



HOW INDUCTED IS THE INDUCTED? INDUCTION PROGRAM AND PROFESSIONAL STANDARDS OF PERFORMANCE IN CAPIZ

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ABSTRACT

This study aimed to assess the level of the induction program and the extent of Professional Standards of Performance in Capiz, addressing a gap in literature within the context of Capiz, other school divisions in the region, and the Philippines. The research employed a mixed-method approach using an explanatory sequential design, with 295 participants and eight focus group discussions (FGDs) involving newly hired teachers in the school's division of Capiz. Quantitative data were collected using a researcher-made questionnaire and analyzed using SPSS Statistics version 26, employing various statistical methods. Qualitative data were analyzed using the descriptive phenomenological approach. The findings revealed that the level of the induction program and the Professional Standards of Performance were "very high evident." Furthermore, age and sex were found to significantly influence the level of the induction program, with older beginning teachers demonstrating a higher level of understanding, and female inductees outnumbering males. Regardless of respondents' profiles, there was no statistically significant difference in the extent of Professional Standards of Performance in Capiz. Additionally, the study established a significant relationship between the level of the induction program and the extent of professional standards of performance in the Schools Division of Capiz. The FGD participants encountered various challenges in their professional journey, leading to the emergence of three themes: feeling challenged, being challenged, and becoming a challenger. These findings provide valuable insights into the effectiveness of the induction program and the professional performance standards in Capiz, shedding light on the experiences and perceptions of newly hired teachers in the region. As a result, it is essential to consistently provide strategic mentoring and thorough professional development that aligns with effective practices as it will significantly enhance the induction program and ensure that it meets professional standards of performance.

Keywords: Induction Program, Professional Standards of Performance, Beginning Teachers

1. Introduction

The induction program is vital to the educational system as it provides new teachers with essential guidance, training, and support during their crucial first year of teaching. This program plays a pivotal role in ensuring that new teachers are well-prepared, supported, and directed as they embark on their careers in education. The adherence to professional standards of performance within the induction program is imperative as it sets the foundation for developing effective teaching practices and fosters a culture of continuous professional growth and improvement among new educators. Progressively speaking and having foresight on standards, Vasquez (2016) asserted “As history would attest, progress and development present many paradigmatic challenges, possibilities, and opportunities; nothing but the best must be executed and delivered” (p.1). In the United States, Schermerhorn (2008) acknowledged that expectations in every worldwide organization demand excellence and satisfaction in the performance and delivery of services. Organizational expectations – goals and objectives, performance standards and ethics, and behavioral guidelines – are crucial for the direction and macro-culture of the organization (Eikenberry, 2023). The professional standards of performance outline the expected and required actions in the professional field. Professionals in their field of work must ensure that their actions align with professional standards and are expected to provide culturally appropriate treatment adhering to the diverse environment. Effective communication in the field is also significant in interacting to reach out one’s emotions. Collaboration in the field is crucial because this will result in successful practice. Another crucial part of professional performance is leadership. In the world of work of professionals, they are expected to lead within the practice setting so continued education is essential integrating evidence-based research to give quality performance by the end of it, they are responsible for evaluating their selves, contributing to quality practice, having used the plans wisely and sustain better services while promoting the welfare of our environment.

Professional Standards of Performance, founded on divergent ideologies, are viewed with clearly defined sections, threads, and indices that yield measurements of standards, subject areas, skills, and strategies ([PPST] DO 42, 2017). These become a statement of accountability and advocacy meant to assist teachers aspiring for personal growth and professional development. With these rationales, every teacher is called to become distinguished in the field. Thus, a newly hired teacher entering the world of work needs to undergo training to have guidance and confidence – internally and externally (Wong, 2004 as cited in Akech, 2016). Additionally, Anthony et al. (2011), as cited in Akech (2016) induction, was a continuous process of professional growth, including managing the learning environment, assisting the learners, dealing with the unique characteristics of the learners, and assessing their progress. Poor induction begets distressing performance.

The Department of Education (DepEd) through the Philippine Professional Standards for Teachers (PPST) strengthens the views of Partlow (2006) that induction is supportive of the sense of well-being and professional development of teachers. When the Teacher Induction Program (TIP) was revisited, the need to improve the first orientation for teacher inductees, review the training modules to condense the material and elude duplication of subject topics, make supervision and assessment systematic, structured, and significant; and establish a comprehensive implementation plan was recommended (Bilbao et al., 2013 & Llego, 2022). It has been found to boost and improve teachers’ skills, knowledge, principles, and commitment to the profession and improve the students’ learning outcomes. However, the DepEd has renewed its focus on upgrading education quality by strengthening the professional training and development of its teachers as urgent and necessary (DO 11, 2019). To this end, DepEd recognizes the importance of the PPST, as reform initiatives on teacher quality from beginning training to exemplary practice in responding to the complexities of the teaching career. In the educational arena, the Philippines also aspires and works to become progressive (Vasquez, 2016). The Induction Program for Beginning Teachers (IPBT) in the Schools Division of Capiz was held last October 2022 and July 2023 respectively. DepEd Capiz acknowledges the need to align the guidelines on promotion with what the teachers need to improve (J. Mosquite, presentation, 2022). In their first year, inductees are guided by mentors (S. Dollete, presentation, 2022). In the second to third year, coaching, mentoring, and differentiated supervision are to be exhibited (M. Destressa, presentation, 2022). Criteria as well as the means to verify progression towards professional development are vital.

With these compelling issues from DO 43, 2017, and the initiatives of the Schools Division of Capiz, the researcher aims to explore ‘How inducted is the inducted?’ as well as to determine, using varied research methodologies, the level of induction program and the extent of professional standards of performance. More so, the researcher desires to strengthen, in the world of work and in any specialized field, the persona of a teacher – the Filipino Teacher.

Literature Review

Induction Program. The concept of teacher induction has its origins. Kessels (2010) and Langdon et al. (2014) defined induction as the process of introducing new teachers to their duties as educators and members of the educational organization, involving acclimation to the school culture and gaining the support of colleagues. Additionally, Corbell et al. (2010), Wechsler et al. (2010), Long et al. (2012), and Fransson and Gastafsson (2008) supported the significance of induction regarding the retention, attrition, quality of new instructors, and student achievement. The transition from beginning teachers to educational challenges is influenced by a myriad of factors and challenges that significantly impact their professional growth and effectiveness. As beginning teachers progress in their careers, they encounter challenges related to professionalism, instructional design, classroom management, and the transition from pre-service to novice teachers (Ariff et al., 2016; Hu et al., 2017; Hasanah, 2020). Moreover, the interaction between new and expert teachers, as well as the support and mentoring received, plays a significant role in shaping the challenges and experiences of novice teachers (Jin et al., 2019; Orosz et al., 2021; Saleem, 2020). Additionally, the allocation of teaching assignments, the impact of experience, and the need for continuous professional development contribute to the challenges faced by novice teachers (Saleem et al., 2020; Tran, 2021; Montoya & Soledad, 2020; Nurlatifah et al., 2021).

In addition to mentoring, induction programs incorporated other components like orientation, workshops, seminars, and informal meetings (Zembytska, 2016; Danso, 2022). These components are designed to build community, address new teacher needs, and model best practices (Huber, 2011). Huber, Hoadley, and Wood (2011) gave a summary of enhancing teaching practices through reflective collaboration. Ingersol & Strong (2011), Comighud (2020), Ali (2018), Kennedy et al. (2018), Doumas et al. (2020), Cruz et al. (2021), Maulana et al. (2015), Pers and Helms-Lorenz (2021), Locascio et al. (2014), Eler & Eler (2017), Karatrantou et al. (2020), and Heerden (2019) collectively emphasized the importance of teacher induction programs, the impact of such programs on teacher success, and the need for tailored support and professional development for new teachers.

Professional Standards of Performance. Mofrad (2016) highlighted the factors influencing the formation of teacher identity and emphasized the importance of induction processes in supporting the development of teachers' professional identities. Villani (2009) provided practical advice and skills for organizing and implementing effective mentorship and induction programs for new teachers, emphasizing the benefits and issues for mentors and school leaders. Research by Barton et al. (2015), Dumas et al. (2006), Carlson et al. (2021), Borkum et al. (2013), Hatfield et al. (2016), and Sanghani et al. (2010) suggested that attendance in induction programs may not directly predict program efficacy and can be influenced by factors such as program engagement and involvement levels. Additionally, Bustamante & Chagas (2022), Mansfield et al. (2016), (Kadel, 2023), and Makovec (2018) highlighted the positive relationship between teacher induction programs and professional performance standards.

Bratianu (2018) emphasized the significance of integrating individual knowledge domains with organizational knowledge, particularly in the context of beginning teachers' professional growth and development. This integration allows beginning teachers to access valuable resources and apply knowledge shared within the organization, ultimately enhancing their teaching strategies and instructional techniques. Furthermore, the convergence and integration of diverse knowledge domains within an organization play a crucial role in organizational success, serving as a strategic resource for generating and preserving competitive advantage. Dimitroff et al. (2018) and Goodwin (2016) addressed the challenges faced by newly hired teachers and the importance of teacher educators in providing support and mentoring to new teachers. This aligns with the study by Gilad (2017), which provided practical recommendations for new teachers to navigate their initial years of teaching.

The study by Moretti et al. (2021) emphasized the role of mentors in supporting the integration of new teachers into the organizational culture, which resonates with the importance of teacher induction programs highlighted by Bustamante & Chagas (2022) (Kadel, 2023). The significance of organizational knowledge in the development of beginning teachers is also highlighted by Guðmundsdóttir and Hatlevik (2017), who focused on the professional digital competence of newly qualified teachers. Bausmith and Barry (2012) emphasized the importance of educational programming, readiness indicators, motivational constructs, and pedagogical content knowledge in improving teacher effectiveness and student achievement. UNESCO (2020) also stressed the significance of pedagogical knowledge and content influencing instructional strategies, feedback, assessment of students' progress, and choice of materials. Guerriero (2017), Filgona et al. (2020) and Orchard and Winch

(2015) supported the idea that greater subject knowledge and pedagogical topic knowledge of teachers can lead to higher student achievement. Additionally, Ibrahimov (2019) and Freire (2019) highlighted the importance of teachers' ability to reflect on their practice and facilitate learning through continuous reflection and improvement. Furthermore, Clark et al. (2015), Smith and Johnson (2018), and Brown et al. (2017) emphasized the significance of pedagogical content knowledge in literacy instruction and the positive impact of utilizing a variety of reading materials on student outcomes.

Hypotheses of the study

Based on the statements of the problem, the following hypotheses are formulated:

1. There is no significant difference in the level of the induction program in the Schools Division of Capiz when grouped according to their age, sex, educational attainment, and the number of induction sessions attended.
2. There is no significant difference in the extent of Professional Standards of Performance among respondents when grouped according to age, sex, educational attainment, and number of induction sessions attended.
3. There is no significant relationship between the level of the induction program and the extent of Professional Standards of Performance in the Schools Division of Capiz.

Theoretical Framework

The present study was grounded in Bronfenbrenner's Ecological Systems Theory (1979, as cited in Agapito & Vasquez, 2023) which operationalized a schema of the individual's unique expressions and social development within the context of and through different levels of relationships. This theory focuses on the social environment that influences human development. The social environment affects every facet of a person, which includes values, beliefs, and behavior, and appropriate manners as displayed personally and professionally. It also deals with the analysis of the environment and systematic facets a person encounters. Hence, Bronfenbrenner (1979, as cited in Ettekal & Mahoney, 2022), explored how human development is impacted and affected by different forms of ecological systems: microsystem that has direct contact with the person; mesosystem is the relationships between the group; exosystem describes the factors that influence the individual or group; macrosystem describes the features that affect a much larger group; and, chronosystem describes the patterns of environmental events and transitions over the life course. When it comes to newly recruited teachers, this theory implies that their effectiveness and success in various types of systems, especially schools, are dependent on their interaction and linkages with different facets of the environment. For instance, the school administration's colleagues, and the larger educational community's support and affirmation of the worth of their profession may aid their growth and development as professionals. Also, the concept emphasizes the need for solid, strong, and long-term connections involving the teacher and the learners, as well as between the teachers and the parents. These interactions may provide crucial support and a caring and loving atmosphere to both teachers and learners.

Overall, as mentioned by Paquette & Ryan (2012, p.1), Bronfenbrenner's Ecological Systems Theory shows "that the relationships and interactions that newly hired teachers have with the various layers of their environment, such as their school, peers, learners, parents, and the broader educational society as a whole shape their effectiveness in different types of systems." In this study, the systems were used for the following: microsystem refers to demonstrating knowledge and understanding; mesosystem deals with the articulation and applying knowledge, skills, attitudes, and values; exosystem includes the improved practice for career improvement based on specified professional growth objectives; macrosystem includes the key areas of Professional Standards for Performance; and chronosystem includes the continuum of development within the profession. Although it includes many systems, it gives an overview of the whole system operating as one. It has unity despite having individuating parts.

This theory was deemed appropriate in the conduct of the present study. The Teacher Induction Program (TIP) is entrusted to strengthen teacher education throughout the country. One of its directives, as mentioned in Section 7-F of Republic Act 7784, Government of the Philippines, Congressional Commission on Education (EDCOM), is to design collaboration programs, where organizational knowledge is shared and demonstrated, and projects, where knowledge is articulated and applied to increase initial and ongoing teacher training, as well as reassessment, to improve beginning teachers practice towards personal and professional development, orientation, to help induction teachers to set developmental goals based on PPST's aim, and teacher development where inducted teachers will continue to progress applying what they learned in their field. Hence, DepEd implemented the institutionalization of TIP now renamed the Induction Program for Beginning Teachers ([TIP] DO. 42, s. 2017, pp.1), and developed Philippines Professional Standards for Teachers to develop a systematic and comprehensive network of assistance for newly hired teachers to ease their transition into their role as educators in the wider school system "as advancements carried out by multiple structures both from national and global such as K-12 Reform, ASEAN Integration, progress, and the changing demands of today's

learners must have.” The Philippine Performance Standard for Teachers (DepEd Order No. 42, s. 2017, p.1), must serve as the foundation for every teacher's instruction and development efforts to ensure that teachers have the necessary knowledge and essential skills to execute the DepEd program. It may also be “utilized for teacher recruitment, advancement, and promotion. Most teacher performance evaluations must be guided by this set of criteria.”

2. Method

This study utilized a mixed-method approach using an explanatory sequential design in treating quantitative and qualitative data gathered from the respondents and FGD participants of the study to evaluate the level of the induction program and its correlation with the professional standards of performance. Upon recruitment, approval from the Schools Division Superintendent of Capiz Division was obtained to administer the study to the respondents who were the 295 randomly selected samples and 8 FGD participants selected purposely composed of newly hired public elementary teachers in the Division of Capiz. Probability sampling using the Slovin formula was employed to ensure that all respondents had an equal chance of being picked as sample respondents. This study used two instruments, (1) a quantitative instrument and a three-part researcher-made instrument, the first part was on the socio-demographic data of the respondents, the second part was the level of the induction program, and its variables, and the last part was the extent of professional standards of performance and its variables. (2) A qualitative instrument, a semi-structured interview guide consisting of two parts was employed, the first part is the robotfoto of the subjects and the second part is the aide memoir which contained the guide questions using ORID Focused Conversation Method (Hogan, 2003) with four (4) stages: Objectives, Reflective, Interpretive and Decisive. The collected data was prepared for analysis and interpretation. All the data gathered was based on the responses from the questionnaire and were analyzed, interpreted, and presented based on the order of the problem statements in the study. Frequency, percentage, and mean were used to analyze data while inferential data was processed using t-test for independent samples, One-way ANOVA, and Pearson.

3. Results and Discussion

Level of the Induction Program in the Schools Division of Capiz

The level of the induction program in the School's Division of Capiz as a whole and in terms of organizational knowledge, practical innovation, and knowledge articulation is shown in Table 1.

Table 1. Level of the Induction Program in the Schools Division of Capiz as a Whole.

Indicators	Mean	Verbal Interpretation
Organizational Knowledge	4.61	Very Highly Evident
Practical Innovation	4.60	Very Highly Evident
Knowledge Articulation	4.59	Very Highly Evident
Grand Mean	4.60	Very Highly Evident

Legend: 4.21-5.00 = Very Highly Evident; 3.41-4.20 = Highly Evident; 2.61-3.40 = Averagely Evident; 1.81-2.60 = Hardly Evident; 1.00-1.80 = Not Evident.

Note: Components are presented from highest to lowest.

When 295 respondents evaluated the level of the induction program in the Schools Division of Capiz as a whole, the data depicted in Table 1 revealed a grand mean of 4.60, corresponding to a verbal interpretation of 'Very Highly Evident'. Among the components of the induction program, Organizational Knowledge emerged with the highest mean score of 4.61, also receiving the verbal interpretation of 'Very Highly Evident'. Practical Innovation followed as the second highest, with a mean score of 4.60, while Knowledge Articulation ranked last with a mean score of 4.59, similarly interpreted as 'Very Highly Evident'. This observation suggests that respondents perceive Organizational Knowledge as pivotal, as it furnishes them with essential information and comprehension of the school's policies, procedures, and practices. This knowledge equips new teachers with the requisite framework to adeptly navigate the educational milieu and contribute to the school's mission and objectives. A profound understanding of the organizational infrastructure and support systems empowers new teachers to seamlessly integrate into the school culture and align their teaching practices with the institution's expectations and standards. In an academic paper by Hargreaves and Fullan (2012), it was revealed that organizational knowledge, practical innovation, and knowledge articulation are interrelated factors that contribute to the professional growth and development of teachers.

Extent of the Professional Standards of Performance in Capiz

The extent of professional standards of performance as a whole and in terms of content knowledge and pedagogy, diversity of learners, learning environment, assessment and reporting, personal growth, and professional development, is presented in Table 2.

Table 2. Extent of The Professional Standards of Performance as a Whole.

Indicators	Mean	Verbal Interpretation
Personal Growth and Professional Development	4.76	Very Highly Evident
Learning Environment	4.73	Very Highly Evident
Diversity of Learners	4.72	Very Highly Evident
Assessment and Reporting	4.71	Very Highly Evident
Content Knowledge and Pedagogy	4.67	Very Highly Evident
Grand Mean	4.72	Very Highly Evident

Legend: 4.21-5.00 = Very Highly Evident; 3.41-4.20 = Highly Evident; 2.61-3.40 = Averagely Evident; 1.81-2.60 = Hardly Evident; 1.00-1.80 = Not Evident.

Note: Components are presented from highest to lowest.

Table 2 presents a grand mean of 4.72, which can be verbally interpreted as 'Very Highly Evident', indicating the extent to which respondents considered the professional standards of performance in Capiz as a whole. When examining the individual components of professional standards of performance, personal growth and professional development emerged as the top-ranked factor with a mean of 4.76, followed by Learning Environment (4.73), Diversity of Learners (4.72), Assessment and Reporting (4.71), and Content Knowledge and Pedagogy (4.67). Notably, all components of quality education received the verbal interpretation of 'Very Highly Evident'. This outcome suggests that beginning teachers place significant value on personal growth and professional development, recognizing its importance in establishing a robust professional identity and honing their teaching practice. Engaging in professional development activities enables novice educators to enhance their pedagogical skills, adapt to evolving educational paradigms, and refine their classroom strategies. Moreover, prioritizing personal and professional growth contributes to the cultivation of a sustainable career trajectory for beginning teachers, fostering their long-term success and fulfillment in the teaching profession. Furthermore, the emphasis on personal and professional development is intricately linked to the cultivation of teacher efficacy and the enhancement of essential professional attributes, both of which are pivotal for sustainable career trajectories and effective teaching practices. Engaging in professional development activities also affords beginning teachers the opportunity to reflect on their teaching experiences, refine their instructional approaches, and continually enhance their practice. Research by Maulana et al. (2015) and Pers and Helms-Lorenz (2021) underline the necessity for guidelines that fit with professional norms to aid this process and with the broader organizational context. Stephens (2022), went so far as to stress that it is important to continuously strive for personal growth and professional development to achieve optimal personal and professional growth to continuously improve their practice, achieve better results for both them and their students, and create a supportive professional network.

Differences in the Level of the Induction Program in the Schools Division of Capiz and Some Variables

The socio-demographic components to describe the respondents coming from the Schools Divisions of Capiz

include age, sex, educational attainment, and number of induction sessions attended.

Table 3. Differences in the Respondents' Level of Induction Program When Grouped according to their Sociodemographic Profiles.

Profile	f/t-Value	Significant Value	Probability
Age	3.507	0.031	s.
Sex	2.674	0.008	s.
Educational Attainment	0.672	0.612	n.s.
Number of Induction Sessions Attended	1.032	0.303	n.s.

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

The study investigated the level of the induction program in the Schools Division of Capiz concerning different demographic and experiential groupings, including age, sex, educational attainment, and the number of induction sessions attended. The results, as presented in Table 3, revealed varying patterns of significance across these groupings. Firstly, the analysis indicated a significant difference in the level of the induction program based on age, as evidenced by the obtained f-value of 3.507 with a significant value of 0.031, which was lower than the predetermined alpha level of 0.05. Consequently, the null hypothesis, positing no significant difference in the level of the induction program based on age, was rejected. Cui and Zhang (2022) revealed that qualified teachers aged 30-40 were more competent and outperformed all other age groups. This suggests that age exerted a discernible impact on the perceived level of the induction program among the respondents. Secondly, the study found a significant difference in the level of the induction program based on sex, with females exhibiting a higher level than males. This was supported by the obtained t-value of 2.674 with a significant value of 0.008, which was lower than the alpha level of 0.05. As a result, the null hypothesis, which states no significant difference in the level of the induction program based on sex, was rejected. Ali (2018) suggested that sex-specific characteristics may impact the results of induction programs. Conversely, the analysis revealed no significant difference in the level of the induction program based on educational attainment, as indicated by the obtained f-value of 0.672 with a significant value of 0.612, which exceeded the alpha level of 0.05. Therefore, the null hypothesis, positing no significant difference in the level of the induction program based on educational attainment, was accepted. The assertion that educational attainment has no direct impact on the induction program of instructors may be substantiated by the results of Darling - Hammond, (2000) as referenced in Heckert et al., (2013). Finally, the study found no significant difference in the level of the induction program based on the number of induction sessions attended, as supported by the obtained t-value of 1.032 with a significant value of 0.303, which was higher than the alpha level of 0.05. Consequently, the null hypothesis, which states no significant difference in the level of the induction program based on the number of induction sessions attended, was accepted. Moreover, Carlson et al., 2021; Borkum et al., (2013) found that attendance may not be the primary determinant of program performance and revealed no direct impacts of attendance on program outcomes. These findings underscore the differential impact of demographic and experiential factors on the perceived level of the induction program in the educational context, highlighting the need for tailored approaches to address the varying needs and perceptions of educators.

Differences in the Extent of Professional Standards of Performance and Some Variables

Table 4. presents the differences in the extent of professional standards of performance in Capiz when respondents are grouped according to their socio-demographic profiles.

Table 4. Differences in the Extent of Professional Standards of Performance and Some Variables.

Profile	f/t-Value	Significant Value	Probability
Age	1.457	0.235	n.s.
Sex	1.736	0.084	n.s.
Educational Attainment	0.386	0.819	n.s.
Number of Induction Sessions Attended	1.635	0.103	n.s.

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

The study examined the extent of professional standards of performance among respondents when grouped according to age, sex, educational attainment, and the number of induction sessions attended. The results

indicated that there were no significant differences in the extent of professional standards of performance based on these groupings. Specifically, the obtained f-value of 1.457 with a significant value of 0.235 for age, the t-value of 1.736 with a significant value of 0.084 for sex, the f-value of 0.386 with a significant value of 0.819 for educational attainment, and the t-value of 1.635 with a significant value of 0.103 for the number of induction sessions attended all exceeded the predetermined alpha level of 0.05. Consequently, the null hypotheses, which posit no significant differences in the extent of professional standards of performance based on age, sex, educational attainment, and the number of induction sessions attended, were accepted. Skourdombis (2018) stressed the significance of the professional judgment of instructors, noting that age should not be a decisive factor in measuring professional performance. Desimone et al. (2006) noted the rising emphasis on professional development as a strategy to enhance teaching quality, indicating that both male and female instructors are likely to get equal support and chances for professional advancement. The research by Nyatsikor et al. (2020) revealed no connection between the percentage of teachers with post-secondary credentials and children's educational achievement. On the other hand, Khanam et al. (2020) emphasized the significant impact of induction training on the behavior and practice of new teachers, indicating that such training can lead to a substantial change in academic achievement and reduce the gap between teachers and the organization (Khanam et al., 2020). This shows that the quality and substance of the induction program may be more significant than the mere number of sessions attended. These findings suggest that the variables of age, sex, educational attainment, and the number of induction sessions attended did not yield statistically significant differences in the extent of professional standards of performance among the respondents. Therefore, it can be inferred that these demographic and experiential factors did not exert a discernible impact on the professional standards of performance within the context of the study.

Relationship between the Level of the Induction Program and the Extent of Professional Standards of Performance

The statistical results mark the relationship between the level of the induction program and the extent of professional standards of performance in Capiz.

Table 5. Relationship between the Level of The Induction Program and the Extent of Professional Standards of Performance in Capiz.

Variable	N	Pearson's r	Significance Value	Probability
Induction Program	295	0.795	0.000	s.
Professional Standard of Performance				

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

The results presented in Table 5 demonstrate a significant relationship between the respondents' level of the induction program and the extent of professional standards of performance in the Schools Division of Capiz. This is evidenced by Pearson's r value of 0.795, which yielded a statistically significant p-value of 0.000, indicating a relationship that is lower than the predetermined alpha level of 0.05. Consequently, these findings lead to the rejection of the null hypothesis, which posits that there is no significant relationship between the level of the induction program and the extent of professional standards of performance in the Schools Division of Capiz. Induction programs have a vital role in promoting the professional development of teachers, leading to greater professional satisfaction, dedication, and retention among instructors (Çobanoğlu & Ayvaz-Tuncel, 2018; Gjedia & Gardinier, 2018). Therefore, it can be concluded that as the level of the induction program increases, there is a corresponding increase in the extent of professional standards of performance. This suggests a positive association between the two variables, indicating that a higher level of the induction program is linked to higher professional standards of performance in the context of the Schools Division of Capiz.

Emerging Perspective among Inductees

From the codes, the researchers generated sub-themes, and from the themes, researchers generated themes. The themes and sub-themes derived from the data taken from the participants – beginning teachers from the School's Division of Capiz whose experiences are deemed as internal and external support that benefited them in gaining something despite all the problems that they faced in the field of teaching. The researcher utilized the representation of a ribbon in a spiral progression – continuously moving to the right, because as the saying of Peter Drucker said, "learning is a lifelong process", so teachers, as a profession and as persons, are always

evolving. This corresponds to the three themes: a challenge, being challenged, and becoming a challenger.

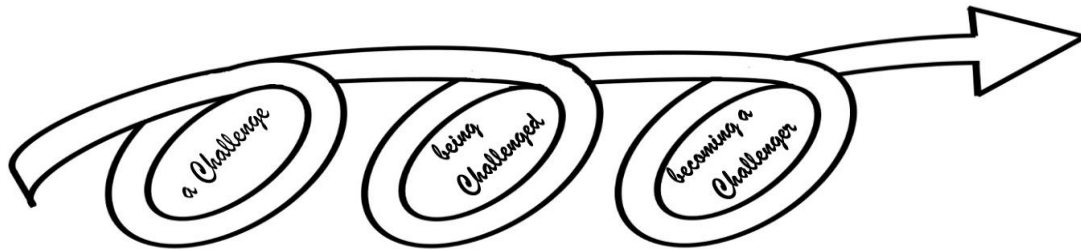


Figure 2. The simulacrum of the Inductees Spiral Outlook

Beginning teachers face a multitude of challenges that are crucial to their professional development and job satisfaction. These concerns vary from managing individual differences to instructional, relational, adaptive, and physical infrastructure issues (Ergünay & Adigüzel, 2019). According to Dvir and Schatz-Oppenheimer (2020), the first year of teaching is particularly important because it causes a crisis and a shock to the educational system, which can act as a catalyst for the creation of a professional identity. These results highlight how crucial it is to comprehend and deal with the difficulties new teachers encounter to foster their professional development and retention in the teaching field. In summary, a variety of educational, relational, and emotional elements, together with the requirement for support and environment adaptability, present ongoing challenges for new teachers. These difficulties play a pivotal role in molding the professional growth and experiences of novice teachers, underscoring the significance of offering sufficient assistance and materials to aid them in navigating these formative years of their teaching professions.

4. Conclusion and Implications

The level of the induction program in the Schools Division of Capiz is supported by competent and reliable school managers, and effective designated personnel or mentors with available resources that demonstrates the evident implementation of organizational knowledge, knowledge articulation, and practical innovation within the induction program. Additionally, the extent of the Professional Standards of Performance, including content knowledge and pedagogy, diversity of learners, learning environment, assessment and reporting, personal growth, and professional development, is characterized by quality and professional accountability, contributing to the enhancement of knowledge, practice, and professional involvement across diverse teaching/learning conditions. Age and sex significantly influence the level of the induction program, with beginning teachers aged 31 years old and above demonstrating a higher level of understanding of the Induction Program. Furthermore, female inductees were found to have a higher level than males. However, regardless of the profile of the respondents, the extent of Professional Standards of Performance remains consistent. The research also revealed a positive relationship between the level of the induction program and the extent of professional standards of performance, indicating that a higher level of the induction program is associated with a higher extent of professional standards of performance. Moreover, the study introduced the "simulacrum of the Inductees' Spiral Outlook," a conceptual model that encapsulates the phenomena of induction programs for beginning teachers and their professional standards. This model, represented by a ribbon with three loops, reflects the experiences of inductees as they progress through the induction program.

Based on the above-mentioned findings and conclusions, the following recommendations have been articulated: Filipino beginning teachers may actively seek personalized support and mentorship from experienced educators to enhance their organizational knowledge, knowledge articulation, and practical innovation. This includes dedicated mentors, instrumental guidance from peers, and opportunities to showcase their abilities and contribute innovative ideas. They may engage in self-inquiry and develop research competency as integral components of their professional growth and development. Prioritizing the acquisition of 21st-century pedagogical skills such as information and communication technologies, adaptability, creative problem-solving, and critical thinking. This will enable them to make educated judgments and confidently exemplify DepEd values. Division administrators in Capiz may improve teachers' credentials and strengthen their research competence through the implementation of evidence-based recommendations in school settings and by consistently improving the implementation of policies that encourage the development of successful and impactful induction programs. They may provide encouragement and praise, even for little accomplishments. Addressing these may help manage the next level's hurdles and connect their practice with the national performance standards. School leaders and mentors may encourage them to showcase their abilities and

innovate to enhance their professional growth and development.

Future study efforts may also focus on the effects of service preparation, teaching experiences, and the efficacy of induction programs in aiding mentors as they enhance their understanding of teacher development and contribute to overall educational quality.

Acknowledgment

The researcher expresses profound gratitude to many organizations for their invaluable support and contributions to the successful completion of this study. Specifically, recognition is extended to Colegio de la Purisima Concepcion, the School of Graduate Studies, the Schools Division of Capiz, as well as the schools across 18 districts of Capiz. Additionally, appreciation is conveyed to school administrators, teachers, colleagues, family members, friends, and ultimately, Divine Providence. Their unwavering support and exceptional contributions have been instrumental in facilitating the realization of this research endeavor.

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