

Experience and Challenges in the Induction Program for Beginning Teachers (IPBT) as Predictors of Longitudinal Performance: Basis for Action Plan

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ABSTRACT

This study determined the beginning teachers' experiences in the Induction Program for Beginning Teachers (IPBT) and their longitudinal performance as measured by the Individual Performance Commitment and Review Form (IPCRF), as well as the challenges encountered and their influence on performance in Congressional District 1, Bohol for School Year 2025–2026. A correlational research design was used with a structured survey questionnaire. Weighted mean, standard deviation, mean, Pearson Product-Moment Correlation Coefficient, and linear regression analysis were employed to analyze the data. The findings revealed that beginning teachers demonstrated a very high level of experience in the IPBT ($M = 3.74$, $SD = 0.44$), particularly in professionalism, personal welfare, and accountability. However, they also reported a high level of challenges ($M = 2.62$, $SD = 0.96$), primarily due to a lack of resources, data gaps, and limited access to qualified mentors. While 86% of respondents achieved a very satisfactory performance level, statistical analysis showed no significant relationship between IPBT experience and performance ($r = -0.09$, $p = 0.396$). Furthermore, regression analysis confirmed that challenges encountered do not significantly intervene in this relationship ($R^2 = 0.00865$). It is concluded that while beginning teachers are highly engaged in the IPBT and perform satisfactorily, their experiences and challenges do not significantly affect performance outcomes. Other contextual factors may play a greater role. It is recommended that schools strengthen mentoring, improve resources, enhance coordination systems, and conduct further studies on other determinants of teacher performance.

Keywords: Beginning Teachers, IPBT, Teacher Performance, IPCRF, Instructional Challenge, Mentoring, Correlational Research

INTRODUCTION

The transition from pre-service preparation to actual classroom practice is one of the most crucial phases in a teacher's professional journey. Beginning teachers, particularly those with less than three years of experience, often face multiple challenges such as classroom management, lesson delivery, assessment practices, and adjustment to the school's culture and systems. To address these needs, the Department of Education (DepEd) institutionalized the Induction Program for Beginning Teachers (IPBT), formerly known as the Teacher Induction Program (TIP).

As a three-year program, IPBT ensures that teachers are gradually immersed in the processes, standards, and expectations of DepEd. In its first year, they utilize self-learning coursebooks that introduce them to DepEd policies, the Philippine Professional Standards for Teachers (PPST), and other essential teaching practices. This is supplemented with coaching, mentoring, Learning Action Cells, and classroom observations conducted by mentors and school heads. In Years 2 and 3, teachers continue to receive sustained mentoring and differentiated supervision to strengthen their instructional skills and professional growth.

Despite the implementation of the Induction Program for Beginning Teachers as a structured support mechanism, several challenges persist that warrant scholarly investigation. Beginning teachers continue to experience increased workload as induction requirements are implemented concurrently with full teaching responsibilities, leading to time constraints and professional strain. Inconsistent mentoring support, often resulting from limited

mentor availability and competing professional demands, further complicates the induction process. Moreover, the absence of systematic monitoring and evaluation mechanisms limits the identification of gaps and delays program improvement.

Furthermore, prior studies on teacher induction programs have produced mixed and inconclusive findings regarding their impact on teacher performance (Santerva et al., 2024). Many studies focus on short-term outcomes or perceptions rather than examining performance trends across multiple periods. This creates a significant research gap, particularly in understanding how the quality of induction experiences, when combined with challenges encountered, predict sustained or changing levels of teacher performance over time.

Thus, this study is necessary to determine whether induction experiences truly function as developmental mechanisms that enhance performance over time, or whether the challenges encountered during induction undermine these experiences. By identifying which aspects of induction experiences contribute to improved longitudinal performance and which challenges hinder them this research addresses a critical gap in the literature and provides actionable insights for strengthening the Teacher Induction Program.

RESEARCH METHODOLOGY

Design

This study employed a quantitative, non-experimental mediation design using structured survey questionnaires. This design is used to discover the relationships between variables and to allow the prediction of future events from the present knowledge (Calmorin, 2004). The researcher intends to determine how beginning teachers' level of experience (independent variable) and challenges (intervening variable) significantly affect their Performance in IPCRF (dependent variable).

Environment

The study was conducted in the First Congressional District of the Division of Bohol, focusing on teachers who completed the three-year Induction Program for Beginning Teachers during School Years 2022–2023 to 2024–2025.

Respondents

The respondents of this study consist of elementary and secondary school teachers from the First District of the Division of Bohol who have completed the Department of Education's Induction Program for Beginning Teachers (IPBT). These teachers participated in the program during School Years 2022–2023 to 2024–2025 and serve as the primary source of data for this research.

Instrument

The instruments utilized in this investigation are adopted and permission was sought and it was granted. The questionnaire for the beginning teachers' performance is based on the Individual Performance Commitment and Review Form (IPCRF). Further, the questionnaire gathered data using the following indicators: Teaching-Learning Process, Pupils Outcome, Learning Environment, Community Involvement, and Professional Growth and Development which was used to measure the beginning teachers' performance.

The instrument measuring beginning teachers' experience in the Induction Program for Beginning Teachers (IPBT) was adopted from a study on the influence of teacher induction programs on beginning teachers' performance (Bustamante et al., 2022). The questionnaire covered domains such as roles, responsibilities and accountabilities, professionalism, personal welfare, and school and community partnership. The reliability of the instrument was established through pilot testing, yielding a Cronbach's alpha coefficient of 0.855, indicating acceptable internal consistency.

The second part of the instrument seeks to assess the challenges encountered by beginning teachers in the implementation of the IPBT. The questionnaire is patterned of the study of Santerva et al. (2024) entitled

“DepEd Induction Program: Implementation and Challenges. The questionnaire gathered data using the following dimensions which are Lack of qualified mentor, insufficient resources, and coordination issues and data gaps. The instrument’s reliability is established through pilot testing, yielding a Cronbach’s Alpha coefficient of 0.977, indicating highly internally consistency.”

Procedure

In gathering the data, the researcher followed this procedure:

First, the researcher sent a formal letter to the Dean of School of Advance Studies and Campus Director of Bohol Island State University- Clarin Campus to ask permission to conduct the research outside the campus.

After the letter of approval to conduct the study was secured from the Dean of School of Advance Studies, the researcher requested permission from the School District Supervisor and Schools Division Superintendent respectively for the administration of the questionnaire.

After gaining the permission, inquiry on the organizational structure of the school as well as its respective numbers of teaching personnel and the distribution of the questionnaire was conducted.

Finally, the researcher will personally administered and retrieved the questionnaires from the respondents to ensure the completeness and accuracy of the data gathered. The respondents were properly informed of the purpose of the study and were encouraged to provide truthful and objective responses to support the validity of the research findings.

After this, the accomplished questionnaires were retrieved, the collected data were then subjected to statistical treatments for tabulation and analysis.

Statistical Treatment

To determine the significant relationship between the level of beginning teachers’ experience in IPBT and their longitudinal performance, the Pearson Product-Moment Correlation Coefficient was used in the analysis and interpretation of data, appropriate descriptive statistical tools were employed to determine the level of beginning teachers’ experience in the Induction Program for Beginning Teachers (IPBT) and the level of challenges they encountered during program implementation. Specifically, the weighted mean and standard deviation were used to describe the extent of teachers’ experiences and challenges. Likewise, to determine the level of beginning teachers’ longitudinal performance, the mean of their Individual Performance Commitment and Review Form (IPCRF) ratings from School Year 2022–2023 to School Year 2024–2025 was computed. The level of beginning teachers’ perceived effectiveness and challenges encountered was interpreted using the established rating scale.

Furthermore, mediation analysis using linear regression was employed to determine whether the challenges encountered in the IPBT significantly intervened in the relationship between teachers’ experience and their performance.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis of the data and interpretation of the findings. It explains the result of the statistical analysis of the study.

This section presents a comprehensive analysis of beginning teachers’ experience in the Induction Program for Beginning Teachers (IPBT), focusing on three domains: professionalism and personal welfare, roles, responsibilities and accountability, and school and community partnership. It examines how these domains reflect the development of beginning teachers and the extent to which the program supports their professional growth within the school context

Table 1 Level of Beginning Teachers' Experience in the Induction Program for Beginning Teachers

n = 100

Statement	Mean	SD	Interpretation
professionalism and personal welfare			
1. has a personal practical knowledge ...	3.88	0.33	Highly Positive
2. Demonstrates attitudes that foster learning and ...	3.86	0.35	Highly Positive
3. possesses competencies in the use of ...	3.85	0.39	Highly Positive
4. has a mastery of the subject matter...	3.81	0.42	Highly Positive
5. has a deep understanding of the theoretical ...	3.79	0.41	Highly Positive
Composite mean	3.84	0.38	Highly Positive
roles, responsibilities, and accountability			
1. creates a good atmosphere among ...	4.00	0.00	Highly Positive
2. assesses learners' performance ...	3.85	0.39	Highly Positive
3. executes the administration of school ...	3.85	0.36	Highly Positive
4. ensures mastery of learning ...	3.80	0.45	Highly Positive
5. teaches difficult subjects in clearer ...	3.63	0.58	Highly Positive
Composite mean	3.83	0.35	Highly Positive
school and community partnership			
1. teachers are partners of both the government and ...	3.84	0.37	Highly Positive
2. it initiate the move for a positive educational ...	3.84	0.37	Highly Positive
3. it is one of the most important institutions in a ...	3.76	0.45	Highly Positive
4. it has something to teach students in the same ...	3.61	0.53	Highly Positive
5. it puts teacher in danger when rendering ...	2.69	1.19	Positive
Composite mean	3.55	0.58	Highly Positive
Overall composite mean	3.74	0.44	Highly Positive

Table 1 shows that professionalism and personal welfare obtained the highest composite mean of 3.84 (SD = 0.38), followed closely by roles, responsibilities, and accountability with 3.83 (SD = 0.35), while school and community partnership obtained the lowest mean of 3.55 (SD = 0.58). This pattern indicates that beginning teachers are more consistently developed in internal professional competencies and classroom-based responsibilities compared to external engagement with the community.

For professionalism and personal welfare, results show strong professional grounding among beginning teachers. The indicator has a personal practical knowledge recorded the highest mean of 3.88 (SD = 0.33), suggesting consistent application of knowledge in actual teaching practice. The lowest indicator, has a deep understanding of theoretical knowledge about learning and human behavior (M = 3.79, SD = 0.41), shows slightly greater variation, indicating that theoretical depth is less consistent compared to practical competence.

In roles, responsibilities, and accountability, findings reflect strong classroom performance and responsibility fulfillment. The highest indicator, creates a good atmosphere among learners (M = 4.00), shows full consistency among respondents, indicating strong classroom management. The lowest indicator, teaches difficult subjects in clearer way (M = 3.63, SD = 0.58), reflects variability in instructional clarity, suggesting differences in subject handling and pedagogical support.

For school and community partnership, results remain positive but comparatively lower. The indicators teachers are partners of both the government and non-government in the promotion of the common good and it initiate the move for a positive educational partnership with the community both obtained 3.84 (SD = 0.37), showing recognition of collaborative roles. However, puts teacher in danger when rendering election duties recorded the lowest mean of 2.69 (SD = 1.19), indicating mixed perceptions and high variability regarding external responsibilities and safety concerns.

Overall, the composite mean of 3.74 (SD = 0.44) indicates a highly positive experience in the IPBT. However, the variation across indicators suggests that while teachers are generally well-supported in instructional and professional domains, inconsistencies remain in theoretical depth and community-related engagement.

These findings can be interpreted through Bandura’s Social Learning Theory, which emphasizes that professional competence develops through observation, modeling, and guided practice. Strong results in classroom management and professional behavior suggest effective mentoring and modeling within schools, while variability in instructional depth and community engagement reflects uneven exposure to guided learning opportunities.

These findings are supported by Darling-Hammond et al. (2020), who emphasized that structured induction programs significantly enhance teacher competence, particularly in instructional practice and professional identity development. Similarly, Ingersoll and Strong (2021) noted that while induction programs improve teacher effectiveness and role clarity, outcomes vary depending on mentoring quality and institutional support systems. OECD (2022) further highlighted that teacher engagement in school-community partnerships is often weaker due to contextual constraints and workload demands, which aligns with the lower results in this domain

Overall, the findings indicate that the IPBT provides a strong foundation for beginning teachers, particularly in developing professionalism and instructional competence. However, differences in experiences across domains suggest the need for more consistent mentoring, stronger theoretical reinforcement, and enhanced support for community engagement to ensure a more balanced and holistic teacher development program.

2. The level of challenges encountered by beginning teachers in the implementation of the Induction Program for Beginning Teachers (IPBT) focuses on identifying and analyzing the key difficulties experienced by beginning teachers across four critical areas: resource provision, data and monitoring systems, coordination mechanisms, and mentoring support. It aims to provide a clearer understanding of how these challenges influence the consistency and effectiveness of the program’s implementation in different school contexts.

Table 2 Level of Challenges Encountered by Beginning Teachers in the Implementation of the Induction Program for Beginning Teachers

n = 100

Statement	Mean	SD	Interpretaton
Lack of Resources			
1. Budget constraints affect the proper implementation ...	2.78	0.93	Challenged
2. Training materials for the induction programs are insufficient.	2.76	1.03	Challenged
3. Mentoring guides and reference materials are limited or	2.74	1.03	Challenged
4. Although IPBT modules are available, funding remains ...	2.71	0.87	Challenged
5. Professional development opportunities for mentors ...	2.50	1.02	Challenged
Composite mean	2.70	0.97	Challenged
Lack of Data			
1. There is insufficient data to assess the effectiveness of the ...	2.73	0.91	Challenged
2. Lack of reliable data affects decision-making and ...	2.68	0.87	Challenged
3. Partial implementation of the induction framework ...	2.60	0.96	Challenged
4. Monitoring and evaluation data are not consistently collected ...	2.58	0.89	Challenged
5. Not all school heads fully implement the induction ...	2.54	0.99	Challenged
Composite Mean	2.63	0.93	Challenged
Lack of Coordination			
1. Poor coordination causes delays in the delivery of ...	2.73	1.00	Challenged
2. Lack of coordination affects the consistency of support ...	2.73	0.98	Challenged
3. Collaboration with universities and teacher education ...	2.57	0.97	Challenged
4. Coordination with professional development providers ...	2.53	0.94	Challenged
5. Coordination between DepEd and other stakeholders ...	2.40	0.88	Challenged
Composite mean	2.59	0.95	Challenged

Lack of Qualified Mentors			
1. Mentoring is not given priority due to heavy workload and time ...	2.65	1.02	Challenged
2. The lack of qualified mentors causes delays in the full ...	2.61	1.02	Challenged
3. The limited number of master teachers affects the ...	2.60	0.94	Challenged
4. There is a shortage of qualified mentors to support ...	2.43	0.95	Moderately challenged
5. Mentors lack sufficient training to effectively implement the	2.43	0.93	Moderately challenged
Composite mean	2.54	0.97	Challenged
Overall composite mean	2.62	0.96	Challenged

In terms of lack of resources, which registered a mean of 2.70 (SD = 0.97) and interpreted as challenged, the findings indicate that resource-related constraints are the most evident among the four dimensions. The item budget constraints affect the proper implementation of IPBT (M = 2.78, SD= 0.93) reflects the most evident concern, suggesting that financial limitations directly influence the delivery of program activities. In contrast, professional development opportunities for mentors are inadequate (M = 2.50, SD=1.02) registered a comparatively lower mean, indicating that while still a concern, access to training varies across schools. The relatively high standard deviation suggests uneven distribution of resources, implying that some schools are better supported than others.

For lack of data, which obtained a mean of 2.63 (SD = 0.93) and interpreted as challenged, the results highlight gaps in monitoring and evaluation mechanisms. The item insufficient data to assess the effectiveness of the induction program (M = 2.73, SD=0.91) reflects a common concern regarding limited assessment systems, while not all school heads fully implement the induction framework (M = 2.54, SD=0.99) indicates inconsistencies in administrative practices. The moderate variation in responses suggests that while the issue is generally experienced, its intensity differs depending on school leadership and data management practices.

With respect to lack of coordination, which posted a mean of 2.59 (SD = 0.95) and described as challenged, the findings point to difficulties in collaboration among stakeholders. The items poor coordination causes delays and lack of coordination affects consistency of support both (M = 2.73, SD=1.00) indicate that coordination gaps affect both the timeliness and uniformity of implementation. On the other hand, coordination between DepEd and other stakeholders is insufficient (M = 2.40, SD=0.88) reflects a comparatively lower mean, suggesting broader institutional coordination issues. The variation in responses implies differences in how coordination mechanisms function across schools.

In the case of lack of qualified mentors, which yielded a mean of 2.54 (SD = 0.97) and still interpreted as challenged, the results emphasize concerns related to mentoring capacity. The item mentoring is not given priority due to heavy workload and time constrains (M = 2.65, SD=1.02) suggests that competing responsibilities limit mentoring engagement. Meanwhile, shortage of qualified mentors to support beginning teachers and mentors lack sufficient training to effectively implement the induction program both (M = 2.43, SD=0.93) reflect relatively lower means, indicating that these concerns, while present, are experienced with slightly less intensity compared to other indicators. The variability in responses suggests that mentoring support is inconsistent across schools.

Overall, the composite mean of 2.62 (SD = 0.96), interpreted as challenged, indicates that beginning teachers encounter notable difficulties in the implementation of the IPBT. The findings indicate that beginning teachers experience a challenged level in the implementation of the IPBT, suggesting that although the program is operational, several constraints persist that influence its effective execution. The relatively high standard deviation further reveals noticeable variation in responses, implying that the degree of difficulty differs across school contexts. This variation suggests that while some schools are able to manage program demands effectively, others continue to experience limitations in resources, coordination, data systems, and mentoring support, which in turn affects the consistency of implementation.

Anchored on Herzberg’s Two-Factor Theory, these challenges may be classified as hygiene factors, including resources, administrative support, coordination systems, and working conditions. The findings suggest that

inadequacies in these areas contribute to dissatisfaction and limit the optimal functioning of the program, even if teachers remain motivated to perform their roles.

These results are supported by recent studies. Comighud (2020) emphasized that insufficient resources constrain the effectiveness of induction programs. Bauyot et al. (2024) highlighted that weak data systems hinder monitoring and continuous improvement. OECD (2022) reported that coordination gaps lead to inconsistencies in program implementation, while Haïdusek-Niazy et al. (2023) noted that limited mentor capacity reduces the quality of support provided to beginning teachers. Overall, the findings suggest that strengthening institutional support systems is essential to improve the implementation of the IPBT.

3. This section presents the longitudinal performance of beginning teachers based on their Individual Performance Commitment and Review Form (IPCRF) ratings. It focuses on describing how beginning teachers are distributed across performance levels over time, providing insight into their professional outcomes and the extent to which they meet expected teaching standards within the system.

Table 3 Level of Beginning Teachers’ Longitudinal Performance

n = 100

Descriptor	Rating Scale	Frequency (f)	Percentage (%)
Outstanding	(4.50-5.00)	2	2.00
Very Satisfactory	(3.50-4.49)	86	86.00
Satisfactory	(2.50-3.49)	12	12.00
Unsatisfactory	(1.50-2.49)	0	0.00
Poor	(Below 1.49)	0	0.00

The results show that the largest proportion of beginning teachers falls under the very satisfactory category, comprising 86% of the respondents. This indicates that most teachers are able to consistently meet expected performance standards in their professional practice. A smaller proportion, 2%, reached the outstanding level, reflecting a limited number who demonstrate performance beyond expectations. Meanwhile, 12% were classified as satisfactory, suggesting that some teachers meet only the minimum required standards. Notably, there were no respondents categorized under unsatisfactory or poor, indicating the absence of critically low performance among the group.

This pattern suggests a concentration of performance at the competent level, with limited movement toward higher levels of excellence. While the absence of low performance ratings reflects a generally stable level of teaching effectiveness, the small proportion of outstanding performers indicates that progression beyond standard expectations remains constrained. This may imply that beginning teachers are able to adapt to professional demands but require further support to reach advanced levels of instructional proficiency.

From a theoretical perspective, these findings can be viewed through Dreyfus and Dreyfus’ Model of Skill Acquisition, which explains that individuals progress from novice to expert through continuous experience and guided practice. The dominance of “very satisfactory” ratings suggests that most beginning teachers are at the competent stage, where they can perform effectively but have not yet reached the level of intuitive and flexible expertise associated with outstanding performance.

The findings are supported by recent studies. Hermosilla and Ibañez (2025) noted that induction programs help teachers adjust to professional roles but do not immediately produce high-level instructional performance. Similarly, Moolenaar et al. (2023) emphasized that teaching effectiveness develops gradually and is influenced by sustained professional learning and collaborative support systems.

Overall, the results indicate that while beginning teachers are generally able to meet performance expectations, advancement toward higher levels of excellence requires continuous development opportunities, strengthened mentoring, and sustained institutional support.

4. This section examines the relationship between challenges encountered in the Induction Program for Beginning Teachers (IPBT), beginning teachers’ experience, and their IPCRF performance. It aims to determine whether the challenges significantly intervene in the relationship between experience and performance, thereby explaining how these variables interact in influencing professional outcomes.

Table 4 Challenges Encountered in IPBT between Beginning Teachers’ Experience in IPBT and their IPCRF Performance

n = 100

Model Coefficients – IPCR Performance

Effect	Estimate	SE	Z	p-value	Interpretation	Decision
Experience to challenge	0.1202	0.3137	0.383	0.702	Not Significant	Do not Reject H ₀
Challenges to performance	0.0167	0.0466	0.359	0.720	Not Significant	Do not Reject H ₀
Experience to performance	-0.1281	0.1464	0.876	0.381	Not Significant	Do not Reject H ₀

Table 4 presents the mediation analysis showing the effects of experience and challenges on performance. The results reveal that the relationship between experience and challenges ($\beta = 0.1202$, $p = 0.702$) is not significant, leading to the decision to not reject the null hypothesis. This indicates that variations in teachers’ experience do not significantly influence the level of challenges encountered, suggesting that challenges may be shaped more by institutional conditions rather than individual experience.

Similarly, the relationship between challenges and performance ($\beta = 0.0167$, $p = 0.720$) is not significant, also resulting in the decision to not reject the null hypothesis. This implies that the presence of challenges does not directly affect performance outcomes, indicating that beginning teachers are able to maintain their level of performance despite encountering difficulties in program implementation.

Furthermore, the relationship between experience and performance ($\beta = -0.1281$, $p = 0.381$) is likewise not significant, leading to the decision to not reject the null hypothesis. This suggests that experience within the IPBT does not directly translate into improved performance, implying that performance development may require longer exposure and more sustained professional support.

From a theoretical perspective, these findings may be explained by Professional Socialization Theory, which posits that early-career programs primarily facilitate role adaptation, identity formation, and integration into the teaching profession rather than immediate performance enhancement. This explains why experience and challenges do not significantly predict performance, as the effects of induction are developmental and gradual rather than immediate and measurable.

The findings are supported by recent studies. Sims and Fletcher-Wood (2021) emphasized that professional development programs often yield limited short-term effects on measurable performance. Similarly, Bardach and Klassen (2020) identified self-efficacy and cognitive competence as stronger predictors of teaching effectiveness than participation in structured programs. In addition, Darling-Hammond et al. (2020) highlighted that meaningful improvements in performance require sustained, coherent, and long-term professional development systems.

Overall, the results indicate that challenges encountered in the IPBT do not significantly intervene in the relationship between beginning teachers’ experience and their performance, as all relationships in the model were found to be not significant, leading to the decision to not reject the null hypotheses. The very low coefficient of determination ($R^2 = 0.00865$) further indicates that only a minimal portion of performance is explained by experience and challenges, suggesting that teacher performance is influenced by broader contextual, organizational, and individual factors beyond the scope of the induction program.

CONCLUSIONS

Based on the findings of the study, these conclusions were drawn:

Beginning teachers demonstrate a strong level of professional readiness in the teaching profession, reflecting their capacity to perform effectively in school-based responsibilities. However, they continue to experience implementation-related challenges in the Induction Program for Beginning Teachers (IPBT), particularly in terms of limited resources, gaps in data management, coordination issues, and mentoring support. Despite these constraints, their performance remains consistently very satisfactory, with most meeting expected standards and a small proportion exceeding expectations, while no instances of poor performance are evident. Moreover, the results indicate that the challenges associated with the IPBT do not significantly influence the relationship between teachers' experience and their performance, suggesting that other contextual or personal factors may play a more substantial role in shaping performance outcomes.

The study is limited by its inability to fully examine stress management among beginning teachers, particularly in relation to workload demands, role adjustment, and other professional pressures that may contribute to stress and affect their overall teaching experience. In addition, the research instrument was primarily designed to assess challenges within the IPBT framework and did not comprehensively capture broader teaching-related difficulties encountered in actual classroom practice, which may have limited the depth and scope of the data obtained. Moving forward, there is a need to strengthen institutional support systems, particularly in mentoring, resource provision, coordination, and monitoring mechanisms, to ensure that these function more effectively as support structures that enhance teacher development. Further studies may also consider incorporating stress-related variables and broader measures of teaching challenges to provide a more comprehensive understanding of beginning teachers' professional experiences.

RECOMMENDATIONS

Based on the conclusions drawn from the study, the researcher came up with the following recommendations:

1. Schools should implement clear safety guidelines and coordinate with authorities to ensure the protection of teachers assigned to election duties.
2. School heads should strengthen budget planning and seek additional support from stakeholders to address financial constraints in the implementation of the IPBT.
3. Continuous mentoring and professional development activities should be sustained to maintain and further improve the very satisfactory performance of beginning teachers.
4. Schools should improve mentoring, resources, coordination, and data systems to effectively address the challenges encountered in the IPBT.
5. The IPBT should be continuously enhanced through consistent support and monitoring to ensure effective teacher development.
6. Future researchers should include stress management and broader teaching-related challenges to provide a more comprehensive understanding of beginning teachers' experiences.

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