

An Evaluation of The Teacher Induction Program in Don Sergio Osmeña Sr. Memorial National High School Through The Eyes of Beginning Teachers

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Abstract

The Department of Education, Division of Cebu City, Philippines, supports its Basic Education Learning Continuity Plan in the new normal. With the new trend of hiring new teachers, the Teacher Induction Program is one of the challenges ever faced by neophyte educators. This action research determined the challenges encountered by the beginning teachers during their Teacher Induction Program (TIP) in improving instructional effectiveness and professional development throughout the process. Using mixed methods of research design, the researchers administered survey questionnaires on their performances as well as a structured interview with the 12 novice teachers and conducted cross-validation for qualitative data analysis. Results showed that the Individual Performance Commitment Rating Form (IPCRF) has the highest rating (M= 4.0400) compared with their IPCRF Self-Rating (M= 3.7242) and TIP coordinator's rating (M= 3.7235). There is also a significant mean difference between the three mentioned variables (F= 4.36932) p-value is 0.02073, which leads to the rejection of Ho. However, the respondents are less serious when it comes to the challenges encountered in instruction, classroom management, and school location. Using Colaizzi's Approach, 4 emerging themes surfaced: an Orderly Learning Environment; the Development of Effective Teaching Practices; Show Love, Respect, and Caring; and the Promotion of Personal and Professional Development. Based on the findings of the study, an enhanced mentoring program embedded in an action plan is recommended for reevaluating the TIP with the past induction efforts of the respondents, with stronger support from the school administrators.

Keywords: *Challenges, Evaluation, Professional Development, Teacher Induction*



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INTRODUCTION

Lifelong learning is a multifaceted process, adapted to the individual, always taking place everywhere and not only responding to individual needs but also promoting the continuous development and improvement of the knowledge and skills necessary to employment and personal fulfillment", but also collectively. These can-do wonders not only for new teachers' professional lives but also for their personal development, whether they are doing it to develop their skills or advance their careers (Terziev, 2019). Likewise, it helps them understand how the world works, fulfill their passions, and foster creativity in teaching. Whatever their interests, it is a way to live a better life. Literally, more recent versions that it should be life-wide, which is embedded in all life contexts from the school to the workplace (Laal, 2012).

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In the local setting, at Don Sergio Osmeña Sr. Memorial National High School, it is observed that some beginning teachers comprising batches 1 and 2 from the school years 2019-2020 and 2020-2021 have inadequate support coming from the mentors who should be supposed to be monitoring their teaching competencies on their own field as well as coping with their experience to the extent of mentorship from the veteran teachers during their series of Teacher Induction Program (TIP) modular approach/hybrid modalities. Consequently, the school represents an excellent case to deepen the analysis of the mechanisms that favor new teachers under the auspices of senior high school master teachers with less support from the junior high school master teachers, which may have a bearing on their teaching loads and area of specializations and assumed to have an impact in the sustainability of the teacher induction program over time.

There were no existing studies have been written about teacher induction or related conditions for success in basic education in the Schools Division of Cebu City. It is also the first time that the school has conducted action research pertaining to this novel work on the teacher induction programs to be exact. This encouraged the researchers to investigate the challenges of formal/informal support to new teachers; the number of years of support; mentoring; collaboration among teachers as a method of improving instructional effectiveness; professional development; and evaluation of new teachers throughout the process.

Action Research Questions

The following research questions guided the study:

1. What is the performance level of the beginning teachers in terms of the following assessments:
 - a. Individual Performance Commitment and Review Form (IPCRF) Rating;
 - b. TIP Coordinator's Rating; and
 - c. Teacher Induction Program (TIP) Rating?
2. Is there a significant mean difference between the beginning teachers' IPCRF Rating, the TIP Coordinator's Rating, and TIP Rating?
3. What are the challenges encountered by newly hired teachers during their first to five years of service?
4. What for them is the meaning of the challenges and experiences of the Teacher Induction Program (TIP)?

LITERATURE REVIEW

When it comes to evaluation on correlating the novice teachers' pedagogy and other factors, their performance is a continuous, routine, and mandatory exercise in educational settings. Its relevance to students' learning outcomes and school accountability is enormous and cannot be underestimated. Similarly, it is a well-known fact that a school is only as good as its teachers' (Bichi, 2017). Indeed, the study of Bonney et al. (2015) showed that even though the quality of teachers was high in terms of their academic and professional qualifications, it did not reflect much on the performance of the students. Irvine (2016) also reported that the relationship between total years of experience and teacher effectiveness, as measured by student achievement gains, is complex, nuanced, and nonlinear. In addition, the study by Harmsem et al. (2018) shows that beginning teachers perceived negative pupil aspects relate positively to the stress responses perceived tension, discontent, and negative emotions. Negative emotions, in turn, are negatively associated

with observed teaching behavior. As well, Graham et al. (2020) support the claim that beginning teachers are less competent than experienced teachers.

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

The number of schools and school districts that have adopted teacher induction programs is growing and varies widely from one-day orientation programs to developmental programs lasting up to three years. Although, some school districts provide substantial induction programs as the initial steps in a continuous career-long professional development program (Brock & Grady, 2006). On the other hand, healthy and supportive professional working environments that value new teacher contributions and honor the notion of personal health and well-being in and out of the classroom are crucial. This enables beginning teachers to flourish and is necessary for retaining and assisting qualified, passionate professionals who will thrive in their classrooms and their careers (Gunn & McRae, 2021).

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

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

Even during the pandemic time, beginning teachers have had tremendous experiences, which prompted the study of Agayon et al. (2022), who discovered that these teachers are greatly challenged in terms of learning quality transfer, module distribution and retrieval, and students' difficulties in the following instruction, power disruption, internet connection, and health risks posed by the pandemic. On the other hand, the investigation of Kadtong (2021) presents that the new normal challenges encountered by educators in the new normal are the following: technological and online learning, teachers' training, and modular learning.

Geographical settings also influence the challenges encountered by beginning teachers. According to the study by Alam (2018), the beginning years are difficult and crucial for novice teachers to handle and retain and sustain in the profession. That is why the attrition rate of teachers is more than other professions such as engineering, medicine, management, administration, policy making, tourism, etc. It was also found that it was almost half of the teachers have difficulty adjusting to the geographical/physical characteristics of the region where they work (Kozikoglu & Senemoglu, 2021). In addition, learning problems, discipline problems, communication skills, insufficient knowledge, basic needs, and attitudes and prejudices were among the problems experienced by the teachers in terms of students were some of the considered cultural backgrounds encountered by beginning teachers (Sari & Yuce, 2020).

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

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

Furthermore, it is hypothesized that there is no significant mean difference between the beginning teachers' IPCRF, Self, and TIP ratings. This negates the conclusion that there is a significant difference between the performance of trained and untrained teachers in specific performance areas (Arshad & Akramnaseem, 2013). However, the study of Cominghud and Arevalo (2020) revealed that the relationship between the level of teachers' motivation and the level of teachers' job performance is found to be insignificant.

Innovation, Intervention, and Strategy

As a contribution to School Improvement Plan (SIP), the findings of this study were considered useful as one innovation for the school administrators and master teachers in formulating an action program that will address some issues that affect the work quality and well-being of new teachers. Likewise, this action research could be reflected as one of the evidence-based interventions along with the other salient features of School-based management (SBM), especially for high-quality professional development, building relationship, and adapting the environment between novice and veteran teachers. When well implemented, the selection of participants, which included both members of the school's management team and the senior high school master teachers, will be made by means of a specifying research sample, considering each informant's capacity and suitability to provide sufficiently rich and relevant information. Furthermore, the study was revised and fully approved by the School Research Committee.

RESEARCH METHOD

The study used the mixed method or the combination of quantitative and qualitative research approaches for application. A validated researcher-constructed and adapted questionnaires will be administered to the beginning teachers in Don Sergio Osmeña Sr. Memorial National High School, classified as a big school in South District IV, Department of Education- Division of Cebu City. In totality, there are 12 new teachers who will be surveyed and interviewed. New teachers, as defined in this study, are those who are new to the teaching profession and those who are not new to the public education system and the urban setting. These newly hired teachers who are graduates from either public or private institutions had 0 to 5 years of experience in their own category. The selection of participants was made by means of convenience sampling, considering each informant's capacity and suitability to provide sufficiently rich and relevant information.

Data Gathering Methods

The questionnaire has six parts consisting of statements that describe the performance rating of the respondents comprising: the teacher's evaluation tool or also known as the Individual Performance Commitment and Review Form (IPCRF) rating, and Teacher Induction Program (TIP) ratings taken from the six modules; the challenges are categorized into the workload, instructional, classroom management, and school location. The first three categories are based on the findings of Llego, as cited in Jomoad et al. (2017), on the common struggles of new teachers in the Philippines. Communicative observations are carried out both during their onsite and work-from-home reporting, as well as in-depth interviews.

Data Analysis

Descriptive comparative statistics were used for the first and second sub-problems with the determination of the reliability of Cronbach's alpha using MS Excel, as it is assumed to have a significance level of α 0.05.

The four-point Likert scale was used with the following responses: Very serious at 4, Serious at 3, Less serious at 2, and not serious at 1. Therefore, understanding the interpretation and analysis of data derived from Likert scales is essential for these answers. Individuals in medical education and educational research (Sullivan & Artino, 2013). The weighted mean was computed per category and interpreted as follows: 3.41-4.20 – Very serious; 2.61-3.40 – Serious; 1.81-2.60 – Less serious; and 1.0-1.80 – Not serious. Following the research questions, protocols for communicative observations, as well as scripts to guide in-depth interviews, are designed that include themes aimed at delving into the mechanisms for the induction of new teachers in the school, as well as exploring how teachers embrace the challenges encountered. The steps representing the Colaizzi process for data analysis are planned to be utilized by the researchers to read through their data and manually develop and assign codes and themes (Shosha, 2012):

Ethical Considerations

Following ethical guidelines to conduct research with human beings, informed consent is requested from participants. Permission to distribute the questionnaires was sought from the superintendent of the division. Informed consent was also secured from the target respondents.

The scope of the study was explained to the target respondents. They were also informed of the confidentiality of their identity and responses. All target respondents gave their consent to participate voluntarily in the study.

FINDINGS AND DISCUSSION

The results focused on the respondents' ratings based on Teacher Induction Program, Self-Rating, and Individual Performance Commitment and Review Form (IPCRF). These are compared with each other according to their means and standard deviation. The challenges encountered by the newly hired teachers during their first to five years of service are measured by containing workload challenges, instructional challenges, classroom management, and school location. The internal consistency of this study shows the following results of Cronbach's alpha: 0.948, 0.961, 0.969, and 0.956, which signifies excellence.

Table 1 shows the performance level of the beginning teachers having a sample of 12. The respondents' performance level revealed that their Individual Performance Commitment and Review Form (IPCRF) has the highest mean (M= 4.0400) while their self-rating and coordinator's rating are almost tied mean scores of (M= 3.7242) and (M=3.7235). This indicates the individual performance of beginning teachers is extremely important for the effectiveness of the Teacher Induction Program (TIP). However, the first two indicators (TIP Self-Rating and TIP Coordinator's Rating) are considered as performance and obtain findings that can be used to increase the effectiveness and quality of the instructional system as they progress with their job description. When it comes to comparing its standard deviations, self-rating self-evaluation has the greatest potential of producing changes in teaching practices among the respondents (SD= .44488) compared to the Coordinator's Rating (SD= .20920) and IPCRF Rating (SD= .15886). The results provide beginning teachers with an opportunity to reflect on their teaching and modify it accordingly. This negates the findings of Graham et al. (2020), who support the claim that beginning teachers are less competent than experienced teachers.

Table 1. Performance Level of Beginning Teachers Under Teacher Induction Program

	TIP Self-Rating	TIP Coordinator's Rating	IPCRF Rating
Mean	3.7242	3.7235	4.0400
N	12	12	12
Std. Deviation	.44488	.20920	.15886

It can be gleaned from Table 2 that there is a significant difference between the teacher respondents' self-rating, coordinator's rating, and IPCRF rating wherein $F(2, 33) = 4.37, p < .05$, which leads to the rejection of H_0 . At least one of the group means significantly different from the others. In this sense, the effectiveness of the school is the extent to which the determined goals and objectives of a school are fulfilled in relation to quality education. Therefore, teachers' performance at the school level directly contributes to school effectiveness by achieving their educational objectives.

Table 2. Mean Difference Between the Beginning Teachers' IPCRF Rating, TIP Coordinator's Rating and TIP Rating

Source	SS	df	MS	
Between-treatments	0.7775	2	0.3888	
Within- treatments	2.9361	33	0.089	F= 4.36932
Total	3.7136	35		

The f- ratio is 4.36932. The p-value is .02073. The result is significant at $p < .05$

Since the result is significant, the researchers wished to determine where the significant differences lie through a post hoc test using the Honestly Significant Difference (HSD) or Tukey Method. It is seen in Table 3 that the data shows a significant between the beginning teachers' self-rating and IPCRF rating (HSD= 0.2988 and Q= 3.67, $p = .03650$) together with the coordinator's rating and IPCRF rating (HSD= 0.2988, $p = .04263$). The computed HSD is statistically lower than the computed difference between the means using the Pairwise Comparisons ($M_1 = 3.72$ and $M_3 = 4.04$) and ($M_1 = 3.73$ and $M_3 = 4.04$). Based on the findings, giving the beginning teachers an opportunity in the Teacher Induction Program empowered their mentorship in the process of evaluation and recreated a sense of awareness of the weaknesses they ought to improve. In other words, the involvement of these beginning teachers in making judgments about their achievements and the outcome of their learning is a valuable approach to support learning, particularly when used formatively.

Table 3. Post Hoc Test to Trace Where the Significant Difference Lie

Pairwise Comparisons	HSD .05= 0.2988	Q .05= 3.4702
T ₁ :T ₂ M ₁ = 3.72 M ₂ = 3.73	0.01	Q = 0.10 ($p = .99744$)
T ₁ :T ₃ M ₁ = 3.72 M ₃ = 4.04	0.32	Q = 3.67 ($p = .03650$) *
T ₂ :T ₃ M ₂ = 3.73 M ₃ = 4.04	0.31	Q = 3.57 ($p = .04263$) *

When Table 4 is examined, it is seen that the data shows an overall mean of 2.79 with a standard deviation of 0.652, which manifests that the challenges were considered as serious by the beginning teachers. Based on the rank, the respondents prioritized assessing across a variety of purposes for writing and gave a complete picture of a student's writing performance across different text structures and genres. However, a tied rank of 3.5 signifies insufficiency of time for the respondents to complete tasks integral to successful teaching, and a host of other stressful conditions often lead to exhaustion as well as sleep loss can have a detrimental impact on work performance. Harmsem et al. (2018) show that beginning teachers perceived negative student aspects relate positively to the stress responses perceived tension, discontent, and negative emotions.

The last two challenges on workload have a less serious description showing that teaching is a career that comes with its challenges that many are not aware of. Furthermore, they regarded those extracurricular activities provide a channel for reinforcing the lessons learned in the

classroom, offering students the opportunity to apply academic skills in a real-world context in the new normal.

Table 4. Workload Challenges Encountered by Beginning Teachers

Challenges	Mean	Verbal Description	Std. Deviation	Rank
Spending time at home assessing papers and students' writings	3.33	Serious	.651	1
Preparing administrative paperwork and report	3.00	Serious	.603	2
Becoming tired of non-instructional duties	2.75	Serious	.754	3.5
Spending sleepless nights because of time-consuming work	2.75	Serious	.866	3.5
Difficulty in getting everything done because of many assignments	2.50	Less Serious	.522	5
Requiring too much time for extra-curricular activities	2.42	Less Serious	.515	6
Overall Mean	2.79	Serious	.652	

Parameter: 1.0-1.80 (Not Serious); 1.81-2.60 (Less Serious); 2.61-3.40 (Serious); 3.41-4.20 (Very Serious)

Table 5 shows the distribution of instructional challenges encountered by the respondents. Since most of them were less serious (overall mean of 2.39) on this aspect, the context and experiences of the beginning teachers in their effort to improve their teaching and to implement and align themselves with their schools' expectations of effective teaching practices. They were serious (rank 1) about having difficulty in choosing appropriate methods and techniques for their instruction. In other words, they believed that it brings instruction to life while encouraging students to actively engage with content and develop their knowledge and skills, to be exact. It also shows a tied rank of 2.5 with a mean of 2.58 (SD= 0.669 and 0.900) on the difficulty in implementing what is planned and drawing the attention of the students to the activities of the lesson. An alignment of what the teachers want the students to do and how they are supported in these tasks provide an additional point of view to the respondents. Also, less seriousness of the responses by the beginning teachers with the same mean of 2.00 or tied in rank (SD= 0.603 and 0.853) indicates that they can decide on what is important to teach and can determine the course objectives of the lesson to be carried out. It is their concrete understanding that teaching and learning take place in brief, clear, specific statements of what learners will be able to do at the end of a lesson because of the activities provided.

Table 5. Instructional Challenges Encountered by Beginning Teachers

Challenges	Mean	Verbal Description	Std. Deviation	Rank
Difficulty in choosing appropriate methods and techniques	2.67	Serious	.651	1
Difficulty in implementing what is planned	2.58	Less Serious	.669	2.5

Challenges	Mean	Verbal Description	Std. Deviation	Rank
Difficulty in drawing the attention of the students into the activities of the lesson	2.58	Less Serious	.900	2.5
Experiencing a curriculum problem	2.50	Less Serious	.674	4
Insufficient knowledge in the use of teaching strategies	2.33	Less Serious	.888	5
Hardship in using instructional materials	2.08	Less Serious	.793	6
Cannot decide what is really important to teach	2.00	Less Serious	.603	7.5
Difficulty in determining course objectives	2.00	Less Serious	.853	7.5
Overall Mean	2.39	Less Serious	.754	

Parameter: 1.0-1.80 (Not Serious); 1.81-2.60 (Less Serious); 2.61-3.40 (Serious); 3.41-4.20 (Very Serious)

Table 6 presents the classroom management challenges encountered by the respondents. The overall mean of 2.38 and a standard deviation of 0.898 indicates that they were less serious only given those challenges. Even if the general idea that classroom management is an essential element defining a flourishing teaching career, it could not be felt at the present time due to the alternative modality of learning in the new normal. However, the first in rank shows that there were still unmanageable classes during virtual consultations. More so, tied in ranks with a mean of 2.50 (SD= 1.087 and 0.905) reveals that classroom management is less challenging for beginning teachers. But choosing a leader with the use of social media would be responsible for guiding the rest of the group in establishing a concrete goal and delegating certain responsibilities.

Finally, classroom management in the new normal is less seriously felt by the beginning teachers (rank 6), with a mean of 2.08 (SD= 0.793). It is assumed that classroom management in today's world includes managing those online risks, and those students belong to modular printed modules. However, the respondents thought that the classroom is the most challenging part of their profession, with insufficiency of time to undertake leadership or coaching roles in classes that are less serious for them. These can be denoted by an equal mean of 2.50 (SD= 1.087 and 0.905) and having tied in rank. Furthermore, the least in rank shows that they are also less serious, wherein they could not use effective classroom management strategies with a mean of 2.08 (SD= 0.793). This negates the study of Junker et al.; (2021), which shows medium to high levels of classroom management competence among novice teachers. An indication of how the teacher respondents deal with it and get to manage every individual uniquely since the overall mean is less serious for them.

Table 6. Classroom Management Challenges Encountered by Beginning Teachers

Challenges	Mean	Verbal Description	Std. Deviation	Rank
Difficulty in managing unruly classes with discipline problems	2.58	Less Serious	.996	1
Thinking that the classroom is the most challenging part of the profession	2.50	Less Serious	1.087	2.5
Insufficient time to undertake leadership or coaching roles in class	2.50	Less Serious	.905	2.5
Do not know the best way to approach students' behaviors	2.42	Less Serious	.669	4
Problems in determining class rules	2.17	Less Serious	.937	5
Cannot use effective classroom management strategies	2.08	Less Serious	.793	6
Overall Mean	2.38	Less Serious	.898	

Parameter: 1.0-1.80 (Not Serious); 1.81-2.60 (Less Serious); 2.61-3.40 (Serious); 3.41-4.20 (Very Serious)

Inspection of Table 7 reveals that school location challenges are all less serious for them, with an overall mean of 1.88 (SD= 0.828). Experiencing fear in the remote assignment is what they meant as a primary concern, with a mean of 2.25 (SD= 0.965). Their emotions involved are not that closely tied to their identities, calling into question how they conceptualize their teacher hood during a pandemic. It also creates less bearing with the study of Celik & Kahraman (2021), wherein important career step affects the way of teaching of the teacher respondents. After all, their experiences in the early years of the profession will also have a lesser effect on their teaching identity.

Table 7. School Location Challenges Encountered by Beginning Teachers

Challenges	Mean	Verbal Description	Std. Deviation	Rank
Experiencing fear in the remote assignment	2.25	Less Serious	.965	1
Inability to connect the ex-environment with the current atmosphere of the school	2.00	Less Serious	.953	2
Inability to adapt to the culture of the school	1.92	Less Serious	.669	3
Difficulty in finding transportation	1.67	Less Serious	.651	4
Feeling not accepted in the school community	1.58	Less Serious	.900	5
Overall Mean	1.88	Less Serious	.828	

Parameter: 1.0-1.80 (Not Serious); 1.81-2.60 (Less Serious); 2.61-3.40 (Serious); 3.41-4.20 (Very Serious)

Emergent Themes

Four emergent themes arose from the clustered themes to form the foundation of the findings reported in the study. These emergent themes were as follows: Orderly Learning Environment; Development of Effective Teaching Practices; Show Love, Respect, and Caring; and Promotion of Personal and Professional Development. The themes that emerged during the data analysis provided the foundation to accurately reflect the lived experience of the participants of this study. A sample illustration of the process of analysis that led to the formation of emergent themes can be found in Table 8.

Table 8. Illustration of Process of Identifying Emergent Themes

Significant Statements	Formulated Meanings	Cluster Themes	Emergent Theme
<i>"Some of the classroom management practices I used included: getting to know each student as an individual; remembering that you have a choice in how you respond to a student in distress; expectations should be clear and simple, like house rules and responsibility charts; and being more organized allows us to focus on teaching and learning." (P2, Session 1, Lines 103-118)</i>	Classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.	Classroom Management	Orderly Learning Environment
<i>"My almost a year on the job is often difficult (adjusting period), especially when handling an advisory class; though it's not my first time handling advisory, I can see the difference between a private and a public school (regarding the forms, the behavior of the students, the parents and etc.)." (P4, Session 4, Lines 275-286)</i>	Allows teachers to support students in meeting their individual needs and facilitate the development of life skills	Flexibility	Development of Effective Teaching Practices
<i>As a beginning teacher, it's hard. It's hard because I am not familiar with all the things that need to be done, like the paper works, the policies, and the system. It takes time for me to adapt to the new environment that I am in now. With all the challenges that I have experienced (P7, Session 7, Lines 498-511)</i>	Model a caring attitude and promote positive interpersonal relationships	Roles and Responsibilities	Show Love, Respect, and Caring
<i>"Promoting quality education amid intrusions and challenges is the basic core of an educator, be it a beginning or a veteran one. As a beginning teacher, honing myself through professional undertakings such as attending training, seminars, and workshops have been very vital in coping</i>	Let teachers know that the school values them and has an interest in their personal development, leading to	Value of Mentoring	Promotion of Personal and Professional Development

Significant Statements	Formulated Meanings	Cluster Themes	Emergent Theme
<i>with the different challenges I encountered. (P10, Session 10, Lines 765-780)</i>	increased productivity and a reduction in turnover.		

Through the process of extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the narratives of the participants revealed a comprehensive explanation of their lived experiences. The following section provides a description of the emergent themes using the narratives of the participants extracted from the semi-structured interview data. A matrix is provided for each participant with examples of the emergent themes.

Orderly Learning Environment

In this interview, Participant 1 reflected on the significance of an orderly learning environment and stated:

Ah, for me, sir, a major role of the classroom teacher is that of the classroom manager. Beginning teachers are not prepared to manage a classroom as they enter the profession of education and have a need for practical strategies to assist them in classroom and behavior management Classroom management is a concern for teachers at all levels. The ability to manage the classroom is the key to successful teaching and student learning. (P1, Session1, Lines 21-34)

Another aspect of this theme revolves around classroom lessons that run smoothly without disruptive behavior from students compromising the delivery of instruction. During the interview, participant 8 commented:

During the face-to-face settings, I really had difficulty managing my classroom settings since I just came from the industry and everything during that time was new to me and the span of educating myself as a teacher in the profession, But I am so lucky and blessed it's because I had a very wonderful team/co-worker that gave some moral support and full of encouragement to adapt to this new environment. (P1, Session 8, Lines 542-558)

Apparently, a teacher who can maintain order in the classroom is assured of effective instruction. Moreover, the teacher has the respect of students, which in turn develops confidence and trust. Thus, in teaching, the ability to maintain discipline is the keystone of success, happiness, and even survival. Even during the new normal, the use of Google Classroom and an orderly learning environment enhances students' academic skills and competencies, as well as their social and emotional development.

Development of Effective Teaching Practices

The second aspect of the theme is '*Development of Effective Teaching Practices*. It encompasses teacher effectiveness which is generally referred to in terms of the focus on students, their performance, teacher behaviors, the classroom procedures, and conduct that are implemented to better the outcomes of the students. This is seen in the following utterances of the second participant who said in part:

In these challenging times as a beginner teacher, I always remind myself that there is only so much I can do, resist the tendency to put pressure on myself, work a normal day and always ask for help from my co-teachers, especially on paperwork, for a less stressful workday. I am always open to their ideas for me to become a better educator... (P2, Session 2, Lines 146-163).

Teachers' flexibility in the new normal was also viewed by the beginning teachers as they underwent several sessions of the induction program. This was confirmed by the fourth participant of the study, explaining:

My almost a year on the job is often difficult (adjusting period), especially when handling an advisory class though it's not my first time handling advisory but I can see the difference between a private and a public school (regarding with the forms, the behavior of the students, the parents, etc.). Another the challenge is promoting harmony with colleagues since I am now so, I have to observe what are the things to be done. Of course, in that way, I always ask for guidance every time I am in doubt about my work (P4, Session 4, Lines 275-286)

The significant statements of participants 2 and 4 signify that their instructional journey undertakes professional development, carries out a wider array of teaching practices, and are more likely to cooperate with their colleagues. In other words, they are closely linked to their strategies for coping with challenges in their daily professional life and to their general well-being and help shape students' learning environment and influence student motivation and achievement.

Show Love, Respect, and Caring

The third emerging theme describes how beginning teachers show their love, respect, and caring attributes to their students. This was witnessed by the ninth participant, who narrated this way:

Establishing an atmosphere that supports learning is one of the essential things we can do to proactively manage our class. Teachers must be aware of their student's intellectual, emotional, physical, and social needs and implement rules and procedures to fulfill those needs. Even before attending TIP, I was known as the type of teacher who

could adjust to my student's personalities and enforce discipline (P9, Session 9, Lines 605-622).

The scenario encountered by the above participant allows the making of student interaction effective and safe for participants, and even the teaching staff must create an environment in which people treat each other with dignity, courtesy, and respect, while also promoting an open and serious exchange of ideas. Seeking additional guidance and training when from mentors when needed is one way of enhancing the quality of the teaching force, thereby radiating to the benefit of the students.

This confirms the next significant statement of the sixth participant, who asserts the value of the professional responsibilities of a classroom teacher. Modeling a caring attitude and promoting positive interpersonal relationships with their students are lifetime characteristics of this profession. In addition, the vocation to stand with this sworn job could be attested by this statement:

Amidst the virtual instruction brought about by the pandemic, classroom management practices have changed either directly or indirectly. After having attended the Teacher Induction Program (TIP), I am not able to clearly recall the classroom management practices I adapted aside from the usual classroom management practices. However, I am aware that the TIP Sessions have contributed to reminding me of the roles and responsibilities of a teacher... (P6, Session 6, Lines 366-386).

The lived experiences of the above-mentioned participants are their obligations as to how they prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, which is now called the essential learning competencies, and collaborate with other staff or call help from their mentors. It means further that experience the novice teachers' contribution to the school program beyond the classroom also increases. Likewise, their duties in addition to their rostered teaching duties, provided the responsibility is appropriate to the salary range, qualifications, training, and experience of the teacher.

Promotion of Personal and Professional Development

The final aspect of the themes involves how they know that the school values them and has an interest in their personal development, leading to increased productivity and a reduction in turnover. In this way, the tenth participant said in part:

Promoting quality education amid intrusions and challenges is the basic core of an educator, be it a beginning or a veteran one. As a beginning teacher, honing myself through professional undertakings such as attending training, seminars, and workshops have been very vital in coping with the different challenges I encountered... (P10, Session 10, Lines 764-779).

Since the starting point of the induction program, the series of training can help beginning teachers become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork. In other words, the program allows teachers to keep up to date on curriculum standards and the latest teaching strategies even during the new normal system of instruction.

Teachers with curriculum, teaching strategies, and communication skills. It also means that having a mentor is someone to supervise and provide suggestions so that improvements can be made.

CONCLUSION

After thorough writing and organizing the logical and practical sequence of this first-ever creative investigation of the Teacher Induction Program (TIP) at Don Sergio Osmeña Sr. Memorial National High School, the authors have critically and systematically revised the manuscript several times based on their observations. The devising of modified and adapted tools for taking, recording, and analyzing the respondents' utterances were made as cases to come up with a solid foundation with the goal of evaluating the TIP. The current study gradually refined the concepts since this project undergoes two Learning Action Cell (LAC) sessions of the school and considered anew the necessary and sufficient conditions for proof (i.e., feasibility, validity, and reliability) with the readers' propensity to pay attention, especially the incoming trainees of the TIP.

LIMITATION & FURTHER RESEARCH

In this section, the authors have selected a course of action to address the identified gap/problem, namely: (1) listing down all the activities that will answer the three research questions; (2) arranging the activities chronologically; (3) transferring of activities in the Action Plan, and (4) determine the objectives, persons involved, time frame, resources needed, expected output and statistical tools.

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