

Induction Program for Beginning Teachers' Implementation and Professional Competence of Teachers : Basis for School Management Plan



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ABSTRACT: This study theorized that a higher level of IPBT implementation is associated with increased teachers' professional competence. It explored the respondents' characteristics, the implementation level of the Induction Program for Beginning Teachers (IPBT) and the professional competences of teachers. It also examined the relationship between the implementation of IPBT and the teachers' professional competence, and the difference in teachers' professional competence when grouped according to the highest educational attainment, key stages area, and teaching experience in private and public. Correlational Research Design was used in this study. Using the population sample, the study surveyed 302 public school teachers of the Division of Misamis Oriental. Data were collected using the researcher-made survey questionnaire, which was subjected to pilot testing with 30 respondents revealing the result of Cronbach Alpha of 0.96. Data shows that the level of implementation of IPBT is very high so as the level of teachers' professional competences. Findings also reveals that there is a significant relationship between the implementation of IPBT and the respondents' professional competence. Findings also exposes that overall, there is no significant difference in the teachers' professional competence when grouped according to their characteristics. However, data reveals that there is a significant difference between teaching experience in private schools and teachers' professional competence in values. There is no difference observed between educational attainment, teaching experience in public schools, and key stage taught with respect to knowledge, skills, attitude, and values. The study concludes that the program has met their expectations and has effectively addressed the needs of the beginning teachers. It is recommended that the DepEd should prioritize and invest in the enhancement of IPBT since it has significant relationship with the professional competences of teachers. Finally, the study also recommends the application of the 3-year comprehensive School Management Plan developed by the researcher.

KEYWORDS: Induction Program Implementation, Professional Competence, School Management Plan

I. INTRODUCTION

Induction Program for Beginning Teachers (IPBT) is a Department of Education's program that ensures the alignment of the professional competences of the teachers and of its goals. DepEd Order 43, s. 2017 stipulates that IPBT specifically aims to enhance the Knowledge, Skills, Attitude, and Values (KSAVs) which are also recognized as the professional competences of teachers. However, various concerns have emerged, doubting the results of the program, whether it helps the teachers or it does not have influence at all. These concerns highlight the need for reassessment of the program design. Such reassessment is crucial for identifying and addressing possible issues of the program and for devising more effective strategies to achieve its objectives. These emphasize how important it is to carry out this investigation.

In this study, different components of the Induction Program for Beginning Teachers are being surveyed - course orientation, the module utilization, the Learning Action Cell, the differentiated supervision, and the mentoring and monitoring. Professional competency in teaching is essential since it is believed that it has a direct influence on the learning outcomes of students. As stated by Omar et. al. (2018), the proficiency of teachers will yield beneficial outcomes for students' academic growth and skill acquisition, while also facilitating the enhancement of teaching methodologies for educators themselves.

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A teacher's knowledge as one of the professional competencies is important in their profession as it directly impacts the teaching-learning process. According to Akyeampong (2022), a high level of content knowledge among teachers is associated with notable improvements in student achievement. A deep understanding of the subject matter allows teachers to effectively convey complex concepts to students, making learning more engaging and meaningful. Teachers' knowledge of pedagogy and instructional techniques ensures that they can employ effective teaching methods and create a positive learning environment.

The skill of teachers as professional competency is of utmost importance in their profession as it directly influences the teaching-learning process. Their skills in instructional design and delivery ensure that lessons are well-structured, engaging, and cater to the diverse needs of students. Their classroom management skills create a positive and conducive learning environment, fostering student engagement and participation. Shah (2023) emphasized that by employing effective teaching strategies, educators can establish a conducive learning atmosphere in which their students can flourish and achieve their maximum potential. She said further that equipped with the necessary tools, teachers can ensure that their lessons are both engaging and enjoyable, fostering productivity and enjoyment among all participants.

Furthermore, the attitude of teachers also impacts the teaching-learning process (Murrell, 2020). It can foster a supportive and motivating learning environment, inspiring students to actively participate and engage in their education. Being an empathetic and caring teacher can build strong relationships with students, promoting a sense of trust and emotional well-being that enhances the learning experience.

Moreover, teachers' values, such as integrity and respect, serve as role models for students, shaping their character and ethical development. Their values can contribute to creating a positive and nurturing learning environment that promotes students' holistic growth and success. Barni et al. (2019) suggested that values can play a critical role in enhancing an individual's subjective well-being and self-efficacy, enabling them to successfully manage the responsibilities and challenges associated with their professional duties. This, in turn, can significantly impact crucial academic outcomes.

This study can offer valuable theoretical insights that can deepen understanding of the issue at hand. It can deliver practical solutions by addressing the concern or significant issues concerning the implementation of the induction program. This research also has the capacity to contribute substantial recommendations for the improvement of the program through a school management plan. A school management plan outlines the framework and strategies that a school uses to address issues based on the result of this study. It typically includes sections detailing the activities to be undertaken as well as specific objectives and action plans for achieving them.

This study is anchored on the Human Capital Theory of Gary Becker (1962) which assesses the evidence for the value and importance of people to organizational success. It is an economic and sociological concept that emphasizes the value of investing in human resources, such as education, training, and skills, as a means to enhance individual and societal well-being and economic growth. It posits that individuals, like physical or financial capital, can yield returns on investment. By acquiring knowledge and skills, individuals become more productive and, in turn, contribute to increased productivity in the broader economy. It also underlines the significance of education and continuous learning in improving earning potential, employability, and overall quality of life.

In the field of education, Human Capital Theory proposes that investments in education and training are comparable to investments in physical or financial capital. This theory views individuals as valuable assets, with education and skills serving as the capital that enhances their productivity and economic value. According to this perspective, individuals who acquire higher levels of education and training are more likely to have increased earning potential and contribute more effectively to the economy. Human Capital Theory emphasizes the importance of education in developing a skilled workforce and promoting economic growth. By investing in education, societies can enhance human capital, leading to improved productivity, innovation, and overall societal development.

In the case of beginning teachers, an Induction Program can be seen as an investment in their professional development and success. It can provide support, guidance, and resources to help them navigate the challenges of the teaching profession, ultimately leading to improved teaching effectiveness and retention rates. Moreover, by providing support, mentorship, and professional development, this program may enhance the professional competence of teachers such as their knowledge, skills, and capabilities of teachers. According to Bagshaw (2023), professional development can indeed yield extensive benefits, ranging from heightened employee confidence and enhanced productivity to greater customer satisfaction.

Furthermore, enhancing the professional competence of teachers is crucial for several reasons. Firstly, a strong knowledge base allows teachers to effectively deliver content and facilitate meaningful learning experiences for students. According to Omar et. al. (2018), enhancing teachers' competency has a positive impact on students' academic growth and skills,

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while also supporting teachers in refining their teaching methodologies. Secondly, honing their skills in instructional design, classroom management, and assessment enables teachers to create engaging and effective learning environments. Thirdly, cultivating positive attitudes, such as empathy and enthusiasm, helps foster positive relationships with students and promotes a supportive learning atmosphere. Fourthly, instilling values such as integrity, inclusivity, and lifelong learning in teachers contributes to the development of students' character and ethical values. Lastly, enhancing professional competence ensures that teachers stay updated with the latest research, methodologies, and educational trends, leading to continuous improvement in teaching practices and better student outcomes. Overall, investing in the professional competence of teachers is essential for providing high-quality education and nurturing the holistic development of students. In short, Induction Programs for Beginning Teachers are a practical application of Human Capital Theory in the field of education. They recognize the value of investing in the development of teachers' human capital, improving their skills, and ultimately contributing to individual and societal development.

II. METHODOLOGY

Correlational Research Design was used in this study since it examined the relationship between the implementation of the Induction Program for Beginning Teachers (IPBT) based on the perspective of the teachers who participated and completed the Induction Program for Beginning Teachers and the Knowledge, Skills, Attitudes, and Values (KSAVs) of teachers as professional competences. By utilizing this design, the study aimed to determine the nature of the relationship between these variables, specifically whether there is a positive or negative association and the degree of strength. Correlational research has not implied causation but enabled us to understand the extent to which changes in one variable correspond to changes in another. This approach was valuable for shedding light on whether effective implementation of the IPBT was linked to improvements in teachers' KSAVs, which were vital for their overall performance and effectiveness in the field of education.

The population of the study was consisting of the three hundred two (302) public elementary and junior high school teachers of the select districts and schools of Misamis Oriental who have undergone the Induction Program for Beginning Teachers (IPBT) and have been employed in the Department of Education – Division of Misamis Oriental. At this point in time, the participants have already completed the program. By focusing on this subset of teachers, the study aimed to gain insights into how the Induction Program for Beginning Teachers (IPBT) related to the professional competences of teachers.

For ethical considerations in this study, securing informed consent from the authorities has been done first. Participants were fully informed about the study's purpose, procedures, and potential risks and benefits. They had the opportunity to provide voluntary and informed consent before participating in surveys, interviews, or any data collection activities.

Confidentiality has also been secured. To protect the privacy of participants, all collected data was treated with the utmost confidentiality. Personal identifying information was anonymized or kept securely to prevent any unauthorized access. Findings were reported in a manner that did not disclose individual identities. Finally, the researcher upheld transparency throughout the study, offering unambiguous and truthful details about the research's objectives, funding origins, and any possible conflicts of interest. The dissemination of study findings was carried out with ethical integrity, guaranteeing that they were reported and interpreted in an accurate manner.

III. RESULTS AND DISCUSSION

Problem 1. What is the respondents' characteristics in terms of highest educational attainment, key stages area, and teaching experience both in private and public?

Identifying the highest education attainment of teachers is essential in a study as it directly influences the interpretation and generalizability of research results, providing insights into the potential correlation between educators' professional competence and the IPBT. This information enhances the study's validity and helps contextualize findings within the broader educational landscape. Furthermore, the recognition of highest educational attainment contributes in the planning of recommendations and interventions that are contextually relevant and responsive to the specific needs of different developmental levels within the educational system.

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Table 1. Distribution of the Respondents' Characteristics in Terms of Highest Educational Attainment

Category	Freq.	Percent
Bachelors Degree	163	53.97
Units Masters Degree	107	35.43
Masters Degree	30	9.93
Units Doctorate	2	0.66
Doctorate Degree	0	0.0
Total	302	100.00

Table 1 showed that the respondents with a bachelor's degree obtained the **highest frequency of 163 (53.97%)**. This implies that among the surveyed group, bachelor's degree is the most commonly attained level of education, indicating their widespread prevalence within the respondent population.

This scenario is reasonable because possessing a bachelor's degree is a fundamental prerequisite for individuals aspiring to become public-school teachers. In many educational systems, including public schools, a bachelor's degree is mandated as the minimum qualification for teaching positions. Therefore, individuals seeking employment as public-school teachers must fulfill this basic educational requirement before being considered eligible for such roles. It's a starting point for a career in professional education (Seiter, 2023).

The limited access of graduate programs within the province of Misamis Oriental, with Cagayan de Oro being the sole area offering such opportunities, likely contributes to this trend. This geographical constraint may restrict access to higher levels of education for individuals residing in other areas of the province, resulting in a higher representation of bachelor's degree holders among respondents. This indicates that majority of the respondents are bachelor's degree holders. This is also true in the study of Balanquit et. al. (2023) on the Influence of Educational Attainment of Faculty Members on the Performance in the Licensure Examination for Teachers (LET) among State Universities and Colleges in the Philippines. Their study revealed that almost fifty percent of the faculty members are bachelor's degree holders which was the majority.

On the other hand, the study revealed that the respondent with units in doctorate obtained the **lowest frequency of 2 (0.66%)**. This outcome could have been anticipated given the fact that earning doctorate degree requires lots of effort and money. It involves years of rigorous study, conducting research, writing a dissertation, and often requires financial investment as well. Several studies have corroborated to this finding. The findings of the study of David (2020) revealed that there is disparity in enrollment numbers between master's and doctoral levels, with fewer students and graduates at the doctoral level.

This observation suggests that there are likely underlying factors contributing to its prevalence. One possible explanation for the time commitment required to complete a degree could be personal factors. This means that individuals may have other responsibilities or commitments that make it challenging for them to dedicate a significant amount of time to their studies. For example, someone who is working full-time or has family obligations may find it difficult to allocate enough time for their degree program.

Another possible reason is the cost of the degree. Teachers' decisions to pursue graduate studies may be influenced by financial considerations associated. Higher education is expensive, and the financial burden associated with obtaining a degree can deter some individuals from pursuing further education. Teachers, like anyone else, have financial responsibilities and may need to consider the cost of tuition, textbooks, and other educational expenses.

In addition, this revelation may suggest that most of the respondents failed to recognize the importance of pursuing graduate studies in their career and personal life. There may be a lack of awareness or understanding among them regarding the benefits and value that graduate studies can bring. Pursuing a graduate degree can provide individuals with advanced knowledge and skills in their field, which can open up new career opportunities and enhance professional growth.

Kowarski (2019) noted that obtaining doctoral degree often span multiple years which may deter teachers from pursuing graduate studies. Pursuing a doctoral degree requires a significant investment of time, effort, and resources. The rigorous coursework, research, and dissertation writing involved in a doctoral program can be demanding and time-consuming. Smith (2021) also asserted that earning doctorate degree brought possible financial burden. The costs related to tuition fees, transportation, and other educational materials can present significant barriers for many educators, especially those with limited financial resources.

According to Abellana and Abadiano (2020) graduate education can enhance teachers teaching competence, elevate their teaching position and for greater self-confidence and self-fulfillment which consequently improve their working

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environment and increase student achievement. Moreover, the improved teaching competence and professional growth resulting from graduate education can have a direct impact on student achievement, leading to better academic outcomes. It's clear that graduate education can bring significant benefits not only to teachers but also to their working environment and student success.

This observation finding reflects a prevailing trend in the educational qualifications of the teaching workforce within the province of Misamis Oriental during the school year 2023 - 2024.

Identifying the key stage taught by teachers is vital for the study as it helps in the interpretation or in shaping the overall interpretation of research results. The identification of key stages taught helps the researcher to develop recommendations and interventions that are contextually relevant and responsive to the specific needs of different developmental levels within the educational system.

Table 2. Distribution of the Respondents' Characteristics in Terms of Key Stage Taught

Category	Frequency	Percentage
Key Stage 1	90	29.80
Key Stage 2	119	39.40
Key Stage 3	58	19.21
Key Stage 4	35	11.59
Total	302	100.00

Table 2 indicated that respondents under key stage 2 holds the **highest frequency of 119 (39.40%)**. This implies that majority of the respondents were either assigned to or teaching within the specific key stage, primarily encompassing grades 4 to 6. This could have happened probably because schools being surveyed in this study were mostly elementary and integrated. As such, the pool of teachers might have been limited due to this. Furthermore, it cannot be denied that there are more elementary schools compared to high schools in the community, given that elementary education is mandatory for all school-age children as stipulated by Republic Act No. 9155, it stands to reason that numerous elementary schools are established, thereby creating a higher demand for elementary teaching positions.

On the other hand, data also may denote that newly recruited teachers who underwent the IPBT were predominantly assigned to this key stage, further amplifying the representation of key stage 2 respondents. Thus, the active involvement of key stage 2 participants underscores their substantial impact on shaping the study's outcomes.

The study also reveals that those respondents in the key stage 4 have the **lowest frequency of 35 (11.59%)**, which implies that this study is less engaged by these respondents. This occurrence can be attributed to the limited availability of schools offering key stage 4 education or the senior high school programs. As a result, the participation of teachers from this educational stage was inherently constrained. Furthermore, key stage 4 exhibits a lower number of teachers in comparison to other stages due to its limited scope, encompassing only grades 11 and 12. According to Granada (2021), upper secondary education, or key stage 4, are comprising only two levels which are grades 11 and 12. This distinction makes it clear that the lower number of teachers in key stage 4 is a result of the curriculum's exclusive concentration on the last two years of high school.

These accumulated data can be beneficial in the analysis of the study. It can provide insights, trends, and patterns crucial for understanding of the research topic and for the conduct of analyses, identifying correlations, and drawing of conclusions. They also have significance to school administrators and education policymakers seeking to optimize the implementation of the IPBT targeting specific key stages. The finding holds substantial value for mentor-teachers, offering insights that can enhance their guidance and support for educators in implementing the Induction Program for Beginning Teachers (IPBT) at specific key stages.

To move further, determining teachers' teaching experiences in private and public school is essential to the study for it may have influence on the study results. The recognition of years of experience assists the researcher to design recommendations and interventions that are contextually relevant and responsive to the specific needs of different developmental levels within the educational system.

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Table 3. Distribution of the Respondents' Characteristics in Terms of Teaching Experience both in Private and Public Schools

Teaching Experience	Private Schools		Public Schools	
	Frequency	Percentage	Frequency	Percentage
5 years	13	4.30	185	61.26
3-4years	216	71.52	82	27.15
1-2years	64	21.19	23	7.62
Less than a year	9	2.98	12	3.97
Total	302	100.00	302	100.00

Table 3 revealed that the respondents with 3 to 4 years teaching experience obtained the **highest frequency of 216 (71.52%)**. This implies that majority of the participants possessed 3 to 4 years of teaching experience in private schools before they were hired in the public. The information presented might be due to the fact that prior teaching experience, regardless of whether it's from private institutions or elsewhere, is a prerequisite for public school applications. The more seasoned a person is, the higher their likelihood of securing a position in public schools. This could explain why the majority of the respondents have accumulated substantial experience in private schools. As per DO 7, s. 2022, the points attributed to teaching experience are on par with those for education and training, which is 10.

On the other hand, most of the respondents in the study can be considered skilled due to their extensive work experience in private school. According to Viana (2021), teaching experience in the private schools can help the teachers learn and adopt parents' and students' behavior, thus knowing how to deal with them healthily.

Teaching experience in private schools can significantly impact the competences of educators. In these settings, teachers often have more autonomy and are required to manage a broader range of responsibilities, leading to a well-rounded skill set. This experience can translate into more effective teaching methodologies, better classroom management, and a deeper understanding of student needs. Even Li (2023) sees that social environment of the private school teachers in which they live affects the formation of their core ideas to varying degrees.

On the other hand, respondents with less than a year has the **lowest frequency of 9 (2.98%)**. This implies that they are the least engaged participants in the study. It means few of this subset of teachers have participated in the study.

This occurred due to the lower probability of teachers with minimal teaching experience being hired. Their limited experience often results in fewer opportunities for employment.

There is no sufficient evidence to strongly support the claim that teachers with less experience are inherently less competent than those who are more experienced. However, Alonge and Olayinka (2020) found out in their study that teaching experience could influence on students' academic performance. This suggests that factors such as the number of years a teacher has been in the profession and their level of education can significantly impact the academic outcomes of students. And, it is good to note that learners performance reflects the quality of a teacher specially their teaching competence.

In addition, understanding these influences may help in the analysis of the findings of the study particularly on its influence to teachers' professional competences.

Teaching experience in private schools often implies that these teachers have accumulated a wealth of expertise and honed their instructional skills in a private educational setting. However, private schools may offer unique challenges and opportunities that contribute to the development of effective teaching methods and strategies. Furthermore, private schools, which may have smaller class sizes or different dynamics but can enhance a teacher's classroom management skills. Gourault (2023), stated that smaller class sizes and lower student-teacher ratios often facilitate more personalized and supportive learning environments which is disadvantageous for the development of teachers' skills. Transitioning from private to public schools may involve adapting these skills to larger class sizes and different student demographics.

Knowing the teachers' teaching experiences in public school is also essential to the study because it may have bearing on the research findings and provide important information about how experiences influenced the professional competencies of teachers. This data is essential for developing evidence-based differences of each of the variables. The identification of teaching experience helps the researcher to tailor recommendations and interventions that are contextually relevant and responsive to the specific needs of different developmental levels within the educational system.

Table 3 also depicts the distribution of teaching experience among 302 respondents in public schools. It is evident from the result that those respondents that have 5 years teaching experience in the public school have the **highest frequency of 185 (61.26%)**. This data implies that majority of the respondents are more experienced teachers compared to others.

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This finding simply shows that those teachers who have undergone the induction program have already stayed longer in the profession. Hence, it signifies that a significant proportion of the participants have longer experience as educators, evident from their extensive background in teaching within public schools in Misamis Oriental throughout the academic year 2023-2024. This data may have influence on the development of the competences of teachers.

Experience really matters in the acquisition of the skills of teachers. Just as revealed by Graham, L., et. al. (2020), differences in the Classroom Organization domain between beginning and experienced teachers were evident at the dimension level. This suggests that specific aspects of classroom organization, such as classroom management techniques, instructional strategies, and learning environment design, varied between the two groups.

Furthermore, the findings of Mufidah, Arafat, and Puspita (2021) revealed that teaching experience had a notable and statistically significant impact on teacher performance. This simply means that the accumulated years of teaching played a crucial role in determining teachers' overall performance level.

Conversely, those respondents with less than a year of experience have the **lowest frequency of 12 (3.97%)**. This implies that a small number of respondents have been hired by the Department of Education (DepEd) within a year, resulting in limited teaching experience. There might be factors causing this. One is the so called bureaucratic red tape which is defined by Merriam-webster as excessive adherence to formalities and a lack of flexibility, which can impede efficiency and productivity and often complicated administrative procedures or regulations that can lead to delays or hinder the progress of tasks or projects. According to Malipot (2023), bureaucratic red tape hinders the speedy hiring of teachers.

Nonetheless, it is good to note that teaching experience has possible impact on teachers' performance and competencies. Irvine (2019) even claimed in his study that teachers' years of teaching experience has connection to teachers' effectiveness. For Susan (2019), teaching experience serves as a reservoir of competencies and knowledge skills cultivated by classroom educators throughout their careers. Teacher experience encompass a wide array of abilities, including effectively delivering instruction, evaluating student progress through both formative and summative assessments, and adapting teaching strategies to meet diverse learning needs. Over time, this accumulation of experience enables teachers to refine their practices, foster positive learning environments, and optimize student outcomes. Furthermore, this information contributes to the understanding of the participants' professional backgrounds and informs discussions on their potential impact in various educational contexts.

Problem 2. What is the level of the implementation of the Induction Program for Beginning Teachers as perceived by the respondents based on course orientation, module utilization, Learning Action Cell (LAC), differentiated supervision, and mentoring and monitoring?

Table 4 revealed the **overall mean of 3.48 (SD=0.57)** which can be described as "**At all times**" and can be interpreted as "**Very High**". This indicates that there is a unanimous agreement among respondents regarding the implementation of IPBT. These findings suggest a high level of satisfaction or agreement among respondents regarding the reliability, consistency, or quality of the IPBT, as reflected by the consistent selection of "At all times." Consequently, it can be inferred that most of the participants perceived that the level of implementation of the induction program for beginning teachers is Very High. It implied that Induction Program for Beginning Teachers (IPBT) in Division of Misamis Oriental was highly implemented. This is evident in areas such as course orientation, module utilization, learning action cell, differentiated supervision, in-school mentoring, and monitoring in Misamis Oriental during the school year 2023-2024. This finding also demonstrated how well Undersecretary Malaluan's instructional unnumbered memorandum on the implementation of the Induction Program for Beginning Teachers was received and followed in the field or within the Department of Education (DepEd).

Table 4. Summary of the Implementation of IPBT as Perceived by the Respondents

IPBT Implementation	Mean	SD	Description
Course Orientation	3.56	0.55	At all times
Module Utilization	3.50	0.58	At all times
Learning Action Cell	3.50	0.56	At all times
Differentiated Supervision	3.42	0.57	At all times
Monitoring and Mentoring	3.44	0.58	At all times
Overall	3.48	0.57	At all times

Legend: 3.26-4.00 At all times/Very high; 1.76-2.50 Sometimes/Low;
2.51-3.25 Most of the times/High; 1.00-1.75 Never/ Very low

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The implementation of IPBT based on Course Orientation got the **highest mean of 3.56 (SD=0.55)** which described as **"At all times"** and can be interpreted as **"Very High"**. This suggests that the IPBT has been successful in providing a comprehensive and effective course orientation for the teachers. It helps students become familiar with the course structure, objectives, expectations, and resources available to them. Course orientation is crucial as it sets the foundation for a successful learning experience. A well-implemented course orientation can help the teachers feel prepared and confident, enabling them to navigate the course more effectively.

The high mean score and the low standard deviation indicate a strong consensus among the respondents regarding the quality and effectiveness of the IPBT's course orientation. It would be good to see that DepEd has a thorough and well-executed course orientation to support the beginning teachers' success. This finding can be directly attributed to the effort of DepEd Division of Misamis Oriental personnel as evident in the consistent issuance of memorandum on the conduct of IPBT course orientation (DM 161, s. 2021, DM 250, s. 2020, DM 278, s. 2019, DM 372, s. 2018, DM 405, s. 2019, DM 54, s. 2019, DM 563, s. 2018, DM 602, s.2019, and DM 431, s.2017 (DepEd- Misamis Oriental).

The implementation of IPBT based on Differentiated Supervision got the **lowest mean of 3.42 (SD=0.57)** which can still be described as **"At all times"** and interpreted as **"Very High"**. Despite having the lowest mean score among the indicators evaluated, it still reflects a high level of satisfaction or effectiveness in the implementation of Differentiated Supervision within the context of IPBT. In alignment with the research conducted by Bamboo and Cumminghood (2020), which highlighted the effective implementation of induction programs in public institutions, this finding further substantiate the positive outcomes observed in terms of the induction program's execution.

These data simply signify that in terms of the implementations of the Induction Program for Beginning Teachers (IPBT), the division has implemented it well. This underscores the high likelihood of successfully attaining the goals and objectives set forth by the program. As stated by Sheldon (2022), when new teachers are provided in their first and second years of teaching with assistance they become more effective in their classrooms and get support the challenging years. There would be no doubt that new teachers were prepared for the classroom and the specific culture of the school because of the IPBT (Online Induction, 2023). The evident influence or contribution suggests a strong feasibility in realizing the intended outcomes of the IPBT. Thus, the prospect of accomplishing the IPBT's goals remains notably achievable.

The positive implementation of IPBT implies that for newly hired teachers, the Department of Education has successfully put in place a methodical and all-inclusive support system that facilitates their smooth transition into the public school system and, as a result, improves their professional competence, which includes knowledge, skills, attitudes, and values (DepEd Order No. 43, s. 2017).

Problem 3. What is the level of teachers' competence as regards knowledge, skills, attitudes, and values?

Table 5 revealed the **overall mean of 3.58 (SD=0.52)** which can be described as **"At all times"** and be interpreted as **"Very high"**. This finding implies that the respondents consistently demonstrated a high level of proficiency in terms of knowledge, skills, attitudes, and values. This possibly happened because respondents knew that they possess the knowledge encompassing solid understanding of their field, have the necessary practical skills, and exhibit the right attitudes and values relevant to their roles. Though there is no concrete evidence yet, their high proficiency level might be a result of effective training, education, experience, or perhaps of their well conduct of the IPBT. This consistency in performance is a positive indicator, as it could lead to better outcomes in their respective fields. Furthermore, this high level of proficiency can serve as a benchmark for others to aspire to.

All these competences are important for teachers. A teacher's knowledge or understanding of the subject matter is essential for explaining concepts clearly and answering students' questions accurately. It also helps in creating engaging lesson plans. Knowledge helps teachers make informed decisions and perform their day-to-day activities efficiently (Dhanya, 2023). It helps teachers make wise decisions (Coppock, 2021).

Table 5. Summary of the Level of Teachers' Professional Competence

Variables	Mean	SD	Description
Knowledge	3.57	0.52	At all times
Skills	3.53	0.54	At all times
Attitude	3.60	0.51	At all times

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Values	3.63	0.50	At all times
Overall	3.58	0.52	At all times

Legend: 3.26-4.00 *At all times/Very high;* 1.76-2.50 *Sometimes/Low;*
 2.51-3.25 *Most of the times/High;* 1.00-1.75 *Never/ Very low*

Not just teaching skills, but also classroom management, communication, and problem-solving skills are also important. These skills help to create a conducive learning environment. Teachers' skills can support a teacher in keeping students interested in learning and involved in the classroom (Glassdoor Team, 2021).

Furthermore, a positive attitude towards teaching and students can inspire and motivate students to learn. Teachers who are passionate about their work often foster a love for learning in their students. Teacher's attitude has profound impact on students' motivation to learn (Tang and Hu, 2022). And, teachers often serve as role models for students. The values they uphold and demonstrate can influence students' character development and ethical understanding. According to Barni (2021), teachers' values play a role in fostering subjective well-being.

Professional competences of teachers as regard to **Values** garnered the **highest mean of 3.63 (SD=0.50)**, which can be described as "**At all times**" and interpreted as "**Very high**". It implies that teachers possess highest competences in values compared to other professional competences being assessed. This finding underscores the impact of this competence to teachers' performance. This implies that aligning personal values with professional practices contributes not only to the effectiveness of teaching but also to the overall satisfaction and confidence of teachers in their roles. Barni (2019) highlighted that a teacher's values can foster an individual's sense of self-efficacy.

Professional competences of teachers as regard to **Skills** garnered the **lowest mean of 3.53 (SD=0.54)**, which can still be described as "**At all times**". This indicates a strong level of proficiency and expertise among educators in various skills relevant to their profession. Despite being the lowest mean score among the indicators evaluated, it suggests that teachers possess a high degree of competence in essential skills necessary for effective teaching and learning. However, data signifies that respondent's competence as to skills have to be improved for it suggest that their current skill set may not be at the desired level or meeting the required standards. Therefore, further training or development initiatives might be necessary to enhance these skills to a satisfactory level.

Problem 4. Is there a significant relationship between the implementation of Induction Program for Beginning Teachers (IPBT) and the teachers' professional competence?

To determine if there is a significant relationship between the implementation of Induction Program for Beginning Teachers (IPBT) and the teachers' professional competence, with the level of significance of 0.05, test of relationship was conducted.

Determining the correlation between the implementation of an Induction Program for Beginning Teachers (IPBT) and teachers' professional competence is necessary since it assesses if Induction Program for Beginning Teachers (IPBT) has significant relationship to teachers' professional competence. Understanding this correlation also provides valuable insights for educational institutions and policymakers to refine and tailor induction programs to better address the specific needs of beginning teachers, contributing to their long-term success in the profession. Furthermore, identifying a positive correlation could reinforce the importance of structured induction programs in supporting the continuous development and competence of teachers, ultimately impacting the quality of education they deliver.

Table 6 reveals that the overall p-value is 0.0001 which can be interpreted as **Significant**. This suggest that across the different program components of IPBT, there is a moderate to strong positive relationship between the implementation of the induction program and teachers' competence in knowledge, skills, attitudes, and values. Thus, it is implied that there is a significant relationship between the implementation of induction program for beginning teachers (IPBT) and the teachers' professional competence which consequently suggests the rejection of the null hypothesis.

This finding further suggests that the implementation of the induction program plays a significant role in enhancing teachers' competence in various areas such as knowledge, skills, attitudes, and values. It highlights the importance of structured support and guidance for teachers, especially those in their early career stages. The induction program likely provides a platform for teachers to gain practical skills and knowledge, shaping their attitudes and values towards the profession. This, in turn, could

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lead to improved teaching quality and student outcomes. Therefore, it's critical that educational institutions prioritize such programs to ensure teacher effectiveness and overall educational success.

Table 6. Result of the Test on Relationship between the Implementation of Induction Program for Beginning Teachers (IPBT) and Teachers' Professional Competence

IPBT Implementation	Teacher's Professional Competence										Interpretation
	Knowledge		Skills		Attitudes		Values		Overall		
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	
Course Orientation	0.35	0.0001	0.27	0.0001	0.27	0.0001	0.34	0.0001	0.31	0.0001	Significant
Module Utilization	0.25	0.0001	0.23	0.0001	0.28	0.0001	0.2	0.0001	0.24	0.0001	Significant
Learning Action Cell	0.31	0.0001	0.27	0.0001	0.21	0.0001	0.26	0.0001	0.26	0.0001	Significant
Differentiated supervision	0.29	0.0001	0.27	0.0001	0.3	0.0001	0.27	0.0001	0.28	0.0001	Significant
Mentoring and Monitoring	0.28	0.0001	0.27	0.0001	0.24	0.0001	0.25	0.0001	0.26	0.0001	Significant
Overall									0.27	0.0001	Significant

The positive correlation coefficient of 0.35 for Course Orientation and knowledge implies that a well-structured introduction to the course positively correlates with teachers' knowledge. Similarly, the other components like Module Utilization, Learning Action Cell, Differentiated Supervision, and Mentoring and Monitoring wherein their uniformed p-values are lesser compared to their r-values. This also exhibits significant positive correlations with teachers' competence in various domains.

This finding is in consonance with the study of Kadel (2023), when it concluded that induction program has role in fostering the prosperity and professional development of newly appointed novice teachers. Similarly, Zafar (2021) concluded in a study that the induction program has a significant impact on newly appointed educators, particularly in areas such as teacher training, model lessons, student assessment, teacher evaluation, school evaluation, micro-teaching, and teacher documentation. King (2022) also stated that the inadequacy of teaching quality is not attributed to the teachers themselves but rather stems from systemic policies that fail to adequately recruit, prepare, support, manage, and motivate educators.

This discovery holds paramount significance as it furnishes tangible and empirical evidence that substantiates the program's effectiveness in exerting a positive influence on teachers' professional competence. By demonstrating a positive impact on teachers' knowledge, skills, attitudes, and values, the finding point out the tangible and comprehensive benefits of the program in shaping educators' holistic competence. This empirical validation not only affirms the program's success but also contributes invaluable insights for refining and optimizing future iterations of induction programs, ensuring their continued positive impact on teachers' multifaceted professional development.

Furthermore, this information is necessary for educational leaders and policymakers to make informed decisions about the continued investment and refinement of induction programs. Additionally, a strong correlation signifies that the program is instrumental in shaping a well-rounded and competent teaching force, contributing to enhanced student learning outcomes and overall educational quality.

Given that DuBois (2021) asserts that the Induction Program for Beginning Teachers (IPBT) plays a critical role in ensuring the success and quality of new educators, it is noteworthy that the program has successfully achieved its goals. The program's critical role in the success and professional growth of new teachers is reaffirmed by the accomplishment of these objectives. This acknowledgement highlights the beneficial effects and efficacy of the IPBT in preparing teachers for early career success.

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Problem 5. Is there a significant difference in the teachers' professional competence when grouped according to their highest educational attainment, key stages area, teaching experience in private and public?

To determine if there is a significant difference between the demographic profiles (educational attainment, teaching experience and key stage taught) and teachers' professional competence with the level of significance of 0.05., a test was conducted. It is essential to determine the difference between the professional competence of teachers and their demographic profile for multiple reasons. First, it makes it possible to analyze professional competence in a more logical way and to spot patterns or trends within particular demographic groups. Moreover, knowing the difference between professional competence and demographics can help in making a well-informed decisions about educational policy and resource distribution, guaranteeing that efforts are efficiently focused to improve teacher effectiveness and overall quality of education.

Table 7. Result of the Test on Difference in the Teachers' Professional Competence when Grouped According to their Characteristics

Respondents' Characteristics	Teachers' Professional Competence								Interpretation	
	Knowledge		Skills		Attitudes		Values			
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value		
Highest Educational Attainment	0.91	0.57	0.06	0.39	0.41	0.28	0.21	0.68	Not significant	
	NS		NS		NS		NS			
Key Stage Taught	0.02	0.82	0.06	0.35	0.01	0.48	0.85	0.20	Not significant	
	NS		NS		NS		NS			
Teaching Experience Private	0.57	0.35	0.03	0.61	0.66	0.24	0.11	0.02	Not significant	
	NS		NS		NS		NS			
Teaching Experience Public	0.06	0.33	0.91	0.55	0.02	0.73	0.92	0.60	Not significant	
	NS		NS		NS		NS			
Overall									0.45	Not significant

Legend: Significant if p-value < 0.05* and p-value < 0.01**

Table 7 reveals that the **overall p-value of 0.45** is greater than 0.05 which can be interpreted as “**Not significant**”. This means that the null hypothesis cannot be rejected. Thus, this implies that there is no significant difference in the teachers' professional competence when grouped according to their characteristics. In other words, the evidence from this data analysis does not support the idea that teachers' professional competence is influenced by the characteristics of the respondents. This finding might be of interest in understanding how different factors affect teaching effectiveness.

However, it's important to remember that a p-value alone does not provide a complete picture of the data. Other factors, such as sample size and the specific hypothesis being tested, also influence the interpretation of the results. Additionally, this analysis assumes that the data has been collected and analyzed appropriately, and that the assumptions of the statistical test are met. Therefore, while the p-value suggests no significant difference, further investigation and examination of the data may be necessary to fully understand the relationship between teachers' professional competence and respondents' characteristics.

Conversely, data reveals that examining the significant difference between teachers' professional competence as regard to values and teaching experience in the private schools, reveals the **p-value of 0.02** which is less than 0.05. Thus, it can be presumed that there is a **Significant Difference** between values and teaching experience in private schools. The null hypothesis then in this case is rejected.

This has happened most probably because teachers with more experience have typically encountered a variety of situations and challenges in the classroom. This allows teachers to collect a wealth of knowledge about effective teaching strategies, classroom management, and student engagement which contributes to the development of values or the beliefs that

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motivate them to act a certain way. According to Anglia (2023), private schools often place a significant emphasis on teachers not only displaying but also instilling a passion for education in their students, thereby fostering a supportive environment where educational values are highly regarded and nurtured. This suggests that the experience of teaching in private schools can lead to the development and strengthening of teachers' values and commitment to education. Developing values is significant because they become a code that details what behaviors are acceptable, expected, and celebrated (Mann and Foreman, 2024).

According to American University (2020), teachers in private schools often experience numerous benefits which suggests that the private school environment may offer advantages in terms of educational outcomes. Thus, teachers with limited experience may have fewer opportunities to engage in situations conducive to the development of their values, so as probably their organizational knowledge, teaching skills, and attitudes.

In contrast, there was **no significant difference** observed between highest educational attainment, teaching experience in public schools, and key stage taught with respect to knowledge, skills, attitude, and values, as their p-values were greater than 0.05. This suggests that there was no evidence to confirm a significant contribution of demographic profile factors to teachers' professional competence. The absence of a significant difference implies that, in the context of the study, variations in educational attainment, teaching experience in public schools, and key stage taught did not lead to meaningful distinctions in knowledge, skills, attitude, or values among the participants. It happened most probably because the differences are too small to reach statistical significance. In statistical analysis, the effect size measures the magnitude of observed differences, and if this is small, it might not result in statistical significance. Another possible reason is that the IPBT resulted in a convergence of knowledge, skills, attitude, and values, which have minimized the differences.

There were various studies conducted on the impact of educational attainment. The research conducted by Balanquit et. al. (2022) examined the influence of the level of education to the performance in the Licensure Examination for Teachers (LET). Their findings indicated that among all educational levels, only a doctoral degree had a significant impact which none of the respondents in this study held a doctoral degree, making this influence unobservable. The study of Liu (2021) that focused on the educational qualifications of teachers and how it affects student learning revealed that teachers who have earned at least a bachelor's degree have a substantial positive impact on their students' learning process. In contrast, teachers with less academic qualifications were found to be less effective in contributing to student learning.

IV. CONCLUSIONS

This research has drawn substantial conclusions which hold utmost significance of the study. Determining that the Induction Program for Beginning Teachers in Misamis Oriental is well implemented based on the perceptions of the respondents, it is concluded that the program has met their expectations and has effectively addressed the needs of the beginning teachers. It is evident that the design up to the implementation the program is successful.

In terms of the components of the IPBT, course orientation garnered the highest means score which highlights its success. Thus, the course orientation effectively addressed teachers' questions, concerns, and provided them with the necessary information and resources to start their teaching journey on the right foot. The effectiveness of the course orientation component and the commitment of the organizers to support and empower new teachers was evident.

Since teacher's level of professional competence across various domains including knowledge, skills, attitudes, and values is very high, it is then concluded that teachers have a solid foundation of subject knowledge, pedagogical skills, and a positive attitude towards teaching. They possess the values and ethics necessary for creating a supportive and inclusive learning environment. This study is a testament to the effectiveness of the training program and the dedication of the teachers to continuously improve their professional abilities. It reflects positively on the efforts made to enhance their competence and ultimately benefits the students they teach. Thus, teachers are well-prepared and equipped to fulfill their roles effectively within the classroom.

Since **values** garnered the highest mean score, it is concluded that teachers do not only possess the necessary knowledge and skills but also demonstrate a strong commitment to instilling positive values and character development in their students. By excelling in this aspect, the teachers are not only focused on academic achievement but also on nurturing the holistic development of their students. They understand the importance of fostering a positive and inclusive learning environment where students feel valued, respected, and supported.

Since there is a significant relationship between the implementation of induction program for beginning teachers (IPBT) and the teachers' professional competence, the study resolved that the program has a positive impact on enhancing the professional competence of the teachers. The program provides the necessary support, resources, and training for beginning

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teachers to develop and enhance their professional competence. The program has successfully addressed the needs of the teachers and provided them with the tools and opportunities to improve their skills and knowledge.

Values and teaching experience in private schools has significant difference. Thus, it is concluded that there are notable variations in the values and teaching experience of educators in private school settings compared to other settings which suggests that teachers in private schools have unique experiences that possibly shape their values and teaching approaches.

Since there was no significant difference observed between educational attainment, teaching experience in public schools, and key stage taught with respect to knowledge, skills, attitude, and values, the study concluded that these factors does not have a substantial impact on the professional competence of teachers in these areas and that regardless of their educational attainment, teaching experience in public schools, or the key stage they teach, teachers exhibit similar levels of knowledge, skills, attitude, and values.

V. RECOMMENDATIONS

Various recommendations were developed based on the findings of this study.

1. It is recommended that training and support of the school heads as supervisors must be enhanced. This could include workshops, professional development sessions, or resources that focus on strategies for tailoring supervision approaches to meet the specific needs of individual teachers.
2. School heads must also be provided with resources and tools to assist them in implementing differentiated supervision effectively. This could include checklists, observation templates, or rubrics that can help supervisors identify areas for growth and provide targeted feedback to teachers. Lastly, feedback from teachers must be collected. This feedback can provide valuable insights into the effectiveness of the current approach and help identify areas for improvement.
3. It is recommended that school head or administrators must intensify mentorship programs in IPBT where experienced teachers can provide guidance and support to their peers in developing the identified skills. Pairing teachers with mentors who excel in these areas can facilitate knowledge transfer and skill development through observation, feedback, and collaboration.
4. Moreover, a structured system of classroom observations and feedback must be implemented to provide teachers with constructive feedback on their teaching skills.
5. Encourage teachers to engage in reflective practice by regularly reflecting on their teaching practices, analyzing student outcomes, and identifying areas for improvement.
6. School must establish a system of evaluation and recognition that acknowledges and rewards teachers who demonstrate growth and improvement in their skills. This can motivate teachers to actively engage in professional development and continuously strive to enhance their competences.
7. The study also recommends that the Department of Education should prioritize and invest in the development and implementation of Induction Programs for Beginning Teachers since it is revealed that it has significant relationship with the professional competences of teachers.
8. Finally, the study recommends that in the implementation of IPBT, a 3-year comprehensive School Management Plan developed by the researcher has to be enhance the differentiated supervision and monitoring/mentoring which have the lowest mean scores of 3.42 and 3.44, respectively.

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