

The Effectiveness of the Teacher Induction Program (TIP) on the Personal and Professional Development of Elementary School Teachers

Heriela Callos Ballano *

MAED Major Administration and Supervision, Daniel B. Pena Memorial College Foundation, Inc.

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Abstract

This study assessed the effectiveness of the Teacher Induction Program (TIP) in enhancing the personal and professional development of elementary school teachers in the Tabaco City Division. It specifically examined TIP's impact on personal development in terms of professionalism, ethics, and learning management, as well as professional development in teaching and learning, curriculum, and planning. The study also explored differences in perceptions between novice teachers and school heads regarding TIP's effectiveness, identified influencing factors, and proposed a plan of action to address these factors. A descriptive-survey research design was employed, involving 110 respondents—70 novice teachers and 40 school heads.

Data were analyzed using frequency counts and percentages to determine TIP's effectiveness across various domains. An F-test was applied to assess significant differences in perceptions between the two respondent groups. Additionally, frequency count and ranking were used to identify factors affecting TIP's effectiveness. Findings revealed varying levels of effectiveness across personal and professional domains, with notable differences in perception between novice teachers and school heads. The results underscored the need for targeted improvements in TIP implementation, particularly in areas where gaps were identified. Based on these findings, a plan of action was proposed to enhance TIP's responsiveness to the developmental needs of teachers, ensuring a more cohesive and supportive induction experience.

Keywords: Teachers Induction Program; Professionalism; Induction Experience; Teachers'

1. Introduction

Teaching is a dynamic and multifaceted profession that demands not only expertise but also empathy, creativity, and adaptability. Educators are expected to be both skilled practitioners and reflective thinkers, capable of navigating complex classroom environments and evolving educational landscapes. Despite the challenges—ranging from large class sizes to shifting curricular demands—teachers play a transformative role in shaping learners' futures. Their influence extends beyond academic achievement, fostering lifelong values and aspirations in students.

To support teachers, especially those new to the profession, structured induction programs are essential. These programs help novice educators transition smoothly from theory to practice, offering guidance in areas such as classroom management, curriculum planning, and professional ethics. Globally, teacher induction is recognized as a foundational step in promoting lifelong learning and reducing attrition rates. In alignment with Sustainable Development Goal 4 (SDG 4) of the United Nations' 2030 Agenda, which advocates for inclusive and equitable quality education, teacher training and continuous development are emphasized as key strategies for achieving educational equity and excellence.

* Corresponding author: Heriela Callos Ballano

In the Philippine context, several legislative measures reinforce the importance of teacher development. Republic Act 4670, the Magna Carta for Public School Teachers, mandates in-service training and access to further education. Republic Act 11713, the Excellence in Teacher Education Act, strengthens teacher preparation and aligns programs with global standards. Additionally, Republic Act 10912, the Continuing Professional Development (CPD) Law, requires professionals to earn CPD units to maintain licensure, ensuring ongoing competence and ethical practice. Collectively, these laws affirm the nation's commitment to empowering educators and elevating the quality of education.

2. Materials and methods (quantitative)

This study employed a descriptive-survey research design to assess the effectiveness of the Teacher Induction Program (TIP) in the Tabaco City Division. A total of 110 respondents participated, comprising 70 novice teachers and 40 school heads. Structured questionnaires were used to gather data on TIP's impact across two major domains: personal development (professionalism and ethics, learning management) and professional development (teaching and learning, curriculum and planning). The instrument utilized a 5-point Likert scale to measure perceptions of effectiveness, with responses interpreted adjectivally.

To complement the quantitative data, qualitative methods were integrated through open-ended questions and informal interviews with selected respondents. These provided deeper insights into the lived experiences of novice teachers and school heads regarding TIP implementation. Responses were thematically analyzed to identify recurring patterns, challenges, and suggestions for improvement. This qualitative component enriched the understanding of how TIP influences teacher growth beyond numerical ratings, capturing nuances in motivation, confidence, and professional identity.

Data analysis involved frequency counts, percentages, and weighted means to determine effectiveness levels. To test for significant differences in perceptions between the two groups, an F-test was applied at a 0.05 level of significance. The integration of qualitative feedback supported the interpretation of statistical results, offering context to the observed differences and reinforcing the need for responsive, differentiated induction strategies. This mixed-method approach ensured a comprehensive evaluation of TIP's impact on teacher development.

3. Results and discussions

The Teacher Induction Program (TIP) was rated as extremely effective in both personal and professional development domains by novice teachers and school heads. In personal development, professionalism and ethics received the highest average rating of 4.56, followed by learning management with 4.52. For professional development, teaching and learning averaged 4.62, while curriculum and planning scored 4.59. Notably, school heads consistently rated the program higher than novice teachers across all areas. The F-computed values for all domains—professionalism and ethics (8.10), learning management (50.75), teaching and learning (13.99), and curriculum and planning (14.26)—exceeded the F-tabular value of 5.32, indicating a statistically significant difference in perceptions between the two groups.

The findings affirm the TIP's strong impact on enhancing teachers' competencies, particularly in ethical practice, classroom management, instructional strategies, and curriculum planning. The higher ratings from school heads suggest a broader appreciation of the program's systemic benefits, while novice teachers may still be navigating its practical applications. The significant differences in perception highlight the need for differentiated support and feedback mechanisms within the program. These results underscore the importance of continuous refinement of induction frameworks to ensure alignment with both administrative expectations and classroom realities, ultimately fostering a more cohesive and effective teacher development system.

4. Conclusion

Teaching is a vital profession that shapes not only academic success but also the personal growth and aspirations of learners. Structured induction programs are crucial in supporting novice teachers, ensuring a smooth transition into the profession and fostering lifelong learning. Global and national initiatives, including SDG 4 and Philippine education laws, emphasize the importance of continuous teacher development to meet evolving educational demands. These efforts collectively strengthen the teaching workforce and uphold the standards of quality education.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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