost priority. It is also hoped that upon the finished investigation, the student's learning outcomes, as well as teachers' performance, will increase.

Furthermore, it is hypothesized that there is no significant mean difference between the beginning teachers' IPCRF, Self, and TIP ratings. This negates the conclusion that there is a significant difference between the performance of trained and untrained teachers in specific performance areas. However, the study of Cominghud and Arevalo (2020) revealed that the relationship between the level of teachers' motivation and the level of teachers' job performance is found to be insignificant.

CONCEPTUAL FRAMEWORK

This study entitled, "Implementation of the Induction Program for Beginning Teachers (IPBT): Basis for an Action Plan" followed the Context-Input-Process-Output-Context or CIPP/CIPO framework.

Examining the resources and background within the program, such as the scope of the evaluation and looking at overarching goals, exploring background information and cultural context are all components included in the context evaluation. Moreover, the perception on the strengths and weaknesses and the problems encountered are taken into consideration as they give the context or the over-all picture on the status of the implementation. Context evaluation is deemed necessary as it talks about the problems encountered in the implementation of the program in a specific setting.

Accordingly, in the input evaluation stage, review focuses on identifying the key stakeholders and examining the program budget. This stage also collects information about planning and strategies for implementation including human resources and timeline. In this study, these are related to the judgments/perceptions of the inductees towards the level of performance of the Induction Program for Beginning Teachers or IPBT implementers who are the mentors, school heads, Public Schools District Supervisors, and the Division IPBT Focal Person.

On the other hand, during the stage of process evaluation, the activities of the program are assessed with the focus on continuous improvement-what is being done, is it being done well and what needs to be addressed for change? In this study, the evaluation of the readiness in the implementation was done.

Finally, evaluators using CIPP measure the outcomes/product of the program and how effectively those outcomes are being addressed. In this study, the expected product/outcome of the study is the Action Plan to address the challenges encountered in the implementation of the Induction Program.

After taking all consideration of the variables under the study, policies could be proposed to improve the implementation of the Induction Program for Beginning Teachers.

RESEARCH QUESTIONS

This study aimed to evaluate the implementation of the Induction Program for Beginning Teachers or IPBT at Tarlac City Schools Division towards proposing an Action Plan.

Specifically, it sought to answer the following questions:

1. How is the level of performance of the following implementers of Induction Program for Beginning Teachers (IPBT) be described:
 - 1.1 Mentors;
 - 1.2 School Heads;
 - 1.3 Public Schools District Supervisor; and
 - 1.4 Division IPBT Focal Person?

2. How is the level of readiness of Tarlac City Schools Division in the implementation of the Induction Program for Beginning Teachers or IPBT described?
3. What are the challenges encountered in the implementation of the Induction Program for Beginning Teachers or IPBT at the Tarlac City Schools Division?
4. What action plan can be proposed to address the challenges?

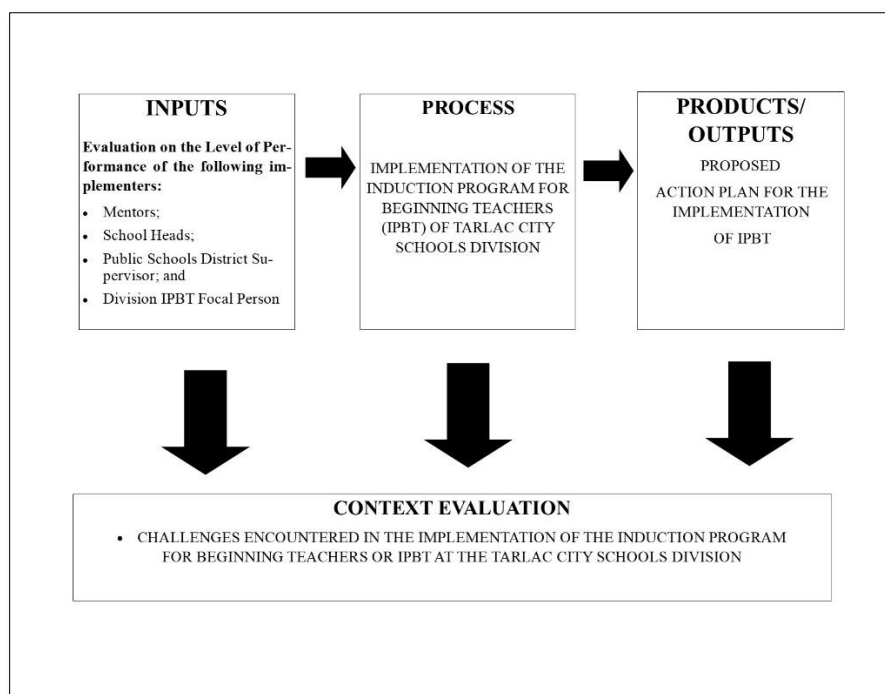


Figure 1. Paradigm of the Study.

SIGNIFICANCE OF THE STUDY

The results of this study would be beneficial to the following sectors:

Department of Education. Through the conduct of this study, an Action Plan might be proposed which later might be adopted by the various divisions in the country since IPBT is a program nationwide. An improved implementation of the Induction Program for Beginning Teachers (IPBT) might contribute to answering the challenges such as those but not limited to mentoring issues, retention rate of teachers, teacher turnover, and the like.

The results of the evaluation could serve as guide for the other divisions on how to improve the implementation of IPBT.

Administrators. The administrators such as the top management of the division: Schools Division Superintendent, Assistant Schools Division Superintendent, SGOD and CID chiefs and the Human Resource Development unit, who are all in one way and another play vital roles in the implementation of the IPBT, could propose and initiate trainings, webinars, workshops, or seminars for the IPBT implementers such as the mentors, school heads, and Public Schools District Supervisors, personnel so that the implementation of the program may be strengthened and that challenges encountered might be solved easily. Gradually, the IPBT implementation for the newly hired personnel would improve.

Newly Hired Teachers. The results of this study would strongly help the main beneficiaries in this study who are the newly hired teachers at Tarlac City Schools Division. Through the results of the study, the Induction Program for Beginning Teachers Implementation of their division would be improved. They would be provided ample time, more trainings, and opportunities for them to finish the 3-year IPBT implementation of the said program. With this, they might acquire skills and competencies that would improve their outputs and performances in their workplaces which would later on give positive effects to their future learners or students.

Future Researchers. This research would serve as a reference in the future researchers in case they would conduct the same research someday. They could get ideas from this research and come up with something related or something that was not touched in this research. This could result to a better and more improved research paper.

SCOPE AND LIMITATIONS

This study titled, "Implementation of the Induction Program for Beginning Teachers (IPBT): Basis for an Action Plan" focused on evaluating the implementation of the Induction Program for Beginning Teachers of Tarlac City Schools Division (TCSD). The evaluation covered the three-year implementation of the IPBT which included the: 2021 (year 1) answering of course books,

2022 (year 2) coaching and mentoring, and 2023 (year 3) coaching and mentoring.

When it comes to the first research question, only the mentors, school heads, PSDSs, and Division IPBT focal person were evaluated; other division implementers such as the IPBT Manager (SGOD chief) and others were not included.

When it comes to the research question number 2, the readiness of the division on implementing the program was evaluated using the "Conditions for Success in Teacher Induction (Information Brief) tool".

For the research question number 3, concerns and issues that were mentioned from the submitted IPBT Monitoring and Evaluation reports of all schools were summarized and served as options of the inductees in choosing the most problems they encountered along the implementation of IPBT.

METHOD

Type of Research

This present study is a quantitative evaluative study that utilized the Context, Input, Process, and Product/Output Model. The Induction Program for Beginning Teachers of Tarlac City Schools Division which was implemented for three years was evaluated in this study through this CIPP model.

Evaluation research, also known as program evaluation, refers to research purpose instead of a specific method. Evaluation research is the systematic assessment of the worth or merit of time, money, effort, and resources spent in order to achieve a goal. Evaluation research is a type of applied research, and so it is intended to have some real-world effect. Many methods like surveys and experiments can be used to do evaluation research. The process of evaluation research consisting of data analysis and reporting is a rigorous, systematic process that involves collecting data about organizations, processes, projects, services, and/or resources. Evaluation research enhances knowledge and decision-making and leads to practical applications. (QuestionPro.com, n.d.)

Powell (2016) defines Evaluation research as a type of study that uses standard social research methods for evaluative purposes, as a specific research methodology, and as an assessment process that employs special techniques unique to the evaluation of social programs. After the reasons for conducting evaluation research are discussed, the general principles and types are reviewed. Several evaluation methods are then presented, including input measurement, output/performance measurement, impact/outcomes assessment, service quality assessment, process evaluation, benchmarking, standards, quantitative methods, qualitative methods, cost analysis, organizational effectiveness, program evaluation methods, and LIS-centered methods. Other aspects of evaluation research considered are the steps of planning and conducting an evaluation study and the measurement process, including the gathering of statistics and the use of data collection techniques. The process of data analysis and the evaluation report are also given attention. It is concluded that evaluation research should be a rigorous, systematic process that involves collecting data about organizations, processes, programs, services, and/or resources. Evaluation research should enhance knowledge and decision making and lead to practical applications.

CIPP evaluation model was developed by Stufflebeam and Shinkfield in 1985. The evaluation context is used to give a rational reason to a selected program or curriculum to be implemented. A wide scale, context can be evaluated on the program's objectives, policies that support the vision and mission of the institution, the relevant environment, identification of needs, opportunities, and problems specific diagnosis. Evaluation input provides information about the resources that can be used to achieve program objectives. Evaluation inputs are used to: find a problem-solving strategy, planning, and design programs. Evaluation process serves to provide feedback to individuals to account for the activities of the program or curriculum.

The evaluation process is conducted by monitoring sources that can potentially cause failure, prepare a preliminary information for planning decisions, and explain the process that happened. Product evaluation measures and interprets the achievement of goals. Evaluation of the products also come to: the measurement of the impact of the expected and unexpected. The evaluation is conducted during and after the program. Stufflebeam and Shinkfield suggest product evaluation conducted for the four aspects of evaluation: impact, effectiveness, sustainability, and transportability. The decision-making process is done by comparing the findings / facts contained in context, input, process and product standards or criteria that have been set previously (Warju, 2016). Specifically, Summative Evaluation Research design was employed in this study. The summative evaluation research, also referred to as end-term evaluation, is conducted immediately after completing a project. It is used to evaluate the results or output of the project concerning the objectives and projected results.

This form of evaluative research allows researchers to measure the degree of success of a project, and these results can be shared with stakeholders as well as to its clients (Voxco.com, September 30, 2021).

This study is an evaluative study since it sought to evaluate the implementation of the Induction Program for Beginning Teachers or IPBT at the Tarlac City Schools Division for the past three years. Further, it is an evaluative study since it aimed to determine the extent to which the pilot implementation of IPBT at Tarlac City Schools Division has achieved its goals or outcomes.

Respondents

The target respondents of this study were the 74 public elementary and secondary teachers who underwent and successfully completed the pilot Implementation of the Induction Program for the Beginning teachers at Tarlac City Schools Division.

Among these 74, there were 66 who answered the survey questionnaire. With this, 89.19 % of the target population was met.

Sampling Method

The target population consisted of 74 public elementary and secondary teachers who are considered IPBT completers. The questionnaire was administered through Google Form. Total enumeration sampling was employed in this study. According to Mutaqin (2017), total sampling is a technique to collect the data which is the total number sample is similar with the total population.

According to Dissertation.laerd.com (n.d.), total population sampling is a type of purposive sampling technique that involves examining the entire population (i.e., the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). Whilst total population sampling is infrequently used, there are specific types of research where total population sampling can be very useful. This article (a) explains what total population sampling is and when it may be appropriate to use it, (b) sets out some examples of total population sampling, (c) shows how to create a total population sample, and (d) discusses the advantages and disadvantages of total population sampling. This study used the total enumeration sampling since the entire population or respondents were manageable to be taken as the participants.

At the end of the study, 89.19% of the target population was met.

Instrument/s

The researcher adapted a questionnaire that was used in this research.

The questionnaire consisted of three parts. The first part asked how the level of performance of the IPBT implementers in the pilot implementation process was described. In this part, the statements or stems were taken from the enumerated roles and responsibilities of the implementers which can be seen in the Unnumbered Memorandum released on December 21, 2021, entitled Pilot Implementation of the Induction Program for Beginning Teachers, Induction Program for Beginning Teachers or IPB.

On the other hand, the second part asked how the level of readiness of the SDO Tarlac City in the implementation of the Induction Program for Beginning Teachers or IPBT be described through the use of the "Conditions for Success in Teacher Induction (Information Brief) tool" by the American Institute for Research or AIR.

For the third part, the questionnaire asked the challenges encountered in the implementation of the Induction Program for Beginning teachers or IPBT. The summarized issues and problems submitted in the Monitoring and Evaluation reports of the implementers were used as statements in the tool.

Through the aid of a pool of experts, the content of the questionnaire was validated. Its correctness and appropriateness were ensured. The SEPS in Monitoring and Evaluation, Division IPBT focal person of another division, and an English expert composed the validation team. The first two experts were chosen since they have mastery and expertise when it comes to conducting trainings, while the English expert is needed to make sure that the questionnaire is free from any grammatical errors.

The Data Gathering Tool Validation Rubric for Expert Panel – VREP of Marilyn K. Simon and Jim Goes with input from Jacquelyn White was used to validate the questionnaire's face and content validity. This tool was downloaded from a public domain. On the other hand, its reliability was established through dry run to those completers of the TIP 2021; they were chosen since they have also experienced to be inductees. The reliability coefficient was computed using Cronbach Alpha. Interpreting alpha for Likert scale questions is as follows:

Cronbach's Alpha	Internal Consistency
$a \geq 0.9$	Excellent
$0.9 > a \geq 0.8$	Good
$0.8 > a \geq 0.7$	Acceptable
$0.7 > a \geq 0.6$	Questionable
$0.6 > a \geq 0.5$	Poor
$0.5 > a$	Unacceptable

Meanwhile, the table below shows the Scale of Level of Performance of the Induction Program for Beginning Teachers Implementers:

Index	Limits	Verbal Description	Level of Performance
4	3.28-4.00	Outstanding	Outstanding
3	2.52-3.27	Exceeds Expectation	Exceeds Expectation
2	1.76-2.51	Needs Improvement	Needs Improvement
1	1.0-1.75	Unacceptable	Unacceptable

Data Collection Procedure and Ethical Considerations

The researcher asked permission from the Superintendent of Tarlac City Schools Division to administer a validated questionnaire to the IPBT completers through a Google Form. Furthermore, responses from the respondents were kept in confidentiality to pave way on ethical aspect of this study. Anonymity of the information was preserved, and no information was used other than

that for which permission was obtained. It is the researcher's responsibility to ensure that responsible authorities do, in fact, have the confidence of the participant and that they bear some degree of responsibility in giving such permission. In complying with requirements for data sharing, researchers need to carefully consider whether they have provided data which, if combined, risks violating participant anonymity.

On the other hand, the table below shows the Scale of Level of Readiness of the Division in implementing the Induction Program for Beginning Teachers Implementers:

Index	Limits	Verbal Description	Level of Readiness
3	2.34-3.0	Condition is in Place	High Readiness
2	1.67 - 2.33	Approaching Condition Implementation	Moderate Readiness
1	1.0-1.66	Condition is Not in Place	Low Readiness

Also, the researcher is mindful of the social, political, and human implications of this study and should be especially careful in the presentation of findings from the research. This principle, however, in no way denies researcher the right to pursue any area of research or the right to observe proper standards of scientific reporting.

Data Analysis

For the first research question, description on the level of performance of the IPBT implementers (mentors, school heads, PSDSs, and Division IPBT Focal person) and for the second research question, description on the level of readiness in implementing the IPBT, data was computed using weighted means. The formula for weighted means as shown below:

$$\frac{4xf_1+3xf_2+2xf_3+1xf_4}{N}$$

Weighted Mean: Wtd Mn=

N

Where: 1,2,3, and 4 are weights of choices or response of the respondents.

The fs are the frequencies of choices or responses of the respondents.

N stands for the number of respondents.

The weighted mean is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together. It is very useful when calculating a theoretically expected outcome where each outcome has a different probability of occurring, which is the key feature that distinguishes the weighted mean from the arithmetic mean.

When calculating an arithmetic mean, one can make the assumption that all numbers used in the calculation show an equal probability of occurring or have equal weights. Thus, researcher does not need to account for the differences and can simply sum up the numbers that he is interested in finding the mean of and then dividing the sum by the number of observations (Taylor, 2020).

Also, a weighted mean or average is a calculation that takes into account the varying degrees of importance of the numbers in a data set. In calculating a weighted average, each number in the data set is multiplied by a predetermined weight before the final calculation is made. A weighted average can be more accurate than a simple average in which all numbers in a data set are assigned an identical weight. In a weighted average, each data point value is multiplied by the assigned weight, which is then summed and divided by the number of data points. The weighted average considers the relative importance or frequency of some factors in a data set (Ganti, 2023).

The weighted mean was utilized in the first research question because of the following reasons: since the respondents rated the level of performance of the IPBT implementers by choosing from the 4-likert scale that was used; a weighted average is sometimes more accurate than a simple average; and because a weighted average can improve the data's accuracy. On the other hand, for the third research question, the problems encountered in the pilot implementation of the IPBT, descriptive statistics such as frequency counts, percentages, and ranking were employed.

Descriptive statistics are brief informational coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include the mean, median, and mode, while measures of variability include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness.

Descriptive statistics, in short, help describe and understand the features of a specific data set by giving short summaries about the sample and measures of the data. The most recognized types of descriptive statistics are measures of center: the mean, median, and mode, which are used at almost all levels of math and statistics. The mean, or the average, is calculated by adding all the figures within the data set and then dividing by the number of figures within the set (Hayes, 2023).

The descriptive statistics was utilized in this research question because of the following: descriptive statistics summarizes or describes the characteristics of a data set, and they are informational and meant to describe the actual characteristics of a data set.

Timetable/Gant Chart

Activity	Date
Submission of Research Proposal	September 7, 2023
Revision of Submitted Research Proposal	September 11, 2022
Data Gathering	September 14-31, 2023
Tabulation and Statistical Treatment	October 1-8, 2023
Interpretation and Analysis	October 11- 15, 2023
Submission of Final Research Paper	October 29, 2023

Cost Estimates

Materials	Estimated Cost
4 Reams Bond Paper (Short)	1,000
Printing materials: ink (3 color black)	1,500
Travel Expenses (For administering questionnaires during pilot test and the real test)	5,000
Notarial fee for MOA	500
Total	Php 8,000.00

Plans for Dissemination and Utilization

The success of this research endeavor would be of great help not just in the division but to all schools divisions since the Induction Program for Beginning Teachers is an established DepEd program. The findings of this study would be made available in the Tarlac City Schools Division and would serve as a springboard for further studies in the area of induction. The results might be of great help in the improvement of the IPBT Implementation plan and in the crafting of the IPBT Action plan of the division wherein not only the teaching personnel would benefit but even the non-teaching personnel.

The researcher encourages future research efforts with the same content so as to continuously improve the induction program of the division for the benefit of its personnel's professional growth. This study might be used as basis for such efforts. Copies of this research are encouraged to be distributed and published if possible.

RESULTS AND DISCUSSION

Table 1. Level of Performance of the IPBT Implementers (Mentors).

1.1. Mentor	Outstanding	Exceeds Expectations	Needs Improvement	Unacceptable	Sum	Mean	Verbal Description
1. Attends the Orientation for In-School Mentors;	48	16	2	0	242	3.67	Outstanding
2. Meets with the beginning teacher throughout the program;	42	21	3	0	234	3.55	Outstanding
3. Familiarizes himself/herself with the IPBT Courses;	43	22	1	0	239	3.62	Outstanding
4. Collaborates with the beginning teacher to provide support in completing the coursebooks;	48	15	3	0	240	3.64	Outstanding
5. Provides insight, support, guidance, advice, encouragement, information, and reflection;	48	16	2	0	242	3.67	Outstanding
6. Assists in solving problems through coaching and mentoring;	47	15	4	0	237	3.59	Outstanding
7. Provides feedback to the beginning teacher;	49	15	2	0	243	3.68	Outstanding
8. Acts as a role model, and confidante.	46	20	0	0	244	3.70	Outstanding

<i>Grand Mean</i>	3.64	Outstanding
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Table 1.1 shows the level of performance of the mentors in the implementation of the Induction Program for Beginning Teachers or the IPBT in SDO Tarlac city as evaluated by the IPBT completers.

It can be clearly gleaned from the table that the highest garnered mean is 3.70 with a verbal description of Outstanding. Indicator number eight got this mean and it suggests that the mentors acted as role models and confidants excellently in the implementation of IPBT. Mentoring plays vital role in retaining excellent new teachers. By retaining effective beginning teachers, we can build strong schools, communities, and ultimately a better, more educated society (Mingo, 2012).

Furthermore, the second highest garnered mean is 3.68 with a verbal description of Outstanding. Indicator number seven got this mean and it suggests that the mentors were able to outstandingly and regularly provided feedback to their beginning teachers.

Indeed, the Induction Program for Beginning teachers provides an avenue for new teachers to learn more and to love more their chosen craft. It is through the motivation and support of their mentors that they are able to do these. As Carion, Cuxart, and Flecha (2020) asserted, truly, teacher induction had been an object of interest in teacher education and professional development, mostly because of the analysis of the difficulties faced and the coping strategies developed by newly qualified teachers.

Meanwhile, the lowest garnered mean is 3.55 but still with a verbal description of Outstanding. Indicator number two got this mean and it tells that the mentors met with their beginning teachers throughout the program. This process was still done excellently; however, since it got the lowest garnered mean among all the duties and responsibilities of mentors; it suggests that improvement for the next implementation is highly recommended. As mentioned by Penafiel (2020), there are several considerations and concerns raised as regards the implementation of TIP or the Induction Program that may be considered for policy enhancement such as but not limited to selection of mentor, proper orientation in the school level, revisiting of TIP Modules, and the implementation plan in the school. As seen in the results, proper planning in choosing mentors, implementation of orientations, and most especially conducting mentoring must be done.

Over-all, the grand mean for the level of performance of the mentors is 3.64 with a verbal description of Outstanding. Thus, the inductees believe that the mentors executed their roles and responsibilities excellently. It can be expected that when there is solid support from mentors as role models to new teachers, positive results may happen. As mentioned in this DepEd Order no. 43, s. 2017, schools worldwide use induction programs to support new teachers in their first years of teaching by way of contributing to their sense of wellbeing and professional development (Partlow, 2006).

Table 1.2. Level of Performance of the IPBT Implementers (School Heads).

1.2. School Heads	Outstanding	Exceeds Expectations	Needs Improvement	Unacceptable	Sum	Mean	Verbal Description
1. Leads in the implementation of IPBT in the school level;	48	18	0	0	246	3.73	Outstanding
2. Provides school orientation on IPBT.	46	18	2	0	240	3.64	Outstanding
3. Shows an appreciation of the mentoring relationship;	52	13	1	0	248	3.76	Outstanding
4. Supports, encourages, and guides beginning teachers;	54	12	0	0	252	3.82	Outstanding
5. Be involved in the selection of mentors and pairing of mentors with their mentees;	50	15	1	0	246	3.73	Outstanding
6. Facilitates opportunities for partners to collaborate;	47	18	1	0	243	3.68	Outstanding
7. Ensures consistency of the program;	49	15	2	0	243	3.68	Outstanding
8. Promotes collaboration within the whole school;	49	14	3	0	241	3.65	Outstanding
9. Considers new teacher assignments carefully.	46	18	2	0	240	3.64	Outstanding
<i>Grand Mean</i>						3.70	Outstanding

Table 1.2 shows the level of performance of the School Heads in the implementation of the Induction Program for Beginning Teachers or IPBT as evaluated by the IPBT completers.

It is evident that indicator number four garnered the highest mean of 3.82 with a verbal description of Outstanding. This suggests that according to the IPBT completers/beginning teachers, the School Heads supported, encouraged, and guided them in the duration of the implementation of IPBT. As leaders of the school, helping the newly hired teachers cope with their new environment is very important. This will help the new teachers to adjust and to thrive in their newly found home. As found in a study, a good induction program addresses the important issues of transition from being a preservice teacher to being a teacher and sets the tone for a teacher's personal and professional identity (Ryan, 2018).

Furthermore, indicator number three got the second highest mean score of 3.76 with a verbal description of Outstanding. This suggests that the School Heads showed an appreciation of the mentoring relationship of the mentors and the inductees. Some school districts provide substantial induction programs as the initial steps in a continuous career-long professional development program (Brock & Grady, 2006). If school leaders will support a positive mentor-mentee relationship in their schools, this may lead to positive career growth for both of the newly hired teachers and their mentors.

Meanwhile, indicators number two and nine got the lowest garnered mean score of 3.64 but still with a verbal description of Outstanding. These two indicators suggest that: first, the School Heads outstandingly provided school orientation on IPBT; and lastly, the School Heads considered new teacher assignments carefully. These two indicators still got a verbal description of Outstanding, but since they got the lowest garnered mean, it only suggests that there is still a need for improvement, especially the execution of the School Heads. Studies also show that new teachers face challenges in classroom management, curriculum planning and implementation, conducting assessments, and workload issues (Lew & Nelson, 2016). These challenges may be addressed once the newly hired teachers are guided by the seniors, their mentors, or their school heads. This calls for a proper and well-planned implementation of the induction program for the newly hired teachers.

Over-all, the garnered grand mean for the level of performance of the School Heads in the implementation of the IPBT is 3.70 with a verbal description of Outstanding. This implies the exceptional performance of the School Heads in organizing, executing, monitoring, and the like relative to the Induction Program for Beginning Teachers. When there is an exceptional school leader, there is an amazing implementation of any program, and this leads to positive results for both the learners and the educators. As cited, implementation of mentoring programs between new and experienced teachers not only benefited novice teachers but guided them to cope and face their anxieties during the first year in the classroom. Further implications are presented regarding some mentoring programs and the impact on first-year teachers when they are not implemented due to limited funding and/or lack of administrative support (Lacy & Guirguis, 2017).

Table 1.3. Level of Performance of the IPBT Implementers (Public Schools District Supervisors).

1.3. PSDS	Outstanding	Exceeds Expectations	Needs Improvement	Unacceptable	Sum	Mean	Verbal Description
1. Coordinates with the School Head in leading the implementation of IPBT in the school level;	51	14	1	0	247	3.74	Outstanding
2. Coordinates with the School Head in providing school orientation on IPBT;	49	15	2	0	243	3.68	Outstanding
3. Supports the school heads in showing an appreciation of the mentoring relationship;	51	15	0	0	249	3.77	Outstanding
4. Supports, encourages, and guides the school heads and the beginning teachers;	48	18	0	0	246	3.73	Outstanding
5. Supports the school heads in the selection of mentors and pairing of mentors with their mentees;	50	16	0	0	248	3.76	Outstanding

6. Coordinates with the school head in facilitating opportunities for partners to collaborate;	49	16	1	0	245	3.71	Outstanding
7. Coordinates with the school head in ensuring consistency of the program;	48	17	1	0	244	3.70	Outstanding
8. Promotes collaboration within the district;	46	18	2	0	240	3.64	Outstanding
9. Coordinates with the school head in considering new teacher assignments carefully;	48	17	1	0	244	3.70	Outstanding
10. Coordinates with the school head in monitoring the implementation of IPBT at the school level.	52	13	1	0	248	3.76	Outstanding
<i>Grand Mean</i>						3.72	Outstanding

The table above shows the level of performance of the Public Schools District Supervisors as IPBT Implementers as evaluated by the respondents.

It is very evident that indicator number three got the highest garnered mean of 3.77 with a verbal description of Outstanding. This suggests that the Public Schools District Supervisors (PSDSs) as IPBT implementers excellently supported the school heads in showing an appreciation of the mentoring relationship. Aside from the support of the school heads, the presence, and words of wisdom of the district supervisors matter as well. As mentioned in studies, healthy and supportive professional working environments that value new teacher contributions and honor the notion of personal health and well-being in and out of the classroom are crucial. This enables beginning teachers to flourish and is necessary for retaining and assisting qualified, passionate professionals who will thrive in their classrooms and their careers (Gunn & McRae, 2021).

Meanwhile, the indicators numbers five and ten got the second highest mean scores of 3.76 with a verbal description of Outstanding. This tells that according to the respondents, the PSDSs supported the school heads in the selection of mentors and pairing of mentors with their mentees and coordinated with the school head in monitoring the implementation of IPBT at the school level in an excellent way. Indeed, mentoring plays a very important role when it comes to programs like induction programs for beginning teachers. This is related to the investigation of McGeehan (2019) wherein it showed that new teachers regard elements of induction programs as important factors in their success as new teachers. Being assigned a mentor early in their teaching career, being able to collaborate with other teachers, and having relevant professional development all played a vital role in their decision-making process to remain in the teaching profession.

On the other hand, it is the indicator number eight which got the lowest mean score of 3.64 with a verbal description of Outstanding. This suggests that the PSDSs promoted collaboration within the district. It is the lowest mean score, but it is still executed in an outstanding manner; thus, this only means that there is still improvement needed. Celik and Kahraman (2021) mentioned that the early years of the teaching profession are periods in which the teachers both begin teaching and learn how to teach and an important career step that affects their way of teaching. 1) mismatch between theory and practice, 2) school environment context, and 3) interaction between individual factors and contextual conditions. This shows the importance of interaction among the newly hired teachers, the school heads, and the PSDSs as well.

Over-all, the grand mean score for the level of performance for the Public Schools District Supervisor is 3.72 with a verbal description of Outstanding. This tells that the PSDSs executed their roles and responsibilities in an excellent manner.

Graham et al. (2020) claimed that beginning teachers are less competent than experienced teachers. Through the guidance of the supervisors, the competence of the newly hired teachers would surely improve and flourish.

Table 1.4. Level of Performance of the IPBT Implementers (Division IPBT Focal Person).

1.4. Division IPBT Focal Person	Outstanding	Exceeds Expectations	Needs Improvement	Unacceptable	Sum	Mean	Verbal Description
1. Collects and consolidates data on the prospective inductees;	48	17	1	0	244	3.70	Outstanding
2. Coordinates with the school head, mentors, and mentees about IPBT related processes in the School Division;	51	13	2	0	245	3.71	Outstanding
3. Serves as the IPBT Coordinator in the Division;	47	17	2	0	241	3.65	Outstanding
4. Leads in the implementation of the IPBT in the division;	45	19	2	0	239	3.62	Outstanding
5. Provides TA to the schools in the IPBT Implementation;	47	15	4	0	237	3.59	Outstanding
6. Capacitates the school heads and mentors in the rollout of the program in schools;	47	16	3	0	239	3.62	Outstanding
7. Organizes and leads an orientation program for school heads and mentors.	45	19	2	0	239	3.62	Outstanding
<i>Grand Mean</i>						3.65	Outstanding

The table above depicts the level of performance of the Division IPBT Focal Person as an IPBT implementer as evaluated by the respondents.

It is evident that indicator number two got the highest mean score of 3.71 with a verbal description of Outstanding. This tells that the Division Focal Person coordinated with the school head, mentors, and mentees about IPBT related processes in the school in an excellent way. Aside from the school heads, the district supervisors, the support of the Division Focal Person matters very much as well. This enables beginning teachers to flourish and is necessary for retaining and assisting qualified, passionate professionals who will thrive in their classrooms and their careers (Gunn & McRae, 2021). As mentioned in studies, healthy and supportive professional working environments that value new teacher contributions and honor the notion of personal health and well-being in and out of the classroom are crucial.

Meanwhile, indicator number one got the second highest mean score of 3.70 with a verbal description of Outstanding which tells that the Division Focal Person collected and consolidated data on the prospective inductees outstandingly.

On the other hand, the indicator number five got the lowest mean score of 3.59 with a verbal description of Outstanding. This suggests that the Division IPBT Focal Person provided TA to the schools in the IPBT in an excellent way. This indicator got the lowest mean score; however, it is still executed excellently. It only says that there is still room for improvement on this role of the Division IPBT Focal Person. Once the new teachers are provided with the technical assistance, they need the most, they will surely improve. By producing effective beginning teachers, one can build strong schools, communities, and ultimately a better, more educated society (Mingo, 2012).

Over-all, the grand mean score on the level of performance of the Division IPBT Focal Person is 3.65 with a verbal description of Outstanding. This shows the excellent execution of the duties and responsibilities of the Division IPBT Focal Person in the implementation of the Induction Program at SDO Tarlac City as evaluated by the IPBT completers who are the respondents in this study. If the implementers such as the Division Focal Person, can execute their duties and responsibilities well, this program will surely produce the best teachers in the division; and when teachers are excellent, they can surely produce excellent learners. Teacher Induction Program (TIP) has contributed to enhancing teachers' knowledge, skills, values, and commitment to the profession and improving the students' learning outcomes (Bilbao et al., 2018).

Table 2. Level of Readiness of SDO Tarlac City in Implementing IPBT.

II. Level of Readiness of SDO Tarlac City in Implementing IPBT	High Readiness	Moderate Readiness	Low Readiness	Sum	Mean	Level of Readiness
1. Is there a strong and supportive instructional leader for the program?	52	12	2	182	2.76	High Readiness
2. Is there evidence-based instruction that aligns with the vision and goals of the program?	52	13	1	183	2.77	High Readiness
3. Are the climate and culture supportive and nurturing?	51	14	1	182	2.76	High Readiness
4. Do you have instructional staff who are committed and eager to continuously improve their instruction and student outcomes?	52	14	0	184	2.79	High Readiness
5. Is there a high degree of professional collaboration among existing teachers, focused on sharing and improving instructional practices?	52	13	1	183	2.77	High Readiness
6. Is there an expectation for teachers to participate in professional learning?	53	13	0	185	2.80	High Readiness
7. Are data and evidence used for ongoing program improvement and instruction?	51	14	1	182	2.76	High Readiness
8. Are experienced teachers interested in and capable of serving as mentors?	52	13	1	183	2.77	High Readiness
9. Are release time and other incentives in place for teachers for professional learning, planning, mentoring, conferencing, and classroom observation?	53	12	1	184	2.79	High Readiness
10. Is a systemic and comprehensive support structure in place for ongoing professional learning for teachers?	56	8	2	186	2.82	High Readiness
<i>Grand Mean</i>					2.78	High Readiness

Table number two shows the level of readiness of SDO Tarlac City in implementing the Induction Program for Beginning Teachers or IPBT.

It is evident that indicator number ten got the highest mean score of 2.82 with the level of readiness of High Readiness. This suggests that there is a systemic and comprehensive support structure in place for ongoing professional learning for teachers in the implementation of IBPT in the schools of SDO Tarlac city. Most of the challenges faced by new teachers are connected to the inherent weaknesses of the public school system; lack of congested classrooms; and not enough textbooks, instructional materials, and equipment. The challenges experienced by new teachers in the public school, specifically in dealing with student differences, are related to their being new to the public education system and to the urban setting (Ferrer et al., 2018). With the positive evaluation of the inductees towards the systemic and comprehensive support structure in place for ongoing professional learning for teachers in the Division, the problems mentioned by Ferrer (2018) will not be experienced; hence, it is expected that learning outcomes as well as the teaching performance of the teachers will improve.

Further, indicator number six got the second highest garnered mean score of 2.80 with the level of readiness of High Readiness. This tells that there is positive condition of expectations for teachers to participate in professional learning at SDO Tarlac City. Research evidence revealed also that effective induction programs accelerate new teachers' professional growth – making them more effective faster – reduce the rate of new teacher attrition, and improve student learning (Glazerman et al., 2010). When there is a positive condition in implementing the induction program, it will improve the teachers.

Meanwhile, indicators seven, three, and one got the lowest mean score of 2.76, but still with the level of readiness of High Readiness. This posits that: first, there is an intact condition of data and evidence used for ongoing program improvement and instruction; second, there is also an established condition of supportive and nurturing climate and culture at the division; and finally, there are strong and supportive instructional leaders for the program at the SDO level. All of these got the level of readiness of High Readiness, but since they are the lowest mean scores in the table, it only means that these indicators still have rooms for improvement in the next implementation.

Over-all, the level of readiness of SDO Tarlac City in implementing the Induction Program for Beginning Teachers or IPBT got a mean score of 2.78 with the level of readiness of High Readiness. It only suggests that the division has high level of readiness when it comes to the implementation of the IPBT. It was suggested that it would be a more efficient strategy to put in effort to retain and support active teachers, especially the neophyte ones. This is where the teacher induction program comes in (Glazerman et al., 2010). The positive scores from the evaluation of the completers suggest that there is an efficient implementation of the program in the division. This ensures that the new teachers are safe, supported, and guided in their early years as teachers.

Table 3. Challenges Encountered in the Implementation of IPBT.

Indicators	Frequency	Percentage	Rank
Lack of enough time for the mentoring and answering of modules	10	15.2	2
Overlapping activities	43	65.2	1
Budget for the printing of modules	3	4.5	4.5
Quality of work (for compliance only)	1	1.5	6.5
Internet problem and difficulty in the exit assessment	5	7.6	3
Lack of training and support for the new teachers	1	1.5	6.5
Delayed start resulting to problems in the accomplishment/completion of the modules	3	4.5	4.5

The table above shows the challenges encountered in the Implementation of the Induction Program for Beginning Teachers or the IPBT.

Current estimates show that over 50% of new teachers leave in their first five years of teaching. Lack of support from school administration, school discipline problems, and limited faculty input in school decision-making were some of the reasons given for leaving the teaching field (Leithwood & Sun, 2012). As seen in the table, the challenge on overlapping of activities got the highest percentage score of 65.2 and ranked as the number one challenge in the implementation of IPBT. This can be associated with the claim of Leithwood & Sun (2012). The problem of overlapping activities may be related to school discipline problems. When there is no discipline, this will surely lead to overlapping of activities.

Meanwhile, the challenge on lack of enough time for the mentoring and answering of modules got the second highest percentage score of 15.2 which makes it the second most experienced challenge. As mentioned above, activities may overlap if the calendar of activities is not strictly followed. The challenge of lack of time may also be related to the workloads of the teachers. As seen in the findings of Jomud (2017), it was revealed that the workload challenges were perceived as serious by teachers. Even during the pandemic time, there is already a problem on the workloads of the teachers. Beginning teachers have had tremendous experiences, which prompted the study of Agayon et al. (2022), who discovered that these teachers are greatly challenged in terms of learning quality transfer, module distribution and retrieval, and students' difficulties in the following instruction, power disruption, internet connection, and health risks posed by the pandemic.

Furthermore, the challenge on internet problem and difficulty in the exit assessment got the third highest percentage score of 7.6 which makes it the third most experienced challenge. This is related to related studies. The investigation of Kadtong (2021) presents that the new normal challenges encountered by educators in the new normal are the following: technological and online learning, teachers' training, and modular learning.

Therefore, there are common problems identified by the respondents in the implementation of the IPBT. First, they are caught in between many tasks and activities which hinder them from attending to their responsibilities in the Induction Program. Further, because of the overloaded activities given to them by their school, division, regional office, central office, and others, beginning teachers can no longer balance their time which leads to a negative effect to their performance in the Induction Program. Meanwhile, the sudden shift from traditional way to the more technological means of being assessed in the Induction Program startled the beginning teachers and left them flat-footed giving them internet and technology-related dilemmas.

CONCLUSIONS

Based on the results and discussion presented, the following conclusions were drawn:

1. All Induction Program for Beginning Teachers (IPBT) Implementers: mentors, School Heads, Public Schools District Supervisors, and Division IPBT Focal Person, have outstanding performance when it comes to their duties and responsibilities during the pilot implementation of the IPBT; however, there are some areas that need to be improved or polished for the next implementation years
2. Tarlac City Schools Division has met a high level of readiness in implementing the Induction Program for Beginning Teachers. It has established a systematic, supportive, and comprehensive pilot implementation of the program. The beginning teachers of the division have expressed their testimonies of satisfaction from the instructional support, positive and nurturing environment set to them, and even to the guidance to their professional development.

Table 4. Proposed Induction Program for Beginning Teachers (IPBT) Action Plan.

Issues and Concerns	Objectives	Strategies	Activities	Timeline	Human Resources	Non-Human Resources	Expected Output
1. Coaching and Mentoring	To improve the implementation of mentoring and coaching throughout the program	Ensure regular quarterly meetings, orientation, or capacity building activities relative to IPBT.	Crafting and submission of Mentoring Plan	January	Division IPBT Focal Person, School Heads, mentors, mentees, and PSDSs	Laptop/Division MOOE Funds/ Support Funds	100% or 4 times of IPBT Meeting conducted
			Strict execution of the Mentoring plan	January to December	Division IPBT Focal Person, School Heads, mentors, mentees, and PSDSs	None	100% or 98 Submitted Mentoring Plans
			Review the IPBT Implementation Plan of Each School	January	Division IPBT Focal Person, School Heads, mentors, mentees, and PSDSs	Laptop/Division MOOE Funds/ Support Funds	100% or 98 reviewed and submitted Implementation Plan
	To enhance the selection of mentors	Require submission of Mentors' Profile	Create and submit Mentors' Profile per school.	January	School Heads and Mentors	Laptop & Printer	100% or 98 Submitted Mentor's Profile Portfolio per School
2. Provision of Technical Assistance from the Division Focal Person to the schools on IPBT	To strengthen the provision of technical assistance being given to the schools on IPBT.	Provide assistance to the mentors and inductees not only to the School Heads.	Create synchronous and asynchronous means of communication: IPBT Help Line	January to December	Division IPBT Focal Person	Laptop and internet connection	IPBT Help Line
		Conduct regular monitoring of the implementation of IPBT	Create Calendar of Monitoring per quarter and per district	January	Division IPBT Focal Person	Laptop and internet connection	Online Calendar of IPBT Monitoring
3. Implementation of School orientation on IPBT	To improve the implementation of	Schedule the School Orientation per district.	Create Calendar of School Orientation on IPBT	January	Division IPBT Focal Person	Laptop and internet connection	Online Calendar of School Orientation on IPBT

	School Orientation on IPBT	Monitor the conduct of School Orientation on IPBT		January to December	Division IPBT Focal Person		
4. Accomplishment of Modules & Exit Assessments	To ensure that there is ample time for the mentees to accomplish all IPBT modules	Ensure regular hours intended for IPBT related activities weekly	Implement IPBT hour for inductees at least once a week	January to December	Division IPBT Focal Person, School Heads, mentors, mentees, and PSDSs	IPBT Modules, laptop, and internet connection	IPBT Implementation Schedule
			Design a schedule when each module is required to be accomplished	January	Division IPBT Focal Person	Laptop and internet connection	
	To address difficulties in accessing and answering the Exit Assessments	Use technology and creative techniques in guiding mentees	Produce AVP and other creative materials to guide mentees in accessing and answering the Exit Assessments	January to December	Division IPBT Focal Person with the help of the Mentors	Laptop and internet connection	Information materials on IPBT

3. The three most experienced challenges in the implementation of the Induction Program for Beginning Teachers are the following: overlapping of activities, lack of enough time for mentoring and answering modules, and internet problem and difficulty in exit assessments.

4. Action Plan addressing coaching & mentoring, provision of technical assistance, implementation of School IPBT orientation, and internet & exit assessments problem shall be designed and be implemented religiously and strictly. Both human and non-human resources should be considered to meet the goals and objectives in the action plan. Lastly, the timeline of each activity must be time-bound and realistic so that the laid strategies in the action plan would be effective.

RECOMMENDATIONS

In the light of the discussions and findings, the following are recommended:

1. The division should maintain or even improve its excellent way of implementing the Induction Program for Beginning Teachers. With or without the instruction of the Division IPBT focal person, school heads should have the initiative to conduct orientation for newly hired teachers on the implementation of the IPBT. Mentors should sustain or even level up their passion, vigor, and dedication in meeting and guiding their respective mentees. As role models, they play a very important role in the early years of their mentees as noble educators; hence, mentors need to improve their meetings with their mentees. Further, district supervisors should regularly monitor their assigned districts to ensure that the school heads, mentors, and mentees are collaboratively accomplishing their tasks in the Induction Program. As the highest authority in a district, the PSDSs should exert more efforts in promotion camaraderie and collaboration among all those involved in the IPBT process in their respective districts. Meanwhile, the division focal person on IPBT should continuously improve on leading the program. The Division IPBT focal person should reach out to the mentors and mentees in all schools other than the school heads and PSDS especially in providing technical assistance. Since classes should not be interrupted, he should device means on how to reach out to them, mentors, and mentees. Therefore, all the processes being done in the implementation of the IPBT should be parts of the system among all the implementers so that the conduct of the program in the succeeding years will become more smoothly.
2. Tarlac City Schools Division should not stop innovating and improving the implementation of the Induction Program for Beginning teachers despite positive results of evaluation in this study. Continuous improvement should be seen evidently in the next years of implementation. Benchmarking activities from the other SDOs or conducting research might really be of great help in addressing problems encountered.

3. The division should see to it that there is no overlapping of activities. As much as possible, repetition of programs and activities must be avoided. This can be done if all activities are set and scheduled ahead of time, and most especially if they are strictly followed and accomplished on time. To make this successful, communication among all program owners, supervisors, policy makers, and the like must be strengthened. Meanwhile, continuous professional development related to technology must be given to the teachers as it is already a must in the present time.
4. The division should see to it that there should be a regular review or evaluation of the implementation of the Induction Program for Beginning Teachers. This would lead to updates and improvements in the execution of the duties and responsibilities of all the key persons involved in the program. Also, recommendations and suggestions in research conducted relative to this must be strictly applied and implemented.

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