

TEACHER INDUCTION PROGRAM: STATUS AND PROBLEMS

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ABSTRACT

The Teacher Induction Program was carried out to a great extent on its implementation as rated by the teachers and mentors/facilitators of Paquibato District in Davao City in the area of time, In the area of resources, In the area of administration, In the area of facilitators, and in the area of provision and content of hand-outs. On the other hand, there were problems encountered in the implementation of Teacher Induction Program (TIP) as ranked by the teacher inductees. The top 5 were ranked accordingly: firstly, no mentoring for new teachers; secondly, no follow-ups in the school; thirdly, no clinical supervision from the principals such as classroom observation; fourthly, limited time-frame per content/topics and fifthly, insufficient handouts. The following conclusions could be deduced: the Teacher Induction Program was well implemented in time, resources, administration, facilitators, provision and content of hand-outs; the delivery of contents; and the relevance of the topics were all done well with minimal room for improvement. The following recommendations are to be pursued: that provision of hand-outs on a one-to-one ratio be made and the necessary budget must be included in planning; that facilitators must have a sense of humor and that enough time must be given so that break time will not be sacrificed; that administration must ensure the relevance of the topics and should be based on the teachers' needs; that each school should conduct a follow-up training for the newly hired teachers so that the knowledge they gained will be put to use. This would also help the school since the principals who managed it need to have good performing teachers. Thus a mentoring program must be offered to sustain the energy and dynamism of the newly hired teachers.

Keywords: Teacher Induction Program, new teacher inductees, mentors, problems, evaluations

1. INTRODUCTION

New teachers join the profession facing financial, physical, moral and ethical challenges. They do confront steep learning curves in their intellectual capacities. While they reckon with these factors, management on the other hand especially the central office of Department of Education (DepEd) see the challenge of accommodating new teachers in another light.

The Teacher Education Council (TEC) was created by virtue of Republic Act No. 7784 in 2006 and was entrusted with teacher pre-service and in-service teacher training. Thus the nationwide teacher induction program came into being with the issuance of DepEd Memorandum No. 36, s. 2006.

The Teacher Induction Program (TIP) then is a flagship project of the Teacher Education Council which aims to promote excellence in public education by enhancing the effectiveness in content knowledge and instructional skills of beginning teachers or those who have zero to four years teaching experience. The project also aims to improve the retention rate of beginning teachers and narrow the gap between pre-service and in-service education and training as gleaned from the Manila Journal (Michille, 2006).

Education is truly necessary for new teachers to be at home with their new assignments. What better way is there for them than to be trained and exposed to the various topics/tasks they have to do. An orientation of their new job is necessary so that they will be able to do their best as new teachers.

The researcher conducted this in the Division of Davao City, Paquibato District where the Teacher Induction Program has been implemented. Hopefully, the researcher envisioned that the result will be beneficial to the given division. It could be a basis for the educational administrators to make decisions on the training for teacher inductees.

This study is an attempt to find out the extent of the new teachers' perceptions on the different areas in the implementation of the Teacher Induction Program in the public secondary and elementary schools. Primarily this would involve teachers who have been in the teaching profession for the past 5 years.

Specifically, this study will seek to answer the following questions:

1. What is the Extent of the implementation of the Teacher Induction Program (TIP) in the areas of:

- 1.1 time management,
- 1.2 resources used,
- 1.3 administration,
- 1.4 mentors/facilitators,
- 1.5 provision and contents of hand-outs, and
- 1.6 relevance of topics?

2. What is the extent of the implementation of the content/topics as perceived by the new teachers and mentors/facilitators?

3. What are the problems encountered in the implementation of the Teacher Induction Program (TIP)?

Teacher Induction Program refers to a program for new entrants in government to develop their pride, sense of belongingness, and commitment to public service. It is a process designed to help the first year teachers develop personally and professionally during the first year of employment. It is the process of preparing, supporting, retaining and orienting new teachers in the content/topics, philosophies and practices inherent on one's specific school.

The Teacher Induction Program then would be an answer to this because it goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping new teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. It includes support for new teachers as they encounter the challenges that come up with putting into practice their evolving understandings about the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide new teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests" (Grant, n.d.). This was also reiterated by Wong, Breaux & Klar (2003) when they explained that the major role of the facilitators is to immerse new teachers in the district's culture and to unite them with everyone in the district as a cohesive, supportive instructional team. This is best done when there is a teacher induction program so that new teachers quickly become a part of the district's "family" on the first day they join a community of learners.

School administrators under Republic Act 9155 are empowered to perform several duties of which conducting a regular teacher induction program, termed as mentoring is a part. Mentoring is most often defined as a professional relationship in which an experienced teacher (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced teacher's professional and personal growth (Management Mentors, 2015). For new public school teachers this kind of assistance is made to provide support during the first year so that they can quickly become effective practitioners with the needed skills and expertise. However, this is only a fraction of the complex task needed to provide for new teachers to help them successfully enter the profession.

The Department of Education, Culture and Employment viewed the following important goals of Teacher Induction Program: 1) improve teacher performance; 2) retain competent teachers in the profession; 3) promote the personal and professional well-being of the new and beginning teachers; 4) build a foundation for continued professional growth through structured contact with mentors, administrators and other veteran teachers; and 5) transmit the culture of the school and teaching profession.

Problems and Challenges in the implementation of Teacher Induction Program

In the true sense of the word, induction refers to a "comprehensive, coherent and sustained development process organized to train, support and retain new teachers." (Wong, 2003). According to Breaux (n.d.) she mentioned during her interview that "the most difficult part about implementing an induction program, for some districts, is wasting time, energy, and resources trying to reinvent the wheel. Many school districts do not have induction programs because they mistakenly believe that mentoring and induction are the same. They're not! Even if some school districts do realize there's a difference, they think that mentoring, in and of itself, is enough. It's not! Just as orientation is only one small component of an overall structured induction process, mentoring is only one of many components of a successful induction program. The fact is, simply providing a new teacher with a mentor does little, if anything, to improve that teacher's effectiveness".

The implementation of teacher induction has identified problems that are connected to local situations. Among them is the issue of providing mentoring program to guide and support new teachers after attending the induction program. The implementation of such program was indeed successful yet it needs ongoing assessment to continuously improve and sustain it. Feiman-Nemser (2012) explained that the most popular strategy for helping new teachers after the induction is an informal buddy system, in which mentors offer technical advice and emotional support. This was specified by the ASCD (Association of School Development Curriculum, 2011) when they explained that providing new teachers with formal mentors can greatly improve their chances of early success.

In addition to Wong (2005) he revealed that mentors are very important and they must be part of an induction process aligned to the district's vision, mission, and structure. Corollary to Grossman & Davis (2012) they explained that many mentors are chosen initially because they are strong teachers. Being a good teacher of students does not automatically mean that one will be a successful mentor of adults. To be effective, mentors require training and ongoing support to develop specific skills in assisting new teachers—for example, developing working relationships with adults, determining the strengths and needs of a new teacher, helping teachers set meaningful goals, and

providing constructive feedback on instruction. Research indicates that when new teachers are paired with highly trained mentors, the pace on new teacher learning increases. The kind of support mentors provide generally falls into two categories: emotional or psychological support and support that focuses on instruction. Most mentoring seems to focus on providing emotional support, helping teachers navigate the challenges of the first year.

Another is the problem of sustaining school-based follow-up training and providing clinical supervision to teacher inductees. On this aspect, Harding (2012) found that with the guidance, support, and coaching of the principals at the back of the room, our new teachers are fully responsible for student learning. They learn how to plan lessons; check for understanding during instruction; design assessments; and build relationships with students, families and colleagues.

Brown (2012) states that school leaders should provide opportunities for collaboration between rookies and veterans, where new teachers can test out their plans, learn about good practices, and be observed in the classroom. This was also specified by Bieler (2012) when she commented "I believe new teachers could benefit from a collaborative professional learning community that shares instructional resources and ideas. Principals should guide new teachers through the existing curriculum. If a complete curriculum doesn't exist, I suggest that principals exchange instructional resources and ideas with new teachers. She explained that to help foster a more supportive environment for new teachers, principals should open their doors to informal, non-evaluative observations. As often as possible, observations should be followed by a conference between the principal and new teacher.

There is also the problem with regards to limited time-frame of discussion per content/topics of the said program. This is due to the reason that they were lots of topics to be discussed and the time scheduled for it was not enough.

Still another problem is the provision of hand-outs to participants. After the program, the participants commented on the insufficient hand-outs. According to Pettersson (2012) these should be prepared for each participant and distributed at the start of the course, to give them references on the topics discussed. Inductees can also read and review the knowledge they gained even after attending the induction program.

This study is based on three theories, namely: House's Path-Goal Theory, Burns' Transformational Leadership Theory and Hersey-Blanchard's Situational Leadership Theory.

House (1971) founder of Path-Goal theory, believes that a leader's behaviour is contingent to employee satisfaction, employee motivation and employee performance. A good leader provides clear direction, sets high goals, gets involved in goal achievement and supports his employees. The employees, as a result, will be a more satisfied and productive team. It also states that the employees will accept a leader's direction if the employee believes that there will be an immediate or future benefit that results from work. People then can achieve their goals if they are helped out, supported and motivated. This then necessitates the need for transformational leaders.

2. METHOD

The respondents of this study were the new teachers in the public secondary and elementary schools of the Paquibato District who have been hired within the last five (5) years and the facilitators who have conducted the Teacher Induction Seminar.

There were 71 respondents of this study: 10 new teachers from a public secondary school, 55 new teachers from public elementary schools and 6 division personnel (facilitators) coming from the city division office.

The instrument used in this study was a self-made questionnaire constructed by Sheena Mae Comighud taken from her study of 2020. Since the original questionnaire was for teachers in Dumaguete City, the downloaded questionnaire for this was validated by administrators and experienced professors who reviewed for checking and analysis. To validate the questionnaire, the researcher conducted a trial-run at RMC Elementary School before the final dissemination of the survey questionnaires to the public secondary school and the elementary schools. Protection of the respondents were primary consideration.

The researcher asked approval of the study by getting a certificate from the RMC Ethics Committee. An approval of the RMC Dean of Graduate School was sought, then later the approval of the Division Superintendent was also sought.

To arrive at the definite interpretation of the weighted mean, the following ranges are used: 3.25-4.00 Great Extent; 2.50-3.24 Moderately extent; 1.75-2.49 Less extent; and 1.00-1.74 No extent.

The problems encountered uses frequency count. The list of problems encountered was constructed by the researcher through the review of literature and interviews done with new teachers. The first 5 of the problems encountered receiving the most checks (/) will be discussed thoroughly since they are considered to be the areas that need improvement.

3. RESULT

Implementation of the Teacher Induction Program

Time Management of the Teacher Induction Program (TIP)

The highest is on “time management” with a rating of 3.66 (great extent) and the lowest is on “break time observed” with a rating of 3.43 (great extent). The overall weighted mean for this table on time management is 3.55 (great extent).

In the conduct of the teacher induction program, time was well managed with a total composite mean of 3.55 (great extent). The highest weighted mean is on time management which is 3.66 (great extent) while the lowest is on the observance of break time with a weighted mean of 3.43 (great extent). This concurs with the result of the interview with teachers wherein they stated that because there were several modules which had to be finished within the period of the training, break time was sacrificed. Of course the use of break time and a portion of the lunch time period were done in consultation with the teacher inductees. This in a way spelled out the earnestness and dedication of the facilitators to finish their assigned topics and the desire of the inductees to finish the topics thereby gaining the needed knowledge. Of course one has to reckon too whether there was information overload.

Resources Used in the Teacher Induction Program

The highest is on “ventilation of session hall” with a rating of 3.75 (great extent) and the lowest is on “use of traditional methods like pure lecture only” with a rating of 2.93 (moderate extent). The composite mean for this table on resources is 3.46 (great extent).

Here it can be gleaned that the use of traditional methods like the lecture method (2.93) was seldom used. It was only when the facilitators were pressed with time that they resorted to the use of the lecture method. They even had to utilize break time just to finish the module. Of course the shortest strategy would be to lecture to have greater subject matter coverage if time would be the essence.

Hand-outs though rated great extent (3.25) had a low weighted mean in comparison with the other items and was followed closely with the item on the budget for TIP operation. This implies that the budget has also affected the allocation of the needed resource especially on the hand-outs.

Administration of the Teacher Induction Program

The highest is on “sensitivity of the Principal to the ventilation of session hall” with a rating of 3.68 (great extent) and the lowest is on “sensitivity of the Project Director to the reproduction of hand-outs with a rating of 3.25 (great extent). The composite mean for this table on administration is 3.53 (great extent).

The items with the low weighted mean compared to the other items which fall under sensitivity of the principal are sensitivity to respond to the feedback made by the participants (3.37) and the reproduction of hand-outs (3.25). On the feedback made by participants, it was gleaned that during the open forum, some participants were not heard because of the time constraint. Moreover, the facilitators had to hurry because they still had some lectures on their assigned topics.

Mentors/Facilitators of the Teacher Induction Program

The highest is on “capability” with a rating of 3.73 (great extent) which implies that the facilitators mastered the subject matter and were dedicated in the delivery of their assigned topics. Nevertheless, they were intently focused on their delivery with much to be shared so that they forgot to season their topics with humor. This could then explain why the item “sense of humor” got the lowest rating 3.38 (great extent) compared to the other items. Having a wholesome sense of humor related to the subject matter on hand is one which the facilitators need to cultivate. On the other hand, it is possible also that because of time constraint coupled with much subject matter to cover, they simply dropped down the idea of cracking jokes.

The facilitators did use technology with power point presentations which obtained the highest rating among the rest of the items with 3.67 (great extent). Thus, the traditional method like the lecture method was used with a weighted mean of 2.93 (moderate extent). The composite mean for this table on Mentors/Facilitators is 3.61 (great extent) which is actually commendable. This is also seen in the sessions, wherein the fact that the facilitators covered all topics obtained a rating of 3.43 (great extent).

Provision and Contents of Hand-outs

The highest is on “cover all topics under TIP” with a rating of 3.43 (great extent) and the lowest is on “one to one ratio” with a rating of 3.18 (moderate extent) which actually points out the need to have a hand-out for each participant. The readability (3.40) and the content (3.43) are really commendable which all could account in a manner why the one to one ratio distribution was necessary.

Relevance of Topics of Teacher Induction Program

The highest is on “adherence of topics to DepEd guidelines/memos” with a rating of 3.67 (great extent) and the lowest is on “based on teacher needs” with a rating of 3.60 (great extent). The composite mean for this table on relevance of topics is 3.63 (great extent).

During the interview, some participants commented that the topics being discussed to them were truly relevant to DepEd guidelines/memos since it truly addressed the need of the newly hired teachers after attending such training. Nevertheless in the survey, this was otherwise. They stated that it was not based on their needs. This could mean that the administration should be sensitive enough on addressing the concerns of the new teachers based on their needs.

Implementation of the Content/Topics in the Teacher

Induction Program

With regards to teacher inductees’ perceptions, there are two items that got the highest mean of 3.63 both interpreted as great extent. These are “sufficient delivery of programs and projects of DepEd and duties and responsibilities of the Filipino teacher”. This implies that the administration was able to provide information to the teacher inductees’ knowledge on the different programs and project of Dep Ed as well as their roles and responsibilities in their profession.

On the other hand, the case of “alternative delivery mode (ADM)” has the lowest weighted mean of 3.39 (great extent). This means that generally teacher inductees are not well informed on the alternative ways of learning.

The composite mean for this table on sufficient delivery of contents/topics as perceived by new teacher inductees is 3.52 (great extent).

On the other hand, there are ten items that obtained the same highest mean of 4.00 (great extent) which are the following, “organizational structure of DepEd, republic act 9155, programs and projects of DepEd, duties and responsibilities of the Filipino teacher, school based management & continuous improvement, assessment and grading system, alternative learning system (ALS), parent teacher association (PTA), communication protocols and financial literacy”. This implies that since the facilitators are the ones conducting the Teacher Induction Program they thought that they sufficiently delivered and imparted their knowledge on the different areas of Teacher Induction Program to teacher inductees. The perception of teacher inductees towards the delivery of the content/topics contradicts the perceptions made by the facilitators. This means that facilitators should consider the participants’ needs and differences. The case of “RPMS” has the lowest weighted mean of 3.50 (great extent). It simply means that facilitators believed that they have not delivered well the topic with regards to RPMS. The reason behind this is that the RPMS was recently implemented by the administration so the facilitators are not yet so familiar with this topic. They were told about it but still their knowledge was limited. The composite mean for this table on the delivery of contents/topics as perceived by facilitators is 3.91 (great extent).

Problems Encountered in the teacher induction program

Of the twenty (20) possible problems, the top 5 are the following: no mentoring for new teachers (First), no follow-ups in the school (Second), no clinical supervision from the principals such as classroom observation (Third), limited time-frame per content/topics (Fourth) and insufficient hand-outs (Fifth).

Actually, the fourth and fifth problems were directly associated with the implementation of the program while the first, second and third problems were more on the follow-up training in the school where they are assigned.

It is important to note that the list of problems encountered by teacher inductees be given emphasis by the administration to address the needs and difficulties of new teachers. Further details of the interpretation with supported related literature.

Analysis

On this regard Giezendanner (2012) stated that on time management during trainings, there is a need for understanding the local behavior patterns of the participants must be done specifically on the starting and ending time along with the adjustments to be made to ensure the participants’ schedule observation. Here consultation with the participants was observed especially on the use of break time to finish the module for the day.

This was also specified by Andres (2004) when he stated that the mentors should estimate the amount of time to be allotted in each session and he must consider the method of presenting the topic depending on the time to be devoted to discussion.

Here it can be gleaned that the use of traditional methods like the lecture method (2.93) was seldom used. It was only when the facilitators were pressed with time that they resorted to the use of the lecture method. They even had to utilize break time just to finish the module. Of course the shortest strategy would be to lecture to have greater subject

matter coverage if time would be the essence. Andres (2004) confirmed that in a lecture, the instructor can present many ideas in a relatively short time. Lecturing is unquestionably the most economical of all teaching methods in terms of the time required to present a given amount of material.

These findings are consistent with the theory of House (1971) on the Path-Goal theory which cited good leader (project director) gives the direction in the training of the program and supports his employees. Teachers then can achieve their goals if they are helped out, supported and motivated during and after attending the training program.

On the hand-outs, this reiterates the findings on Table 3, both on the hand-outs and on the budget. There was one is to two ratios on the hand-outs. Actually management have had the experience of hand-outs not being utilized after the training. What was important was that they listened and took down notes of the points to be duly implemented.

According to Andres (2004) facilitators with sense of humor help a lot in motivating and drawing the interest of participants. This was also reiterated by Carpio and Encarnation (2003) when they revealed that facilitators who can stimulate the audience to laughter affords relaxation from tension, reduces fatigue. As long as the humorous statement is relevant and in good taste, the attention-getting and attention-holding power of humor is strong.

Pettersson (2012) on this regard stated the importance of preparing reading material for each participant and should be distributed at the start of the training to avoid giving hand-outs through the sessions. It is important to note that hand-outs are meant to be given to the participants for their further reading and references.

During the interview, some participants commented that the topics being discussed to them were truly relevant to DepEd guidelines/memos since it truly addressed the need of the newly hired teachers after attending such training. Nevertheless in the survey, this was otherwise. They stated that it was not based on their needs. This could mean that the administration should be sensitive enough on addressing the concerns of the new teachers based on their needs. This has been supported by IGWG (n.d.) in which they found out that participants learn best when they can immediately apply their acquired knowledge and skills in the training attending to their own work or life. Facilitators are encouraged in making their participants feel the importance of applying and integrating the topics covered in the training to the field of teaching.

4. CONCLUSION

The Teacher Induction Program in the District of Paquibato was well implemented.

The management in terms of time, resources, administration, facilitators, provision and content of hand-outs; the delivery of contents; and the relevance of the topics were all done well with minimal room for improvement.

The implementation of the Teacher Induction Program must be a continuous process, thus school-based follow-up training is necessary.

On Management of Teacher Induction Program, that provision of hand-outs on a one-to-one ratio be made and the necessary budget must be included in planning; that facilitators must have a sense of humor and that enough time must be given so that break time will not be sacrificed; that administration must ensure the relevance of the topics and should be based on the teachers' needs.

On School-based Follow-up Training, that each school should conduct a follow-up training for the newly hired teachers so that the knowledge they gained will be put to use. This would also help the school since the principals who managed it need to have good performing teachers.

That principals should encourage and conduct the training of new teachers periodically so as to sustain what has been learned by the newly hired teachers in the division. Thus a mentoring program must be offered to sustain the energy and dynamism of the newly hired teachers.

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