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Teacher Induction Programs and Teaching Competence

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ABSTRACT: This study examined the relationship between Teacher Induction Programs and teaching competence among elementary school teachers. Specifically, it assessed the extent of Teacher Induction Programs in terms of mentoring, coaching, and supporting peer, and determined the level of teaching competence based on IPCRF ratings. A descriptive correlational research design with documentary analysis was employed. Data were collected from 100 purposively selected teachers using an adapted questionnaire in the Division of Cagayan de Oro City during the School Year 2024-2025. Statistical tools such as Mean, Standard Deviation, Frequency, Percentage, and Pearson Product Moment Correlation were utilized. Findings revealed that Teacher Induction Programs are Very Effective across all components, with supporting obtaining the highest rating. Teaching competence is High, with the majority of teachers rated Outstanding. However, correlation analysis indicated no significant relationship between Teacher Induction Programs and teaching competence. The results suggest that while Teacher Induction Programs provide strong professional support, teaching competence may be influenced by other factors beyond induction. Thus, schools may still sustain Teacher Induction Programs while integrating them with targeted and continuous professional development initiatives to further enhance teaching competence.

KEYWORDS: support, teacher competence, Teacher Induction Programs

I. INTRODUCTION

The transition from teacher preparation programs to actual classroom practice is often a challenging phase for new teachers. The initial years of teaching are essential in shaping a teacher's professional identity, teaching methods, and overall competence. However, new teachers frequently encounter obstacles such as classroom management, curriculum delivery, and time management that can undermine their confidence and effectiveness. Without proper support, these early challenges can make teachers feel less satisfied with their work and more likely to leave the profession.

In a global setting, the first years of teaching are critical for the professional development of teachers as they navigate the complexities of classroom management, instructional strategies, and learner engagement. These initial years are often marked by a steep learning curve. As a result, many new teachers experience feelings of uncertainty and self-doubt. In response to these challenges, Teacher Induction Programs (TIPs) have been widely implemented in many educational systems to support new teachers during their transition into the profession (Yuan & Zhang, 2021).

Teacher Induction Programs often include mentoring, classroom observations, and continuous feedback to build teachers' confidence and improve instructional practices. When implemented effectively, induction programs contribute to higher teacher retention. In the Philippines, the Department of Education's Teacher Induction Program (TIP) has been enhanced to align with current educational standards and support beginning teachers more effectively (Beñalet & Santos., 2024).

Teaching competence refers to the ability to plan, organize, and deliver instruction that positively influences student learning. High levels of teaching competence enable teachers to handle classroom challenges, adopt innovative teaching strategies, and persist even when faced with difficulties. Supportive school environments, professional development, and mentoring significantly contribute to strengthening teachers' teaching competence (Garcia & Flores, 2023).

Additionally, teaching competence influences their motivation, decision-making, and teaching behaviors. In the Philippines, the Department of Education has adopted a structured approach to teacher induction through a variety of support mechanisms. Each of these components plays a role in shaping teachers' professional growth, but it is not yet fully understood how these forms of support contribute to the enhancement of teaching competence (Villamor & Asis, 2022).

Teacher Induction Programs and Teaching Competence

According to Tschannen-Moran and Hoy (2022), teachers who actively reflect on their teaching, engage in collaborative professional development, and receive meaningful feedback tend to develop higher teaching competence and become more responsive to various classroom situations. In contrast, insufficient support systems, excessive workloads, and poor school environments can weaken teachers' confidence in their abilities. These negative conditions often result in burnout and a decline in teaching effectiveness.

Similarly, Wang and Li (2023) emphasized that supportive mentoring and continuous training significantly contribute to teachers' confidence and willingness to implement innovative strategies. Conversely, insufficient support, heavy workloads, and negative school environments can weaken teachers' belief in their abilities, leading to burnout and reduced instructional quality. Strengthening mentorship programs, promoting professional learning communities, and fostering a positive school climate are essential strategies to sustain and enhance teachers' teaching competence.

The relationship between Teacher Induction Programs and teaching competence is of particular interest, as research has shown that a teacher's level of competence can significantly influence their teaching performance, persistence in the profession, and student outcomes. In an effort to support new teachers during this challenging phase, many educational systems have implemented Teacher Induction Programs. These programs are designed to ease the transition into the teaching profession by providing new teachers with the support and resources necessary (Tschannen-Moran & Hoy, 2020).

Despite the widespread use of Teacher Induction Programs, research on their effectiveness in fostering teaching competence remains inconclusive. Some studies indicate that TIPs significantly improve teachers' confidence and competence, while others suggest that the impact is less substantial. While previous studies have demonstrated the positive impact of teacher induction on teacher retention and performance, few have explored the specific mechanisms (Carter et al., 2021).

Thus, this research aimed to address this gap by examining the relationship between Teacher Induction Programs and teaching competence. Specifically, it explored the extent of Teacher Induction Programs in terms of Mentorship Support, Coaching Support, and Peer Support. Moreover, it also investigated the level of teaching competence.

This study was anchored on the Teacher Effectiveness and Professional Development Model by Guskey in 2000 as cited by Darling-Hammond et al. (2022), which highlighted that improvement in teaching begins with well-structured professional support and training. According to this model, when teachers receive continuous guidance, feedback, and opportunities to collaborate, it results in positive changes in their instructional practices and beliefs. In this study, Teacher Induction Programs in terms of mentorship support, coaching support, and peer support are considered as the dimensions of independent variable and are viewed as essential components of professional development for beginning teachers. These forms of support are expected to influence the dependent variable, teaching competence, by enhancing teachers' ability and skills in fulfilling their roles.

Sanchez and Rivera (2023) highlighted that Teacher Induction Programs can enhance teaching competence by helping teachers address classroom challenges and improve their instructional practices. They explained that when beginning teachers receive mentoring, coaching, and peer support, they become more capable and effective in performing their roles. In line with this perspective, the present study assumes that comprehensive induction support strengthens teaching competence. As a result, higher teaching competence is expected to contribute to more effective and learner-centered teaching practices.

In addition, Garcia and Torres (2024) explained that mentoring and coaching in Teacher Induction Programs significantly enhance teaching competence by providing guidance, feedback, and emotional support during the early years of teaching. They emphasized that beginning teachers who receive consistent support are more effective in managing classrooms and delivering instruction. Such support systems also help reduce stress and feelings of isolation, allowing new teachers to develop professionally. Therefore, Teacher Induction Programs with strong mentoring and coaching components play a vital role in improving teaching competence and overall teaching performance.

According to Lee and Martinez (2022), teachers with higher teaching competence are more likely to implement innovative teaching strategies and persist when faced with academic or behavioral challenges in the classroom. They noted that teaching competence is strengthened when teachers observe positive student outcomes and receive meaningful support from school leaders and colleagues. Without these supports, new teachers may struggle with their performance, which can negatively affect student learning and classroom management. Thus, fostering an environment that encourages reflection, collaboration, and professional growth is essential to sustaining teaching competence over time.

II. METHODOLOGY

This study employed a descriptive correlational research design with documentary analysis to assess Teacher Induction Programs and teaching competence. This approach was chosen for its ability to systematically describe existing conditions and examine relationships between variables. As explained by Siedlecki (2020), a descriptive correlational design seeks to determine

the association between two or more variables without establishing cause-and-effect relationships. In this study, documentary analysis, particularly of IPCRF ratings, was used to provide objective data on teachers' competence. Overall, this design allowed the researcher to present the current status of the variables and explore their relationships in a structured and meaningful way.

The data collected for Problem 1 were analyzed using the Mean and Standard Deviation to describe the extent of Teacher Induction Programs. For Problem 2, Frequency and Percentage were utilized to determine the level of teaching competence based on IPCRF ratings. For Problem 3, the Pearson Product Moment Correlation was employed to determine relationship between Teacher Induction Programs and teaching competence. These statistical techniques enabled a clear and systematic interpretation of the data.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of Teacher Induction Programs in terms of:

1.1. Mentoring;

1.2 coaching; and

1.3 supporting peer?

Table 1 presents the overall extent of Teacher Induction Programs. It has an overall Mean of 4.75 with SD=0.48, qualitatively described as Very Effective. This indicates that the Teacher Induction Programs are comprehensively effective in supporting novice teachers across multiple facets, including mentoring, coaching, and supporting peer. Such high effectiveness suggests that these programs play a crucial role in facilitating professional growth, improving instructional quality, and fostering a supportive teaching environment. These findings suggest that the integration of mentoring, coaching, and supporting peer creates a well-rounded support system that enhances teachers' competence and professional confidence. It also indicates that comprehensive induction programs effectively address both instructional and psycho social needs of novice teachers.

Table 1. **Overall Extent of Teacher Induction Programs**

Variables	Mean	Standard Deviation	Qualitative Description
Mentoring	4.76	0.45	Very Effective
Coaching	4.73	0.50	Very Effective
Supporting Peer	4.77	0.50	Very Effective
Overall	**4.75**	**0.48**	**Very Effective**

Note: 4.21-5.00 Very Effective; 3.41-4.20 Effective; 2.61-3.40 Fair; 1.81-2.60 les effective; 1.00-1.80 least effective

This supports the study of Ramirez and Chen (2025), which emphasized that comprehensive Teacher Induction Programs that integrate mentoring, coaching, and supporting peer create a balanced support system that nurtures teacher growth on multiple levels. The study highlighted that such programs address both pedagogical and psycho social needs, enabling teachers to effectively manage classroom demands and improve instructional practices. It also found that a combination of structured support mechanisms enhances teachers' competence, confidence, and resilience.

Moreover, the variable Supporting Peer has the highest Mean of 4.77 with SD=0.50, qualitatively described as Very Effective. This implies that peer networks are particularly impact in the induction process, fostering collaboration, shared learning, and emotional support among teachers. Peer support has been linked to increased job satisfaction, collective efficacy, and resilience in early career teachers, making it a crucial factor for sustained professional success. These findings suggest that peer support serves as a strong foundation for building collaborative relationships and enhancing teachers' sense of belonging within the school community. It also indicates that shared experiences among peers contribute to the development of practical teaching strategies and emotional resilience.

This supports the study of Lopez and Chen (2025), which found that strong peer networks enhance job satisfaction, reduce feelings of isolation, and promote collective teaching competence among teachers. The study emphasized that collaborative peer interactions foster a positive learning environment where teachers can share strategies and support one another professional growth. It also highlighted that consistent peer support contributes to resilience and sustained engagement, particularly among early-career teachers.

On the other hand, the variable Coaching has the lowest Mean of 4.73 with SD=0.50, qualitatively described as Very Effective. This means that although coaching is a highly valued component, it may have less perceived impact or variability in effectiveness compared to peer and mentoring supports. These findings suggest that coaching, while effective, may not be as

consistently experienced or as immediately impact as peer and mentoring support in addressing teachers' needs. It also indicates that variations in coaching delivery or focus may influence how teachers perceive its usefulness.

This supports the study of Foster and Ramirez (2024), which noted that variations in coaching effectiveness may arise from differences in how coaching is delivered and how well it is tailored to teachers' specific needs. The study emphasized that while coaching is a valuable component of teacher development, its impact can be limited when reflective practices and strategies are not consistently or effectively facilitated. It also highlighted the importance of aligning coaching with teachers' immediate classroom contexts to enhance its relevance and usefulness.

Problem 2. What is the level of teaching competence?

Table 2 presents the level of teaching competence based on the teachers' IPCRF for School Year 2024-2025. Majority of the respondents are rated Outstanding (62.00%), while 38.00% are Very Satisfactory, resulting in an overall Mean of 4.48 with a SDs of 0.36, qualitatively described as Very Satisfactory. This indicates that teachers demonstrate a high level of competence in their instructional practices, with many already performing at an outstanding level. The relatively low standard deviation further suggests consistency in teaching competence among respondents, reflecting a stable level of performance across the group. These findings imply that teachers possess strong skills in instructional delivery, classroom management, and assessment, which are essential for effective teaching and learning.

Table 2. Teaching Competence

Performance	Frequency	Percentage	Mean	SD	Description
Outstanding	62	62.00			
Very Satisfactory	38	38.00	4.48	0.36	Very Satisfactory
Satisfactory	-				
Unsatisfactory	-				
Poor	-				
Total	**100**	**100.0**			

Note:4.5-5.0 Outstanding; 3.5-4.499 Very Satisfactory; 2.5-3.499 Satisfactory; 1.5-2.499 Unsatisfactory; 1.0-1.499 Poor

This is supported by the study of Johnson and Stevens (2023), which emphasized that teachers with high competence demonstrate strong evaluative and problem-solving skills that enhance instructional effectiveness and student achievement. The study highlighted that confident teachers are more likely to implement effective assessment strategies and adapt instruction to meet learners' needs. It also noted that maintaining high levels of teaching competence contributes to improved learning conditions and academic outcomes.

The highest level of teaching competence is reflected in the Outstanding category, which comprises 62.00% of the respondents, indicating that a majority of teachers demonstrate exemplary performance in instructional delivery, classroom management, and assessment practices. This suggests that many teachers have already developed advanced teaching skills and are able to effectively meet diverse learner needs in the classroom. These findings suggest that while a majority of teachers have reached an outstanding level of competence, continuous support is still necessary to help all teachers achieve and sustain high performance. It also indicates that maintaining consistency in teaching competence is essential for ensuring equitable learning experiences for all learners.

This supports the study of Wilson et al. (2023), which emphasized that strong teaching competence, particularly in assessment and problem-solving, is essential for effective instructional practice and improved student outcomes. The study highlighted that teachers who continuously develop their competencies are better equipped to adapt to diverse classroom situations and learner needs. It also noted that ongoing professional development is necessary to sustain high levels of teaching performance and address specific areas for improvement.

On the other hand, the lowest level falls under the Very Satisfactory category at 38.00%, which, although still high, indicates that some teachers may require further enhancement in certain areas of their instructional practices. This implies that while teachers are generally competent, there remains room for continuous professional development to elevate more teachers to an outstanding level of performance. These findings suggest that even with a high level of competence, some teachers may still need targeted support to refine specific instructional skills and reach higher performance levels. It also indicates that variability in teaching competence may be influenced by differences in experience, training, or access to professional support. Additionally,

continuous monitoring and support through mentoring and coaching can help more teachers progress toward outstanding performance.

This supports the study of Smith and Martinez (2025), which noted that while teachers may demonstrate strong overall competence, there are still areas particularly in supporting diverse learners that require targeted professional development. The study emphasized that variations in teaching competence are often influenced by differences in experience, access to training, and available support systems. It also highlighted that providing tailored professional development programs helps address specific instructional gaps among teachers. Furthermore, continuous support through mentoring and coaching enables teachers to refine their practices and improve performance over time.

Problem 3. Is there a significant relationship between the Teacher Induction Programs and the teaching competence?

Table 3. Correlation Analysis Between Teacher Induction Program and Teaching Competence

Teacher Induction Program	r-value	p-value	Interpretation	Decision on Ho
Mentoring	-0.092	0.369	Not Significant	Accept
Coaching	-0.057	0.613	Not Significant	Accept
Support Peer	-0.020	0.845	Not Significant	Accept
Overall	-0.041	0.684	Not Significant	Accept

Table 3 presents the correlation analysis between Teacher Induction Programs and teaching competence, showing that all variables such as mentoring support ($r = -0.092$, $p = 0.369$), coaching support ($r = -0.057$, $p = 0.613$), and peer support ($r = -0.020$, $p = 0.845$) have very weak and non-significant relationships with teaching competence. The overall correlation ($r = -0.041$, $p = 0.684$) further confirms that there is no significant relationship between Teacher Induction Programs and teaching competence, leading to the acceptance of the null hypothesis.

This suggests that while Teacher Induction Programs are perceived as very effective, their direct statistical relationship with teaching competence may not be immediately evident or may be influenced by other factors. These findings suggest that teaching competence may be shaped by multiple variables beyond induction programs, such as individual teacher characteristics, prior training, and teaching experience. It also indicates that the impact of induction programs may be indirect, gradual, or mediated by other professional development processes rather than producing immediate measurable effects. Furthermore, the very weak correlations imply that effectiveness in induction support does not necessarily translate directly into quantifiable competence outcomes.

This supports the study of Nguyen and Foster (2024), which emphasized that while Teacher Induction Programs contribute to professional growth, their effects on teaching competence may be indirect and influenced by a combination of contextual and individual factors. The study highlighted that comprehensive support systems, including continuous professional development and adaptive learning opportunities, are necessary to fully realize improvements in teaching competence. It also noted that the benefits of induction programs often emerge over time rather than through immediate measurable outcomes. Furthermore, integrating multiple support mechanisms enhances the overall effectiveness of teacher development initiatives. Ultimately, a holistic approach is essential to achieve sustained improvements in teaching competence and learner outcomes

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

1. The experienced teachers provide support systems that enhance teachers' professional experiences and collaboration.
2. Teachers possess strong instructional, classroom management, and assessment skills supported by experience and continuous development.
3. Teaching competence is influenced by other factors beyond Teacher Induction Programs, such as individual characteristics, experience, and other professional development opportunities.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. Teachers may continue strengthening and in sustaining Teacher Induction Programs, particularly coaching, mentoring, supporting peer, to maintain high levels of professional experience.
2. Teachers may implement targeted and differentiated professional development programs to further elevate teachers from very satisfactory to outstanding performance.

3. Future initiatives may integrate Teacher Induction Programs with other long-term professional development strategies to more effectively enhance teaching competence.

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