

Teacher Induction Program (TIP): A Mentor-Guided Support and Inductee's Performance

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Abstract- Mentors play an important role to ensure that the newly hired teachers are well-guided on how to accomplish the TIP. They ensure that the newly hired teacher was able to attend the TIP Orientation. Ask them if they have queries and clarifications. Set an agreement with the newly hired teacher and possibly with other mentors and other newly hired teachers on when to have a TIP catch-up/coaching and mentoring session/LAC. The main objective of the study is to determine the extent of mentor-guided support and inductee's performance in the conduct of Teacher Induction Program (TIP). The study employed a descriptive-correlational quantitative research design to 40 TIP inductees using a researcher's made survey questionnaire to determine the extent of mentor-guided support and inductee's performance in the conduct of Teacher Induction Program (TIP). It was concluded that the mentor-guided support among TIP inductees is relatively support very high except for the predictor variable orientation which had been rated lowest by the teachers at the selected schools involved in the study. The inductee's performance in terms of TIP inductees' performance final rating was outstanding. There is no significant relationship in the extent of mentor-guided support and inductee's performance among the Teacher Induction Program. Mentor-guided support may not be strongly link to highest educational attainment. Mentor-guided support may not be closely associated with the length of service and number of conducted LAC sessions.

I. INTRODUCTION

Teacher Induction Program (TIP) is designed for newly hired teachers to immerse them in the teaching profession in the public school system (DepEd 2019). Induction programs run for three years for teachers and one year for school leaders. An assessment is administered at the end of the program to gauge the level of readiness of the DepEd personnel for his or

her new role. An induction program is a prerequisite for any of the courses for each job group. It provides a comprehensive support system for new teachers in the public school system. Providing training and mentoring to newly hired teachers to improve their knowledge, skills, and values. DepEd fully supports the principle of lifelong learning and commitment to the development of beginning teachers (DO 43, S. 2017). Indeed, it is extremely important to know the duties and the responsibilities attached to it (David, 2021).

Mentors play an important role to ensure that the newly hired teachers are well-guided on how to accomplish the TIP. They ensure that the newly hired teacher was able to attend the TIP Orientation. Ask them if they have queries and clarifications. Set an agreement with the newly hired teacher and possibly with other mentors and other newly hired teachers on when to have a TIP catch-up/coaching and mentoring session/LAC. A LAC session for TIP catch-up or discussion of some topics from the TIP could be scheduled once a month or once all newly hired teachers in the school are done with one course. This could serve as a culminating activity. The DepEd Teacher Induction Program (TIP) coursebooks are designed to be self-paced. The role of the mentor is to guide the newly hired teacher in answering the coursebook. The newly hired teachers need to accomplish the following to complete the course: i) answer the coursebook; ii) pass the summative assessment quiz; and iii) submit portfolio output.

In addition, Lipton and Wellman (2018) highlighted that with mentoring programs, beginning teachers have increased effectiveness in their classrooms, higher satisfaction, and greater commitment than those that do not experience these supports. The teacher mentoring program assists and encourages a new teacher into the education profession (Sparks, 2017). Moreover, Radford (2017) defined the role of a mentor

stating that they need to know how to facilitate learning, as well as observe and provide feedback.

As observed and as experienced, newly hired teachers doesn't know everything about the department. The mentors conducted an orientation for this program. They provided us with a conducive venue. Because of the orientation, we gained information that made us understand more of the program. We were then, introduced to our respective mentors. Mentoring was done through LAC session every Friday, 1 in the afternoon, together with the rest of the mentors and inductees. In terms of attendance, most of the time we achieved a perfect one hundred percent. We engaged in discussions about the courses and enthusiastically exchanged our ideas and initiatives. My mentor personally printed the modules for the initial course, demonstrating a hands-on approach. She further extended her support by creating a group chat to provide additional assistance with completing the portfolios. Additionally, she diligently reminded us of the submission deadlines. Thanks to the support from our mentor, my fellow inductees and I actively participated in LAC sessions, completed our portfolios, and effectively applied what we learned in our classrooms. The Teacher Induction Program isn't only mandatory; it's also embraced as an opportunity for continuous learning. This initiative significantly benefits novice teachers like me, equipping us with the knowledge and skills needed to excel as educators within the department. Through mentor-guided support, including orientation, classroom observations, assessments, and feedback, participants gain a deeper understanding of their roles, responsibilities, and expectations. This comprehensive approach enhances their performance and integration as full-fledged DepEd personnel within the education system.

The study was conceived to find out the extent of mentor-guided support and inductee's performance in the conduct of Teacher Induction Program (TIP) in Zamboanga City Division. The Department will benefit from this study because it could provide DepEd Officials baseline information and a basis for actions on the implementation of the program. The researcher would like to use the findings of this study in designing interventions.

II. METHODOLOGY

The study employed descriptive-correlational quantitative research design in determining the extent of mentor-guided support and inductee's performance using quantitative data.

The study used a researcher made survey-questionnaire, as the main tool for data gathering with 4-point Likert Scale and consisted of three parts with focused on profile, mentor-guided support, and inductee's performance on the conduct of Teacher Induction Program (TIP).

The study was guided by appropriate research ethics and guidelines. Primary data were used in this study. Consent and permission from the respondents were gathered. The confidentiality of the respondents was maintained strictly to ensure the privacy of the respondents. Hence, the ethical aspect of the research was strictly implemented. The approval of the respondents to allow the researchers to present in the other forum or fora was ensured.

The guidelines set by the schools were followed in the conduct of the study. Permission to conduct the study involving the 40 TIP inductees from five elementary schools were requested with informed consent. Data gathering was conducted in the respective rooms of target-respondents.

III. RESULTS AND DISCUSSIONS

Problem 1. What is the extent of mentor's-guided support among the Inductee under the Teacher Induction Program in terms of orientation, classroom observation, and assessment and feedbacking?

Table 1
Extent of Mentor's-Guided Support among TIP Inductees in Terms of Orientation

Statements	Mean	Verbal Description	Interpretation
1. creates orientation checklist to ensure all	3.52	Strongly Agree	Very High

necessary steps will be covered.			
2. sets standards for orientation	3.50	Strongly Agree	Very High
3. provides conducive venue.	3.65	Strongly Agree	Very High
4. starts on time.	3.45	Strongly Agree	Very High
5. provides substantial information's on the program.	3.60	Strongly Agree	Very High
6. defines job responsibilities.	3.57	Strongly Agree	Very High
7. presents the course materials.	3.55	Strongly Agree	Very High
8. answers questions to aid understanding.	3.57	Strongly Agree	Very High
9. conducts inductee's feedback to evaluate the orientation.	3.35	Strongly Agree	Very High
10. provides ongoing support.	3.10	Agree	High
<i>Overall Mean</i>	<i>3.48</i>	<i>Strongly Agree</i>	<i>Very High</i>

Legend: 1.0-1.75-Strongly Disagree 1.76-2.50-Disagree 2.51-3.25-Agree 3.26-4.0-Strongly Agree
1.0-1.75-Very low 1.76-2.50-Low 2.51-3.25-High 3.26-4.0-Very High

As shown in Table 1, the statement, “Provides conducive venue.” is rated by the teachers the highest with a mean rating of 3.65, described as “strongly agree” and interpreted as “very high”. This means the mentors provide conducive venue for the orientation. This further implies, that participants highly value having a comfortable and suitable environment for the orientation activities. Because it directly impacts the learning experience, group dynamics, and overall

satisfaction of the inductees. It creates a conducive atmosphere where inductees can thrive, engage fully, and benefit from the orientation program.

Moreover, the statement, "Provides ongoing support," is rated the lowest with a mean rating of 3.10, described as “agree” and interpreted as “good”. This means, the inductees agree that the mentors provide ongoing support towards the Teacher Induction Program. This includes guidance and advice, professional development, feedback and reflection, emotional support, resource sharing, monitoring progress, role modeling, and celebrating successes. While still positive, this means that there may be some areas for improvement in providing continuous support beyond the initial orientation period.

The overall mean for extent of mentor’s-guided support among TIP inductees in terms of orientation is 3.48, described as “strongly agree” and interpreted as “very high”. Overall, the data indicates that participants highly value a well-organized, informative, and supportive orientation process, with most aspects rated within the "Strongly Agree" range. This implies, that the mentor’s-guided support among the Inductee under the Teacher Induction Program in terms of orientation was relatively very high.

This finding is supported by the study of Lindström (2022) confirmed that teaching orientation was dominant, yet differences in how supervisors conceptualize affordances during practice emerged. In addition, Ferrer’s (2018) findings showed that handling large classes, student differences, and classroom management were the greatest challenges experienced by the new teachers. Training, school-initiated programs, and support from colleagues were mainly the form of support given.

Table 2
 Extent of Mentor’s-Guided Support among TIP Inductees in Terms of Classroom Observation

Statements	Mean	Verbal Description	Interpretation
1. views the mentee's lesson plans	3.37	Strongly Agree	Very High

and discusses teaching methods and instructional styles.			
2. entertains questions from inductees.	3.72	Strongly Agree	Very High
3. observes alignment of the lesson with the learning objectives and outcomes	3.60	Strongly Agree	Very High
4. observes classroom management .	3.67	Strongly Agree	Very High
5. observes the materials used.	3.60	Strongly Agree	Very High
6. observes enthusiasm and engagement of the teacher and students.	3.67	Strongly Agree	Very High
7. pays attention to both strengths and areas for improvement .	3.70	Strongly Agree	Very High
8. observes time management .	3.15	Agree	High
9. provides feedback and support to enhance teaching practices.	3.55	Strongly Agree	Very High

10. offers continuous mentor-guided support.	3.45	Strongly Agree	Very High
<i>Overall Mean</i>	3.55	Strongly Agree	<i>Very High</i>

Legend: 1.0-1.75-Strongly Disagree 1.76-2.50-Disagree 2.51-3.25-Agree 3.26-4.0-Strongly Agree
1.0-1.75-Very low 1.76-2.50-Low 2.51-3.25-High 3.26-4.0-Very High

As shown in Table 2, the statement, “Entertains questions from inductees.” is rated by the teachers the highest with a mean rating of 3.72, described as “strongly agree” and interpreted as “very high”. This further implies, that mentors being open to questions from inductees fosters a supportive learning environment and encourages dialogue between mentors and mentees.

On the other hand, the statement, "Observes time management.," is rated the lowest with a mean rating of 3.15, described as “agree” and interpreted as “high”. This means, the inductees agree that the mentors observe time management during classroom observation. As experienced, mentors really take note how an inductee manage his/her allotted timeframe to finish the activities as planned.

The overall mean for the extent of mentor’s-guided support among TIP inductees in terms of classroom observation is 3.55, described as described as “strongly agree” and interpreted as “very high”. This further implies that the mentor’s-guided support among the Inductee under the Teacher Induction Program in terms of classroom observation was relatively very high. Overall, the data means that mentors play a significant role in supporting TIP inductees during classroom observation, with a strong emphasis on providing constructive feedback, fostering dialogue, and promoting effective teaching practices.

This finding is supported by the findings of Auman (2023), that systematic classroom observation revealed emerging themes such as guide for

improvement; evaluation and assessment; ability to accept constructive criticism; advocate professional growth; and receives technical assistance. In addition, Cassidy (2018) revealed that teachers benefit from receiving detailed and specific feedback as it relates to their instructional practices, and providing such feedback improves a teachers’ ability to reflect upon their instruction.

1.0-1.75-Very low
2.51-3.25-High
High

1.76-2.50-Low
3.26-4.0-Very High

As shown in Table 3, the statement, “Willingness to support mentees.” is rated by the inductees the highest with a mean rating of 3.85, described as “strongly agree” and interpreted as “very high”. This means that the mentors are willing enough to support the mentees. On the other hand, the statements, " Monitors progress." and “Follows schedules of retrieval of portfolios." are rated the lowest with both mean rating of 3.10, described as “strongly agree” and interpreted as “very high”. This implies, that inductees strongly agree that the mentors really monitor their progress in the program and really follows the schedules of retrieval of portfolios. Per observation, mentors were consistent in conducting progress monitoring whereas inductees were also found to be compliant with their portfolios ahead of time.

Table 3
Extent of Mentor’s-Guided Support among TIP Inductees in Terms of Assessment and Feedbacking

Statements	Mean	Verbal Description	Interpretation
1. willingness to support mentees.	3.85	Strongly Agree	Very High
2. collects and uses data to monitor progress	3.50	Strongly Agree	Very High
3. identifies areas for improvement.	3.50	Strongly Agree	Very High
4. modifies instruction.	3.62	Strongly Agree	Very High
5. gives technical assistance.	3.62	Strongly Agree	Very High
6. engages in a dialogue with the inductee.	3.50	Strongly Agree	Very High
7. shows care: approach feedback with empathy.	3.60	Strongly Agree	Very High
8. monitors progress.	3.40	Strongly Agree	Very High
9. follows schedules of retrieval of portfolios.	3.40	Strongly Agree	Very High
10. evaluates the content of the portfolio before submitting to the district.	3.47	Strongly Agree	Very High
<i>Overall Mean</i>	<i>3.56</i>	<i>Strongly Agree</i>	<i>Very High</i>

Legend: 1.0-1.75-Strongly Disagree 1.76-2.50-Disagree 2.51-3.25-Agree 3.26-4.0-Strongly Agree

The overall mean for the overall mean for extent of mentor’s-guided support among TIP inductees in terms of assessment and feedbacking is 3.56, described as described as “strongly agree” and interpreted as “very high”. This further implies, that the mentor’s-guided support among the Inductee under the Teacher Induction Program in terms of assessment and feedbacking was relatively very high.

This finding is supported by the findings of Gnepp’s (2021) that feedback recipients increased self-protective and self-enhancing attributions. Managers were motivated to improve to the extent they perceived the feedback conversation to be focused on future actions rather than on past performance.

Table 4
Summary Table on the Extent of Mentor’s-Guided Support among TIP Inductees

Variables	Mean	Verbal Description	Interpretation
1. Orientation	3.48	Strongly Agree	Very High
2. Classroom Observation	3.55	Strongly Agree	Very High

3. Assessment and Feedbacking	3.56	Strongly Agree	Very High
<i>Grand Mean</i>	<i>3.53</i>	<i>Strongly Agree</i>	<i>Very High</i>

Legend: 1.0-1.75-Strongly Disagree 1.76-2.50-Disagree 2.51-3.25-Agree 3.26-4.0-Strongly Agree
1.0-1.75-Very low 1.76-2.50-Low 2.51-3.25-High 3.26-4.0-Very High

As shown in Table 4, the variable rated the highest by the teachers is Assessment and Feedbacking with a mean rating of 3.56 described as “strongly agree” and interpreted as “very high”. This means that the mentor’s-guided support among the TIP inductees in the selected school in terms of assessment and feedbacking was very high. It implies that mentors really assessed and gave feedback to help the inductees.

Orientation on the other hand was rated the lowest by the inductees with a mean rating of 3.48 still described as “strongly agree” and interpreted as “very high”. Even though this variable was rated lowest it still implied that the mentor’s-guided support among TIP inductees in the selected school in terms of orientation were acceptable to the inductees.

The overall mean is 3.53, described as “strongly agree” and interpreted as “very high”. This further implies, that the mentor’s-guided support among TIP inductees in the selected public elementary schools in the Schools Division of Zamboanga City was relatively very high. Indeed, mentors play a crucial role in supporting TIP inductees throughout various stages of their integration into the organization, with a strong emphasis on providing guidance, feedback, and ongoing support.

This finding is supported by the findings of Vecaldo (2021), that the mentors provided mentoring to a very great extent along with personal, career, professional knowledge, instructional process, and role modelling supports.

2. What is the inductee's performance?

Table 5
TIP Inductee’s Performance in Terms Performance Tool

Performance	Final Rating	Adjectival Rating
TIP Inductee’s Performance	4.3750	Outstanding

Legend: 5.000-4.500-Outstanding; 4.4999-3.500 Very Satisfactory; 3.499-2.500- Satisfactory; 2.499-1.500- Unsatisfactory;1.499-below Poor

As shown in Table 5, the TIP inductee’s performance final rating was 4.3750 in the range 3.299-4.000 and the adjectival rating was described as “outstanding.” Outstanding rating is given to inductees whose performance exceeded expectations. All goals, objectives and target were achieved above the established standards.

This means that the overall performance of the TIP inductees of the selected schools in the Schools Division of Zamboanga City based on their TIP performance final rating for school year 2023-2024 was “outstanding.” This further implies exceptional performance and surpassing expectations in their role as a TIP Inductee. They have demonstrated excellence and achieved remarkable results in their duties or responsibilities.

This finding is supported by the findings of Duplon (2022), who strongly agreed that addressing the challenges in the workplace as to fitting in, time management and productivity, culture in the workplace, communication and coordination, and motivation will increase their teaching performance.

3. Is there a significant relationship in the extent of mentor-guided support among the inductee’s performance of the Teacher Induction Program?

Table 6
Significant Relationship in The Extent of Mentor-Guided support among the inductee’s performance of the Teacher Induction Program

Variable	Variable	R-Value	P-Value	Decision	Interpretation
X	Y				

Mentor's-guided support	Inductees Performance	.105	.519	Accept	Not significant
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The table 6 shows that the variables mentor's-guided support and TIP inductees' performance exhibit a correlation coefficient (R-value) .105 with a corresponding P-value of .519, which means that the relationship between these variables is not significant. Therefore, the significant relationship between the mentor-guided support and TIP inductees' performance did not exist. This implies that regardless of the extent of the mentor's support among teacher inductees, there is no guarantee that the performance of the teacher inductees will decrease or be better since there was no correlation found. This further implies that the performance of the inductees isn't measured by the support provided by the mentors and that it depends on the teacher's attitude to improve oneself for better service.

Is there a significant difference in mentor-guided support when grouped according to profile in terms of highest educational attainment, length of service, number of conducted LAC sessions?

Table 7
Significant Difference When Mentors are Grouped According to Profile in terms of Highest Educational Attainment

Variable	Highest Educational Attainment	Mean	f-value	p-value	Decision	Interpretation
Mentor's-Guided Support	Masters	3.50	1.101	.301	Accept	Not significant
	Doctorate	3.60				

As shown in Table 7, the significant difference in the extent of mentor's support does not exist when

grouped according to Highest Educational Attainment which obtained p-value of 0.301 greater than the $\alpha=0.05$. Therefore, the null hypothesis that there is no significant difference in the extent of mentor's support does not exist when grouped according to Highest Educational Attainment is accepted since there is no statistical difference found among variables tested. This implies that there is no significant difference in the mean scores between inductees with a master's degree and those with a doctorate. In summary, based on these results, there isn't enough evidence to conclude that there's a significant difference in mean scores between individuals with a master's degree and those with a doctorate.

Table 8
Significant Difference When Mentors are Grouped According to Profile in terms of Length of Service

Variable	Length of Service	Mean	f-value	p-value	Decision	Interpretation
Mentor's-Guided Support	6-10 years	3.47	3.345	.030	Reject	Significant
	11-15	3.42				
	16-20	3.65				
	21 or more	3.79				

As shown in Table 8, the f-value of 3.345 is associated with a p-value of 0.030, which is less than the typical significance level of 0.05. Therefore, we rejected the null hypothesis. It further implies that at least one of the means in the different categories of years of service is significantly different from the others. This finding implies that as mentors accumulate more experience over time, they are more likely to be actively involved in program activities, such as induction program, which can enhance the program's effectiveness and support mentee development. In conclusion, the analysis implies that there is a significant difference in terms on the number of years of service.

This finding is supported by the findings of Brown & Jones (2021), that the mentors with longer tenure often possess greater expertise, institutional knowledge, and refined mentoring skills. This accumulated experience enables mentors to provide more meaningful guidance and support to mentees, thereby contributing to positive outcomes in mentoring programs.

Table 9
Significant Difference When Mentors are Grouped
According to Profile in terms of Number of
Conducted LAC Sessions

Variable	Number of Conducted LAC Sessions	Mean	f-value	p-value	Decision	Interpretation
Mentor's-Guided Support	6-10	3.36	14.774	.000	Reject	Significant
	11 or more	3.66				

As shown in Table 9, the f-value of 14.774 is associated with a p-value of 0.000, which is much less than the typical significance level of 0.05. Therefore, we accept the null hypothesis. The difference in mean scores between mentors who conducted 6-10 LAC sessions and those who conducted 11 or more sessions is statistically significant. Specifically, this implies that mentors who conducted 11 or more sessions had significantly higher scores compared to those who conducted fewer sessions.

CONCLUSION

The mentor-guided support among TIP inductees in the Schools Division of Zamboanga City is relatively very high except for the predictor variable orientation which had been rated lowest by the teachers at the selected schools involved in the study. The inductee's performance in terms of TIP inductees' performance final rating was outstanding. There is no significant relationship in the extent of mentor-guided support and inductee's performance among the Teacher

Induction Program. Mentor-guided support may not be strongly link to highest educational attainment. Mentor-guided support may not be closely associated with the length of service and number of conducted LAC sessions.

Based on the findings of the study on mentor-guided support among Teacher Induction Program (TIP) inductees in the Schools Division of Zamboanga City, these are the recommendations: Focus on enhancing the orientation program for TIP inductees. Improving the quality and comprehensiveness of the orientation sessions can potentially elevate overall satisfaction and effectiveness of the mentor-guided support program. This adjustment could contribute positively to the professional development and success of TIP inductees within the division. Given the outstanding performance ratings achieved by TIP inductees, it is recommended to continue supporting and nurturing their professional growth through sustained mentorship and professional development opportunities. Additionally, recognizing and celebrating their achievements can further motivate them to maintain and surpass current performance levels. Furthermore, periodic assessments and feedback mechanisms should be implemented to ensure continuous improvement and alignment with organizational goals. This strategic approach will not only uphold the high standards set by outstanding performance but also foster a culture of excellence among TIP inductees. Enhancing mentor training programs to emphasize evidence-based strategies and best practices in mentorship could potentially strengthen the correlation between mentor support and inductee performance. Establishing clear guidelines and benchmarks for mentorship, along with ongoing support and professional development opportunities for mentors, will contribute to fostering a more robust and meaningful relationship between mentor-guided support and the performance of TIP inductees. Explore qualitative aspects such as mentor-mentee dynamics and the specific support mechanisms offered could provide deeper insights into how educational attainment interacts with mentor-guided support in influencing professional development outcomes. This qualitative inquiry could help identify potential areas for tailored support strategies that align with the varying educational backgrounds of TIP inductees. Implement targeted professional development

programs tailored to address the unique needs and challenges associated with varying lengths of service and levels of LAC session participation to enhance mentor-guided support for all TIP inductees. These programs should focus on strengthening mentorship skills, fostering collaboration during LAC sessions, and promoting continuous learning among mentors and mentees alike. Future Researchers can replicate this study in their own locale. The recommendations of this study would help them decide to conduct a similar study to address the issue mentor-guided support and inductee's performance.

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