ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

THE ROLE OF INDUCTION PROGRAM POLICY IN SUSTAINING TEACHER RETENTION AND PROFESSIONAL GROWTH

Ms. Kristela Janine A. Hortal
Doctor of Education – Educational Management, Laguna State Polytechnic University, Laguna, Philippines

ABSTRACT

The study was an analysis of the role of induction program policy in sustaining teacher retention and professional growth. The respondents of the study were the newly hired teachers in the Division of Biñan City who are less than 3 years in the service. The study was limited to the following6 types of investigation namely: 1) extent of the program implementation and sustainability of the Teacher Induction Program; 2) the level of teacher retention, professional growth of teacher, and the teacher's preference; 3) significant relationship between the Teacher Induction Program policy and teachers' retention and the relationship between the Teacher Induction Program policy and teachers' professional growth; 4) significant effect of teacher preference to teacher retention and professional growth; 5) effects of the teacher induction program policy to teacher retention and professional growth of teachers.

This study used a mixed method research design where the respondents were chosen through purposive sampling. The respondents of the study were the select 144 newly hired teachers in the Division of Biñan City. Four newly hired teachers who have recently attended the induction program for beginning teachers were chosen as the co participants of the study. A self-made survey questionnaire was employed in the study.

As viewed by the newly hired teachers in the Division of Biñan City, the Teacher Induction Program Policy is up to an extremely high extent in terms of program implementation and sustainability. The level of teacher retention, professional growth, and teacher preference were all found out to be extremely high.

From the findings of the study, the following conclusion were drawn:

There is a significant relationship between the Teacher Induction Program and the teachers' retention and professional growth; teacher preference has a significant effect to teacher retention and teacher preference has no significant effect to teachers' professional growth.

To enhance the extent of program implementation and sustainability of the Teacher Induction Program Policy (TIP), administrators should optimize resource allocation, while school heads must ensure consistent funding, structured mentorship, and reflective practice in training. Additionally, policymakers should conduct regular evaluations, and researchers should examine leadership styles and workload management to inform data-driven strategies for teacher retention and professional growth.

INTRODUCTION

The Teacher Induction Program is a comprehensive training program for incoming teachers that promotes professional development and dedication to the field. Induction integrates novice educators into collaborative professional learning communities where new teachers receive support and guidance, senior teachers are recognized and revitalized, and all participants focus on student learning (Hermosisima, 2018).

DepEd Order No. 43, s.2017 establishes the Philippine Teacher Induction Program as a systematic, continuous professional development program to help new public-school teachers adjust to their roles. Teacher Induction Program is for new teachers under 3 years. Its objectives are to investigate the Teacher Induction Program (TIP)'s nature, dynamics, and processes; exhibit gratitude, support, and advocacy for TIP; build a monitoring and evaluation instrument and procedure to assure TIP implementation; and create an action plan for TIP and PPST implementation The six-module Teacher Induction Program includes the Department of Education, Filipino Teachers, K–12 Curriculum, Teaching Process, Learning Process, School Community, and Linkages.

UNESCO reports over 10% teacher attrition in numerous countries. This shows a widespread issue that requires specific initiatives to increase teacher retention and performance (UNESCO, 2020). To solve these issues, educators need complete support from basic training to ongoing professional development.

The Philippine school system has long worried about teacher effectiveness and retention. The Department of Education (DepEd) reports that many teachers leave within five years of employment due to low pay, a demanding workload, and few career advancement opportunities (DepEd, 2021). High turnover undermines student education and continuity. The Philippine Institute for Development Studies (PIDS) found a substantial link between teacher work satisfaction and professional development. Many educators are unhappy with the lack of classroom materials and professional development support, which hinders their ability to give high-quality education (PIDS, 2019). These issues demonstrate the need for comprehensive measures to improve teacher retention and quality in the Philippines. These issues must be addressed to maintain a skilled teaching workforce and provide high-quality education to all Filipino pupils. Teacher retention is a global issue. In the US, approximately 17% of newly hired teachers resign within five years, causing a teacher turnover crisis that costs districts billions of dollars in training and recruitment (Ingersoll, 2020). Because stable and consistent teaching staff are needed for a sound educational foundation, these turnover strains educational finances and affects student outcomes.

Induction programs improve the well-being and professional advancement of new teachers (Partlow, 2018). New educators' dedication, retention, instructional methods, and student accomplishment improve with support. (2019, Ingersol & Strong).

The teacher induction program aims to strengthen the transition from pre-service to in-service education and training, improve public education by increasing teacher effectiveness—particularly novice teachers' subject-matter proficiency and pedagogical skills—facilitate socialization, and ensure the seamless integration of new educators into the school milieu. It also protects teachers' personal time.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

This study was conducted to determine the role of the Teacher Induction Program Policy in sustaining teacher retention and professional growth of beginning teachers. Teachers who have rendered less than 3 years in service within the Division of Biñan City were the subject of the study.

OBJECTIVES

This study aimed to determine the effects of the Teacher Induction Program Policy in sustaining teacher retention and professional growth.

Specifically, it aimed to cover the following areas:

1. the extent of the program implementation of the Teacher Induction Program in terms of Project Planning, Resource Allocation, Task Management; Scheduling; and Performance Monitoring?
2. the extent of the sustainability of the Teacher Induction Program in terms of Mentorship Continuity, Collaboration and Networking, Retention Strategies, Leadership Support; and Funding and Resource Allocation?
3. the level of teacher retention in terms of Mentorship, Career Advancement; and Job Satisfaction?
4. the level of Teachers professional growth in terms of: Teacher Leadership Development; Professional Development Opportunities; Pedagogical Competence, and Reflective Practice?
5. the level of the teacher's preference in terms of Work Environment; Compensation and Benefit; and Career Advancement?
6. significant relationship between the Teacher Induction Program Policy and teacher retention
7. significant relationship between the Teacher Induction Program Policy and the professional growth of teachers
8. significant effect between Teacher Preference and Teacher Retention
9. significant effect between Teacher Preference and Professional Growth
10. the effects of the Teacher Induction Program Policy to teacher retention and the teacher's professional growth?

SAMPLING DESIGN

The respondents of the study were the select 144 teachers from the Division of Biñan City who have rendered less than 3 years in the service. The respondents of the study were chosen using purposive sampling since the purpose of the study is to identify the effects of the Teacher Induction Program in the Performance of the Newly Hired Teachers.

RESEARCH DESIGN

The researcher used mixed method research design. The goal of mixed-methods research design is to provide a thorough understanding of a study problem by mixing qualitative and quantitative methods. This methodology combines the qualities of both paradigms, allowing researchers to investigate complicated phenomena using statistical analysis and detailed contextual insights. Mixed-methods research tries to improve the validity and reliability of findings by combining quantitative data with qualitative data. This technique provides for a more nuanced interpretation of results and addresses research problems from different perspectives, resulting in a better comprehension of the subject (Creswell & Plano Clark, 2018; Tashakkori & Teddlie, 2021). This design was used since the study described the effectiveness of the Teacher Induction Program in terms of program implementation, and sustainability, and teacher retention in terms of mentoring, career advancement, and job satisfaction, professional growth of teacher in terms teacher leadership development, professional development opportunities, pedagogical competence, and reflective practice, and the relationship between the said variables. Mixed method was the best design to be used in the study since the researcher aimed at finding an in depth insights about the relationship between the Teacher Induction Program and teacher retention and professional growth so as to establish a more reliable and valid research results.

STATISTICAL DESIGN

The following statistical tools were used in the study.

Weighted Mean and Standard Deviation were used to determine the extent of effectiveness of the program implementation and sustainability of the Teacher Induction Program. Weighted Mean and Standard Deviation were also used to determine the mean level of teacher retention and professional growth as well as the teacher preference. To test the relationship between Teacher Induction Program Policy and teacher retention and professional growth, Pearson correlation was used. To test the effect of Teacher Preference to Teacher Retention and Teacher Preference to Professional Growth and Teacher Preference, Multiple Linear Regression Analysis was used.

RESULTS

Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Project Planning

Table 1 shows the Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Project Planning.

STATEMENTS	MEAN	SD	REMARKS
The project planning process was well-organized and clearly structured.	6.52	0.53	Strongly Agree
Goals and objectives of the Teacher Induction Program were clearly defined during the planning phase.	6.68	0.50	Strongly Agree
Adequate resources (time, budget, personnel) were allocated during the project planning stage.	6.40	0.73	Strongly Agree
The planning team effectively communicated roles and responsibilities to all stakeholders.	6.55	0.59	Strongly Agree
Risk management and contingency plans were thoroughly considered during the planning process.	6.69	0.46	Strongly Agree
Weighted Mean	***6.57***		
Sd	***0.50***		
Verbal Interpretation	***Very High Extent***		

Table 1. Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Project Planning

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Resource Allocation

Table 2 shows the extent of the program implementation of the teacher induction program policy in terms of resource allocation.

STATEMENTS	MEAN	SD	REMARKS
Adequate financial resources are provided to support the needs of newly hired teachers during the induction process.	6.27	0.77	Strongly Agree
The allocation of teaching materials and resources is timely and sufficient for newly hired teachers.	5.76	1.26	Agree
The provision of technological tools (e.g., computers, projectors) is sufficient to support the professional development of new teachers.	5.85	1.26	Strongly Agree
Physical spaces (classrooms, meeting areas) for training sessions are adequately equipped and conducive to learning.	6.32	1.05	Strongly Agree
Human resources (mentors, facilitators, staff) are effectively allocated to guide and support newly hired teachers.	6.42	0.86	Strongly Agree
Weighted Mean	***6.12***		
Sd	***0.94***		
Verbal Interpretation	***High Extent***		

Table 2. Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Resource Allocation

Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Task Management

Table 3 shows the extent of the program implementation of the teacher induction program policy in terms of task management.

STATEMENTS	MEAN	SD	REMARKS
The TIP provides clear guidance on how to prioritize teaching tasks.	6.66	0.65	Strongly Agree
The TIP equips newly hired teachers with effective strategies for managing daily classroom responsibilities.	6.56	0.80	Strongly Agree
The TIP offers adequate resources for time management and lesson planning.	6.42	0.80	Strongly Agree
The TIP effectively supports new teachers in balancing administrative tasks with instructional duties.	6.42	0.80	Strongly Agree
The TIP enhances the ability of newly hired teachers to meet deadlines for school-related requirements.	6.40	0.80	Strongly Agree
Weighted Mean	***6.49***		
Sd	***0.74***		
Verbal Interpretation	***Very High Extent***		

Table 3. Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Task Management

Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Scheduling

Table 4 shows the extent of the program implementation of the teacher induction program policy in terms of scheduling.

STATEMENTS	MEAN	SD	REMARKS
The schedule of the program was well-organized and communicated in advance.	5.87	0.91	Agree
The timing of the program sessions allowed for sufficient preparation and participation by new teachers.	6.26	0.83	Strongly Agree
The schedule of the program was flexible enough to accommodate the professional and personal needs of participants.	6.31	0.84	Strongly Agree
The length of each session was appropriate for the topics being covered.	5.97	1.02	Agree
The overall schedule of the program was conducive to effective learning and professional development.	6.08	0.87	Agree
Weighted Mean	***6.09***		
Sd	***0.85***		
Verbal Interpretation	***High Extent***		

Table 4. Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Scheduling

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Performance Monitoring

Table 5 shows the extent of the program implementation of the teacher induction program policy in terms of performance monitoring.

STATEMENTS	MEAN	SD	REMARKS
The TIP effectively monitors new teachers' progress towards achieving performance goals.	6.05	0.96	Agree
The TIP provides timely and actionable feedback to new teachers regarding their performance.	6.29	1.00	Strongly Agree
The performance monitoring system of the TIP ensures that areas for professional growth are identified.	6.29	0.89	Strongly Agree
The TIP uses clear and objective criteria for evaluating new teachers' performance.	6.39	0.73	Strongly Agree
The performance monitoring process of the TIP helps new teachers improve their instructional practices.	6.35	0.65	Strongly Agree
Weighted Mean	***6.28***		
Sd	***0.79***		
Verbal Interpretation	***Very High Extent***		

Table 5. Extent of the Program Implementation of the Teacher Induction Program Policy in terms of Performance Monitoring

Extent of the Sustainability of the Teacher Induction Program Policy in terms of Mentorship Continuity

Table 6 shows the Extent of the Sustainability of the Teacher Induction Program Policy in terms of Mentorship Continuity

STATEMENTS	MEAN	SD	REMARKS
The mentoring relationship between the mentor and mentee has been sustained throughout the induction period.	6.40	0.80	Strongly Agree
The mentor consistently provided support and guidance to the mentee over the course of the program.	6.31	0.78	Strongly Agree
Mentoring sessions were held regularly as part of the Teacher Induction Program.	6.40	0.80	Strongly Agree
The continuity of mentorship helped me build confidence in my teaching practices.	6.50	0.67	Strongly Agree
The program ensured that the mentor was accessible to address my concerns throughout the induction process.	6.40	0.66	Strongly Agree
Weighted Mean	***6.40***		
Sd	***0.71***		
Verbal Interpretation	***Very High Extent***		

Table 6. Extent of the Sustainability of the Teacher Induction Program Policy in terms of Mentorship Continuity

Extent of Effectiveness of the Sustainability of the Teacher Induction Program Policy in terms of Collaboration and Networking

Table 7 shows the Extent of Effectiveness of the Sustainability of the Teacher Induction Program Policy in terms of Collaboration and Networking.

STATEMENTS	MEAN	SD	REMARKS
The Teacher Induction Program encourages collaboration among newly hired teachers and experienced colleagues.	6.32	0.78	Strongly Agree
The program promotes effective networking opportunities between new teachers and various stakeholders (e.g., school leaders, district supervisors, mentors).	6.32	0.78	Strongly Agree
There are ample opportunities within the TIP to build professional relationships with other new teachers across the district.	6.32	0.78	Strongly Agree
The TIP effectively facilitates sharing of best practices through collaborative sessions or networking events.	6.42	0.66	Strongly Agree
Collaboration and networking activities within the program have positively impacted my teaching practices and professional growth.	6.42	0.66	Strongly Agree
Weighted Mean		***6.36***	
Sd		***0.69***	
Verbal Interpretation		***Very High Extent***	

Table 7. Extent of Effectiveness of the Sustainability of the Teacher Induction Program Policy in terms of Collaboration and Networking

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Extent of the Sustainability of the Teacher Induction Program Policy in terms of Retention Strategies

Table 8 shows the Extent of the Sustainability of the Teacher Induction Program Policy in terms of Retention Strategies.

STATEMENTS	MEAN	SD	REMARKS
The retention strategies of the TIP effectively support new teachers in staying motivated in their roles.	6.37	0.66	Strongly Agree
The mentoring and support provided through the TIP contribute to reducing teacher turnover.	6.31	0.78	Strongly Agree
The TIP offers sufficient resources and professional development opportunities that encourage teachers to continue in the profession.	6.45	0.67	Strongly Agree
The program effectively addresses teachers' concerns and challenges, leading to higher retention rates.	6.35	0.65	Strongly Agree
The retention strategies in the TIP are well-designed to meet the diverse needs of newly hired teachers.	6.35	0.65	Strongly Agree
Weighted Mean		***6.37***	
Sd		***0.65***	
Verbal Interpretation		***Very High Extent***	

Table 8. Extent of the Sustainability of the Teacher Induction Program Policy in terms of Retention Strategies

Extent of the Sustainability of the Teacher Induction Program Policy in terms of Leadership Support

Table 9 shows the Extent of the Sustainability of the Teacher Induction Program Policy in terms of Leadership Support

STATEMENTS	MEAN	SD	REMARKS
The program's leaders actively communicate the goals and objectives of the Teacher Induction Program.	6.56	0.59	Strongly Agree
Leadership provides adequate resources and support to ensure the successful implementation of the Teacher Induction Program.	6.56	0.59	Strongly Agree
The leaders of the Teacher Induction Program are approachable and responsive to feedback from new teachers.	6.51	0.67	Strongly Agree
Leadership regularly monitors and evaluates the effectiveness of the Teacher Induction Program to make necessary improvements.	6.61	0.66	Strongly Agree
Leaders actively involve new teachers in decision-making processes related to the Teacher Induction Program.	6.51	0.67	Strongly Agree
Weighted Mean	*6.52*		
Sd	*0.69*		
Verbal Interpretation	*Very High Extent*		

Table 9. Extent of the Sustainability of the Teacher Induction Program Policy in terms of Leadership Support

Extent of the Sustainability of the Teacher Induction Program Policy in terms of Funding and Resource Allocation

Table 10 shows the extent of the sustainability of the teacher induction program policy in terms of funding and resource allocation.

STATEMENTS	MEAN	SD	REMARKS
The program receives adequate funding to support its ongoing activities and goals.	6.27	0.70	Strongly Agree
Resources allocated to the program are effectively used to meet the needs of new teachers.	6.22	0.75	Strongly Agree
There is a clear plan in place for the long-term financial sustainability of the program.	6.31	0.78	Strongly Agree
The program has successfully secured additional resources beyond initial funding.	6.21	0.75	Strongly Agree
Funding and resource allocation are regularly reviewed and adjusted to address emerging needs of the program.	6.21	0.75	Strongly Agree
Weighted Mean	*6.24*		
Sd	*0.73*		
Verbal Interpretation	*Very High Extent*		

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 10. Extent of the Sustainability of the Teacher Induction Program Policy in terms of Funding and Resource Allocation

Level of Teacher Retention in terms of Mentorship

Table 11 shows the Level of Teacher Retention in terms of Mentorship

STATEMENTS	MEAN	SD	REMARKS
The mentorship component of the teacher induction program helps new teachers feel more confident in their teaching abilities.	6.37	0.73	Strongly Agree
Regular feedback from a mentor during the induction program contributes to my professional growth and development.	6.22	0.98	Strongly Agree
Having a dedicated mentor during the induction period increases my likelihood of staying with the school long-term.	6.27	1.04	Strongly Agree
The quality of mentorship provided in the induction program affects my overall job satisfaction.	6.17	1.06	Agree
Mentors in the induction program are effective in addressing the challenges faced by new teachers.	6.37	0.96	Strongly Agree
Weighted Mean		***6.28***	
Sd		***0.90***	
Verbal Interpretation		***Extremely High***	

Table 11. Level of Teacher Retention in terms of Mentorship

Level of Teacher Retention in terms of Career Advancement

Table 12 shows the level of teacher retention in terms of career advancement.

STATEMENTS	MEAN	SD	REMARKS
The induction program provided me with clear information about opportunities for career advancement within the organization.	6.35	0.72	Strongly Agree
Participation in the induction program has positively influenced my perception of potential career growth within the organization.	6.42	0.80	Strongly Agree
The induction program offered effective mentorship and guidance related to career progression and development.	6.17	0.86	Agree
I believe that the skills and knowledge gained from the induction program have enhanced my prospects for future promotions.	6.37	0.73	Strongly Agree
Overall, the induction program has contributed to my decision to remain with the organization by highlighting career advancement opportunities.	6.37	0.73	Strongly Agree
Weighted Mean		***6.34***	
Sd		***0.74***	
Verbal Interpretation		***Extremely High***	

Table 12. Level of Teacher Retention in terms of Career Advancement

Level of Teacher Retention in terms of Job Satisfaction

Table 13 shows the Level of Teacher Retention in terms of Job Satisfaction

STATEMENTS	MEAN	SD	REMARKS
The teacher induction program provided me with valuable support and resources that enhanced my job satisfaction.	6.26	0.83	Strongly Agree
Participation in the teacher induction program has positively influenced my sense of belonging and satisfaction within the school community.	6.50	0.67	Strongly Agree
The mentoring and guidance received during the induction program have contributed to my overall job satisfaction.	6.26	0.94	Strongly Agree

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The induction program has helped me feel more confident and satisfied in my role as a teacher.	6.26	0.88	Strongly Agree
The skills and knowledge gained from the induction program have led to a greater sense of job satisfaction and retention in my teaching position.	6.35	0.72	Strongly Agree
Weighted Mean		***6.33***	
Sd		***0.76***	
Verbal Interpretation		***Extremely High***	

Table 13. Level of Teacher Retention in terms of Job Satisfaction

Level of the Professional Growth of Teachers in terms of Teacher Leadership Development

Table 14 shows the Level of the Professional Growth of Teachers in terms of Teacher Leadership Development

STATEMENTS	MEAN	SD	REMARKS
The TIP provided opportunities to develop my leadership skills in leading school initiatives.	6.42	0.66	Strongly Agree
The TIP effectively equipped me to mentor and support my colleagues.	6.31	0.78	Strongly Agree
The TIP encouraged me to take on leadership roles in decision-making processes within my school.	6.50	0.67	Strongly Agree
Through the TIP, I gained confidence in facilitating professional development activities for my peers.	6.31	0.78	Strongly Agree
The TIP emphasized the importance of teacher leadership in fostering a collaborative school environment.	6.47	0.67	Strongly Agree
Weighted Mean		***6.40***	
Sd		***0.68***	
Verbal Interpretation		***Extremely High***	

Table 14. Level of the Professional Growth of Teachers in terms of Teacher Leadership Development

Level of the Professional Growth of Teachers in terms of Professional Development Opportunities

Table 15 shows the Level of the Professional Growth of Teachers in terms of Professional Development Opportunities

STATEMENTS	MEAN	SD	REMARKS
The TIP provided access to relevant training and workshops that supported my professional growth.	6.51	0.67	Strongly Agree
The TIP encouraged continuous learning by connecting me to seminars and learning sessions aligned with my teaching needs.	6.42	0.66	Strongly Agree
The TIP facilitated opportunities to engage in collaborative learning with colleagues through professional learning communities.	6.42	0.66	Strongly Agree
The TIP offered clear pathways for pursuing advanced certifications or further studies.	6.50	0.67	Strongly Agree
The TIP ensured regular access to updated teaching strategies and innovations in education.	6.40	0.66	Strongly Agree
Weighted Mean		***6.45***	
Sd		***0.65***	
Verbal Interpretation		***Extremely High***	

Table 15. Level of the Professional Growth of Teachers in terms of Professional Development Opportunities

Level of the Professional Growth of Teachers in terms of Pedagogical Competence

Table 16 shows the Level of the Professional Growth of Teachers in terms of Pedagogical Competence

STATEMENTS	MEAN	SD	REMARKS
The TIP enhanced my ability to plan and deliver effective, engaging lessons.	6.31	0.64	Strongly Agree
The TIP improved my understanding and application of diverse teaching strategies to meet students' needs.	6.40	0.66	Strongly Agree

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The TIP provided guidance on effectively assessing and evaluating student learning outcomes.	6.35	0.72	Strongly Agree
The TIP helped me integrate technology and other innovative tools into my teaching practices.	6.40	0.66	Strongly Agree
The TIP supported my development in creating an inclusive and supportive classroom environment.	6.45	0.74	Strongly Agree
Weighted Mean		***6.38***	
Sd		***0.64***	
Verbal Interpretation		***Extremely High***	

Table 16. Level of the Professional Growth of Teachers in terms of Pedagogical Competence

Level of the Professional Growth of Teachers in terms of Reflective Practice

Table 17 shows the level of the professional growth of teachers in terms of reflective practice.

STATEMENTS	MEAN	SD	REMARKS
The TIP encouraged me to regularly reflect on my teaching practices to identify areas for improvement.	6.22	0.75	Strongly Agree
The TIP provided tools and frameworks that helped me analyze my instructional strategies and their effectiveness.	6.42	0.66	Strongly Agree
The TIP fostered a habit of setting professional goals based on self-assessment and reflection.	6.31	0.78	Strongly Agree
The TIP emphasized the importance of seeking and utilizing feedback from peers, mentors, and students.	6.40	0.66	Strongly Agree
The TIP helped me build a routine of documenting and reviewing my teaching experiences to enhance my professional growth.	6.21	0.75	Strongly Agree
Weighted Mean		***6.31***	
Sd		***0.69***	
Verbal Interpretation		***Extremely High***	

Table 17. Level of the Professional Growth of Teachers in terms of Reflective Practice

Level of the Teacher's Preference in terms of Work Environment

Table 18 shows the Level of the Teacher's Preference in terms of Work Environment

STATEMENTS	MEAN	SD	REMARKS
The physical conditions of my current workplace (e.g., facilities, classroom size) significantly impact my decision to stay or leave.	6.0486	0.96317	Agree
A supportive and collaborative work culture is crucial in my choice to remain in my current job.	6.2917	0.99562	Strongly Agree
Work-life balance in my current work environment affects my decision to consider other job opportunities.	6.2917	0.89188	Strongly Agree
Access to professional growth opportunities within my current work environment influences my decision to stay.	6.3889	0.73008	Strongly Agree
The level of administrative support I receive significantly affects my decision to continue working in my current school.	6.3542	0.65279	Strongly Agree
Weighted Mean		***6.27***	
Sd		***0.79***	
Verbal Interpretation		***Extremely High***	

Table 18. Level of the Teacher's Preference in terms of Work Environment

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Level of the Teacher's Preference in terms of Compensation and Benefits

Table 19 shows the level of the teacher's preference in terms of compensation and benefits.

STATEMENTS	MEAN	SD	REMARKS
The salary I receive is a key factor in my decision to stay in or leave my current job.	6.66	0.65	Strongly Agree
The availability of performance-based incentives and bonuses influences my decision to remain in my current workplace.	6.56	0.80	Strongly Agree
The health and retirement benefits provided by my current employer significantly affect my decision to seek other job opportunities.	6.42	0.80	Strongly Agree
The timely release of my salary and benefits impacts my satisfaction and decision to continue working in my current school.	6.42	0.80	Strongly Agree
Opportunities for salary increases and promotions within my current workplace play a crucial role in my decision to stay.	6.40	0.80	Strongly Agree
Weighted Mean	***6.49***		
Sd	***0.74***		
Verbal Interpretation	***Extremely High***		

Table 19. Level of the Teacher's Preference in terms of Compensation and Benefits

Level of the Teacher's Preference in terms of Career Advancement

Table 20 shows the Level of the Teacher's Preference in terms of Career Advancement

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The availability of opportunities for professional development (e.g., workshops, training, seminars) affects my decision to stay in my current job.	*6.68*	*0.63*	*Strongly Agree*
Clear pathways for promotion within my current organization influence my decision to remain in my current position.	*6.58*	*0.79*	*Strongly Agree*
Support for pursuing further education, such as graduate studies or certifications, impacts my job satisfaction and retention.	*6.42*	*0.79*	*Strongly Agree*
The presence of a mentorship or coaching program that supports my career growth influences my decision to stay in my current workplace.	*6.42*	*0.79*	*Strongly Agree*
Opportunities to take on leadership roles or special assignments are important factors in my decision to continue working in my current organization.	*6.41*	*0.79*	*Strongly Agree*
Weighted Mean	***6.50***		
Sd	***0.73***		
Verbal Interpretation	***Extremely High***		

Table 20. Level of the Teacher's Preference in terms of Career Advancement

Significant Relationship Between the Teacher Induction Program Policy and Teacher Retention

Table 21 shows the Significant Relationship Between the Teacher Induction Program Policy and Teacher Retention

Teacher Induction Program		Teacher Retention		
		Mentorship	Career Advancement	Job Satisfaction
Project Planning	Pearson Correlation	.529**	.575**	.616**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Resource Allocation	Pearson Correlation	.209*	.186*	.192*
	Sig. (2-tailed)	0.012	0.026	0.021
	N	144	144	144
Task Management	Pearson Correlation	.683**	.675**	.678**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Scheduling	Pearson Correlation	.683**	.736**	.725**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Performance Monitoring	Pearson Correlation	.448**	.531**	.557**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Mentorship Continuity	Pearson Correlation	.558**	.667**	.669**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Collaboration and Networking	Pearson Correlation	.579**	.717**	.709**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Retention Strategies	Pearson Correlation	.471**	.615**	.638**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Leadership Support	Pearson Correlation	.437**	.541**	.547**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144
Funding and Resource Allocation	Pearson Correlation	.618**	.731**	.721**
	Sig. (2-tailed)	.000	.000	.000
	N	144	144	144

Table 21. Significant Relationship Between the Teacher Induction Program Policy and Teacher Retention

Significant Relationship Between the Teacher Induction Program Policy and Professional Growth of Teachers

Table 22 shows the Significant Relationship Between the Teacher Induction Program Policy and Professional Growth of Teachers.

Teacher Induction Program		Professional Growth			
		Teacher Leadership Development	Professional Development Opportunities	Pedagogical Competence	Reflective Practice
Project Planning	Pearson Correlation	.385**	.384**	.381**	.360**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Resource Allocation	Pearson Correlation	.378**	.445**	.449**	.338**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Task Management	Pearson Correlation	.405**	.427**	.460**	.434**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Scheduling	Pearson Correlation	.357**	.326**	.386**	.436**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Performance Monitoring	Pearson Correlation	.784**	.834**	.840**	.763**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Mentorship Continuity	Pearson Correlation	.525**	.497**	.480**	.529**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Collaboration and Networking	Pearson Correlation	.565**	.495**	.462**	.599**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Retention Strategies	Pearson Correlation	.543**	.482**	.445**	.542**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
Leadership Support	Pearson Correlation	.419**	.380**	.349**	.427**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144
	Pearson Correlation	.463**	.406**	.427**	.530**

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Funding and Resource Allocation	Sig. (2-tailed)	.000	.000	.000	.000
	N	144	144	144	144

Table 22. Significant Relationship Between the Teacher Induction Program Policy and Professional Growth of Teachers

Significant Effect of Teacher Preference to Teacher Retention

Table 23 shows the Significant Effect of Teacher Preference to Teacher Retention

Teacher Retention	***B***	***Standard Error***	**Work Environment** ***Coefficients***	***t Stat***	***P-value***
Intercept	9.20	0.76	7.70	10.16	0.000***
Mentorship	-0.10	0.06	-0.21	-3.77	0.000***
Career Advancement	0.51	0.17	0.17	0.98	0.328
Job Satisfaction	1.10	0.14	0.82	5.74	0.000***

Note. *R^2 = .904, F(3, 140) = 439.1, p = 0.000* *p < .05, **p < .01, ***p < .001.*

Teacher Retention	*B*	*Standard Error*	**Compensation and Benefit** *Coefficients*	*t Stat*	*P-value*
Intercept	14.58	2.03	10.58	5.22	0.000***
Mentorship	0.85	0.15	0.55	3.59	0.000***
Career Advancement	0.38	0.46	-0.52	-1.15	0.252
Job Satisfaction	1.40	0.38	0.64	1.68	0.096

Note. *R^2 = .577, F(3, 140) = 63.839, p = 0.000* *p < .05, **p < .01, ***p < .001.*

Teacher Retention	*B*	*Standard Error*	**Career Advancement** *Coefficients*	*t Stat*	*P-value*
Intercept	9.66	0.96	7.75	8.04	0.000***
Mentorship	-0.05	0.07	-0.20	-2.71	0.007***
Career Advancement	0.28	0.22	-0.15	-0.68	0.499
Job Satisfaction	1.47	0.18	1.11	6.11	0.000***

Note. *R^2 = .857, F(3, 140) = 279.49, p = 0.000* *p < .05, **p < .01, ***p < .001.*

Significant Effect of Teacher Preference to Teacher Retention

Table 24 shows the Significant Effect of Teacher Preference to Teacher Retention

Professional Growth	*B*	*Standard Error*	**Work Environment** *Coefficients*	*t Stat*	*P-value*
Intercept	17.1	1.8	13.5	7.4	0.000***
Teacher Leadership Development	0.9	0.7	-0.5	-0.8	0.454
Professional Development Opportunities	0.8	0.7	-0.6	-0.8	0.401
Pedagogical Competence	1.7	0.4	0.9	2.2	0.027*
Reflective Practice	1.8	0.5	0.8	1.8	0.069

Note. *R^2 = .518, F(4, 139) = 37.327, p = 0.000* *p < .05, **p < .01, ***p < .001.*

Professional Growth	*B*	*Standard Error*	**Compensation and Benefit** *Coefficients*	*t Stat*	*P-value*
Intercept	15.90	2.76	10.45	3.79	0.000***
Teacher Leadership Development	1.09	1.11	-1.11	-1.00	0.32
Professional Development Opportunities	2.57	1.02	0.56	0.55	0.585
Pedagogical Competence	1.67	0.60	0.49	0.82	0.411
Reflective Practice	2.11	0.70	0.72	1.03	0.306

Note. *R^2 = .316, F(4, 139) = 16.069, p = 0.000* *p < .05, **p < .01, ***p < .001.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Professional Growth	Career Advancement				
	B	*Standard Error*	*Coefficients*	*t Stat*	*P-value*
Intercept	15.59	1.92	11.79	6.13	0.000***
Teacher Leadership Development	1.60	0.78	0.06	0.08	0.934
Professional Development Opportunities	0.88	0.71	-0.52	-0.74	0.463
Pedagogical Competence	1.40	0.42	0.58	1.39	0.165
Reflective Practice	1.50	0.49	0.53	1.08	0.283

Note. $R^2 = .503, F(4, 139) = 35.094, p = 0.000$ *p < .05, **p < .01, ***$p < .001$.

Table 24. Significant Effect of Teacher Preference to Teacher Retention

CONCLUSION

After the comprehensive insights, the researcher concludes the following:

There is a significant relationship between the Teacher Induction Program Policy and the teachers' retention which means that the null hypothesis was rejected. This means that a well-structured TIP significantly enhances teacher retention by fostering mentorship, collaboration, leadership support, career advancement, job satisfaction, and professional development.

There is a significant relationship between the Teacher Induction Program Policy and professional growth. This means that the TIP significantly enhances professional growth by fostering peer cooperation, leadership development, reflective practice, and teaching effectiveness, leading to the rejection of the null hypothesis.

Teacher preference has a significant effect to teacher retention which means that the null hypothesis was rejected. This means that the teachers' preference in terms of work environment, compensation and benefit, and career advancement affects the decision of the teachers to stay in the profession.

The teacher preference does not have significant effects on the teachers' professional development. As a result of this, the null hypothesis was accepted, which indicates that the teacher preference does not have any impact on the teachers' professional growth.

AREAS FOR FURTHER RESEARCH

Based on the findings presented from the previous chapter, the following recommendations are proposed:

The administrators of the Division of Biñan City should optimized resource allocation and scheduling for efficient distribution of materials, training sessions, and mentoring time.

School heads and principals should allocate consistent funding, establish structured mentorship programs, integrate reflective practice, and foster a positive work environment to support new teachers, enhance professional growth, and improve teacher retention.

Education policymakers should conduct regular evaluations of TIP policies, incorporating teachers' feedback and data-driven insights to ensure program effectiveness, sustainability, and alignment with new teachers' needs.

Researchers should explore the impact of school leadership style, workload management, and institutional support on teacher retention and professional growth to provide policymakers with data-driven strategies for improving teacher success.

*Special acknowledgement for the accomplishment of this paper goes to **Davi Adielle**, the researcher's daughter, for being her fuel.*

REFERENCES

1. *Abu–Tineh et al. (2023) Career Advancement, Job Satisfaction, Career Retention, and Other Related Dimensions for Sustainability: A Perception Study of Qatari Public School Teachers https://www.mdpi.com/2071-1050/15/5/4370*
2. *Adhikari (2016) Literature Reviews of the Effects of an effective and Comprehensive Induction Programs to New Teacher Retention and Professional Development https://www.researchgate.net/publication/296847879_Literature_Reviews_of_the_Effects_of_an_effectiv*
3. *Admiraal et al. (2021) Cultivating teacher leadership: evidence form a transformative professional development model https://www.tandfonline.com/doi/full/10.1080/13632434.2024.2328056#abstract*
4. *Agapay, Bingcang and Larce (2014) Teacher Induction Program for Basic Education Teachers https://books.google.com.ph/books?hl=tl&lr=&id=eeWVBAAAQBAJ&oi=fnd&pg=PA102&dq=school+resource+allocation+in+teacher+induction+program&ots*
5. *Agirreazkuenaga (2019) Understanding Teacher Retention and Turnover: The Role of Salary and Benefits https://www.educationalinnovation360.com/blogs/understanding-teacher-retention-and-turnover-the-role-of-salary-and-benefits*
6. *Allen (2014) The Impact of Induction Support on Teacher Development, Teacher Retention, and the Teacher Quality Issue https://www.jstor.org/stable/43684703*
7. *Allen (2018) Teacher leadership and the advancement of teacher agency https://onlinelibrary.wiley.com/doi/abs/10.1111/flan.12311*
8. *Alvesson, M., & Sköldberg, K. (2019). Reflexive Methodology: New Vistas for Qualitative Research. Sage Publications.*
9. *Anas (2017) Career Development of Teachers: Importance and Benefits https://www.researchgate.net/publication/321055936_Career_Development_of_Teachers_Importance_and_Benefits*
10. *Ancho and Arrieta (2021) Filipino Teacher Professional Development in the New Normal https://www.researchgate.net/publication/355166057_Filipino_Teacher_Professional_Development_in_the_New_Normal*
11. *Angelle (2014) Teacher Recruitment, Induction, and Retention https://compcenternetwork.org/sites/default/files/archive/research-brief-teacher-recruitment-induction-retention.pdf*
12. *Anog, M. D. I., de Vera, J. V., & Peteros, E. D. (2024). Examining teacher retention through the lens of job satisfaction and commitment in a Philippine private school. International Journal of Learning, Teaching and Educational Research, 23(9), 242–264 https://doi.org/10.26803/ijlter.23.9.13*
13. *Anthony et al. (2019) Distributed Leadership in Context: Teacher Leaders' Contributions to Novice Teacher Induction*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

https://journals.sagepub.com/doi/10.1177/1052684618825086

14. *Aparrna (2024) The Role of Reflective Practice in Continuous Professional Development for Educators*
15. *https://pdi.ekyaschools.com/spotlight-articles/the-role-of-reflective-practice-in-continuous-professional-development-for-educators/*
16. *Aranya (2022) Career Pathways and Advancement Opportunities for Educators https://www.brilliantread.com/career-pathways-and-advancement-opportunities-for-educators/*
17. *Archibald (2014) High-Quality Professional Development for All Teachers: Effectively Allocating Resources https://files.eric.ed.gov/fulltext/ED520732.pdf*
18. *Armstrong, M., & Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.*
19. *Athira (2024) 25+ Characteristics of a good work environment employees want to work for in 2025 https://www.culturemonkey.io/employee-engagement/characteristics-of-a-good-work-environment/*
20. *Baker-Drayton (2019) An Evaluation Of The New Teacher Mentoring And Induction Program At A Title One Elementary School https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1369&context=diss*
21. *Bardach et al (2022) Career Advancement, Job Satisfaction, Career Retention, and Other Related Dimensions for Sustainability: A Perception Study of Qatari Public School Teachers https://www.mdpi.com/2071-1050/15/5/4370*
22. *Barrera (2014) Beginning teacher success: an investigation into the feedback from mentors of formal mentoring programs https://www.tandfonline.com/doi/abs/10.1080/13611260903448383*

APPENDIX
SRUVEY QUESTION

Name of Teacher (optional): _____
Years in the Service: _____

Highest Educational Attainment
___ Bachelor's Degree
___ with master's degree unit
___ Master's Degree
___ with doctor's degree unit
___ Doctor's Degree

Civil Status
___ Single
___ Married
___ Widowed

Direction: Please rate the following questions by checking the box that corresponds your answer.

Extent of Effectiveness of the Teacher Induction Program in terms of Program Implementation

Scale	Range	Verbal Interpretation
7	6.20 - 7.00	Very High Extent
6	5.40 - 6.19	High Extent
5	4.60 - 5.39	Moderately High Extent
4	3.80 - 4.59	Moderate Extent
3	3.00 - 3.79	Moderately Low Extent
2	2.20 - 2.99	Low Extent
1	1.00 - 2.19	Very Low Extent

Scale	Verbal Interpretation
7	Strongly Agree
6	Agree
5	Somewhat Agree
4	Neutral
3	Somewhat Agree
2	Disagree
1	Strongly Disagree

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

PROJECT PLANNING	7	6	5	4	3	2	1
The project planning process was well-organized and clearly structured.							
Goals and objectives of the Teacher Induction Program were clearly defined during the planning phase.							
Adequate resources (time, budget, personnel) were allocated during the project planning stage.							
The planning team effectively communicated roles and responsibilities to all stakeholders.							
Risk management and contingency plans were thoroughly considered during the planning process.							
RESOURCE ALLOCATION	**7**	**6**	**5**	**4**	**3**	**2**	**1**
Adequate financial resources are provided to support the needs of newly hired teachers during the induction process.							
The allocation of teaching materials and resources is timely and sufficient for newly hired teachers.							
The provision of technological tools (e.g., computers, projectors) is sufficient to support the professional development of new teachers.							
Physical spaces (classrooms, meeting areas) for training sessions are adequately equipped and conducive to learning.							
Human resources (mentors, facilitators, staff) are effectively allocated to guide and support newly hired teachers.							
TASK MANAGEMENT	**7**	**6**	**5**	**4**	**3**	**2**	**1**
The TIP provides clear guidance on how to prioritize teaching tasks.							
The TIP equips newly hired teachers with effective strategies for managing daily classroom responsibilities.							
The TIP offers adequate resources for time management and lesson planning.							
The TIP effectively supports new teachers in balancing administrative tasks with instructional duties.							
The TIP enhances the ability of newly hired teachers to meet deadlines for school-related requirements.							
SCHEDULING	**7**	**6**	**5**	**4**	**3**	**2**	**1**
The schedule of the program was well-organized and communicated in advance.							
The timing of the program sessions allowed for sufficient preparation and participation by new teachers.							
The schedule of the program was flexible enough to accommodate the professional and personal needs of participants.							
The length of each session was appropriate for the topics being covered.							
The overall schedule of the program was conducive to effective learning and professional development.							
PERFORMANCE MONITORING	**7**	**6**	**5**	**4**	**3**	**2**	**1**
The TIP effectively monitors new teachers' progress towards achieving performance goals.							
The TIP provides timely and actionable feedback to new teachers regarding their performance.							
The performance monitoring system of the TIP ensures that areas for professional growth are identified.							
The TIP uses clear and objective criteria for evaluating new teachers' performance.							
The performance monitoring process of the TIP helps new teachers improve their instructional practices.							