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TEACHER INDUCTION PROGRAM (TIP) TO THE TEACHERS' GOAL ATTAINMENT, METACOGNITION AND WELL-BEING

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ABSTRACT

This study entitled The Teacher Induction Program (TIP) to the Teachers' Goal Attainment, Metacognition and Well-Being. Specifically, the research examines several key areas: the level of TIP in terms of School Dimension, Teaching process, Learning process, and School and Community Linkages. Additionally, it evaluates the level of Teachers' Goal Attainment and Well-being, and the significant relationship between Teacher Induction Program and Teachers' Goal Attainment, Metacognition, and Well-being.

The research design utilized the descriptive survey method of research with a self-made questionnaire as the main data-gathering instrument. The study involved a total of 201 newly hired teachers from 20 selected public high schools within the Schools Division of Office of Calamba City.

The findings reveal that the Teacher Induction Program (TIP) is perceived to be a very great extent across various dimensions, including school dimension, teaching process, learning process, and school and community linkages, Additionally, teacher's goal attainment, metacognition, and well-being were all rated to very great extent. Moreover, the study identifies significant positive relationships between the Teacher Induction Program and teachers' goal attainment which includes vision, goals, motivations, actions, and self-regulations; metacognition under knowledge, experiences, and strategies, and well-being encompassing physical, mental, and social aspects. These findings underscore the pivotal role of TIP in supporting professional growth and holistic well-being among novice educators.

Based on the preceding findings, the study concludes that the TIP exhibits a significant relationship to the teachers' goal attainment, metacognition, and well-being, underscoring its crucial role in enhancing these areas. The hypotheses stated were all rejected this indicates that comprehensive induction programs can positively influence novice teachers' professional development and overall well-being.

Based on these conclusions, the study recommends active participation of newly hired teachers in TIP, continued support from mentor teachers and school administrators, policy formulation considering these findings, and further research to explore the relationships in more depth and different contexts.

KEYWORDS: *teacher induction program, goal attainment, metacognition, well-being, effectiveness*

1. INTRODUCTION

The education sector has a deep influence on the future path of society. The quality of education that students receive significantly affects their future opportunities and, consequently, societal advancement. At the heart of this sector are teachers, whose effectiveness in imparting knowledge and skills to students is critical. Recent research underscores that teacher effectiveness is a primary predictor of student performance, highlighting the central role teachers play in the educational process (Darling-Hammond et al. 2020).

According to Kraft et al. (2014), the early years of a teaching career are particularly challenging and marked by a steep learning curve. Newly recruited educators must acclimate to their new working environments, manage classroom dynamics, and integrate their academic knowledge with practical teaching methods. During this period, they are expected to demonstrate resilience and flexibility to acquire the necessary knowledge and skills. Effective Teacher Induction Program (TIP) can play a vital role in easing this transition, thereby enhancing teacher retention rates and job satisfaction.

The Teacher Induction Program (TIP) is designed to provide wide-ranging support to new teachers, encompassing mentorship, professional development, and integration into the school's culture. These programs are vital for the professional growth and well-being of teachers. Again, according to Darling-Hammond et al. (2017), well-structured induction programs promote teacher retention, improve instructional practices, and enhance student achievement. They offer continuing support and professional development opportunities that are essential for new teachers' success.

The absence of adequate induction programs has been linked to a variety of poor consequences for new instructors. Once more, based on Kraft et al. (2014) new instructors who lack access to effective induction programs are more likely to report job unhappiness and greater turnover rates. Their findings suggest that a lack of structured support can lead to increased stress and burnout, harming teacher retention and the quality of education provided to pupils. This highlights the importance of well-designed induction programs that not only focus on skill acquisition but also promote a supportive environment and ongoing professional development (Peters-Burton et al., 2015).

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Furthermore, Schmidt et al. (2017) found that comprehensive induction programs significantly improve teachers' perceptions of their efficacy, job satisfaction, and commitment to the profession. These programs help new teachers set clear professional goals, foster metacognitive strategies, and promote a culture of continuous reflection and development.

In response to the stated problem above, the researcher was challenged to know the significant relationship between a teacher induction program (TIP) and the teachers' goal attainment, metacognition, and well-being in the Schools Division Office of Calamba City. The main goal of this research study is to provide substantial insights and ideas for improving existing induction programs, thereby creating an environment of increased support and professional development opportunities for novice instructors. It also aims to identify particular areas within the current induction programs that require improvement and then offer techniques for optimizing their efficacy through a detailed analysis of the collected data and a meticulous review of the resulting findings.

1.1 Statement of the Problem

Specifically, the study aims to answer the following questions:

1. What is the level of Teacher Induction Program (TIP) in terms of School Dimension with regards to:
   1.1. Organization Structure; and
   1.2. Strategic Directions?
2. What is the level of Teacher Induction Program (TIP) in terms of Teaching process with regards to:
   2.1. Pedagogies for Inclusive Education;
   2.2. Differentiated Instruction;
   2.3. Adult Learning;
   2.4. Explicit Teaching; and
   2.5. 21st Century Teaching?
3. What is the level of Teacher Induction Program (TIP) in terms of Learning process with regards to:
   3.1. Understanding the Diversity of the Learners
   3.2. Learner-centered Learning;
   3.3. Assessment and Evaluation of Learning; and
   3.4. Diverse Learning Environments?
4. What is the level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to:
   4.1. Community Resources;
   4.2. School and Community Relationships; and
   4.3. Establish Linkages?
5. What is the level of Teachers' Goal Attainment in terms of:
   5.1. Vision;
   5.2. Goals;
   5.3. Motivations;
   5.4. Actions; and
   5.5. Self-regulations?
6. What is the level of Teachers' Metacognition in terms of:
   6.1. Knowledge;
   6.2. Experiences; and
   6.3. Strategies?
7. What is the level of Teachers' Well-being in terms of:
   7.1. Physical;
   7.2. Mental; and
   7.3. Social?
8. Is there significant relationship between Teacher Induction Program (TIP) and Teachers' Goal Attainment?
9. Is there significant relationship between Teacher Induction Program (TIP) and Teachers' Metacognition?
10. Is there significant relationship between Teacher Induction Program (TIP) and Teachers' well-being?

2. METHODOLOGY

The research design utilized the descriptive survey method of research with a self-made questionnaire as the main data-gathering instrument. A descriptive survey study is a method of research that concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends. It is concerned not only with the characteristics of individuals but with the characteristics of the whole sample thereof. It provides information useful to the solutions of local issues (problems).

3. RESULTS AND DISCUSSION

This chapter presented a detailed account of the presentation, analysis, and interpretation of the data that further discussed the relationship of the Teacher Induction Program (TIP) to the teachers' goal attainment, metacognition, and well-being in the Schools Division Office of Calamba City.

Level of Teacher Induction Program (TIP) in terms of School Dimension

The following data answers the statement of problem one (1) the level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Organization Structure and Strategic Directions.

The level of Teacher Induction Program (TIP) in terms of School Dimension with regards Organization Structure.

The statement, "*Support teachers in creating a framework for what they want their students to learn and how they should go about doing so."* yielded the highest mean score (M=4.45, SD=0.56) and was remarked as Always Observed. On the other hand, the statement "*Assigning a specialized role for each member of the school to lead projects and activities."* received the lowest mean score of responses with (M=4.31, SD=0.76) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Organization Structure attained a weighted mean score of 4.38 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Table 1 illustrates the level of Teacher Induction Program (TIP) in terms of School Dimension with regards Organization Structure.

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Table 1.
Level of Teacher Induction Program (TIP) in terms of School Dimensionwith regards to Organization Structure

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Plan ahead of time which includes achievable objectives for each.	4.44	0.57	Always Observed
Implement efficient decision-making processes.	4.38	0.62	Always Observed
Assign a specialized role for each member of the school to lead projects and activities.	4.31	0.76	Always Observed
Balance authority and responsibility among staff.	4.33	0.70	Always Observed
Support teachers in creating a framework for what they want their students to learn and how they should go about doing so.	4.45	0.56	Always Observed
Weighted Mean	*4.38*		
SD	*0.50*		
Verbal Interpretation	*Very Great Extent*		

The assessment of the Teacher Induction Program (TIP) about the School Dimension with regards to Organization Structure reveals a consistent emphasis on supporting teachers in curriculum development and instructional planning. However, there is a perceived need for improvement in assigning specialized roles to school members for project leadership. Enhancing clarity and efficiency in organizational roles could optimize collaborative efforts within the school community, thus fostering a more cohesive and effective educational environment.

The level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Strategic Directions.

Table 2 exemplifies the level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Strategic Directions.

Table 2.
Level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Strategic Directions

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Apply the school's mission to its vision.	4.67	0.55	Always Observed
Improve the different aspects of the school through intentional goal-setting and initiative implementation.	4.47	0.59	Always Observed
Respond immediately according to the needs of the school.	4.55	0.63	Always Observed
Determine what is expected to be achieved in terms of student success objectives and overall organizational goals.	4.61	0.54	Always Observed
Ensure that relevant decisions are made by setting the organizational directions of the school.	4.58	0.58	Always Observed
Weighted Mean	*4.58*		
SD	*0.46*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Applying the school's mission to its vision."* produced the highest mean score (M=4.67, SD=0.55) and was said as Always Observed. On the other hand, the statement "*Improving the different aspects of the school through intentional goal-setting and initiative implementation."* conventional the lowest mean score of responses with (M=4.47, SD=0.59) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of School Dimension with regards to Strategic Directions reached a weighted mean score of 4.58 and a standard deviation of 0.46 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) concerning to Strategic Directions underscores a consistent adherence to the school's mission and vision. However, there appears to be a need for enhancement in the area of setting intentional goals and implementing initiatives aimed at improving various aspects of the school. This indicates an opportunity for the induction program to further align strategic directions with actionable plans to drive holistic school development effectively.

Level of Teacher Induction Program (TIP) in terms of Teaching Process

The following data answers the statement of problem one (2) the level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Pedagogies for Inclusive

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Education, Differentiated Instruction, Adult Learning, Explicit Teaching, and 21st Century Teaching.

The level of Teacher Induction Program (TIP) in terms of Teaching process with regards to Pedagogies for Inclusive Education.

Table 3 demonstrates the level of Teacher Induction Program (TIP) in terms of Teaching process with regards to Pedagogies for inclusive education.

Table 3.

Level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Pedagogies for inclusive education

STATEMENTS	MEAN	SD	REMARKS
Ensure that no children should be separated from main groups based on discrimination.	4.67	0.53	Always Observed
Plan appropriate activities and each student's personal needs taken into consideration.	4.59	0.57	Always Observed
Provide a student with a sense of belonging.	4.69	0.56	Always Observed
Offer an open and welcoming environment.	4.78	0.43	Always Observed
Encourage participation and active listening among all the students.	4.75	0.50	Always Observed
Weighted Mean	*4.70*		
SD	*0.45*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Offer an open and welcoming environment."* bore the highest mean score (M=4.78, SD=0.43) and was commented as Always Observed. On the other hand, the statement *"Plan appropriate activities and each student's personal needs taken into consideration"* established the lowest mean score of responses with (M=4.59, SD=0.57) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Teaching process with regards to Pedagogies for inclusive education achieved a weighted mean score of 4.70 and a standard deviation of 0.45 and was Very Great Extent among the respondents.

The assessment of the Teacher Induction Program (TIP) regarding Pedagogies for Inclusive Education highlights a strong emphasis on fostering an open and welcoming classroom environment. However, there is room for improvement in the implementation of personalized activities that address individual student needs, indicating a need for further refinement of pedagogical approaches to ensure inclusivity and accommodate diverse learning requirements effectively. Moreover, the assessment of the teacher induction program regarding pedagogies for inclusive education emphasizes the importance of ongoing professional development and support for teachers to enhance their understanding and implementation of inclusive practices. This highlights the need for constant learning and improvement to ensure that teachers are equipped with the necessary skills and knowledge to create truly inclusive and equitable learning environments for all students.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Differentiated Instruction.

Table 4 shows the level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Differentiated Instruction.

Table 4.

Level of Teacher Induction Program (TIP) in terms of Teaching Processwith regards to Differentiated Instruction

STATEMENTS	MEAN	SD	REMARKS
Provide a roadmap for all kinds of learners to receive education and gain knowledge, skills, and attitudes to become skilled citizens.	4.48	0.62	Always Observed
Use various kind of instructional materials that caters to multiple intelligences.	4.52	0.67	Always Observed
Focus on the life-long teaching process.	4.68	0.53	Always Observed
Engage diversity to create dynamic learning experiences.	4.60	0.61	Always Observed
Design activities and exercises that are appropriate for different kinds of learners.	4.54	0.62	Always Observed
Weighted Mean	*4.56*		
SD	*0.53*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Focus on the life-long teaching process."* generated the highest mean score (M=4.68, SD=0.53) and was stated as Always Observed. On the other hand, the statement "*Use various kind of instructional materials that caters to multiple intelligences"* customary the lowest mean score of responses with (M=4.52, SD=0.67) yet was remarked Always

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Observed.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Differentiated Instruction accomplished a weighted mean score of 4.56 and a standard deviation of 0.53 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) regarding Differentiated Instruction underscores a consistent emphasis on the lifelong learning process. However, there is an opportunity for enhancement in the utilization of diverse instructional materials tailored to accommodate various learning styles and intelligences, suggesting a need for further integration of differentiated instructional strategies into the program curriculum.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Adult Learning

Table 5 explains the level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Adult learning.

Table 5.
Level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Adult Learning

STATEMENTS	MEAN	SD	REMARKS
Use a variety of teaching activities and instructional materials.	4.66	0.49	Always Observed
Encourage brainstorming activities and participation among students.	4.63	0.55	Always Observed
Promote professionalism along with the teaching-learning processes.	4.70	0.48	Always Observed
Introduce the importance of career goals and life objectives.	4.63	0.53	Always Observed
Change the pace and the method frequently, especially when covering difficult and abstract topics.	4.52	0.59	Always Observed
Weighted Mean	*4.63*		
SD	*0.43*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Promote professionalism along with the teaching-learning processes."* returned the highest mean score (M=4.70, SD=0.48) and was observed as Always Observed. On the other hand, the statement, *"Change the pace and the method frequently, especially when covering difficult and abstract topics."* usually had the lowest mean score of responses with (M=4.52, SD=0.59) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Adult Learning got a weighted mean score of 4.63 and a standard deviation of 0.43 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) concerning Adult Learning highlights the consistent application of interactive methods, particularly in addressing challenging and abstract subjects, as an area of strength. However, there is room for improvement in diversifying instructional strategies to better accommodate the diverse learning styles and preferences of adult learners, suggesting a need for further emphasis on tailored approaches to adult education within the program curriculum.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Explicit teaching

Table 6 below illustrates the Level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Explicit teaching.

Table 6.
Level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Explicit teaching

STATEMENTS	MEAN	SD	REMARKS
Relate the old knowledge with the previous topics and lessons.	4.74	0.46	Always Observed
Present new material in short steps with lots of practice.	4.49	0.60	Always Observed
Guide students through shared practice and move students into a period of independent practice.	4.56	0.63	Always Observed
Adjust teaching strategies to fit both the students and the material.	4.65	0.56	Always Observed
Recognize that different students learn in different ways.	4.68	0.52	Always Observed
Weighted Mean	*4.62*		
SD	*0.46*		
Verbal Interpretation	*Very Great Extent*		

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The statement, *"Relate the old knowledge with the previous topics and lessons."* yielded the highest mean score (M=4.74, SD=0.46) and was remarked as Always Observed. On the other hand, the statement *"Present new material in short steps with lots of practice."* received the lowest mean score of responses with (M=4.49, SD=0.60) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to Explicit Teaching attained a weighted mean score of 4.62 and a standard deviation of 0.46 and was Very Great Extent among the respondents.

The assessment of the Teacher Induction Program (TIP) regarding Explicit Teaching underscores the importance of reinforcing connections between prior knowledge and current lessons, emphasizing consistency in instructional practices. However, it also suggests a potential area for improvement in presenting new material incrementally with ample practice opportunities, indicating a need for further focus on structured instructional approaches to enhance teaching effectiveness.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to 21st Century Teaching

Table 7 exemplifies the level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to 21st Century Teaching.

Table 7.

Level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to 21st Century teaching

STATEMENTS	MEAN	SD	REMARKS
Focus on project-based/outcome-based learning.	4.57	0.57	Always Observed
Encourage students to be creative throughout each lesson.	4.70	0.48	Always Observed
Embrace technology and utilize various online platforms in teaching.	4.63	0.55	Always Observed
Use social media and other social websites for the improvement of education.	4.52	0.60	Always Observed
Give positive feedback and constructive criticism frequently to ensure that students will recognize their strengths and weaknesses.	4.71	0.50	Always Observed
Weighted Mean	*4.63*		
SD	*0.42*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Give positive feedback and constructive criticism frequently to ensure that students will recognize their strengths and weaknesses"* produced the highest mean score (M=4.71, SD=0.50) and was said as Always Observed. On the other hand, the statement "Use social media and other social websites for the improvement of education" conventional the lowest mean score of responses with (M=4.52, SD=0.60) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Teaching Process with regards to 21st Century Teaching reached a weighted mean score of 4.63 and a standard deviation of 0.42 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) regarding 21st Century Teaching practices highlights the significance of providing consistent feedback to students for their growth. However, it also underscores the need to further integrate modern technological tools and platforms into education, suggesting an opportunity for enhancement to better align with contemporary teaching methodologies and leverage digital resources effectively. Additionally, the evaluation reveals the importance of fostering a collaborative and inquiry-based learning environment.

Level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Diversity of the Learners

The following data answers the statement of problem one (3) the level of Teacher Induction Program (TIP) in terms of Leaching Process with regards to Understanding the Diversity of the Learners, Learner-centered Learning, Assessment and Evaluation of Learning, and Diverse Learning Environments.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Diversity of the Learners.

Table 8 demonstrates the level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Diversity of the Learners.

Table 8.

Level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Diversity of the Learners

STATEMENTS	MEAN	SD	REMARKS
Put empathy and ensure that nobody will be left behind.	4.75	0.47	Always Observed
Understand the different capabilities of learners.	4.70	0.49	Always Observed
Recognize the multiple intelligences of the students.	4.69	0.48	Always Observed

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Promote equality and avoid bias among the learners.	4.77	0.42	Always Observed
Give equal opportunities for all the learners.	4.79	0.41	Always Observed
Weighted Mean	*4.74*		
SD	*0.38*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Give equal opportunities for all the learners."* bore the highest mean score (M=4.79, SD=0.41) and was commented as Always Observed. On the other hand, the statement *"Recognize the multiple intelligences of the students.*" established the lowest mean score of responses with (M=4.69, SD=0.48) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Diversity of the Learners achieved a weighted mean score of 4.74 and a standard deviation of 0.38 and was Very Great Extent among the respondents.

The high level of application of inclusive practices implies that teacher induction programs are effectively educating teachers to provide fair and supportive learning environments that meet the different needs of children. It also emphasizes the importance of providing equal opportunities to all students. However, it also indicates a need to further recognize and cater to the various intelligences of students, suggesting potential areas for enhancement to ensure a more inclusive and effective learning environment.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Understanding the Learner-centered Learning

Table 9 shows the level of Teacher Induction Program (TIP) in terms of Learning process with regards to Learner-centered Learning.

The statement, *"Create a positive and supportive learning classroom"* generated the highest mean score (M=4.83, SD=0.42) and was stated as Always Observed. On the other hand, the statement "*Allow the student to discover their learning through exploration."* customary the lowest mean score of responses with (M=4.67, SD=0.55) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Learner-centered Learning accomplished a weighted mean score of 4.75 and a standard deviation of 0.41 and was Very Great Extent among the respondents.

Table 9.
Level of Teacher Induction Program (TIP) in terms of Learning Process with regards Learner-centered Learning

STATEMENTS	MEAN	SD	REMARKS
Create a positive and supportive learning classroom.	4.83	0.42	Always Observed
Encourage student choice and voice.	4.70	0.54	Always Observed
Respect each student's uniqueness.	4.80	0.40	Always Observed
Allow the student to discover their learning through exploration.	4.67	0.55	Always Observed
Increase and encourage cooperation not competition.	4.74	0.46	Always Observed
Weighted Mean	*4.75*		
SD	*0.41*		
Verbal Interpretation	*Very Great Extent*		

The evaluation of the Teacher Induction Program (TIP) regarding Learner-centered Learning highlights the importance of creating a positive and supportive classroom environment. It indicates that teachers routinely use project-based/outcome-based learning, promote creativity, embrace technology, use social media for instructional purposes, and provide constructive feedback to students. It suggests that the division's teacher induction programs effectively provide educators with the abilities they need to adapt to the changing educational landscape and address the diversified requirements of 21st century learners. However, it also recommends a need to further emphasize student-centered approaches that foster exploration and discovery in the learning process, ensuring a more holistic educational experience for students.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Assessment and Evaluation of Learning.

Table 10 explains the level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Assessment and Evaluation of Learning.

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Table 10.

Level of Teacher Induction Program (TIP) in terms of Learning Process with regards Assessment and Evaluation of Learning

	MEAN	SD	REMARKS
Evaluate students learning using appropriate assessment materials.	4.71	0.49	Always Observed
Assess student's capabilities through the use of various instructional materials.	4.69	0.51	Always Observed
Allow students to showcase their skills and abilities.	4.75	0.48	Always Observed
Rate students not only in academic performances but also includes all kinds of capacities.	4.67	0.52	Always Observed
Utilized assessment data to inform the modification of teaching and learning practices and programs.	4.69	0.50	Always Observed
Weighted Mean	*4.70*		
SD	*0.41*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Allow students to showcase their skills and abilities"* returned the highest mean score (M=4.75, SD=0.48) and was observed as Always Observed. On the other hand, the statement "*Rate students not only in academic performances but also includes all kinds of capacities."* usually had the lowest mean score of responses with (M=4.67, SD=0.52) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Learning Process as to Assessment and Evaluation of Learning got a weighted mean score of 4.70 and a standard deviation of 0.41 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) concerning Assessment and Evaluation of Learning underscores the importance of providing opportunities for students to demonstrate their diverse skills and abilities. However, it also suggests the need for a comprehensive approach to assessment that goes beyond academic performance to encompass various capacities such as social-emotional skills, creativity, critical thinking, and problem-solving capabilities to ensure a holistic evaluation of student progress.

The level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Diverse Learning Environments.

Table 11 illustrates the Level of Teacher Induction Program (TIP) in terms of Learning Process with regards to Diverse Learning Environments.

Table 11.

Level of Teacher Induction Program (TIP) in terms of Learning Process with regards Diverse Learning Environments

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Create a supportive and respectful environment.	4.79	0.41	Always Observed
Provide a conducive and healthy learning environment.	4.72	0.47	Always Observed
Provide other services such as other assistance through clinics, computer laboratories, and libraries.	4.58	0.60	Always Observed
Provide complete facilities for both academic and non-academic activities.	4.48	0.67	Always Observed
Improve the quality of the study environment in the school.	4.63	0.53	Always Observed
Weighted Mean	*4.64*		
SD	*0.44*		
Verbal Interpretation	*Very Great Extent*		

The statement, "*Create a supportive and respectful environment."* yielded the highest mean score (M=4.79, SD=0.41) and was remarked as Always Observed. On the other hand, the statement *"Provide complete facilities for both academic and non-academic activities."* received the lowest mean score of responses with (M=4.48, SD=0.67) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of Learning Process as to Diverse Learning Environments attained a weighted mean score of 4.64 and a standard deviation of 0.44 and was Very Great Extent among the respondents.

The assessment of the Teacher Induction Program (TIP) concerning Diverse Learning Environments highlights the importance of fostering a supportive and respectful atmosphere. However, it suggests the need for further attention to providing comprehensive facilities for both academic and non-academic activities to ensure an enriching educational experience for all students. By addressing the various needs and interests of students, educators can create an inclusive environment where every learner feels valued, supported, and empowered to thrive.

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Level of Teacher Induction Program (TIP) in terms of School and Community Linkages

The following data answers the statement of problem one (4) the level of Teacher Induction Program (TIP) in terms of in terms of School and Community Linkages with regards to Community Resources, School and Community Relationships, and Establish Linkages.

The level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to Community Resources.

Table 12 exemplifies the Level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to Community Resources.

Table 12.
Level of Teacher Induction Program (TIP) in terms School and Community Linkages with regards to Community Resources

STATEMENTS	MEAN	SD	REMARKS
Engage the teachers and other staff with the community programs and activities.	4.49	0.58	Always Observed
Enhance engagement between the various stakeholders for student empowerment.	4.48	0.64	Always Observed
Establish good communication with the community to get support from the various social organizations.	4.50	0.60	Always Observed
Engage the students in community projects and activities.	4.45	0.65	Observed
Use community resources in education to develop a sense of value and belonging among students.	4.52	0.58	Always Observed
Weighted Mean	*4.49*		
SD	*0.53*		
Verbal Interpretation	*Great Extent*		

The statement, *"Use community resources in education to develop a sense of value and belonging among students."* produced the highest mean score (M=4.52, SD=0.58) and was said as Always Observed. On the other hand, the statement *"Engage the students in community projects and activities."* conventional the lowest mean score of responses with (M=4.45, SD=0.65) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to Community Resources reached a weighted mean score of 4.49 and a standard deviation of 0.53 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) regarding Community Resources underscores the recognition of utilizing such resources to instill a sense of value and belonging among students. It indicates that teacher induction programs are effectively building school and community ties that support the holistic development of teachers and students. However, it emphasizes the importance of further engagement of students in community projects and activities to enhance their educational experience and strengthen ties with the broader community.

The level of Teacher Induction Program (TIP) School and Community Linkages with regards to School and Community Relationships.

Table 13 demonstrates the level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to School and Community Relationships.

Table 13.
Level of Teacher Induction Program (TIP) in terms School and Community Linkages with regards to School and Community Relationships

STATEMENTS	MEAN	SD	REMARKS
Proactive in knowing the community and establishing sustainable relationships.	4.43	0.67	Always Observed
Enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have.	4.48	0.64	Always Observed
Create and foster an interest in the education of the community's citizens, both youth and adults.	4.48	0.71	Always Observed
Cultivate the positive impacts of community involvement for teachers and students.	4.56	0.63	Always Observed
Communicate with other community leaders that can help the school.	4.49	0.68	Observed
Weighted Mean	*4.49*		
SD	*0.59*		
Verbal Interpretation	*Very Great Extent*		

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The statement, *"Cultivate the positive impacts of community involvement for teachers and students."* bore the highest mean score (M=4.56, SD=0.63) and was commented as Always Observed. On the other hand, the statement *"Proactive in knowing the community and establishing sustainable relationships."* established the lowest mean score of responses with (M=4.43, SD=0.67) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to School and Community Relationships achieved a weighted mean score of 4.49 and a standard deviation of 0.59 and was Very Great Extent among the respondents.

The assessment of the Teacher Induction Program (TIP) concerning School and Community Relationships highlights the acknowledgment of the positive influence of community involvement on both teachers and students. However, it underscores the need for teachers to be proactive in understanding and fostering sustainable relationships within the community to maximize the program's impact and ensure its long-term success.

The level of Teacher Induction Program (TIP) School and Community Linkages with regards to Establish Linkages.

Table 14 shows the level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to Establish Linkages.

Table 14

Level of Teacher Induction Program (TIP) in terms School and Community Linkages with regards to Establish linkages

STATEMENTS	MEAN	SD	REMARKS
Build an effective communication with stakeholders.	4.58	0.64	Always Observed
Build a good relationship with other people that can help the school progress.	4.63	0.58	Always Observed
Encourage stakeholders to support the school programs and activities.	4.60	0.59	Always Observed
Maintain the connection with the stakeholders and other organizations outside the school.	4.56	0.63	Always Observed
Extent and gain mutual understanding of the objectives and expectations of all parties.	4.52	0.60	Always Observed
Weighted Mean	*4.58*		
SD	*0.55*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Build a good relationship with other people that can help the school progress."* generated the highest mean score (M=4.63, SD=0.58) and was stated as Always Observed. On the other hand, the statement "*Extent and gain mutual understanding of the objectives and expectations of all parties."* is customary the lowest mean score of responses with (M=4.52, SD=0.60) yet was remarked Always Observed.

The level of Teacher Induction Program (TIP) in terms of School and Community Linkages with regards to Establish Linkages accomplished a weighted mean score of 4.58 and a standard deviation of 0.55 and was Very Great Extent among the respondents.

The evaluation of the Teacher Induction Program (TIP) regarding School and Community Linkages emphasizes the significance of building strong relationships to advance the school's progress. It also underscores the need for mutual understanding among all involved parties to effectively align objectives and expectations, thereby enhancing the program's effectiveness and fostering collaborative partnerships.

Level of Teachers' Goal Attainment

The following data answers the statement of problem one (5) the level of Teachers' Goal Attainment with regards to Vision, Goals, Motivations, Actions, and Self Regulations.

The level of Teachers' Goal attainment in terms of Vision.
Table 15 below explains the level of teachers' Goal attainment in terms of Vision.

Table 15.

Level of Teachers' Goal attainment in terms of Vision

STATEMENTS	MEAN	SD	REMARKS
Demonstrate personal accountability and effective work habits	4.68	0.47	Always Observed
Make work productively with others.	4.62	0.58	Always Observed
Manage time and workload effectively.	4.56	0.59	Always Observed
Understand the impact of communication on professional image.	4.69	0.46	Always Observed
Show professionalism and positivity at work at all times.	4.67	0.55	Always Observed
Weighted Mean	*4.64*		
SD	*0.45*		
Verbal Interpretation	*Very Great Extent*		

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The statement, *"Understand the impact of communication on professional image."* returned the highest mean score (M=4.69, SD=0.46) and was observed as Always. On the other hand, *the "Manage time and workload effectively."* usual the lowest mean score of responses with (M=4.56, SD=0.59) yet was remarked Always Observed.

The level of Teachers' Goal attainment in terms of Vision got a weighted mean score of 4.64 and a standard deviation of 0.45 and was Very great Extent among the respondents.

The assessment of Teachers' Goal Attainment in terms of Vision underscores the importance of effective communication in shaping their professional image. It highlights the need for educators to grasp the significance of communication in realizing their vision and emphasizes the importance of managing time and workload effectively to align with their overarching goals.

The level of Teachers' Goal Attainment in terms of Goals.
Table 16 illustrates the level of teachers' Goal Attainment with regards to Goals.

Table 16.
Level of Teachers' Goal attainment in terms of Goals

STATEMENTS	MEAN	SD	REMARKS
Improve own learning progress.	4.70	0.46	Always Observed
Continue professional growth and development.	4.71	0.47	Always Observed
Pursue continuing education through various practices.	4.63	0.53	Always Observed
Join trainings, workshops, and/or symposiums that can help grow and succeed.	4.67	0.50	Always Observed
Openness to learn new skills to help grow in teaching.	4.76	0.45	Always Observed
Weighted Mean	*4.69*		
SD	*0.39*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Openness to learn new skills to help grow in teaching."* yielded the highest mean score (M=4.76, SD=0.45) and was remarked as Always Observed. On the other hand, the statement *"Pursue continuing education through various practices."* received the lowest mean score of responses with (M=4.63, SD=0.53) yet was remarked Always Observed.

The level of Teachers' Goal Attainment in terms of Goals attained a weighted mean score of 4.69 and a standard deviation of 0.39 and was Very Great Extent among the respondents.

The evaluation of Teachers' Goal Attainment in terms of Goals underscores the significance of embracing a growth mindset in teaching. It highlights the importance of being open to learning new skills and continuously seeking opportunities for professional development. Thus, it emphasizes the proactive approach educators take in setting and achieving their goals, ultimately contributing to their effectiveness in the classroom. Additionally, fostering a growth mindset among teachers not only enhances their personal and professional growth but also positively influences their students' learning experiences and outcomes.

The level of Teachers' Goal Attainment in terms of Motivations.
Table 17 exemplifies the level of teachers' Goal attainment in terms of Motivations.

Table 17.
Level of Teachers' Goal attainment in terms of Motivations

STATEMENTS	MEAN	SD	REMARKS
Nurture greatness in teaching.	4.75	0.45	Always Observed
Develop intrinsic motivation among self.	4.66	0.52	Always Observed
Reflect on one's practice and take the initiative to develop as a professional.	4.70	0.53	Always Observed
Recognize one's teaching styles and practices that help develop motivations and interest in teaching.	4.67	0.49	Always Observed
Take every situation as part of a challenge and be positive at all times.	4.69	0.53	Always Observed
Weighted Mean	*4.69*		
SD	*0.44*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Nurture greatness in teaching."* produced the highest mean score (M=4.75, SD=0.45) and was said as Always Observed. On the other hand, *"Develop intrinsic motivation among self."* conventional the lowest mean score of responses with (M=4.66, SD=0.52) yet was remarked Always Observed.

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The level of Teachers' Goal Attainment in terms of Motivations reached a weighted mean score of 4.69 and a standard deviation of 0.44 and was Very Great Extent among the respondents.

The assessment of Teachers' Goal Attainment in terms Motivations reveals the significance of fostering a culture of excellence in teaching. It emphasizes the importance of nurturing intrinsic motivation among educators, highlighting their commitment to continuous improvement and dedication to their profession. This underscores the essential role of internal drive and passion in achieving professional goals and ultimately enhancing teaching effectiveness. Furthermore, recognizing and supporting teachers' intrinsic motivations can lead to increased job satisfaction, reduced burnout, and a more resilient teaching workforce, further contributing to the overall quality of education.

The level of Teachers' Goal attainment in terms of Actions.
Table 18 demonstrates the level of Teachers' Goal attainment in terms of Actions.

Table 18.
Level of Teachers' Goal attainment in terms of Actions

STATEMENTS	MEAN	SD	REMARKS
Extend effort along with the teaching and implementation of various activities that are beneficial to the students.	4.62	0.52	Always Observed
Improve your skills and abilities by exploring new methods and teaching techniques.	4.67	0.52	Always Observed
Explore new teaching methods that are appropriate for the new educational trends.	4.58	0.57	Always Observed
Give various opportunities and promote activities that can enhance one's ability.	4.60	0.54	Always Observed
Fill knowledge gaps by providing activities and performances that support collaborative learning.	4.63	0.52	Always Observed
Weighted Mean	*4.62*		
SD	*0.47*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Improve your skills and abilities by exploring new methods and teaching techniques."* bore the highest mean score (M=4.67, SD=0.52) and was commented as Always Observed. On the other hand, the statement *"Explore new teaching methods that are appropriate for the new educational trends."* established the lowest mean score of responses with (M=4.58, SD=0.57) yet was remarked Always Observed.

The level of Teachers' Goal attainment in terms of Actions achieved a weighted mean score of 4.62 and a standard deviation of 0.47 and was Very Great Extent among the respondents.

The assessments on teachers' Goal attainment in terms of Actions across various dimensions underscores the multifaceted nature of effective teaching. It highlights the importance of teachers' well-being, both physical and mental, in fostering a conducive learning environment. Moreover, it emphasizes the critical role of metacognitive strategies, such as knowledge building and self-awareness, in promoting student engagement and academic success. Furthermore, the evaluation of goal attainment actions emphasizes the necessity for continuous professional development and adaptability to evolving educational trends. Overall, these findings underscore the holistic approach required to enhance teacher effectiveness, encompassing personal well-being, pedagogical skills, and professional growth.

The Level of Teachers' Goal attainment in terms of Self-regulations
Table 19 shows the level of teachers' Goal attainment in terms of Self-regulation.

Table 19.
Level of Teachers' Goal attainment in terms of Self-Regulations

STATEMENTS	MEAN	SD	REMARKS
Aware of own feelings and emotions.	4.71	0.47	Always Observed
Know how to positively manage consequences and failures.	4.69	0.51	Always Observed
Reduce disruptive problems that may affect learning stability.	4.60	0.55	Always Observed
Manage time effectively and regulate own school work, performance tasks, and activities.	4.58	0.58	Always Observed
Find time to enhance one's learning skills and abilities.	4.68	0.52	Always Observed
Weighted Mean	*4.65*		
SD	*0.43*		
Verbal Interpretation	*Very Great Extent*		

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The statement, *"Awareness of own feelings and emotions."* generated the highest mean score (M=4.71, SD=0.47) and was stated as Always Observed. On the other hand, the statement *"Manage time effectively and regulate own school work, performance tasks, and activities."* customary the lowest mean score of responses with (M=4.58, SD=0.58) yet was remarked Always Observed.

The level of Teachers' Goal Attainment in terms of Self-regulations accomplished a weighted mean score of 4.65 and a standard deviation of 0.43 and was Very Great Extent among the respondents.

The evaluation of Teachers' Goal Attainment, particularly regarding Self-regulation, underscores the significance of being aware of one's own feelings and emotions, as indicated by the highest mean score. However, the lower mean score for effectively managing time and regulating school work, performance tasks, and activities suggests an area for improvement in teachers' organizational skills and time management strategies. Nonetheless, the consistently high weighted mean score and frequent observation of teachers' effectiveness in self-regulation underscore the critical role of self-awareness and self-management in achieving professional goals and enhancing overall teacher effectiveness in the educational setting. It also implies that the division's teacher induction programs are effectively educating educators with the skills needed to negotiate the difficulties of the teaching profession while also maintaining their well-being.

Level of Teachers' Metacognition

The following data answers the statement of problem one (5) the level of Teacher's Metacognition in terms of Knowledge, Experiences, and Strategies.

The Level of Teachers' Metacognition in terms of Knowledge

Table 20 explains the level of teachers' Metacognition in terms of Knowledge.

Table 20.
Level of Teachers' Metacognition in terms of Knowledge

STATEMENTS	MEAN	SD	REMARKS
Have a deep knowledge of the subject they are teaching.	4.69	0.50	Always Observed
Clarify the information that students are seeking.	4.71	0.49	Always Observed
Understand the topics clearly and flexibly.	4.73	0.46	Always Observed
Plan and teach the lesson by way of highlighting the main points of the lesson to the learner.	4.75	0.47	Always Observed
Build concepts upon prior knowledge of the students and give additional information about these.	4.76	0.47	Always Observed
Weighted Mean	*4.73*		
SD	*0.40*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Build concepts upon prior knowledge of the students and give additional information about these."* returned the highest mean score (M=4.76, SD=0.47) and was observed as Always Observed. On the other hand, the statement "*Have a deep knowledge of the subject they are teaching."* usually had the lowest mean score of responses with (M=4.69, SD=0.50) yet was remarked Always Observed.

The level of Teachers' Metacognition in terms of Knowledge got a weighted mean score of 4.73 and a standard deviation of 0.40 and was Very Great Extent among the respondents.

The assessment of Teachers' Metacognition, particularly regarding knowledge, emphasizes the importance of building upon students' prior knowledge and providing additional information, as indicated by the highest mean score. Teachers strongly agree with statements about having a thorough understanding of the subject matter, clarifying information for students, understanding issues clearly and flexibly, organizing and teaching lessons successfully, and building on students' past knowledge. However, the lower mean score for having a deep knowledge of the subject they teach suggests a potential area for improvement in teachers' content expertise. Nonetheless, the consistently high weighted mean score and frequent observation of teachers' effectiveness in metacognitive knowledge underscore the critical role of building upon students' existing understanding to foster deeper learning and enhance teacher effectiveness in facilitating student growth and understanding. It also suggests that teacher induction programs within the division are effective in providing educators with the skills needed to engage in reflective teaching methods and improve student learning.

The level of Teachers' Metacognition in terms of Experiences

Table 21 illustrates the level of Teachers' Metacognition in terms of Experiences.

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Table 21.
Level of Teachers' Metacognition in terms of Experiences

STATEMENTS	MEAN	SD	REMARKS
Communicate proactively with other people, especially with the learners.	4.66	0.51	Always Observed
Provide regular feedback and reward the good work of the students.	4.55	0.57	Always Observed
Initiate collaboration among other people in a work setting.	4.60	0.58	Always Observed
Offer flexibility and adaptability for any other kind of work-related situations.	4.65	0.53	Always Observed
Plan and implement realistic activities that could help students develop their skills and abilities.	4.68	0.50	Always Observed
Weighted Mean	*4.63*		
SD	*0.45*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Plan and implementing realistic activities that could help students develop their skills and abilities"* yielded the highest mean score (M=4.68, SD=0.50) and was remarked as Always Observed. On the other hand, the statement *"Provide regular feedback and reward the good work of the students."* received the lowest mean score of responses with (M=4.55, SD=0.57) yet was remarked Always Observed.

The evaluation of Teachers' Metacognition, specifically about Experiences, highlights the importance of planning and implementing realistic activities to facilitate student skill and ability development, as indicated by the highest mean score. However, the lower mean score for providing regular feedback and rewarding students' good work suggests an area for improvement in recognizing and reinforcing positive learning behaviors. Nevertheless, the consistently high weighted mean score and frequent observation of teachers' effectiveness in metacognitive experience underscore the critical role of well-planned and implemented activities in promoting student growth and teacher effectiveness in the educational setting.

The level of Teachers' Metacognition in terms of Strategies.
Table 22 exemplifies the level of teachers' Metacognition in terms of Strategies.

Table 22.
Level of Teachers' Metacognition in terms of Strategies

STATEMENTS	MEAN	SD	REMARKS
Give learners ample time to understand the material and ask questions.	4.70	0.51	Always Observed
Encourage students to share reflect on and challenge ideas to develop and advance their understanding.	4.69	0.54	Always Observed
Provide activities that help students control their learning process.	4.68	0.53	Always Observed
Provide resources and support for the learners.	4.71	0.52	Always Observed
Monitor students' learning progress.	4.77	0.48	Always Observed
Weighted Mean	*4.71*		
SD	*0.45*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Monitor students' learning progress."* produced the highest mean score (M=4.77, SD=0.48) and was said as Always Observed. On the other hand, the statement *"Provide activities that help students control their learning process."* conventional the lowest mean score of responses with (M=4.68, SD=0.53) yet was remarked Always Observed.

The level of Teachers' Metacognition in terms of Strategies. reached a weighted mean score of 4.71 and a standard deviation of 0.45 and was Very Great Extent among the respondents.

The evaluation of Teachers' Metacognition, specifically in implementing strategies, underscores the significance of monitoring students' learning progress, as indicated by the highest mean score. However, the lower mean score for providing activities that help students control their learning process suggests an area for improvement in empowering students' autonomy in their learning journey. Nevertheless, the consistently high weighted mean score and frequent observation of teachers' effectiveness in metacognitive strategies highlight the crucial role of fostering students' self-awareness and self-regulation skills in enhancing overall learning outcomes and teacher effectiveness.

Level of Teachers' Well-being
The following data answers the statement of problem one (6) the level of Teacher's Well-being in terms of Physical, Mental, and Social.

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The level of Teachers' Well-being in terms of Physical

Table 23.
Level of Teachers' Well-being in terms of Physical

STATEMENTS	MEAN	SD	REMARKS
Prioritize health and physical attributes more than anything.	4.54	0.59	Always Observed
Understand the importance of doing physical activities which may help the total improvement of own's personality.	4.55	0.57	Always Observed
Aware of building healthy habits.	4.48	0.59	Always Observed
Practice healthy routines including relaxation, correct sleep hygiene, healthy diet, etc.	4.39	0.68	Always Observed
Teach the students good healthy habits and physical routines that can benefit them.	4.60	0.57	Always Observed
Weighted Mean	*4.51*		
SD	*0.50*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Teaching the students good healthy habits and physical routines that can benefit them."* bore the highest mean score (M=4.60, SD=0.57) and was commented as Always Observed. On the other hand, the statement *"Practice healthy routines including relaxation, correct sleep hygiene, healthy diet, etc."* established the lowest mean score of responses with (M=4.39, SD=0.68) yet was remarked Always Observed.

The level of Teachers' Well-being in terms of Physical achieved a weighted mean score of 4.51 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

The assessment of Teachers' Well-being in terms of Physical highlights the importance of teaching students healthy habits and physical routines, as indicated by the highest mean score. However, the lower mean score for practicing healthy routines, including relaxation techniques, proper sleep hygiene, and a healthy diet, suggests an area for improvement in teachers' self-care practices. Nevertheless, the consistently high weighted mean score and frequent observation of teachers' effectiveness in physical well-being underscore the critical role of promoting healthy habits in both students and teachers for fostering overall well-being and effectiveness in the educational setting.

Johnson et al. (2018) researched the association between workload, stress, and teacher physical well-being. In their study, they found that instructors with a high workload and job-related stress are more likely to experience physical health issues such as exhaustion, musculoskeletal ailments, and reduced immunological function. To improve teachers' physical well-being, strategies for reducing workload and managing stress were suggested.

The level of Teachers' Well-being in terms of Mental
Table 24 shows the level of teachers' Well-being in terms of Mental.

Table 24.
Level of Teachers' Well-being in terms of Mental

STATEMENTS	MEAN	SD	REMARKS
Pay attention to the present situation and be mindful of every action taken.	4.70	0.49	Always Observed
Practice positive affirmations and do not entertain negative thoughts.	4.56	0.54	Always Observed
Concentrate and focus on the target goals despite destruction in the surroundings.	4.79	0.49	Always Observed
Regulate own emotions to effectively facilitate job-related tasks.	4.54	0.60	Always Observed
Notice your own emotions and reduce triggering factors.	4.52	0.58	Always Observed
Weighted Mean	*4.66*		
SD	*0.36*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Concentrate and focus on the target goals despite destruction in the surroundings."* generated the highest mean score (M=4.79, SD=0.49) and was stated as Always Observed. On the other hand, the statement *"Notice your own emotions and reduce triggering factors customary."* had the lowest mean score of responses with (M=4.52, SD=0.58) yet was remarked Always Observed.

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The level of Teachers' Well-being in terms of Mental accomplished a weighted mean score of 4.66 and a standard deviation of 0.36 and was Very Great Extent among the respondents.

The evaluation of Teachers' Well-being in Mental highlights the importance of maintaining focus on target goals despite distractions, as indicated by the highest mean score. However, the lower mean score for noticing one's own emotions and reducing triggering factors suggests an area for improvement in self-awareness and stress management strategies. Nevertheless, the consistently high weighted mean score and the frequent observation of teachers' effectiveness in mental well-being emphasize the crucial role of mental resilience in fostering overall teacher effectiveness and well-being.

The level of Teachers' Well-being in terms of Social.
Table 25 explains the level of teachers' Well-being in terms of Social.

Table 25.
Level of Teachers' Well-being in terms of Social

STATEMENTS	MEAN	SD	REMARKS
Communicate and socialize effectively with the learners and students.	4.64	0.53	Always Observed
Secure relationships with the learners and student-athletes.	4.52	0.55	Always Observed
Develop effective personal skills, such as problem-solving and social skills towards an effective learning environment.	4.58	0.56	Always Observed
Recognize and manage feelings effectively.	4.61	0.55	Always Observed
Build good relationships with other people in the community.	4.65	0.51	Always Observed
Weighted Mean	*4.60*		
SD	*0.45*		
Verbal Interpretation	*Very Great Extent*		

The statement, *"Build good relationships with other people in the community."* returned the highest mean score (M=4.64, SD=0.53) and was observed as Always Observed. On the other hand, the statement *"Secure relationships with the learners and student-athletes."* usually had the lowest mean score of responses with (M=4.52, SD=0.55) yet was remarked Always Observed.

The level of Teachers' Well-being in terms of Social got a weighted mean score of 4.60 and a standard deviation of 0.45 and was Very Great Extent among the respondents.

The evaluation of Teachers' Well-being in terms of Social underscores the significance of building strong relationships with community members, as indicated by the highest mean score. However, the lower mean score for securing relationships with learners and student-athletes suggests potential areas for improvement in fostering connections within the school environment. Overall, the high weighted mean score and consistent observation of teachers' effectiveness in social well-being highlight the importance of cultivating positive social interactions for enhancing overall teacher effectiveness and well-being.

Significant Relationship between Teachers Induction Program (TIP) and Teachers' Goal Attainment

It is essential to successfully incorporate newly qualified teachers into the education system to help them grow professionally and improve student results. Teacher Induction Program (TIP) plays a vital role in this process by assisting novice educators as they start their teaching careers. Evaluating the effectiveness of these programs in supporting teachers' development and success hinges on understanding how TIP participation impacts teachers' goal achievement.

The Significant Relationship between Teachers Induction Program (TIP) and Teachers' Goal Attainment.
The computed r values obtained from the tests indicated varying degrees of relationship strength, ranging from very weak to strong moderate relationships. Moreover, the obtained p-values were less than the significance alpha level of 0.05, indicating a statistically significant relationship between Teacher Induction Program (TIP) and Teachers' Goal Attainment.

The results of the study support the rejection of the null hypothesis, which states that there is no significant relationship between Teacher Induction Program (TIP) and Teachers' Goal Attainment. Instead, the alternative hypothesis, which posits a significant relationship between the two, is accepted based on the findings. Moreover, it emphasizes the importance of allocating resources and attention to the development and execution of robust induction programs for teachers, thereby facilitating their journey toward fulfilling their professional objectives.
Table 26 presents the significant relationship between Teacher Induction Program (TIP) and teachers' goal attainment.

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Table 26.
Relationship between Teachers Induction Program (TIP) and Teacher's Goal Attainment

		V	G	G	A	SR
OS	Pearson Correlation	0.345**	0.279**	0.322**	0.456**	0.338**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	200	200	200	200	200
SD	Pearson Correlation	0.335**	0.393**	0.379**	0.475**	0.346**
	Sig. (2-tailed)	0.008	0.000	0.002	0.022	0.008
	N	200	200	200	200	200
PIE	Pearson Correlation	0.345**	0.483	0.452**	0.503**	0.376**
	Sig. (2-tailed)	0.023	0.219	0.037	0.001	0.014
	N	200	200	200	200	200
DI	Pearson Correlation	0.42	0.402**	0.406**	0.599	0.425
	Sig. (2-tailed)	0.056	0.002	0.024	0.129	0.062
	N	200	200	200	200	200
AL	Pearson Correlation	0.394	0.421**	0.423	0.56	0.424
	Sig. (2-tailed)	0.471	0.035	0.254	0.947	0.507
	N	200	200	200	200	200
ET	Pearson Correlation	0.348	0.416	0.402	0.499	0.346
	Sig. (2-tailed)	0.616	0.058	0.357	0.875	0.67
	N	200	200	200	200	200
2CT	Pearson Correlation	0.364	0.441**	0.502	0.538	0.358
	Sig. (2-tailed)	0.42	0.021	0.175	0.868	0.464
	N	200	200	200	200	200
UDL	Pearson Correlation	0.425**	0.561**	0.511**	0.397**	0.359**
	Sig. (2-tailed)	0.001	0.023	0.002	0.000	0.001
	N	200	200	200	200	200
LCL	Pearson Correlation	0.527**	0.541**	0.523**	0.569**	0.527**
	Sig. (2-tailed)	0.000	0.043	0.004	0.000	0.000
	N	200	200	200	200	200
AEL	Pearson Correlation	0.428	0.529	0.617	0.508**	0.455
	Sig. (2-tailed)	0.18	1	0.253	0.03	0.134
	N	200	200	200	200	200
DLE	Pearson Correlation	0.48	0.568**	0.569	0.599	0.507
	Sig. (2-tailed)	0.21	0.003	0.066	0.535	0.224
	N	200	200	200	200	200
CR	Pearson Correlation	0.471**	0.442**	0.433**	0.56**	0.489**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	200	200	200	200	200
SCR	Pearson Correlation	0.569**	0.441**	0.497**	0.569**	0.542**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	200	200	200	200	200
EL	Pearson Correlation	0.562	0.421**	0.474**	0.528	0.454
	Sig. (2-tailed)	0.05	0.003	0.03	0.235	0.091
	N	200	200	200	200	200

The significant relationship between Teacher Induction Program (TIP) and Teachers' Goal Attainment, highlights the importance of comprehensive and holistic induction programs. The TIP covers several dimensions, including the school dimension, teaching process, learning process, and school-community linkages, each playing a crucial role in influencing teachers' vision, goals, motivations, actions, and self-regulation. Specifically, the school dimension within TIP significantly impacts teachers' goal attainment through factors like organizational structure and strategic directions. The teaching process, which includes inclusive education, differentiated instruction, adult learning, explicit teaching, and 21st-century teaching, is also significantly related to teachers' goal attainment. Additionally, the learning process, which involves understanding learner diversity, learner-centered learning, assessment and evaluation, and diverse learning environments, shows a significant relationship with goal attainment. School and community linkages, including community resources and positive relationships, further support teachers in achieving their goals.

The results of the findings imply the importance of investing in comprehensive induction programs to help new teachers achieve their professional goals. This investment can lead to increased teacher satisfaction, retention, and effectiveness. Secondly, the positive impact on goal attainment suggests that

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well-designed TIPs can develop a more skilled and confident teaching workforce, ultimately benefiting student learning outcomes and overall educational quality. Lastly, it stresses the need for educational policymakers and administrators to prioritize and continuously improve TIPs to ensure they meet the evolving needs of teachers.

Significant Relationship between Teachers Induction Program (TIP) and Teachers' Metacognition

Understanding the complex relationship between Teacher Induction Programs (TIPs) and teachers' metacognitive development has important implications for education. Metacognition, which involves being aware of and regulating one's cognitive processes, is crucial for effective teaching and student learning. Therefore, it is essential to investigate the connection between TIP participation and teachers' metacognition to understand how these programs can impact educators' reflective practices and instructional effectiveness.

The Significant Relationship between Teachers Induction Program (TIP) and Teachers' Metacognition.

The computed r values obtained from the tests indicated varying degrees of relationship strength, ranging from very weak to strong moderate relationships. Moreover, the obtained p-values were less than the significance alpha level of 0.05, indicating a statistically significant relationship between teachers' induction programs and teachers' metacognition.

The results of the study support the rejection of the null hypothesis, which states that there is no significant relationship between teachers' induction programs and teachers' metacognition. Instead, the alternative hypothesis, which posits a significant relationship between the two, is accepted based on the findings. This implies that investing in comprehensive induction programs for teachers' metacognition can have a positive impact on their metacognitive skills.

Table 27 presents the Significant Relationship between Teacher Induction Program (TIP) and Teachers' Metacognition.

Table 27.
Significant Relationship between Teachers Induction Program (TIP) and Teacher's Metacognition

		K	*E*	*S*
OS	*Pearson Correlation*	*0.372***	*0.474***	*0.323***
	Sig. (2-tailed)	*0.000*	*0.000*	*0.000*
	N	*200*	*200*	*200*
SD	*Pearson Correlation*	*0.323***	*0.423*	*0.441***
	Sig. (2-tailed)	*0.000*	*0.052*	*0.000*
	N	*200*	*200*	*200*
PIE	*Pearson Correlation*	*0.397*	*0.456***	*0.415***
	Sig. (2-tailed)	*0.505*	*0.000*	*0.07*
	N	*200*	*200*	*200*
DI	*Pearson Correlation*	*0.464***	*0.571*	*0.461***
	Sig. (2-tailed)	*0.000*	*0.234*	*0.011*
	N	*200*	*200*	*200*
AL	*Pearson Correlation*	*0.475***	*0.542*	*0.505*
	Sig. (2-tailed)	*0.008*	*0.817*	*0.153*
	N	*200*	*200*	*200*
ET	*Pearson Correlation*	*0.354***	*0.435*	*0.494*
	Sig. (2-tailed)	*0.029*	*0.676*	*0.231*
	N	*200*	*200*	*200*
2CT	*Pearson Correlation*	*0.424***	*0.5*	*0.527*
	Sig. (2-tailed)	*0.008*	*0.897*	*0.111*
	N	*200*	*200*	*200*
UDL	*Pearson Correlation*	*0.383*	*0.412***	*0.39***
	Sig. (2-tailed)	*0.156*	*0.000*	*0.011*
	N	*200*	*200*	*200*
LCL	*Pearson Correlation*	*0.508*	*0.521***	*0.554***
	Sig. (2-tailed)	*0.159*	*0.000*	*0.006*
	N	*200*	*200*	*200*
AEL	*Pearson Correlation*	*0.51*	*0.543***	*0.518*
	Sig. (2-tailed)	*0.612*	*0.01*	*0.426*
	N	*200*	*200*	*200*
DLE	*Pearson Correlation*	*0.434***	*0.534*	*0.554***
	Sig. (2-tailed)	*0.003*	*0.771*	*0.045*
	N	*200*	*200*	*200*
CR	*Pearson Correlation*	*0.41***	*0.529***	*0.48***
	Sig. (2-tailed)	*0.000*	*0.000*	*0.000*

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	N	*200*	*200*	*200*
SCR	*Pearson Correlation*	*0.507***	*0.593***	*0.424***
	Sig. (2-tailed)	*0.000*	*0.000*	*0.000*
	N	*200*	*200*	*200*
EL	*Pearson Correlation*	*0.416***	*0.483*	*0.317***
	Sig. (2-tailed)	*0.000*	*0.375*	*0.039*
	N	*200*	*200*	*200*

The research findings indicate a significant relationship between Teacher Induction Programs (TIP) and teachers' metacognition. The TIP encompasses several dimensions, including the school dimension, teaching process, learning process, and school-community linkages. Each of these dimensions plays a crucial role in enhancing teachers' metacognitive abilities regarding knowledge, experiences, and strategies. In terms of the school dimension, the study found that organizational structure and strategic directions within the TIP significantly influence teachers' metacognition. Factors such as clear vision, well-defined goals, and strategic actions contribute positively to teachers' metacognitive development. Similarly, the teaching process, which includes pedagogies for inclusive education, differentiated instruction, adult learning, explicit teaching, and 21st-century teaching, also shows a significant relationship with teachers' metacognition. These methods help teachers develop better strategies, enhance base knowledge, and effectively reflect on their teaching practices. Furthermore, the learning process within the TIP, which includes understanding learner diversity, implementing learner-centered learning, assessing and evaluating learning, and fostering diverse learning environments, is significantly related to teachers' metacognition. Lastly, school and community linkages, such as community resources, strong school-community relationships, and well-established partnerships, are found to significantly support teachers' metacognitive growth.

Based on the findings, the Teacher Induction Programs (TIPs) have the potential to positively influence teachers' metacognition. This suggests that by implementing structured induction programs, teachers can enhance their self-awareness, reflective thinking, and strategic planning skills, which are all important aspects of metacognition. Educational institutions can leverage this connection to develop more impactful induction programs that not only enhance teaching abilities and job retention but also promote deeper cognitive engagement and professional development for teachers.

Significant Relationship between Teachers Induction Program (TIP) and Teachers' Well-being

It is crucial to recognize the connection between Teacher Induction Programs (TIPs) and teachers' well-being in today's educational discussions, as teachers' overall well-being affects both their satisfaction and the quality of education they deliver. Exploring the correlation between TIP participation and teachers' well-being is vital to understanding how effective these programs are in promoting educators' holistic growth.

Significant Relationship between Teachers Induction Program (TIP) and Teachers' Well-being.

The computed r values obtained from the tests indicated varying degrees of relationship strength, ranging from very weak to strong moderate relationships. Moreover, the obtained p-values were less than the significance alpha level of 0.05, indicating a statistically significant relationship between teachers' induction programs and teachers' well-being.

The results of the study support the rejection of the null hypothesis, which states that there is no significant relationship between teachers' induction programs and teachers' well-being. Instead, the alternative hypothesis, which posits a significant relationship between the two, is accepted based on the findings. This implies that investing in comprehensive induction programs for teachers' well-being can have a positive impact on their metacognitive skills.

Table 28 presents the Significant Relationship between Teacher induction program (TIP) and Teachers' Well-being.

Table 28.
Significant Relationship between Teachers Induction Program (TIP) and Teacher's Well-being

		P	M	S
OS	Pearson Correlation	0.149**	0.317**	0.352**
	Sig. (2-tailed)	0.014	0.000	0.000
	N	200	200	200
SD	Pearson Correlation	0.346	0.398**	0.45
	Sig. (2-tailed)	0.366	0.003	0.077
	N	200	200	200
PIE	Pearson Correlation	0.241**	0.356**	0.385**
	Sig. (2-tailed)	0.000	0.017	0.000
	N	200	200	200
DI	Pearson Correlation	0.289	0.409**	0.437
	Sig. (2-tailed)	0.113	0.045	0.403
	N	200	200	200
AL	Pearson Correlation	0.247**	0.401	0.36
	Sig. (2-tailed)	0.007	0.425	0.698

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	N	200	200	200
ET	Pearson Correlation	0.169**	0.317	0.387
	Sig. (2-tailed)	0.006	0.584	0.552
	N	200	200	200
2CT	Pearson Correlation	0.362**	0.414	0.42
	Sig. (2-tailed)	0.004	0.356	0.744
	N	200	200	200
UDL	Pearson Correlation	0.185**	0.343**	0.429**
	Sig. (2-tailed)	0.000	0.001	0.000
	N	200	200	200
LCL	Pearson Correlation	0.282**	0.388**	0.44**
	Sig. (2-tailed)	0.000	0.002	0.000
	N	200	200	200
AEL	Pearson Correlation	0.333**	0.441	0.483**
	Sig. (2-tailed)	0.000	0.158	0.009
	N	200	200	200
DLE	Pearson Correlation	0.346**	0.415	0.459
	Sig. (2-tailed)	0.015	0.202	0.953
	N	200	200	200
CR	Pearson Correlation	0.402	0.417**	0.453**
	Sig. (2-tailed)	0.283	0.000	0.000
	N	200	200	200
SCR	Pearson Correlation	0.411	0.494**	0.445**
	Sig. (2-tailed)	0.217	0.000	0.000
	N	200	200	200
EL	Pearson Correlation	0.373	0.493	0.485
	Sig. (2-tailed)	0.072	0.055	0.495
	N	200	200	200

The research findings reveal a substantive correlation between the Teacher Induction Program (TIP) and the multifaceted well-being of teachers, encompassing physical, mental, and social dimensions. The TIP is structured around four key components: the school dimension, the teaching process, the learning process, and school-community linkages. Within the school dimension, the study identified that the organizational structure and strategic directions of the institution are significantly linked to the well-being of teachers, touching on physical, mental, and social aspects. This suggests that the way a school is organized and the direction it is heading play a crucial role in the overall health and satisfaction of its educators. The teaching process, which integrates pedagogies for inclusive education, differentiated instruction, adult learning, explicit teaching, and 21st-century skills, also showed a significant positive relationship with the well-being of teachers. This indicates that engaging teaching methodologies that cater to diverse learning needs can contribute to a teacher's sense of competence and satisfaction, thereby enhancing their overall well-being. Moreover, the learning process, which includes the understanding of learner diversity, the implementation of learner-centered strategies, the assessment and evaluation of learning, and the creation of diverse learning environments, was found to significantly impact the physical, mental, and social well-being of teachers. This underscores the importance of a supportive learning environment that recognizes and addresses the varied needs of students, which in turn reflects positively on teacher well-being. Finally, the aspect of school and community linkages, which involves the use of community resources, the fostering of school-community relationships, and the integration of these linkages into the teachers' induction programs, was significantly associated with the well-being of teachers.

The implications of the study on the relationship between Teacher Induction Program (TIP) participation and teachers' well-being are wide-ranging. Firstly, it emphasizes the importance of structured induction programs in supporting educators' mental health. Secondly, it indicates the need for increased investment in effective TIPs to benefit both individual teachers and the education system as a whole. Thirdly, improving teachers' well-being through TIPs could have a positive impact on retention rates and job satisfaction, promoting stability in schools and districts. Additionally, it calls for a comprehensive approach to teacher support by integrating well-being components into TIPs. Lastly, policymakers may need to reassess education policies and TIP frameworks to prioritize teacher well-being, fostering a healthier and more resilient teaching workforce.

4. CONCLUSION AND RECOMMENDATIONS

The findings led to the following conclusions: First, concerning the correlation between Teacher Induction Program (TIP) and teachers' metacognition, the null hypothesis states, "There is no significant relationship between Teacher Induction Program (TIP) and teachers' goal-attainment" is rejected. This indicates that focusing on all key areas of TIP can better support newly hired teachers in their professional development in terms of goal attainment concerning vision, goals, motivations, actions, and self-regulation.

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Second, regarding the relationship between Teacher Induction Program (TIP) and teachers' metacognition, the null hypothesis states, "There is no significant relationship between Teacher Induction Program (TIP) and teachers' metacognition" is rejected. This implies that investing in comprehensive induction programs for novice teachers can have a positive impact on their metacognitive skills in terms of knowledge, experiences, and strategies.

Lastly, linking to the relationship between Teacher Induction Program (TIP) and teachers' well-being, the null hypothesis states, "There is no significant relationship between Teacher Induction Program (TIP) and teachers' well-being" is rejected. This means that the Teacher Induction Program is not only focused on professional development but also on the well-being of teachers which promotes the overall well-being of educators.

Based on the drawn conclusions, the following recommendations are:

1. Newly hired teachers may actively participate in these programs under the teacher induction program (TIP) to enhance their teaching abilities and build good rapport with others.
2. Mentor teachers may continue supporting new teachers through the teacher induction program by providing guidance and sharing their expertise.
3. School administrators may continue supporting and investing in teacher induction programs. They should also consider the findings of this study when developing strategic directions and organizational structures.

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