Enhanced Teacher Induction Program: Its Impact on the Professional Development and Competence of Novice Teachers in Tacurong City Division

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ABSTRACT

The professional development of newly hired teachers is crucial in ensuring quality education and effective classroom instruction. This study examines the influence of the Enhanced Teacher Induction Program on the professional competence of novice public elementary school teachers. A descriptive-correlational research design was employed to assess teachers' perceptions of the program's implementation and its impact on their professional competence. Data were collected using standardized assessment tools and analyzed through various statistical methods, including mean comparisons and significance testing. Findings indicate that the program was highly effective, with strong implementation across key areas such as professional growth, mentorship, training content, and overall program effectiveness. Novice teachers demonstrated significant improvements in professional competence after participating in the program, particularly in pedagogical skills, content knowledge, classroom management, and professional ethics. Furthermore, demographic factors such as age, gender, educational attainment, teaching experience, and religious affiliation did not significantly impact teachers' competence, suggesting that structured training and continuous professional development play a more substantial role in enhancing teaching effectiveness. Despite the positive outcomes, no significant relationship was found between the different program components and teachers' professional competence, highlighting the need for further refinements to maximize its impact. Recommendations include continuous program improvement, strengthened mentorship, and enhanced instructional technology training. Future research should explore qualitative perspectives and long-term effects to provide deeper insights into the program's effectiveness in shaping teaching proficiency and career progression.

Keywords: teacher induction, professional competence, novice teachers, mentorship, professional development, instructional training, teacher effectiveness

INTRODUCTION

The professional development of newly hired teachers is globally recognized as a foundation of quality education. In many countries, the transition from pre-service education to professional teaching usually presents notable challenges for novice teachers. Novice teachers need to have a preparation for teaching career to prepare them for professional life. Teacher Induction Program support teacher's career not only challenging but also very important, affecting how they view their work as a means of earning money and a chance to use their abilities to help learners.

Comprehensive Teacher Induction Programs (TIPs) have been implemented worldwide to support novice teachers during this transition. These programs typically feature mentoring, peer collaboration, and professional development activities, which have been shown to enhance instructional competence and foster long-term retention in the teaching profession (Akyeampong (2022).

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In the Philippine context, the Department of Education (DepEd) introduced the Teacher Induction Program (TIP) as outlined in DepEd Order No. 2, s. 2015, to provide systematic support for beginning teachers. This program was designed to ease the transition into teaching by equipping novice educators with essential skills and knowledge to meet the multifaceted demands of the profession. Nonetheless, several studies have showed implementation challenges, such as inconsistencies in mentoring practices, limited access to professional development resources, and insufficient monitoring mechanisms (Santerva et al., 2024; Bustamante & Chagas, 2022). These challenges undermine the program's potential to enhance teacher effectiveness and retention rates.

At the local level, newly hired elementary school teachers in various regions, including those in Davao City and neighbouring provinces, have reported similar experiences. Teachers often struggle with integrating into the school culture, managing large classes, and addressing the diverse socio-emotional and academic needs of students (Hermosisima et al., 2020). While some schools have attempted to enhance their induction programs by incorporating additional training and mentoring, these efforts have not been uniformly implemented or rigorously evaluated.

In Sultan Kudarat Division, there were beginning teachers who find difficulties in their early years of practicing their profession. Their first year of teaching is considered a struggle (Araneta, 2020). In Schools Division Office of Tacurong City, the same scenario is also observed. The implementation of Enhanced Teacher Induction Program was also given to the hand of identified mentors but there was still a struggle in adjustment of the novice teachers.

Despite the growing body of literature on TIPs, no studies have been conducted on Enhanced Teacher Induction Program (ETIP) (Beñalet et al., 2024). However, existing studies focused only on secondary school settings or general teacher induction practices, leaving a void in exploring the specific experiences and needs of elementary educators. Furthermore, the localized implementation of ETIP has not been thoroughly examined to determine its effectiveness in addressing the challenges faced by new teachers specifically in Tacurong City.

This study aimed to bridge this gap by evaluating the impact of ETIP on the professional competence of newly hired elementary school teachers. Specifically, it sought to assess how the program influenced their instructional proficiency, classroom management skills, and overall confidence in teaching. By addressing these dimensions, the research provided insights into the effectiveness of enhanced induction models and offered recommendations for policymakers and educational leaders to strengthen teacher support systems

A study found a significant relative contribution of the teacher's academic qualification, teachers' content knowledge, teacher's instructional quality, teachers' evaluation procedures, and teachers' job satisfaction (Francisco, 2020). In terms of sex, the teaching profession remains predominantly female. The World Bank's 2020 data indicates that 87% of teachers in the Philippines are women, reinforcing the notion of teaching as a woman-dominated field (World Bank, 2020).

Moreover, the study of Salvan and Hambre (2021) states that 50% of teachers who participated have ages between 27 and 32 years old. The starting age of a teacher to enter a teaching profession right after graduation is 21 years old, and then these teachers were just developing their teaching profession.

A 2020 study in the District of Plaridel, SDO-Bulacan, found that a significant portion of teachers had between 1 to 10 years of service, with 43.2% having 1–5 years and 46.0% having 6–10 years (DepEd Bulacan, 2020).

With regards to teaching experience, about 50% of the teachers have been teaching for a period of 22-26 years. About, 16.7% of them have served for 8-12 years, 18-22 years, and 27-32 years, respectively. In addition, Feldman (2020) found that high school students rated female teachers are higher than male teachers. Thus, it is probable that gender is a factor in students' evaluations of teaching, but that the relationship is a complex one (Basow, 2020).

In Cagayan De Oro it was highlighted that many novice teachers enter the profession later in life, with a majority aged 41 or older. There is no evidence of lower teaching quality among beginning teachers (0–3 years' experience), suggesting that novice teachers can be as effective as their more experienced counterparts (Cagayan De Oro Research Team, 2024).

Olayvar (2022) explored the impact of gender on professional development. Gender had no statistically significant impact on teachers' professional development. Teachers are empowered to advise female teachers on the obstacles of teaching.

According to the demographic profile, there are more female teachers than male teachers (67% vs. 33%), 50% of whom are between the ages of 27 and 32, and most of them have been teaching for 22–26 years, but most of whom have only taught Earth and space for only 1-4 years (66.%). Additionally, half of the teachers have attended between 27 and 32 seminars and trainings to date, and the majority (66.7%) are working toward a master's degree (Hambre & Salvan, 2020).

A study by Valdez and Dominado (2020) revealed that 45.5% of novice secondary school teachers were aged between 23 and 29 years. Research by Francisco (2020) indicated that 40.5% of teachers were aged 20–30 years, with 48.7% between 31 and 40 years. Another study found that 54.95% of teachers were aged 20–30 years, and 30.77% were between 31 and 40 years.

The gender distribution in the teaching profession has been a widely studied topic, highlighting trends, challenges, and implications of gender disparities in education. Jorilla and Bual (2020) examined novice secondary school teachers in the Philippines and found that 63.6% were female. Teaching profession is often dominated by female educators, while male teachers tend to be underrepresented (UNESCO, 2021). This gender imbalance was influenced by cultural norms, societal expectations, and career preferences.

Teachers' religious beliefs can shape their pedagogical approaches and the integration of values within the curriculum. For instance, in certain religious schools, educators incorporate faith-based perspectives into subjects like science and social studies, aligning academic content with religious doctrines. This integration aims to provide students with a cohesive worldview that reflects their faith traditions (UNESCO, 2019).

According to Smith and Brown (2020), private schools often offer more flexible hiring policies, competitive salaries, and professional development opportunities compared to public institutions. This has led to an increasing number of educators seeking employment in private schools, where they are required to adapt to distinct institutional policies and diverse pedagogical methods (Jones, 2019).

Rice (2020) emphasized that teachers with graduate-level education are more likely to implement innovative teaching practices and adapt to curriculum changes effectively. Despite these challenges, educational policies in various countries emphasize continuous professional development and incentives for teachers to pursue advanced degrees (OECD, 2019).

While SUCs dominate teacher education, private higher education institutions contribute by offering alternative and specialized programs that focus on innovative teaching strategies, Garcia and Reyes (2020) state that SUCs provide affordable and accessible teacher education programs, making them a preferred choice for many aspiring educators. Similarly, Santos (2019) found that government support enables SUCs to offer quality training, scholarships, and research-based teaching methodologies, equipping future teachers with the necessary competencies.

The implementation of teacher induction programs has gained increasing attention as schools and educational institutions strive to support new teachers effectively in their transition into the profession. Induction programs are critical for teacher retention and professional development, providing a foundation for building teaching skills, confidence, and a sense of belonging in the school community (Morris, 2023). Recent studies emphasize that effective induction programs significantly impact teachers' long-term success and their commitment to

the profession, particularly when such programs include structured mentorship, collaborative learning opportunities, and ongoing support mechanisms (Abdallah & Alkaabi, 2023).

Mentorship, which pairs new teachers with seasoned educators who offer direction, criticism, and emotional support, is a crucial part of improved teacher induction programs. Suphaari and Chinokul (2021) assert that mentorship is especially beneficial because it promotes professional development, reflective practice, and helps novice educators deal with the challenges of curriculum preparation, classroom management, and student involvement (Kutsyuruba et al., 2019).

Studies suggest that mentorship within induction programs not only reduces early-career stress but also promotes teaching efficacy by allowing novice teachers to learn from their mentors' experiences and receive constructive feedback (Wang et al, 2025). Moreover, well-implemented mentorship programs contribute to a collaborative culture within schools, enhancing new teachers' sense of belonging and willingness to stay in the profession long-term (Schwan et al., 2020).

Another critical aspect of enhanced teacher induction programs is the inclusion of professional development opportunities tailored to the unique needs of new teachers. Professional learning sessions, workshops, and skill-building activities are essential components, providing new teachers with practical strategies and resources to address specific challenges they may encounter in the classroom. Moolenaar et al. (2023) highlights that targeted training is particularly effective when it aligns with the school's goals and educational standards, ensuring that novice teachers are equipped to contribute meaningfully to the school's mission. Additionally, professional development activities that focus on evidence-based instructional practices and classroom management have been found to enhance new teachers' confidence and instructional skills, facilitating a smoother transition into their teaching roles (Alkharusi & Aldhafri, 2022).

Feedback and evaluation mechanisms are also vital components of enhanced induction programs, as they enable new teachers to reflect on their progress and identify areas for improvement. According to a recent study by Rodriguez and Garcia (2023), regular feedback sessions and formative assessments help new teachers gauge their development, providing benchmarks to measure their professional growth (Beñalet et al., 2024).

Additionally, Taytay & Corpuz (2022) states that evaluation processes are most beneficial when they are non-punitive and designed to support continuous improvement, rather than solely focusing on accountability. Feedback-driven induction programs have been associated with improved instructional practices, as they encourage new teachers to engage in reflective teaching and make data-informed adjustments to their instructional methods (Knight et al., 2021).

The availability of resources, such as instructional materials, technology, and collaborative tools, also plays a significant role in the effectiveness of enhanced teacher induction programs. Providing adequate resources helps new teachers feel supported and prepared to tackle their teaching responsibilities with confidence. Research by Kutsyuruba et al (2016) found that teachers who had access to ample resources during their induction period were more likely to feel competent in their instructional delivery and more satisfied with their teaching positions. Access to modern teaching tools and resources also enables novice teachers to experiment with diverse instructional strategies, fostering innovation and adaptability in their teaching practice (Williams & Patel, 2023).

Effective teacher induction programme implementation depends on program administrators' structured assistance and clear information. New teachers are guaranteed to comprehend the aims, standards, and resources of the program when there is excellent communication. Furthermore, teacher engagement and morale are often boosted by induction programs that stimulate peer cooperation and give new instructors organized occasions to collaborate with their peers (Kang & Berliner, 2023).

Collaborative learning environments within induction programs not only strengthen professional relationships but also create a support network that new teachers can rely on as they navigate the early stages of their careers (Smith et al., 2021).

It is indisputable that training in the modern educational setting is essential to new teachers' accommodation and adjustment, whether they are working in a central school or a remote barrio school. There is no better approach to handle the problems of teaching than to be well-prepared for them, given the changing nature of society, the introduction of new programs within the organization, the impact of technology, and a host of other elements that impact teaching and learning (Kadel, 2023).

The topics being discussed to novice teachers were truly relevant to DepEd guidelines/memos since it truly addressed the need of the newly hired teachers after attending such training (Taytay & Corpuz, 2024). Nevertheless in the survey, this was otherwise. They stated that it was not based on their needs. This could mean that the administration should be sensitive enough on addressing the concerns of the new teachers based on their needs (Llego, 2023).

In Enhanced Teacher Induction Program (ETIP) teachers mastered the subject matter and were dedicated in the delivery of their assigned topics. Nevertheless, they were intently focused on their delivery with much to be shared so that they forgot to season their topics with humor (Moral & Sayas, 2022). Having a wholesome sense of humor related to the subject matter on hand is one which the facilitators need to cultivate. The facilitators did use technology with power point presentations (Alayvar, 2022).

These are sufficient delivery of programs and projects of DepEd and duties and responsibilities of the Filipino teacher. The administration was able to provide information to the novice teachers' knowledge on the different programs and project of DepEd as well as their roles and responsibilities in their profession (Morcilla, 2024).

Mentorship is a crucial component of enhanced induction programs, but the quality and consistency of mentorship can vary widely, creating disparities in the support new teachers receive. Research indicates that when mentors are not adequately trained or prepared, the effectiveness of mentorship suffers. Mentors often juggle their own teaching responsibilities, which can limit the time and energy they have available to dedicate to their mentees. Jones and Young (2022) found that inconsistent mentorship quality is a major concern in induction programs, as some novice teachers receive robust guidance while others may have less engaged mentors. This inconsistency can lead to feelings of isolation among new teachers, affecting their confidence and performance in the classroom.

A study conducted at St. Anthony School in the Philippines found that improved teacher performance in lesson planning, instructional delivery, and student assessment directly influenced student learning outcomes. The study emphasized that students taught by well-trained teachers demonstrated significant improvements in their academic achievements (Mercado, 2024). Teachers remain updated on modern teaching methodologies, technological advancements, and other evolving aspects of the education sector (Xepto Education, 2023).

McKinley (2019), mentors can help new teachers adapt to the school climate and culture, give technical assistance, and guarantee that teachers are capacitated in their designated school stations. New master teachers need mentors within their assigned school who can directly assist, supervise, and provide suggestions when urgent matters arise (McClean, 2019).

Teachers were given sufficient system requirement support, especially to use the language of the essential learning competencies as a mentoring guidepost to mentee teachers to effectively model teaching appropriate to the school learning modality, which resulted in a successful implementation in school-setting or district-level initiatives (Phang et al., 2020).

Mentoring teachers are required to have enough knowledge related to the system requirements of the school. Hyde (2019) added that details need to be clearly communicated, and mentees need to understand the policy requirements of at least three different systems: the national policy, such as curriculum and assessment policies, policies on religion, and inclusion. System requirements are recommended to focus on the aims of teaching a specific subject, the curriculum, and policies (Guttierez, 2019).

Teachers instil positive attitudes in other teachers or researchers not only to contribute to their classroom but also to improve institutionally. It is argued that teachers who are engaged and motivated create stronger links between theory and practice in their teaching profession, which can subsequently result in better pedagogical decisions and students' learning outcomes (Agan, 2024). Moreover, the DepEd Matatag Agenda recognizes that the quality of learning is dependent on the quality of technical assistance and mentoring, which results in the quality of teaching (Sangalang, 2018).

Teacher professional development (PD) is an essential element in enhancing educators' effectiveness, impacting both their knowledge and skills across a variety of domains crucial to successful teaching (Triviño-Cabrera et al., 2021). Recent studies emphasize the role of PD in strengthening teachers' knowledge content, pedagogical skills, classroom management strategies, instructional technology integration, and adherence to professional ethics and standards (Ancho & Arrieta, 2021).

The induction program was very useful for novice teachers for their professional careers. This program helps them in mitigating of attrition and leaving job due to the lack of practical knowledge regarding teaching profession (Kadel, 2023).

A well-structured induction programs significantly benefit beginning teachers. A study in Urdaneta City, Philippines, assessed the Teacher Induction Program's effectiveness, revealing a "Very High" rating with an overall weighted mean of 4.73. The teachers found the program highly beneficial in their professional development (Campilla, 2024). The induction program and teaching performance, suggesting that enhanced induction practices contribute to improved teacher performance (Rañeses et al., 2021).

Moreover, while the teacher induction program provides a strong foundation for novice teachers, gaps in implementation—such as inconsistent mentoring and lack of adequate support—must be addressed to maximize its effectiveness (Lorenzo & Bautista, 2022). Teachers faced challenges related to workload, instruction, and classroom management; the induction program played a crucial role in improving instructional effectiveness and professional development. The importance of ongoing support and tailored strategies to address specific challenges faced by novice teachers were highlighted (Del Rosario, 2023).

Investing in comprehensive and continuous professional development through well-structured induction programs is essential for elevating educational standards and improving student outcomes. These strategies can help create a more supportive and effective induction experience, ultimately improving teacher retention and student learning outcomes (Bautista & Santos, 2023).

In the Philippines, the Department of Education (DepEd) has established the Philippine Professional Standards for Teachers (PPST), which outlines the competencies required for teachers at different career stages. The PPST highlights domains such as content knowledge, learning environment, diversity of learners, curriculum planning, and professional engagement (Department of Education, 2017; Delos Reyes (2020). Miranda (2021) found that teachers who actively engage in continuous professional development (CPD) and mentorship programs tend to exhibit higher competence levels, leading to improved student learning outcomes.

A core focus of teacher PD is content knowledge, which involves deepening teachers' understanding of the subjects they teach to foster student learning. According to Darling-Hammond et al. (2020), effective PD should provide teachers with opportunities to expand their knowledge of subject-specific content, enabling them to deliver more accurate and engaging lessons.

Enhanced content knowledge has been linked to improved student outcomes, as teachers who understand their subjects well are better equipped to clarify complex concepts and answer student questions comprehensively. This emphasis on content-specific PD is especially crucial for teachers in STEM fields, where advanced knowledge is necessary to keep up with the rapid developments in these subjects (Desimone & Garet, 2020).

Pedagogical skills are a cornerstone of effective teaching, and professional development (PD) programs focusing on these skills equip teachers with diverse strategies to address the unique learning needs of their

students. These skills go beyond subject knowledge, encompassing the approaches, techniques, and interactive methods that facilitate understanding, engagement, and retention.

Effective pedagogical training empowers teachers to make learning accessible and engaging, supporting students across varying abilities and backgrounds. Recent literature emphasizes that well-designed PD programs address several key areas within pedagogy: collaborative learning, peer feedback, active engagement, and reflective practice, all of which are essential to fostering continuous improvement in teaching (Kennedy, 2016).

Peer feedback is another component of pedagogical PD that contributes significantly to teaching quality. Constructive feedback from colleagues provides teachers with insights into their instructional methods, highlighting both strengths and areas for improvement. According to Kennedy (2016), PD programs that encourage peer feedback help teachers refine their teaching techniques and build confidence in their instructional approach. Peer feedback also promotes accountability and continuous improvement, as teachers become more aware of the effectiveness of their strategies in real classroom scenarios. For example, a teacher may receive feedback on the clarity of their explanations or the engagement level of their activities, leading them to make targeted adjustments that enhance student learning.

Active engagement in teaching strategies within PD programs also plays a vital role in the professional growth of educators. This type of engagement involves hands-on, interactive sessions where teachers can practice new methods, such as differentiated instruction, inquiry-based learning, or project-based approaches. By engaging actively in PD, teachers can test various strategies, see immediate results, and refine their approach in a safe, supportive setting. This hands-on practice translates into more confident and effective teaching in the classroom. Teachers who are actively involved in learning and practicing new techniques are better prepared to create dynamic, interactive lessons that cater to different learning styles, thereby making learning more inclusive and impactful for all students (Kennedy, 2016).

Classroom management skills are another critical component of effective PD, as they directly impact a teacher’s ability to maintain a conducive learning environment. Training that addresses behavioral strategies, conflict resolution, and classroom organization is crucial for reducing disruptions and fostering positive interactions. A study by Emmer and Sabornie (2019) found that teachers who undergo PD in classroom management are better prepared to create structured, supportive environments where students can focus on learning.

Good classroom management PD frequently include case studies and role-playing activities that mimic actual classroom difficulties, giving teachers experience managing challenging circumstances. Additionally, professional development programs that prioritize proactive tactics, such setting up explicit guidelines and procedures, have been linked to higher student involvement and less behavioral problems (Simonsen et al., 2020).

The integration of instructional technology into the classroom has become increasingly important in modern education, and PD programs are essential in helping teachers develop the skills to use technology effectively. According to Hattie and Zierer (2018), technology-focused PD enables teachers to leverage digital tools to enhance student learning, personalize instruction, and facilitate remote learning. However, effective technology integration requires more than just familiarity with digital devices; it necessitates a strong understanding of how to use these tools in pedagogically sound ways.

According to research by Ertmer and Ottenbreit-Leftwich (2019), professional development that emphasizes both the instructional and technical sides of technology use is more effective in assisting teachers in making meaningful use of technology. It has been demonstrated that professional development programs that incorporate practical technology practice and peer-to-peer collaborative learning boost instructors' confidence in utilizing technology and stimulate creative teaching methods (Koehler & Mishra, 2009).

Lastly, teacher PD often includes training on professional ethics and standards, which are essential for maintaining integrity, equity, and accountability in the teaching profession. Ethical training in PD programs emphasizes principles such as fairness, respect, and responsibility, helping teachers navigate ethical dilemmas and uphold professional standards in their interactions with students, colleagues, and the community.

According to Shapira-Lishchinsky (2021), PD in ethics strengthens teachers' ability to handle sensitive situations ethically, such as confidentiality issues and cultural sensitivity in diverse classrooms. Furthermore, PD that highlights adherence to professional standards, such as those outlined by national teaching associations, reinforces a shared sense of professional responsibility among teachers and promotes a culture of continuous improvement (van Nuland, 2020).

A comprehensive approach to professional development, teacher professional development (PD) covers pedagogical techniques, classroom management, technological integration, topic understanding, and ethical standards (Collins, 2018). Teachers are able to provide high-quality instruction and adjust to changing educational demands when professional development programs are properly designed and structured to target these many areas. In addition to improving teachers' competencies, this all-encompassing strategy has a favorable effect on students' learning outcomes and cultivates a professional culture that prioritizes moral behavior and superior instruction (Darling-Hammond et al., 2020).

In educational research and practice, the effect of improved teacher induction programs on the professional growth of recently hired teachers has gained considerable attention (Cochran-Smith & Villegas, 2020). Teacher induction programs are organized support networks created to help new teachers get settled into their new positions by offering them tools, direction, and mentoring to increase their effectiveness and job satisfaction. The programs can significantly affect the development and retention of new teachers, especially when expanded to incorporate formative assessments, continuous professional development opportunities, and organized mentoring (Ingersoll & Strong, 2021).

According to Darling-Hammond et al. (2020), early professional development is essential for teachers because it gives them the tools they need to fulfill the demands of a diverse student body and establish inclusive learning environments. Research indicates that induction programs that include frequent training sessions increase the quality of instruction because new instructors are more able to modify their approaches to fit various learning styles and classroom situations (Moolenaar et al., 2023). Additionally, the unique difficulties faced by new teachers are addressed by focused professional development during induction, which improves their ability to manage challenging classroom scenarios and adapt to institutional expectations.

By lowering stress and boosting confidence in new hires, improved induction programs have also been demonstrated to have a major impact on teacher retention. Long-term retention and work satisfaction are more likely for teachers who feel prepared and supported throughout their induction. According to a study by Ingersoll and Strong (2021), new teachers who took part in thorough induction programs had a higher retention rate than those who had little to no assistance.

A cooperative professional culture in schools is another benefit of improved teacher induction programs. Collaborative and peer-learning programs facilitate new teachers' assimilation into the school community and the development of robust professional networks. Induction programs that encourage peer contact and group-based problem-solving enable new teachers to benefit from each other's experiences and work together to solve shared problems, claim Kang and Berliner (2023).

Professional competence in teaching is largely influenced by training, mentorship, and continuous development rather than demographic factors such as religion (Darling-Hammond, 2020).Studies indicate that teachers from diverse religious backgrounds perform at similar levels when provided with equitable access to professional development opportunities and instructional resources (Avalos, 2020). Furthermore, multicultural education research highlights that inclusivity in teacher preparation programs fosters professional growth by emphasizing skills and competencies rather than personal or cultural backgrounds (Banks & Banks, 2019).

These findings reinforce the importance of developing teacher training initiatives that focus on enhancing instructional effectiveness while promoting diversity and inclusivity in the teaching profession.

Guerrero (2022) emphasizes that structured induction programs improve teacher retention rates and overall teaching effectiveness. David (2002) suggests that teachers who undergo structured induction programs tend to demonstrate stronger ethical decision-making and professionalism in their practice. Bingay and De Vera (2021) reveal that while instructional technology integration is part of teacher training, many novice teachers still struggle to fully incorporate technology into their teaching due to limited training and resources.

Theoretical and Conceptual Framework

The study was anchored on several theoretical paradigms that underscore the importance of structured support systems in enhancing teacher competence and professional development. The Adult Learning Theory (Knowles, 1980), Vygotsky's Sociocultural Theory (Vygotsky, 1978), Stages of Teacher Development (Fuller & Bown, 1975), Self-Efficacy Theory (Bandura, 1977), Constructivist Approach (Schon, 1983) and Feiman-Nemser's Continuum of Teacher Learning Theory (Feiman-Nemser, 2001) provided a solid foundation for understanding how the Enhanced Teacher Induction Program (ETIP) facilitated the growth and effectiveness of newly hired elementary school teachers.

Theories enlightened the design and implementation of the Enhanced Teacher Induction Program, making sure its alignment with established principles of learning and development of novice teachers. By integrating mentorship, collaborative learning, and reflective practices, the ETIP acts as a comprehensive framework. This was to improve the professional competence, confidence, and commitment of newly hired elementary school teachers. The Enhanced Teacher Induction Program emphasized on teacher's competence development, providing valuable discernments into its role in promoting effective and capable teachers.

In particular, Adult Learning Theory (Knowles, 1968), the ETIP supported with its principles in offering mentorship, structured feedback, and collaborative learning opportunities. It ensures practical application and fosters intrinsic motivation. In Vygotsky's Sociocultural Theory, the ETIP served as interactions with experienced mentors and participation of novice teachers to develop higher-order teaching skills and confidence.

Likewise, the Stages of Teacher support their progression by addressing the initial concerns through targeted training, structured support, and a safe environment for professional growth. It enables a smoother transition to advanced stages of teaching development. The Self-Efficacy Theory motivated the novice teachers to improve their instructional practices and better student outcomes.

The constructivist approach to professional development supports the ETIP. It incorporates hands-on experience and encourages them to analyze their experiences. It identifies areas for improvement, and continuously enhances their teaching strategies. Meanwhile, Feiman-Nemser's Continuum of Teacher addressed the unique needs of novice teachers and establishing a solid foundation for their long-term success in the profession.

The Vygotsky's Sociocultural Theory postulated the role of social interactions and cultural tools in learning (Vygotsky, 1978). The Stages of Teacher Development framework posited the progression of teachers from survival-oriented concerns to a focus on teaching tasks and student learning (Fuller & Bown, 1975). Self-Efficacy Theory advanced the belief in one's ability to execute tasks effectively (Bandura, 1977). High self-efficacy among teachers is linked to improved instructional practices and better student outcomes.

Additionally, the constructivist approach to professional development speculated that learning is most effective when it is experiential, reflective, and embedded within real-world contexts (Schon, 1983). Feiman-Nemser's Continuum of Teacher Learning theorized that teacher development as a lifelong journey, beginning with pre-service education and extending through induction to continuous professional growth (Feiman-Nemser, 2001).

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The stated theories provided a backbone on the concepts of the study. The independent variables included the implementation of Enhanced Teacher Induction Program along with program objectives and alignment, training content and delivery, mentorship and support, professional growth and outcomes and overall program effectiveness. Meanwhile, dependent variables consisted of professional competence of novice teachers. This included the content knowledge, pedagogical skills, classroom management, instructional technology integration and professional ethics and standards.

Moreover, the intervening variables were the socio-demographic profile of teachers. These were the age, gender, highest educational attainment, experience in teaching, religion teacher education institution (TEIs) graduated from and latest work experience. Assuming that independent variable predicted or forecast the values of the dependent variable in the conceptual framework. Figure 1 shows the conceptual framework of the study.

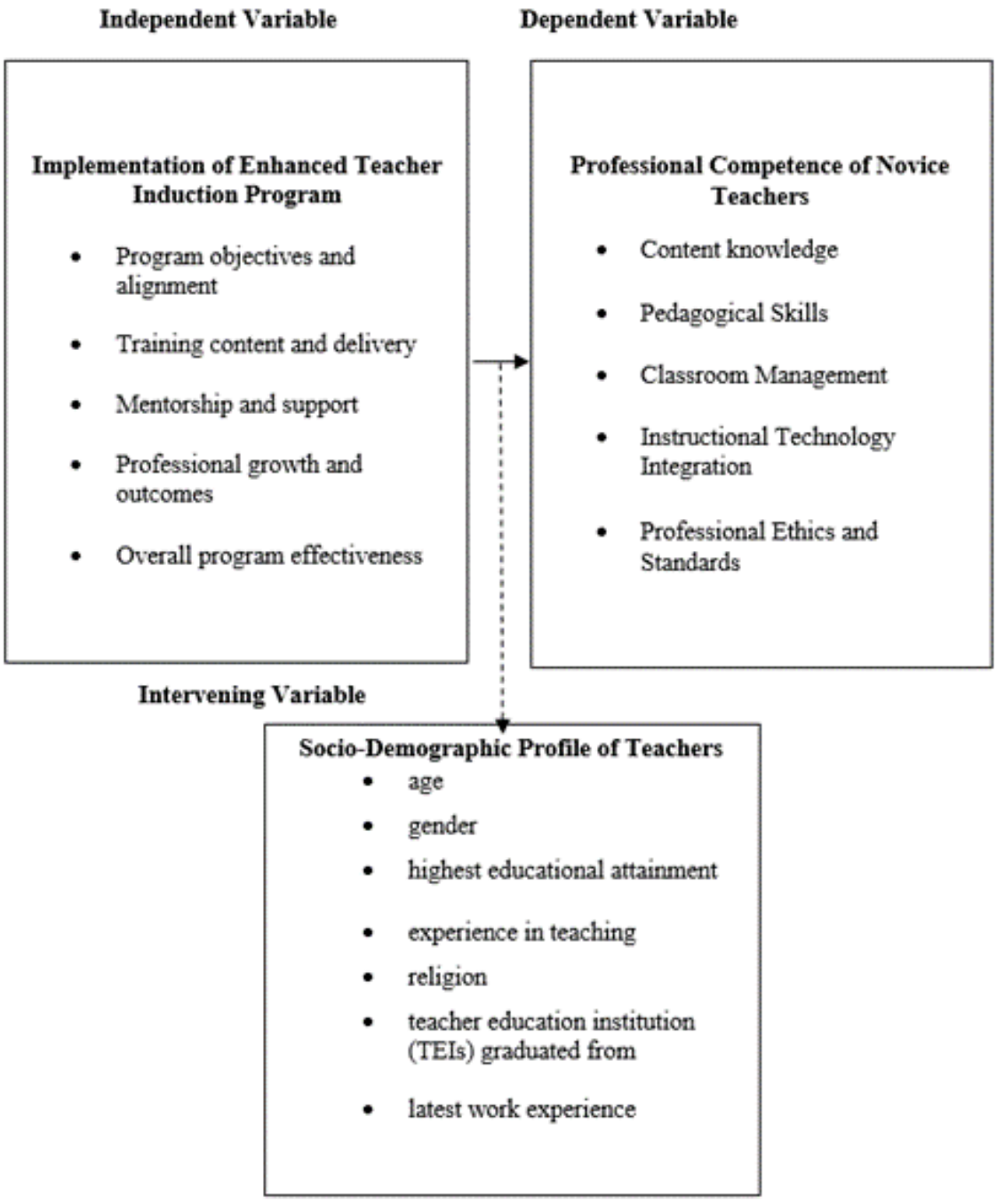

Figure 1. Conceptual Framework of the Study

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Statement of the Problem

This study primarily aimed to evaluate the influence of enhanced teacher induction program on the professional competence of novice public elementary school teachers of Tacurong City Division. Specifically, it sought to answers the following questions:

1. What is the demographic profile of the novice teachers?
2. To what extent do novice teachers perceive the level of implementation of the Enhanced Teacher Induction Program (ETIP)?
3. What is the level of the novice teachers' professional competence before and after undergoing enhanced Teacher Induction Program?
4. Is the novice teacher's professional competence significantly affected by their socio-demographics?
5. Is there a significant difference in the level of novice teachers' competence before and after participating in the enhanced teacher induction program (ETIP)?
6. Is there a significant difference among professional competence of novice teachers after the ETIP implementation?
7. Is the implementation of the ETIP significantly related to the professional competence of novice teachers after participating on it?

Significance

Findings of this study would provide valuable insights into how structured support systems could positively impact the early career experiences of teachers. This research is important to several key stakeholders:

The findings would help concerned DepEd officials, and school leaders understand how enhanced induction programs contribute to teacher retention, performance, and overall job satisfaction. This could guide future decisions on resource allocation, program design, and support mechanisms to better integrate and retain quality teachers.

The study would shed light on the specific areas of professional growth—such as content knowledge, pedagogical skills, classroom management, and ethical standards—that are improved through induction programs. Understanding these effects can empower new teachers to advocate for the support they need to thrive in the classroom.

The research could provide evidence to shape policies around teacher induction and professional development, leading to more effective national or local programs that support the long-term growth of educators.

This study would contribute to the body of knowledge surrounding teacher induction programs, providing a basis for future research on how professional development initiatives can be optimized to meet the evolving needs of the education sector.

Definition of Terms

Classroom management refers to a teacher's ability to maintain an organized, disciplined, and productive learning environment.

Content knowledge refers to a teacher's understanding and mastery of the subject matter they teach.

Enhanced Teacher Induction Program refers to a structured support system provided to newly hired elementary school teachers in Tacurong City, designed to improve their teaching effectiveness. It has several components, program objectives and alignment, training content and delivery, mentorship and support, professional growth and outcomes, and overall program effectiveness.

Instructional technology integration refers to the ability of teachers to use digital tools and technologies to enhance teaching and learning.

Latest work experience refers to the work of novice teacher before being hired at the department of education.

Mentorship and support refers to the technical assistance and training given to the novice teachers to guide them in the way of their ETIP journey.

Novice teachers are defined as educators in public elementary schools in Tacurong City Division who have been teaching for not more than three years.

Overall program effectiveness refers to the general impact and implication of the ETIP in preparing the novice teachers as on boarding training in their first year to three years and teaching.

Pedagogical skills are the teaching methods and strategies that teachers use to deliver instruction and foster student learning.

Program objectives and alignment refers to the program orientation given to the novice teachers aligning their needs and preparation on the purpose of conducting the ETIP.

Professional competence refers to the continuous process by which novice teachers improve their teaching knowledge, skills, and effectiveness based on their content knowledge, pedagogical skills, classroom management, instructional technology integration, and professional ethics and standards before and after the ETIP implementation.

Professional ethics and standards pertain to the principles and guidelines that govern novice' teachers' conduct, including integrity, professionalism, and adherence to educational policies.

Professional growth and outcomes refers to the implications of ETIP to the novice teachers by preparing them to journey the teaching profession.

Socio-demographic profile refers to the personal characteristics of novice teachers like their age, gender, highest educational attainment, experience in teaching, religion, teacher education institution (TEIs) graduated from and latest work experience.

Training content and delivery refers to the topics and relevant DepEd policies and guidelines to acquaint novice teachers on the first three years of teaching.

Research Design

This study utilized the descriptive correlation research design. It attempted to describe the profile of the newly hired teacher respondents in terms of age, gender, highest educational attainment, and experience in teaching. This also determined the extent of the implementation of Enhanced Teacher Induction Program. The study assessed the level of teacher professional development before and after undergoing enhanced teacher induction program. This includes the content knowledge, pedagogical skills, classroom management, instructional technology integration, and professional ethics and standard.

Further it determined if there is a significant difference in the teacher development change before and after participating in the enhanced teacher induction program and if there is a significant relationship between extent of implementation of enhanced teacher induction program and the teacher development level after undergoing enhanced teacher induction program.

The respondents of the study were 44 novice teachers' and 44 school heads and master teachers who were assigned as mentors. The list of schools and the number of novice and mentors was taken from the Division Planning office (DepEd Tacurong, 2024). In the selection of novice teachers, the researcher included those who have teaching experiences of 3 years and below. Moreover, for the mentors, the researcher included the school with school principal item and master teachers.

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This study used complete enumeration sampling to determine the number of respondents among novice teachers and school heads. The total population sampling is a type of purposive sampling method where the researcher chooses to examine the entire population of the school administrators and teachers that have a particular set of characteristics.

The research employed survey questionnaires as the primary data collection tool to evaluate the influence of the Enhanced Teacher Induction Program (ETIP) on the professional competence of newly hired elementary school teachers. Two tailored survey instruments were developed, one for newly hired teachers and the other for their mentors. This was to ensure comprehensive coverage of the study's objectives. These instruments were meticulously designed to capture a multi-faceted understanding of the ETIP's effectiveness and its impact on teacher competence.

The survey questionnaire for newly hired teachers comprised of three parts, each addressed specific dimensions of the study. The first part focused on the profile of the respondents, collecting demographic and professional information such as age, gender, religion, educational background, and teaching experience. These variables provided a contextual understanding of the respondents and facilitated meaningful analysis across different categories. The second part evaluated the ETIP's implementation across five dimensions: program objectives and alignment, training content and delivery, mentorship and support, professional growth and outcomes, and overall program effectiveness.

Respondents rated their experiences using a 5-point Likert scale ranging from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”), providing a structured measure of the outcome of the program. The third part assessed the respondents' perceived levels of professional competence after undergoing the ETIP. Competence was evaluated across five domains: content knowledge, pedagogical skills, classroom management, instructional technology integration, and professional ethics and standards, with the same 5-point Likert scale used for consistency.

The second survey instrument gathered insights from mentors (Master Teachers or School Heads) who supervised the newly hired teachers during the ETIP. This questionnaire reflected the structure of the third part of the survey for new teachers, focusing on the mentors' perceptions of their mentees' professional competence. The five domains assessed include content knowledge, pedagogical skills, classroom management, instructional technology integration, and professional ethics and standards. Mentors were asked to rate their mentees' competencies before and after the program using the same 5-point Likert scale, ranging from 1 (“Not Yet Developed”) to 5 (“Fully Developed”). This dual assessment provided a comparative perspective on the ETIP's impact, facilitating a nuanced understanding of the program's effectiveness.

The survey questionnaires were developed based on a thorough review of related literature and existing frameworks for teacher induction and professional competence. To ensure content validity, clarity, and relevance, the instruments underwent a rigorous validation process involving expert review. A pilot study was carried out to test the reliability of the instruments, with revisions made based on feedback from the pilot respondents. These steps ensured that the instruments were precise, consistent, and capable of accurately capturing the data required to evaluate the ETIP's influence effectively.

After collecting the completed questionnaires, the gathered data were consolidated and subjected to analysis and interpretation using appropriate statistical tools to answer the research questions.

First, frequency and percentage distribution was employed to describe the profile of the respondents. These tools provided understandings into the demographic and professional characteristics of the participants, making sure a comprehensive understanding of the study population.

Second, mean was utilized to measure the extent of the implementation of the Enhanced Teacher Induction Program (ETIP) and assessed the levels of teacher professional competence before and after undergoing the

program. To further enhance the analysis, the standard deviation was calculated to identify variations in responses and assess the consistency of the data.

Third, the paired t-test was applied to determine whether there is a significant difference in teacher competence before and after participation in the ETIP. This statistical method provided evidence of the effectiveness of the program in improving teacher competencies.

Additionally, Analysis of variance was used to determine the significant difference among professional competence of novice teachers after the ETIP implementation. According to Mondal et al. (2024) ANOVA is used for statistical differences among the means of two or more groups like the different professional competence of novice teachers.

Lastly, the Pearson Product-Moment Correlation was employed to examine the relationship between the extent of ETIP implementation and the level of teacher competence after completing the program. This analysis helped ascertain whether the degree of program implementation has a statistically significant influence on teacher professional growth (Akoglu, 2018).

RESULTS AND DISCUSSION

Profile of the Novice Teachers

The profile of novice teachers based on their age typically ranges from early 20s to 60s, covering different career stages from beginners to experienced educators. The majority of teachers (63.6%) fall within the 26-30 years age range, suggesting that the teaching workforce is predominantly composed of young professionals in the early stages of their careers. This indicates a dynamic and energetic workforce, likely open to adopting modern teaching methods and technology. Meanwhile, 34.1% of teachers are aged 30 and above, representing a significant proportion of experienced educators who can provide mentorship and stability in the profession. However, only 2.3% of teachers are below 25 years, which might suggest a lower entry rate of fresh graduates into the profession. This could be due to factors such as certification requirements, competitive job markets, or a preference for other career paths among younger individuals.

Overall, the data implies that a balanced teaching workforce, with a strong presence of young teachers complemented by experienced educators, ensuring a mix of innovation and expertise in the education sector.

A study by Valdez and Dominado (2020) revealed that 45.5% of novice secondary school teachers were aged between 23 and 29 years. Research by Francisco (2020) indicated that 40.5% of teachers were aged 20–30 years, with 48.7% between 31 and 40 years. Another study found that 54.95% of teachers were aged 20–30 years, and 30.77% were between 31 and 40 years. In a sample of 37 teachers, 40.5% were aged 20–30 years, 48.7% were 31–40 years, and smaller percentages were in older age brackets.

Moreover, in terms of gender, there is a significant gender disproportion, with female teachers comprising 90.9% of the total workforce, while male teachers represent only 9.1%. This suggests that the teaching profession, particularly in this research context, is female-dominated. The high percentage of female teachers influenced by societal norms, career preferences, or the nurturing nature associated with teaching, especially in primary education. Meanwhile, the low representation of male teachers may indicate a preference for other professions or cultural perceptions regarding gender roles in education. This gender disparity could have implications for role modelling, classroom dynamics, and diversity in teaching approaches.

The present findings are relevant to the thoughts of Jorilla and Bual (2020). The gender distribution in the teaching profession has been a widely studied topic, highlighting trends, challenges, and implications of gender disparities in education. The novice secondary school teachers in the Philippines and found that 63.6% were female. Teaching profession is often dominated by female educators, while male teachers tend to be

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underrepresented (UNESCO, 2021). This gender imbalance was influenced by cultural norms, societal expectations, and career preferences.

Seemingly, the profile of novice teachers in terms of highest educational attainment showed that more than one-half of the teachers (54.5%) hold a baccalaureate degree with master's degree units, indicating that many educators are pursuing further studies to enhance their qualifications. Meanwhile, 31.8% have only a baccalaureate degree, suggesting that they are in the early stages of their teaching careers or have yet to pursue graduate studies.

A smaller proportion, 11.4%, has completed a master's degree, demonstrating a higher level of specialization and potential for leadership roles in education. Finally, only 2.3% hold a doctorate degree, indicating that very few teachers have reached the highest academic qualification. This distribution reflects a trend where professional development is encouraged, but full completion of graduate and doctoral studies remains limited, possibly due to time constraints, financial factors, or institutional requirements.

The data indicates that most teachers are continuously upgrading their qualifications, as evidenced by the high percentage (54.5%) of those pursuing master's degree units. This indicates a strong commitment to professional development, which can lead to improved teaching effectiveness and career advancement. Encouraging more teachers to complete advanced degrees could enhance the overall quality of education and open pathways for leadership roles in the academic sector.

The current findings confirm the study of Rice (2020) that teachers with graduate-level education are more likely to implement innovative teaching practices and adapt to curriculum changes effectively. Despite these challenges, educational policies in various countries emphasize continuous professional development and incentives for teachers to pursue advanced degrees (OECD, 2019).

The profile of the novice teachers with respect to experience in teaching, majority of teachers (54.6%) have 2 to 3 years of teaching experience which suggest that a workforce is primarily composed of early-career educators. Meanwhile, 22.7% of teachers have only one year of experience, denoting a fresh batch of educators entering the profession. An equal percentage (22.7%) have 4 years or more of experience, representing a smaller yet significant group of more seasoned teachers who can provide mentorship and stability within the institution.

The result implies that the distribution suggests a dynamic teaching workforce with a mix of new and relatively experienced teachers. It may also indicate a high turnover rate or a recent increase in hiring, which could impact institutional consistency and long-term educational quality. Most teachers are still in the process of developing their teaching strategies, classroom management skills, and professional expertise.

With regards to teaching experience, about 50% of the teachers have been teaching for a period of 22-26 years. About, 16.7% of them have served for 8-12 years, 18-22 years, and 27-32 years, respectively. In addition, Feldman (2020) found that high school students rated female teachers are higher than male teachers. Thus, it is probable that gender is a factor in students' evaluations of teaching, but that the relationship is a complex one (Basow, 2020).

In terms of religion, majority of teachers (72.7%) identify as Roman Catholic, implying that Catholicism is the predominant religious affiliation among educators in this research. This may reflect the general religious demographic of the region where the study was carried out. Also, 1 out of 5 teachers (20.5%) are Muslims. Meanwhile, Baptist (2.3%) and Jehovah's Witness (4.5%) teachers make up a smaller fraction of the teaching population indicative of religious diversity.

The data signifies that the majority of teachers belong to the Roman Catholic faith, suggesting that religious beliefs may influence the values and traditions within the school environment. However, the presence of

teachers from other religious affiliations, such as Islam, Jehovah's Witnesses, and Baptists, highlights the diversity within the teaching workforce.

Teachers' religious beliefs can shape their pedagogical approaches and the integration of values within the curriculum. For instance, in certain religious schools, educators incorporate faith-based perspectives into subjects like science and social studies, aligning academic content with religious doctrines. This integration aims to provide students with a cohesive worldview that reflects their faith traditions (UNESCO, 2019).

The profile of the novice teachers in terms of Teacher Education Institution (TEI) Graduated from revealed that majority of teachers (65.9%) graduated from State Universities and Colleges (SUCs), suggesting a strong reliance on public institutions for teacher education. Meanwhile, 34.1% of teachers graduated from Private Higher Learning Institutions, reflecting a significant portion of educators who opted for private education. This could indicate a preference for specialized programs, smaller class sizes, or unique academic offerings that some private institutions provide.

The data indicates that State Universities and Colleges (SUCs) play a crucial role in producing the majority of teachers, highlighting the government's influence in shaping the education sector. Moreover, many aspiring teachers prefer SUCs due to affordability, accessibility, and the perceived quality of teacher education programs. On the other hand, private higher learning institutions contribute to teacher education by offering alternative programs and specialized training, which can help diversify teaching competencies. Ensuring that both public and private institutions uphold high academic standards and provide adequate training is essential for maintaining the quality of educators entering the profession.

The present study was relevant to the ideas of Garcia and Reyes (2020), SUCs provide affordable and accessible teacher education programs, making them a preferred choice for many aspiring educators. While SUCs dominate teacher education, private higher education institutions contribute by offering alternative and specialized programs that focus on innovative teaching strategies. Similarly, Santos (2019) found that government support enables SUCs to offer quality training, scholarships, and research-based teaching methodologies, equipping future teachers with the necessary competencies.

Furthermore, in the latest work experience of teachers, majority of them (81.8%) have gained their latest work experience in private institutions. This means that around 8 in 10 teachers started or continued their careers in private schools. Meanwhile, 18.2% of teachers have worked outside the country, denoting that a portion of educators have teaching experience from abroad. This global exposure may contribute to diverse teaching strategies, cross-cultural competencies, and an expanded understanding of education systems worldwide.

Implicitly, the results imply that a significant number of teachers gained their latest work experiences in private educational institutions. This may imply a strong reliance on private schools for employment opportunities in the education sector. Additionally, teachers may have developed skills suited to private school settings, such as adaptability to institutional policies and varied teaching approaches.

The present findings are consistent to the study of Smith and Brown (2020), private schools often offer more flexible hiring policies, competitive salaries, and professional development opportunities compared to public institutions. This has led to an increasing number of educators seeking employment in private schools, where they are required to adapt to distinct institutional policies and diverse pedagogical methods (Jones, 2019).

Perception of the Novice Teachers towards the Implementation of the Enhanced Teacher Induction Program.

The novice teachers' perception of the level of implementation of the enhanced TIP in terms of program objectives and alignment is very high (M= 4.55, SD=.52). This indicates that in overall, novice teachers were very satisfied with the program's objectives and the practical strategies provided.

The program's objectives were clearly defined and aligned with my professional needs" (M = 4.66, SD = 0.48). The statement that received the highest mean score indicates that the objectives were not only clear but also well-aligned with the professional needs of the participants. There was strong agreement among respondents on this aspect of the program, with few outliers.

On the other hand, the program provided actionable strategies to improve my teaching practice (M = 4.48, SD = 0.55), show that the program was highly effective in both areas and obtained the lowest mean. The second statement, which assessed the program's ability to provide actionable strategies for improving teaching practices, also received a high mean score of 4.48. While most participants found the strategies actionable and useful, there were some differing opinions on how applicable or effective the strategies were in practice.

The result implies that the program was very highly regarded for its clarity and relevance, as well as for offering actionable strategies. The positive ratings suggest that the program was highly successful in aligning its objectives with participants' professional needs, which is crucial for ensuring that new teachers feel supported in their development.

Morris (2023) claimed that the implementation of teacher induction programs has gained increasing attention as schools and educational institutions strive to support new teachers effectively in their transition into the profession. Induction programs are critical for teacher retention and professional development, providing a foundation for building teaching skills, confidence, and a sense of belonging in the school community (Abdallah & Alkaabi, 2023).

Likewise, the training and content delivery is rated very high (M=4.50, SD=.53). This merely implies that novice teachers have very high level of response on training and content delivery of the program. The content of the program being practical and applicable to the teaching environment received the highest mean score of 4.61 (SD= 0.49). This suggests that participants found the program's content highly relevant and directly applicable to their teaching practices, with little variation in their opinions.

On the other hand, the statement regarding the program delivery schedule, which received the lowest mean score of 4.39 (SD=0.54), still indicates a very high rating but with slightly more variation in responses. This suggests that while the program was generally well-organized, some participants may have experienced challenges with the delivery schedule, perhaps in terms of time management or the pacing of sessions. Overall, these results suggest that while the program was widely appreciated for its practical content, the scheduling might require some adjustments to better accommodate the diverse needs of the participants.

The results mean that the very high rating for the practical applicability of the program's content suggests that it was very effective in addressing the real-world needs of teachers, providing them with valuable tools for their teaching practice. The slightly lower rating for the program delivery schedule indicates that while the schedule was generally well-organized, there may have been some challenges in balancing time and pacing, which affected the experience for some participants.

Trafera (2023) supports that it is indisputable that the training in the modern educational setting is essential to new teachers' accommodation and adjustment. There is no better approach to handle the problems of teaching than to be well-prepared for them, given the changing nature of society, the introduction of new programs within the organization, the impact of technology, and a host of other elements that impact teaching and learning (Kadel, 2023).

Also, the level of implementation of the Enhanced Teacher Induction Program as regards to mentorship and support is very high (M=4.52, SD=.54). This indicates that the teachers found the program to be highly beneficial in these areas. As inference, while the mentorship aspect of the program was highly successful, refining the consistency and timeliness of feedback could further enhance its impact and better support teachers' continuous development. The very high rating for mentorship indicates that providing strong support

through mentors is crucial for helping new teachers adjust to their roles, suggesting that mentorship may remain a core component of the program. However, the slightly lower rating for regular feedback highlights an opportunity to improve the consistency and timeliness of feedback, ensuring that all participants benefit equally.

Mercado (2024) found that improved teacher performance in lesson planning, instructional delivery, and student assessment directly influenced student learning outcomes. The study emphasized that students taught by well-trained teachers demonstrated significant improvements in their academic achievements. Teachers remain updated on modern teaching methodologies, technological advancements, and other evolving aspects of the education sector (Xepto Education, 2023).

The perception of the novice teachers about the Enhanced Teacher Induction Program in terms of professional growth and outcomes is very high (M= 4.64, SD=.50). This means that novice teachers viewed the enhanced Teacher Education Program to be implemented at an outstanding degree, since it significantly boosted their confidence in their teaching abilities and strengthened their classroom management skills. They believed for improved pedagogical strategies that enhanced student learning and facilitated the effective integration of instructional technology into their lessons. Likewise, they felt more prepared to handle the responsibilities of an elementary school teacher.

The foregoing findings supports the claim of Triviño-Cabrera et al. (2021) that teacher professional development (PD) is an essential element in enhancing educators' effectiveness, impacting both their knowledge and skills across a variety of domains crucial to successful teaching (Triviño-Cabrera et al., 2021). The role of PD in strengthening teachers' knowledge content, pedagogical skills, classroom management strategies, instructional technology integration, and adherence to professional ethics and standards (Ancho & Arrieta, 2021).

The overall program effectiveness reflect a very high level (M=4.63, SD=.50). This indicates that the program was widely perceived as effective. Overall, the result infers that the program was highly effective, but focusing on ensuring it meets expectations in all areas could further strengthen its contribution to teachers' professional growth and the learning environment. The high overall effectiveness of the program indicates that it plays a valuable role in teacher on boarding and professional development, particularly in helping new teachers transition smoothly into their roles.

The survey results for the Enhanced Teacher Induction Program show very high levels of implementation across all areas (M=4.57, SD=0.52). Professional growth and outcomes received the highest rating of 4.64, (SD=.50) indicating that the program was particularly successful in fostering teacher development. The overall program effectiveness score of 4.63, (SD=.50) shows that participants found the program to be highly effective in all aspects, contributing significantly to their growth and success as educators.

The program objectives and alignment received a mean score of 4.55, (SD=.52) indicating that participants found the program's goals to be well-defined and relevant to their professional needs. Meanwhile, training content and delivery scored 4.50, (SD=.53) suggesting that the program's materials and presentation were highly regarded, though slightly less impactful than other areas. Mentorship and support were evaluated with a mean score of 4.52, (SD=.54) reflecting that the guidance and assistance provided by mentors were very effective.

The result implies that the high overall score for the Enhanced Teacher Induction Program is very high. The slightly lower score for training content and delivery suggests there may be opportunities to further enhance the materials or presentation to increase its impact. The very high rating for professional growth and outcomes indicates that the program is successful in helping teachers develop essential skills and confidence.

Mentorship, which pairs new teachers with seasoned educators who offer direction, criticism, and emotional support, is a crucial part of improved teacher induction programs. Suphaari and Chinokul (2021) assert that

mentorship is especially beneficial because it promotes professional development, reflective practice, and helps novice educators deal with the challenges of curriculum preparation, classroom management, and student involvement (Kutsyuruba et al., 2019).

TABLE 1
SUMMARY OF NOVICE TEACHERS' PERCEPTION ON THE LEVEL OF IMPLEMENTATION ON THE ENHANCED TEACHER INDUCTION PROGRAM

	Indicators	Mean	SD	Verbal Description
1	Program objectives and alignment	4.55	.52	Very High
2	Training content and delivery	4.50	.53	Very High
3	Mentorship and support	4.52	.54	Very High
4	Professional growth and outcomes	4.64	.50	Very High
5	Overall program effectiveness	4.63	.50	Very High
	Overall Mean	**4.57**	**.52**	**Very High**

Novice Teachers' Professional Competence before and after Undergoing Enhanced Teacher Induction Program.

The findings reveal that the professional competence of novice teachers in terms of content knowledge prior to undergoing the Enhanced Teacher Induction Program (ETIP) is at a moderately high level (M=3.27, SD=0.92). This implies that as these teachers possess a reasonable degree of subject-matter expertise, further development is essential to enhance their confidence and effectiveness in content delivery. These results is consistent with the study of Araneta (2021), which emphasized that beginning teachers often face challenges in mastering subject content and require targeted support to improve their instructional proficiency.

After the implementation, the novice teachers' professional competence in terms of content knowledge is very high (M=4.47, SD=0.63). This means that they possess a strong understanding of subject matter, allowing them to effectively deliver lessons and engage students in meaningful learning experiences.

Overall, the results imply that the program was highly successful in enhancing novice teachers' content knowledge, though further refinement in subject-specific areas could further strengthen its impact. The very high ratings for connecting curriculum standards to lessons indicate that the program effectively helped teachers align their instruction with educational standards, which is crucial for teaching quality. The slightly lower rating for improving subject-specific content knowledge suggests that while most teachers saw improvement, some may have faced challenges in deepening their understanding of the subject matter. The novice teachers may experience even greater growth in their content knowledge, further enhancing their teaching competence.

Correspondingly, the level of novice teachers' professional competence in terms of pedagogical skills before their induction activity is generally at a Moderately High level (M=3.32, SD=0.95). This result implies that since novice teachers demonstrate a solid foundation in pedagogical practices, there remains a necessity for additional enhancement to polish their instructional approaches and responsiveness to students' learning needs.

Across all indicators, they reported a moderately high ability to design engaging lesson plans, use varied teaching methods, assess and address student learning needs, encourage active class participation, and reflect on their teaching strategies for improvement. These findings suggest that they possess the fundamental pedagogical skills necessary for effective instruction. However, the consistency of the ratings implies that their competencies in these areas are still developing and may benefit from targeted professional development opportunities.

After the implementation, the novice teachers' professional competence in terms of pedagogical skills is observe to be very high (M=4.44, SD=0.64). This means that novice teachers demonstrate a strong level of

pedagogical competence, indicating their ability to effectively apply teaching strategies and instructional methods in the classroom.

Overall, while the program enhanced pedagogical skills, refining strategies for assessing and addressing diverse learning needs could further strengthen its impact. The very high rating for encouraging active student participation indicates that the program was effective in helping teachers improve engagement strategies. However, the slightly lower rating for assessing and addressing students' learning needs suggests that this area may require further focus and support, particularly in providing teachers with more tools and strategies for individualized instruction.

The present findings are relevant to the ideas of Araneta (2021) that the ability of novice teachers to use diverse teaching strategies and assess student learning—both critical components of effective pedagogy—was also rated as moderately high. This finding is consistent with research by Araneta (2020), which underscores that early-career teachers often struggle with implementing differentiated instruction and engaging students actively in the learning process. The role of induction programs, as noted by Duplon et al. (2022), is therefore crucial in helping teachers bridge the gap between theoretical knowledge and practical classroom application, leading to improved student outcomes.

Similarly, the novice teachers' professional competence in classroom management before undertaking the Enhancement Training and Induction Program (ETIP) is at a moderately high level (M=3.38, SD=0.94). This means that despite the teachers have demonstrated competence in establishing a positive classroom environment, managing student behavior, and maintaining order, there remains room for more development.

The level of novice teachers' professional competence in terms of classroom management after the implementation is very high (M=4.43, SD=0.65). This indicates that novice teachers possess strong classroom management skills, enabling them to create an organized and conducive learning environment.

The result implies that the very high ratings for establishing a positive classroom environment indicate that the program successfully supported teachers in creating a welcoming and engaging atmosphere. However, the slightly lower ratings for implementing clear classroom rules and maintaining structure suggest that some teachers may need additional support in these areas, such as more targeted strategies or resources. While the program contributed positively to classroom management skills, further focus on implementing clear rules and ensuring classroom structure could enhance teachers' confidence and effectiveness in these areas.

Good classroom management PD frequently include case studies and role-playing activities that mimic actual classroom difficulties, giving teachers experience managing challenging circumstances (Desimone & Garet, 2020). Additionally, professional development programs that prioritize proactive tactics, such setting up explicit guidelines and procedures, have been linked to higher student involvement and less behavioral problems (Simonsen et al., 2020).

The level of the novice teachers' professional competence in terms of instructional technology integration is moderately high (M=3.38, SD=0.89). This suggests that novice teachers hold a foundational level of competence in integrating instructional technology but entail more development to optimize digital tools in teaching and assessment. After the implementation, the instructional technology integration is very high (M =4.41, SD=0.66). This denotes that novice teachers effectively integrate instructional technology into their teaching, enhancing student engagement and learning outcomes.

The very high ratings for proficiency in using digital tools indicate that the program was effective in helping teachers integrate technology into their classrooms. The program was successful in improving technology integration skills, additional support or training could help ensure all teachers reach a similar level of proficiency. By offering more targeted training or resources on instructional technology, the program could ensure all teachers achieve greater proficiency and consistently enhance student learning through technology.

In the professional competence in ethics and standards, novice teachers demonstrate a moderately high level of professional competence before the implementation (M=3.37, SD=0.99). This indicates that they have a foundational understanding of ethical principles in teaching, but there remains room for further development in consistently upholding these standards in practice. After the implementation, professional competence in terms of professional ethics and standards is very high level (M=4.53, SD=0.57). This implies that novice teachers demonstrate a strong adherence to professional ethics and standards, ensuring integrity and accountability in their teaching practice. The results conclude that the very high ratings for maintaining confidentiality and handling sensitive issues responsibly indicate that the program effectively supported teachers in understanding and applying key ethical standards. The program effectively enhanced teachers' understanding of professional ethics, but there is room to further ensure consistent application across all participants.

Mentorship, in which seasoned educators offer advice and assistance to new workers, is a crucial part of improved induction programs. Effective mentoring, according to research, aids new teachers in gaining critical abilities in instructional planning, classroom management, and student involvement (Smith et al., 2021). Induction programs establish a framework for cooperative learning and reflective practice by matching novice instructors with seasoned mentors (Abdallah & Alkaabi, 2023). Through mentoring, new teachers can learn useful teaching techniques, get helpful criticism, and negotiate the challenges of the teaching profession (Schwan et al., 2020).

Apparently, before the implementation, the overall findings indicate that novice teachers possess a moderately high level (M=3.34, SD=0.94) of professional competence before undergoing the Enhanced Teacher Induction Program (ETIP). This indicates that as they have foundational knowledge and skills necessary for teaching, there remain areas for further development to achieve a consistently high level of professional practice.

The findings highlight the necessity of structured professional development initiatives such as ETIP, which can provide targeted interventions to further enhance the professional competence of novice teachers.

After undertaking the program, the novice teachers' professional competence turns very high (M=4.46, SD=0.63). This signifies that they exhibit a very high level of professional competence, reflecting strong pedagogical skills, classroom management, instructional technology integration, and adherence to professional ethics and standards.

Remarkably, the highest mean score of 4.53 (SD=.57) is shown for professional ethics and standards, indicative that teachers felt the induction program was highly effective in improving their understanding and application of ethical practices. Meanwhile, content knowledge followed closely with a mean of 4.47, (SD=.63) indicating significant improvement in teachers' subject-area expertise. Pedagogical skills and classroom management received very high scores of 4.44 (SD=.64) and 4.43 (SD=.65), respectively, showing that the program effectively enhanced teachers' teaching strategies and ability to manage their classrooms. Instructional technology integration received the lowest mean score of 4.41, (SD=.66) still rated as very high, but indicating a slightly smaller impact in helping teachers integrate technology into their practice compared to other areas.

The results point out that the program has effectively enhanced teachers' overall professional competence in key areas. Nonetheless, the findings also stress a need for additional training and resources in integrating technology into teaching. Addressing this gap would enable teachers to fully leverage digital tools to enhance student learning. Strengthening this aspect of the program could further improve the competence and effectiveness of novice teachers, preparing them to navigate today’s technology-driven classroom environment.

Among the key dimensions measured, all areas received moderatelyd high ratings, with minor variations in their mean scores. This finding matches with the study of Martinez and Cruz (2019), who observed that novice teachers often enter the profession with a strong academic foundation but require additional support to refine their teaching competencies in real-world classroom settings (Ballesteros, 2022).

TABLE 2
COMPARISON OF NOVICE TEACHERS' PROFESSIONAL COMPETENCE BEFORE AND AFTER UNDERGOING THE ETIP

	Dimensions	Before ETIP		After ETIP	
		Means	SD	Means	SD
1	Content knowledge	3.27	0.92	4.47	0.63
2	Pedagogical skills	3.32	0.95	4.44	0.64
3	Classroom management	3.38	0.94	4.43	0.65
4	Instructional technology integration	3.38	0.89	4.41	0.66
5	Professional ethics and standards	3.37	0.99	4.53	0.57
	Overall Mean	**3.34**	**0.94**	**4.46**	**0.63**

Legend:
4.20 – 5.00 *Very High*
3.40 – 4.19 *High*
2.60 – 3.39 *Moderately High*
1.80 – 2.59 *Low*
1.00 – 1.79 *Poor*

Significant Difference of the Socio-demographics of the Novice Teachers and their Professional Competence.

The results of the one-way ANOVA for various aspects of novice teachers' professional competence indicate that there were no significant differences between the groups in any of the areas measured. The p-values for content knowledge (0.197), pedagogical skills (0.680), classroom management (0.762), instructional technology integration (0.520), and professional ethics and standards (0.610) are all greater than the alpha level of 0.05. This suggests that the differences observed between groups are not statistically significant; hence, there is no sufficient evidence to reject the null hypothesis. Practically, the professional competence of teachers across various factors is comparable between groups. This further means that their ages do not affect the knowledge, skills, values and attitudes they possessed.

This implies that the Enhanced Teacher Induction Program has a consistent effect across the groups, with no significant variation in how it influenced different areas of professional competence. Therefore, while the program may have been beneficial overall, there were no statistically significant differences in its impact on specific competencies based on the groups analyzed.

The recent research has shown that effective teacher induction program implementation depends on program coordinators' structured support and clear communication. New instructors are guaranteed to codmprehend the goals, standards, and resources of the program when there is effective communication. Furthermore, teacher engagement and morale are often raised by induction programs that encourage peer cooperation and give new instructors organized chances to collaborate with their peers (Kang & Berliner, 2023).

TABLE 3
RESULTS OF ONE-WAY ANOVA OF THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE CATEGORIZED BY AGE

Factors	Sources of Variance	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	.113	2	.056	.197	.197
	Within Groups	11.734	41	.286		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.259	2	.130	.390	.680
	Within Groups	13.627	41	.332		
	Total	13.886	43			
Classroom Management	Between Groups	.191	2	.095	.274	.762
	Within Groups	14.285	41	.348		
	Total	14.475	43			
Instructional Technology	Between Groups	.454	2	.227	.664	.520
Integration	Within Groups	14.006	41	.342		
	Total	14.460	43			
Professional Ethics	Between Groups	.242	2	.121	.500	.610
	Within Groups	9.914	41	.242		
	Total	10.155	43			

The results of the one-way ANOVA indicate that gender does not significantly affect the professional competence of novice teachers across all measured indicators. For content knowledge, the computed F-value of 0.788 and a significance level of 0.380 suggest no significant difference between male and female teachers. This implies that both genders have similar levels of content mastery and ability to connect curriculum standards to lessons.

Similarly, in pedagogical skills, with an F-value of 0.266 and a significance level of 0.609, the results indicate that gender does not play a significant role in teachers' ability to implement effective teaching strategies and address students' learning needs. The same trend is observed in classroom management, where the F-value of 1.334 and a significance level of 0.255 confirm that both male and female teachers demonstrate comparable skills in maintaining a structured and positive learning environment.

For instructional technology integration, the F-value of 0.477 and a significance level of 0.494 indicate that proficiency in using digital tools for teaching is not influenced by gender. Lastly, Professional Ethics and Standards, with an F-value of 0.122 and a significance level of 0.728.

The results imply that gender does not influence the professional competence of novice teachers, suggesting that both male and female educators benefit equally from teacher induction programs. This highlights the effectiveness of training programs in providing equitable opportunities for skill development across different competencies.

TABLE 4
RESULTS OF ONE-WAY ANOVA ANALYSIS BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR GENDER

Indicators	Sources of Variance	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	.218	1	.218	.788	.380
	Within Groups	11.629	42	.277		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.087	1	.087	.266	.609
	Within Groups	13.799	42	.329		
	Total	13.886	43			
Classroom Management	Between Groups	.445	1	.445	1.334	.255
	Within Groups	14.030	42	.334		
	Total	14.475	43			
Instructional Technology	Between Groups	.162	1	.162	.477	.494
Integration	Within Groups	14.297	42	.340		
	Total	14.460	43			
Professional Ethics and	Between Groups	.029	1	.029	.122	.728
	Within Groups	10.126	42	.241		
	Total	10.155	43			

Table 5 indicated that the ANOVA analysis results show that the highest educational attainment of novice teachers does not significantly influence their professional competence across all measured indicators. The significance values for Content Knowledge (0.583), Pedagogical Skills (0.400), Classroom Management (0.271), Instructional Technology Integration (0.705), and Professional Ethics and Standards (0.586) all exceed the 0.05 threshold, confirming that differences in educational attainment do not result in significant variations in professional competence. Thus, null hypothesis is accepted.

This suggests that regardless of whether a teacher has attained a bachelor's degree, a master's degree, or higher, their effectiveness in key teaching competencies remains comparable. These findings highlight the importance of practical training and ongoing support systems in ensuring that all novice teachers, regardless of their highest degree, can perform effectively in the classroom. Schools and training institutions should continue prioritizing structured induction programs and hands-on learning experiences to enhance teachers' competencies beyond their academic credentials.

For new teachers, the induction program may be very beneficial to their professional development (Quijano, 2020). According to Kadel (2023), this program assists them in reducing attrition and job abandonment caused by a lack of practical understanding about the teaching profession.

TABLE 5
RESULTS OF ONE-WAY ANOVA BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR HIGHEST EDUCATIONAL ATTAINMENT

Indicators	Sources of Variance	Sum of Squares	Df	Mean Square	F	p
Content Knowledge	Between Groups	.557	3	.186	.658	.583
	Within Groups	11.290	40	.282		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.974	3	.325	1.005	.400
	Within Groups	12.913	40	.323		
	Total	13.886	43			
Classroom Management	Between Groups	1.333	3	.444	1.353	.271
	Within Groups	13.142	40	.329		
	Total	14.475	43			
Instructional Technology	Between Groups	.492	3	.164	.469	.705
Integration	Within Groups	13.968	40	.349		
	Total	14.460	43			
Professional Ethics and	Between Groups	.474	3	.158	.653	.586
	Within Groups	9.682	40	.242		
	Total	10.155	43			

Table 6 indicate that the number of years in service does not significantly influence the professional competence of novice teachers across all measured indicators. The significance values for Content Knowledge (0.238), Pedagogical Skills (0.691), Classroom Management (0.744), Instructional Technology Integration (0.135), and Professional Ethics and Standards (0.859) all exceed the 0.05 threshold, confirming that there are no statistically significant differences in competence based on teaching experience.

This implies that even teachers with fewer years of service demonstrate comparable levels of effectiveness in content mastery, pedagogical skills, classroom management, technology integration, and ethical practices when given proper training and support. The findings align with studies emphasizing that structured induction programs and continuous professional development play a crucial role in shaping teacher competencies, regardless of their years in service. These results highlight the importance of sustained mentorship and training opportunities to support novice teachers in their early years.

TABLE 6
RESULTS OF THE ONE-WAY ANOVA BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR NUMBER OF YEARS IN SERVICE

Factors	Sources of Variance	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	1.174	3	.391	1.467	.238
	Within Groups	10.673	40	.267		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.493	3	.164	.491	.691
	Within Groups	13.393	40	.335		
	Total	13.886	43			
Classroom Management	Between Groups	.436	3	.145	.414	.744
	Within Groups	14.039	40	.351		
	Total	14.475	43			
Instructional Technology	Between Groups	1.857	3	.619	1.965	.135
Integration	Within Groups	12.602	40	.315		
	Total	14.460	43			
Professional Ethics and	Between Groups	.189	3	.063	.253	.859
	Within Groups	9.967	40	.249		
	Total	10.155	43			

Table 7 reflected that religion does not have a significant effect on the professional competence of novice teachers across all measured indicators. The significance values for Content Knowledge (0.332), Pedagogical Skills (0.432), Classroom Management (0.137), Instructional Technology Integration (0.675), and Professional Ethics and Standards (0.456) all exceed the 0.05 threshold, confirming that differences in religious affiliation do not result in statistically significant variations in teaching competence.

The result implies that professional competencies, including instructional skills, ethical standards, and classroom management, are not influenced by religious background but are rather shaped by training, experience, and professional development. The findings support the idea that teacher effectiveness is driven by education, mentorship, and continuous learning rather than personal beliefs. Moreover, the results emphasize the importance of inclusive and equitable teacher training programs that focus on skill development rather than demographic factors

TABLE 7
RESULTS OF THE ONE-WAY ANOVA BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR RELIGION

Factors	Sources of Variance	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	.958	3	.319	1.174	.332
	Within Groups	10.889	40	.272		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.911	3	.304	.937	.432
	Within Groups	12.295	40	.324		
	Total	13.886	43			
Classroom Management	Between Groups	1.847	3	.616	1.950	.137
	Within Groups	12.629	40	.316		
	Total	14.475	43			
Instructional Technology	Between Groups	.537	3	.179	.514	.675
Integration	Within Groups	13.923	40	.348		
	Total	14.460	43			
Professional Ethics and	Between Groups	.633	3	.211	.887	.456
	Within Groups	9.522	40	.238		
	Total	10.155	43			

Table 8 indicated that the novice teachers' professional competence significantly differed based on the teacher education institution they graduated from. The findings indicate that there were no significant differences across all five indicators: content knowledge ($f = 1.174$, $p = 0.770$), pedagogical skills ($f = 0.937$, $p = 0.820$), classroom management ($f = 1.950$, $p = 0.636$), instructional technology integration ($f = 0.514$, $p = 0.396$) and professional ethics and standards ($f = 0.887$, $p = 0.163$)

Since the significance values (p-values) for all indicators are greater than 0.05, it can be concluded that the teacher education institution attended by novice teachers does not have a statistically significant impact on their professional competence.

The results imply that novice teachers from different teacher education institutions possess similar levels of competence upon entering the profession. This could indicate that teacher education programs follow standardized curricula and training frameworks, ensuring that all graduates acquire essential teaching skills, regardless of where they studied. Additionally, the findings highlight that continuous learning opportunities, mentorship, and classroom experiences after graduation may be more influential in shaping teacher effectiveness than the institution where they earned their degree.

In support, the study of Agan (2024) revealed that a cooperative professional culture in schools is another benefit of improved teacher induction programs. Collaborative and peer-learning programs facilitate new teachers' assimilation into the school community and the development of robust professional networks. Induction programs that encourage peer contact and group-based problem-solving enable new teachers to benefit from each other's experiences and work together to solve shared problems, claim Kang and Berliner (2023).

TABLE 8
RESULTS OF THE NE-WAY ANOVA BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR TEACHER EDUCATION INSTITUTION GRADUATED FROM

Factors	Sources of Variance	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	.024	1	.024	1.174	.770
	Within Groups	11.823	42	.281		
	Total	11.847	43			
Pedagogical Skills	Between Groups	.017	1	.017	.937	.820
	Within Groups	13.869	42	.330		
	Total	13.886	43			
Classroom Management	Between Groups	.078	1	.078	1.950	.636
	Within Groups	14.398	42	.343		
	Total	14.475	43			
Instructional Technology	Between Groups	.249	1	.249	.514	.396
Integration	Within Groups	14.211	42	.338		
	Total	14.460	43			
Professional Ethics and	Between Groups	.039	1	.089	.887	.163
	Within Groups	10.116	42	.241		
	Total	10.155	43			

There are no significant differences across all five indicators: content knowledge (F = 0.096, p = 0.096), pedagogical skills (F = 0.421, p = 0.421), classroom management (F = 0.013, p = 0.013), instructional technology integration (F = 1.538, p = 1.538) and professional ethics and standards (F = 0.069, p = 0.069). Since all p-values exceed 0.05, it can be concluded that novice teachers' professional competence is not significantly influenced by their latest work experience.

The findings imply that regardless of the latest work experience, novice teachers demonstrate similar levels of professional competence. The pre-service education and training programs adequately prepare teachers with the fundamental skills needed for the profession, making their prior work experiences less influential in their teaching effectiveness.

Additionally, the results highlight the importance of teacher training programs, ongoing professional development, and mentorship in ensuring that teachers remain competent and effective in their roles. Schools and educational institutions should continue to focus on structured teacher induction programs and continuous learning opportunities to support novice teachers, regardless of their previous work experience.

By lowering stress and boosting confidence in new hires, improved induction programs have also been demonstrated to have a major impact on teacher retention. Long-term retention and work satisfaction are more likely for teachers who feel prepared and supported throughout their induction. According to a study by Ingersoll and Strong (2021), new teachers who took part in thorough induction programs had a higher retention rate than those who had little to no assistance.

TABLE 9
RESULTS OF THE ONE-WAY ANOVA ANALYSIS BETWEEN THE NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND THEIR LATEST WORK

Factors	Sources	Sum of Squares	df	Mean Square	F	p
Content Knowledge	Between Groups	.027	1	.027	0.096	.096
	Within Groups	9.665	34	.284		
	Total	9.692	35			
Pedagogical Skills	Between Groups	.151	1	.151	.421	.421
	Within Groups	12.209	34	.359		
	Total	12.360	35			
Classroom Management	Between Groups	.005	1	.005	.013	.013
	Within Groups	12.835	34	.377		
	Total	12.840	35			
Instructional Technology	Between Groups	.530	1	.530	1.538	1.538
Integration	Within Groups	11.706	34	.344		
	Total	12.236	35			
Professional Ethics and	Between Groups	.017	1	.017	.069	.069
	Within Groups	8.339	34	.245		
	Total	8.356	35			

Difference in the Level of Novice Teachers' Competence before and After Participating in the Enhanced Teacher Induction Program.

A paired t-test is performed to assess whether there is a statistically significant difference between the level of novice teachers' professional competence before and after undergoing enhanced teacher induction program. As revealed, there is a significant difference on the novice teachers' professional competence before and after undergoing enhanced teacher induction program (t=-8.616, p=0.000) with 43 degrees of freedom. The teachers' competence after completing the program is relatively higher than their initial rating. This indicates that the Enhanced Teacher Induction Program had a substantial and positive impact on the professional competence of novice teachers.

This implies that the significant improvement in novice teachers' professional competence after undergoing the Enhanced Teacher Induction Program (ETIP) highlights the program's effectiveness in strengthening teaching skills and readiness. This suggests that well-structured induction programs play a crucial role in bridging the gap between theoretical knowledge and practical application, ultimately enhancing teaching quality.

According to Darling-Hammond et al. (2020), early professional development is essential for teachers because it gives them the tools they need to fulfill the demands of a diverse student body and establish inclusive learning environments. Research indicates that induction programs that include frequent training sessions increase the quality of instruction because new instructors are more able to modify their approaches to fit various learning styles and classroom situations (Moolenaar et al., 2023). Additionally, the unique difficulties faced by new teachers are addressed by focused professional development during induction, which improves their ability to manage challenging classroom scenarios and adapt to institutional expectations.

Table 10
RESULTS OF THE t-TEST ANALYSIS BETWEEN THE LEVEL OF NOVICE TEACHERS' PROFESSIONAL COMPETENCE BEFORE AND AFTER UNDERGOING ENHANCED TEACHER INDUCTION PROGRAM

Professional Competence	Mean	SD	Mean Difference	t-value	df	p
Before	3.34	.86	-1.11	-8.616	43	.000
After	4.45	.48				

**Significant at the .05 level.*

Difference among Professional Competence of Novice Teachers after the ETIP Implementation.

The one-way Analysis of Variance (ANOVA) results test whether there are significant differences in the professional competence of novice teachers among factors right after their completion of the Enhanced Teacher Induction Program (ETIP). The statistic reveals that the F-value (0.1225) is relatively low, and the p-value (0.1973) is greater than the alpha level of 0.05. Thus, there is no sufficient evidence to reject the null hypothesis. This means that there are no statistically significant differences in the professional competence of novice teachers across different factors.

The lack of significant variance may indicate that the ETIP was uniformly designed and delivered, leading to similar outcomes across all novice teachers. However, if variations were expected based on factors such as teaching experience, subject specialization, or school location, further investigation may be needed to determine whether the program effectively addressed diverse learning needs. This implies that ETIP successfully contributed to the professional competence of novice teachers but did not lead to statistically significant differences between groups. This finding highlights the importance of continuous evaluation and refinement of teacher induction programs, ensuring that they cater to the specific needs of different teaching contexts and learning environments.

Guerrero (2022) emphasizes that structured induction programs improve teacher retention rates and overall teaching effectiveness. David (2020) suggests that teachers who undergo structured induction programs tend to demonstrate stronger ethical decision-making and professionalism in their practice. Bingay and De Vera (2021) reveal that while instructional technology integration is part of teacher training, many novice teachers still struggle to fully incorporate technology into their teaching due to limited training and resources.

TABLE 10
ONE-WAY ANALYSIS OF VARIANCE (ANOVA) AMONG FACTORS OF THE PROFESSIONAL COMPETENCE OF NOVICE TEACHERS AFTER THE ETIP IMPLEMENTATION

Professional Competence	Sum	Mean	SD	df	F	p
Between Groups	144	3.27	1.81	4	.1225	.1973
	146	3.32	1.82			
With groups	148.8	3.38	1.84	215		
	148.6	3.38	1.84			
	148.2	3.37	1.84			

Relationship of the Enhanced TIP and the Professional Competence of Novice Teachers after Participation.

The Pearson-r correlation analysis indicates that there is no significant relationship between novice teachers' professional competence and the different indicators of the Enhanced Teacher Induction Program (ETIP). Across all categories content knowledge, pedagogical skills, classroom management, instructional technology integration, and professional ethics and standards, the correlation coefficients (r-values) are weak and non-significant (p-values > .05). Thus, there is no sufficient evidence to reject the null hypothesis.

The r-values range from -.099 to .148, suggesting that there is little to no correlation between professional competence and ETIP indicators such as program objectives, training content, mentoring, professional growth, and overall program effectiveness.

These findings imply that while the ETIP may have led to general improvements in teacher s and specific program components did not strongly influence individual areas of competence in a statistically measurable way. The absence of significant correlations suggests that professional competence may be influenced by multiple external factors beyond the ETIP, such as prior teaching experience, self-directed learning, or school-based support systems.

Research on teacher induction programs highlights their role in supporting novice teachers, yet findings on their direct impact on specific competencies remain mixed. Ingersoll and Strong (2021) emphasize that comprehensive induction programs, including mentoring, training, and professional development, improve overall teacher effectiveness and retention (Desimone & Garet, 2020).

TABLE 11
RESULTS OF PEARSON-R ANALYSIS BETWEEN THE LEVEL OF NOVICE TEACHERS' PROFESSIONAL COMPETENCE AND AFTER UNDERGOING ENHANCED AS SHOWN, AMONG THE TEACHER INDUCTION PROGRAM

Indicators r (Sig)	Program Objective and Alignment	Training Content and Delivery	Mentoring and Support	Professional Growth and Outcomes	Overall Program Effectiveness
Content Knowledge	-.057 (.712)	-.011 (.944)	-.079 (.610)	-.099 (.521)	.088 .570)
Pedagogical Skills	-.031 (.842)	.046 (.768)	-.099 (.522)	-.090 (.560)	.148 (.377)
Classroom Management	-.039 (.801)	.075 (.628)	-.056 (.716)	.070 (.651)	.136 (.378)
Instructional Technology Integration	-.050 (.746)	-.016 (.920)	-.068 (.660)	.097 (.532)	-066 (.670)
Professional Ethics and Standards	-.014 (.927)	.068 (.660)	-.039 (.799)	.141 (.360)	.147 (.340)

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CONCLUSIONS

The teaching workforce is predominantly composed of early-career educators, with a significant proportion holding a baccalaureate degree with master's units. The gender disparity is evident, with female teachers making up the vast majority, and most teachers having prior experience in private institutions.

The Enhanced Teacher Induction Program was highly effective across all areas. The professional growth and overall program effectiveness indicate that the program successfully supported novice teachers in their development and that well-structured induction programs.

The Enhanced Teacher Induction Program significantly improved novice teachers' professional competence, with very high ratings across all key areas. The strong scores in professional ethics, content knowledge, and pedagogical skills highlight the program's effectiveness in equipping teachers with essential skills for classroom success.

The demographic factors such as age, gender, educational attainment, teaching experience, and religious affiliation do not significantly impact the professional competence of novice teachers which is effectiveness if it is more likely shaped by structured training programs, professional development, and hands-on teaching experience.

The significant increase in professional competence scores after the Enhanced Teacher Induction Program demonstrates its effectiveness in improving novice teachers' skills and preparedness.

Structured teacher induction programs like the Enhanced Teacher Induction Program (ETIP) significantly improve novice teachers' competencies in pedagogy, classroom management, and professional ethics. However, challenges in technology integration highlight the need for further training and resources to better prepare teachers for tech-driven learning environments.

The Pearson correlation analysis showed no significant relationships between novice teachers' professional competence and the different components of the Enhanced Teacher Induction Program which the program was well-implemented.

RECOMMENDATIONS

Teacher development programs may focus on providing continuous training and mentorship, particularly for novice teachers to enhance their professional competence.

The Enhanced Teacher Induction Program may be continuously improved by incorporating feedback from novice teachers to further strengthen its effectiveness, particularly in mentorship and training content. Additionally, periodic assessments maybe conducted to ensure that the program remains responsive to the evolving needs of novice teachers and aligns with best practices in teacher development.

The school may strengthen instructional technology training through additional workshops and hands-on training to enhance teachers' confidence and proficiency in using technology for instruction.

Teacher training programs may focus on continuous professional development, mentorship, and hands-on learning experiences to enhance competence regardless of demographic factors.

The educational policymakers and school heads may prioritize implementing and improving ETIP programs to ensure novice teachers receive adequate support.

The Department of Education may sustain the implementation of the Enhanced Teacher Induction Program (ETIP) through continuous mentoring, professional development workshops, and technology integration training.

The school heads may highlight the need for a more comprehensive evaluation of ETIP effectiveness such as teacher reflections, classroom observations, or longitudinal studies.

The study was limited to evaluate the influence of enhanced teacher induction program on the professional competence of novice public elementary school teachers. For further study, it is recommended to explore the long-term impact of the Enhanced Teacher Induction Program (ETIP) on novice teachers' professional growth beyond the initial implementation phase, focusing on their career progression and classroom outcomes.

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