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A PHENOMENOLOGICAL STUDY ON THE ROLE OF SCHOOL HEADS IN THE IMPLEMENTATION OF THE INDUCTION PROGRAM FOR BEGINNING TEACHERS

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ABSTRACT

This phenomenological study aimed to explore the roles and experiences of public-school heads in Laak North District, Davao de Oro Division. The study is grounded in Social Learning Theory and Cognitive apprenticeship paradigm which emphasizes the influence of social interaction and observational learning in facilitating the transmission of specialized expertise and competencies. Using purposive sampling, ten (10) public school heads from elementary and secondary who have at least one newly hired teacher in Laak North District were chosen as the participants of this study. The data were analyzed through thematic analysis. Results revealed that the lived experiences of school heads are the following: insufficient time to conduct IPBT; limited funds and resources for the IPBT implementation; lack of readiness of teachers; constant guidance in the induction process; conduct the monitoring and supervision of beginning teachers; and providing support and mentorship to the beginning teachers. To reduce the challenges of the IPBT implementation, school heads have the following coping mechanisms: support and guidance from experienced colleagues and superiors; careful planning of the IPBT activities with the mentors and mentees; regular communication with the beginning teachers and mentors; coaching and mentoring sessions in the induction process; flexibility of school heads in the implementation of IPBT; and habitual reading of IPBT modules and related issuances. Furthermore, the insights of school heads are summarized by the following four (4) themes: continuous professional development for school heads; collaborative effort in the school with the stakeholders; effective communication between mentors and mentees; and strategic planning with the stakeholders. The result of this study is beneficial to public-school mentors, beginning teachers, and DepEd authorities in the implementation of IPBT. These findings provide a comprehensive understanding of the practical realities of IPBT implementation and suggest pathways for enhancing the program's effectiveness through improved support, planning, and communication strategies.

KEYWORDS: *Education, IPBT, Induction Program to Beginning Teachers, mentors, thematic analysis, mentees, Davao de Oro*

INTRODUCTION

The evolution from the Teacher Induction Program (TIP) to the Induction Program for Beginning Teachers (IPBT) introduced by DepEd Order No. 11 series of 2019 marked a significant transformation. However, some school heads are having trouble leading the implementation of the IPBT in their schools, which is challenging. This could be due to a variety of causes, including a lack of resources, insufficient training on the new program, or a lack of clear rules for incorporating the changes into the existing educational system. As a result, there may be discrepancies in IPBT implementation, with some institutions failing to provide the structured and comprehensive support intended for newly hired teachers. This disparity in implementation may impede teacher inductee adaptability and affect the program's overall effectiveness in preparing them for the demands of teaching. Addressing these difficulties is critical to ensure consistent and effective IPBT implementation throughout all schools, in line with the initial mandate outlined in DepEd Order No. 43 series of 2017 and objectives set in DepEd Order No. 11 series of 2019.

In Australia, unclear guidelines for new teacher induction led to variations in program support, resulting in uneven assistance for beginning teachers. This lack of standardization hampers overall effectiveness, emphasizing the need for a coordinated approach (Kearney, 2021). Conversely, in Indonesia, school heads play a crucial role in induction success, but their training varies, risking inconsistent experiences and uneven professional development for beginning teachers (Manoppo et al., 2019). In addition, a study in Turkey highlighted that beginning teachers need strong support systems to adjust to the demands of the teaching profession. Excellent mentoring and induction assistance from school leaders can result to satisfactory teaching performance and yield high student achievement (Hayes et al., 2019).

In the Philippines, the education sector experiences a worker turnover rate of 7.5%. (Philippine Statistics Authority, 2022). Bulawat (2020) points out that insufficient implementation of teacher induction programs may contribute to teacher turnover, focusing on the critical need for improved policy formulation, resource provision, and the paramount significance of an effective Induction Program for Beginning Teachers (IPBT). In Cebu, Moral and Zayas (2022) found that more assistance from school heads increases novice teachers' chances of completing the Induction Program for Beginning Teachers (IPBT), stressing the vital role of leadership in overcoming implementation problems and achieving a 100% completion

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rate. In Sultan Kudarat, challenges encountered in the implementation of induction programs included a lack of financial support from the school, an attitude of lack of commitment, and inadequacy of instructional materials and facilities (Araneta, 2021).

In Laak North District, Division of Davao de Oro, IPBT was introduced last October 2022. The program was immediately implemented in our District in compliance with DO 11, series of 2019, and DepEd Order No. 43, series of 2017. Administrators and mentors underwent 3-Day training on the most recent IPBT, its forms, modules, and administration. Additionally, the IPBT structure is administered in a school-based context under the tight supervision of the primary implementer which is the school head. However, it is worth noting that most school heads in our District may experience difficulties in carrying out their responsibilities in the implementation of IPBT. The observation is based on the fact that their training has been limited to a three-day session covering six modules indicated in the DepEd Order. The primary focus is on the need for additional knowledge and training for school heads to effectively lead the IPBT implementation process.

In my literature reading, numerous studies were conducted on teacher induction programs. A study by Del Rosario and Vargas (2021) recommends having an induction training method that can touch recruits' hearts so that new teachers have long-term retention. Meanwhile, Sanchez-Tarazaga (2022) stated that mentor selection and training are key elements for the success of the induction programs. However, no scholarly studies have focused on the role of school heads in the Induction Program for Beginning Teachers (IPBT) implementation.

Moreover, the need for this study arises from the observed struggles of school heads in the district with the implementation of the Induction Program for Beginning Teachers (IPBT), which could lead to issues such as teacher turnover, disrupting the school system, and compromising student learning. This study is conducted because of the larger benefits that orientation programs offer in terms of providing teachers with a thorough understanding of professional practice. Additionally, the study can contribute to improved induction programs, reduced teacher attrition, and the nurturing of highly competent and motivated teaching staff. The findings are anticipated to be used to inform policy, educational practices, and teacher preparation programs. Furthermore, to effectively disseminate the research findings, an outreach strategy involving presentations at academic conferences, publication in peer-reviewed journals, and collaborative partnerships with educational institutions will be employed. This ensures that the research will have a concrete influence on the wider educational sphere.

PURPOSE OF THE STUDY

The purpose of this phenomenological study was to explore and understand the role of school heads in the implementation of the Induction Program for Beginning Teachers (IPBT). Furthermore, it investigated the roles and experiences of public school heads in Laak North District, Davao de Oro Division.

At this stage of research, the role of school heads in the implementation of the Induction Program for Beginning Teachers (IPBT) was generally defined as the involvement of school heads in effectively executing the program in their schools. This includes the lived experiences, obstacles, coping mechanisms, and insights gained by school heads in carrying out the IPBT.

RESEARCH QUESTION

The study aims to answer the following research questions:

1. What are the lived experiences of school heads on the implementation of the Induction Program for Beginning Teachers (IPBT)?
2. How do the school heads cope with the challenges they encounter in the implementation of the Induction Program for Beginning Teachers (IPBT)?
3. What are the insights of school heads on the implementation of the Induction Program for Beginning Teachers (IPBT) that can be shared with others?

METHODS

This study used the qualitative approach of research, through the phenomenological technique to explore the lived experiences of school heads in the implementation of the Induction Program for Beginning Teachers. In this study, a phenomenological approach was used to examine the Induction Program for Beginning Teachers (IPBT) implementation. I looked at the different points of view, understandings, and emotions of key persons, particularly school heads overseeing the IPBT.

This phenomenological study involved ten (10) school heads who have at least one newly hired teacher in Laak North District. They were the participants because they had first-hand insight and excellent data sources on IPBT implementation. The ten (10) participants were subjected to a face-to-face or virtual in-depth interview (IDI) to obtain their IPBT implementation experiences. The said number of participants was aligned with the recommendation of Creswell and Poth (2017) that there should be at least three to 15 individuals as participants for a phenomenological study. In this study, the selection of participants from Laak North District was based on the following inclusion criteria: (a) must be an elementary or secondary public school head in Laak North District, Division of Davao de Oro; (b) must have at least one newly-hired teacher with 0-3 years from hiring date who are undergoing or completed the IPBT program; and (c) must be willing to share their experiences. Moreover, exclusion criteria were based on the following parameters: (a) individuals who do not hold the position of school head or who are not designated as Officer-in-Charge (OIC); and (b) school heads whose current assignment is outside the geographical scope of Laak North District were not included in this study.

Moreover, thematic analysis was utilized to analyze the data of the study, using the method outlined by Braun and Clarke (2022) to discern and examine noteworthy elements in the in-depth interview conducted. This procedure entails breaking down and reassembling ideas into broad themes (Creswell et

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al., 2013). Additionally, it involves organizing and converting textual information into practical transcripts using a coding framework.

REVIEW OF RELATED LITERATURE

Induction Programs for Beginning Teachers

Frederiksen (2020) broadens the definition of induction to include distinct phases, structured organizational frameworks, and cognitive processes, thereby establishing it as an essential pedagogical process rather than merely a transitional phase. This viewpoint enhances the comprehension of induction as a holistic and continuous procedure, as opposed to a simple commencement into the vocation. According to McGeehan (2019), the induction period can have a profound impact on the decisions of newly appointed teachers concerning their ongoing dedication to the field, functioning as a period of development or unease. He added that it is a critical stage in the professional development of an educator which necessitates an immediate and smooth assimilation into the duties and obligations of teaching.

Additionally, comprehensive induction programs are multifaceted structures that include mentorship, professional development, observation, and reduced teaching burdens (Keese et al., 2022). More so, in Israel, support systems are given significance throughout the induction phase, providing insights into the implementation of mentoring programs and seminars (Harmsen et al., 2019). Mamba (2020) also noted the universality of supervised training or induction for recently certified professionals across various industries, providing a global perspective. Further, Sikma (2021) highlights the preponderance of emphasis in teacher preparation programs on the intellectual dimensions of teaching, while frequently disregarding the socio-emotional coping mechanisms that are imperative for achieving success.

Moreover, DepEd Order No. 43, series of 2017, established the Teacher Induction Program (TIP) within the Teacher Education Council (TEC), which provides complete support to newly hired teachers. In 2020, the National Educators' Academy of the Philippines (NEAP) took over the program as part of its restructuring, and NEAP, TEC, and the Research Center for Teachers Quality (RCTQ) collaborated to develop Version 2 of the TIP Module (Teacher Education Council, 2020). In addition, Department Order No. 11, series of 2019, led NEAP's transformation, with RCTQ providing essential technical assistance. These fundamental instructions and joint efforts serve as the framework for administering the Teacher Induction Program (TIP) or its enhanced version, the Induction Program for Beginning Teachers (Philippine National Research Center for Teacher Quality, 2020).

Keller-Schneider and Hericks (2019) highlighted that it is important to establish a comprehensive induction program for newly employed educators to assist them in navigating the distinct obstacles that accompany their professional careers and the teaching vocation as a whole. Recognizing the pivotal role induction programs play in shaping the experiences of novice teachers at the commencement of their teaching careers is paramount. Moreover, Schellings et al. (2023) offer valuable insights into the heterogeneous field of induction practices in the Netherlands, elucidating discrepancies that span from rudimentary orientation programs to all-encompassing mentoring endeavors within academic establishments.

Furthermore, induction programs have a far-reaching effect on the professional growth of novice teachers and make significant contributions to the field of education as a whole (Bourne et al., 2020). In addition, Reeves et al. (2022) highlight the current deficiencies in knowledge regarding the optimal approaches to retain and enhance the efficacy of teachers. They stress the nature of these concerns and the necessity for additional research to rectify them.

Also, the contextual significance of induction programs is stressed by Hanita et al. (2020), who emphasized the need to take into account curriculum, technology, and the extent of support offered. Podolsky et al. (2019), added that the adoption of novel teacher induction programs has the potential to enhance the professional growth of inexperienced educators and thereby augment their aspiration to remain in the teaching profession. In addition, Wiens et al. (2019) emphasize the criticality of mentor-mentee compatibility, identifying it as a fundamental determinant of induction program success.

In addition, Miller and Youngs (2021) make a valuable contribution to the academic conversation by emphasizing the crucial importance of teacher education programs in augmenting prospective teachers' comprehension of their vocational aspirations and personal identities. They further underscore the interdependence between induction programs and larger educational frameworks, placing particular emphasis on the influence that teacher education has on the professional development of aspiring teachers.

Further, mentorship programs have been identified as essential elements of teacher induction, as mentioned by Loeb and Myung (2020), who noted the capacity of mentoring to retain inexperienced teachers. More so, factors affecting novice instructors are identified by Whalen et al. (2019), including school policy awareness, effective mentoring, and school culture comprehension. Nonetheless, the study exposes a disparity between anticipated theoretical outcomes and their actual application, indicating the necessity to harmonize theoretical concepts with practical applications.

Thus, governmental adoption of induction program training as a means to enhance the capabilities of educators is vital (Khan et al., 2022). More so, Milliken (2019) proposes online professional development in classroom administration as a pragmatic alternative. Moreover, G No et al. (2022) identify discrepancies between the expectations and experiences of educators, suggesting that improved support programs and an increased emphasis on teacher well-being are necessary. The complexity of teacher induction is highlighted by this multifaceted viewpoint, which demonstrates its influence on the teaching profession.

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School Heads and Teacher Induction

According to Wexler (2020) and Reitman and Karge (2019), the efficacy of preservice and induction programs is contingent upon the caliber of mentorship. Further, the significance of teacher relationships with influential individuals, including school administrators, in fostering positive professional environments is essential (Mommer et al., 2021).

Further, Scotts et al. (2023) mentioned that experienced and consistent teaching staff is vital in maintaining educational continuity and facilitating students' academic progress. This emphasized the significance of expertise and stability among the teaching staff, which cultivates a constructive and uniform educational milieu. Additionally, the significance of customized professional development for novice teachers is emphasized by Gopang and Kazimi (2022), who demonstrate how inductive training can enhance the managerial capabilities of teachers.

In addition, Salim et al. (2021) stated that principals should improve the quality of education as a whole, and establish a correlation between proficient educational leadership and favorable results for educators and learners alike. Moreover, the vitality of the principal's role as a learning leader in determining school efficacy is underscored by Bafadal et al. (2019), whereas Pont (2020) and Gunawan and Adha (2021) emphasize the critical nature of effective leadership when it comes to educational restructuring. Additionally, teacher induction programs entail that school administrators weigh the advantages and benefits of assuming leadership positions against the additional obligations and responsibilities that accompany such decisions. To enhance leadership abilities, school heads must seek counsel from administrators and former school leaders, in addition to pursuing ongoing professional and personal development (Arrieta & Ancho, 2020).

Costa et al. (2019) examines the notion of induction as a socialization process, placing particular emphasis on the critical influence that school administrators possess over instructors. They are identified as the second most influential factor in pupil learning, which highlights the significance of their influence on the dedication, motivation, working conditions, and organizational culture of teachers. This viewpoint is supported by Van der Pers and Helms-Lorenz (2021), who mentioned the importance of ensuring that formal induction structures follow the norms, values, and practices of the professional culture. They contend that the efficacy of induction arrangements is contingent upon the dedication of school administrators and the shared accountability of the entire academic community.

Additionally, Flores (2019) underscores the significance of mentorship in assisting inexperienced educators, with a particular focus on the contributions of teacher mentors and school administrators. Kutsyuruba et al. (2019) added that effective teacher induction programs heavily rely on the caliber of mentoring and the strategic coupling of mentees and mentors. It includes a wide array of duties that mentors undertake, including organizing curricula and cultivating a sense of community, focusing on the need for comprehensive assistance for novice educators.

The significance of mentoring relationships in aiding novice teachers' well-being and resilience is also emphasized by Squires (2019). In addition, Shanks et al. (2022) propose that novice instructors and mentors should set aside specific time to cultivate their relationships. More so, Woulfin and Jones (2021) accentuate the vitality of tailored professional development for educators, acknowledging the unique obstacles that they encounter.

In addition, Marz and Kelchtermans (2020) provide insights into the beneficial effects of mentoring and networking in reducing attrition rates among inexperienced educators. Additionally, Zhang et al. (2019) underscore the critical significance of capable principal leadership in the implementation of induction programs, placing particular emphasis on the assistance rendered by school leaders to instructors. Moreover, Kelchtermans (2019) points out the positive impact new teachers have on schools and stresses the important role of school heads in creating effective induction programs. He believes that school heads should see new teachers as valuable assets with unique strengths and make the most of their contributions.

Furthermore, Anthony et al. (2019), illuminate the critical functions performed by mentors, principals, and teacher leaders in facilitating the induction process for newly hired educators. This acknowledgment necessitates diverse stakeholders to work together to establish a nurturing atmosphere for inexperienced educators. Additionally, the enduring importance of mentorship and support programs is underscored by Shuls and Flores (2020), who establish a direct correlation between such initiatives and increased rates of teacher retention, thereby bolstering the stability of the teaching workforce as a whole. More so, a study conducted by Milton et al. (2022) examines the intricate variations in perspectives regarding mentoring and induction procedures between school administrators and general teaching staff. Comprehending these variations is critical in customizing support programs to effectively address the varied requirements of educators.

Additionally, the multifaceted functions of school principals, including those of administrators, leaders, and influencers, are emphasized by Arif et al. (2019). According to Ancho and Villadiego (2022), the establishment of ethical environments within institutions is a moral obligation that educational administrators ought to uphold. Particularly during periods of uncertainty, Valenzuela and Buenvinida (2021) accentuate the criticality of proficient management skills among school administrators. In addition, Nobleza and Villocino (2023) underscore that school principals should establish a paragon of behavior through the demonstration of compassion and the provision of support to educators. More so, Maggi (2023) stated that supportive administration is paramount in establishing optimal working conditions within an academic institution.

Also, Langdon et al. (2019) mentioned the lack of connection between induction and mentoring programs and the majority of staff, including leaders. They argue that this issue of disconnection must be resolved immediately to provide the optimal learning environment for new instructors. Antonio

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(2019) added that supervision in the execution of the induction program as a strategic method to improve instructional practices is vital; furthermore, he stresses the necessity for ongoing enhancements in teaching methodologies.

However, Chang et al. (2022), mentioned that overreliance on administrative support may hamper teachers' independence and self-efficacy. Although coaching is crucial, a balanced approach that promotes support and autonomy may help teachers become resilient. Further, Abrasado (2021) stressed that the successful application of induction programs by school heads results in very great teaching performance among new instructors. Improved teaching performance can yield to increase the students' academic performance.

Barriers and Difficulties in Implementing Teacher Induction Programs into Practice

Cushman (2019) stresses that induction programs are crucial in facilitating the smooth transition and ongoing growth of inexperienced educators. He highlights several barriers and difficulties that need to be considered. These include concerns about the quality of the programs, the effectiveness of support and delivery methods, meeting individual requirements, and determining the appropriate frequency and duration of the programs. Additionally, he added that the presence of inconsistent terminology further complicates the support provided to novice teachers. It is important to address these obstacles to effectively implement teacher induction programs and ensure the professional growth of educators.

During the initial phases of the IPBT implementation, novices encounter obstacles such as limited access to professional development, self-doubt, and a dearth of practical experience. These difficulties arise from the lack of established unified induction programs that require collaboration among various education stakeholders (Tammets et al., 2019). Inexperienced educators are additionally involved in the intricate process of developing their professional personas, which is impacted by both personal and contextual factors (Van der Wal et al., 2019).

Moreover, in their examination of the obstacles encountered by novice educators in California, Ramirez and Faltis (2020) found continuous mentoring, support, and professional development. Further investigation is warranted to assess the effectiveness of the Induction Program for Beginning Teachers (IPBT), as recommended by the study. In addition, Erawan (2019) looks at the difficulties that arise in rural environments and advocates for individualized induction programs for educators working in disadvantaged areas. Additionally, natural barriers in education are investigated by Stewart and Jansky (2022), who stated the importance of discussion and reflection as pedagogical approaches.

Further, Voss and Kunter (2020) identify the disillusionment and apprehension experienced by inexperienced educators. Additionally, Lindqvist et al. (2023) recommends that the emotional difficulties that arise in rigorous academic environments are associated with divergent perspectives and interpersonal discord. Further, Qadhi et al. (2020) stated that the insufficiency of confidence in teaching responsibilities can be attributed to a lack of self-efficacy and increased anxiety in the formative years.

Moreover, the acknowledgment of the complex induction processes and difficulties encountered by school heads has expanded over time. The discrepancy between academic settings and the professional development acquired in teacher preparation programs has implications for pedagogy, social interactions, and emotional welfare, as cited by Kaplan (2021). Similarly, novice educators face challenges when participating in seminars designed for novices, which may result in burnout, social isolation, and a sense of obligation that goes against their will (Peria & Torres, 2019).

In their study, Ergunay and Adiguzel (2019) establish a clear correlation between the efficacy of induction programs and the difficulties encountered by novice educators. Insufficient mentoring support, procedural performance evaluations, and procedural approaches to teacher induction are identified as substantial barriers by Ekinci (2020). Moreover, Qureshi and Kalsoom (2022) provide additional insights into the discussion surrounding the impact of problem-oriented experiences on the efficacy of induction programs

Enhancing the Resilience of Teachers and Advancing their Professional Growth

According to the findings of Morettini et al. (2020), novice educators cultivate resilience when they experience acceptance from the school community; mentoring is identified as an essential factor in promoting these sentiments. Moreover, the study by Redding et al. (2019) emphasizes the critical role of administrative support in shaping teacher attrition rates. The study highlights that when administrators are exceptionally supportive, it helps reduce the number of new teachers leaving the profession. This effect goes beyond just creating a strong professional community within the school and includes other important factors. The findings stress the need for supportive administrators who address various aspects that contribute to teacher retention.

The provision of different possibilities for growth and collaborative involvement is the cornerstone of assisting novice educators, with the goal of fostering a profound sense of belonging, continuous improvement, and long-term professional networking (Wilcoxen et al., 2020). When considering emerging countries, the dynamic nature of the educational environment presents unique obstacles that require sophisticated strategies. An increasing number of scholars are acknowledging the transformative capacity of tailored induction programs and ongoing professional development for novice teachers as a means to raise national educational standards (Gallagher, 2019).

Mentorship and coaching fellowships, as emphasized by Hollweck (2019), provide significant advantages to newly hired educators, serving as a critical component in the enhancement of professional growth, improvement of instructional methods, and general welfare of seasoned educators. Also, Billingsley et al. (2019), emphasize the primary aims of induction programs, which encompass enhancing the efficacy of educators,

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improving the educational experiences of students, and strengthening the retention of teachers.

Moreover, Susilowati (2021) presents an all-encompassing viewpoint, conceptualizing induction as an all-encompassing process of professional development rather than a solitary program. Adaptation is a process by which individuals improve their proficiency and competence. Additionally, Lisenbee and Tan (2019) underscores the substantial contribution of peer mentorship and dialogues to the complex formulation of meaning in this process. Therefore, it is crucial to organize a wide range of comprehensive support activities during the teacher induction process.

Further, Aarts et al. (2020), stressed that school leaders can surmount challenges given adequate support, a mentor who can be relatable to them, and occasions for informal feedback. Research has demonstrated that the introduction of induction programs expedites the development of teaching skills, leading to enhanced student achievements and decreased rates of attrition (See et al., 2020). Stewart et al. (2021) emphasizes the significance of enhancing teacher resilience and advancing their professional growth. They highlight those interventions targeting contextual factors and integrating resilience programs at the school level are crucial for creating safe and collaborative environments where teachers and students can thrive.

In addition, Van den Borre et al. (2021) highlight the focus on the effectiveness of induction programs in current educational discussions. These programs aim to provide additional support and opportunities for educators, fostering long-term commitment to the field. However, their success depends on the quality of modules and mentor expertise. Furthermore, Smith-Norman (2023) scholarly work illuminates the perspectives and practical experiences of school heads as mentors, providing insight into optimal mentoring methodologies. This inquiry motivates administrators of school districts, accredited schools of education, and new teacher programs to engage in a thorough evaluation and potentially improve current programs.

Additionally, Admiraal et al. (2021) present an integrative viewpoint regarding educational institutions as learning organizations. They identify seven fundamental components that serve to unify the efforts of a school. These components highlight the complex and diverse characteristics of successful onboarding programs in the wider framework of educational institutions as dynamic learning communities. These cohesive frameworks that are put forth underscore the interdependence of professional development, support systems, and organizational culture as critical elements in fostering impactful and long-lasting educational experiences for inexperienced educators.

Further, in schools, "learning communities" foster collaboration for overall school improvement (Gracia-Carrion et al., 2020). Gratacós et al. (2023) see schools as complex learning environments influenced by a variety of circumstances, emphasizing a 'complexity thinking' approach. Teacher resilience is critical for dealing with adversities, particularly in new teacher induction programs. Mansfield and Gu (2019) indicate the relevance of relationships and school environments in preparing resilient teachers, noting the value of informal discourse and in-class coaching in professional development. Graduate teachers in Western Australia receive a comprehensive introduction program that includes financial assistance, time allowances, and a unique In-Class Coaching Program to help their professional growth.

To sum up, this chapter digs into the complexities of teacher induction programs, highlighting their vital role in teachers' professional growth. The evaluation of related research reveals the varied nature of comprehensive induction programs, which include mentorship, and professional development. It emphasizes the global perspective on supervised training, underlining the sometimes-overlooked socio-emotional components in teacher preparation. The study underlines the importance of school administrators, mentors, and leaders in effective induction programs and their connection to educational frameworks. The chapter acknowledges the program's value but recognizes implementation constraints. The research emphasizes the transformative impact of induction programs on national educational standards and the worth of continual professional development for teacher resilience and success

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Lived Experiences of School Heads on the Implementation of the Induction Program for Beginning Teachers (IPBT)

Major Themes	Core Ideas
Insufficient Time to Conduct IPBT	• needing to strike a balance between teaching and administrative tasks • having limited time available for mentorship activities • needing to have advance time to review the reading materials related to teaching practices • overlapping schedule of activities • not enough time to implement the IPBT • having an overloaded schedule of teachers

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Limited Funds and Resources for the IPBT implementation	• no allowance for internet connectivity to download required memorandums. • limited information and orientation provided to school heads about IPBT content and discussions • needing funds to conduct IPBT training or seminars • limited school supplies and materials for completing IPBT reports • having no funds available for IPBT activities • insufficient materials for the printing of the IPBT modules and other related issuances
Lack of Readiness of Teachers	• teachers are unprepared to undergo the IPBT program • teachers prioritize the overlapping activities rather than IPBT activities • varying levels of teacher readiness for the IPBT program
Constant Guidance in the Induction Process	• teaching and guiding new teachers through regular discussion sessions and constructive feedback and addressing concerns • assisting beginning teachers through one-on-one orientation to guide them in their tasks in their transition • facilitating regular meetings, conferences, sharing of ideas, and Learning Action Cell (LAC) sessions with new teachers. • providing tips for improvement, and listening to their concerns • instructing newly hired teachers about their work
Conduct the Monitoring and Supervision of Beginning Teachers	• ensuring that new teachers understand the objectives and importance of the Induction Program • making follow-up and leading the implementation of the IPBT • overseeing the orientation process for new teachers • ensuring that mentors and teachers fulfill their respective tasks. • monitoring progress and providing necessary support and encouragement to ensure compliance with program requirement
Providing Support and Mentorship to the Beginning Teachers	• assisting beginning teachers by providing the necessary skills and knowledge to make them proficient • facilitating access to essential resources for teaching and learning like providing the internet • collaborating and organizing workshops with teachers to create a positive learning atmosphere • facilitating the mentoring process • becoming a mentor well-equipped with ideas and information related to IPBT • serving as role models by demonstrating effective teaching practices. • providing technical assistance to newly hired teachers, helping them understand • assisting the beginning teachers to be aware of DepEd Orders and guidelines

Insufficient Time to Conduct IPBT

The challenges include time management because, in my school, a multi-school, time management is a challenge for us, and the need to strike a balance between teaching and administrative tasks. IDI-02

The struggle that I experienced is that it is time-consuming because you have to read and review so that you can mentor well. IDI-04

So, that is the overlapping of schedules in which several activities are done in the school, and the time is much more important. IDI-07

The most common theme that emerged from the lived experiences of school heads on the implementation of IPBT is the insufficient time to conduct IPBT, notably in managing teaching obligations and administrative tasks. The participants pointed out how time-consuming it is to prepare for IPBT. Tasks include extensive reading of the IPBT modules, examining IPBT materials, and researching related articles and issuances.

Certainly, the result of the study is consistent with the study of Shanks et al. (2022) which advocates for the allocation of dedicated time by beginning teachers and mentors to nurture their relationships. This suggestion aligns with the theme of

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insufficient time to conduct IPBT, highlighting the importance of deliberately carving out space within busy schedules to prioritize mentorship and collaboration. By setting aside specific time for interactions, newly hired teachers and mentors can foster deeper connections, exchange valuable insights, and provide meaningful support to one another. This intentional allocation of time acknowledges the challenges posed by limited time and invests time and effort into building strong mentor-mentee relationships.

Limited Funds and Resources for the IPBT implementation

Struggles and challenges of IPBT implementation include the limited resources, like the internet connection and load allowance since, some of the resources or materials in the modules, you should download the memorandums. IDI-10

There is indeed a struggle since the Induction Program for Beginning Teachers (IPBT) is new to me as a school head because my induction program before happened only twice, at the Division and District levels. While, IPBT now has modules, modules 1 to 6. IDI-05

My struggle with this is the funds because we need the materials for completing the reports. The printing of the 6 modules and other related issuances. Teachers also need to have money to load in download the IPBT materials. IDI-04

The responses regarding limited funds and resources presented a glimpse into the difficulties encountered in implementing the IPBT into practice. Some highlight the issue of insufficient resources, such as load allowance for internet connectivity, which hinders the smooth execution of the program. Meanwhile, it has been pointed out that school heads have not received adequate communication or orientation regarding the program's content, which has left them in the dark and dependent on teachers for guidance.

Cushman (2019) stressed concerns about program quality, support mechanisms, and delivery methods, all of which can be affected by resource constraints. Moreover, issues like inconsistent terminology further increase the difficulties faced by inexperienced teachers, impeding the provision of effective support. Despite these challenges, addressing limited resources is essential to ensure that induction programs can adequately meet the diverse needs of beginning teachers and facilitate their professional development effectively.

These findings revealed the impact that inadequate funding can have on the effectiveness of support initiatives of school heads to beginning teachers. Insufficient financial resources may limit the scope and quality of support programs, leaving teachers feeling overwhelmed and unsupported in their roles. In line with this theme, in Western Australia, teachers benefit from a comprehensive induction program that includes financial assistance to cover the program's expenses (Mansfield and Gu, 2019). In addition, the research conducted by G No et al. (2022) sheds light on the disparities between the expectations and realities experienced by teachers, emphasizing the need for enhanced support programs and a greater focus on teacher well-being. Addressing the lack of funds is imperative to ensure teachers receive the necessary resources and assistance to thrive in their profession.

Lack of Readiness of Teachers

Some teachers are not ready to be in DepEd. IDI-06
Struggle and challenges. The challenge Sir is, if you are not going to keep on reminding the mentees, they will not prioritize that IPBT, because of overlapping of activities, and they also have classes. IDI-09

Varying levels of teacher readiness. Some are open to change while others are not open to constructive criticism. IDI-10

The collective responses of participants draw attention to challenges with teacher readiness and competing commitments in the implementation of IPBT. While some teachers may not be ready for the program, others may find it difficult to fit it in between their other tasks. Teachers' differing degrees of openness to change can make the task more difficult.

According to Gratacos et al. (2023), to ensure that the IPBT is successfully integrated into the educational system, teachers need to be strong when facing challenges in new programs. Similarly, Voss and Kunter (2020) talk about how new teachers often feel unsure and worried. Additionally, Qadhi et al. (2020) mention how feeling confident in teaching can change a lot, affecting how well teachers do their jobs. These studies show that new teachers have different feelings about IPBT programs, so there is a need for support that fits their unique experiences.

Constant Guidance in the Induction Process

Teaching and guiding the new teachers become a part of my daily responsibilities. So, in assessing or assisting the new teachers, I conduct regular consultations or sessions, providing constructive feedback, and addressing their concerns. IDI-02
In the implementation of the IPBT, I assisted the beginning teachers in a way of one-on-one orientation and sharing of ideas with them. So, yes, it was effective, and it was an effective way since she/he can already do her/his tasks, as teacher-guided with or from our orientation. IDI-03

Checking on their progress to ensure they're learning what they need to know. As leaders, it's our responsibility to guide our new teachers. We support them by regularly conversing with them, to connect with them. We're also always available to offer improvement tips and listen to their concerns so that we can assist them. These efforts will help them feel confident and improve their teaching skills. IDI-06

Techniques like one-on-one orientations, feedback sessions, frequent consultations, instructing newly-hired teachers about their work, and creating a friendly environment are the practices essential in helping new teachers develop. By addressing issues, providing improvement tips, and fostering confidence, these initiatives could help newly hired teachers feel competent and at ease in their new responsibilities. To ensure success, the school community must be committed to fostering a collaborative and supportive learning environment, which is shown in the emphasis on constant guidance of school heads in the induction process.

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The study conducted by Van der Wal et al (2019) indicates that inexperienced teachers face the task of shaping their professional identities, influenced by personal and contextual factors. The constant guidance is needed as new teachers navigate the complexities of their profession. They require ongoing support to overcome challenges and uncertainties, receive timely feedback, and build confidence and competence in their roles. By providing consistent support, school heads enable beginning teachers to thrive in their careers and contribute meaningfully to education.

Conduct the Monitoring and Supervision of Beginning Teachers

For me, when doing IPBT, as the leaders of the school, we have some important tasks. We make sure new teachers understand what the program is all about. We must clearly explain to the teachers what our program entails and assist them in getting started. Our roles are vital in ensuring the success of the IPBT, so it's crucial that we effectively communicate to the teachers the importance of the program. IDI-06

A school head, the role of the implementation of IPBT is school head is to lead or spearhead the IPBT implementation in the school. IDI-08

During the implementation of IPBT, my roles as school head include monitoring and supervision, overseeing the orientation of new teachers, and ensuring that they understand the program's objectives. IDI-10

The implementation of IPBT to the beginning teachers involves various elements that fall under the purview of school heads' responsibilities. To guarantee the success of the implementation process, the first responsibility of the school head is to oversee and supervise it. This could be accomplished by making sure that newly hired teachers are aware of the goals of the program and by offering support throughout their early stages. Even with their hectic schedules, school heads still need to follow up and make sure that the program's standards are being followed and that mentors fulfill their respective tasks. Particular responsibilities include keeping an eye on things, supervising others, and helping newly hired teachers.

Through the consistent monitoring and supervision conducted by school heads, educational institutions can foster an environment conducive to the growth and retention of teachers while promoting continuous improvement in teaching practices. This finding supports the study of Antonio (2019) which reveals that monitoring and supervision conducted by school heads play a great role in the execution of induction programs, contributing to the improvement of instructional practices and ongoing enhancements in teaching methodologies.

In addition, the support provided by school heads is crucial in reducing teacher attrition rates, with highly supportive leadership fostering a positive professional community within educational institutions (Redding et al., 2019). Moreover, this emphasis on supervised training and induction aligns with global practices across various industries, underlining the universality of structured support for newly certified professionals (Mamba, 2020). Further, effective leadership is highlighted as essential for educational restructuring, particularly during uncertain times, emphasizing the importance of proficient management skills among school administrators (Gunawan & Adha, 2021; Valenzuela & Buenvinida, 2021).

Providing Support and Mentorship to the Beginning Teachers

I would describe my role as vital in the successful execution of IPBT. I serve as a facilitator ensuring that the beginning teachers are equipped with the necessary skills and knowledge to be proficient teachers. IDI-10

As a school head, we can assist them by providing support. For instance, if they have questions about certain tasks, such as filling out forms, we can offer resources and ensure internet connectivity in the school to alleviate financial burdens. It is challenging without an internet connection because most of the materials are on the web. IDI-09

So, I serve as a mentor of the teacher, modeling effective teaching practices while ensuring the smooth execution of their induction program. IDI-02

School heads are providers of resources and mentorship in the successful implementation of the IPBT. They serve as facilitators, ensuring that beginning teachers acquire essential skills and knowledge for proficient teaching. More so, school heads provide resources and ensure internet connectivity to alleviate financial burdens and facilitate research of the beginning teachers. Additionally, school heads organize workshops, collaborate with teachers, and foster a positive learning environment, aiming to strengthen the impact of IPBT and enhance the overall teaching and learning experience. These emphasize the indispensable role of school heads as providers of resources and mentorship in facilitating the effectiveness of the IPBT and improving educational outcomes.

In line with this theme, Nobleza and Villocino (2023) suggest that when school heads show care and provide assistance to beginning teachers, it creates a positive atmosphere in the school. Additionally, Maggi (2023) cited the importance of supportive leadership in creating optimal working conditions within educational institutions. According to Maggi, when administrators are supportive and understanding, teachers feel more valued and motivated in their roles.

Furthermore, Flores (2019) stressed that mentorship is essential in supporting inexperienced teachers, emphasizing the contributions of both teacher mentors and school heads. This aligns with the theme of providing mentorship to beginning teachers, indicating the importance of effective mentorship in guiding beginning teachers. More so, Kutsyuruba et al. (2019) emphasized that the success of teacher induction programs heavily depends on the quality of mentoring and the strategic pairing of mentees with mentors. The diverse responsibilities shouldered by mentors, such as curriculum organization and community-building, underscore the necessity for comprehensive support for new teachers. Together, these studies emphasize the importance of mentorship in facilitating

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the professional growth and development of beginning teachers, thereby enhancing the overall effectiveness of teacher induction programs.

Table 2
Major Themes and Core Ideas on the Coping Mechanism of School Heads on the Challenges Encountered in the Implementation of Induction Program for Beginning Teachers (IPBT)

Major Themes	Core Ideas
Support and Guidance from Experienced Colleagues and Superiors	• seeking guidance and assistance from experienced teachers • consulting immediate superior and full-fledged principals for implementation support • having experienced teachers to share their knowledge and best practices to aid school heads in overcoming challenges and improving teaching strategies • valuing colleagues' specialized knowledge and seeking assistance from the administrators and master teachers and those with specific skills and experience • having a support system as a mentee and mentor • sharing of skills and abilities of teachers to the mentees • seeking guidance from the principals and the PSDS who are experienced in the implementation of the IPBT • co-mentoring and sharing of best practices from my immediate supervisor and co-administrator • providing additional knowledge and enthusiasm from fellow teachers and administrators in facing challenges
Careful Planning of the IPBT Activities with the Mentors and Mentees	• addressing the challenges through careful planning and alignment with IPBT objectives that lay the foundation for smooth implementation • conducting and assigning co-mentors on assigned tasks, and regular monitoring to address challenges effectively. • creating a matrix of activities and timelines • providing proper scheduling of activities and time management • contextualization based on local capacities enhances implementation effectiveness • overcoming and coping with challenges through strategic planning
Regular Communication with the Beginning Teachers and Mentors	• regular communication with teachers is essential for the effective implementation of IPBT • ensuring everyone understands that IPBT is not for compliance but for professional growth • maintaining open and frequent communication with the beginning teachers
Coaching and Mentoring Sessions in the Induction Process	• assigning master teachers to mentor and coach newly hired teachers to guide responsibilities • conducting LAC sessions and organizing collaborative activities to create a positive learning atmosphere and promote peer learning • collaborating between mentors and mentees
Flexibility of School Heads in the Implementation of IPBT	• being flexible in overcoming challenges • being open to altering plans that can help address issues effectively • being open to change and adapting strategies to fit the demands of the new teachers
Habitual Reading of IPBT Modules and Related Issuances	• regular reading and review of the IPBT modules • reading pieces of literature, issuances, and memoranda and mentors should stay ahead of their mentees by being well-informed of the IPBT materials • having a stock knowledge to help mentor the mentees

Support and Guidance from Experienced Colleagues and Superior

So, my co-teachers as my co-mentors who were well experienced as teachers. In a way of giving their ideas on lesson planning, managing their pupils in a classroom, and other duties of a teacher. IDI-03

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Based on my experience, with IPBT as I mentioned, if we're not familiar with certain things, or certain situations, sometimes I refer to my immediate supervisor, colleagues, the full-fledged principals, or those speakers during IPBT orientation. IDI-01

These individuals support us by teaching us and sharing what they know that works well, especially for those who have been in service and teaching for a long time. They have a lot to share from their experiences so that we can improve our teaching and help us figure out problems. IDI-06

Experienced school heads also provide mentorship and assistance to their peers. From sharing best practices to offering advice and resources, the collaborative efforts of teachers, administrators, and mentors can contribute significantly to the successful implementation of the IPBT program.

The outcome of the study validates the finding of Harmsen et al. (2019) which stressed the importance of ongoing support systems for school heads, providing valuable insights into the implementation of mentoring programs and seminars. In addition, supportive relationships with colleagues and school other administrators cannot be overstated, as noted by Mommer et al. (2021). These relationships are valuable in cultivating positive professional environments where teachers can thrive.

Furthermore, Hanita et al. (2020) emphasize the contextual relevance of induction programs, highlighting the need to consider factors such as curriculum, technology integration, and the level of support provided. School leaders, in particular, can benefit from seeking guidance not only from school heads but also from former immediate supervisors, as suggested by Arrieta and Ancho (2020). By actively seeking advice and engaging in continuous professional and personal development, school heads can enhance their leadership skills.

Careful Planning of the IPBT Activities with the Mentors and Mentees

So, addressing the challenges involves careful planning. Ensuring that everyone is aligned with the objectives of the IPBT, lays the foundation for a smooth implementation so that I can easily understand the new teachers. IDI-02

So, to cope with the challenges that I encountered, we scheduled it when to conduct and assign my co-mentors on their assigned tasks, and regularly monitor or follow up on what went well in the implementation of the activity. IDI-03

I have created a matrix for the implementation, it was subdivided into different modules and timelines, with specific target dates, and how to manage it. IDI-05

Careful planning of the IPBT activities within the IPBT framework emerges as an important aspect in addressing the challenges encountered during its implementation. The responses shared by school heads point out the importance of strategic planning, alignment of objectives, making a matrix of activities, and effective time management.

A study conducted by Woulfin and Jones (2021) shed light on this aspect, which cited the importance of customized professional development initiatives tailored to meet the diverse needs and challenges faced by teachers. By recognizing and addressing these unique obstacles through careful planning, educational institutions can create more effective induction programs that better support the growth and development of beginning teachers. This includes strategic and thoughtful planning to ensure the success and efficacy of IPBT activities.

Regular Communication with the Beginning Teachers and Mentors

So, strategies include regular communication with teachers. IDI-02

Effective communication with beginning teachers. Ensuring that everyone is on the same track to contribute to the smooth implementation of IPBT. IDI-10

To address challenges, we need to communicate extensively with teachers, be prepared for unexpected circumstances, and seek advice for improvement. IDI-06

The responses of the participants underscored the importance of regular and meaningful communication with the beginning teachers, emphasizing the program's significance beyond mere compliance. By fostering an understanding of IPBT's role in professional growth and journey towards proficiency, school heads can inspire commitment and engagement among beginning teachers.

This outcome of the study validates the findings of Costa et al. (2019) who stated that induction is a socialization process, where school administrators have a great part in shaping the beginning teachers' experiences. School heads are identified as the second most influential factor in student learning since they influence teachers' dedication, motivation, and working conditions.

Moreover, Van der Pers and Helms-Lorenz (2021) pointed out the importance of aligning formal induction structures with the norms and values of the professional culture. They stress that the success of induction efforts hinges on the commitment of school heads and the collective responsibility of the academic community. In essence, regular communication with beginning teachers, spearheaded by dedicated school heads, is vital for their successful integration into the educational community.

Coaching and Mentoring Sessions in the Induction Process

As I said a while ago, that is through mentoring and coaching, because it is nice that the teachers, the newly-hired teachers are guided on what specific responsibilities they have to do. So, as I have said after grouping the teachers, I assigned one mentor per group, the master teachers. IDI-07

In facilitating the implementation of IPBT. It involves conducting a LAC session, maybe 1-2 hours during the afternoon, organizing collaborative activities like mentoring, and creating a, creating a positive learning atmosphere. It is like peer learning. Learning from each other. These practices, for me, contribute significantly to the effectiveness or successful implementation of IPBT. IDI-10

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Okay, the school head addresses it, by the cooperation and collaboration of mentor and mentee. IDI-08

The success of IPBT implementation hinges upon effective mentoring and coaching practices, as emphasized by the responses of the participants. Providing coaching sessions to newly-hired teachers by assigning master teachers as mentors to the mentee to coach ensures clarity regarding specific responsibilities and fosters professional growth.

In connection to that, this finding supports the study of Gallagher (2019) that expressed that conducting coaching and mentoring sessions, commonly known as LAC (Learning Action Cell) sessions, emerges a vital strategy in fostering the development of beginning teachers and improving overall educational standards. These induction programs and ongoing professional development initiatives are increasingly recognized for their transformative potential in raising educational benchmarks nationwide. Hollweck (2019) cited the advantages provided by mentorship and coaching fellowships for newly hired teachers, highlighting their role in enhancing professional growth, refining instructional methods, and supporting the well-being of seasoned teachers.

Further, Lisenbee and Tan (2019) underscores the substantial contribution of peer mentorship to the intricate process of meaning-making. Recognizing the importance of these support mechanisms, it becomes imperative to organize a comprehensive array of activities, including LAC sessions, during the teacher induction process. Through these initiatives, teachers can benefit from targeted guidance, collaborative learning experiences, and ongoing support.

Flexibility of School Heads in the Implementation of IPBT

So, flexibility is also the key to addressing challenges. If you are flexible, you can address any problems that will arise in the implementation of IPBT. IDI-10

So, we need to be able to change or alter our plans to address the problems effectively. IPBT helps us become better leaders by being able to change, If you are a leader, Sir, you must change what is good. IDI-06

That is what you call flexibility. So, flexible, and you are very much committed to change or adjust to achieve the purpose and to successfully conduct the IPBT program. IDI-07

Flexibility emerges as a factor in effectively addressing challenges encountered during the implementation of IPBT, as emphasized by the school heads. By remaining adaptable and open to change, school heads can overcome unforeseen obstacles and adjust their plans accordingly to ensure the smooth progress of the program.

With this theme, Arrieta and Ancho (2020) emphasize the importance of enhancing leadership abilities through ongoing professional and personal development efforts. This flexibility allows school heads to adapt to the evolving needs and challenges within their educational institutions, fostering a conducive environment for effective teacher induction and professional growth. Further, Susilowati (2021) suggests the importance of flexibility and evolution within teacher induction initiatives. This necessitates for induction programs to remain dynamic and responsive to the evolving needs and circumstances of teachers.

Habitual Reading of IPBT Modules and Related Issuances

You are going to read the IPBT modules, and then you are going to review them thoroughly so that you can mentor well. IDI-04

You have to read a lot of relevant literature, such as issuances and memorandums regarding the implementation, because as a mentor, you need to be ten steps ahead of your mentees. You should be prepared to answer their queries accurately so that the mentees will have the correct information. IDI-05

When you are a school head, you must have stock knowledge so that you can help the mentor and the mentees. Because I believe that we cannot teach what we do not have. So, as a school head, it is very important also that we will be upgraded, as leaders. IDI-09

The sentiments shared by the participants underscored the importance of thorough preparation and continuous learning for mentors and school heads involved in the IPBT implementation. Emphasizing the necessity of comprehensive reading and review of the IPBT modules and related issuances, school heads should be well-prepared and knowledgeable to effectively mentor teachers. Additionally, they need to stay ahead of their mentees by immersing themselves in the relevant literature and understanding the modules extensively.

Moreover, in the study of Reeves et al. (2022), there is an existing gap in our understanding of the most effective methods to maintain and improve the effectiveness of Induction Programs for teachers. Their findings underscore the importance of addressing these gaps by conducting further reading. By recognizing the nature of these challenges and the need for additional investigation, educators and policymakers can work towards developing strategies and interventions that promote continuous improvement in teaching practices. Thus, making reading a habit among educators can catalyze staying informed about the latest research findings and best practices in education.

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Table 3
Major Themes and Core Ideas on the Insights of School Heads on the Implementation of the Induction Program for Beginning Teachers (IPBT)

Major Themes	Core Ideas
Continuous Professional Development for School Heads	• improve teaching and leadership skills • equip oneself with knowledge on DepEd policies and guidelines • facilitate the conduct of IPBT to improve teaching skills • be involved in the system and adhere to DepEd guidelines • keep on learning • monitor and facilitate the professional growth of teachers • have a stock knowledge to help mentor the mentees • prioritize effective scheduling for IPBT implementation • give importance of ongoing professional development and keep on learning
Collaborative Effort in the School with the Stakeholders	• accept support and conduct collaborate planning with the various sectors of the school • ensure the continuous collaboration with the beginning teachers and stakeholders • communicate and work together with both new and experienced teachers • give grouped and one-on-one mentoring and coaching to mentees • collaborate tasks with the teachers to share their skills • solicit ideas from mentees and co-mentors
Effective Communication Between Mentors and Mentees	• require clear communication • conduct district level orientation and make follow-up about the IPBT • have an open dialogue and heart-to-heart conversations among mentors and mentees • develop one's skills in communication concerns • have been able to see the significance of communication and giving praises
Strategic Planning with the Stakeholders	• collaborative planning from the various sectors of the school • the need for structured event planning and activity organization to create an optimal learning environment • establishing activity matrices, and assigning tasks to co-mentors to provide effective support to mentees

Continuous Professional Development for School Heads

Improve my teaching and leadership skills. Training as both a teacher and administrator provides a deeper understanding of school dynamics.IDI-02

The IPBT helps me improve my skills in leadership. Being an implementor of IPBT, it is necessary to be equipped with many ideas regarding the DepEd policies and guidelines sir. IDI-03

I facilitate the IPBT by sending the mentees or mentors to attend IPBT training or orientation to enhance their teaching skills. As they improve, it will benefit both the learners and the school. The IPBT also enhances my professionalism, as school head. IDI-04

School heads involved in implementing the IPBT program recognize its diverse benefits. It enhances teaching and leadership skills, ensures compliance with DepEd guidelines, and serves as an orientation for new teachers, fostering continuous growth. They stress adherence to mandates, ongoing learning, and the essential role of school heads in supporting mentors and mentees. Proper scheduling and monitoring of professional development are also highlighted as important components. These insights collectively underscore the program's comprehensive impact on the school heads' growth. Continuing professional development for school heads is paramount in ensuring effective leadership within educational institutions.

Research by Wilcoxen et al. (2020) emphasizes the importance of providing diverse growth opportunities. These efforts aim to cultivate continuous improvement, and long-term professional networking among new teachers. However, the initial stages of implementing programs like the IPBT often present challenges such as limited access to professional development, feelings of self-doubt, and a lack of practical experience.

Similarly, Smith-Norman (2023) research delves into the perspectives and practical experiences of school heads acting as mentors, offering insights into effective mentoring methodologies. This research motivates administrators of

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school districts, to engage in professional development and potential improvements to current programs. By investing in professional development, school heads can foster environments conducive to continuous growth and learning.

Collaborative Effort in the School with the Stakeholders

Collaborative planning, and accepting support from various sectors of the school. The comprehensive approach aims to enhance the IPBT experience. IDI-02
Continuous collaboration is important, not just with the beginning teachers but also with the stakeholders to ensure the success of this program. IDI-04

To achieve success, ensuring the effectiveness of the IPBT involves active communication, thorough planning, and assistance for both beginning and seasoned teachers. Engaging in these collaborative efforts optimizes the functionality of the IPBT program. IDI-06

The success of induction programs like the IPBT hinges on collaborative efforts among various stakeholders within the educational community. This collaborative approach involves continuous planning, communication, and support, not only for beginning teachers but also for school heads. By fostering a culture of shared responsibility, and mutual assistance, these programs can effectively address the diverse needs of beginning teachers and ensure a smooth transition into their roles. This includes group dynamics, one-on-one mentoring, soliciting ideas from mentees and co-mentors, and ongoing support mechanisms to further enrich the induction experience.

Moreover, Tammets et al. (2019) highlight the difficulty of establishing unified induction programs. It requires collaboration among different education stakeholders. Despite these challenges, fostering collaboration among educators, administrators, mentors, and other stakeholders remains significant for the success of induction programs.

Lindqvist et al. (2023) also added about how tough school can be, especially when people have different ideas. Thus, collaboration is vital.

Effective Communication Between Mentors and Mentees

In my view, success in implementation requires clear communication. IDI-02

We conducted one and also the mentor and mentees attended the District IPBT orientation, along with facilitators, master teachers, and principals. In our school, this is typically held every Friday, with follow-up sessions nearing deadlines to ensure everyone is guided and reminded daily. IDI-05
Talk well, speak openly, and have a heart-to-heart discussion of the issues faced by your teachers, have heart-to-heart conversations and ensure everything is going smoothly. IDI-06

Clear and open channels of communication ensure that all stakeholders, including mentors, mentees, facilitators, and administrators, are well-informed and aligned with program objectives. Regular orientations and follow-up sessions provide opportunities for dialogue and clarification, fostering a supportive environment where concerns can be addressed and progress can be monitored. By encouraging heart-to-heart conversations and active listening, educators can better understand and respond to the needs of their peers, promoting a culture of collaboration and continuous improvement. More so, communication skills development and providing timely feedback are important to further enhance the program's effectiveness.

In line with this, research by Gracia-Carrion et al. (2020) mentioned the importance of "learning communities" within schools, which promote overall school improvement. Additionally, Stewart and Jansky (2022) investigate natural barriers in education and stress the importance of discussion and reflection as pedagogical approaches to overcoming these challenges. Effective communication strategies, such as learning communities and in-class coaching programs, play a crucial role in ensuring the success of educational initiatives.

Strategic Planning with the Stakeholders

In my view, ahh, success in implementation, it requires collaborative planning, and accepting support from various sectors of the school. IDI-02

Yes sir, so for me sir, making IPBT work means we need to plan events, and organize activities, so that is very important sir, and make sure the atmosphere is right for learning. So, these things all help IPBT to be better.IDI-06
For the school heads who have experienced the same challenges, better to schedule the meeting of the mentee in a way with a matrix of activities or assign the co-mentors their tasks to help in mentoring the mentee. IDI-03

The successful implementation of programs like the IPBT relies on collaborative planning from various sectors within the school community. Soliciting ideas from different stakeholders fosters an environment conducive to program success. Strategic planning and creating a favorable learning atmosphere, as emphasized, play a great role in enhancing the IPBT's effectiveness. Additionally, structured mentoring approaches, such as scheduling mentee meetings and assigning tasks to co-mentors, are vital in providing comprehensive support to beginning teachers. By integrating these strategies, schools can optimize the IPBT experience, facilitating beginning teachers' professional development.

Strategic planning is essential for the effectiveness of induction programs, as highlighted by research conducted by Ergunay and Adiguzel (2019). Their study establishes a clear correlation between the success of such programs and the challenges faced by beginning teachers. Identified barriers include insufficient procedural performance evaluations, and procedural approaches to teacher induction, as pointed out by Ekinci (2020). Additionally, Milton et al. (2022) delve into the intricate variations in perspectives regarding mentoring and induction procedures between school heads and general teaching staff. Understanding these variations is important in customizing support programs to effectively address the diverse

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needs of teachers. By strategically planning and tailoring induction programs to address specific challenges and varying perspectives, educational institutions can enhance the overall effectiveness of their induction initiatives and better support the professional growth of new teachers.

CONCLUSION

The findings of the study reflect the lived experiences of school heads regarding the implementation of the Induction Program for Beginning Teachers (IPBT). Despite facing numerous obstacles, the implementation of IPBT proved to be a challenging endeavor. However, these findings offer valuable insights that can be utilized to enhance the implementation process.

For beginning teachers, the research points out the significant role of mentorship, guidance, and ongoing support from school heads during their early career stages. Initiatives such as one-on-one orientations, feedback sessions, and mentorship programs can be very helpful to teachers as they work through the challenges of their work. Additionally, for the IPBT program to be successfully integrated into the educational setting, it is imperative to cultivate a culture of ongoing learning and adaptability. More so, the results of the study may help the beginning teachers better grasp the experiences of their school heads.

Moreover, for school heads, the leadership, resources, and assistance they provide to beginning teachers are essential in ensuring that IPBT is implemented successfully. It is essential to place a high value on collaboration, strategic planning, and effective communication when establishing a work atmosphere that is welcoming to both new and experienced teachers. Strategic Planning is collaborative planning from the various sectors of the school. Effective communication means that there should be open dialogue to have clear communication.

For DepEd officials, the implications emphasize the importance of allocating adequate time for IPBT activities and providing funds, resources, support, and training to school heads to address the challenges identified in IPBT implementation. Providing funds for the school heads' ongoing professional development is necessary to enhance their leadership skills and guarantee the success of induction programs. In addition, policymakers should prioritize funding and assistance for teacher induction programs to meet the diverse needs of beginning teachers and facilitate their professional development effectively.

Moving forward, it is recommended that other researchers replicate this study in diverse settings. By expanding the participant pool and conducting interviews with a broader range of individuals, researchers can validate the identified themes and explore potential variations across different educational environments. Additionally, conducting further research on the skills of school heads to conduct IPBT, and coping mechanisms of beginning teachers during IPBT implementation can provide complementary insights into the effectiveness of the program.

This area of research warrants continued attention and exploration to gain a comprehensive understanding of IPBT implementation. By delving deeper into the experiences of both school heads and beginning teachers, researchers can uncover details that may influence the success of induction programs. Ultimately, this ongoing research endeavor will contribute to the continuous improvement of teacher induction practices and support the professional development of educators.

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