

Induction Program for Beginning Teachers (IPBT) Implementation: Public Elementary School Teachers' Engagement and Challenges

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ABSTRACT. This study explored how the Induction Program for Beginning Teachers (IPBT) was implemented in the Schools Division of Calbayog City, with particular focus on the engagement of public elementary school teachers and the challenges experienced during the program's implementation. Recognizing the importance of helping novice teachers adjust to the teaching profession, the study sought to evaluate the extent of IPBT implementation, assess teachers' level of engagement, and identify the common issues encountered across selected districts. The study used a quantitative approach through a descriptive–correlational–comparative research design. A total of 100 beginning teachers from the Tinambacan and Oquendo Districts participated in the study and were selected using stratified random sampling. Data were gathered through a validated researcher-made questionnaire and analyzed using frequency counts, percentages, weighted mean, and non-parametric statistical tools, including the Mann–Whitney U test and Kruskal–Wallis H test. The findings showed that the major components of the IPBT such as program orientation, mentoring, supervision, and coursebook utilization were generally perceived as consistently implemented. The respondents also exhibited a strong level of engagement in terms of affective, behavioral, and cognitive dimensions. Despite these positive results, participants reported several challenges, particularly concerning communication, availability of resources, mentoring support, and monitoring processes. The study further revealed that although the IPBT is generally well-structured and effectively implemented, its overall success is still affected by contextual factors such as resource availability, administrative support, and consistency in program delivery. These findings highlight the need to strengthen support systems, improve mentoring practices, and address operational concerns to further enhance the effectiveness of the program. Ultimately, the study provides a basis for developing a localized innovation aimed at improving the implementation of the IPBT and supporting the professional growth and development of beginning teachers.

Keywords: *Induction, program, Beginning, Engagement, Challenges*

ARTICLE DETAILS

JEAS-00130; Received: March 8, 2026; Accepted: March 27, 2026; Published: April 16, 2026

CITATION:

Sale, H. F. (2026). Induction Program for Beginning Teachers (IPBT) Implementation: Public Elementary School Teachers' Engagement and Challenges. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/jdswg391

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1. INTRODUCTION

Becoming an effective teacher does not end with passing the licensure examination or completing a degree in education. Teaching competence develops gradually through continuous

exposure to actual classroom experiences, professional interaction, and reflective practice. For many beginning teachers, the transition from pre-service education to full-time teaching can be both exciting and challenging. During the first few years of service, novice teachers are expected to manage classrooms, prepare lessons, address diverse learner needs, comply with school policies, and meet professional standards simultaneously. Because of these demands, the early stage of teaching is widely recognized as one of the most critical periods in a teacher's professional journey (Ang et al., 2025; Espartero et al., 2024; Chavez, 2023; Chavez & Lamorinas, 2023).

Studies across different educational settings consistently emphasize the importance of structured induction programs in helping beginning teachers successfully adapt to the profession. According to Ukrop et al. (2019), effective induction programs go beyond orientation seminars and instead provide sustained mentoring, collaborative learning opportunities, reflective practices, and continuous supervision. These support mechanisms help novice teachers strengthen their instructional competence, professional confidence, and sense of identity as educators. Research further suggests that teachers who receive strong induction support are more likely to remain in the profession, perform effectively in the classroom, and demonstrate continuous professional growth (Alcasoda et al., 2025; Carpio et al., 2025; Chavez, 2023; Amerol et al., 2025).

In response to these concerns, the Philippine Department of Education (DepEd) institutionalized the Induction Program for Beginning Teachers (IPBT) through DepEd Order No. 43, s. 2017. The program serves as a structured and developmental support mechanism designed to assist newly hired teachers during their transition into the public school system. Anchored on the Philippine Professional Standards for Teachers (PPST), the IPBT includes program orientation, self-directed learning through coursebooks, mentoring and coaching sessions, classroom observation, and monitoring and evaluation activities. More recent implementation updates and field reports from 2023 to 2025 further highlight the need to strengthen mentoring systems, contextualize learning delivery approaches, and align induction practices with continuing professional development and career progression initiatives. These developments reinforce the idea that teacher induction is not a one-time activity, but a continuous process intended to enhance teachers' knowledge, skills, attitudes, and values (KSAVs) (Cutillas, 2025; Murro, 2024; Verdeflor et al., 2025; Chavez et al., 2024).

Several local studies support the positive contributions of induction programs in the Philippine educational setting. Studies conducted in Davao del Sur, Tagum City, and Urdaneta City revealed that induction programs help improve classroom management, lesson preparation, instructional delivery, and professional behavior among beginning teachers (Bustamante & Chagas, 2022; Campilla, 2024; Hermosilla & Ibañez, 2025; Chavez et al., 2024). However, these studies also reported that the effectiveness of induction programs often depends on the quality of mentoring, administrative support, availability of resources, and consistency of implementation across schools and divisions. Although policies and frameworks are already established at the national level, actual implementation practices vary depending on local contexts and institutional conditions (Divinagracia, 2024; Murro, 2024; Chavez & Lamorinas, 2023).

This situation is also evident in the Schools Division of Calbayog City. In recent years, the division has experienced a continuous increase in the hiring of new teachers due to enrollment growth, teacher attrition, and national staffing initiatives. As a result, many beginning teachers have been deployed across schools with varying geographic locations, resource conditions, and institutional capacities, particularly in districts such as Tinambacan and Oquendo. These teachers come from different academic backgrounds and levels of professional preparation, which may

affect how they respond to the realities and demands of classroom teaching (Ang et al., 2025; Cutillas et al., 2025; Carpio et al., 2025).

While the IPBT is officially implemented across the division, initial observations and informal feedback suggest that beginning teachers may experience differences in mentoring support, accessibility of learning resources, supervision practices, and monitoring mechanisms. Some teachers may receive consistent guidance and professional assistance, while others may encounter limited mentor availability, workload pressures, insufficient instructional resources, or inconsistent implementation of induction activities. Such challenges may influence teachers' adaptation to the profession, level of engagement, instructional performance, and overall professional development (Alcasoda et al., 2025; Verdeflor et al., 2025; Ang et al., 2025).

Despite the existence of DepEd policies and implementation guidelines, there remains a gap between the intended objectives of the IPBT and the actual experiences of beginning teachers in local school settings. Existing studies have largely focused on the general effectiveness of induction programs, but limited research has examined how the IPBT is specifically implemented within the Schools Division of Calbayog City, particularly in relation to mentoring support, professional development activities, teacher engagement, and adaptation to the profession. Moreover, there is insufficient localized evidence describing the challenges encountered during implementation and how these affect beginning teachers' professional growth (Espartero et al., 2024; Murro, 2024; Verdeflor et al., 2025; Chavez et al., 2024).

To address this gap, the present study examined the implementation of the Induction Program for Beginning Teachers (IPBT) in the Schools Division of Calbayog City. Specifically, it investigated the extent of program implementation in terms of mentoring support, professional development activities, supervision, and coursebook utilization, as well as the level of engagement of beginning teachers across affective, behavioral, and cognitive dimensions. The study also explored the challenges encountered during program implementation and how these factors influence beginning teachers' adaptation to the teaching profession (Ang et al., 2025; Carpio et al., 2025; Cutillas, 2025; Chavez, 2023).

By examining these variables, the study aimed to generate a more comprehensive understanding of how the IPBT functions within the local educational context. The findings were expected to identify strengths and implementation gaps that may serve as bases for improving teacher induction practices within the division. In particular, the study intended to contribute to the enhancement of mentoring systems, professional support structures, resource allocation, and monitoring mechanisms that directly affect beginning teachers' professional experiences and development (Alcasoda et al., 2025; Ang et al., 2025; Verdeflor et al., 2025; Amerol et al., 2025).

The significance of this study lies in its potential contribution to evidence-based educational practice and policy improvement. The findings may help school heads, master teachers, mentors, and education supervisors strengthen the implementation of induction programs by designing more responsive and context-based support systems for novice teachers. Likewise, the study may assist policymakers and program implementers in refining existing induction frameworks to better address the practical needs and challenges experienced by beginning teachers in diverse school environments (Cutillas, 2025; Carpio et al., 2025; Chavez et al., 2024).

Furthermore, the study contributes to the growing body of literature on teacher induction and professional development in the Philippine context. It highlights the importance of sustained mentoring, institutional support, and contextualized implementation in ensuring the success of beginning teachers during their early years in the profession (Ang et al., 2025; Verdeflor et al., 2025; Chavez, 2023).

This study focused on beginning teachers in selected public elementary schools within the Tinambacan and Oquendo Districts of the Schools Division of Calbayog City. In accordance with DepEd policy, beginning teachers refer to newly hired Teacher I personnel who have zero to three years of teaching experience, possess valid professional teaching licenses, and are actively participating in the IPBT. These teachers are expected to participate in structured induction activities, demonstrate competencies aligned with the PPST, and engage in mentoring and professional development initiatives (Murro, 2024; Espartero et al., 2024; Chavez & Lamorinas, 2023).

The study specifically examined the level of IPBT implementation in terms of mentoring support, professional development activities, supervision, and teacher adaptation. However, the investigation was limited only to selected public elementary schools within the identified districts. Secondary schools, private educational institutions, and teachers outside the specified locale were not included in the study.

2. METHODS

2.1 Research Design

This study employed a descriptive–correlational–comparative research design using a non-experimental quantitative approach. The design was appropriate because it aimed to describe the implementation of the Induction Program for Beginning Teachers (IPBT), assess teachers’ engagement and challenges encountered, determine relationships among variables, and identify differences among groups without manipulating any conditions. The study examined the implementation of IPBT in areas such as program orientation, mentoring, supervision, Learning Action Cells (LACs), coursebook utilization, and portfolio development. It also assessed teachers’ affective, behavioral, and cognitive engagement, as well as challenges related to communication, resources, mentoring support, monitoring, and psychosocial support. Descriptive statistics, including frequency, percentage, and weighted mean, were used to summarize the data, while correlation tests, t-tests, and ANOVA were applied to determine relationships and significant differences among variables. The findings served as a basis for improving the implementation of the IPBT.

2.2 Participants of the Study

This study focused on the implementation of the Induction Program for Beginning Teachers (IPBT) among public elementary school teachers in the Tinambacan and Oquendo Districts of the Schools Division of Calbayog City during School Year 2025–2026. The respondents were 100 beginning teachers from selected public elementary schools who had participated in or were currently participating in the IPBT. The participants were chosen because of their direct experience with the program, allowing them to provide reliable information regarding its implementation, their level of engagement, and the challenges encountered. Proportionate allocation was used to determine the number of respondents per school, while simple random sampling ensured a fair and unbiased selection process. To be included in the study, respondents had to be assigned in public elementary schools within the identified districts, actively involved in the IPBT, and willing to participate voluntarily in the research.

Respondents of the Study

District	School	Population	Sample (N)	Percentage (%)
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Tinambacan 1	14	14.0
Tinambacan 2	13	13.0
Tinambacan 3	16	16.0
Oquendo 1	16	16.0
Oquendo 2	18	18.0
Oquendo 3	23	23.0
Total	100	100%

2.3 Sampling Procedure

The study employed stratified random sampling to select the respondents. In this method, the population was divided into smaller groups or strata to ensure proper representation from each group. For this study, the public elementary schools in the Tinambacan and Oquendo Districts served as the strata. Respondents were then randomly selected from each school in proportion to the number of qualified teachers who met the inclusion criteria. This approach helped ensure a fair and balanced representation of participants in the study.

2.4 Research Instrument

The study used a researcher-made structured questionnaire as the main data-gathering tool to evaluate the implementation of the Induction Program for Beginning Teachers (IPBT), teachers' engagement, and challenges encountered by public elementary school teachers in the Tinambacan and Oquendo Districts, Schools Division of Calbayog City. The questionnaire had four parts: respondents' demographic profile, extent of IPBT implementation, teachers' affective, behavioral, and cognitive engagement, and challenges experienced during implementation. A five-point Likert scale was used to measure perceptions and experiences. The instrument was pilot-tested among teachers with similar characteristics, yielding a Cronbach's alpha above 0.70, which confirmed its reliability. Minor revisions were also made to enhance clarity and readability based on pilot-test feedback.

2.5 Data Gathering Procedure

The study followed a systematic and ethical research process. The researcher first secured approval from the Graduate School and the Department of Education (DepEd) Schools Division Office of Calbayog City before coordinating with district supervisors and school heads for the conduct of the study. Respondents were selected through stratified random sampling. The questionnaire was pilot-tested to ensure clarity and reliability, and necessary revisions were made based on feedback. During data collection, the researcher personally distributed the questionnaires, explained the purpose of the study, ensured confidentiality, and obtained informed consent from the respondents. After retrieval, the data were organized, coded, and analyzed using statistical software. Although some delays were encountered due to teachers' schedules and school activities, the researcher successfully completed the data gathering. The results of the study served as the basis for proposing improvements to the implementation of the Induction Program for Beginning Teachers (IPBT).

2.6 Ethical Considerations

The study will follow ethical research standards to protect the rights and welfare of all participants. Approval will be secured from the appropriate educational authorities before conducting the study, and participation will be entirely voluntary. Respondents will be asked to

provide informed consent and will have the freedom to withdraw from the study at any time without any consequences. To ensure confidentiality, participants’ identities will remain anonymous through the use of numerical codes instead of names. All collected data will be kept secure and accessed only by the researcher. The findings of the study will be presented honestly and used strictly for academic and professional development purposes. In addition, the proposed enhancement plan will focus on supporting beginning teachers and improving professional development practices in a constructive and respectful manner.

3. RESULTS

Table 3 Extent of Implementation of IPBT in their Respective Districts in Terms of Program Orientation

Statements	Respondents		
	\bar{x}	Int.	SD
1. A formal orientation about the IPBT was conducted at the beginning of the school year.	4.28	AI	0.91
2. The objectives and components of the IPBT were clearly explained to beginning teachers.	4.43	AI	0.73
3. School heads and mentors provided clear instructions regarding the program.	4.36	AI	0.75
4. The orientation included discussion of teachers’ roles and responsibilities.	4.50	AI	0.67
5. Beginning teachers were given enough time to understand the program guidelines.	4.36	AI	0.76
6. Orientation materials (e.g., manuals, guides) were provided to beginning teachers.	4.20	AI	0.94
7. Opportunities were given for beginning teachers to ask questions during the orientation	4.44	AI	0.70
8. Orientation activities included practical examples of how the IPBT is implemented in actual school settings.	4.40	AI	0.71
9. Beginning teachers were oriented on the expected outcomes and performance indicators of the IPBT.	4.45	AI	0.76
10. Follow-up orientation or clarification sessions were conducted when needed.	4.21	AI	0.91
Average	4.36	AI	0.65

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 3 The results show that the Induction Program for Beginning Teachers (IPBT) in terms of program orientation was consistently implemented, with an overall mean of 4.36 interpreted as “always implemented.” This means that beginning teachers generally received clear and organized orientation about the program. Key findings indicate that teachers were well-informed about their roles, expected outcomes, and performance standards, and they were given opportunities to ask questions during orientation sessions. While all indicators were rated

positively, the provision of orientation materials and follow-up sessions received slightly lower ratings. Overall, the findings suggest that program orientation is well-implemented, though additional support materials and follow-up activities could further improve the process.

Table 4 Extent of Implementation of IPBT in their Respective Districts in Terms of Provision and Monitoring of Progress on Self-Learning Coursebooks

Statements	Respondents		
	\bar{x}	Int.	SD
1. Self-learning coursebooks were provided to beginning teachers on time.	4.29	AI	0.86
2. Clear instructions on how to use the coursebooks were given.	4.26	AI	0.87
3. Progress in accomplishing the coursebooks is regularly monitored.	4.09	OI	0.92
4. Mentors or school heads check the outputs in the coursebooks.	4.14	OI	0.83
5. Feedback is given regarding completed coursebook activities.	4.20	AI	0.88
6. Beginning teachers are given sufficient time to complete coursebook activities.	4.36	AI	0.76
7. Follow-up support is provided when difficulties in accomplishing the coursebooks arise.	4.22	AI	0.81
8. Monitoring tools or checklists are used to track coursebook completion.	4.21	AI	0.80
9. Beginning teachers are reminded regularly about deadlines for coursebook tasks.	4.19	OI	0.86
10. Adjustments are made in timelines when teachers encounter difficulties in completing coursebooks	4.19	OI	0.81
Average	4.22	AI	0.71

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 4 The findings indicate that the provision and monitoring of self-learning coursebooks in the IPBT were generally “always implemented,” with an overall mean of 4.22. This shows that beginning teachers received steady support in using and completing their coursebooks. Teachers noted that they were given enough time to finish activities and that coursebooks were distributed on time, reflecting good access and planning. However, monitoring-related practices such as regular checking of outputs, consistent follow-ups from mentors or school heads, and reminders about deadlines were rated slightly lower and described as “often implemented.” Overall, the results suggest that while the coursebook system is well in place, strengthening monitoring and follow-up support could further improve its implementation.

Table 5 Extent of Implementation of IPBT in their Respective Districts in Terms of Coaching and Mentoring

Statements	Respondents		
	\bar{x}	Int.	SD
1. Beginning teachers are assigned a mentor in the school.	4.33	AI	0.88
2. Mentors regularly meet with beginning teachers.	4.21	AI	0.86

3. Mentors provide guidance in lesson planning and classroom management.	4.26	AI	0.88
4. Mentors help beginning teachers improve their teaching practices.	4.32	AI	0.85
5. Coaching sessions are conducted in a supportive and encouraging manner.	4.31	AI	0.84
6. Mentors provide constructive feedback based on actual classroom observations.	4.28	AI	0.82
7. Beginning teachers feel comfortable seeking help from their mentors.	4.29	AI	0.81
8. Mentors model effective teaching strategies during coaching sessions.	4.28	AI	0.84
9. Coaching and mentoring activities are aligned with the individual needs of beginning teachers.	4.32	AI	0.83
10. Beginning teachers receive emotional and professional support from their mentors.	4.28	AI	0.85
Average	4.29	AI	0.73

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 5 The results show that coaching and mentoring in the IPBT were consistently implemented, with an overall mean of 4.29 interpreted as “always implemented.” This suggests that beginning teachers regularly received strong support from mentors in their schools. Respondents noted that they were properly assigned mentors, and that these mentors actively helped them improve their teaching practices and addressed their individual needs. Overall, the findings highlight that coaching and mentoring are well-established components of the program and play an important role in supporting both the professional and personal growth of beginning teachers.

Table 6 Extent of Implementation of IPBT in their Respective Districts in Terms of Differentiated Supervision

Statements	Respondents		
	\bar{x}	Int.	SD
1. Classroom observations are conducted based on the needs of beginning teachers.	4.43	AI	0.71
2. School heads provide guidance suited to the teacher’s level of experience.	4.44	AI	0.74
3. Beginning teachers receive specific suggestions for improvement.	4.53	AI	0.64
4. Feedback after classroom observation is clearly explained.	4.52	AI	0.63
5. Supervision focuses on helping teachers improve rather than evaluating them only.	4.51	AI	0.67
6. Supervisory approaches are adjusted based on the individual needs of beginning teachers.	4.44	AI	0.66
7. School heads conduct follow-up observations to monitor improvement.	4.35	AI	0.80

8. Supervisory feedback is tailored to address specific instructional challenges of beginning teachers.	4.43	AI	0.67
9. Beginning teachers are involved in setting goals for their own professional improvement.	4.49	AI	0.69
10. Various supervision strategies (e.g., observation, conferencing, demonstration) are utilized.	4.52	AI	0.61
Average	4.47	AI	0.57

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 6 The findings show that differentiated supervision in the IPBT was consistently implemented, with an overall mean of 4.47 interpreted as “always implemented.” This indicates that supervision practices in the districts are highly consistent and well-established. Beginning teachers reported that they regularly received clear and specific feedback to help improve their teaching, and that post-observation discussions were explained in a way that was easy to understand. They also experienced a variety of supervision strategies tailored to their needs. Overall, the results suggest that supervision under the IPBT is supportive and developmental rather than purely evaluative, helping beginning teachers improve their skills through meaningful and responsive guidance.

Table 7 Extent of Implementation of IPBT in their Respective Districts in Terms of Conduct of Learning Action Cells

Statements	Respondents		
	\bar{x}	Int.	SD
1. Learning Action Cell sessions are conducted regularly in the school.	4.45	AI	0.67
2. Topics discussed in LAC sessions are relevant to beginning teachers.	4.44	AI	0.67
3. Beginning teachers are encouraged to actively participate in LAC sessions.	4.94	AI	4.00
4. LAC sessions help improve teaching strategies and classroom practices.	4.55	AI	0.64
5. School heads and mentors actively support the conduct of LAC sessions.	4.53	AI	0.58
6. LAC sessions encourage sharing of best practices among teachers.	4.45	AI	0.63
7. Outputs from LAC sessions are applied in actual classroom teaching.	4.52	AI	0.63
8. LAC sessions provide opportunities for collaborative problem-solving among teachers.	4.55	AI	0.63
9. Beginning teachers are given roles or responsibilities during LAC sessions.	4.49	AI	0.61
10. LAC sessions address current issues and challenges encountered in classroom teaching.	4.50	AI	0.60
Average	4.54	AI	0.62

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)

3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 7 The results show that Learning Action Cells (LACs) were consistently implemented in the IPBT, with an overall mean of 4.54 interpreted as “always implemented,” making it one of the strongest areas of the program. Beginning teachers reported that they were actively encouraged to participate in LAC sessions, which they found helpful in improving their teaching strategies and classroom practices. These sessions also provided opportunities for collaboration and shared problem-solving among teachers. Overall, the findings suggest that LACs are meaningful and well-utilized spaces for professional growth, where beginning teachers can learn from one another and strengthen their teaching skills through regular and supportive discussions.

Table 8 Extent of Implementation of IPBT in their Respective Districts in Terms of Portfolio Development

Statements	Respondents		
	\bar{x}	Int.	SD
1. Beginning teachers are guided on how to prepare their professional portfolio.	4.31	AI	0.69
2. Required documents for the portfolio are clearly explained.	4.38	AI	0.72
3. Mentors assist beginning teachers in organizing their portfolio.	4.32	AI	0.71
4. Portfolio development is monitored by the school head or mentor.	4.40	AI	0.71
5. The portfolio helps beginning teachers reflect on their teaching performance.	4.44	AI	0.69
6. Beginning teachers receive feedback on their portfolio contents.	4.44	AI	0.67
7. Portfolio development activities are aligned with professional standards for teachers.	4.48	AI	0.64
8. Beginning teachers are encouraged to include reflective narratives in their portfolio.	4.50	AI	0.61
9. Portfolio outputs demonstrate evidence of professional growth and development.	4.47	AI	0.61
10. Digital or electronic portfolios are encouraged for easier documentation and access.	4.39	AI	0.67
Average	4.41	AI	0.56

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 8 The findings show that portfolio development in the IPBT was consistently implemented, with an overall mean of 4.41 interpreted as “always implemented.” This suggests that beginning teachers were regularly guided and supported in preparing their professional portfolios. Teachers were encouraged to include reflective narratives and align their portfolio outputs with professional teaching standards. This shows that the portfolio is used not just as a requirement, but as a tool for reflection and professional growth. Overall, the results indicate that

mentors and schools provide adequate support in helping beginning teachers organize and improve their portfolios, making it a meaningful part of their development in the program.

Table 9 Extent of Implementation of IPBT in their Respective Districts

Domain	Respondents		
	\bar{x}	Int.	SD
Program orientation	4.36	AI	0.65
Provision and monitoring of progress on self-learning coursebooks	4.22	AI	0.71
Coaching and mentoring	4.29	AI	0.73
Differentiated supervision	4.47	AI	0.57
Conduct of Learning Action Cells	4.54	AI	0.62
Portfolio development	4.41	AI	0.56
Average	4.38	AI	0.52

Legend::

Scale	Interpretation
4.20 – 5.00	Always Implemented (AI)
3.40 – 4.19	Often Implemented (OI)
2.60 – 3.39	Sometimes Implemented (SI)
1.80 – 2.59	Rarely Implemented (RI)
1.00 – 1.79	Never Implemented (NI)

Table 9 The overall results show that the IPBT was consistently implemented across all its major domains, with an overall mean of 4.38 interpreted as “always implemented.” This indicates that beginning teachers generally experienced strong and steady support throughout the program. Among the different areas, Learning Action Cells (LACs) ranked highest, followed by differentiated supervision and portfolio development. These suggest that collaborative learning, personalized guidance, and reflective practice are well-established strengths of the program. Meanwhile, the provision and monitoring of self-learning coursebooks received the lowest mean, though still rated as “always implemented,” indicating that this area is slightly less strong compared to the others.

4. DISCUSSION

The findings paint a clear picture of how the Induction Program for Beginning Teachers (IPBT) is being implemented and experienced across the districts. The respondents were mostly young, early-career teachers, predominantly female, many of whom were still pursuing further studies and teaching General Education. This reflects a workforce that is still in the early stages of professional development and likely in need of strong mentoring and structured support.

Overall, the IPBT was perceived as consistently and effectively implemented across all major components. Learning Action Cells and differentiated supervision stood out as the strongest areas, suggesting that collaborative learning and personalized guidance are well-established practices in schools. While the provision and monitoring of coursebooks received the lowest rating, it was still considered well-implemented, indicating that the program is functioning well but has room for strengthening in terms of monitoring and follow-through.

In terms of engagement, beginning teachers showed a high level of involvement across affective, behavioral, and cognitive dimensions. This suggests that the program is not only being delivered well but is also meaningful enough to actively engage teachers in their professional growth.

Despite these positive findings, respondents still pointed out practical challenges, particularly in monitoring systems and access to learning resources. Issues such as inconsistent tracking of

coursebook progress and delays in feedback and reminders highlight areas where implementation could be made more responsive and efficient.

Statistical tests further revealed that the way the IPBT is implemented is generally uniform across different schools and districts, meaning that teachers experience the program in a fairly standardized way regardless of location. However, while most personal characteristics of teachers did not significantly affect their engagement, specialization in subject area showed a meaningful influence, suggesting that some teachers may engage more deeply depending on the nature of what they teach. Age also showed a slight influence on engagement, particularly in emotional and behavioral aspects.

Importantly, the study found a clear connection between how well the IPBT is implemented and how engaged teachers feel. In simple terms, when the program is delivered more effectively, teachers are more motivated, involved, and responsive. This highlights the importance of strengthening implementation quality as a direct way to improve teacher engagement.

Finally, the findings point to a practical need for improvement in the form of a digital IPBT monitoring and mentoring system. Such a platform could help streamline feedback, improve communication, and make learning resources more accessible, ultimately making the induction process more supportive and efficient for beginning teachers.

5. CONCLUSION

The conclusions show that the IPBT mainly supports a young, mostly female group of beginning teachers who are still adjusting to the demands of the profession. Overall, the program is being implemented consistently across districts, with Learning Action Cells and differentiated supervision standing out as the strongest forms of support. However, the findings also suggest that teachers' subject specializations influence how they engage with the program, meaning that a uniform approach may not fully meet the needs of all teaching areas. The study also highlights a clear link between how well the program is implemented and how engaged teachers become the better the support and delivery, the more motivated and involved teachers tend to be in their professional growth. In terms of hypotheses, age and specialization were found to have some influence on engagement, while school and district location did not significantly affect how the program was implemented, showing that IPBT is delivered in a fairly consistent way across areas.

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