

Implementation of Induction Program for Beginning Teachers (IPBT) and its Effect to the Instructional Management Practices of Beginning Teachers

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induction program for beginning teachers, beginning teachers, instructional management, mentoring, supervision, professional development

Abstract. This study evaluated the implementation of the Induction Program for Beginning Teachers (IPBT) and its effect on the instructional management practices of beginning public school teachers in Region IV-A (CALABARZON). It examined key IPBT components, including self-directed learning, job-embedded learning, mentoring, differentiated supervision, LAC sessions, and INSET, in relation to instructional planning, implementation, and assessment. Results showed that IPBT was fully implemented ($M = 4.57$), while instructional management practices were always practiced ($M = 4.65$). Regression analysis revealed that IPBT significantly influenced instructional practices, with INSET, differentiated supervision, and mentoring as strong predictors. Despite challenges such as limited time, diverse learner needs, and resource constraints, teachers applied adaptive and collaborative strategies. Based on the findings, a Transformative IPBT Implementation and Professional Development Model was proposed to strengthen professional support, enhance instructional competence, and promote continuous teacher development, innovation, and improved learner outcomes in public schools.

Introduction

Beginning teachers play a vital role in ensuring the quality of education, yet they often enter the profession facing the complex demands of instructional planning, instructional implementation, and assessment with limited practical experience. As educational systems continue to implement reforms and raise standards in teaching and learning, the need to examine how institutional support systems assist novice teachers becomes increasingly significant. The Induction Program for Beginning Teachers (IPBT) serves as a structured mechanism designed to support beginning teachers in their transition into the teaching profession. However, beyond its intended goals, there is a need to critically examine how the level of its implementation influences teachers' instructional management practices, particularly in planning, delivering, and assessing instruction. This concern prompted the present study to investigate the implementation of IPBT and its effect on the instructional management process of beginning teachers.

Globally, the importance of teacher induction is emphasized in the pursuit of quality education under Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable education and lifelong learning opportunities for all. Recent studies have shown that well-structured induction programs significantly improve teaching practices, enhance instructional delivery, and increase teacher retention across various educational contexts. Comprehensive induction systems that include mentoring, coaching, and collaborative professional learning have been found to positively influence teacher effectiveness and student outcomes (Darling-Hammond et al., 2020). Similarly, sustained professional support during the early years of teaching strengthens instructional competence and promotes long-term retention among beginning teachers (Putman et al., 2021). Furthermore, empirical evidence indicates that a considerable proportion of novice teachers leave the profession within their first five years due to challenges such as stress, lack of support, and

insufficient preparation (Redding & Smith, 2021). These findings underscore the critical role of comprehensive induction programs in strengthening teacher competence, supporting professional growth, and sustaining educational quality.

In the Philippine context, the government upholds the right to quality education as mandated by the 1987 Constitution, with the Department of Education (DepEd) implementing policies to ensure effective teacher development. The Teacher Induction Program (TIP), institutionalized through DepEd Order No. 43, s. 2017, was established to provide systematic and comprehensive support for newly hired teachers. This program was further strengthened under DepEd Order No. 11, s. 2019, which mandated the National Educators Academy of the Philippines (NEAP) to oversee the design, development, and delivery of professional development programs, including teacher induction. Following consultative processes, the TIP was enhanced and renamed as the Induction Program for Beginning Teachers (IPBT), incorporating diverse learning modalities such as self-directed learning, job-embedded learning, mentoring, differentiated supervision, Learning Action Cell (LAC) sessions, and In-Service Training (INSET) delivered through face-to-face, online, and blended approaches.

The IPBT aims to equip beginning teachers with the necessary competencies aligned with the Philippine Professional Standards for Teachers (PPST), particularly in instructional planning, instructional delivery, and assessment. These components are essential in ensuring effective teaching and meaningful learning experiences. However, despite the structured design of the IPBT, beginning teachers continue to face challenges in managing instructional processes, including designing context-responsive lesson plans, implementing engaging and inclusive instruction, and utilizing appropriate assessment strategies. Previous studies have identified gaps in program implementation, such as limited mentoring support, inadequate supervision, and insufficient opportunities for reflective and collaborative practice.

Given these concerns, there is a need to examine not only the level of implementation of the IPBT across its key learning activities but also how these influence the instructional management practices of beginning teachers. Furthermore, it is important to determine whether the implementation of the program significantly affects their instructional management practices, as well as to identify the challenges they encounter and the strategies they employ in addressing these challenges. Addressing these gaps will provide a clearer understanding of the effectiveness of the IPBT and inform improvements in its implementation.

Moreover, limited empirical studies have explored the direct relationship between the implementation of the IPBT and beginning teachers' instructional management processes, particularly within the Philippine context. With the IPBT being relatively recent and having completed its initial implementation cycle, there is an opportunity to generate evidence-based insights that can guide policy enhancement and program improvement. Thus, this study aims to investigate the implementation of the IPBT and its effect on the instructional management process of beginning teachers, ultimately serving as a basis for proposing a Transformative IPBT Implementation and Professional Development Model that is responsive, sustainable, and aligned with the evolving demands of education.

Statement of the Problem

The primary objective of this study was to investigate the implementation of the Induction Program for Beginning Teachers (IPBT) and its effect on the instructional management process of beginning teachers.

Specifically, it sought to answer the following questions.

1. What was the level of implementation of the Induction Program for Beginning Teachers (IPBT), particularly in terms of the following learning activities:
 - 1.1 self-directed learning;
 - 1.2 job-embedded learning;
 - 1.3 in school-mentoring;
 - 1.4 differentiated supervision;
 - 1.5 Learning Action Cell (LAC) sessions; and
 - 1.6 In-service Training (INSET)?
2. What were the practices of beginning teachers in terms of the instructional management process in terms of:
 - 2.1 instructional planning;
 - 2.2 instructional implementation; and

2.3 instructional assessment?

3. Did the implementation of IPBT significantly affect the instructional management practices of Beginning Teachers?
4. What were the challenges encountered and strategies employed by Beginning Teachers in Instructional Management?
5. Based on the study results, what transformative IPBT Implementation and Professional Development Model could be proposed for beginning teachers?

Methodology

This chapter presented the research design, research locale, population, sampling, research instrumentation, data-gathering procedures, and statistical treatment.

Research Design

This study employed a descriptive-evaluative quantitative research design to examine the implementation of the Induction Program for Beginning Teachers (IPBT) and its effect on the instructional management practices of beginning teachers. Descriptive research was utilized to systematically describe the characteristics and levels of implementation of IPBT components, while evaluative and inferential analyses were conducted to determine the extent of its effect on instructional management practices. According to Nassaji (2015), descriptive research aims to provide an accurate representation of phenomena and their characteristics, while evaluative designs assess the effectiveness or impact of programs or interventions.

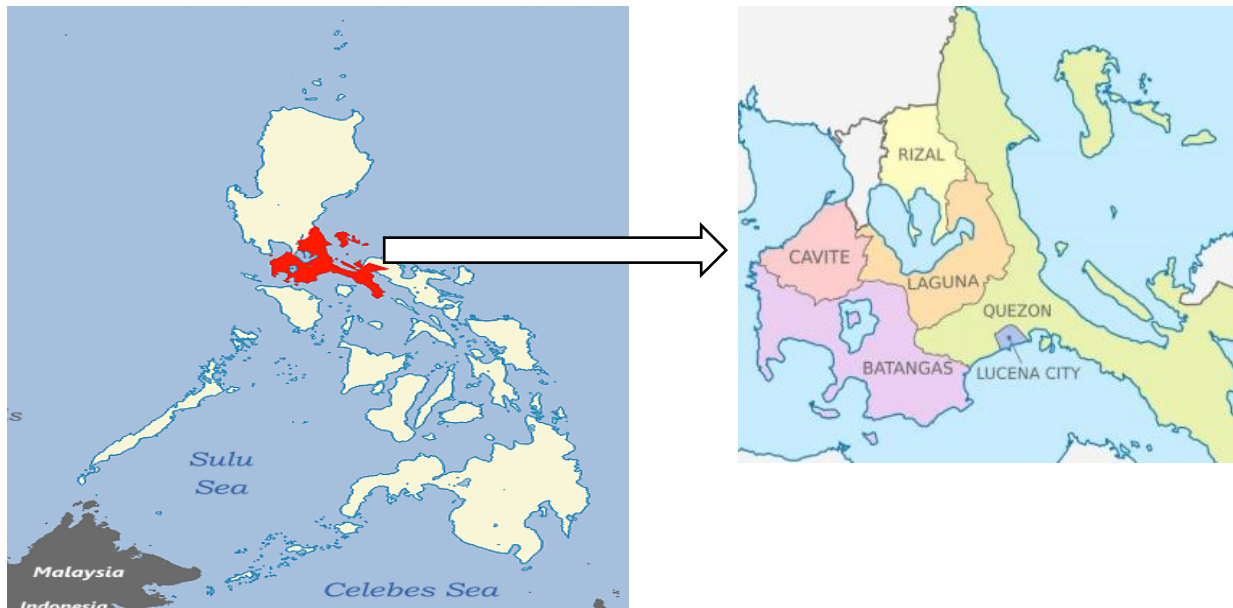
The research process began with the development and refinement of a structured survey questionnaire, which underwent content validation by experts, particularly Senior Education Program Supervisors (SEPS), to ensure its relevance, clarity, and alignment with the study objectives. The instrument was subsequently pilot-tested with thirty (30) respondents to establish reliability using the Cronbach's alpha coefficient. After confirming the validity and reliability of the instrument, multistage sampling was employed to select representative respondents composed of beginning teachers, master teachers, school heads, and Senior Education Program Supervisors from selected ten divisions across the five provinces of Region IV-A CALABARZON.

Data were gathered through a validated questionnaire distributed via Google Forms to the identified respondents. The study measured the level of IPBT implementation in terms of its key components, including self-directed learning, job-embedded learning, mentoring, differentiated supervision, Learning Action Cell (LAC) sessions, and In-Service Training (INSET). It also examined instructional management practices of beginning teachers in terms of instructional planning, instructional implementation, and instructional assessment.

Furthermore, the study analyzed the relationship between IPBT implementation and instructional management practices using appropriate statistical tools. Weighted means were used to determine the level of implementation and the extent of instructional management practices, while descriptive statistics were employed to identify the frequency and nature of challenges and strategies encountered by beginning teachers. In addition, regression analysis was conducted to determine the significant influence of IPBT implementation on instructional management practices.

Ethical considerations were strictly observed throughout the conduct of the study to ensure confidentiality, informed consent, and the integrity of data collection and analysis. The findings served as the basis for the development of a proposed instructional management process model for beginning teachers, aimed at strengthening IPBT implementation and enhancing instructional effectiveness. The results also provided evidence-based recommendations for policy improvement and program enhancement in teacher induction systems.

Research Locale



Note: Adapted from CALABARZON (Region IV-A) Profile- PhilAtlas, Copyright 2016 by PhilAtlas.

Figure 7. Research Locale

This study was conducted in Region IV-A, CALABARZON, a region characterized by rapid industrial growth, expanding educational institutions, and dynamic urban development across its five provinces: Cavite, Laguna, Batangas, Rizal, and Quezon. The region's diverse and evolving educational landscape, coupled with the significant presence of beginning teachers, made it an appropriate setting for examining the implementation of the Induction Program for Beginning Teachers (IPBT) in relation to instructional management practices, particularly in instructional planning, implementation, and assessment.

Region IV-A was purposefully selected due to its status as one of the most densely populated and economically active regions in the Philippines, reflecting a wide range of educational contexts from highly urbanized to rural communities. The region hosts numerous public schools and a diverse group of key stakeholders, including Senior Education Program Supervisors, school heads, master teachers, and mentors, who actively support the induction process and play a critical role in shaping the professional development of beginning teachers. Their involvement ensured that the study captured rich, contextualized, and practice-based experiences of IPBT implementation.

The study specifically examined how beginning teachers engaged in key IPBT components such as self-directed learning, job-embedded learning, in-school mentoring, differentiated supervision, Learning Action Cell (LAC) sessions, and In-Service Training (INSET). It further investigated their instructional management practices in terms of instructional planning, instructional implementation, and instructional assessment, as well as the effect to which IPBT components influenced these practices. By identifying both the challenges encountered and strategies employed by beginning teachers, the study aimed to strengthen the IPBT framework and develop a contextualized instructional management process model suited to the needs of CALABARZON. Ultimately, the findings are expected to provide evidence-based recommendations to inform policy enhancement, improve support mechanisms, and strengthen instructional quality within the region and in similar educational contexts.

Research Population and Sample

The research population consisted of individuals directly involved in the implementation and support of the Induction Program for Beginning Teachers (IPBT) in Region IV-A, CALABARZON. These included beginning teachers employed in public elementary and secondary schools across the five provinces of Cavite, Laguna, Batangas, Rizal, and Quezon, along with key implementers such as Senior Education Program Supervisors (SEPS), school heads, and master teachers/mentors. The beginning teachers included in the study had completed or were actively undergoing the IPBT and were selected based on their direct experience with the program during their first to third years of teaching.

The respondents were chosen because they represent the primary beneficiaries and implementers of the Induction Program for Beginning Teachers (IPBT). Their lived experiences provided essential insights into how IPBT affect instructional management practices. Selecting participants from multiple provinces ensured diversity in school contexts, resource availability, and implementation practices, thereby enhancing the validity, reliability, and generalizability of the findings.

Given the large population size, a multistage sampling technique was employed to ensure a systematic and representative selection of respondents. This approach allowed for balanced representation from both urban and rural school settings across the region. The sampling procedure was carried out in stages: first, two divisions (one urban and one rural) were randomly selected from each province through cluster sampling; second, within the selected divisions, school districts were randomly identified; and finally, within the selected districts, all eligible respondents—including SEPS, school heads, master teachers/mentors, and beginning teachers—were included through enumeration.

The sample size was determined using the Cochran formula to ensure statistical adequacy and validity. This multistage sampling design provided a comprehensive representation of IPBT implementation across CALABARZON, ensuring that findings accurately reflect the varied experiences and contexts of beginning teachers in the region.

Province	Schools Division Office	Beginning Teachers	Senior Education Program Supervisor, School Heads, and Master Teachers
Cavite	Cavite Province	8	7
	Imus City	107	60
Laguna	Laguna Province	10	9
	Calamba City	22	12
Batangas	Batangas Province	29	30
	Batangas City	18	18
Rizal	Rizal Province	16	14
	Antipolo City	29	36
Quezon	Quezon Province	41	33
	Lucena City	7	10
TOTAL		287	219

Table 1. Research Respondents

Research Instrument

Survey questionnaire was employed as research instruments in this project to gather data.

Survey Questionnaire: The quantitative instrument evaluated the effectiveness of implementing the Induction Program for Beginning Teachers (IPBT), the practices of beginning teachers in instructional management processes, and challenges and strategies employed by beginning teachers in instructional management. Google Form was utilized for accessibility, and items on a 1–5 Likert scale were used to evaluate each strand. A Cronbach's alpha was employed to ensure the reliability of the study questionnaires.

Validation Process: Before administering the research instrument, the questionnaire underwent content validation by experts, specifically Senior Education Program Supervisors, to ensure that each item was relevant, clear, and aligned with the study's objectives. Their expert feedback guided necessary revisions to enhance the instrument's validity. The Cronbach's Alpha was used to evaluate the questionnaire's reliability, determining the internal consistency and overall reliability of the instrument.

Data Gathering Procedures

The data collection process followed a clear and systematic sequence, using quantitative analysis strategies to generate a solid understanding of the study's objectives. A structured survey questionnaire was developed and administered through Google Forms to obtain numerical data on three key areas: the effectiveness of Induction Program for Beginning Teachers (IPBT), the instructional management processes of beginning teachers, and the challenges and strategies they encounter in these practices.

The survey was disseminated to senior education program supervisors, school heads, master teachers, and beginning teachers, ensuring representation across relevant stakeholder groups. To determine an appropriate sample size, Cochran's

formula was applied. The questionnaire underwent reliability testing using Cronbach's Alpha in SPSS, and the research instruments were reviewed and approved by the researcher's adviser and editor.

The study was conducted from August 6, 2025 to November 6, 2025, covering the full research timeline, including questionnaire validation, pilot testing, data collection, data analysis and interpretation. This structure process ensures methodological rigor and coherence throughout the study.

Ethical Considerations

Research is one of the most effective methods for collecting a wide range of knowledge on specific or large themes. Regardless of the amount of knowledge available, it is crucial to maintain an ethical perspective on all research matters. The researcher closely adhered to the ethical considerations necessary for this study. The knowledge, information, and ideas obtained from other sources were thoroughly examined and effectively utilized to address the research questions. Prior to data collection, approval was secured from the head of the institution under study. The respondents' voluntary participation was ensured through informed consent. Moreover, the privacy and confidentiality of participants' information, as well as the anonymity of respondents, were highly respected throughout the study.

Declaration of Conflict of Interest

The researcher declared that there were no financial, professional, or personal relationships that could reasonably have been perceived to influence the objectivity of conducting or reporting the study results. This disclosure safeguarded the integrity and impartiality of the research process and its findings.

Duration of the Study

The study commenced in January 2025, coinciding with the initial phase of writing the research paper, which included reviewing the relevant literature and preparing the research instruments. It spanned the data collection, analysis, and interpretation stages, concluding with the completion of the study in 2026. Thus, the specified duration encompassed the entire research process, not limited solely to the data gathering period, but also encompassing all phases of the study's development and completion.

Statistical Treatment of Data

The data presented through tables and graphs were analyzed and interpreted. To interpret the numerical data obtained from the survey questionnaire, statistical treatments, namely mean, standard deviation, and multiple regression analysis, were applied.

For the analysis of the level of implementation of the Induction Program for Beginning Teachers (IPBT) (SOP1), the instructional management practices of beginning teachers (SOP2), and the challenges encountered and strategies employed in instructional management (SOP4), the **mean** and **standard deviation** were computed using the 5-point Likert scale.

Meanwhile, for the third statement of the problem, which determined whether the implementation of the IPBT significantly affects the instructional management practices of beginning teachers, **multiple regression analysis** was utilized.

Results and Discussion

Part 1. Level of Implementation of Induction Program for Beginning Teacher (IPBT)

The Induction Program for Beginning Teachers (IPBT) supports beginning teachers as they enter the profession. It provides guidance, mentorship, and resources to help them excel. As a key component of teacher development, the IPBT aims to enhance the skills, confidence, and job satisfaction of beginning teachers. This support contributes to better student outcomes. This section examines the implementation of the IPBT. It assesses how broadly the program is rolled out and what impact it has on new teachers.

Indicators	Mean					Total		VI
	P1	P2	P3	P4	P5	M	SD	
Self-directed learning								
There is encouragement to identify professional learning needs.	4.38	4.56	4.52	4.59	4.31	4.47	0.593	FI

The IPBT provides opportunities to create and follow a personalized learning plan.	4.40	4.56	4.49	4.50	4.15	4.42	0.663	FI
Appropriate resources (e.g., readings, videos) for independent learning are made available.	4.13	4.56	4.44	4.35	4.15	4.32	0.683	FI
Self-directed learning goals are regularly reviewed by a mentor or supervisor	4.26	4.54	4.44	4.39	4.09	4.34	0.641	FI
Time is allocated within the work schedule to engage in self-directed learning.	4.32	4.54	4.41	4.52	4.21	4.40	0.679	FI
Motivation to seek additional learning beyond requirements is fostered.	4.23	4.50	4.46	4.58	4.27	4.41	0.644	FI
School leadership supports and encourages self-initiated learning.	4.38	4.56	4.51	4.64	4.33	4.48	0.610	FI
Efforts in self-directed learning are recognized or acknowledged.	4.36	4.56	4.49	4.58	4.26	4.45	0.602	FI
The IPBT includes structured activities to guide the self-learning process.	4.36	4.71	4.46	4.52	4.30	4.47	0.622	FI
A culture of autonomy and lifelong learning among new teachers is promoted by the IPBT.	4.31	4.62	4.46	4.55	4.29	4.44	0.618	FI
Composite Mean	4.31	4.57	4.47	4.52	4.24	4.42	0.635	FI
Job-embedded Learning								
I apply new knowledge and skills directly in my classroom.	4.40	4.67	4.54	4.68	4.41	4.54	0.551	FI
Teaching demonstrations help me observe effective instructional practices.	4.43	4.67	4.44	4.64	4.62	4.56	0.543	FI
I receive feedback on my actual classroom performance.	4.44	4.73	4.44	4.67	4.46	4.55	0.566	FI
I engage in collaborative lesson planning with colleagues.	4.26	4.46	4.45	4.54	4.26	4.39	0.633	FI
Daily teaching experiences are used as learning opportunities.	4.50	4.77	4.53	4.71	4.58	4.62	0.537	FI
I participate in classroom observations as part of my professional growth.	4.45	4.77	4.57	4.63	4.53	4.59	0.571	FI
I reflect on my teaching practices to improve instruction.	4.39	4.69	4.52	4.63	4.44	4.53	0.554	FI
I receive guidance while teaching through mentoring or coaching.	4.38	4.67	4.47	4.67	4.36	4.51	0.582	FI
My learning is tailored to address actual classroom challenges.	4.42	4.62	4.53	4.68	4.52	4.55	0.563	FI
Job-embedded learning strengthens my competence and confidence in teaching.	4.43	4.67	4.52	4.66	4.49	4.56	0.542	FI
Composite Mean	4.41	4.67	4.50	4.65	4.47	4.54	0.564	FI
In-School Mentoring								
New knowledge and skills are applied directly in the classroom.	4.48	4.46	4.54	4.68	4.41	4.51	0.566	FI
Teaching demonstrations provide opportunities to observe effective instructional practices.	4.47	4.44	4.59	4.74	4.47	4.54	0.566	FI
Feedback is received on actual classroom performance.	4.37	4.50	4.53	4.62	4.36	4.48	0.602	FI
Collaborative lesson planning with colleagues is engaged in.	4.32	4.31	4.52	4.66	4.41	4.44	0.629	FI
Daily teaching experiences serve as learning opportunities.	4.46	4.50	4.57	4.70	4.58	4.56	0.568	FI
Participation in classroom observations contributes to professional growth.	4.41	4.50	4.61	4.65	4.56	4.55	0.578	FI
Reflection on teaching practices is conducted to improve instruction.	4.46	4.44	4.52	4.75	4.52	4.54	0.560	FI
Guidance is provided during teaching through mentoring or coaching.	4.42	4.38	4.57	4.72	4.37	4.49	0.581	FI
Learning is tailored to address actual classroom challenges.	4.51	4.54	4.57	4.74	4.52	4.58	0.558	FI
Job-embedded learning strengthens competence and confidence in teaching.	4.46	4.46	4.59	4.72	4.48	4.54	0.556	FI
Composite Mean	4.44	4.45	4.56	4.70	4.47	4.52	0.576	FI
Differentiated Supervision								
The school head uses various supervision approaches based on individual needs.	4.28	4.50	4.45	4.54	4.32	4.42	0.690	FI
Supervision matches experience and teaching style.	4.30	4.56	4.48	4.59	4.30	4.45	0.621	FI

Performance is monitored through appropriate and supportive strategies.	4.34	4.56	4.52	4.61	4.41	4.49	0.669	FI
Feedback is given in a manner that promotes growth.	4.41	4.52	4.60	4.63	4.42	4.51	0.622	FI
Observations are used as learning opportunities, not for fault-finding.	4.48	4.62	4.56	4.63	4.47	4.55	0.584	FI
A safe and supportive environment is maintained during classroom observations.	4.48	4.63	4.57	4.68	4.56	4.59	0.566	FI
Supervision practices are adjusted depending on the teacher's development stage.	4.39	4.62	4.54	4.66	4.25	4.49	0.583	FI
Teachers are involved in setting goals during supervision.	4.42	4.63	4.55	4.68	4.36	4.53	0.601	FI
Differentiated supervision encourages continuous improvement.	4.39	4.62	4.56	4.68	4.33	4.52	0.594	FI
The supervisory process respects the individuality of each teacher.	4.41	4.63	4.60	4.70	4.43	4.55	0.589	FI
Composite Mean	4.39	4.59	4.54	4.64	4.38	4.51	0.612	FI
Indicators	P1	P2	Mean P3	P4	P5	M	Total SD	VI
Learning Action Cell (LAC) Sessions								
Regular attendance is maintained during LAC sessions in the school.	4.64	4.77	4.71	4.73	4.67	4.70	0.543	FI
LAC sessions effectively address classroom challenges.	4.57	4.75	4.79	4.71	4.64	4.69	0.555	FI
New strategies are learned from colleagues through LAC.	4.53	4.69	4.70	4.72	4.62	4.65	0.568	FI
LAC sessions are well-organized and purposeful.	4.58	4.77	4.76	4.73	4.54	4.68	0.543	FI
Sharing of insights and experiences is encouraged during LAC.	4.55	4.79	4.78	4.71	4.57	4.68	0.552	FI
LAC promotes collaboration among teachers.	4.59	4.79	4.72	4.73	4.58	4.68	0.563	FI
Confidence is gained through support from the LAC group.	4.53	4.75	4.68	4.73	4.59	4.66	0.558	FI
LAC topics are relevant to the teaching context.	4.60	4.77	4.64	4.77	4.57	4.67	0.561	FI
LAC sessions contribute to professional development.	4.57	4.69	4.71	4.79	4.56	4.67	0.546	FI
The school supports and sustains LAC practices.	4.57	4.73	4.71	4.77	4.56	4.67	0.559	FI
Composite Mean	4.57	4.75	4.72	4.74	4.59	4.67	0.555	FI
In-Service Training (INSET)								
Participation in INSET programs is regular.	4.67	4.67	4.72	4.79	4.74	4.72	0.498	FI
INSET topics are relevant to classroom needs.	4.58	4.71	4.74	4.75	4.67	4.69	0.547	FI
Teaching knowledge and skills are enhanced through INSET.	4.55	4.65	4.69	4.76	4.64	4.66	0.537	FI
Training sessions are engaging and well-delivered.	4.50	4.73	4.69	4.74	4.46	4.62	0.555	FI
Learning from INSET can be immediately applied in the classroom.	4.46	4.60	4.68	4.74	4.55	4.60	0.564	FI
INSET helps keep teachers updated with new policies and strategies.	4.61	4.71	4.70	4.76	4.65	4.69	0.542	FI
Questions and active participation during training are encouraged.	4.57	4.73	4.72	4.74	4.64	4.68	0.531	FI
INSET contributes to continuous professional growth.	4.61	4.77	4.74	4.76	4.69	4.71	0.521	FI
The school supports attendance in INSET programs.	4.63	4.73	4.72	4.78	4.70	4.71	0.500	FI
The IPBT is strengthened through quality INSET programs.	4.49	4.73	4.68	4.78	4.58	4.65	0.542	FI
Composite Mean	4.57	4.70	4.71	4.76	4.63	4.67	0.534	FI
GRAND MEAN	4.46	4.63	4.59	4.68	4.48	4.57	0.570	FI

Legend:

4.21 – 5.00

Fully Implemented (FI)

C – Cavite

M – Mean

3.41 – 4.20

Highly Implemented (HI)

L – Laguna

SD – Standard Deviation

2.61 – 3.40

Moderately Implemented (MI)

B – Batangas

VI – Verbal Interpretation

1.81 – 2.60

Partially Implemented (PI)

R – Rizal

1.00 – 1.80

Not Implemented (NI)

Q – Quezon

Table 7. Level of Implementation of the Induction Program for Beginning Teachers (IPBT)

Table 7 reveals that the Induction Program for Beginning Teachers (IPBT) is fully implemented across all key learning activity domains, as evidenced by the high grand mean ($m = 4.57$, $sd = 0.570$). The relatively low standard deviation indicates minimal variability in responses, suggesting a high level of agreement among respondents and a consistently strong institutional commitment to supporting beginning teachers through structured professional development

mechanisms. Among the six domains, Learning Action Cell (LAC) sessions ($m = 4.67$, $sd = 0.555$) and In-Service Training (INSET) ($m = 4.67$, $sd = 0.534$) emerged as the highest-rated components. Their comparatively lower sd values further indicate greater consensus in perceptions, highlighting their critical role as stable and well-established collaborative and formal professional learning platforms. These findings suggest that collective learning environments and structured training programs are the most salient features of IPBT implementation, effectively fostering professional engagement, knowledge sharing, and instructional improvement among beginning teachers. This is consistent with DepEd Order No. 35, s. 2016, which institutionalized LACs as a key strategy for continuous professional development and instructional contextualization, further supported by Caballes (2023), who confirmed that effective LAC implementation enhances teachers' competencies and well-facilitated sessions promote collegiality and engagement. Moreover, the strong performance of INSET aligns with Naidoo and Fisher (2020), who highlighted that structured in-service training improves pedagogical skills, and with McDole and Francies (2022), who found that hands-on INSET strengthens instructional readiness and confidence among beginning teachers.

Similarly, job-embedded learning ($m = 4.54$, $sd = 0.564$) and in-school mentoring ($m = 4.52$, $sd = 0.576$) were also rated as fully implemented, with moderate sd values reflecting consistent yet slightly varied experiences among participants. High ratings on indicators such as the use of daily teaching experiences as learning opportunities ($m = 4.62$, $sd = 0.537$) and participation in classroom observations ($m = 4.59$, $sd = 0.571$) demonstrate that beginning teachers are actively engaged in reflective practice and situated learning. The relatively low dispersion of responses across these indicators underscores the reliability of experiential and practice-based learning opportunities embedded in the program. These results affirm that the IPBT effectively integrates theory and practice, enabling teachers to directly apply acquired competencies within authentic teaching contexts—an essential factor in strengthening instructional management practices. This supports the findings of Garcia and Almazan (2021), who stated that school-based mentoring develops instructional skills in real teaching contexts, and Delos Reyes and Panganiban (2022), who emphasized that mentoring fosters practical and reflective learning when anchored in real teaching challenges. In addition, Ramos and Cañete (2023) found that regular feedback and coaching enhance teacher confidence and instructional competence, further validating the effectiveness of job-embedded and mentoring-based learning approaches.

Moreover, differentiated supervision ($m = 4.51$, $sd = 0.612$) and self-directed learning ($m = 4.42$, $sd = 0.635$), while still within the “fully implemented” range, show relatively higher variability, indicating that individualized support mechanisms and autonomous learning opportunities are not as uniformly experienced across all contexts. Notably, indicators related to supportive observation environments ($m = 4.59$, $sd = 0.566$) and leadership encouragement of self-initiated learning ($m = 4.48$, $sd = 0.610$) reflect a generally positive supervisory climate that nurtures teacher growth and independence, albeit with some inconsistencies. This aligns with Glickman et al., (2018), who asserted that differentiated supervision promotes teacher autonomy and reflective practice by emphasizing growth rather than compliance, and with Chan (2023), who found that reflective and non-threatening supervisory approaches enhance teacher motivation and responsiveness. However, the observed variability is supported by Morcilla (2024), who noted that inconsistencies in supervisory practices and limited time for classroom observations can lead to uneven experiences among teachers. Furthermore, Torres and Navarro (2024) explained that differences in engagement and access to mentoring opportunities often result in perceptual gaps between mentors and mentees, while Ramos and Cañete (2023) highlighted that adaptive supervision strengthens teacher self-efficacy when aligned with individual classroom realities.

Across locations, Rizal (P4) consistently recorded the highest mean scores, indicating relatively stronger implementation consistency, while Quezon (P5) showed comparatively lower—though still high—ratings. The standard deviations across sites remain generally low, suggesting that inter-regional differences are minimal and that program implementation is largely consistent. These patterns reflect the structured nature of professional development systems, as Medina et al. (2022) emphasized that the effectiveness of school-based learning initiatives depends on contextual relevance, accessibility, and active participation of both school leaders and teachers. Similarly, Chan (2023) underscored the importance of consistent facilitation and clear agenda-setting in ensuring uniform implementation of professional learning programs across different contexts.

Overall, these findings demonstrate that the IPBT provides a comprehensive and well-coordinated professional development framework that combines collaborative learning, practical application, mentoring, and formal training. The significant strength of LAC sessions and INSET programs, alongside highly consistent job-embedded practices, indicates that the program effectively supports beginning teachers in developing competencies necessary for instructional planning, adaptation, and implementation. However, the relatively higher variability observed in self-directed learning and differentiated supervision points to areas for enhancement, particularly in promoting greater teacher autonomy and more personalized instructional support. These results align with Morcilla (2024), who noted that logistical and contextual constraints can influence the consistency of professional development experiences, and with Naidoo and Fisher (2020), who emphasized that sustained and well-structured training is essential for maximizing teacher development outcomes. Collectively, the literature affirms that coherent, context-responsive, and consistently implemented professional

development initiatives are critical in optimizing the impact of IPBT on instructional management practices and instructional excellence.

Part 2. Practices of Beginning Teachers in Terms of the Instructional Management Process

The instructional management process is a critical aspect of teaching, as it enables educators to design and deliver instruction that meets the diverse needs of learners. Beginning teachers, in particular, face challenges in navigating this process, as they balance the demands of lesson planning, classroom management, and student assessment. This section examines the practices of beginning teachers in the context of instructional management, exploring their experiences, strengths, and areas for improvement.

Indicators	Mean						Total SD	VI
	P1	P2	P3	P4	P5	M		
Instructional Planning								
Creating lesson plans that are aligned with the prescribed instructional and learning competencies.	4.63	4.79	4.76	4.72	4.78	4.74	0.470	AP
Setting clear, specific, and measurable learning objectives in planning.	4.63	4.73	4.82	4.73	4.68	4.72	0.504	AP
Selecting appropriate teaching strategies based on learners' needs and characteristics.	4.56	4.71	4.74	4.74	4.58	4.67	0.539	AP
Integrating relevant learning materials and resources in lesson plans.	4.47	4.63	4.77	4.70	4.63	4.64	0.537	AP
Considering learners' prior knowledge and learning gaps in planning instructional activities.	4.48	4.67	4.78	4.78	4.58	4.66	0.563	AP
Aligning assessment tools with intended learning outcomes in daily lesson plans.	4.56	4.71	4.77	4.74	4.60	4.68	0.539	AP
Developing differentiated plans to cater to diverse learner abilities and interests.	4.47	4.65	4.75	4.73	4.60	4.64	0.569	AP
Allocating sufficient time for each component of the lesson in accordance with learning tasks.	4.47	4.62	4.72	4.70	4.59	4.62	0.569	AP
Incorporating values and 21st-century skills in planning instructional content.	4.42	4.75	4.74	4.72	4.41	4.61	0.571	AP
Revising and improving lesson plans based on feedback from mentors, peers, or supervisors.	4.51	4.71	4.79	4.70	4.52	4.65	0.549	AP
Composite Mean	4.52	4.70	4.76	4.72	4.60	4.66	0.541	AP
Instructional Implementation								
Implementing lessons based on the Daily Lesson Plan (DLP) or Lesson Exemplar ensures instructional consistency.	4.61	4.73	4.75	4.78	4.60	4.69	0.507	AP
Using teaching strategies that match students' needs and learning styles promotes better engagement.	4.55	4.71	4.76	4.73	4.63	4.67	0.511	AP
Applying instructional materials that support the lesson objectives and learning competencies enhances understanding.	4.55	4.81	4.77	4.76	4.66	4.71	0.470	AP
Carrying out class activities that encourage participation leads to active student involvement.	4.55	4.81	4.75	4.66	4.57	4.67	0.500	AP
Integrating real-life and localized examples makes the lessons more meaningful and relatable.	4.53	4.77	4.72	4.63	4.63	4.66	0.495	AP
Adjusting teaching strategies based on students' learning responses improves instructional effectiveness.	4.54	4.73	4.70	4.72	4.62	4.66	0.509	AP
Delivering lessons aligned with the learning objectives strengthens learning outcomes.	4.58	4.71	4.71	4.71	4.62	4.66	0.523	AP
Incorporating differentiated strategies addresses the diverse abilities of learners.	4.53	4.75	4.74	4.67	4.63	4.66	0.517	AP
Conducting formative assessments during instruction helps monitor student understanding.	4.58	4.77	4.77	4.71	4.70	4.71	0.495	AP
Managing the flow of the lesson ensures time is maximized for learning.	4.58	4.75	4.74	4.66	4.67	4.68	0.495	AP
Composite Mean	4.56	4.75	4.74	4.70	4.63	4.68	0.502	AP

Indicators	P1	P2	Mean P3	P4	P5	M	Total SD	VI
Instructional Assessment								
Assessing student learning outcomes based on the lesson objectives ensures instructional alignment.	4.54	4.62	4.74	4.71	4.65	4.65	0.547	AP
Analyzing assessment results helps determine the effectiveness of instructional strategies.	4.51	4.67	4.66	4.63	4.60	4.61	0.546	AP
Using assessment data identifies areas for improvement in teaching practices.	4.44	4.69	4.69	4.64	4.56	4.60	0.537	AP
Revising lesson plans based on evaluation and feedback enhances instructional quality.	4.48	4.56	4.55	4.61	4.51	4.54	0.541	AP
Reflecting on instructional delivery supports effective instructional implementation.	4.46	4.58	4.71	4.66	4.57	4.60	0.526	AP
Monitoring learner progress through varied formative and summative assessments provides comprehensive insights.	4.52	4.62	4.70	4.72	4.54	4.62	0.541	AP
Documenting student performance contributes to instructional review and reporting.	4.53	4.73	4.70	4.72	4.59	4.66	0.521	AP
Aligning evaluation tools with the MATATAG Curriculum or MELCs ensures assessment relevance.	4.55	4.71	4.74	4.71	4.65	4.67	0.535	AP
Conducting post-lesson evaluations informs improvements in future lesson delivery.	4.48	4.60	4.66	4.66	4.55	4.59	0.539	AP
Participating in school-initiated LAC sessions addresses instructional implementation gaps.	4.58	4.73	4.76	4.71	4.59	4.67	0.516	AP
Composite Mean	4.51	4.65	4.69	4.68	4.58	4.62	0.535	AP
GRAND MEAN	4.53	4.70	4.73	4.70	4.60	4.65	0.526	AP

Legend:

4.21 – 5.00

Always Practiced (AP)

P1 – Cavite

M - Mean

3.41 – 4.20

Often Practiced (OP)

P2- Laguna

SD – Standard Deviation

2.61 – 3.40

Sometimes Practiced (SP)

P3 – Batangas

VI – Verbal Interpretation

1.81 – 2.60

Rarely Practiced (RP)

P4 – Rizal

1.00 – 1.80

Not Practiced (NP)

P5 - Quezon

Table 8. Level of Practices of Beginning Teachers in Instructional Management

Table 8 indicates that the instructional management practices of beginning teachers are consistently “always practiced” across all domains, as reflected by the high grand mean ($m = 4.65$, $sd = 0.526$). The relatively low standard deviation signifies strong agreement among respondents and minimal variability, suggesting that these practices are uniformly embedded in teachers’ professional routines. Among the three domains, instructional implementation ($m = 4.68$, $sd = 0.502$) registered the highest rating, followed by instructional planning ($m = 4.66$, $sd = 0.541$) and instructional assessment ($m = 4.62$, $sd = 0.535$). The lower sd in instructional implementation indicates greater consistency in actual classroom practices, highlighting that beginning teachers are more uniform in executing planned instruction than in planning or evaluating it. These findings align with Contreras et al. (2020) and Datnow (2020), who emphasized that teachers’ active involvement in instructional processes leads to more effective attainment of educational goals, particularly when implementation is consistent and practice-driven.

In terms of instructional planning, the composite mean ($m = 4.66$, $sd = 0.541$) reflects a high level of competence in designing instruction. Notably, creating lesson plans aligned with prescribed competencies ($m = 4.74$, $sd = 0.470$) and setting clear learning objectives ($m = 4.72$, $sd = 0.504$) emerged as the most consistently practiced indicators. This suggests that teachers demonstrate strong adherence to instructional standards and clarity in instructional intentions. However, slightly higher variability in indicators such as incorporating 21st-century skills ($sd = 0.571$) and differentiating instruction ($sd = 0.569$) implies that these more complex planning components may still require further enhancement. Such practices support the observations of Contreras et al. (2020) and Datnow (2020) that teacher involvement in instructional planning significantly contributes to achieving educational goals. Similarly, Valde (2023) emphasized that proactive instructional planning is a key indicator of professional growth among beginning teachers, while Aqiono (2024) highlighted the need for adaptive and holistic approaches that integrate technology, critical thinking, and cultural relevance. Additionally, Baog et al. (2022) underscored that inclusive education requires responsive and collaborative instructional planning that addresses diverse learner needs.

For instructional implementation, the highest composite rating ($m = 4.68$, $sd = 0.502$) underscores the strength of beginning teachers in translating plans into effective instructional practices. Indicators such as the use of instructional materials aligned with objectives ($m = 4.71$, $sd = 0.470$) and the conduct of formative assessments ($m = 4.71$, $sd = 0.495$) reflect both

high consistency and strong application. The relatively low sd values across indicators indicate that teaching practices such as student engagement, differentiation, and real-life contextualization are widely and consistently executed. This supports Aqiono (2024), who emphasized that effective instructional implementation requires continuous adaptation and responsiveness to learner needs. Similarly, Contreras et al. (2020) and Datnow (2020) asserted that active teacher engagement in instructional decision-making is critical during lesson delivery. This finding also aligns with Valde (2023), who noted that teachers who proactively address classroom challenges demonstrate effectiveness and adaptability, and with Baog et al. (2022), who highlighted that inclusive and responsive teaching practices ensure equitable access to quality learning.

However, instructional assessment, while still rated as “always practiced” ($m = 4.62$, $sd = 0.535$), obtained the lowest composite mean and slightly higher variability. Indicators such as revising lesson plans based on feedback ($m = 4.54$, $sd = 0.541$) and conducting post-lesson evaluations ($m = 4.59$, $sd = 0.539$) suggest that reflective practices are present but less consistently applied. Nonetheless, strong practices in aligning assessment tools with instructional standards ($m = 4.67$, $sd = 0.535$) and documenting student performance ($m = 4.66$, $sd = 0.521$) indicate that systematic evaluation processes are in place. These findings are consistent with Contreras et al. (2020), who emphasized evaluation as a crucial phase of the instructional cycle that supports teacher learning and accountability. Aqiono (2024) further emphasized that effective instructional assessment requires integrative approaches combining feedback, documentation, and instructional adjustments, while Valde (2023) highlighted that addressing instructional challenges strengthens professional accountability. Participation in collaborative processes also supports this, as Baog et al. (2022) described evaluation as a shared responsibility, and Millano and Callo (2024) noted that stakeholder involvement enhances program sustainability and effectiveness.

Across locations, mean scores are consistently high, with Batangas (P3) and Rizal (P4) slightly leading, while Quezon (P5) shows comparatively lower—yet still high—ratings. The generally low sd values across sites indicate minimal regional disparity, suggesting that instructional management practices are consistently upheld across different contexts. However, slight variations in perception may be explained by Millano and Callo (2024), who found that stakeholder awareness and engagement influence how educational practices are experienced and evaluated. Similarly, Basa (2022) noted that disparities in resources and teacher readiness can affect the uniformity of instructional implementation, highlighting the role of contextual factors in shaping practice.

Generally, the findings demonstrate that beginning teachers exhibit a high level of proficiency and consistency in instructional management, particularly in the implementation phase. The most significant strengths lie in standards-based planning and effective instructional delivery, while instructional assessment emerges as a relatively less consistent area. These results affirm that beginning teachers demonstrate strong and consistent instructional management practices, though challenges remain in fully integrating values education and 21st-century skills. Basa (2022) identified resource limitations and varying digital competence as key barriers, while Kola (2021) and Reyes et al. (2021) emphasized the importance of sustained professional development and institutional support in enhancing teachers’ planning and assessment capacities. Collectively, these studies underscore that continuous support systems are essential to ensure a balanced and effective cycle of instructional management processes.

Part 3. Effects of the Implementation of IPBT to instructional Management Practices of Beginning Teachers

The implementation of the Induction Program for Beginning Teachers (IPBT) aims to support new educators in developing the skills and competencies necessary for effective teaching and learning. A crucial aspect of teaching is the instructional management processes, which involves designing and delivering instruction that meets the diverse needs of learners. This section examines the relationship between the implementation of IPBT and the instructional management practices of beginning teachers using linear regression analysis. By investigating the predictive power of IPBT implementation on instructional management practices, this part of the study seeks to shed light on the impact of induction programs on teacher effectiveness and inform strategies for improving teacher support and development.

Model	Coefficients ^a			T	p-value	Decision
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta			
(Constant)	1.554	.168		9.276	.000	
1 Self-directed Learning	.018	.050	.021	.359	.720	Reject Ho
Job-embedded Learning	-.111	.059	-.114	-1.869	.062	

In-school Mentoring	.211	.054	.225	3.877	.000
Differentiated Supervision	.231	.050	.278	4.629	.000
Learning Action Cell	-.056	.057	-.060	-.980	.328
In-service Training	.380	.058	.391	6.582	.000

Dependent Variable: Instructional Planning

Model: R = .671, R² = .450(45.0%), Std. Error = .35574

Predictors: (Constant), self-directed learning, job-embedded learning, in-school mentoring, differentiated supervision, learning action cell (LAC) sessions, in-service training (INSET)

Regression equation model: $y_1 = 1.554 + .221(\text{in-school mentoring}) + .231(\text{differentiated supervision}) + .380(\text{in-service training}) + .35574(\text{std. error})$

Table 9. Effect of Instructional Management Practices on Instructional Planning of Beginning Teachers

Table 9 indicates that the implementation of the Induction Program for Beginning Teachers (IPBT) has a statistically significant effect on instructional planning practices. The regression model is significant, leading to the rejection of the null hypothesis, and demonstrates a moderately strong relationship ($R = 0.671$) with substantial explanatory power ($R^2 = 0.450$), indicating that 45.0% of the variance in instructional planning is explained by the combined IPBT components. This suggests that nearly half of the variation in beginning teachers' planning practices can be attributed to the quality and extent of IPBT implementation, highlighting its critical role in shaping instructional-related competencies. The regression equation further indicates that increases in in-school mentoring, differentiated supervision, and in-service training lead to corresponding improvements in instructional planning, with in-service training exerting the largest contribution. This result supports Manalo and Espiritu (2021), who emphasized that effective instructional planning involves aligning lessons with standards, organizing content logically, and selecting appropriate materials. Similarly, Darling-Hammond et al. (2020) and Albert (2020) found that well-implemented induction and mentoring programs significantly enhance teachers' lesson design skills, confidence, and instructional effectiveness, while Stewart et al. (2021) highlighted that integrated professional development strengthens teachers' instructional alignment and planning competence.

Among the predictors, in-service training ($\beta = 0.391$, $t = 6.582$, $p = 0.000$) emerged as the strongest and most significant factor, underscoring the central role of structured training in enhancing teachers' planning competencies. This is followed by differentiated supervision ($\beta = 0.278$, $t = 4.629$, $p = 0.000$) and in-school mentoring ($\beta = 0.225$, $t = 3.877$, $p = 0.000$), both of which also show significant positive effects. These findings emphasize the importance of guided support, feedback mechanisms, and context-specific supervision in improving instructional planning practices. This aligns with Mayombe (2020) and Abdullahi (2023), who advocated for systematic training and structured instructional management strategies to ensure coherent and effective instructional planning. Moreover, the results are consistent with Sianturi et al. (2023), who stressed that meaningful, well-implemented induction programs—characterized by mentoring, feedback, and collaboration—enhance teacher competence and professional growth.

Meanwhile, self-directed learning ($\beta = 0.021$, $p = 0.720$) and Learning Action Cell (LAC) sessions ($\beta = -0.060$, $p = 0.328$) were found to have no significant effect, while job-embedded learning ($\beta = -0.114$, $p = 0.062$) exhibited a negative but non-significant influence. These findings suggest that these components may not directly translate into improved planning outcomes or may require more structured and intentional implementation. This is supported by Narsico and Narsico (2023), who identified gaps in some professional development programs, particularly in addressing specific instructional components such as planning and design. Furthermore, Sianturi et al. (2023) cautioned that when professional development activities are implemented in a superficial or compliance-driven manner, their impact on teacher growth becomes limited, which may explain their weaker influence in this context.

These findings highlight that while IPBT as a whole significantly influences instructional planning, its effectiveness is primarily driven by formal, structured, and guided professional development components. The most salient insight is that in-service training, mentoring, and differentiated supervision exert the greatest impact, compared to more autonomous or collaborative learning approaches. These results imply that strengthening the quality, coherence, and delivery of INSET programs, mentoring systems, and supervisory practices is essential to maximize the effectiveness of IPBT in enhancing instructional management practices among beginning teachers.

Model	Coefficients ^a			t	p-value	Decision
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta			
(Constant)	1.497	.157		9.541	.000	Reject Ho
Self-directed Learning	-.113	.047	-.133	-2.410	.016	
Job-embedded Learning	.161	.055	.170	2.899	.004	
In-school Mentoring	.044	.051	.049	.870	.385	
Differentiated Supervision	.220	.047	.273	4.696	.000	
Learning Action Cell	-.033	.053	-.036	-.619	.536	
In-service Training	.407	.054	.433	7.528	.000	

Dependent Variable: Instructional Implementation

Model: $R = .697$, $R^2 = .486(48.6\%)$, Std. Error = .33301

Predictors: (Constant), self-directed learning, job-embedded learning, in-school mentoring, differentiated supervision, learning action cell (LAC) sessions, in-service training (INSET)

Regression equation model: $y_2 = 1.497 - .113(\text{self-directed learning}) + .161(\text{job-embedded learning}) + .220(\text{differentiated supervision}) + .407(\text{in-service training}) + .33301(\text{std. error})$

Table 10. Effect of Instructional Management Practices on Instructional Implementation of Beginning Teachers

Table 10 reveals that the implementation of the Induction Program for Beginning Teachers (IPBT) has a statistically significant effect on instructional implementation practices, leading to the rejection of the null hypothesis. The regression model demonstrates a moderately strong relationship ($R = 0.697$) with a relatively high explanatory power ($R^2 = 0.486$), indicating that 48.6% of the variance in instructional implementation is explained by the combined IPBT components. This suggests that nearly half of the variation in how beginning teachers execute the instructional can be attributed to the extent and quality of IPBT implementation. The regression model highlights the specific contributions of significant predictors in shaping instructional implementation practices. These findings support Darling-Hammond et al. (2020) and Albert (2020), who emphasized that well-implemented induction programs enhance teachers' instructional delivery, confidence, and alignment with instructional standards.

Among the variables, in-service training ($\beta = 0.433$, $t = 7.528$, $p = 0.000$) emerged as the strongest and most significant predictor, underscoring the critical role of structured professional development in enhancing teachers' ability to effectively deliver instruction. This is followed by differentiated supervision ($\beta = 0.273$, $t = 4.696$, $p = 0.000$) and job-embedded learning ($\beta = 0.170$, $t = 2.899$, $p = 0.004$), both of which exert significant positive effects, indicating that practical, classroom-based experiences and tailored supervisory support are essential in strengthening instructional delivery. The significant influence of job-embedded learning aligns with Abdullahi (2023), who noted that structured and practice-based learning enhances teaching effectiveness, while Rudhumbu and du Plessis (2020) emphasized the role of contextual and school-based support in improving instructional delivery. Furthermore, the positive impact of differentiated supervision and INSET is consistent with Stewart et al. (2021) and Hussein (2023), who highlighted that personalized feedback and sustained training enable teachers to refine instructional strategies and effectively address diverse learner needs. However, self-directed learning ($\beta = -0.133$, $t = -2.410$, $p = 0.016$) shows a significant but negative effect, suggesting that when not properly structured or guided, autonomous learning may not translate effectively into improved instructional implementation. This finding supports Sianturi et al. (2023), who cautioned against superficial or compliance-driven professional learning that lacks depth and contextual support. Similarly, Mayombe (2020) emphasized the need for structured and needs-based training to ensure that professional development activities are meaningful and responsive to teachers' actual classroom demands.

Meanwhile, in-school mentoring ($\beta = 0.049$, $p = 0.385$) and Learning Action Cell (LAC) sessions ($\beta = -0.036$, $p = 0.536$) were found to have no significant influence, indicating that these components may require enhancement in design and execution to impact classroom practices meaningfully. This is supported by Narsico and Narsico (2023), who identified gaps in the effectiveness of some training mechanisms across instructional components, particularly in translating professional learning into actual classroom practice.

These findings highlight that IPBT significantly influences instructional implementation, with its effectiveness primarily driven by structured training, differentiated supervision, and experiential learning opportunities. The most significant insight is that in-service training remains the most powerful determinant, while the negative effect of self-directed learning points to the need for more guided and coherent implementation. These results imply that strengthening formal training programs, aligning supervision with teachers' needs, and optimizing job-embedded learning experiences are crucial to maximizing the impact of IPBT on instructional implementation practices among beginning teachers. These findings reinforce the assertion of Katshuna and Shikalepo (2023) that continuous support, meaningful teacher engagement, and well-structured professional learning systems are essential for effective instructional implementation and improved educational outcomes.

Model	Coefficients ^a			t	p-value	Decision
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta			
(Constant)	1.296	.163		7.972	.000	Reject Ho
Self-directed Learning	-.052	.049	-.059	-1.074	.284	
Job-embedded Learning	.101	.057	.103	1.753	.080	
In-school Mentoring	.019	.053	.020	.362	.718	
Differentiated Supervision	.141	.049	.169	2.915	.004	
Learning Action Cell	-.015	.055	-.016	-.278	.781	
In-service Training	.522	.056	.534	9.314	.000	

Dependent Variable: Instructional Assessment

Model: $R = .699$, $R^2 = .489(48.9\%)$, Std. Error = .34515

Predictors: (Constant), self-directed learning, job-embedded learning, in-school mentoring, differentiated supervision, learning action cell (LAC) sessions, in-service training (INSET)

Regression equation model: $y_3 = 1.296 + .220(\text{differentiated supervision}) + .407(\text{In-service training}) + .34515(\text{std. error})$

Table 11. Effect of Instructional Management Practices on Instructional Assessment of Beginning Teachers

Table 11 illustrates that the implementation of the Induction Program for Beginning Teachers (IPBT) has a statistically significant effect on instructional assessment practices, leading to the rejection of the null hypothesis. The regression model shows a moderately strong relationship ($R = 0.699$) with substantial explanatory power ($R^2 = 0.489$), indicating that 48.9% of the variance in instructional assessment is explained by the combined IPBT components. This suggests that nearly half of the variation in how beginning teachers assess and refine instructional practices can be attributed to the effectiveness of IPBT implementation. The regression model highlights in-service training and differentiated supervision as key predictors contributing to instructional assessment. These findings align with Darling-Hammond et al. (2020) and Albert (2020), who found that effective professional induction programs enhance teachers' competence in evaluating student learning through reflective and practice-based approaches.

Among the variables, in-service training ($\beta = 0.534$, $t = 9.314$, $p = 0.000$) emerged as the strongest and most significant predictor, indicating that structured training plays a pivotal role in enhancing teachers' capacity to evaluate instruction and utilize assessment data effectively. This is followed by differentiated supervision ($\beta = 0.169$, $t = 2.915$, $p = 0.004$), which also shows a significant positive effect, emphasizing the importance of tailored supervisory support in strengthening evaluative practices. This supports the findings of Mohamed (2023) and Thoriq and Mahmudah (2023), who emphasized that comprehensive and structured professional training enables teachers to align evaluation methods with instructional standards and effectively use assessment tools. Likewise, the significant effect of differentiated supervision is consistent with Stewart et al. (2021) and Hussein (2023), who noted that personalized supervision and feedback promote professional growth, accountability, and improved evaluation practices. Furthermore, the role of structured and continuous learning is reinforced by Abdullahi (2023), who emphasized that job-embedded and practice-based learning enhances teachers' ability to evaluate learner outcomes and instructional strategies.

However, self-directed learning ($\beta = -0.059$, $p = 0.284$), job-embedded learning ($\beta = 0.103$, $p = 0.080$), in-school mentoring ($\beta = 0.020$, $p = 0.718$), and Learning Action Cell (LAC) sessions ($\beta = -0.016$, $p = 0.781$) were found to have no significant influence. These findings suggest that while these components are present within the IPBT framework, they may not be

sufficiently structured or targeted to directly impact instructional assessment practices. This is supported by Narsico and Narsico (2023), who pointed out that gaps in training and support across instructional components can limit the effectiveness of professional development initiatives.

These findings highlight that IPBT significantly affect instructional assessment, with its effectiveness largely driven by structured training and differentiated supervision. The most significant insight is that in-service training serves as the dominant factor in improving teachers' evaluative competencies, while other components exhibit limited direct impact. These results imply that strengthening formal training programs and enhancing supervisory mechanisms are essential to improving instructional assessment practices among beginning teachers. They also reinforce the importance of reflective, evidence-based, and outcomes-focused teaching, as emphasized by Piliano et al. (2023) and Ma et al. (2023), who highlighted the role of continuous assessment and data-driven decision-making in ensuring effective instructional implementation and improved learning outcomes.

Part 4. Challenges Encountered and Strategies Employed of Beginning Teacher in Instructional Management

Instructional Management is a complex and multifaceted process that poses various challenges for beginning teachers. Despite the support provided by the Induction Program for Beginning Teachers (IPBT), educators may still encounter difficulties in instructional planning, implementation, and assessment that meets the diverse needs of learners. This section explores the challenges faced by beginning teachers in instructional management, as well as the strategies they employ to overcome these obstacles and promote effective teaching and learning. By examining these challenges and strategies, this study aims to shed light on the support systems and resources needed to enhance the instructional management practices of beginning teachers.

Indicators	P1	P2	Mean P3	P4	P5	M	Total SD	VI
Challenges Encountered								
Allocating sufficient time for effective instructional planning.	3.90	3.61	3.89	4.20	3.85	3.89	0.916	VC
Contextualizing the instruction to meet local community needs.	3.89	3.65	3.85	4.15	3.81	3.87	0.947	VC
Gaining adequate training on instructional implementation strategies.	3.83	3.61	3.87	4.22	3.79	3.86	0.986	VC
Accessing up-to-date and relevant instructional materials.	3.95	3.58	3.81	4.13	3.79	3.85	1.005	VC
Aligning assessment tools accurately with learning competencies.	3.74	3.39	3.79	4.20	3.65	3.75	1.121	VC
Receiving consistent feedback and mentoring during implementation.	3.68	3.19	3.66	4.17	3.69	3.68	1.064	VC
Evaluating the overall effectiveness of the instruction.	3.79	3.55	3.77	4.24	3.65	3.80	1.033	VC
Addressing the needs of diverse learners in instructional delivery.	3.93	3.65	3.85	4.30	3.90	3.93	1.030	VC
Interpreting and applying unclear instructional standards.	3.77	3.65	3.81	4.22	4.00	3.89	1.025	VC
Participating in professional development opportunities focused on instructional planning and assessment.	3.76	3.23	3.70	4.17	3.71	3.71	1.116	VC
GRAND Mean	3.82	3.51	3.80	4.20	3.78	3.82	1.024	VC
<i>Legend:</i> 4.21 – 5.00 <i>Extremely Challenging (EC)</i> <i>P1 – Cavite</i> <i>M – Mean</i> 3.41 – 4.20 <i>Very Challenging (VC)</i> <i>P2 – Laguna</i> <i>SD – Standard Deviation</i> 2.61 – 3.40 <i>Moderately Challenging (MC)</i> <i>P3 – Batangas</i> <i>VI – Verbal Interpretation</i> 1.81 – 2.60 <i>Slightly Challenging (SC)</i> <i>P4 – Rizal</i> 1.00 – 1.80 <i>Not Challenging (NC)</i> <i>P5 – Quezon</i>								

Indicators	P1	P2	Mean P3	P4	P5	M	Total SD	VI
Strategies Employed								
Collaborating with colleagues to enhance lesson planning.	4.33	4.45	4.45	4.43	4.42	4.42	0.716	AA
Attending Learning Action Cell (LAC) sessions to deepen instructional knowledge.	4.56	4.84	4.64	4.65	4.71	4.68	0.598	AA

Seeking guidance and support from mentors or master teachers during planning and implementation.	4.47	4.58	4.53	4.52	4.42	4.50	0.668	AA
Utilizing available online resources to supplement instructional materials.	4.52	4.58	4.57	4.52	4.63	4.56	0.649	AA
Modifying teaching strategies based on assessment results.	4.55	4.68	4.62	4.54	4.54	4.59	0.624	AA
Reflecting regularly on teaching practices to improve instructional delivery.	4.38	4.61	4.53	4.54	4.58	4.53	0.627	AA
Participating in school-based training focused on instructional implementation.	4.57	4.65	4.60	4.57	4.65	4.61	0.664	AA
Adapting lesson plans to address learners' diverse needs and abilities.	4.53	4.65	4.55	4.52	4.54	4.56	0.637	AA
Integrating feedback from classroom observations to refine teaching practices.	4.50	4.68	4.57	4.52	4.58	4.57	0.594	AA
Engaging in self-directed learning to strengthen instructional assessment skills.	4.49	4.65	4.55	4.61	4.56	4.57	0.609	AA
GRAND MEAN	4.49	4.64	4.56	4.54	4.56	4.56	0.639	AA
<i>Legend:</i>								
4.21 – 5.00	Always Applied (AA)	P1 – Cavite	M – Mean					
3.41 – 4.20	Frequently Applied (FA)	P2 – Laguna	SD – Standard Deviation					
2.61 – 3.40	Often Applied (OA)	P3 – Batangas	VI – Verbal Interpretation					
1.81 – 2.60	Rarely Applied (RA)	P4 – Rizal						
1.00 – 1.80	Not Applied (NA)	P5 – Quezon						

Table 12. Level of Challenges Encountered and Strategies Employed by Beginning Teachers in Instructional Management Processes

Table 12 reveals that beginning teachers experience a considerable level of difficulty in instructional management processes, as indicated by the grand mean ($m = 4.19$, $sd = 0.832$), interpreted as very challenging. The relatively higher standard deviation suggests greater variability in responses, implying that the extent of challenges differs across individuals and contexts. Specifically, the domain of challenges encountered ($m = 3.82$, $sd = 1.024$) confirms that teachers face notable constraints in key areas of instructional work. Among the most prominent challenges are addressing diverse learner needs ($m = 3.93$, $sd = 1.030$), allocating sufficient time for planning ($m = 3.89$, $sd = 0.916$), and interpreting and applying unclear instructional standards ($m = 3.89$, $sd = 1.025$). The relatively high sd values indicate inconsistent experiences, suggesting that while some teachers manage these demands effectively, others encounter substantial difficulty. Moreover, challenges related to alignment of assessment tools ($m = 3.75$, $sd = 1.121$) and access to instructional resources ($m = 3.85$, $sd = 1.005$) further highlight systemic and resource-related gaps affecting instructional implementation. These findings align with broader observations from DepEd programs, where initiatives such as the K-12 Program, School-Based Feeding Program, and Early Language, Literacy, and Numeracy (ELLN) Program are largely implemented but continue to face operational and instructional challenges, including limited resources, inadequate mentoring, and stakeholder engagement issues (Galaura & Simpall, 2025; Laroza & Gregorio, 2020; Morata, 2023; Edaungal & Jalos, 2025). Similarly, parallel challenges are evident in programs such as Gulayan sa Paaralan, ALS-SHS, OHSP, Reading Programs, and Indigenous Peoples Education (IPED), where high implementation levels coexist with persistent constraints in resources, professional capacity, and sustainability (Ibañez et al., 2022, 2023; Verdidá et al., 2024; Imperial, 2024).

However, the strategies employed ($m = 4.56$, $sd = 0.639$) are rated as always practiced, reflecting that beginning teachers actively adopt multiple adaptive mechanisms to address these challenges. The lower sd values in this domain indicate greater consistency in the use of strategies across respondents. Notably, participation in Learning Action Cell (LAC) sessions ($m = 4.68$, $sd = 0.598$) emerged as the most prominent strategy, underscoring its significance as a collaborative platform for enhancing instructional knowledge. Other highly practiced strategies include engaging in school-based training ($m = 4.61$, $sd = 0.664$), modifying teaching strategies based on assessment results ($m = 4.59$, $sd = 0.624$), and integrating feedback from observations ($m = 4.57$, $sd = 0.594$). These findings align with Narsico and Narsico (2023) and Abdullahi (2023), who emphasized that sustained professional learning opportunities, such as job-embedded learning and in-service training, are essential for enhancing instructional literacy among beginning teachers. Likewise, Sianturi et al. (2023) highlighted that well-implemented induction programs—anchored in mentoring, collaboration, and reflective practice—foster teacher confidence, adaptability, and innovation in instructional delivery.

The juxtaposition of high challenge levels and equally high strategy utilization suggests a dynamic adaptive process, where beginning teachers do not remain constrained by difficulties but instead actively respond through professional engagement and continuous improvement. Across locations, Rizal (P4) consistently shows higher mean scores in both challenges and strategies, indicating a context where demands are greater but are matched with strong coping mechanisms, whereas Laguna (P2) tends to have slightly lower ratings. Nonetheless, the moderate sd values across groups indicate acceptable

consistency in patterns across regions. This reinforces the findings of Darling-Hammond et al. (2020) and Stewart et al. (2021), who argued that effective induction programs and professional learning frameworks empower beginning teachers to translate theory into practice, thereby improving instructional delivery and student learning outcomes.

These findings highlight a critical insight: while instructional development remains demanding for beginning teachers, particularly in areas requiring time, clarity, and differentiation, the widespread and consistent use of effective strategies mitigates these challenges. The most significant strength lies in strong engagement in LAC sessions and professional learning activities, which serve as key enablers of instructional competence. However, the relatively high variability in reported challenges points to the need for more targeted support systems, clearer instructional guidelines, and equitable access to resources. These results underscore the importance of sustaining structured induction programs like the IPBT to ensure that challenges are systematically addressed and transformed into opportunities for professional growth, consistent with broader evidence that continuous professional support and adaptive learning mechanisms are essential in strengthening instructional effectiveness (Narsico & Narsico, 2023; Abdullahi, 2023; Sianturi et al., 2023).

Part V. The Proposed Transformative IPBT Implementation and Professional Development Model for Beginning Teachers
The Proposed Transformative IPBT Implementation and Professional Development Model for Beginning Teachers presents a systems-based, dynamic, and cyclical framework designed to strengthen teachers' competencies in instructional planning, implementation, and assessment. Anchored in the findings of the study, the model extends beyond traditional instructional development processes by integrating foundational alignment, structured professional support, innovative delivery systems, strategic approaches, and implementation mechanisms as essential and interconnected components.

The model recognizes that while beginning teachers demonstrate foundational competencies, they require continuous, context-responsive, and sustained professional support to effectively address real classroom challenges such as diverse learner needs, limited preparation time, and resource constraints. Thus, the framework situates instructional development within a broader professional learning ecosystem that ensures continuous growth, reflective practice, and instructional improvement.

The model begins with the Foundational Bases, which provide the guiding structure for all professional development interventions. This includes alignment with policy mandates such as DepEd Orders, the Philippine Professional Standards for Teachers (PPST), and the MATATAG Agenda, as well as a clear understanding of teachers' needs and contextual realities. Central to this phase is the development of teachers' Knowledge, Skills, Attitudes, and Values (KSAVs), ensuring that all instructional practices are grounded in competency standards and responsive to the teaching-learning environment. This foundational layer ensures coherence, relevance, and direction in the implementation of the IPBT.

Building on this foundation is the Professional Support System, which serves as the core mechanism for teacher development. This system integrates mentoring and coaching, In-Service Training (INSET), Learning Action Cell (LAC) sessions, and enhanced peer collaboration to create a supportive and collaborative professional environment. Through these mechanisms, beginning teachers receive continuous guidance, engage in shared learning experiences, and develop confidence in their instructional practices. This component emphasizes that teacher development is not an isolated process but a collective and sustained effort supported by mentors, school leaders, and peers.

These support structures are operationalized through an effective Delivery System, which ensures that professional learning is accessible, flexible, and practice-oriented. This includes structured training programs, multi-modal learning platforms (such as LMS and webinars), self-directed and blended learning approaches, and demonstration teaching. The integration of these delivery modes allows teachers to actively engage in both formal and informal learning experiences, bridging the gap between theory and classroom application while promoting autonomy and lifelong learning.

To further enhance the effectiveness of professional development, the model incorporates Strategic Innovation Approaches that foster continuous improvement and adaptability. These include data-driven decision-making, reflective practices, collaborative inquiry, and participatory and harmonized approaches. Through these strategies, teachers are encouraged to analyze learner data, reflect on their instructional practices, collaborate with peers in solving instructional challenges, and align their efforts with school-wide goals. This component cultivates a culture of evidence-based teaching, innovation, and shared accountability.

The framework is operationalized through Implementation Mechanisms, which translate professional learning into actual classroom practice. These include classroom observation, feedback mechanisms, coaching cycles, collaborative lesson planning, and classroom-based action research. These processes ensure that instructional practices are continuously monitored, supported, and refined. Teachers receive constructive feedback, engage in iterative coaching cycles, and apply research-based solutions to classroom challenges, thereby strengthening their instructional competence in a sustained and meaningful way.

Aligned with these processes are the Performance Indicators, which focus on teachers' competencies in instructional planning, implementation, and assessment. These indicators serve as measurable benchmarks for assessing teacher development and instructional effectiveness. Through systematic monitoring tools such as lesson plan reviews, classroom observations, and assessment results, the model ensures accountability while guiding continuous improvement in teaching practices.

Ultimately, the model leads to Developmental Outcomes that reflect its long-term impact. These include enhanced teacher competence, improved learner achievement, the development of a culture of innovation, and sustainable professional learning within the school community. As teachers continuously engage in reflective practice, collaborative learning, and evidence-based instruction, they become more effective, adaptive, and innovative educators. This, in turn, contributes to improved student engagement and academic performance, as well as the institutionalization of a culture that values continuous professional growth.

A key strength of the model is its cyclical and iterative nature, wherein each component continuously informs and enhances the others through a feedback loop. Insights gained from performance indicators and developmental outcomes are used to refine foundational bases, improve support systems, and strengthen implementation strategies. This ensures that the model remains responsive, adaptive, and sustainable in addressing the evolving demands of education.

To provide a comprehensive visualization of the study's proposed framework, a full and detailed presentation of the Proposed Transformative IPBT Implementation and Professional Development Model for Beginning Teachers is shown in below, illustrating its key components, processes, and interrelationships.

Conclusion and Recommendations

Conclusion

Based on the findings of the study on the implementation of the Induction Program for Beginning Teachers (IPBT) and its effect to the instructional management process of beginning teachers in Region IV-A CALABARZON, the following conclusions were drawn:

The findings of the study revealed that the Induction Program for Beginning Teachers (IPBT) is fully implemented across all learning activities, while beginning teachers demonstrate that they always practice instructional management processes in terms of planning, implementation, and assessment. These results suggest that schools are generally successful in delivering the intended components of the IPBT and in supporting beginning teachers in their instructional responsibilities. It was further concluded that the implementation of the IPBT significantly influences the instructional management practices of beginning teachers, particularly in instructional planning, implementation, and assessment. Across all areas, in-service training and differentiated supervision consistently emerged as strong predictors, indicating that structured professional development and guided support play a vital role in enhancing teaching practices. However, some components such as self-directed learning, in-school mentoring, and LAC sessions showed limited or inconsistent influence in certain instructional areas, suggesting the need for further strengthening and alignment of these components.

In addition, beginning teachers were found to experience a very challenging level of instructional management, particularly in dealing with diverse learners, time constraints, unclear standards, and limited resources. Despite these challenges, they consistently employ adaptive strategies such as participation in LAC sessions, attendance in trainings, instructional modification based on assessment, and use of feedback from observations, which help them cope effectively with instructional demands.

Finally, the proposed Transformative IPBT Implementation and Professional Development Model was developed as a response to the findings of the study. It is concluded that strengthening a systematic, sustained, and context-responsive IPBT framework, anchored on mentoring, coaching, reflective practice, and data-driven decision-making, is essential in further enhancing beginning teachers' instructional competencies and improving overall teaching effectiveness.

Recommendations

In view of the findings of the study, the following recommendations are hereby drawn:

1. The Induction Program for Beginning Teachers (IPBT) is generally fully implemented; however, variations in execution across learning activities were observed. Thus, the Department of Education (DepEd) may strengthen the standardization, monitoring, and evaluation of IPBT implementation through clear unified guidelines, performance indicators, and structured monitoring tools to ensure consistency across schools and provinces.

2. Since beginning teachers demonstrate strong instructional management practices, yet still show variation in performance, school heads and supervisors may further enhance continuous professional development programs focused on instructional planning, implementation, and assessment. Hence, it is suggested to strengthened mentoring, coaching and regular capacity-building activities may also be prioritized to sustain and further improve instructional competencies.
3. Given that the implementation of IPBT significantly affects instructional planning, implementation, and assessment, the program should be continuously sustained and improved. Educational leaders may further align IPBT components with core instructional competencies, with particular emphasis on strengthening in-service training and differentiated supervision, as these were identified as the strongest contributing factors to teacher development.
4. In view of the challenges encountered by beginning teachers, particularly on time constraints, resource limitations, unclear standards, and mentoring gaps, schools may provide sufficient instructional resources, protected time for lesson preparation, and more consistent mentoring support. Teachers may also be encouraged to engage in collaborative practices such as peer mentoring, reflective teaching, and participation in professional learning communities to effectively address these challenges.
5. Considering the importance of the proposed Transformative IPBT Implementation and Professional Development Model, DepEd and school leaders may consider its adoption and institutionalization as a framework for continuous teacher development. Then, it is suggested to strengthened implementation through sustained mentoring, regular INSET and LAC sessions, and collaborative learning mechanisms may further enhance its effectiveness. Continuous monitoring and evaluation should also be conducted to support data-driven improvements and scalability.

For future research, it is recommended that similar studies be conducted using broader scope and additional variables, such as motivational factors, institutional support systems, and contextual influences on beginning teachers. Mixed-methods or longitudinal research designs may also be utilized to further examine the long-term effects of IPBT implementation and to validate the proposed model across diverse educational settings.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.