

TEACHERS INDUCTION PROGRAM COURSES FOR BEGINNING TEACHERS: A MIXED METHODS STUDY

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ABSTRACT

This study examined how well new teachers understand various aspects of the Teacher Induction Program Courses in elementary and secondary public schools. This concurrent triangulation design mixed method was conducted, which aimed to assess beginning teacher of Mabini District in accomplishing the Teachers Induction Program Courses. The quantitative approach utilizing an adopted test questionnaire of beginning teachers revealed that their mean test scores indicated that the implementation was to a great extent meanwhile, for the performance level of the participants based on their IPCRF rating indicated a very satisfactory performance which means that the quality of the induction program alone may not be a determining factor in the performance levels of beginning teachers as measured by the IPCRF rating. Furthermore, the qualitative analysis of ten purposively selected participants using an in-depth interview unravel their difficulties. The beginning teachers' views, challenges, and coping mechanisms for dealing with the TIP course were organized into six structured themes, each based on a specific question. These themes yielded important subthemes: reading materials as complement of the TIP course, role of assignments and exams in reflecting course material, support for professional development and transition, problems encountered in the TIP course implementation, dealing with obstacles in the Teacher Induction Program Hence, although the Teacher Induction Program is already positively received by the beginning teachers, there are still areas of improvement that can be focused on. For example, the mentoring may be revamped to ensure that both the mentor and the beginning teachers are available for mentoring. Incentives, not necessarily monetary, should be provided to increase their motivation to engage in the induction program. As the induction program is already seen as beneficial, it still has its areas of improvement that can be refined for the future.

Keyword: -Teacher Induction Program, mentoring, beginning teachers, challenges, coping mechanism, concurrent triangulation design

1. INTRODUCTION

Beginning teachers are the future of our profession, which is why it is critical to get them off to a good start. To improve student results, it is essential to provide teachers with high-quality induction and support from the beginning of their careers. New teachers, commonly known often as Beginning Teachers have been the subject of studies both locally and internationally. According to Darling-Hammond (2016), there are variations in teacher preparation-related attrition. Two to three times the attrition rate of candidates who completed a teacher preparation program before entering the profession is likely to result from a teacher's lack of preparation before entering the profession. In schools with high rates of both poverty and minority enrollment, the dropout rate has been shown to be much higher.

In Australia, numerous studies have revealed that inexperienced educators continue to face the same issues with behavior control, overwhelming workloads, insufficient guidance and supervision, and a failure to acknowledge and reward professional development in their formative years (Hudson, 2012; McCormack, 2005). Similarly, Pang (2012) found out that first-year educators faced significant challenges in the classroom. A new teacher will need the help of administrators, experienced teachers (particularly mentors), students, parents, and friends to get through the challenging first year of teaching. To fulfill the mentoring program prerequisites and a mindset that values mentorship

programs, administrators may wish to delve deeper into the workings of mentor-mentee interactions. This phenomenon suggests that new teachers require complete assistance in the beginning of their careers if they are to stay in the field.

Moreover, Paula and Grinfelde (2018) noted that scheduled consultations may not coincide with the times when new teachers most need guidance or reassurance. As a result, novice teachers may believe that their issues and concerns are not being addressed in a timely or effective manner. In the manner of Goldrick (2016), stated that in United States they are making sluggish improvement in efficiently executing the program. According to his report, most states struggle to provide for the varied needs of newly hired teachers because they lack essential resources like support from principals, opportunities for professional development and growth for both new hires and mentors, and high standards for the execution of induction programs.

In Philippine context, Comighud (2020) stated that the program's implementation had encountered issues such as a lack of follow-ups in the school following its implementation, a lack of clinical supervision from the principals regarding classroom observation, a limited timeframe per content/topic, and insufficient handouts. Additionally, the program's management including its allocation of resources, administration, facilitators, provision, and content had minimal room for improvement. Mentors, or the lack thereof, are also underrated hurdles. Fantilli and McDougall (2009) reported that novice teachers, even when provided with mentors, feel isolated due to the inadequate support they receive. As the mentors also face busy schedules, they often do not prioritize meeting or talking with the novice teachers. Furthermore, the regimented form of mentorship programs may not always meet the immediate and individual requirements of beginner teachers.

Lack of support materials and direction is a further problem for novice instructors. Typical tasks include curriculum development, lesson planning, grading, and participation in extracurricular activities. Ideally, new teachers should be adequately supervised throughout their induction phase; yet, they are exposed to an unsupportive environment with challenging relationships with colleagues and administrative negligence.

On the other hand, according to the Shanghai Municipal Education Committee (2013), Teacher Induction Programs are beginning of a public-school teacher's long-term career growth path. TIPs are intended to provide incoming teachers with during their first year of teaching, they receive aid and guidance from experienced mentors with the purpose of increasing teacher quality and effectiveness in classroom instruction cooperation eventually leads to higher retention rates among new teachers. Additionally, according to numerous researchers, first-year teachers received diverse kinds of training with varying degrees of quality because the TIPs varied between schools and districts (Chen and An, 2016).

According to Tillman (2003), the author found that mentoring programs that connect early service teachers to more veteran educators can positively affect the chances of teachers not only being competent and remaining in the profession, but also remaining in the school in which they teach. This finding was published in the article "Mentoring Programs Connect Early Service Teachers to More Veteran Educators". The noble purposes of mentoring include "introducing new teachers to the school environment, including introductions to colleagues and other school personnel, familiarization with physical locations, and integration into the working culture, customs, and practices of the community of teachers" Tedder and Lawy (2009, p. 413).

In the Schools Division of Davao De Oro, particularly in Mabini District all newly hired Teachers in elementary and secondary participated in the new program called the Induction program for Beginning Teachers (IPBT). The goal of this study is to find out the same circumstances in the said studies around the issues encountered regarding the extent of Teacher Induction implementation for beginning Teacher.

1.1 Research Problem

The main objective of the study is to explore how well new teachers understand various aspects of the Teacher Induction Program in elementary and secondary public schools. Specifically, this study will seek to answer the following questions:

1. What is the extent of the implementation of the Teacher Induction Program (TIP) in the area of:
 - 1.1 management;
 - 1.2 content/topics
2. What is the performance level of the beginning teachers on the assessments of IPCRF rating?
3. Is there a significant relationship between the Teacher Induction Program Courses and performance level of Beginning Teacher based IPCRF rating?

1.2 Research Questions

This study aims to answer the following questions:

1. How do beginning teachers view the Teacher Induction program (TIP) courses?
2. What are the problems encountered by the new teachers in the implementation of the Teacher Induction Program (TIP) courses?
3. What are the coping strategies employed by the beginning teachers?

1.3 Null Hypothesis

The hypothesis was tested using the appropriate statistical tool set at 0.05 level of significance.

HO₁: There is no significant relationship between the Teacher Induction Program Courses and performance level of Beginning Teacher based on IPCRF rating.

2. METHODOLOGY

2.1 Research Design

This study utilized Concurrent Triangulation design evaluate the Teacher Induction Program Courses of Beginning Teacher in the District of Mabini. Concurrent Triangulation design is a type of mixed-method study that data is gathered simultaneously and combined using a convergence approach, ensuring equal importance and utilizing multiple approaches to investigate the same topics. The results of the two approaches are typically combined using this design at the interpretation stage. This interpretation must either explain any potential lack of convergence or indicate any convergence of the findings in order to support the study's knowledge claims. (Creswell & Plano Clark, 2007).

Thus, the purpose of Concurrent Triangulation design is to collect qualitative and quantitative data at the same time. Compare results from qualitative data to results from quantitative data. Analysis for quantitative and qualitative is completed separately investigate.

2.2 Research Respondents

The respondents of this study were the new teachers in the public secondary and elementary schools of Mabini District who have been hired within the last three (3) years. There were 46 respondents of this study: 25 new teachers from public secondary schools and 21 new teachers from public elementary schools.

These 25 secondary school beginning teachers were from the secondary schools of Anitapan, and Pindasan. And also, these 21 elementary school beginning teachers were from Masicareg, Manasa, Mambatang, Anitapan, Panamin, Candinuyan and Libudon.

2.3 Research Procedures

First, the researcher accomplished the ethics review process by the research ethics committee then asked for an endorsement letter from the graduate school. Next the researcher sought the approval through letters from the Schools Division Superintendent for the conduct of the study. Another letter was given to the school heads of the public secondary and elementary schools where the new teachers are teaching asking permission to float the survey questionnaire to be answered by the public secondary and elementary new teachers. The researcher conducted an individual visit to each school to administered the chosen test questionnaire for the quantitative approach and a validated semi-structured interview guide.

The researcher created a semi-structured interview guide for an in-depth interview to collect the participants' problems encountered in the implementation of Teacher Induction Program and also their perceptions in mentoring and coaching experiences. An in-depth interview with a structured questionnaire was helpful in gathering the research participants' real experiences. Throughout the process, the researcher documented and recorded the flow of the interview using audio recorders to supplement notes. The participants' pertinent behaviors and gestures during the interview procedure were documented as crucial details.

During the interview, the researcher introduced herself and built a good connection with the informants in order to make them feel more at ease and willing to convey their experiences. Lastly, the data gathered were tallied, interpreted and analyzed.

2.4 Statistical Treatment of Data

To test the hypotheses formulated, the statistical tools utilized in the study were the following:

Percentage

$$P = \frac{\sum X}{N} \times 100$$

Where:

P – Percentage

N – Total number of respondents

X – Specific number of respondents

Weighted mean was used to determine the extent of the implementation of Teacher Induction Program (TIP)

The formula is:

$W_x = fW$ divided by N

Where W_x = weighted mean

fW = sum of weighted frequencies

N = number of cases

3. RESULTS AND DISCUSSION

This section presents and discusses the findings of this study that examined the relationship between the extent of the Teacher Induction Program and the performance level of the beginning teachers. Following a concurrent triangulation design, the study is divided into two parts. The first part focuses on the results of the quantitative-descriptive assessment of 46 beginning teachers from public secondary and elementary schools in the Mabini District, utilizing a 20-item adopted test questionnaire. The second part presents the results of the qualitative-phenomenological inquiry, which involved in-depth interviews with 10 informants.

For the quantitative strand, the data gathered underwent correlational analysis, while responses in the qualitative strand were subjected to thematic analysis. The results were then presented in the order corresponding to the specific research questions used in the study.

Quantitative

The researcher conducted an assessment to provide quantitative data on the extent of the implementation of the Teacher Induction Program (TIP) for beginning teachers through a 20-item adopted test questionnaire.

Table 1. Mean Scores of the Implementation of the Teacher Induction Program for Beginning Teachers

Indicator	\bar{X}	Descriptive Rating
Mentoring	3.02	Moderate extent
Content/Topic	3.80	Great extent
Overall	3.41	Great extent

Table 1 shows that the mentoring dimension perceived by the beginning teachers registered a mean score of 3.02, which indicates a moderate extent. On the other hand, the content/topic of the implementation of the Teacher Induction Program tallied a mean score of 3.80, which translates to a great extent. Lastly, the overall mean for the extent of the implementation of the Teacher Induction Program is 3.41, which indicates that the implementation was to a great extent.

Table 2. Mean Scores of the Performance Level of Beginning Teachers based on IPCRF rating

Population (N)	\bar{X}	Descriptive Rating
46	4.25	Very Satisfactory

Table 2 shows that among the 46 beginning teachers, their performance level based on the IPCRF rating yielded a mean score of 4.25. This indicates that their performance is very satisfactory.

Table 3. Relationship of the implementation of Teacher Induction Program Courses and Performance Level

Variables	Pearson Correlation	Sig.	Remarks	Action
Implementation of the Teacher Induction Program	.151	.318	Not Significant	Failed to reject H ₀
Performance Level				

Table 3 shows that the correlation coefficient is 0.151, which indicates a weak positive relationship between the two variables. Meanwhile, the p-value (Sig.) is 0.318. Since the p-value is greater than the common alpha level of 0.05, this indicates that there is no significant relationship between the implementation of Teacher Induction Program Courses and Performance Level based on the IPCRF of the beginning teachers. Hence, this means that the study failed to reject the null hypothesis.

Qualitative

In accordance with research ethics for qualitative studies, codes were used to conceal the identities of the participants. The themes that emerged from in-depth interviews with the 10 participants were presented to address each research question posed in the qualitative inquiry of this study. These themes, along with supporting statements, are presented.

RQ 1: How do beginning teachers view the Teacher Induction program courses?

To gather the data and information for the major research question, ‘How do beginning teachers view the Teacher Induction program courses?’, three interview questions were used. These specific questions revealed the specific information of the research participants regarding the perceptions of the beginning teachers towards the Teacher Induction program courses.

Reading Materials as Complement of the TIP Course

The themes in this section came from specific research question 1.1, ‘How do reading materials complement the goals of this course?’ The responses generated two themes: boosting learning efficiency and preparing for the classroom.

Boosting Learning Efficiency. This theme represents the first benefit of reading materials in the Teacher Induction Program. This indicates that the reading materials included in the Teacher Induction Program course are meant to improve the learning efficiency of the beginning teachers.

Preparing for the Classroom. The second theme emphasized the utility of the reading materials in helping beginning teachers prepare for the classroom. Despite their undergraduate training, the beginning teachers still need to undergo overwhelming adjustments as they perform their responsibilities inside the classroom.

Role of Assignments and Exams in Reflecting Course Material

For this section, the themes generated came from specific research question 1.2: ‘How do assignments and exams accurately reflect the course material?’ The responses generated three themes: alignment and content, application to real-world scenarios, and assessment of learning progression.

Alignment and Content. This theme revolves around the consistency and accuracy of the course materials for the Teacher Induction Program. As the responses reflect, the exams and assignments accurately reflect what is taught in the courses.

Application to Real-World Scenarios. The course materials in the Teacher Induction Program need to portray the real-world scenarios that the beginning teachers may encounter inside the classroom. This will ensure that they will have a realistic and accurate picture of the situation or environment they are entering.

Assessment of Learning Progression. The ability to monitor and assess your learning progression is paramount in self-paced learning materials. The examinations and assignments embedded in the Teacher Induction Program course materials allow the beginning teachers to see how much of the material they have already absorbed and learned.

Support for Professional Development and Transition

Lastly, for the third section under the first research question, the themes were coming from the specific research question 1.3: ‘How does the teacher induction program support new teachers in their professional

development and transition into the teaching profession?' The responses generated three themes: practical skills and scenario-based learning, knowledge and direction for new teachers, and easing the transition.

Practical Skills and Scenario-based Learning. Acquiring the practical skills necessary for performing the daily functions of a teacher is imperative for beginning teachers. The disconnect between what they have learned in their undergraduate program and the nuanced and fluid demands of the classroom and the students can sometimes be overwhelming.

Knowledge and Direction for New Teachers. As a beginning teacher, entering the actual classroom can be both daunting and eye-opening. While the passion to shape and educate the students is at an all-time high, the reality of the classroom presents a unique set of challenges and may make the teachers overwhelmed. From mastering the ever-changing curriculum standards set by the Department of Education to managing diverse students, performing as an actual professional teacher can be a steep learning curve.

Easing the Transition. Aside from the adjustments in terms of knowledge and behavior, the actual transition that beginning teachers undergo is a multifaceted process that involves emotional, professional, and even logistical challenges. As novices, they must quickly adapt to the realities of classroom dynamics, lesson planning, and student engagement while simultaneously getting along with their co-teachers and other stakeholders. This period of transition can be daunting, as it requires balancing the demands inside and outside the classroom.

RQ 2: What are the problems encountered by the new teachers in the implementation of the Teacher Induction Program (TIP) courses?

One interview question was used to gather the data and information for the major research question, 'What are the problems encountered by the new teachers in the implementation of the Teacher Induction Program (TIP) courses?'. This specific question revealed the specific information of the research participants regarding the perceptions of the beginning teachers towards the Teacher Induction program courses.

Problems Encountered in the TIP Course Implementation

The themes in this section came from specific research question 2.1, 'How does the lack of support and guidance impact the effectiveness of a teacher induction program?' The responses generated two themes: lack of mentorship for effective induction and mentor availability and communication.

Lack of Mentorship for Effective Induction. Anywhere in the world, beginning teachers generally struggle to navigate the different demands of their new roles without guidance and mentoring. Mentorship is highly necessary for beginning teachers to provide them with the insights, feedback, and emotional support necessary to develop their teaching skills and confidence. However, the inadequacy of such mentorship can make the beginning teachers feel isolated which can hinder their adjustment.

Mentor Availability and Communication. Effective mentoring is much more than just mentors' presence; it's also about their availability. For new teachers, having a mentor who is accessible and communicative may make a big difference in their transition and professional development. However, limited mentor availability and inconsistent communication can become a great challenge for beginning teachers.

RQ 3: What are the coping strategies employed by the beginning teachers?

To gather the data and information for the major research question, 'What are the coping strategies employed by the beginning teachers?', two interview questions were used. These specific questions revealed the specific information of the research participants regarding the coping strategies utilized by the beginning teachers to overcome the challenges presented by the Teacher Induction Program courses.

Dealing with Obstacles in the Teacher Induction Program

For this section, the themes generated came from specific research question 3.1: 'How do you deal with the challenges with regards to the implementation of teacher induction program courses?' The responses generated two themes: individual effort and initiative and utilizing online resources.

Individual Effort and Initiative. In adjusting to a new reality, it is important to face the demands primarily with one's individual effort. However, adjusting to this unfamiliar and new territory can be unnerving. By taking ownership of your ability to adapt and actively seeking growth opportunities, beginning teachers can thrive in their new environment.

Utilizing Online Resources. In the transition toward becoming a full-fledged teacher, making full use of online resources is an invaluable and efficient strategy. The vast number of tools and guides available online can empower young teachers with knowledge about the subject they will teach and innovative teaching methods, classroom management techniques, and even peer support networks.

Coursebooks and Mentors as TIP Guides

For this section, the themes generated came from specific research question 3.2: 'How do coursebook and mentoring program help you to accomplish tip courses?' The responses generated two themes: coursebook as a foundation and resource and mentoring program for support and guidance.

Coursebook as a Foundation and Resource. The coursebook provided in the Teacher Induction Program serves as an indispensable resource for beginning teachers to learn teaching methodologies, classroom management, and curriculum planning. It contains practical scenarios that help novice teachers apply their learning in real-life situations. While indispensable, the coursebook can be made more effective if paired with mentorship and support to ensure they gain confidence.

Mentoring Program for Support and Guidance. Beginning teachers necessitate a well-structured mentoring program as support and guidance. With the Teacher Induction Program mentors offering personalized assistance and constructive feedback, new teachers can grow professionally and build self-confidence to meet the demands of their profession.

4. CONCLUSIONS

The results of this mixed methods convergent design study provide a comprehensive understanding of the extent of implementation of the Teacher Induction Program (TIP) and its relationship to the performance of the beginning teachers. The quantitative data reveals that the TIP is implemented to a great extent, with an overall mean of 3.41. Specifically, mentoring within the program is implemented to a moderate extent, with a mean of 3.02, while the content and topics covered are implemented to a great extent, with a mean of 3.80. These quantitative findings are paralleled by qualitative data, with themes that include boosting learning efficiency, applying knowledge to real-world scenarios, assessing learning progression, and providing knowledge and direction for new teachers. The integration of these findings is characterized as merging-converging, indicating a high level of alignment between the quantitative and qualitative results.

Meanwhile, regarding the performance level of teachers based on the IPCRF, the quantitative data shows that teachers' performance is rated as very satisfactory, with a mean score of 4.25. This finding is supported by qualitative data, which also highlights themes consistent with high-performance levels. The nature of integration for this aspect is also merging-converging, demonstrating that both data strands provide a cohesive understanding of teacher performance.

However, when examining the relationship between the extent of TIP implementation and teachers' performance levels, the quantitative data indicates that there is no significant relationship, with a correlation coefficient of .318. In contrast, the qualitative data suggests that the mentoring and content/topics within the TIP courses do contribute to the performance levels of participants. This discrepancy results in a merging-diverging nature of integration, indicating some divergence between the quantitative and qualitative findings in this area. Hence, the study indicates that while the quantitative data does not show a clear direct correlation between the variables, the qualitative findings indicate that the program is positively viewed by the beginning teachers.

4.1 Implications of Future Research.

Based on the results of this study, the following implications for future research should be considered:

First, although this research employed a mixed methods design, the quantitative strand was limited to correlational statistics. Future research could benefit from incorporating predictive or inferential statistical techniques. By utilizing methods such as regression analysis, structural equation modeling, or hierarchical linear modeling, researchers can better identify causal relationships and determine the predictive power of various factors on beginning teachers' performance and experiences. Next, since this study had a relatively small sample size with only 46 participants, future research should aim to increase the number of participants. This will enhance the generalizability of the findings as a larger sample size would allow for more sophisticated statistical analyses and improve the reliability of the results.

Next, future research could delve deeper into specific challenges identified in your study, such as classroom management, curriculum adaptation, or professional development opportunities. Since this study only focused on the mentorship and the contents of the induction program, detailed studies on other areas can provide targeted recommendations for improvement. Lastly, since the major challenge was on the mentoring area, investigating the

role and effectiveness of mentorship programs within the Teacher Induction Program can provide insights into best practices for supporting new teachers. Understanding the qualities of effective mentors and the structure of successful mentorship programs can enhance TIPs.

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