

**Teacher Induction Program and Neophyte Teacher Development in Maasin District,  
Philippines**

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**Abstract**

This study aimed to explore the lens of neophyte teachers regarding the Teacher Induction Program (TIP) using a descriptive interpretive design. Sixteen participants were selected from the Teacher Induction Program (TIP) attendees in the Maasin District, Philippines, using a simple random sampling technique. Data were collected through a semi-structured questionnaire, and the responses were systematically coded and analyzed after obtaining the necessary approvals from the Schools Division Superintendent, district supervisor, school principals, and informed consent from the teacher-participants. The findings revealed that TIP plays a vital role in enlightening new teachers about their responsibilities, facilitating their integration into the profession, and contributing to teacher quality and student learning. It also supports the ongoing growth of professional and experienced teachers, establishing its significance in sustaining lifelong learning and instructional excellence. The study concludes that TIP should be institutionalized not merely as an onboarding tool but as a continuous professional development strategy throughout the teaching career. Thus, recommendation include that TIP be institutionalized as a tiered professional development program for all teacher levels, supported by inter-agency collaboration, structured mentoring, refresher training, and reflective practices to promote sustained growth and improved educational outcomes.

**Keywords:** mentoring, neophyte teachers, professional growth, professional socialization, professional teachers, Teacher Induction Program (TIP), teacher induction.

## Introduction

The Teacher Induction Program (TIP) is a comprehensive support mechanism instituted by the Department of Education (DepEd) in the Philippines to assist newly hired or neophyte teachers in smoothly transitioning into the teaching profession (Asirit et al., 2022). It aims to enhance their pedagogical competencies, deepen their understanding of DepEd's Mission, Vision, Core Values, and the Philippine Professional Standards for Teachers (PPST), and provide sustained mentoring during their initial years of service (Bustamante & Chagas, 2022). The TIP includes foundational orientation and capacity-building activities, structured mentoring and coaching by experienced teachers, performance monitoring through the Results-Based Performance Management System (RPMS), and engagement in contextualized learning modules such as Learning Action Cells (LACs), classroom observations, and reflective practices (Bell et al., 2022; Mantilla et al., 2024). These interventions are aligned with the specific needs of schools and learners. Additionally, the program supports career progression and professional development, preparing beginning teachers for permanent status and continuous improvement. Ultimately, TIP seeks to cultivate a culture of mentorship, foster job satisfaction, promote professional growth, and reduce early teacher attrition (Levi et al., 2024).

Researchers widely recognize the Teacher Induction Program (TIP) as a vital mechanism for enhancing teacher quality, fostering retention, and promoting professional growth, particularly during the early years of teaching. Studies reveal that TIPs significantly improve teacher readiness by developing pedagogical competence, classroom management, and familiarity with school systems, especially when mentoring, collaboration, and feedback are integrated (Hulme & Wood, 2022). Evidence also shows that well-implemented induction programs reduce teacher attrition by building professional confidence and fostering institutional belongingness (Adhikari et al., 2025). Central to TIP's success is quality mentorship, where trained and sustained mentor-mentee relationships help neophyte teachers cultivate reflective practices and adapt to school culture (Bell et al., 2022). Programs aligned with the Philippine Professional Standards for Teachers (PPST) are particularly effective, as they promote both immediate competence and long-term career development (Rivera et al., 2025). Additionally, research advocates for contextualized, needs-based TIPs that reflect local educational priorities, learner diversity, and community integration, as emphasized by scholars (Brittingham et al., 2023). Finally, continuous evaluation is deemed essential to ensure that TIPs remain dynamic and growth-oriented rather than procedural, with scholars recommending their integration into broader professional learning systems (Samundeeswari et al., 2024).

Although national and international studies have established the general benefits of Teacher Induction Programs (TIPs), including improved teacher retention, instructional competence, and professional development, there remains a paucity of localized empirical research that examines the program through the perspectives of beginning teachers, particularly within specific regional contexts such as Maasin City. Existing literature largely emphasizes program design, policy alignment, and national implementation frameworks, while limited attention has been given to how TIP is experienced at the grassroots level in terms of contextual relevance, mentoring quality, administrative support, and implementation challenges shaped by local school conditions. Given that the effectiveness of TIP is significantly influenced by these localized variables, this gap underscores the need for context-sensitive inquiry. Hence, this study aims to explore new teachers' perceptions of the role of the Teacher Induction Program, examine their professional experiences in participating in it, and synthesize policy recommendations grounded in their perspectives.

## **Objective**

- To explore new teachers' perception of the TIP role.
- To analyze their professional experiences in participating in TIP.
- To synthesize policy recommendations from the teachers' perspective.

## **Methodology**

### *Research Design*

The study utilized the descriptive interpretive design facilitated through and using interview guide questions on the perceptions of the newly-hired teachers on the Teacher Induction Program. A descriptive interpretive design is a qualitative research methodology aligned with a constructivist and naturalistic orientation to inquiry. This approach is used to deeply explore human experiences, meanings, and perspectives in a way that stays close to participants' actual words and lived realities. The aim of this method, a relatively new qualitative methodology, is to generate knowledge relevant to the context of the study (Prosek & Gibson, 2021). A descriptive interpretive design was used in this study especially in the interpretation of the available answers of the teachers on the Teacher Induction Program and the problems met in the utilization of such approach and likewise in validating their answers through this method.

### *Research Environment*

The study was conducted in the four districts of Maasin (District 1 to District 4). Some of the teachers come from Guadalupe National High School, Matin-aw National High School, Cabadiangan Multi-Grade Shool, Hinapu Dako Elementary School and National High School, Lunas National High School, Cambok Multi-Grade School, Batuan Integrated School, Basak Elementary School, National High School and Multi-Grade School among others. These are government schools which secure the highest standards of education for all young people, regardless of their background.

### *Research Participants and Sampling Procedure*

The participants of this study were the neophyte elementary and secondary teachers of Maasin City Division who attended the Teachers Induction Program (TIP) in the year 2025. The study used random sampling method to identify the participants from whom the researcher gathered data from. A total of 16 participants were randomly selected from the attendance of TIP. Specifically, one teacher from the Elementary School and one teacher from the Secondary School from each of the districts in Maasin City were chosen, respectively.

**Table 1. Population and Sample Profile of the Study**

Component	Description
Target Population	All neophyte teachers who attended the Teacher Induction Program (TIP) in Maasin City Division
Sample Technique	Simple Random Sampling
Sampling Criteria	One (1) elementary and one (1) secondary neophyte teacher selected from each district
Total Number of District	8 districts
Total Sample Size	16 neophyte Teachers
Sample Composition	8 Elementary Teachers; 8 Secondary Teachers

### *Research Instruments*

The researcher instrument was an interview guide which contained questions on the teachers' perception of the Teacher Induction Program. Specifically, the program's usefulness to the neophyte teachers' career development, their views on the modules used; and their new learnings gained based on the modules of the TIP. Similarly, it determined the discrepancies observed by the neophyte teachers in the conduct of the seminar and on the program as well. In the conduct of the in-depth face-to-face interview among the participants, the researcher used material evidences such as audio recorder, video recorder, camera, and other devise to strengthen the data collection process of this study.

### *Data Gathering Procedure*

A step-by-step process was followed in gathering the data needed for the study. After the permission was granted from Schools Division Superintendent, District Supervisor, school principals, and teacher participants in their corresponding offices, the researcher personally conducted a face-to-face interview using the interview guide questions. The interview was conducted during school days where the participants are teaching. Some were done in their houses depending on their availability and comfort. The interview took 35 minutes at most. The researcher asked open-ended questions intended to elicit rich accounts and responses that were helpful in explaining and supporting the discussions. The responses of the participants were then transcribed and coded word-for-word in an effort to ensure accuracy when recalling information. The method used is called coding method (open coding, axial coding, selective coding and thematic coding) of (Strauss and Corbin, 2009). Coding method is the process by which verbal data are converted into variables and categories of variables using numbers, so that the data can be entered into computers for analysis. By using the coding method, the researcher was able to discover patterns and/or similar responses of the participants. Significant statements were extracted and themes were clustered and given analysis and interpretation of data. After which, a final draft was submitted for finalization. Finally, data triangulation was employed to enhance the credibility and trustworthiness of the findings. An external validator with expertise in qualitative research independently reviewed the initial codes, emerging patterns, and clustered themes generated from the data. The validator compared these interpretations with the original transcripts and interview responses to assess consistency, accuracy, and alignment with the participants' intended meanings. Any discrepancies or ambiguities identified were discussed and refined through iterative review, thereby ensuring that the final themes were systematically verified and that the analysis was methodologically sound and reflective of the data.

### *Ethical Considerations*

This study strictly adhered to ethical standards to ensure the protection, privacy, and dignity of all participants. Informed consent was obtained from all participants, who were assured of their voluntary participation and the right to withdraw at any time without repercussions. Permissions were formally secured from key authorities, including the Schools Division Superintendent, district supervisor, school principals, and teacher participants, prior to data collection. Anonymity and confidentiality were maintained throughout the study by assigning codes instead of names, and data were stored securely for research purposes only. The use of a semi-structured questionnaire ensured that no sensitive or harmful questions were posed. The research complied with institutional and ethical guidelines for conducting studies involving human participants.

*Conceptual Framework of the Study*

This study is grounded in the understanding that the Teacher Induction Program (TIP) functions as a structured mechanism for both novice and experienced teachers to develop professional competence, integrate effectively into the teaching profession, and contribute to improved teacher quality and student learning outcomes. The framework posits that TIP acts as an intermediary process linking program participation to teacher development outcomes. For neophyte teachers, TIP provides orientation, clarifies professional responsibilities, and facilitates acculturation into the teaching environment, thereby enhancing instructional efficacy and professional confidence. For experienced teachers, TIP supports ongoing professional growth, reflective practice, and lifelong learning. The framework also recognizes the role of systemic supports—including inter-agency collaboration, structured mentoring, refresher training, and reflective practices—in reinforcing TIP's effectiveness and sustainability. Ultimately, the conceptual framework illustrates a cyclical model where TIP participation fosters professional competence, which in turn informs continuous program improvement and policy development, promoting sustained teacher growth and improved educational outcomes.

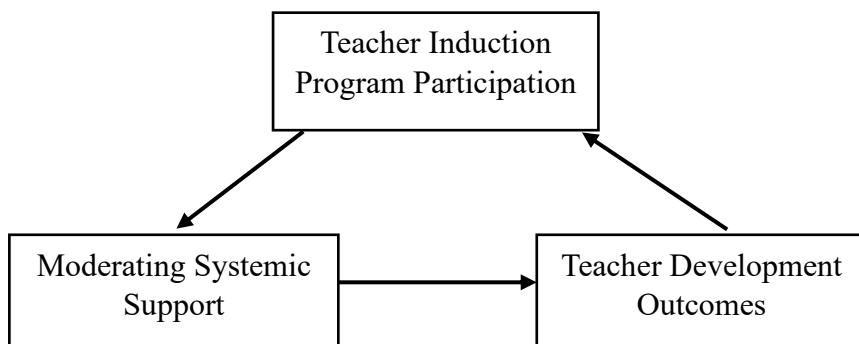


Figure 1. Conceptual Framework of the Study

**Results**

This section collectively portrays the Teacher Induction Program (TIP) as an essential mechanism for ensuring that newly hired teachers are adequately oriented, professionally equipped, and morally grounded as they begin their careers in the Department of Education. Through participants' reflections, TIP is revealed to play a pivotal role in familiarizing neophyte teachers with institutional expectations, instructional strategies, legal frameworks, and professional ethics.

Table 2: Thematic Analysis of Participant Responses regarding the Teacher Induction Program (TIP)

Participant Code	Responses in Quotations	Themes
A	“It is very helpful especially to the newly hired teachers. We are being oriented on the different programs of the DepEd”.	
B	“A training for teachers to educate them about the concepts and issues of the DepEd”, TIP is good since it helps me know the programs and projects of the DepEd as well as the benefits that I would get being a teacher.”	

Participant Code	Responses in Quotations	Themes
C	“It is very helpful especially for those teachers who are just recently hired. They get to know how things are done in the department”,	
D	“It is a helpful/purposeful orientation to all newly hired teachers about their job description/position”.	
F, G, H	“TIP is essential for the newly hired teachers. This is to give them the kick start of their teaching career.”	
	“Has been very advantageous to all newly hired teachers of the DepEd since it made them/us be aware of the responsibilities and liabilities not just in becoming a teacher but also as a public servant.”	
I, J	“It helped me on how things are done in the department”, “The teachers would know the existing laws and projects of the DepEd” and “As effective teachers, we should be knowledgeable of the legal bases of education and laws to improve teachers in teaching.”	Role Clarification and Professional Orientation
C, D	“The TIP should have been conducted before the teacher goes to their designated posts instead of conducting it later so that the learning they would get is still as fresh, not that you will realize that you have done so many activities but all were wrong” and “It would have been better if it was done earlier because teachers are already in the field. The learnings in the TIP should have been useful during the start of the school year.”	
L	“helps me to effectively and efficiently do my duties”	
E	“It helps me achieve my full potential, growth towards effective teaching.”	
B, E, J	“It should have been better if teacher undergo a TIP seminar first before deploying them to their assigned schools for them to be aware of what awaits them”.	
	“It should have been conducted before the teachers are positioned to the field.”	Professional Growth of Beginning Teachers
N	“The TIP should have been conducted before the teacher goes to their designated posts instead of conducting it later from what has been scheduled so that the learning they would get is still as fresh, not that you will realize that you have done so many activities but all were wrong.”	
L	“TIP helps me to acquaint with the different guidelines, programs and the “do’s” and “don’ts” of the teaching profession.”	
	“TIP really helps me as a new teacher to improve my practice, learn some professional responsibilities and	

Participant Code	Responses in Quotations	Themes
	ultimately helps me create effective learning and produce excellent learners”	
J	“That is why a teacher should really pursue higher education for self-fulfillment and better performance in teaching”	Professional Growth Across Career Stages
M, J	“Since the world kept on changing, teachers have to upgrade our knowledge and skills for out 21st century learners”	
O	“Even if you're no longer a newly hired teacher, it would still be good to join because sometimes we forget what we've learned, and it's also a way to stay updated with current developments”	

## Discussions

### *Role Clarification and Professional Orientation*

The Teacher Induction Program provides a transitional between pre-service preparation and continuing professional development encompassing the first few years of teaching. This is an intense phase in which teachers learn many things and have to deal with typical difficulties encountered by a beginning teacher. One of which is the familiarization of Module 1 that is consist of the many educational laws and surveys, the helpful projects of the Department of Education and the Rights and Responsibilities of a teacher. As participant A said,

“It is very helpful especially to the newly hired teachers. We are being oriented on the different programs of the DepEd”.

Participant B supported this by saying:

“A training for teachers to educate them about the concepts and issues of the DepEd”, TIP is good since it helps me know the programs and projects of the DepEd as well as the benefits that I would get being a teacher.”

Participant C also claimed that:

“It is very helpful especially for those teachers who are just recently hired. They get to know how things are done in the department”,

participant D stated.

Another participant also claimed that:

“It is a helpful/purposeful orientation to all newly hired teachers about their job description/position”.

“TIP is essential for the newly hired teachers. This is to give them the kick start of their teaching career.”

“Has been very advantageous to all newly hired teachers of the DepEd since it made them/us be aware of the responsibilities and liabilities not just in becoming a teacher but also as a public servant.”

“It helped me on how things are done in the department”,

said participants F, G, and H respectively.

The Teacher Induction Program (TIP) plays a pivotal role in onboarding newly hired teachers by familiarizing them with DepEd’s systems, expectations, and core functions, while cultivating institutional awareness, shaping professional identity, and enhancing early teaching efficacy. Participants emphasized that structured induction, beyond basic orientation, is essential for navigating dual responsibilities as educators and accountable public servants. These findings align with Kutsyuruba et al. (2024), who highlight the impact of induction on teacher retention and instructional quality, and Chisingui and Costa (2020), who stress the importance of sustained early professional support, while local evidence from Bustamante and Chagas (2022) confirms TIP’s role in clarifying responsibilities and fostering ethical awareness. Participant reflections on understanding “how things are done” and recognizing “benefits” and “liabilities” further underscore TIP’s function in professional socialization. Policy implications point to reinforcing TIP through refresher trainings, standardized regional implementation, integration of public service ethics, feedback-informed improvements, and extended mentoring. Collectively, these measures would strengthen professional learning culture, support early-career development, and enhance the institutional framework of basic education by bridging literature-based best practices with localized policy needs.

Module 1 of the Teacher Induction Program deals with the constitutional mandate, and various laws on education which clarify the rights and responsibilities, and accountabilities as a teacher. It also focuses on the mission/vision and organizational structure of the Department. It is important that as a beginning teacher, one internalizes the roles, rights, obligations, and accountability as a professional teacher (Alim). Participants I and J affirmed this mandate:

“The teachers would know the existing laws and projects of the DepEd” and “As effective teachers, we should be knowledgeable of the legal bases of education and laws to improve teachers in teaching.”

It can be inferred that the orientation of the beginning teachers of the ways of the department and the responsibilities this position carry; the neophyte teachers assert the importance of the Teacher Induction Program in the teaching profession. The orientation will help them be acquainted with how the educational system works and will prepare themselves on the things they should expect along their teaching profession, and the realization of the vital roles they play as molders of the young minds in the society.

Conversely, some participants have believed the TIP has fell short on the allotted time these newly-hired teachers in the familiarization of the system and that the training was held late so some became unprepared with their teaching experiences and later did they realize in the seminar that the teaching styles and activities they offered in the class during the first few days of the school year was not appropriate. These claims can be seen as participants C and D said:

“The TIP should have been conducted before the teacher goes to their designated posts instead of conducting it later so that the learning they would get is still as fresh, not that you will realize that you have done so many activities but all were wrong” and “It

would have been better if it was done earlier because teachers are already in the field. The learnings in the TIP should have been useful during the start of the school year.”

The Teacher Induction Program (TIP) is perceived as a vital mechanism for orienting newly hired teachers to DepEd's programs, policies, and legal frameworks, enhancing both classroom effectiveness and accountability as public servants. Participants noted that delays in TIP implementation reduce its utility during the critical early phases of teaching, contributing to procedural errors and confusion, which aligns with Vikaraman et al. (2021) on the importance of legal and ethical orientations and Gilbertson et al. (2024) on timely support for competent teaching. Similarly, van Tonder (2021) emphasizes that structured induction boosts teacher confidence and instructional judgment. In the Philippine context, inconsistent implementation across divisions, as highlighted by Bustamante and Chagas (2022), undermines TIP's potential impact, confirming literature that effective induction requires legal orientation, early deployment, and structured support. Policy implications point to institutionalizing pre-deployment TIP delivery, embedding comprehensive legal and ethical modules, enforcing division-level accountability, and adopting feedback-driven frameworks. Ultimately, TIP should function as a continuous developmental program integrating sustained legal literacy and ongoing professional support to meet the evolving demands of Philippine education.

#### *Professional Growth of Beginning Teachers*

Effective professional development is a designed task that requires understanding the needs of the adult learners and selecting appropriate strategies to promote growth. When induction programs recruit veteran teachers to serve in their roles as mentors, mentors should be given the tools and resources for thriving in the mentorship role comparable to the level of their effective teaching performance (Palacio & Digo, 2024).

Neophyte teachers are too idealistic. But when it comes to the field, they would find out the reality. TIP helps the teachers to be realistic rather than idealistic and abide in the system of the agency. Participant L mentioned:

“helps me to effectively and efficiently do my duties”

Participant E also added:

“It helps me achieve my full potential, growth towards effective teaching.”

A quality induction program enhances teacher learning through a multi-faceted, multiyear system of planned and structured activities that support novice teachers' developmentally-appropriate professional development in their first through third year of teaching (Moskowitz, 2024). Quality induction provides a bridge between teacher preparation and practice that supports the distinct learning needs of new teachers during their initial years of teaching. Hence, the TIP is a must for newly hired teachers, participants B, E, and J suggested:

“It should have been better if teacher undergo a TIP seminar first before deploying them to their assigned schools for them to be aware of what awaits them”.

“It should have been conducted before the teachers are positioned to the field.”

“The TIP should have been conducted before the teacher goes to their designated posts instead of conducting it later from what has been scheduled so that the learning they would get is still as fresh, not that you will realize that you have done so many activities but all were wrong.”

The Teacher Induction Program (TIP) is a critical mechanism for supporting newly hired teachers by orienting them to DepEd’s policies, legal frameworks, and professional expectations, while cultivating institutional awareness and teaching efficacy. Participants emphasized that timely TIP implementation enhances early-career effectiveness, professional growth, and confidence, whereas delays reduce its value and contribute to confusion in classroom practice. These findings align with Kutsyuruba et al. (2022, 2024), Wilcoxon and Steiner (2020), Vikaraman et al. (2021), and Chisingui and Costa (2020), who highlight the importance of early, structured support for teacher competence, legal literacy, and ethical awareness, and with van Tonder (2021) and Gilbertson et al. (2024), who note its impact on instructional judgment. Locally, Bustamante and Chagas (2022) and Smith et al. (2021) similarly underscore TIP’s role in clarifying responsibilities and preventing inconsistent practices. Policy implications point to institutionalizing TIP as a pre-deployment and continuous professional development program, with structured mentoring, enforced scheduling, feedback mechanisms, and practical components to bridge theory and practice. Such reforms would ensure sustained professional growth, strengthen teacher quality, and improve student learning outcomes across Philippine schools.

#### *Professional Growth Across Career Stages*

The professional development practices for mid-career or experienced teachers are generally viewed as part of the continuum of learning of teachers throughout their careers. Effective professional development strongly links teacher and student learning and is guided by data. Participant N said:

“TIP helps me to acquaint with the different guidelines, programs and the “do’s” and “don’ts” of the teaching profession.”

“TIP really helps me as a new teacher to improve my practice, learn some professional responsibilities and ultimately helps me create effective learning and produce excellent learners” participant L added.

Likewise, professional collaboration is a key component of a successful induction program. Learning to teach is a process, not solely a function of a teacher preparation program or induction experiences, and teachers need opportunities to continuously learn and improve their practice. The best form of professional development includes providing opportunities for reflection on practice to develop teachers' understanding of content, pedagogy, and learners. In addition to increasing teacher learning and student achievement, professional collaboration further increases teacher job satisfaction (Uştuk, & Çomoğlu, 2021). Quality teachers with experience and content knowledge exist in many schools and are often the most untapped resources. Participant J made a statement.

“That is why a teacher should really pursue higher education for self-fulfillment and better performance in teaching”

Participant M also supplemented the ideas of Participant J.

“Since the world kept on changing, teachers have to upgrade our knowledge and skills for out 21st century learners”

We must make new teacher training, support, and retention top priorities. School districts that develop and implement new teacher induction programs send a message to teachers that the district values them, wants them to excel, and hopes they will stay.

Teachers feel important and imperative when they undergo trainings and seminars much when they are invited for an induction. That is why others, though they were experienced ones, they crave to be part of the TIP. Participant O said:

“Even if you're no longer a newly hired teacher, it would still be good to join because sometimes we forget what we've learned, and it's also a way to stay updated with current developments”

The Teacher Induction Program (TIP) is a critical mechanism for supporting newly hired teachers in Maasin City by orienting them to DepEd's policies, legal frameworks, ethical standards, and instructional practices while fostering professional identity, institutional awareness, and early teaching efficacy. Participants emphasized that timely TIP enhances teacher effectiveness, confidence, and reflective practice, whereas delays reduce its value and contribute to confusion and inconsistent classroom practices. These findings align with Kutsyuruba et al. (2022, 2024), Wilcoxon and Steiner (2020), Vikaraman et al. (2021), Chisingui and Costa (2020), van Tonder (2021), and Gilbertson et al. (2024), who underscore the importance of early, structured, and legally-informed induction for instructional competence, ethical awareness, and teacher retention. Locally, Bustamante and Chagas (2022) and Smith et al. (2021) similarly highlight TIP's role in clarifying responsibilities and strengthening accountability. Participants also recognized TIP as a catalyst for lifelong learning, professional upskilling, and engagement with 21st-century teaching innovations, supporting the arguments of Kearney (2021), Mitchell et al. (2020), Bakar (2021), and Pettenati et al. (2025) on sustained professional development. Policy implications point to institutionalizing TIP as a pre-deployment and continuous professional development program with structured mentoring, refresher sessions, practical components, feedback-driven curricular updates, and incentives for graduate studies to ensure sustained teacher growth and improved student learning outcomes.

## **Conclusion and Recommendations**

The findings conclude that the Teacher Induction Program (TIP) should not be viewed merely as an onboarding mechanism for new teachers but as a comprehensive professional development tool that supports teachers at various career stages. Its role in reinforcing teacher responsibilities, enhancing instructional quality, and sustaining continuous professional growth highlights the necessity of embedding TIP within the broader framework of lifelong teacher development. This suggests that education systems must institutionalize TIP as a strategic intervention to ensure consistent teaching quality, professional accountability, and learner success. It is recommended that TIP be formally integrated into national and local education policies as a continuous and tiered professional development program. TIP modules should be customized for neophyte, mid-career, and veteran teachers, addressing their unique developmental needs. Partnerships between schools, teacher education institutions, and local education units should be strengthened to ensure effective delivery, monitoring, and evaluation of the program. Furthermore, TIP should be complemented with structured mentoring, periodic refresher trainings, and opportunities for reflective practice to reinforce its long-term impact on teacher performance and educational outcomes.

### **Limitations**

This study was limited to a small sample of sixteen neophyte teachers selected from a single district—Maasin District, Philippines—thus constraining the generalizability of the findings to broader populations or other educational contexts. The use of a semi-structured questionnaire, while allowing depth of response, may have also restricted the range of participant insights. Additionally, the study focused solely on the participants' perspectives and did not include other stakeholders such as mentors, administrators, or policymakers, which may have provided a more holistic view of the Teacher Induction Program (TIP).

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