

## Implementation of Teacher Induction Program in Aguilar District, Schools Division Office I Pangasinan

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### **Abstract**

**Aim:** The study assessed the implementation of the Teacher Induction Program in Aguilar District, Schools Division Office I Pangasinan.

**Methodology:** The researcher used descriptive type of research design with a qualitative approach to find out the activities and strategies, challenges, and effects of the Teacher Induction Program. The researcher also used thematic analysis to examine the data to identify common themes – topics and ideas that come up repeatedly. Likewise, the researcher used non-probability sampling methods and, in particular, purposive sampling techniques.

**Results:** Themes revealed that activities and strategies in the implementation of the program include Orientation, Mentoring and Coaching, Execution of 6 Modules, In Service Training and School Learning Action Cell, Differentiated Supervision and Classroom Observation. Results also revealed that challenges encountered during the implementation process include Workload and Instructional Challenges, Classroom Observation and Classroom and Time Management. It has also found out that the teacher induction program has resulted to teaching development, professional growth and development and created a strong commitment among newly hired teachers.

**Conclusion:** It was concluded that the activities and strategies in Teachers Induction Program are vital in raising teachers' skills and competencies. It enhances teacher quality to become of utmost importance for long-term and sustainable nation building.

**Keywords:** Teacher Induction Program; Newly Hired Teachers; Qualitative Research

### **INTRODUCTION**

Quality Education can be attained through quality curriculum and instruction where there is a mastery of basic competencies by enhanced pedagogies. The Department of Education has changed the curriculum to produce holistically developed graduates with 21st-century skills.

The changes introduced by various frameworks such as the K to 12 law, ASEAN integration, globalization, localization, contextualization, and other changing characters of the 21st-century learners demand the improvements and call for quality educators.

To ensure that enhance curriculum meets the need for quality teachers, the Department of Education (DepEd) has created programs like Results-Based Performance Management System (RPMS) and Philippine Professional Standards for Teachers (PPST) in ensuring the delivery of quality, accessible, relevant and liberating basic education in the country.

These programs aim to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. It outlines the required skills and competencies of quality teachers, enabling them to cope with the emerging global frameworks. It also identifies needs to enable continuous work improvements and individual growth. These programs help ensure that learners receive quality basic education from qualified professionals whose

competencies are abreast with changes and advancements in the information age.

Teachers contribute to learner's and growth, development, strength, and competitiveness. Every school year is a fruitful year not only for the learner, but also for the teachers that experience the rudiments of teaching in a cyclical process of planning, actual teaching and evaluating learning outcomes. Moreover, teacher work is not just around the four corners of the classroom. It extends outside the school premises. There are programs and projects initiated by the school to improve quality education. These activities add spice to the life of a teacher in one way or another.

The beginning teacher often harried to meet the everyday demands of the students, parents, administration, and community. These demands leave a little time for reflection on his / her role in the enterprise of education. Teaching requires a careful blending of theory and practice as they say. A theory without practice is insufficient while practice without theory is aimless. Questions like what shall I teach? How shall I teach? Etc. Even, various activities where teachers need to motivate the pupils of different levels to take part and participate actively are present. While the students go through a sort of training - ground that aids them to enhance and develop their competencies as well as their capabilities, the teachers also undergo tremendous and various in-service training for them to provide the

skills needed by these learners. DepEd fully supports 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 (DepEd Order No. 43, s. 2017)

To support the newly hired teachers in their first years of teaching, the Department of Education issued a policy on the Implementation of Teacher Induction Program. The DepEd institutionalized TIP to provide a systematic and comprehensive support system for the newly hired teachers in order to seamlessly immerse them in the teaching profession in the public school system. In the process of implementation of the Teacher Induction Program, the newly hired teachers will receive Six (6) TIP modules. The newly hired teachers will undertake these modules which contain the six common and Key stages topics. The topics provide the newly hired teachers' additional information about the system in the department.

The DepEd provides guidelines on the implementation, procedure, and monitoring and evaluation of TIP.

The concept of this study is based on assumptions on learning. Learning brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. The environment shapes behaviour, thus, educators arrange the environment to elicit desired responses through such devices as behavioral objectives, competency -based education, and skill development and training.

Individuals learn in different way and that self-knowledge of one's preferred learning style improves learning. Multiple intelligence is an educational theory suggests that different kinds of intelligence exist in human beings. It's a theory that has been fashionable in continuous professional development (CPD) training courses for teachers. Constructivist theory states that learning is an active process and that learners construct new ideas through their own knowledge. It is in this context that the study was framed amid the background of theories of learning, and the appreciations of human behavior in organizational settings that are similar to the schools.

A review of the research revealed a shortage of findings in the identification of programmatic features found to be effective in reducing attrition rates and preventing or significantly reducing teacher shortages (Oliver,2016)

Among others, the law empowered the Schools Heads and Teachers to perform crucial leadership functions to effect better qualities of learning especially in basic education. In every success story of the implementation of a certain program lies the challenges around. The quality of implementation requires the commitment of every participant.

The results of this study may provide concrete information/feedbacks that will be helpful in refining, improving, and/or updating their competence. The results of this study may also provide teachers' greater insights and understanding to freely perform their functions as agents of learning and become more competent to respond to the changes in the curriculum.

The results of this study may provide information / feedback on the status of the school in its implementation of the Early Language, Literacy and Numeracy package that may be helpful in refining the school contextualized policies as well as updating the school programs and projects.

It is along this line of thinking that the researcher conducted this basic research on the Implementation of Induction Program in Aguilar District, Pangasinan.

### **Objective**

The study assessed the implementation of the Teacher Induction Program in Aguilar District, Schools Division Office I Pangasinan

Specifically, this study focused on the following issues in relation to the research problem;

- 1.What are the activities and strategies done during the implementation of the Teacher Induction Program?
- 2.What are the challenges encountered during the implementation process?
- 3.What is the effect of Teacher Induction Program on the Beginning Teachers?

### **METHODS**

#### **Research Design**

The researcher used descriptive type of research design with a qualitative approach to find out the activities and strategies, challenges, and effects of the Teacher Induction Program.

The researcher used non-probability sampling methods and, in particular, purposive sampling techniques.

#### **Participants**

The participants of this study were the different Cluster Schools of the District of Aguilar, Schools Division I Pangasinan. A total of Nine (9) newly hired teachers from four cluster schools in the municipality of Aguilar served as respondent of the study. The participants were selected according to their accessibility, availability and relevancy. The subject of the study includes only one school per cluster. Only schools with newly hired teachers are included.

### **Instrument**

The researcher used interviews for analysis for data. The researcher conducts a one-on-one interview with the participants. The researcher used interview guide, semi-structured, and open-ended interviews to identify successes stories, activities, strategies, challenges and effects met by teacher inductee and their mentor in the implementation of the Teacher Induction Program.

### **Ethical Consideration**

The researcher did not expose research participants to any harm or subject them to stress. Likewise, the researcher asked permission to conduct research from the Schools Division Office I Pangasinan, Public School District Supervisor, and different School Heads. Also, the researcher recognizes the author of the borrowed statement/materials.

The researcher informed the participants the nature and purpose of the study so that they could make informed judgments on whether or not to participate.

### **Data Collection**

Upon the approval of the study, the researcher gathered information, related literature and related studies from readings, library works, and different websites for the formulation of the questionnaire.

The approval and permit to conduct the study was obtained by the researcher from the District Supervisor and School Heads prior to the conduct of the study.

The researcher sought the assistance of different school heads for the schedule of the actual interviews.

The data gathered were subjected to proper analysis.

### **Treatment of Data**

Data were collected through interviews and analysis. The researcher used thematic analysis. The researcher closely examined the data to identify common themes – topics and ideas that come up repeatedly. The researcher transcribed data, arrange transcriptions of it into file folders for easy access, then used a coding system as well as themes and sub-themes to analyze it. The researcher used field notes accumulated during observations and recordings made during the interviews to analyze the data, quoting the participants' responses verbatim in order to confirm or make a statement and to give substance to the findings.

## **RESULTS and DISCUSSION**

### **A. Activities and Strategies done during the Implementation of the Teacher Induction Program**

Themes revealed that activities and strategies in the implementation of the program include Orientation, Mentoring and Coaching, Execution of 6 Modules, In Service Training and School Learning Action Cell, Differentiated Supervision and Classroom Observation.

Newly hired Teachers undergone orientation through their school head, co teachers, district supervisors. Likewise, upon entering to the DepEd, Division Office also provide orientation on the responsibilities of the teachers. As it was mentioned by majority of the respondent "Our School Head oriented us on the subjects and grade level to be taught with assigned coordinatorship and were introduced to colleagues as well as to parents." Mentoring and coaching were also one of the activities. School head and other teachers guide the newly hired teachers and patiently answering their queries. Respondent 7 said "Mentoring strategies were done to become fully aware of the given task", and respondent 8 confirmed that "the activities done during this implementation is the mentoring where the beginner teacher work closely with the veteran teacher in mentoring activities such as observation, co – teaching and lesson planning take place and informing the new teachers about the interventions used in teaching." Meanwhile, respondent 9 said "our school head always sees to it to give us more feedback on understanding our job and on how to become proficient teacher. We beginning teachers provide an opportunity to work closely with and learn from our veteran teachers."

The peer coach or mentor needs to serve as a friend and confidante, that is, function in a non-evaluative role. The term peer sharing and caring among colleagues best describe the new spirit of collegial openness and learning advocated. (Lunenburg, 2011) Teachers who worked with a mentor during their first year of teaching left teaching in years two and three at half the rate of those teachers who did not have a mentor. (McBride, 2012)

In compliance with DepEd Order No. 43, s. 2017 otherwise known as the Teacher Induction Policy introduces modules 6 intended for the newly hired teachers. Respondent 3 said that "The Teacher Induction Program designed to support teachers in their first few years of teaching. It is systematic and comprehensive training scheme for newly hired teachers to continuing professional growth and development. My mentors/coaches, master teachers and school principal are the implementers of Teacher Induction Program. They help me grow through coaching and advising in teaching." Respondents 5 and 6 confirmed that they have received TIP modules.

These TIP modules as mentioned by respondent 4 were Module 1- The Department of Education; Module 2- The Filipino Teacher; Module 3- The K-12 Curriculum; Module 4- The Teaching Process; Module 5- The Learning Process; Module 6- The School and Community linkages. Respondent 1 reiterated, "Our school heads provide us a module of TIP where we discuss it through SLAC, Mentoring, and Differentiated Supervision."

School Learning Action Cell and In Service Trainings are also strategies used by different schools for whereby group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school and facilitated by the school head or a designated LAC Leader. Their SLAC topics ranges from the different key stage, TIP Modules and current trend in DepEd. Respondent 2 shared that "Our master teachers headed by our principal conducted SLAC sessions and INSET activities to develop and improve our profession. They gave us different set of modules to fully understand our teaching career." Respondent 5 confirmed that "INSET and SLAC Sessions were done." Likewise, Respondent No 1 said "our school head and co teacher's serves as role model in promoting a latter's professional development of the newly hired teachers (us) through SLAC Sessions while respondent 2 mentioned "SLAC Sessions DLL making, integrating the curriculum, ELLN, etc." Respondent no 3 also said "SLAC Sessions were helpful in those times where I'm struggling (i.e. DLL making, integrating the curriculum, ELLN, etc." Respondent 8 underscored "the interventions that the school help me to adjust as a new teacher by giving us workshop and trainings." Professional development is also a way to introduce curriculum and pedagogical reforms (Carret, et al., 2000).

Differentiated Supervision and Classroom observation were also activities and strategies used during the implementation Program. Differentiated Supervision as defined by DepEd Order No. 42, s. 2017 as a type of supervision that recognized the newly hired teachers' level of experience, different teachers' needs, and their goals to improve instructional skills. As respondent 7 mentioned "Our Principal and Master Teachers let me learn through class observations from our "experienced" colleagues. It helped me learn different strategies, know the importance of modeling and be more confident about the job that I have." And respondent 5 also said that "the school provided technical assistance and resources that are useful in teaching-learning process." Respondent 9 likewise informed that "School Personnel especially those who have long years of service share their experiences how to handle pupils, how to work with fellow educators and other relevant matters that can make me adapt to a new working environment." New teacher induction can be very basic such as a "buddy system" where

the school district assigns a mentor for a new teacher who acts as a supportive friend during the beginnings of their teaching career (Stanulis, Burrill, & Ames, 2007).

This showed that upon entering the DepEd, all teachers upon are trying to learn the ins and outs of the organization. Likewise, their co teachers and school head are ready to mentor them in the process. The school head and master teachers are also doing their job in providing differentiated supervision to further improved the teaching skills and strategies of the newly hired teachers. Some schools also provide TIP modules and in-service training like SLAC to orient the newly hired teachers.

The Teacher Induction Program Policy has been issued to support continuing professional development and progress of the newly hired teachers Though different activities and strategies which adhere the principles of lifelong learning.

### **B. Challenges Encountered during the Implementation Process**

Results revealed that challenges encountered during the implementation process includes Workload and Instructional Challenges, Classroom Observation and Classroom and Time Management.

Teaching is a complex activity (Casinto & Cuizon, 2010) and a multi-process (Koloi-Keaikitse, 2017). Sometimes the work means disappointments, heartaches, and pains (Bilbao, 2015). There are many facets and aspects that one needs to consider in order to become an effective educator (Larkin et al., 2016). Teaching tremendously demands on the teachers' teaching skills and personal qualities before they can satisfactorily perform the multiple roles and manifold responsibilities it entails (Salandan, 2015). Newly hired teachers experience different challenges. Workload and instructional challenges are common challenges encountered by newly hired teachers. Difficulty in getting everything done because of many assignments and other factors. Respondent 1 explained that challenges may start from simple perceptions. "As a beginning teacher I thought it was an easy to teach in this job. But when TIP was implemented by our school head to us it gives me realization that it is more than that. I need to improve my practice, learn professional responsibilities, and most especially to positively affect student learning." Respondent 4 confirmed that challenges revolved around the weakness as human "Some of the challenges I encountered during the implementation process is my weaknesses as a human. I am afraid of criticisms and afraid that I could not be able to reach the expectations of my school heads, co-teachers and my pupils as well." The public school teachers is expected to provide quality education and play a crucial role in nation building these includes newly hired teachers. Hence, adjustment in the workload and instructional duties is also a challenge

encountered by the newly hired teachers. This was explained by respondent 5 and 9 respectively "As a new teacher, one of the challenges I encountered during the implementation was adjustment. Another is keeping up with the expectations of my school head and co-mentors." and "As a new teacher there are many challenges that I encountered one of them is trying do a good thing in my first day of teaching."

Classroom Observation is also one of the challenges encountered by the newly hired teachers during the implementation of the Teacher Induction Program. Respondent 1 said "Being observed by our principal." Respondent 2 said "Class observations by our principal especially DepEd Division, Region and Central office Officials." Respondent 7 also said "As a newly hired teacher, I'm having a hard time dealing with pupils and to apply some theoretical principles about teaching." Likewise, respondent 6 confirmed "The principal conducts classroom observation then gives feedback after them. through honest criticism about effective teaching method, I am learning and willing to accept them." DepEd Order no 43 mentioned that 1 formal classroom observation on every quarter should be done during the implementation of the Teacher Induction Program hence newly hired teachers experienced the challenge on it.

Classroom management and time management were also considered as challenges encountered in the implementation of Teacher Induction Program. In the first year of service, there are many things that teachers do not know or get right especially in classroom management. (Jomud, et.al, 2017) Sometimes the work is more complex than expected as teachers play a lot of responsibilities (Musah et al., 2015). Classroom management is one of the problems experienced by beginning teachers (Bastürk & Tastepe, 2015). It is regarded as the most important challenge facing the teachers. The ability of newly-hired teachers to perform the management functions of teaching strongly influence a teacher's reputation among colleagues, school authorities, and students (Richardson, 2014). Respondent 3 explained "Teachers teach certain hours and certain sizes of classes. The idea is how we build a more flexible 21st century environment that makes it attractive for the best learners. During the implementation, maintaining pupils interest, establishing classroom management and individual differences of learners are the challenges that I'd encountered." Moreover, respondent 6 was having difficulty on dealing with pupils "As a newly hired teacher, I'm having a hard time dealing with pupils and to apply some theoretical principles about teaching." while respondent 8 said "gain the interest of my students by listening to me." Meanwhile, respondent 3 said "As a beginning teacher I have to boost my confidence, establish classroom management, budgeting my time and money. School works and reports are challenging." Respondent 4 and

7 though that challenges were on support on instructional materials. "Some of the challenges I encountered during the implementation process is the inherent weaknesses of the public school system, lack of budget, not enough textbooks, instructional materials and equipment"; and, "lack of support instructional materials."

As novice as they are, teachers in this study have gained skills in managing classroom routine for order and discipline during their pre-service training. They had gone through the professional preparation which could have equipped them with the essential competence in classroom management. (Jomud, et.al, 2017). However, with the add on activities in the implementation of Teacher Induction Program, newly hired teachers were challenged on Time Management. Respondent 6 explained "It was a bit challenging to meet the deadlines for the submission of modules because there were school-related works that I somehow needed to prioritize more." Respondent 5 also said "maybe the challenge that we have encountered during the implementation process was having limited time to tackle all the things that we need and want to discuss further." Respondent 9 mentioned "conflict of schedule"

The implementation of the Teacher Induction Program has created a major impact in the career of the newly hired teachers. However, implementation doesn't always occur smoothly. Challenges arises on the workload and instruction, support of the school head and other instructional leader, mentors and colleague and classroom and time management. Preparing administrative paperwork and reports is another tiresome activity. Spending time at home assessing papers and students' writing is another burden of a teacher (Agu et al., 2013). The work of a teacher is not only instruction but also includes both instructional and non-instructional activities (Musah et al., 2015). As the newly hired teachers tried to learn the ins and outs of the DepEd, it doesn't exempt her/ his in performing different task attach to his position and designation making it a challenge to prioritize different activities. The results also showed that teaching and non-teaching personnel support the Teacher Induction Program.

### **C. Effect of Teacher Induction Program on the Beginning Teachers**

The teacher induction program has resulted to teaching development, professional growth and development and created a strong commitment among newly hired teachers.

The effectiveness of Teacher Induction Program is based on the seven domains of the Philippine Professional Standard for Teachers. This includes Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community

Linkages and Professional Engagement Personal Growth and Professional Developments.

The results showed that the Teacher Induction program is very much effective in attaining skills related to content knowledge and pedagogy. It helps them recognize the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. Likewise, it strengthens their ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research needed skills in the use of communication strategies, teaching strategies, and technologies to promote high quality learning outcomes.

The findings also showed that TIP have help the teachers gain in-depth knowledge on the content of the curriculum. It further shows that they have a high regard with the new curriculum and that it would be a lot easier for them to implement it.

Respondent 2 said "it helps me a lot in my teaching development, and I become more oriented, guided and enhanced that made me more effective and competent teacher." Respondents 5 and 8 also said respectively "I have gained more knowledge and new ideas in my teaching profession". "It made me realize that nothing is hard especially if you are fully-oriented with what you are dealing with. People say, "sa umpisa lang mahirap", and they are right. With proper guidance from the right people, you'll never be out of track."

Results showed that the Teacher Induction program have help the teachers develop understanding on curriculum and planning, addresses teachers' knowledge of and interaction with the national and local curriculum requirements. These encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons which sequences and associated to learning programs and are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. Generally, the TIP helps teachers to communicate learning goals to support learner participation, understanding and achievement. These implied that the idea that teachers who undergo Teacher Induction Program will improve their teaching competence.

Teacher Induction Program affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. Their experiences during the

induction program expects them to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Respondent 1 said "it helps me a lot in my professional and teaching development." Respondent 9 could not agree more as it said "As newly hired teacher it helps me to improve practice, learn professional responsibilities and ultimately positively affect student learning. I think the professional development endeavors of my school is to help me to become a good teacher and also to become fully equipped to the profession that I choose. Teacher can gain higher level of self – efficacy which can result in an increase of retention rates. And also to promote the personal and professional well - being of a new teacher." Respondents 6 and 7 also said "It doesn't only provide me knowledge about my job's entirety but also let me reflect about the things that I will encounter throughout my journey. The program encourages me to seek continuous improvement, learn professional responsibilities and positively affect my students' learning." "TIP is program intended for newly hired teachers. Through this program my confidence is gradually boosted as I face various challenges, and also I am more comfortable now to the job that I considered uncomfortable before." Respondent 4 explained "The professional development endeavors of my school that I find truly beneficial are: 1. Sending me in trainings, seminars and workshops because through these I gain more knowledge with regards to the topic and become aware and updated with the new trends in my profession. 2. Support work-embedded collaboration. It helps me develop peer observation strategies, co-teaching models and acquire self-confident and effectiveness. 3. Coach and support. This helps me improve my teaching practice and strategies. Teacher Induction program is an institutionalized continuing professional development program designed to provide a systematic and comprehensive support system for newly hired teachers like me in order to seamlessly immerse us in the teaching profession in the public school system. Through a formalized and structured induction program, I gain higher levels of self-efficacy and self-effectiveness in my profession."

Teacher Induction Program also focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and

professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

Respondents 3 and 4 agreed that TIP is beneficial "It is truly beneficial to me because it built up my strong commitment in my profession. I can easily use different activities for diverse learners. I can effectively and efficiently teach them and I can demonstrate successful classroom environment." "It is very beneficial to me because it introduces me to the new things I need to learn especially in my work and workplace ranging from information system to human resource to curriculum and through this program, I become more knowledgeable in implementing the curriculum and establish strong commitment to my profession." Meanwhile, respondent 6 thought is as a way to reflect "It is indeed beneficial for me in a way that it helps me reflect about the bigger world of teaching. The program gave me the highlights and broader understanding of what teaching and being a teacher is" Teacher Induction Program becomes an avenue to develop strong commitment in teaching. As it was further explained by respondent 7 "It benefited me to manage classroom well, make the student's interest sustained throughout the discussion, and to be committed in my chosen profession. Teacher's induction program indeed a big help for beginning teachers like me. Our commitment to stay in the service is being strengthened and quality teaching is also being stimulated." Also respondents 1 and 5 mentioned the impact of TIP into strong commitment "It built my strong commitment as a teacher, become more oriented, guided and enhanced that made me more effective and competent teacher." "It makes me more dedicated, committed and more responsible as a teacher." Generalized induction programs utilizing each of the significant predictors are presented with the expectation that their use could decrease teacher attrition and result in greater overall teacher effectiveness and student learning. (McBride, 2012)

The interview results unequivocally showed that teachers induction program is a vital to raising teacher's skills and competencies. As respondent 8 said "It is like a room. Upon entering, you will encounter difficulties. But in the end, you will come out with so many improvements and that makes TIP successful"

It enhances teacher quality to become of utmost importance for long-term and sustainable nation building.

### Conclusion

The induction period, the first two or three years of teaching, is critical in developing teachers'

capabilities, and that beginning teachers should not be left alone to sink or swim (Clement, 2011).

Themes revealed that activities and strategies in the implementation of the program includes Orientation, Mentoring and Coaching, Execution of 6 Modules, In Service Training and School Learning Action Cell, Differentiated Supervision and Classroom Observation.

Results also revealed that challenges encountered during the implementation process includes Workload and Instructional Challenges, Classroom Observation and Classroom and Time Management.

It has also found out that the teacher induction program has resulted to teaching development, professional growth and development and created a strong commitment among newly hired teachers.

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