The Implementation Practices of the Teacher Induction Program in the Secondary Schools of Department of Education Davao City Division: A Case Study

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ABSTRACT

Boarding on the transfor mative journey of a teaching career, educators encounter a myriad of challenges that shape their early experiences in the classroom. Recognizing the pivotal nature of these initial years in a teacher's career, there arises a critical need to explore avenues that provide systematic support and enhance the professional development of educators. This research delved into the exploration of the implementation practices of the Teacher Induction Program (TIP) in public secondary schools in Davao City. Employing a qualitative case study design, the study utilized purposive sampling to select seven Master Teachers actively involved in TIP implementation. The research instrument, a researcher-made interview guide, was validated and enhanced by three Master Teachers, and results were based on key themes and core ideas derived from the discussions. The major themes identified for the implementation practices were structured learning, expert guidance and support, immersion and integration, knowledge and orientation, practice and feedback, and implementation gaps.

Additionally, major themes for strategies that can be implemented to enhance the effectiveness of the teacher induction program were personalization and individualization, open communication and collaboration, and continuous improvement and adaptability. These themes were defined, discussed thoroughly, enriched with core ideas, and supported by existing studies and literature. The implications for theory revealed a strong connection between the identified themes and the Human Capital Theory and the Employee Engagement Theory, suggesting that integrating these theories into teacher induction programs enhances their effectiveness. The implications for practice highlighted the importance of structured learning, prioritizing mentoring activities, focus on continuing support, emphasizing practice and feedback, and addressing implementation gaps. Recommendations include designing comprehensive induction schedules, prioritizing mentorship programs, integrating new teachers into the broader educational environment, providing essential information through modules, establishing regular mechanisms for feedback, and addressing implementation gaps through active leadership support. By incorporating these implications into practice, educational institutions can create a more supportive and engaging environment for new teachers, contributing to their professional development and success.

Keywords: Teacher Induction Program, Implementation Practice, Secondary Schools, Case Study

INTRODUCTION

Background of the Study

Embarking on the transfor mative journey of a teaching career, educators encounter a myriad of challenges that shape their early experiences in the classroom. Novice teachers, filled with excitement and aspirations, find themselves navigating unfamiliar territories, managing diverse student populations, and juggling additional responsibilities alongside their primary teaching duties (Hayes, Lachlan-Haché, & Williams, 2019; Bambo, 2021). This phase of a teacher's professional life is not only demanding but also crucial, influencing their perceptions of employment as both an income source and an opportunity to apply their skills for the betterment of students.

Lifelong learning, an integral component of a teacher's professional journey, is emphasized as a comprehensive and continuous process tailored to individual needs. It occurs ubiquitously, promoting the ongoing development of skills and knowledge necessary for both personal fulfillment and employment (Moral & Zayas, 2022). In response to the multifaceted challenges faced by new teachers, the Department of Education (Dep Ed) has instituted the TIP, designed to seamlessly integrate newly recruited teachers into the teaching profession within public schools. This framework is aligned with the directives of Department Order No. 43, s. 2017, underscoring the commitment of the DepEd to the ongoing professional development of its teaching workforce (Dep Ed, 2017).

However, despite the positive intentions behind TIP, literature suggests existing gaps in its implementation and effectiveness, both on a global scale and within the Philippine context. In a world where education systems have undergone significant transformations, formal induction programs have emerged as crucial elements in supporting new teachers effectively (Paronjodi et al., 2017; Ingersoll & Strong, 2011). Yet, disparities in the availability and standardization of induction services, particularly in the United States, reveal the complexity of implementing such programs (Goldrick, 2016). In the Philippines, although the DepEd actively supports the ongoing professional development of newly employed teachers through TIP, research suggests the need for closer examination, particularly in the areas of mentorship and induction processes (Moral & Zayas, 2022; Nicodemus, 2011).

This study, positioned at the intersection of global educational trends and localized practices, takes a closer look at Davao City. Sayomac's (2018) investigation has shed light on the high-quality induction program practices and a positive correlation between the program and teaching performance within this locale. By undertaking a case study approach, this research aims to offer a nuanced understanding of the implementation practices, challenges, and outcomes associated with the Teacher Induction Program in the secondary schools of DepEd Davao City Division.

Recognizing the pivotal nature of these initial years in a teacher's career, there arises a critical need to explore avenues that provide systematic support and enhance the professional development of educators. This research, titled "The Implementation Practices of the Teacher Induction Program in the Secondary Schools of DepEd Davao City: A Case Study," seeks to delve into the intricate details of the Teacher Induction Program (TIP) and its implementation in the educational landscape of Davao City.

Theoretical Framework

The fundamental theory of this study is Human Capital Theory (Shultz, 1961) which defines as the knowledge and skills that people acquire through education and training being a form of capital, and that this capital is a product of deliberate investment that yields returns. Further reviews like Goode (1959) defines the term "human capital" as knowledge, abilities, attitudes, skills, and other learned characteristics

that go into producing things and individual capacities that contribute to production are represented by skills (Bowles, Gintis, and Osborne (2001).

This study is also anchored on one additional theory, Employee Engagement Theory (Khan, 1990) stated that there are three psychological variables that an individual experienced—psychological meaningfulness, psychological safety, and psychological availability—were related to their level of participation. He added that psychological meaningfulness involves the extent to which people derive meaning from their work and feel that they are receiving a return on investments of self in the performance of their role. People experience meaningfulness when they feel worthwhile, useful, and valuable and when they are not taken for granted. Workplaces that offer incentives for investments are more likely to lead to psychological meaningfulness (Khan, 1992).

Conceptual Flow

The researchers depicted the conceptual flow based on the important milestones in finishing this investigation. The individuals were chosen by the researchers using purposive sampling. Following the selection process, seven (7) Master Teachers from various Davao City Secondary Schools were interviewed in-depth by the researchers. Following that, the researchers used Colaizzi's approach to examine the data, and then provided their findings along with a discussion of how the TIP should be implemented (Praveena & Sasikumar, 2021). The researchers made proposals to motivate important figures in education to support or improve the program, as well as theoretical implications, based on the results. Figure 1 presents the conceptual flow of the study.
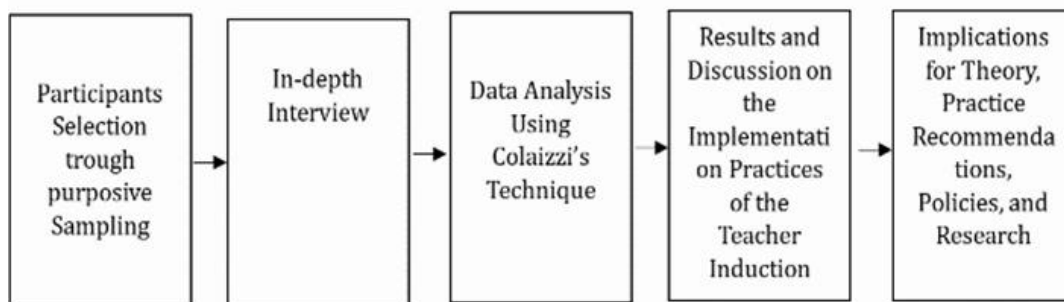

Figure 1. Conceptual Flow of the study

Research Questions

This study was aimed to explore the implementation practices of the Teacher Induction Program, of public secondary school Davao City. Specifically, this study sought to answer the following questions:

1. What are the implementation practices of the Teacher Induction Program in your school?
2. What strategies can be implemented to enhance the effectiveness of the Teacher Induction Program?

METHODOLOGY

Research Design

In pursuing this research, a case study was employed. This case study aims to comprehensively explore the implementation practices of the Teacher Induction Program (TIP) within the secondary schools of the Department of Education (DepEd) Davao City Division. The research design is qualitative in nature, utilizing a holistic case study approach to delve deeply into the intricate dynamics, contextual factors, and experiences surrounding the implementation of the TIP (Crowe, Cress well & Robertson et al., 2011).

Sampling Techniques

This study used the purposive sampling strategy to select "information rich" key informants for the key informants' interview, which included seven (7) Master Teachers involved in the implementation practices of the Teacher Induction Program in the Secondary Schools of DepEd. Purposive sampling is a non-random sampling technique in research where researchers deliberately select participants based on specific criteria relevant to the research question or objectives (Black, 2010). It is intentional and focused on including participants who possess particular characteristics, experiences, or knowledge deemed essential for the study (Saunders, Lewis, & Thornhill, 2012). Informants were selected based on their experience as induction program coordinators

Research Instrument

A researcher made interview guide was used as the main instrument to describe the implementation practices of the Teacher Induction Program of the Secondary Schools of the Department of Education, Davao City, Philippines. Central theme of this study was directed by its several sub-questions. The interview guide was validated and enhanced by three (3) Master Teachers, who were equally competent in their respective field of work, expert on research, well specialized in teaching language, and with backgrounds in the TIP. After which, the validated guide questions were tried out with two Secondary School Master Teachers who were not part of the qualitative sample.

Data Collection Procedure

This study followed a methodical approach to gathering data. The first stage was to formally obtain permission to conduct the study from the superintendent of the Schools Division. This was done by means of a formal letter. Second, after the approval, Informed consent forms were provided to research participants after approval. Third, in-depth interviews were done with the key informants to collect thorough data. Fourth, Thematic analysis was the used to analyze the responses of the key informants of the case study by the researchers. Lastly, the resulting themes were tabulated and presented with in-depth conversations that accompanied them.

Data Analysis

The research transcribed the recorded audio and video tapes. This involved the detailed process of converting spoken words and visual content into written form, ensuring accuracy in capturing the nuances of the participants' responses. Then Colaizzi's data analysis strategy was used. It is a structured approach commonly applied in case study research to derive meaningful insights from qualitative data (Morrow et al., 2015).

In the context of a case study, researchers start by becoming familiar with the data through repeated readings and open coding. Key statements are identified, and thematic clusters are formed to highlight patterns within the information. These themes are then organized into categories, contributing to the development of a comprehensive description of the case under investigation. Throughout this process, researchers aim to maintain rigor and coherence in the analysis. The final results are validated by comparing them with the original data, ensuring the accuracy and fidelity of the findings to the specifics of the case study.

Ethical Considerations

In the course of conducting this study, meticulous attention was given to ethical considerations, encompassing informed consent, confidentiality, justice, and conflict of interest. Informed consent, a crucial

ethical tenet, involved a voluntary and comprehensive process, ensuring participants were adequately informed about the research, understood the information provided, and had the freedom to choose whether to participate or decline (Conelly, 2014). The researchers secured participants' agreement after a detailed explanation of the research process, using channels such as Facebook Messenger and face-to-face communication. Confidentiality, integral to participant protection, was maintained by safeguarding and protecting the identities of the participants, thus upholding the principle of confidentiality (Arifin, 2018). The principle of justice, emphasizing fairness, was upheld by respecting participants' convenience during data collection, ensuring no exploitation or coercion took place (Orb et al., 2001). Moreover, to mitigate potential conflict of interest, researchers maintained objectivity by positioning themselves outside the participants' responses, thereby avoiding any personal, financial, political, or academic influence on the study (Fleming & Zeg waard, 2018).

RESULTS AND DISCUSSIONS

The findings from the analysis of the interview data were presented in this chapter. The themes that come out of the analysis are presented. The topics are accompanied with in-depth talks that address the study's goals. In this chapter, we will talk about the themes that emerged from the collected data. The primary presentation of the results is the background and description of the participants, who were given pseudonyms in order to maintain anonymity.

Implementation Practices of the Teacher Induction Program

Key themes and core ideas that emerged from the discussion on the Implementation Practices of the Teacher Induction Program (TIP) as shown in Table 1. Six (6) emerging themes, namely: *structured learning, expert guidance and support, immersion and integration, knowledge and orientation, practice and feedback, and implementation gaps*. The researchers defined these themes, discussed thoroughly, enriched with core ideas, and supported with existing studies and literature.

Table 1: Major Themes and Core Ideas in the Implementation Practices of the Teacher Induction Program

Major Themes	Core Ideas
Structured Learning	• *includes workshops on effective teaching strategies, collaboration, and connections with seasoned educators across various specializations – R2* • *enforcement of the TIP where MTs will serve as mentors to the newbies – R4*
Expert Guidance and Support	• *Mentorship is at the heart – R2* • *complete and compile a portfolio showcasing their work with the guidance of the mentor. – R5* • *there's a space for independent learning and reflection, and we get feedback along the way to ensure we're getting the most out of it. – R3*
Immersion and Integration	• *observes the school's rhythm, traditions, how to support student, and also participate in community events, building connections with families and the neighborhood – R6* • *paired with veteran teachers who guide us through curriculum, classroom management, and navigating school resources– R2*
Knowledge and Orientation	• *modules are available which will orient them on the responsibilities – R4* • *provide aspiring teachers with a springboard for their commitment to delivering a high-quality teaching and learning process – R5*
Practice and Feedback	• *It's like having a trusted coach analyze my practice and offer suggestions for improvement – R1* • *Both mentors (the experienced teachers) and the new teachers have regular check-ins – R6* • *It's like having a teaching buddy who supports you, in this way, everyone keeps getting better at their task, and no one feels alone in the process – R7*
Implementation Gaps	• *School leaders should encourage every newbie to undergo the TIP, and support in all aspects should also be observed not just for the mentors but most especially for the mentees. – R4* • *Juggling induction activities with a full teaching load can feel impossible – R2* • *It's like figuring out a puzzle to make sure everyone has enough time for work and learning. – R6*

Structured Learning

Highlights organized schedule and resources for knowledge acquisition.

As indicated by the State of Victoria (2010), setting aside ample time for mentoring activities and professional learning, with careful consideration of a manageable teaching load and class allocation, is a key element that supports the mentoring relationship, considering the experiences and needs of beginning teachers.

According to Alliance for Excellent Education (2004) a structured instructional learning and mentoring describes a quality instruction from carefully selected and trained master teachers who coach new teachers using a collection of strategies. This was reinforced and highlighted in the responses of the participants, they stated that:

Beyond initial preparation, we offer ongoing professional development. This includes workshops on effective teaching strategies, collaboration with colleagues, and even opportunities to select seasoned educators in different specializations. – R2

The school has just launched the strengthened enforcement of the TIP where MTs will serve as mentors to the newbies. – R4

With these responses we can prove that the Teacher Induction Program of Department of Education is structurally aligned with the guidelines of mentoring using a collection of strategies coming from the seasoned or master teacher which had the knowledge and experiences in the industry of teaching.

These particular responses led to another idea by Drago-Severson (2007) which is the Transformational learning which means new hired teacher were assisted by adults or highly proficient teachers in developing greater (i.e., more sophisticated) to better handle the complexity of teaching and learning, individuals should have the cognitive, affective, interpersonal, and intrapersonal capacities (pp. 71–72). This idea was shared by some of the participants that they mentioned that TIP for teachers needs a particular teacher who has the capacity to share their specialties to the new ones.

We pair new teachers with experienced veterans or master teachers who provide guidance, observe lessons, and offer feedback. They're a sounding board and a source of practical tips for navigating the classroom. – R1

The school is implementing a more robust enforcement of the TIP, and I'll be taking on the role of a mentor to guide the newbies. – R5

According to Bourne, Moss-Weir, & Charles (2020), mentors play a vital role in lessening challenges for new teachers. They achieve this by maintaining continuous communication, sharing effective classroom management plans, and demonstrating appropriate teacher-student relationships. In doing so, mentors provide practical techniques to help novice educators improve their skills in managing the learning environment, ultimately contributing to their overall development and success in the teaching profession.

Mentors have the chance to gather for weekly forums or Learning Action Cell sessions in addition to their initial training; these gatherings serve as the foundation for continuous learning that enhances and promotes mentoring abilities. Forums and LACs combine on-going professional growth with "problem posing, problem solving" in the actual world.

Expert Guidance and Support

Emphasizes the use of highly qualified and experienced mentors. According to the Alliance for Excellent Education (2004) Teachers Induction Program describes as comprehensive induction of "a package of supports, development, and standards-based assessments provided to beginning teachers during at least their first three years of full-time professional teaching". Newly hired teachers are very vulnerable within these years due to their lack of experiences and knowledge on how to deal students, parents and to the community. Sometimes, newly hired teachers may face anxiety and stress within these years, to avoid mistakes and disappointments to the concerned teachers, mentors will act as their support and guide to their path as they venture the first three years of their career. These master teachers are fully equipped with knowledge and experiences that could help their mentee to adapt with.

Bourne, Moss-Weir, & Charles (2020) support this view that the mentor does many important roles for the new teacher, like being a teacher, showing how things are done, helping with information, giving advice, providing support, and standing up for them. They work closely, one-on-one, guiding and helping the new teacher through education and training. The mentor's job is to boost the new teacher's confidence and make them feel good about themselves. The mentor should be genuinely interested in helping the new teacher grow. The whole mentoring process is based on the idea that teachers should feel empowered to solve problems for their mentees, students, and parents.

These are the few statements that supported the idea of having a master teacher or mentor as support and guide to their professional growth and personal output:

Mentorship is at the heart – experienced teachers guiding us through lesson planning, classroom management, and even emotional support. We also have once in a month workshop on diverse topics, plus collaboration opportunities with peers that will last for 3 years. – R2

Our school's TIP operates on a cluster-based system. New teachers were instructed to complete and compile a portfolio showcasing their work with the guidance of the mentors. This portfolio serves as a representation of their output during the TIP. – R5

It's flexible! Mentors meet us once in a month, but there's also space for independent learning and reflection. The workshops cater to different needs, and we get feedback along the way to ensure we're getting the most out of it. – R3

Nolan and Hoover (2008) acknowledged the benefit of mentors functioning in a supervisory capacity compared to an evaluation one. These statements all describe how schools or programs provide support and guidance to new teachers through mentorship, professional development, and resources.

Think of it as a ladder! There's a thorough preparation, followed by ongoing mentorship and professional development tailored to our specific challenges. It's all about building confidence and competence step-by-step. – R1

Mentorship is at the heart – experienced teachers guiding us through lesson planning, classroom management, and even emotional support. We also have once in a month workshop on diverse topics, plus collaboration opportunities with peers that will last for 3 years. – R2

Immersion and Integration

Highlights the focus on adaptation to school culture and community. Newly hired teacher was sometime feels different upon entering a new environment with diverse personalities. By adapting and being flexible

to these minor changes, will lead them to eventually immerse the norms and culture of an environment. It will help them to adjust and cope-up on what they have acquired along the TIP from their mentors. The Alliance for Excellent Education (2004) explains that teacher networking that capitalizes on the "plugged-in" tendency of this generation to use technology for communication and collaboration.

New teachers in various programs get help from their colleagues. In many of these programs, they expect both official mentors and other teachers to assist new teachers in fitting into the teaching community. Mentors are supposed to guide their mentees in becoming good teachers, actively participating in school activities, and being helpful members of the school staff. This support goes beyond just teaching; it's about becoming part of the school community and contributing to the larger group of educators. This way, new teachers not only learn to teach well but also feel connected and valued in the educational family (Kutsyuruba, Walker, & Godden, 2019). The efficacy of the teacher induction program hinges on the encompassing environment, encompassing social, cultural, and organizational dimensions, as collaborative efforts among teachers within a supportive and encouraging school culture, fostered by an engaged management team, have been demonstrated to yield positive outcomes (Olsen, Bjerkholt, & Heikinnen, 2020).

Here are some of the responses during the IDI of the participants:

Our induction starts with following experienced teachers and school leaders. This will observe the school's rhythm, traditions, and how to support students. They also participate in community events, building connections with families and the neighborhood. – R6

We're paired with veteran teachers or master teachers who guide us through curriculum, classroom management, and navigating school resources. They're a sounding board for challenges and share hidden gems of the school culture, like the best coffee spot for a planning break. – R2

The process of welcoming newly hired teachers involves assisting them in swiftly and easily adapt and adjust to the performance and social demands of their new positions. According to research, companies that formally welcome new hires by putting in place step-by-step programs that explain to them their responsibilities, business rules, and appropriate behavior are more successful than those that don't (Bauer, Bodner, Erdogan, Truxillo, and Tucker, 2007). This idea is helpful to the newly hired teachers in order for them to adjust and adapt easily in their new teaching-learning environment.

New teachers get a friendly welcome to the school. They meet other teachers and staff who show them around. This helps them feel comfortable and part of the school family. It's like making new friends, so they feel happy and connected. – R7

In the induction process, new teachers take part in events that involve the whole school community. This could be meetings, gatherings, or special activities. It's a chance for them to share and learn about the school culture. They meet parents, students, and others, creating a sense of belonging and understanding in the School Community. – R6

Knowledge And Orientation

Focuses on providing necessary information and guidelines for new teachers. Any comprehensive induction program that supports transformative teacher learning must include quality mentors. Mentors need to be capable of setting a good example and skillfully assisting their mentees in understanding how their assumptions and beliefs affect the way they educate. According to Gless (2006), mentors' roles also become "transformational" as a result of their work with newly hired teachers, which gives them a fresh perspective on professionalism. They added also, that not all the mentors or the master teachers have all the knowledge

and experience, printed modules were distributed as references to the newly hired teachers. With these statements, our respondents have the same opinion about these:

Technically, modules are available which will orient them on the responsibilities of being a teacher in the department. Also, modules on the code of ethics, PPST, and etc. will serve as their springboard of their commitment to deliver quality teaching-learning process. – R4

There are technically available modules designed to familiarize individuals with the responsibilities of being a teacher in the department. These modules serve as a practical orientation, offering valuable insights into the intricacies of the teaching role. Moreover, specialized modules covering topics such as the code of ethics and PPST act as a foundational knowledge base. They provide aspiring teachers with a springboard for their commitment to delivering a high-quality teaching and learning process. By engaging with these resources, educators can enhance their understanding and dedication to the teaching profession. – R5

With this collaborative approach of traditional and modern teaching-learning process, our newly hired teachers will have less burden yet meaningful experiences coming from both mentors and printed materials or resources. Experiences with embedded learning offer "points of intersection" where highly proficient and proficient teachers can interact with an evidence-based learning strategy (Moir & Gless, 2007). With these evidenced-based learning, newly hired teachers or TIP candidate are required to produce a portfolio as evidence of their three-year pre-service dedication. LoCasale-Crouch, Davis, Wiens, Pianta (2012) proposed that thorough induction, including regular meetings with a mentor and other structured learning opportunities, helps new teachers quickly develop their skills, reducing the time it takes to reach the proficiency of more experienced peers.

Our school's TIP operates on a cluster-based system. New teachers were instructed to complete and compile a portfolio showcasing their work with the guidance of the mentors. This portfolio serves as a representation of their output during the TIP. – R5

Practice And Feedback

Highlights the emphasis on timely and specific feedback for growth. Emphasizes the importance of practicing skills and receiving feedback for improvement. In teacher training, giving feedback quickly and clearly is like planting seeds for success. With this kind of feedback, new teachers not only get better at their jobs but also keep growing throughout their whole career, making education even better for everyone. According to Taylor (1998), the kind of productive supervisory relationships that are necessary to promote transformative learning are built on trust. The mentors establish trust by first listening to the urgent needs of newly hired teachers and then searching for crucial "entry points" of giving constructive feedback to improve quality and practice. Giving feedbacks to the newly hired teachers will encourage them to do their best and making themselves aware of what they are doing. It helps them to accept their mistakes and start new with new learnings they had from their mentors. This statement was supported by one of our respondents;

As a newly hired teacher, I deeply value my regular classroom observations by my mentor. It's like having a trusted coach analyze my practice and offer suggestions for improvement. We also have LAC sessions where we discuss challenges and share best practices with other new teachers. – R1

Both mentors (the experienced teachers) and the new teachers have regular check-ins. It's like a meeting where they talk and share how things are going. The mentors give advice, answer questions, and make sure the new teachers feel okay. This helps everyone stay connected and supported during the starting time. – R6

In the induction period, there's a system where mentors and new teachers help each other learn. The

mentors share what they know, and the new teachers can ask questions or share concerns. It's like having a teaching buddy who supports you. This way, everyone keeps getting better at their task, and no one feelsalone in the process. It's teamwork for success. – R7

Teachers can provide students constructive criticism as a useful pedagogical tool to help them improve the capacity of their work and their academic achievement. (Cohen, Steele, & Ross, 1999; Lundberg & Schreiner, 2004). This will also work for teachers, giving a constructive criticism could help the newly hired teacher boost their energy.

My mentor is fantastic at providing timely and constructive feedback, both verbally and through written summaries. This helps me pinpoint areas for growth and track my progress during the induction period. – R2

I appreciate the open communication channels with my mentor and also, I can reach out with any question or concern, and they're always available to offer guidance and support, even beyond classroom-related issues. This makes the entire induction process feel collaborative and less stressful. – R3

Checking and evaluating make sure the program follows its plans and goals. It gives feedback regularly and helps understand what happens because of the program. Evaluating the mentorship program also gives feedback regularly. This helps those in charge of the program to see if it's still useful and can keep going. In simple words, the information collected during the evaluation helps see if the program really made a difference or worked well (Bourne, Moss-Weir, & Charles, 2020).

Implementation Gaps

Emphasizes the need for effective program implementation and school leader involvement. The effectiveness of thorough induction in helping new teachers transition past emotional support and survival concerns to teacher learning has not been well studied (Achinstein & Athanases, 2006; Ingersoll & Kralick, 2004; Wang, Odell, & Schwille, 2008). This statement was point-out of some of the participants during the interview. Having a program that has not supported and not implemented well will always become a failure. In some cases, newly hired teachers have these confusions upon the implementation of the program for teachers. Here are some of the responses;

The TIP is already there, but the issue is in its implementation. School leaders should encourage every newbie to undergo the TIP. Also, support in all aspects should also be observed not just for the mentors but most especially for the mentees. – R4

While the TIP exists, the challenge lies in its implementation. School leaders need to actively promote the participation of every new teacher in the TIP. Additionally, comprehensive support should be extended to both mentors and, more importantly, mentees in all aspects of their professional development. It's essential to ensure that the TIP becomes a meaningful and effective process for the growth and success of teachers in our school. – R5

When teachers do have free time, it is usually cut short by students, parents, administrators, or other teachers during planning times or after school. According to some of the study's teachers, teachers tend to share informally, specifically, and briefly because time is so frequently interrupted. Rather than having lengthy conversations or demonstrations, teachers frequently have to settle for short soundbites or practical advice.

Juggling induction activities with a full teaching load can feel impossible. We provide release time and flexible scheduling to prioritize induction tasks and allow new teachers to breathe. – R2

Some teachers might feel they don't have enough time for everything. To help with this, the program looks at the schedule and tries to make things fit better. They might find ways to make learning quicker or more flexible. It's like figuring out a puzzle to make sure everyone has enough time for work and learning. This way, teachers don't feel rushed and can do their best. – R6

Time that is free from the demands of other urgent requirements and responsibilities is ideal for learning and sharing. Many of the teachers in this study did discover, though, that there were occasions when they had more work than they could handle in a given day.

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From what I've experienced, there were time constraints due to school activities… – R7

On the hand, being a teacher is a great role, we need to have the courage to stay on track so we won't lose a sight. Teaching is symbiotic, we can learn from our mistake and learning from ours. Sometimes, it is just needing a little encouragement coming from our mentors or master teachers. All of these will add on your list of accomplishments after you successfully accomplished this three-year induction program for teachers. Some of our participants finds these things challenging:

… [H]owever, we managed to overcome this challenge by making our schedule more flexible. It means we adjusted when and how we do things so that we can handle both our school tasks and the program without feeling rushed. Also, sometimes, there might be challenges in talking or understanding each other well… – R7

… [B]ut, thankfully, the cluster has now emphasized the importance of conducting the TIP. As such, it has been encouraged to employ to schools. With the recent trainings and orientations, mentors were now guided. – R4

Strategies to Enhance the Effectiveness of Teacher Induction Program

Key themes and core ideas that emerged from the discussion on the strategies to enhance the effectiveness of the Teacher Induction Program (TIP) as shown in Table 2. Three (3) emerging themes, namely: *personalization and individualization, open communication and collaboration, and continuous improvement and adaptability*. The researchers defined these themes, discussed thoroughly, enriched with core ideas, and supported with existing studies and literature.

Table 2: Major Themes and Core Ideas on Strategies that can be Implemented to Enhance the Effectiveness of the Teacher Induction Program

Major Themes	Core Ideas
Personalization and Individualization	• *provide one-on-one guidance tailored to the specific needs and challenges of each new teacher - R1* • *address individual strengths and areas for growth, ensuring new teachers receive the support they truly need – R2* • *encouraging new teachers to regularly reflect on their experiences fosters a deeper understanding – R4*
Open Communication and Collaboration	• *creating an environment where open communication is encouraged – R3* • *organizing regular meetings, forums, or collaborative projects helps create a supportive network among educators – R5*
Continuous Improvement and Adaptability	• *Encouraging new teachers to regularly reflect on their experiences fosters a deeper understanding of their teaching methods and promotes continuous improvement – R4* • *integrating innovative teaching techniques and technology – R6* • *Recognizing and acknowledging achievements fosters a positive atmosphere within the teaching community, boosting morale and encouraging continuous improvement – R7*

Personalization and Individualization

Enhancing the Teacher Induction Program requires fostering unique mentorship connections wherein seasoned educators provide one-on-one support. Our emphasis should be on providing tailored professional development, matching the strengths and growth areas of each newly hired teacher.

Here are some of the responses of the participants:

"I believe in establishing personalized mentoring relationships, where experienced teachers provide one-on-one guidance tailored to the specific needs and challenges of each new teacher."- R1

"To enhance the Teacher Induction Program, it's crucial to offer professional development opportunities that address individual strengths and areas for growth, ensuring new teachers receive the support they truly need." – R2

"I advocate for incorporating reflective practices into the program. Encouraging new teachers to regularly reflect on their experiences fosters a deeper understanding of their teaching methods and promotes continuous improvement." – R4

By tailoring mentoring relationships and professional development opportunities to the specific needs and challenges of each individual, the Teacher Induction Program aims to provide targeted support (Goldrick, 2016). This approach not only acknowledges the diverse backgrounds and experiences of new teachers but also ensures that the induction process is more meaningful and relevant to each educator (LoCasale-Crouch et al., 2012). The emphasis on personalization contributes to a more supportive and tailored learning experience, fostering a sense of empowerment and professional growth (Sayomac, 2018).

Open Communication and Collaboration

The Teacher Induction Program must be improved by implementing regular feedback mechanisms that

encourage candid dialogue. This fosters a continuous dialogue among mentors, administrators, and novice educators, offering an opportunity to improve pedagogical approaches. Furthermore, it's critical to foster a sense of community through ongoing gatherings and group endeavors. This encouraging network of educators makes it possible for them to share resources and experiences, which promotes a welcoming and cheerful atmosphere within the program.

The following are some of the participants' responses:

"Implementing regular feedback mechanisms is key. This involves creating an environment where open communication is encouraged, allowing for ongoing dialogue between mentors, administrators, and new teachers to refine teaching strategies." – R3

"Community building is vital. Organizing regular meetings, forums, or collaborative projects helps create a supportive network among educators. This sense of community is invaluable for sharing experiences and resources." – R5

Responses of the participants demoted that open communication and collaboration form the bedrock of a successful Teacher Induction Program. It underscores the significance of creating a supportive environment where mentors, administrators, and new teachers engage in ongoing dialogue. Montpeirous (2022) emphasized that regular feedback mechanisms and community-building activities play a crucial role in establishing a collaborative network. Effective communication fosters a sense of belonging and shared responsibility, contributing to a positive and inclusive educational community (Scott & Proffitt, 2021). The emphasis on open communication recognizes that teaching is not an isolated endeavor but a collective effort, where the strength of collaborative relationships enhances the overall effectiveness of the Teacher Induction Program (Bourne, Moss-Weir, & Charles, 2020).

Continuous Improvement and Adaptability

The idea of adaptation and constant development captures the fluidity of teaching. Teaching is a dynamic activity that is always changing, requiring teachers to incorporate new approaches, adjust to students' changing requirements, and keep up with the latest developments in the field. To effectively accommodate different learning styles, engage students in meaningful ways, and promote a responsive and changing teaching method, instructors must embrace adaptability and continuous development.

Here are some of the responses of the participants:

"I advocate for incorporating reflective practices into the program. Encouraging new teachers to regularly reflect on their experiences fosters a deeper understanding of their teaching methods and promotes continuous improvement." – R4

"To keep the program dynamic, I suggest integrating innovative teaching techniques and technology. This ensures that new teachers are equipped with the latest tools and methods to engage students effectively." – R6

"Celebrating successes, no matter how small, is crucial for motivation. Recognizing and acknowledging achievements fosters a positive atmosphere within the teaching community, boosting morale and encouraging continuous improvement." – R7

The dynamic nature of teaching, advocating for the incorporation of reflective techniques to promote a greater understanding of teaching approaches and support continuing improvement (Granziera, Collie, & Martin, 2019). Emphasizing the dynamic character of the profession, educators must stay up to date with new pedagogical tools, which requires innovative teaching strategies and technology (Parsons & Vaughn,

2016). Furthermore, praising accomplishments is a crucial part of building a supportive teaching environment. This raises spirits in addition to being in line with academic consensus regarding the need to sustain a supportive atmosphere in order to foster instructors' ongoing professional development (Loughland & Alonzo, 2019).

IMPLICATIONS

Implications for Theory

This case study on the implementation practices of the teacher induction program in the secondary schools of the Department of Education, Davao City Division employed the Human Capital Theory of Schultz (1961) and the Employee Engagement Theory of Kahn (1990) as theoretical lenses.

Rooted in Human Capital Theory, the structured learning approach of the implementation practices of the TIP exemplifies a purposeful investment in the knowledge and skills of new teachers. By providing organized schedules, resources, and continuous professional development, the program aligns with the theory's premise that human capital is a deliberate product of education and training. The mentorship component, where experienced educators share their insights and expertise, further reinforces the intentional cultivation of human capital among new teachers. The distribution of printed modules and orientation materials enhances the knowledge base, contributing to the overall human capital development within the educational landscape.

Simultaneously, the implementation practices of the TIP resonates with Employee Engagement Theory, particularly through its emphasis on immersion and integration. The program's commitment to fostering a sense of belonging and community engagement aligns with the theory's principles of psychological availability. Providing timely and specific feedback to new teachers contributes to the psychological meaningfulness of their work, reinforcing their perceived value within the educational community. The encouragement of continuous improvement and adaptability, highlighted through the incorporation of reflective practices and innovative teaching techniques, reflects the dynamic and engaging work environment essential for employee engagement.

Moreover, the research also sheds light on implementation gaps, emphasizing the need for effective program execution and school leader involvement. Bridging these gaps is crucial for ensuring that the implementation practices of the TIP not only aligns with the theoretical frameworks of Human Capital and Employee Engagement but also translates these principles into practical and impactful strategies for teacher development.

Lastly, the implementation practices of the TIP emerge as a multifaceted program that strategically integrates elements of both theories, underscoring the complexity and inter connectedness of human capital development and employee engagement in the realm of education.

Implications for Practice

The findings from the study on "The Implementation Practices of the Teacher Induction Program in the Secondary Schools of the Department of Education, Davao City Division" offer valuable implications for practice in enhancing teacher induction programs. In structured learning, schools should adopt organized schedules and allocate resources to facilitate effective knowledge acquisition. Prioritizing mentoring activities, schools must provide ample time for mentor-guided sessions, professional learning, and collaboration. Workshops on teaching strategies and mentorship programs drawing on seasoned educators' expertise contribute significantly.

Additionally, to ensure success, the Teacher Induction Program (TIP) should focus on continuous support for newly hired teachers during their initial three years. Schools need to provide highly qualified mentors for ongoing professional development, emotional support, and practical advice. The mentorship process should extend beyond initial preparation, encompassing collaborative opportunities and regular mentor-mentee forums. Immersion into the school culture, facilitated by experiences like community events and connections with experienced teachers, is crucial. Schools should address knowledge and orientation by distributing printed modules covering responsibilities, the code of ethics, and the Philippine Professional Standards for Teachers (PPST). The collaborative approach, blending traditional mentoring with modern teaching resources, creates a comprehensive induction process. Emphasizing practice and feedback, schools should establish systems for regular classroom observations, mentor feedback, and Learning Action Cell sessions to form a supportive network for new teachers.

Lastly, addressing implementation gaps necessitates actively promoting TIP participation, offering comprehensive support for mentors and mentees, and addressing challenges like time constraints through release time and flexible scheduling. In summary, these implications underscore the importance of a personalized approach, open communication, collaboration, and continuous improvement to enhance the Teacher Induction Program's overall impact.

RECOMMENDATIONS

Based on the aforementioned findings and conclusions of this study, the researchers presented the following recommendations:

School Leaders. School leaders play a crucial role in improving teacher induction programs. They should design organized schedules for induction activities, prioritize mentorship programs, and create strategies for new teacher integration. Comprehensive orientation materials covering key teaching aspects can be developed, and mechanisms for regular feedback and observation should be established. To address implementation gaps, school leaders must actively support the participation of all new teachers, ensuring the success of the Teacher Induction Program through comprehensive mentorship and support initiatives.

DepEd Leaders / Policymakers. DepEd leaders and policymakers should encourage the integration of theoretical frameworks, such as the Human Capital Theory and Employee Engagement Theory, into teacher induction programs. They can provide guidelines and resources that support educational institutions in aligning their induction practices with established theoretical principles, enhancing the overall effectiveness of teacher development.

Teaching and Non-Teaching Personnel. Teaching and non-teaching personnel should actively engage in the induction program, serving as mentors or participants to contribute to a supportive learning community. They can foster a culture of collaboration and support within the school community, recognizing the shared responsibility of all personnel in the success of the Teacher Induction Program.

Stakeholders. Stakeholders should advocate for a supportive environment for new teachers, emphasizing the importance of structured learning, mentorship, and continuous professional development. They can engage in discussions and awareness campaigns that highlight the value of supporting new teachers and investing in their long-term success.

Future Researchers. Future researchers are encouraged to explore emerging themes in teacher induction programs to contribute to the evolving landscape of educational practices. They can conduct research on innovative approaches, technologies, or strategies that could enhance the effectiveness of teacher induction programs, addressing the dynamic needs of the teaching profession.

LIMITATIONS OF THE STUDY

The study acknowledges certain limitations. Primarily, the absence of available case study data for examining the implementation practices of the teacher induction program poses a constraint. Previous studies predominantly employed quantitative designs, with limited qualitative exploration of this subject. Nevertheless, the researchers compiled supportive literature from diverse sources and databases. Lastly, each case had a relatively small number of participants. Despite this limitation, the researchers effectively saturated and organized the available data.

Consent

In adherence to ethical standards, all authors affirm securing explicit, written informed consent from the study participant (or authorized representatives) for the publication of this study and any accompanying images. This rigorous consent process underscores our commitment to respecting participants' rights and privacy in disseminating research findings.

Ethical Approval

All authors assert the scrupulous adherence to ethical standards throughout the study's execution. Proper citation and acknowledgment of all relevant authors were diligently undertaken, with a meticulous approach to paraphrasing articles to substantiate findings while maintaining content integrity. Furthermore, strict confidentiality protocols were rigorously observed in the course of this research.

Competing Interests

The authors assert the absence of any competing interests.

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