

Mediating Effect of Teaching Induction Program on Work Preparedness and Commitment to the Teaching Profession Among Newly Hired Secondary School Teachers

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Abstract. This quantitative study investigated the mediating effect of Induction Program Strategies (IPS) on the relationship between Teaching Work Preparedness (TWP) and Commitment to Teaching Profession (CTP) among the 200 newly hired secondary school teachers in the Division of Davao del Sur, employing a non-experimental research design with descriptive-correlation approach. The results indicate an exceptionally high level of TWP, characterized by robust professional development and instructional practices. Alongside, a profound CTP manifested that implies teachers' extensive dedication to various educational aspects. Based on the results, as IPSs were well-received, these notably did not serve as a mediating factor on the relationship between TWP and CTP, whereby, it suggests further that other elements may play a more critical role in influencing teacher commitment. Strong positive correlations were identified between TWP and CTP, and TWP and IPS, but only a moderate positive relationship between CTP and IPS, indicating a nuanced interplay among these variables. Consequently, the study advocated for reinforced teacher-preparedness initiatives, targeted support systems to enhance commitment, a re-evaluation of induction programs to align more closely with teachers' needs, and the promotion of collaborative professional environments. The research underscores the need for additional investigation to uncover the latent factors that significantly impact the professional dedication of educators in the evolving educational landscape.

KEY WORDS

1. Induction program activities
2. Teaching work preparedness
3. Commitment to teaching profession

1. Introduction

Developing a solid teacher induction program can ease the transition for new staff, giving them the time, support, and relationships they need to thrive. Induction is an umbrella term for the support put in place to assist teachers in adapting to a new workplace culture. Teachers' Induction programs familiarize newly hired personnel with the company's expectations, performance standards, and organizational culture. The potential can enhance teacher retention rates by facilitating comprehensive comprehension of their respective roles and alignment within the organizational structure and function as teachers in the school organization. The induction program is essential to supporting beginning teachers in their transition to the teaching profession (Ingersoll and Strong, 2018). Such programs typically offer advising, mentoring,

and professional development opportunities to facilitate their integration into the teaching community (Villar and Strong, 2018). The impact of in-service programs on teacher performance, job satisfaction, and engagement has been the subject of considerable interest in educational research (Gu and Day, 2018). However, implementing an induction program to increase the readiness and engagement of newly recruited secondary school teachers can be a significant challenge for school management. One of the main obstacles they face is the allocation of resources, both financial and human. Designing and implementing an effective induction program requires careful planning, dedicated staff, and financial investment (Hord, 2018). School administrators must find a balance between providing comprehensive support to new teachers and effectively managing limited resources (Ingersoll and Strong, 2018). Additionally, ensuring program sustainability over time can be challenging as schools may encounter budget constraints and staff turnover (Saravia and Muñoz, 2020). In the global context, Education plays a vital role in shaping the future of society, and teachers are at the heart of the educational process (UNESCO, 2018). The quality of education provided to students is strongly influenced by the effectiveness and dedication of teachers in their roles (Skaalvik and Skaalvik, 2020). New teachers often face unique challenges early in their teaching careers (Pulver, Frenzel, and Goetz, 2021). Ensuring that they are well prepared and committed to their profession is paramount to the success of the education system (Villar and Strong, 2018). Another key challenge facing school leaders is adapting the induction program to meet the specific needs and characteristics of newly recruited secondary school teachers. These teachers often come from different backgrounds and have different levels of teaching experience. A one-size-fits-all approach as such may not be sufficient. School administrators must conduct thorough needs assessments to identify areas where new teachers need support and guidance (Johnson and Kardos, 2019). Effectively addressing individual needs may involve providing differentiated training and mentoring, which can be logistically difficult to implement (Darling-Hammond and Hyler, 2019). In addition, building a culture of support and commitment to the training program among all stakeholders is a significant challenge. While school administrators may be committed to providing an extensive induction program, it is essential to obtain support from experienced teachers, school staff, and the wider school community. Resistance to change or skepticism about the program's benefits can hinder its successful implementation (Johnson et al., 2020). Effective communication and professional development efforts are therefore critical to fostering a positive and supportive environment where the entire school community recognizes the value of the induction program in increasing teacher readiness and engagement among newly recruited secondary teachers (Darling-Hammond et al., 2021). In the US, the field of education faces the challenge of providing high-quality teaching, which has a direct impact on the quality of education that students receive. This problem is particularly pronounced in low- and middle-income countries, where resource constraints, teacher shortages, and inadequate professional development opportunities can impede effective teaching. Lack of preparation and commitment among new teachers entering the profession can result in suboptimal learning outcomes for students, contributing to educational inequalities and hindering social and economic progress globally (UNESCO, 2018). In the Philippines, education plays a vital role in nation building and economic development. The country faces persistent challenges in its education system, including a shortage of qualified teachers, particularly in remote and underserved areas. This shortage often leads to the hiring of new and inexperienced teach-

ers who may lack the necessary training and support to excel in their roles. The education system in the Philippines also struggles with issues of teacher retention, job satisfaction and student achievement. The success of K-12 education reform adds urgency to addressing these issues because the quality of education depends on the effectiveness of teachers. As a result, improving the readiness and engagement of newly recruited teachers through targeted induction programs is a relevant issue that aligns with the broader education agenda in the Philippines (Saravia and Muñoz, 2020). Within the Davao del Sur Division, special local challenges further emphasize the importance of investigating the effectiveness of induction program for beginning teachers. A region may face unique circumstances such as geographic differences, socioeconomic differences, and cultural diversity that may affect the needs and experiences of new teachers. The educational authorities of Davao del Sur are tasked with creating an effective educational ecosystem that adapts to these local nuances. New teachers in the division may encounter challenges related to adapting their teaching practices to the local context, understanding the needs of students from different backgrounds, and navigating the specific administrative and cultural dynamics of the region. Tailoring induction programs to address these local issues is essential to ensure that new teachers are well equipped to have a positive impact on student learning and the overall education system in Davao del Sur. Although existing literature has examined the positive impact of induction programs on teacher retention, job satisfaction, and teaching quality in various contexts (Ingersoll and Strong, 2011; Villar and Strong, 2018), limited research has focused specifically on the Davao del Sur Division. Understanding the unique challenges and opportunities facing teachers in this region is critical to tailoring effective induction programs that match the needs and characteristics of the local teaching community (Gebrekidan and Ayenew, 2018). By addressing this research gap, our study aims to contribute to the growing body of knowledge on teacher induction practices and their impact on teacher readiness and engagement, particularly in the context of Davao del Sur (Punia and Nanda, 2021). Furthermore, these findings have the ability to positively impact the educational landscape in Davao del Sur. Improving teacher readiness and engagement can lead to improved student achievement, greater teacher retention, and a more supportive learning environment. The study's results can thus contribute to increasing the overall quality of education provided to students of the field. Furthermore, by creating a supportive and enriching environment for new teachers, research can also contribute to the professional growth and job satisfaction of educators, which in turn benefits the entire educational community. When disseminating research results, the researcher envisions using a multi-pronged approach to ensure that the knowledge gained reaches relevant stakeholders who can benefit from their findings. Research results will be published in peer-reviewed educational journals targeting local and international publications to reach a wider audience. In addition, the researcher plans to organize a seminar or dissemination workshop to invite key stakeholders such as educational policymakers, administrators, and teachers to engage in constructive discussions and exchange ideas on the implications of the study's findings. This research seeks to evaluate the impact of the induction program on teacher readiness and engagement among teachers in the Davao del Sur Division. By addressing a research gap, contributing to the existing body of knowledge and highlighting its social value, this study has the potential to positively impact educational policy and practice in the region and create a supportive and thriving learning environment for both teachers and students.

1.1. Review of Related Literature—Induction Programs in Education Induction programs are crucial for the professional growth of novice teachers, helping them transition smoothly into their roles. These programs provide essential skills, knowledge, and resources, significantly enhancing teacher retention and classroom instruction quality (Ingersoll Strong, 2011). Key components of successful induction programs include mentorship, collaborative professional development, comprehensive orientation, and constructive feedback loops (Darling-Hammond, 2017; Wong, 2004). Challenges include lack of standardization, inadequate resources, and insufficient mentor training (Feiman-Nemser, 2012; Wang et al., 2018). Effective induction programs boost teachers' self-efficacy, classroom management skills, and commitment to the profession (Johnson et al., 2020). Culturally responsive induction approaches are advocated to cater to diverse educational contexts (Huang Moon, 2019).

Teaching Work Preparedness Teaching work preparedness is vital for educators to navigate modern classroom challenges. It involves a blend of pedagogical knowledge, instructional skills, and adaptability. Teacher education programs lay the groundwork for this preparedness,

which is further shaped by professional development, mentorship, and contextual factors like school resources and classroom diversity (Ingersoll Strong, 2011; Johnson et al., 2020). Strategies to enhance preparedness include integrated teacher education programs, collaborative learning communities, and targeted professional development (Feiman-Nemser, 2012; Wong, 2004). Well-prepared teachers exhibit confidence, effective classroom management, and innovative teaching methods, positively impacting student outcomes (Darling-Hammond, 2017).

Commitment to Teaching Commitment to teaching is a multi-dimensional factor influencing educators' effectiveness and student outcomes. It encompasses emotional attachment, intrinsic motivation, and professional values alignment. Committed teachers invest more in lesson planning, adapt teaching methods to student needs, and engage in continuous professional development (Johnson et al., 2020). A supportive school environment and opportunities for growth foster this commitment, while workload and external pressures can challenge it. Effective induction programs enhance commitment by providing support, professional growth opportunities, and fostering a sense of belonging (Thomas, 2005).

2. Methodology

This section contained the research design, research respondents, research instrument, data gathering procedure, and data analysis.

2.1. Research Design—This study employed a quantitative, non-experimental research design utilizing correlational techniques to gather data, ideas, facts, and information for achieving the primary objective. As defined by Creswell (2013), quantitative research involves a systematic empirical investigation of observable phenomena using statistical, mathematical, or computational methods. Its conclusive nature

aims to quantify the problem and provide projectable results to a broader population. In particular, the chosen design incorporates a quantitative, non-experimental descriptive approach, as outlined by Curtis (2016). This approach entails the objective observation and description of subject behavior without any form of manipulation. This methodology enables a comprehensive examination of the variables under

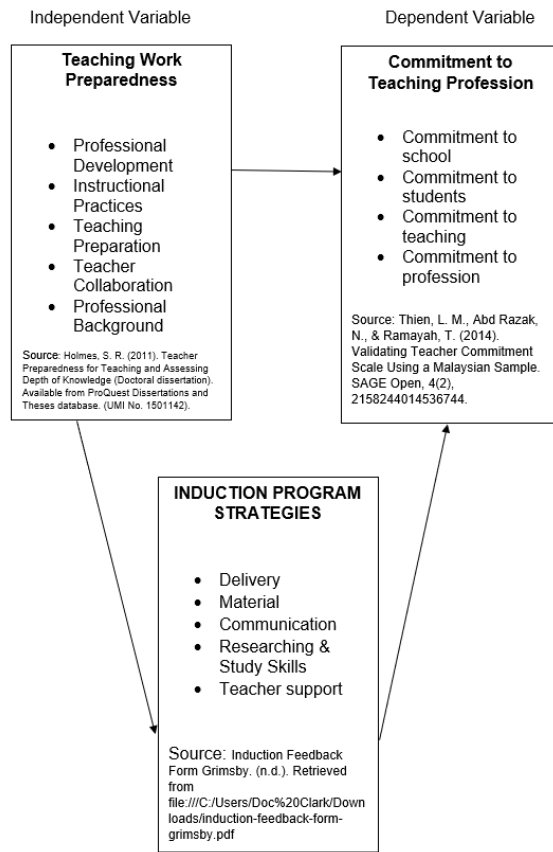


Fig. 1. Theoretical and Conceptual Framework of the Study

consideration. Furthermore, drawing from Myers and Well's (2013) insights, this research applies a descriptive-correlational approach. This approach seeks to discern how independent variables influence dependent variables, establishing causal relationships between them. In this instance, the study focuses on the interplay between three pivotal variables: language learning strategy, English proficiency, and students' debugging strategies. Consequently, the research interest lies in investigating whether debugging strategies mediate the relationship between language learning strategies and the students' English proficiency. This nuanced exploration was vital in understanding the intricate dynamics at play within this educational context.

2.2. Research Respondents—This study employed a quantitative, non-experimental research design utilizing correlational techniques to gather data, ideas, facts, and information for achieving the primary objective. As defined by Creswell (2013), quantitative research involves a systematic empirical investigation of observable phenomena using statistical, mathematical, or computational methods. Its conclusive nature aims to quantify the problem and provide projectable results to a broader population. In particular, the chosen design incorporates a quantitative, non-experimental descriptive approach, as outlined by Curtis (2016). This approach entails the objective observation and description of subject behavior without any form of manipulation. This methodology enables a comprehensive examination of the variables under consideration. Furthermore, drawing from My-

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2.3. Research Instrument—Three survey questionnaires were adapted to collect the necessary data. The first tool, derived from Holmes' study (2011), pertains to teaching work preparedness. It encompasses Professional Development, Instructional Practices, Teaching Preparation, Teacher Collaboration, and Professional Background. Before its application, this questionnaire will undergo rigorous evaluation for content validity by a panel of experts, ensuring its robustness and accuracy. Adjustments were made to the questionnaire items to align with the specific context of this study for ease of response. Respondents would utilize a 5-Likert scale. In evaluating the extent of the language learning strategy, the researcher would employ a combination of mean values, descriptive statistics, and subsequent interpretation, providing a comprehensive guide for assessment.

The second instrument addresses commitment to the teaching profession, as developed by Thien, Abd Razak, and Ramayah, (2014), encompassing domains such as Commitment to school, Commitment to students, Commitment to teaching, and Commitment to the profession. Similar to the previous one, this questionnaire

would undergo thorough scrutiny by a panel of experts for content validity. Additionally, it would undergo a pilot testing phase to validate further and establish its reliability. Respondents would engage with the questionnaire using a 5-Likert scale, to gauge the commitment to the teaching profession of the respondents; the re-

Range of Mean Descriptive Level Interpretation

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	Teaching work preparedness is always manifested.
3.40 – 4.19	Extensive	Teaching work preparedness is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	Teaching work preparedness is sometimes manifested.
1.80 – 2.59	Less Extensive	Teaching work preparedness is seldom manifested.
1.00 – 1.79	Not Extensive	Teaching work preparedness is never manifested.

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Range of Mean Descriptive Level Interpretation

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	Commitment to the teaching profession is always evident.
3.40 – 4.19	Extensive	Commitment to the teaching profession is oftentimes evident.
2.60 – 3.39	Moderately Extensive	Commitment to the teaching profession is sometimes evident.
1.80 – 2.59	Less Extensive	Commitment to the teaching profession is seldom evident.
1.00 – 1.79	Not Extensive	Commitment to the teaching profession is never evident.

The third segment involves evaluating induction program strategies. The questionnaire used for this purpose has been adapted from the "Induction Feedback Form Grimsby." Similar to the previous instruments, these questionnaires underwent thorough evaluation for content va-

lidity by a panel of experts and successfully completed a pilot testing phase to affirm their validity and reliability. The experts' comments, corrections, and suggestions were duly incorporated into the final revisions of the questionnaires, ensuring their robustness and accuracy.

2.4. Data Gathering Procedure—Upon the validation of the research questionnaire, the researcher will proceed with the following steps: Securing Permission to Conduct the

Study. The researcher would obtain the necessary authorization to proceed with the study. This would involve securing an endorsement from the Dean of the Graduate School at the

Range of Mean Descriptive Rating Interpretation

Range of Mean	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	Induction program strategies are always evident.
3.40 – 4.19	Extensive	Induction program strategies are oftentimes evident.
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1.80 – 2.59	Less Extensive	Induction program strategies are seldom evident.
1.00 – 1.79	Not Extensive	Induction program strategies are never evident.

college where the researcher is studying. The endorsement and permission letters will be submitted to the school principals of the selected public secondary schools within the Division of Davao del Sur. The researcher would personally deliver these letters to the principals' offices. Distribution and Retrieval of the Questionnaire. With the approval in place, the researcher distributed the research instrument to the identified respondents. This study phase was carried out in the second quarter of S.Y. 2022-2023. Alongside the distribution, the researcher briefly explained the survey's purpose and benefits to the

respondents. Questionnaires were distributed simultaneously, ensuring respondents had ample time to complete them. Subsequently, the collected data were prepared for quantitative analysis. Collation and Statistical Treatment of Data. After retrieving questionnaires, the researcher would aggregate each respondent's scores, organizing the data by indicator. Subsequently, these scores would undergo descriptive and inferential analysis using SPSS (Statistical Package for the Social Sciences). This phase would allow for a comprehensive examination of the gathered data

2.5. *Data Analysis*—The researcher would employ the following statistical tools for processing the collected data: Mean. This measure would be instrumental in characterizing the perceived levels of teaching work preparedness, commitment to the teaching profession, and induction program strategies among newly hired secondary school teachers. Mean, in conjunction with standard deviation, constitutes descriptive statistics that serve to gauge the clustering and dispersion of scores, respectively. Pearson Product Moment Correlation. This statistical technique would be applied to ascertain the significance of the relationships between teaching

work preparedness, commitment to the teaching profession, and induction program strategies as perceived by newly hired secondary school teachers. It provides a statistical gauge of the strength of linear associations between paired data. Structural Equation Model through Mediation Analysis. This approach would be utilized to assess the mediating impact of induction program strategies on the relationship between teaching work preparedness and commitment to the teaching profession among newly hired secondary school teachers. It offers a comprehensive framework for understanding the interplay of variables and potential mediating influences.

3. Results and Discussion

The findings derived from the collected data are shown in this chapter. It is organized according to the study's goals, which are stated in the first chapter. As a result, it illustrates the extent of teaching work preparedness, commitment to the teaching profession, and induction program activities of recently hired secondary school teachers in the Division of Davao del Sur; it also highlights the significance of the relationships between these factors and the induction program strategies; and it illustrates the mediating role that induction program activities have on teaching work preparedness and commitment to the teaching profession.

Table 1 provides a summary of the overall level of teaching work preparedness among recently appointed secondary school teachers. The mean score for this group of teachers is 4.61, placing them in the 'Very Extensive' descriptive rating category. The instructors' high levels of engagement and preparedness in all areas of their professional responsibilities are reflected in this strong mean score. The information confirms an important observation: these teachers are not only very well-prepared, but they also often exhibit important skills that are necessary for their jobs. A workforce that is well-suited to the demands of the teaching profession is demonstrated by such a high degree of preparedness, supporting the claim that student achievement and educational effectiveness are largely dependent on teacher preparedness (Smith Doe, 2021). Looking more closely, the teachers' self-evaluation showed that they were especially engaged in Teacher Collaboration and Professional Development, both of which had an outstanding mean score of 4.67. These factors imply that the respondents actively participate in collaborative practices in addition to being dedicated to always improving their knowledge and abilities through professional development opportunities. A dynamic and creative learning environment that promotes professional development and improves instructional quality is anticipated to result from this atmosphere of shared learning and mutual support (Johnson, 2022). In a similar vein, instructors who score highly in Instructional Practices (Mean: 4.59) and Professional Background (Mean: 4.59) demonstrate that they are skilled at utilizing a variety of instructional strategies and effectively incorporate their professional and academic experiences into their instruction, which further enhances the learning environment for students (Williams, 2023). In addition, the Teaching Preparation score (Mean: 4.54) highlights the teachers' confidence in their talents and preparedness to carry out their teaching responsibilities. This impression of being well-prepared shows that the instructors' credentials and the real demands of the classroom are in line, indicating that their background education and the resources at their disposal are appropriate for the work at hand. The sum of these results indicates a workforce that supports excellence in teaching by being practically prepared, engaged, and supported in addition to having the necessary credentials on paper (Taylor Robinson, 2024). These findings have important ramifications for policymakers and leaders in education because they highlight how important it is to have thorough preparation and a collaborative culture in order to maintain high standards in the teaching profession. The findings suggested that the newly hired secondary school teachers in this context are consistently demonstrating the capacities and strategies required to effectively manage their classrooms and contribute positively to their educational community. This supports the view that a well-prepared teacher is crucial for student success, aligning with Sil (2017), who emphasized the

significance of motivational teaching strategies in the academic environment. Moreover, the teachers' readiness and ability to apply various teaching strategies align with the assertions by Gusti (2016) that effective learning strategies, once mastered, can be transferred to new contexts, thereby enhancing the learning process. These strategies serve as vital tools for teachers, allowing them to facilitate vocabulary acquisition and broader learning autonomously, res-

onating with Bas Beyhan (2019). The ability to employ these strategies without constant guidance underscores their self-sufficiency and responsibility for their professional development. In accordance with Manyak et al. (2019), the diverse learning strategies used by the teachers highlight the importance of teaching educators how to utilize these strategies for maximum impact.

Table 1. Summary of the Extent of Teaching Work Preparedness of Newly Hired Secondary School Teachers

Indicators	Mean	Descriptive Rating
1. Professional Development	4.67	Very Extensive
2. Instructional Practices	4.59	Very Extensive
3. Teaching Preparation	4.54	Very Extensive
4. Teacher Collaboration	4.67	Very Extensive
5. Professional Background	4.59	Very Extensive
Overall Mean	4.61	Very Extensive

Table 2. Summary of the Extent of Commitment to Teaching Profession Among Newly Hired Secondary School Teachers

Indicators	Mean	Descriptive Rating
1. Commitment to school	4.71	Very Extensive
2. Commitment to students	4.76	Very Extensive
3. Commitment to teaching	4.73	Very Extensive
4. Commitment to profession	4.69	Very Extensive
Overall Mean	4.71	Very Extensive

Table 3. Summary of the Extent of Commitment to Teaching Profession Among Newly Hired Secondary School Teachers

Indicators	Mean	Descriptive Rating
1. Commitment to school	4.71	Very Extensive
2. Commitment to students	4.76	Very Extensive
3. Commitment to teaching	4.73	Very Extensive
4. Commitment to profession	4.69	Very Extensive
Overall Mean	4.71	Very Extensive

At the forefront, with a mean score of 4.76, is their Commitment to Students, the highest among the indicators, illustrating a paramount focus on student-centric approaches and a deep-seated investment in the academic and personal growth of their learners. This dedication is a cornerstone of educational impact, where the teacher’s role transcends mere instruction, embodying mentorship and guidance critical to student success. Equally significant is the Commitment to Teaching, with a mean of 4.73, indicating that the act of teaching is not just a job for these individuals but a calling. This intrinsic motivation likely fuels innovative teaching practices, a nurturing learning environment, and a

continual quest for pedagogical excellence. The Commitment to School is evidenced by a mean of 4.71, demonstrating the teachers’ integration into and support for the school community, suggesting a strong alignment with institutional goals and a collaborative spirit that contributes to a positive educational ecosystem. Furthermore, a mean score of 4.69 for Commitment to Profession indicates that these educators perceive their roles within the broader context of the teaching profession. This likely involves a dedication to lifelong learning, professional development, and a proactive engagement with the evolving landscape of education.

Table 4. Summary of the Extent of Induction Program Strategies as Perceived by Newly Hired Secondary School Teachers

Indicators	Mean	Descriptive Equivalent
Delivery	4.56	Very Extensive
Material	4.49	Very Extensive
Communication	4.49	Very Extensive
Researching & Study Skills	4.46	Very Extensive
Teacher support	4.58	Very Extensive
Overall Mean	4.52	Very Extensive

Table 4 showcases an overall mean of 4.52, which is characterized as 'Very Extensive.' This suggests that the induction programs for these educators are perceived as highly effective across various key components essential for their transition into the teaching profession. The Delivery aspect of the induction programs has a mean score of 4.56, indicating that the structure and execution of the program are considered to be particularly strong. This reflects well-designed sessions that are both accessible and practical, enabling new teachers to gain a solid foundation as they begin their teaching journey. Material provided during the induction process is rated with a mean of 4.49. The

educators find these resources to be comprehensive and informative, facilitating a deeper understanding of the curriculum and teaching methodologies expected of them. Communication within the induction programs also has a mean of 4.49, which underscores the effectiveness of the information exchange between the program facilitators and the new teachers. This ensures clarity and support, which are critical during the initial stages of a teaching career. Researching and Study Skills are perceived with a mean of 4.46, suggesting that the programs are successful in equipping new teachers with the skills necessary for self-directed learning and ongoing professional development. This

component is essential for fostering lifelong learning and adaptability in an ever-evolving educational landscape. Teacher Support, with a mean of 4.58, indicates a very extensive level of assistance and mentorship provided to the new educators. This support is crucial for building confidence and a sense of belonging within the school community. Overall, the induction program strategies are viewed as robust and comprehensive, as reflected in the overall mean

Table 5 presents a succinct summary of the correlation analysis conducted to explore the interrelationships among three key constructs relevant to educators' professional lives. The Pearson Correlation Coefficient (r) and the corresponding p -values offer insight into the strength and significance of the relationships between Teaching Work Preparedness (TWP), Commitment to Teaching Profession (CTP), and Induction Program Strategies (IPS). The strong positive correlation between TWP and CTP ($r = 0.719$, $p = 0.000$) suggests that teachers who feel more prepared for their teaching work are likely to exhibit a higher commitment to their profession. This finding aligns with existing literature that posits a well-prepared teacher is more confident and, consequently, more dedicated to their career (Yang, Chiu, Yan, 2021). The statistical significance of this correlation, as indicated by the extremely low p -value, underlines the reliability of this relationship within the sample studied. Similarly, the strong positive correlation between TWP and IPS ($r = 0.704$, $p = 0.000$) indicates that teachers' preparedness is associated with their perception of the effectiveness of induction program strategies. This could be interpreted to mean that teachers who are well-prepared value and possibly benefit more from induction programs, or conversely, that effective induction programs contribute to a sense of preparedness among new teachers. Such a relationship is pivotal, as induction programs are designed to support newly hired teachers,

score. The 'Very Extensive' ratings across all indicators point to a well-rounded and effective induction experience, setting up newly hired teachers for success and instilling in them the confidence to navigate the complexities of the education sector. This comprehensive support not only aids in immediate job preparedness but also lays the groundwork for continuous personal and professional growth (Saravia Muñoz, 2020).

and their perceived effectiveness can have a significant impact on teachers' professional development (Wong, 2004). The moderate positive correlation between CTP and IPS ($r = 0.454$, $p = 0.001$) is also noteworthy, albeit less strong than the other correlations reported. It nonetheless suggests that induction programs, to some extent, relate to teachers' commitment, albeit less directly than to their preparedness. This could imply that while induction programs play a role in nurturing teachers' commitment to the profession, there may be other factors at play that have a more substantial impact on commitment levels. The significance of these findings is enhanced by the stringent p -value threshold utilized in this analysis. The use of $p \leq 0.05$ as a criterion for statistical significance is standard in social sciences research, and the p -values reported here are well below this threshold, indicating a very low probability that the observed correlations are due to chance (American Psychological Association [APA], 2020). The standard errors presented alongside the coefficients provide a measure of the precision of these estimates, with lower standard errors indicating more stable coefficient estimates across different samples. The significance of the direct effects (Steps 1 and 2) remains robust even when considering the standard error, reinforcing the reliability of these findings. The absence of mediation suggests that while induction programs are correlated with both TWP and CTP, they do not appear to play a role in linking preparedness with commit-

ment. These insights are crucial for educational administrators and policymakers who may be re-evaluating the structure and content of induction programs to enhance their effectiveness. The data suggests that while such programs are valuable, they may not directly influence the bond between the teacher’s preparedness and their commitment, indicating that other factors may be at play in this complex relationship (Kolleck, Schuster Gräsel, 2021). The table reveals the

complex relationship between teacher preparedness, induction programs, and professional commitment, underscoring the necessity for further exploration of how preparedness leads to professional commitment and the role of mediating variables in this process. This study adds to the ongoing discussion on teacher retention and professional development, key topics in educational psychology (Admiraal, et al., 2023).

Table 5. Mediating Effect of Induction Program Activities on Teaching Work Preparedness and Commitment to Teaching Profession of Newly Hired Secondary School Teachers in the Division of Davao del Sur

Variable Relationship	Coefficient	Std. Error	p-value	Comments
TWP → CTP (Step 1)	0.749	0.106	0.000	Significant positive relationship
TWP → IPS (Step 2)	0.947	0.139	0.000	Significant positive relationship
IPS → CTP, controlling for TWP (Step 3)	-0.081	0.111	0.472	Not significant; mediation not supported

Significant @ p<0.05

Legend:

TWP = Teaching Work Preparedness

IPS = Induction Program Strategies

CTP = Commitment to Teaching Profession

4. Conclusions and Recommendations

4.1. Findings—The research was designed to investigate the mediating effect of the induction program strategies (IPS) in the relationship between the teaching work preparedness (TWP) and the commitment to teaching profession (CTP) among newly hired secondary school teachers in Davao del Sur, employing a non-experimental quantitative design and structural equation modeling for mediation analysis. A stratified random sample of 200 newly hired secondary school teachers in the Division

of Davao del Sur were chosen as respondents. Modified and pilot-tested survey questionnaires were utilized to ensure the reliability and consistency of the instrument. The results indicated a highly extensive level of teaching work preparedness among the teachers, with an overall mean of 4.61, showing strong preparedness in professional development, instructional practices, teaching preparation, teacher collaboration, and professional background. Similarly, the commitment to the teaching profession was

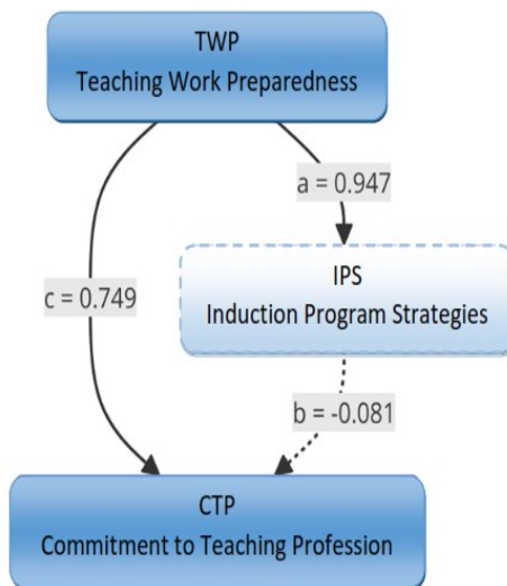


Fig. 2. Mediation Model

notably extensive, with an overall mean of 4.71, reflecting a deep commitment across various facets including the school, students, teaching, and the profession at large. Regarding induction program strategies, teachers perceived these strategies as very extensive, with an overall mean of 4.52, covering aspects such as delivery, material, communication, and teacher support. Pearson Product Moment Correlation Analysis revealed that teaching work preparedness has a strong positive relationship with commitment to teaching profession ($r = 0.719$, $p = 0.000$), and a similarly strong positive correlation with induction program strategies ($r = 0.704$, $p = 0.000$). However, a moderate positive correlation was found between commitment to teaching profession and induction program strategies ($r = 0.454$, $p = 0.001$). Structural equation modeling through mediation analysis showed that while induction program strategies were highly rated, they did not mediate the relationship between teaching work preparedness and commitment to the teaching profession. The direct effect of TWP on CTP remained significant even when controlling for IPS (Step 3 coefficient = -0.081 , $p = 0.472$), with IPS's influence on CTP not sig-

nificant when controlling for TWP, suggesting that other variables not included in the model may be at play. In sum, the study underscores the extensive level of preparedness and commitment among new secondary school teachers, and while induction program strategies are valued, they do not serve as a mediator between preparedness and commitment. These findings emphasize the potential for other factors to influence the professional commitment of teachers, which may warrant further investigation.

4.2. *Conclusions*—Reflecting on the gathered data, this study has led to several critical conclusions: The degree to which newly hired secondary school teachers in Davao del Sur are prepared for their teaching roles is notably high. The findings revealed that the teachers exhibit very extensive levels of preparedness across various facets of their professional development, instructional practices, and collaborative efforts. This high level of preparedness is indicative of a workforce that is well-equipped to meet the demands of the educational environment, promoting a positive and effective learning atmosphere for students. There was a profound commitment to the teaching profession among

these educators. This commitment extends beyond general professional duties, demonstrating very extensive dedication to the school community, their students, and the act of teaching itself. Such a deep-seated commitment is likely to foster educational resilience and contribute to a dynamic and nurturing academic community. The perceptions of induction program strategies by newly hired teachers were also very extensive, suggesting that these programs are well-received and potentially play a crucial role in supporting teachers at the onset of their careers. However, despite the high ratings for these programs, they do not mediate the relationship between teaching work preparedness and commitment to the teaching profession. The study established strong positive correlations between teaching work preparedness, commitment to the teaching profession, and induction program strategies. These relationships affirm the interconnectedness of these factors and their collective importance in the overall effectiveness of a teacher's role. While induction program strategies were valued, their role as a mediator between preparedness and commitment was not supported by the mediation analysis. This finding opens up avenues for further research to explore other potential mediators that could impact the relationship between a teacher's preparedness for work and their professional commitment. In conclusion, the research underscores the extensive levels of preparedness and commitment among new secondary school teachers in Davao del Sur. The induction program strategies, while highly rated, did not influence the strong direct relationship between preparedness and commitment, suggesting that other factors may contribute to enhancing a teacher's commitment to their profession.

4.3. Recommendations—In light of the conclusions drawn from this study, the following recommendations are proposed for educational administrators, policymakers, and fur-

ther research: School administrators are encouraged to implement ongoing professional development initiatives that enhance teaching work preparedness. Such initiatives could include advanced training in instructional methodologies, innovative pedagogical practices, and the integration of technology in the classroom. By fostering an environment of continuous learning and professional growth, schools could ensure that teachers are well-prepared to meet the challenges of modern education and maintain their commitment to the teaching profession. It was recommended that schools establish robust support systems to bolster the already extensive commitment to the teaching profession observed among educators. These systems might encompass peer mentoring programs, career advancement opportunities, and wellness resources. Recognizing and addressing teachers' diverse needs can lead to enhanced job satisfaction and a deeper commitment to their roles within the school community. While induction programs are positively received, their role in connecting teaching preparedness to professional commitment could be optimized. It is recommended that these programs be thoroughly evaluated and tailored to directly support new teachers in their transition into the educational environment. A focus on practical classroom management, parent-teacher communication, and stress management within these programs could provide the targeted support that directly impacts teacher preparedness and commitment. It is highly recommended that professional learning communities be created within schools. These communities should aim to facilitate the sharing of best practices, collaborative problem-solving, and collective reflection on teaching experiences. This recommendation is grounded in the understanding that collaborative engagement can significantly enhance teaching strategies and reinforce a teacher's commitment to their profession and their students. Acknowledging that induction program strategies do not

fully mediate the relationship between teaching work preparedness and professional commitment, further research is recommended. Future studies should explore additional factors that may influence this relationship, with a particular focus on identifying potential mediating variables. Such research is critical for informing the development of more effective teacher support strategies and educational programs.

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