

Effectiveness of Teacher Induction Program on Beginning Teachers

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Abstract

This study aimed to assess the level of effectiveness of the Teacher Induction Program on beginning teachers in Urdaneta City Division during the school year 2022-2023. Two main problems were addressed: Problem No. 1 focused on evaluating the level of effectiveness of the Teacher Induction program in public schools, while Problem No. 2 aimed to propose activities to enhance its effectiveness for beginning teachers. The analysis of gathered data revealed notable findings. Firstly, the overall weighted mean for the level of effectiveness of the Teacher Induction program was 4.73, indicating a "Very High" transmuted equivalent rating. As a result, the study offers several recommendations. Firstly, beginning teachers are encouraged to take the initiative to pursue graduate studies and engage in professional development through national and international training opportunities. Secondly, it is advised that beginning teachers sustain their already high level of effectiveness in the Teacher Induction program. Lastly, the study suggests specific activities to improve the program's effectiveness, including attendance at various training events, workshops, and seminars, engaging in Focus Group Discussions related to the Teacher Induction Program, and participating in mentoring and coaching by school administrators. The recommendations aim to support continuous professional growth and enhance the overall effectiveness of the Teacher Induction program for beginning teachers.

Keywords: learning processes, mentoring, professional development, teaching approaches, school and community linkages