



EFFECTIVENESS OF INDUCTION PROGRAM FOR BEGINNING TEACHERS

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This study evaluated the effectiveness of an induction program for beginning teachers, focusing on professional development and classroom practices. Specifically, the study assessed the program’s effectiveness in encouraging graduate studies and providing training, as well as its influence on classroom practices including lesson planning, instructional delivery, and classroom management.

A quantitative-descriptive research design was employed targeting 52 beginning teachers with less than three years of service. Data were analyzed using weighted mean and standard deviation. Findings revealed that the induction program was more effective in providing training than in pursuing graduate studies. Furthermore, the program demonstrated high effectiveness in classroom practices, with instructional delivery ranked highest, followed by lesson planning and classroom management. A significant difference was identified between the program’s effectiveness in professional development and classroom practices.

It was revealed that there is a significant difference between the effectiveness of the Induction Program for Beginning Teachers in their professional development and classroom practices. The result underscore the value of targeted induction programs in enhancing both the professional growth and classroom practices of beginning educators.

Project NEW (Nurturing Efficiency of Working) Teachers was proposed to increase sustainability and consistency of the performance of the new teachers. It outlined activities for professional development. The objectives of the project were (a) to open up opportunities for career advancement, such as becoming a curriculum specialist, instructional coach, or school administrator, (b) to include professional development workshops, seminars, and training sessions tailored to the needs of new teachers (c) to provide the new teachers with the knowledge, skills, and support they need in their trainings.

Key Words: effectiveness, induction, professional development, classroom practices

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