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TEACHER INDUCTION PROGRAM: BASIS FOR APPRAISAL AND RECOGNITION BY THE SCHOOL ADMINISTRATORS

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Abstract

Teacher Induction Program braces efficient teaching, learning and assessment practices. Unfortunately, teachers are faced with many difficulties during their teaching career, and they desire support to overcome this challenging moment. Lack of support can create difficulty that grows into overall job dissatisfaction and leads to the failure of teacher retention.

The study looked into the status of the program in terms of: (1) Teacher Induction Program in supporting newly hired teachers, (2) TIP strengthening and enriching the primary teachers' knowledge on teacher induction program modules, (3) successful completion of TIP contributes to primary teachers' performance, (4) challenges met by the primary teacher on teacher induction program, and (5) appraisal and recognition given by the school administrators on the basis for teachers' performance.

The researcher used of a questionnaire and participatory interview as the techniques in data collection. The statistical analysis and treatment of data involve frequency, percentage, and mean in answering the problem of the research.

The respondents of the study were the primary teachers and administrators from the District of Bocaue. The researcher utilized the DepEd requirements for teachers and administrators to assess the teachers' performance and how the principal appraised their subordinate consequent to teacher induction program.

The research used quantitative and descriptive- normative methods of research. It utilized to further identify and assessed the teacher performance, appraisal system and the problem they encountered in pursuing the teaching profession in connection to teacher induction program. A validated questionnaire was utilized to know the level of appreciation of public school administrators and primary teachers of Bocaue District.

It was covered in terms of valuing the teachers' performance, the appraisal and recognition given by the school administrators was often times observed by the teachers. However, it was found out that principals must develop and sustained school structure and cultures that fosters individual and group learning. Through analyzing the data, it was found out that there was no significant relation between the performance of primary grade teachers and teacher induction program. Other factor might be influencing the performance of the teachers in the classroom and in their chosen field of profession.

Based from the findings and conclusion of the study, Teacher Induction Program should be conducted at least four to five days of orientation before the opening of classes. This is so, to properly endow teachers about the educational system, implemented by the DepED such as procedures, guidelines and policies that teachers should know. This includes salaries and other monetary benefits that can be enjoyed by the teacher upon entering the government institution. It is also important on the part of the teacher to have strong administrative participation and support in the overall induction process to achieve the desire goals. Moreover, teacher should give appraisal and recognition by school administrators in doing commendable performance in different areas by giving incentives namely: service credit, certificates, cash incentives, scholarship and promotion. These motivators will help them to be more motivated ad satisfied to reach high performance level. In return, teachers should also show willingness a desire to uphold utmost service to achieve favorable actions among school administrator.

Introduction

School worldwide conducted Teacher Induction Program (TIP) that supported and helped the newly qualified teachers in their chosen career. This program provides hands on opportunity for teachers under the guidance of experience mentors to link theory and improved their way of teaching. Inductions pertain to the assistance and support given by the season teachers as well as the administrators in order to make them familiar with new teaching environment.

Per DepEd Memo No. 39 s. 2008, also known as Mass Institutionalization of Teacher Induction Program (TIP), it aims to strengthen the continuum from pre- service and in service education and training; promote excellence in public education, enhance teacher effectiveness; enhance the socialization process; safeguard the personal and professional well- being of the teachers by providing them with peer support network as well as familiarizing them with stressed management techniques and assisted the teachers in discover in for themselves the joy and satisfaction that can be derived in the teaching profession.

Under Magna Carta for Public Teachers (Republic Act 4670) Sec. 1, Declaration of Policy promotes and improves the social as well as their economic status, working conditions, and their career prospect. Therefore, enhancing the quality of education and hiring competent teacher is the primary goal of the K to 12 curriculums. Additionally, it was being recognized that advance in education depends on the

qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

Goodman (2007), stated that TIP is an important part of the Teacher Education and Development Program which provided a continuum from pre-service and in-service training. Therefore, mentoring process shall enhance teacher leadership and empowerment of school heads as they institutionalize the induction program in the long term.

As per Republic Act 7784, educator is a way to effectiveness and efficiency. The law stipulates that the country's vision is a teacher education system whose mission is to educate and trained teachers of unquestionable integrity and competence and who is committed to their continuing professional growth and obligation to help their students grow as responsible individuals.

In relation to Republic Act 7784, one of its functions is to make programs and projects that strengthen collaboration that would enhance teachers' development, retaining, orientation and trainings. Moreover, it was embarked on a project that systematized teacher induction nationwide. Additionally, various forms of orientations were made to ensure the needed knowledge and mentoring by the master teachers.

Based from Development Program of the Philippines, pre-service education of teachers was a key for achieving sustainable quality education. Therefore, DepEd has the biggest stake in teachers' pre-service program, so that it should demand for more rigorous classroom- based training for future teachers. Additionally, the DepEd was committed in partnership with CHED and TESDA that put in place a demand driven teacher education program with public schools as laboratories for internship program and institutionalize the TIP at the school level.

The TIP consists of 6 modules, this served as a guide to the newly qualified teachers to become competent and effective in their chosen career namely: Educational Laws and Survey, Programs, and Projects of DepEd; The K to 12 Curriculum; Responsibility and Accountability of a Filipino Teacher; Professionalism and Personal Welfare; Community Partnership; and Curriculum and Instruction. These modules tackled about constitutional mandate, legal bases and various laws on education which clarify the rights, responsibilities and accountabilities of teachers; the K to 12 Curriculum; the characteristics of an effective school teacher; about teachers as a person as a professional and the benefits and privileges which an educator can enjoy.

Therefore, administrators as well as the season teachers have various leadership styles in motivating teachers that made them work harder, and became efficient and competent in their chosen vocation. This leadership style expressing attention in employees need, empowerment, commitment and motivation. This is also considered to be a component contributing significantly to the organization's success, particularly when human assets and resources are considered to be the main factor in the organization's success. Moreover, appraisal process promotes the collaboration and established good relationship between the mentors, administrators and teachers. Thus, it is also shown that appraisal system is an efficacious way of helping teachers to improve teaching, pupils learning and increases job satisfaction. In addition, principal assigned mentor or buddy teachers, thereby establishing a formal network that supported the novice. Principals can also help the new teacher obtain the needed resources and supplies. Additionally; principal's activities included observation throughout the school,

providing commendation and feedback to teachers on classroom and professional growth activities, providing approval and feedback to pupils on classroom performance or behavior.

Loveless (2016), cited that principals are most likely influenced instruction by developing and setting educational goals for their schools. They also monitor teachers' implementation of goals but were less likely that gave advised who have questions or problems with their teaching.

Teachers were the vital component in the system of education. Teachers' motivation, experience, skills and wide range of knowledge contributed in teaching. School heads and teachers should collaborate in order to make learning more meaningful and relevant for the pupils.

School heads' participation in the classroom instruction can affect the quality of teaching. School leaders have a noble effect on pupils learning through the teachers they hired, how they assign teachers in different learning areas, how they monitor teachers and how they create opportunities for teachers to improve.

Although, the TIP braces efficient teaching, learning and assessment practices. Unfortunately, teachers are faced with many difficulties during their teaching career, and they desired support to overcome this challenging moment. Lack of support can create difficulty that grows into to overall job dissatisfaction and leads to the failure of teacher retention. However, inconsistency subsists through these programs' duration, structure, and intensity, with many beginning teachers changing schools or leaving the profession all together. The disconnection and inconsistency seems to be a knot of pierce to support, resources, flexibility, and collaboration. Due to a lack of consistency and assistance in the professional development programs was limited.

Furthermore, this study focused on how teacher induction program provides as a basis for appraisal and recognition given by school administrators in the District of Bocaue and how teachers described the program. The results can further assist the school administrators in reviewing the exiting program and practices on proper implementation of the teacher induction that can enrich the teachers' performance and professional development.

Statement of the Problem

The general problem of the study is. How teacher induction program served as a basis for appraisal and recognition given by school administrators?

Specifically, this study sought answers to the following questions:

1. What support does the TIP provide to primary teachers?
2. How does the TIP strengthen and enrich the primary teachers' knowledge through the following modules
 - a. educational laws and surveys, programs, and project of the DepEd
 - b. the K to 12 curriculum
 - c. responsibility and accountability of a Filipino teacher
 - d. professionalism and personal welfare

- e. community partnership and
 - f. curriculum and instruction?
3. How may the successful completion of the TIP contribute to primary grade teachers' performance?
 4. What are the challenges met by the primary grade teachers in observing the principles laid down by the DepEd in TIP?
 5. How do school administrators make an appraisal and provide recognition for the Primary grade teachers based on their performance?

Methodology

This research used the descriptive-normative method that served as a blueprint process that helped the researcher that collect the needed data and provided scientific basis for professional judgment.

In order to be achieved the objectives of this study, the researcher employed questionnaire and interview to identify the significant result. Descriptive-normative type of research was the main method used in this study. On the other hand, cited by Estrella in Tejero and Catchillar (2004), emphasized that descriptive research is concerned with the conditions or relationships that are existing, process that are going, effects that are best felt, or trends that are developing.

Considering the nature of the study, this research used the descriptive method to find out how do administrators value the performance of the primary teachers (k-3) in public schools, specifically in the District of Bocaue, consequent to teacher induction program.

Kahn (2007), cited that the term descriptive research has often been used incorrectly to be described in three types of investigation that are different. Therefore, each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. Additionally, to be competent, each requires experience that investigates carefully and systematic.

Mendel (2005), stated that it involved description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena. The main focus is on how person or group acts in the present. Furthermore, it involved comparison or contrast.

The study involved valuing the performance of the primary teachers consequent to the Teacher Induction Program (TIP) in terms of the following indicators: (1) Teacher Induction Program in supporting newly hired teachers; (2) TIP strengthening and enriching the primary teachers' knowledge on teacher induction program modules; (3) successful completion of TIP contributes to primary teachers' performance; (4) challenges met by the primary teacher on teacher induction program; and (5) appraisal and recognition given by the school administrators on the basis of teachers' performance. The study depicted the various factors affect on how teacher induction program serve as basis for appraisal and recognition by the school administrators value the performance of the primary teacher's consequent to the Teacher Induction Program at a given point in time using quantitative method, locally constructed questionnaire as well as technique.

Population of the Study

The respondents of this study were primary teachers (K-3) and administrators in the District of Bocaue.

For the group, the total of primary grade teachers and administrators is indicated below. Table 1 shows the distribution of respondents

Table 1

Distribution of the Respondents

Schools in the District of Bocaue	Primary Grade Teachers	Administrators
1. Bambang Elementary School	12	1
2. Batia Elementary School	9	1
3. Biñang Elementary School	7	1
4. Bocaue Central Elementary School	22	1
5. Bocaue Hills Elementary School	7	1
6. Bolakan Elementary School	4	1
7. Bunducan Elementary School	12	1
8. Bunlo Elementary School	4	1
9. Duhat Elementary School	12	1
10. Lolomboy Elementary School	18	1
11. Northville V Elementary School	22	1
12. St. Martha Elementary School	14	1
13. Taal Elementary School	12	1
14. Tambubong Elementary School	9	1
15. Turo Elementary School	4	1
Total	168	15

The researcher chooses the primary teachers and the administrators as a respondent in terms of the following criteria: number of population, teaching performance and the leadership style of the administrators in supporting teachers to become effective, efficient and competent in their chosen vocation.

In terms of school, only the schools in Bocaue District were involved in this study. There are fifteen (15) schools in the District namely Bambang Elementary School, Batia Elementary School, Bocaue Central Elementary School, Bocaue Hills Elementary School, Bolakan Elementary School, Bunducan Elementary School, Bunlo Elementary School, Duhat Elementary School, Lolomboy Elementary School, Northville V Elementary School, Taal Elementary School, Tambubong Elementary School, St. Martha Elementary School and Turo Elementary.

Research Instrument

The study employed the quantitative approach of research with the use of a questionnaire and participatory interview as the techniques in data collection. This method used in order to know how administrators appraise and recognize the performance of the primary teacher's consequent to the Teacher Induction Program. The descriptive method was used predominantly in describing a phenomenon.

The questionnaire was adopted from the DEpEd that is used in assessing the effectiveness of teacher induction program that serve as a basis for appraisal and recognition by the school administrators.

The kind of research involves the gathering of facts or to answer questions about the present status of the subjects of the study so that the data will effectively use in implementing the program by Travers. Inevitably, this is the method of choice, to meet the objectives of exploring the school administrators, and the teachers towards valuing the performance of the primary teachers through to TIP in the District of Bocaue.

Results and Discussion

Teacher Induction Program in Supporting Primary Teachers

The teacher induction program can help new teachers improve practice, learn professional responsibilities and ultimately positively affect student learning. Induction programs also have the potential of elevating the teaching profession and fostering a collaborative learning community for all educators.

Table 2 presents the frequency and descriptive measures of teacher induction program in supporting newly hired teachers. It involves how the TIP strengthens the continuum from pre- service to in- service education and training; determines the different publics, linkages, network, organizational structure and the culture in the educational system; enhances the socialization process and ensures the smooth immersion of beginning teachers into the school environment; safeguard the personal and professional well-being of the teachers by providing them with a peer support network and familiarizing them with stress management techniques.

Table 2

Frequency Distribution and Descriptive Measures of the Teacher Induction Program in supporting primary grade teachers

No.	The Teacher Induction Program...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	Strengthens the continuum from pre-service to in service education and training.	73	73	18	4	0	4.28	Often times
2	Determines the different publics, linkages, network, organizational structure and the culture in the educational system.	71	83	14	0	0	4.34	Often times
3	Enhances the socialization process and ensures he smooth immersion of beginning teachers into the school environment.	82	72	12	2	0	4.38	Often times
4	Safeguard the personal and professional well-being of the teachers by providing them with a peer support network and familiarizing them with stress management techniques.	73	76	18	1	0	4.32	Often times
5	Assists the teacher in discovering for themselves the joy and satisfaction that can be derived in the teaching profession and thereby increase the retention rate among beginning teachers.	73	73	21	1	0	4.30	Often times
Total Mean						4.32	Often times	

As shows in the table, in terms of *strengthens the continuum from pre service to in service education and training*, 73 (43.5%) out of 164 respondents answer that the teacher induction program always support

the teachers; 73 (43.5%) of the respondents answer that it often times support the primary grade teachers; 18 (10.7%) of the 168 respondents responded that the program sometimes support the primary grade teachers and 4 (2.4%) answered that the teacher induction program seldom support the primary grade teachers. The average mean value is 4.28 which shows *often times* in the responses. This implied that the teacher induction program supports the primary teachers. Allington (2003), effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach.

In terms of *determines the different publics, linkages, network, organizational structure and the culture in the educational system*, 71 (42.3%) out of 168 respondents answer that the teacher induction program always support the primary teachers; 83 (49.4%) out of 168 of the respondents answer that it often times support the primary teachers; and 14 (8.3%) of the 168 respondents respond that the program sometimes support the primary teachers. The average response is 4.34 which shows that the program often times supports the primary teachers in the District of Bocaue. According to Lehman (2003), every district should offer a multiyear induction program that provides systematic help and support. They train and continue to train their employees or team members according to a structured training program that is part of the induction into the organization's infrastructure, vision, and culture.

In addition, in terms of *enhances the socialization process and ensures the smooth immersion of beginning teachers into the school environment*, 82 (48.8%) out of 168 respondents answer that the teacher induction program always support the primary teachers; 72 (42.9%) out of 168 of the respondents answer that it often times support the primary teachers; 12 (7.1%) of the 168 respondents responds that the program sometimes support the primary teachers and 2 (1.2%) it seldom support the teachers. The average response is 4.38 which shows that the program sometimes support the primary teachers. Fullan (2001) stated that sustained success is never just one special event, meeting, or activity; rather, it is a journey of recursive decisions and actions. Britton et al. (2003) reported that many countries outside of the United States already see mentoring as just one piece of the teacher induction puzzle. Teachers receive a broad range of support services as groups of teachers meet weekly with similar groups from other schools, expanding their guidance beyond what can be provided by only a single mentor within their own school.

Moreover, in terms of *safeguards the personal and professional well-being of the teachers by providing them with a peer supports network and familiarizing them with stress management techniques*, 73 (43.5%) out of 168 respondents answer that the teacher induction program always support the primary teachers; 76 (45.2%) out of 168 of the respondents answer that it often times support the primary teachers; 18 (10.7%) of the 168 respondents responds that the program sometimes supports the primary teachers and 1 (0.60%) it seldom support the teachers. The average response is 4.32 which show that the program *often times* supports the primary teachers.

Additionally, in terms of *assists the teacher in discovering for themselves the joy and satisfaction that can be derived in the teaching profession and thereby increase the retention rate among beginning teachers*, 73 (43.5%) out of 168 respondents answer that the TIP always support the primary grade teachers; 73 (43.5%) out of 168 respondents answer often times support the primary grades teachers; 21 (12.5%) of the 168 respondents responds that the program sometimes support the teachers and 1 (0.60%) seldom. The average response is 4.30 which show that the TIP is *often times* support the primary grade teachers.

In terms of teacher induction program in supporting the primary teachers in Bocaue District believes that teachers are sometimes *enhance the socialization process and ensures the smooth immersion of beginning teachers into the school environment* with a weighted mean of 4.38 as the highest mean while *strengthens the continuum from pre- service to in- service education and training* obtained the lowest weighted mean of 4.20 with description of *Often times*.

The respondents describe the TIP in supporting the primary teachers (k-3) *often times* with the total weighted mean value of 4.32 to all the descriptors.

Part II – Strengthening and Enriching the Teachers’ knowledge on Teacher Induction Program. Induction builds a community of teachers; bringing together novice teachers, experienced teachers, and collaborative setting where they can observe each other teach and engage in culture of cooperation and continuous learning.

In the study of Teston (2012), an effective teacher should be knowledgeable of the legal bases of education and laws to improve the social and economic status of teachers. Likewise, teachers should know the duties, rights, obligations and national education policies.

Table 3 shows the frequency distribution and descriptive measures perceived by primary teachers in terms of Educational Laws and Surveys, Program and Project of DepED. It consists of cites the constitutional mandate and educational legislations; determines the different publics, linkages, network, organizational structure and the culture in the educational system; gets acquainted with the school culture and reality check of teaching; underscores the education reforms pursued by the department to improve the quality of basic education in the country.

Table 3

Frequency Distribution and Descriptive Measures of the Teachers’ knowledge on Educational Laws and Surveys, Program and Project of DepED

No.	Teachers’ knowledge on Educational Laws and Surveys, Program and Project of DepED...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	cites the constitutional mandate and educational legislations.	58	85	25	0	0	4.2	Often times
2	determines the different publics, linkages, network, organizational structure and the culture in the educational system.	62	87	19	0	0	4.26	Often times
3	gets acquainted with the school culture and reality check of teaching.	58	108	2	0	0	4.33	Often times
4	underscores the education reforms pursued by the department to improve the quality of basic education in the country.	52	85	31	0	0	4.13	Often times
5	identifies review the various programs and projects of the department.	54	96	18	0	0	4.21	Often times
Total Mean							4.23	Often times

As shown in the table , in terms of *cites the constitutional mandate and educational legislations*, no one responds that teacher perceives the educational laws and surveys, program and project of DepEd seldom strengthen and enrich teachers’ knowledge; while 58 (34.5%) of the 168 respondents answer always perceived by the teacher the constitutional mandate and educational legislations, no one responds that teacher perceives the educational laws and surveys, program and project of DepEd strengthen and enrich the teachers’ knowledge; 85 (50.6%) responds that often times perceived by teachers; and 25 (14.9%) answers sometimes perceived by teachers’ knowledge.

The average mean value is 4.2 with the descriptive interpretation of *often times*. The teachers perceive the constitutional mandate and educational legislations, educational laws and surveys, program and project of DepEd sometimes strengthen and enrich teachers' knowledge. According to Teston (2012), an effective teacher should be knowledgeable of the legal bases of education and laws to improve the social and economic status of teachers. Likewise, teachers should know the duties, rights, obligations and national education policies

In terms of *determines the different publics, linkages, network, organizational structure and the culture in the educational system*, 62 (36.9%) out of 168 respondents answer that always perceived by teachers the different publics, linkages, network, organizational structure and the culture in the educational system that strengthen the teachers' knowledge; 87 (51.8%) of the respondents answer that teachers perceive often times; 19 (11.3%) are evaluate sometimes. The average mean value is 4.26 descriptive interpretation of sometimes strengthen the teachers' knowledge about different publics, linkages, network, organizational structure and the culture in the educational system. Stronge, et al., (2004) stated that staff development is vital to effective implementation, and can help teachers to learn new strategies to be applied. They also work collaboratively with other staff members, are willing to share their ideas, as well as assist other teachers with difficulties and volunteer to lead work teams and to be mentors to new teachers (NEI, 2009).

In terms of *gets acquainted with the school culture and reality check of teaching*, 58 (34.5%) out of 168 respondents respond that teachers always perceive acquainted with the school culture strengthen teachers' knowledge; 108 (64.3%) often times perceived by the teachers; 2 (1.2%) sometimes perceived by the teachers. The average mean value is 4.33 verbal interpretation of sometimes perceive by teachers that gets acquainted with the school culture and reality check of teaching that strengthen and enriching teachers' knowledge. As cited by Moore (2015), the role of the teacher is to supply the content material or a problem design to be studied by the students to get involved in task and activities that urge them to speculate and think.

In terms of *underscores the education reforms pursued by the department to improve the quality of basic education in the country*, out of 168 teachers, 52 (31%) teachers always perceive education reforms strengthen and enrich the teachers' knowledge; 85 (50.6%) are evaluated often times and 31 (18.5%) are rated sometimes as perceived by teachers. The average mean value is 4.13 with the descriptive interpretation of *often times* teachers perceive the education reforms pursued by the department to improve the quality of basic education in the country strengthen and enrich the teachers' knowledge.

Additionally, in terms of *identifies review the various program and project of the department*, 54 (32.1%) out of 168 respondents answer that teachers always perceive the different programs and strengthen and enrich the teachers' knowledge; out of 168 respondents 96 (57.1%) often times perceived by the teachers; and 18 (10.7%) answers sometimes. The average mean value is 4.21 descriptive interpretation of often times on teachers' knowledge about identifying the various programs and projects of the department.

Table 4

Frequency Distribution and Descriptive Measures of the Teachers' knowledge on The Philippine K to 12 Curriculum

No.	Teachers' knowledge on The Philippine K to 12 Curriculum...	Frequency					Mean	Descriptive Interpretation	
		5	4	3	2	1			
1	discusses the goals and critical tasks of the EFA 2015 plan of action.	65	85	18	0	0	4.28	Often times	
2	defines what a curriculum is and its role in Philippine education.	77	63	27	0	0	4.45	Often times	
3	explains the bases of the Philippine K to 12 curriculums.	92	61	15	0	0	4.46	Often times	
4	discusses the forerunners of the present k to 12 curriculums.	68	86	14	0	0	4.32	Often times	
5	explains the rationale for restructuring the k to 12 curriculums.	64	70	34	0	0	4.18	Often times	
6	identifies samples of the different learning goals; describes the role of the curriculum in the instructional system.	70	90	8	0	0	4.37	Often times	
7	uses the k to 12 curriculums in planning effective lessons.	84	78	6	0	0	4.46	Often times	
8	assumes greater responsibility for enhancing your capabilities to use the k to 12 as your guide to teaching and learning.	104	58	6	0	0	4.58	Often times	
Total							Mean	4.39	Often times

As shows in the table in terms of *frequency distribution and descriptive measures perceived by teachers on the Philippine K to 12 Curriculum in terms of discusses the goals and critical tasks of the EFA 2015 plan of action*, out of 168 responded, 65 (38.7%) are rated with always; 85 (50.6%) teachers are evaluates with often times; 18 (10.7%) are evaluated as sometimes. The average value means is 4.28 the descriptive interpretation of *often times*. As stated to Department of Education is pursuing a package of policy reforms expected “to create critical changes necessary to further accelerate, broaden, deepen and sustain the improve education effort”, (BESRA, 2006-2010). The policy actions comprising the BESRA seek to create a basic education sector that is capable of attaining the objectives of the country’s Education for all (2015).

In terms of *define what a curriculum is and its role in the Philippine Education*, 77 (45.8%) out of 168 respondents answer always perceive teachers’ knowledge on The Philippine k-12 curriculum; 63 (37.5%) often times perceived by the teachers and 27 (16.1%) responds sometimes. The average value means is 4.45 the descriptive interpretation of *often times* perceived by teachers the Philippine k to 12 curriculums. As written in Republic Act 10533 also known as Enhance Basic Education Act of 2013, the curriculum shall be contextualized and it shall be flexible enough to enable and allow schools to localize, indigenize and enhance the curriculum base on their respective educational and social context.

Moreover, 92 (54.8%) out of 168 respondents answer that teachers’ knowledge always the bases of the Philippine K to 12 curriculum; 61 (36. 3%) often times; 15 (8.9%) are evaluated sometimes. The average value mean is 4.46 with the interpretation of often times. According to DepEd curriculum initiatives, the programs implementing, teachers are equipping the competencies needs for classroom instruction especially with the k to 12 curriculum program. It shows that it needed enhancement training in introducing the curriculum along with the DepEd policies to fully support the instructional programs implementing in the school.

In addition, in terms of *discusses the forerunners of present k to 12 curriculums*, 68 (40.5%) always perceived the teacher’s knowledge on the Philippine k to 12 curriculums; 86 (51.8%) often times perceive and 14 (8.3%) sometimes perceived by teachers. The average mean value is 4.32 descriptive interpretations of often times. The curriculum implementation handbook (2005) indicates that school must clearly set and track learner expectations, goals and monitors the extent to which they are

achieved. Curriculum implementation is a process of revolution and change, and the predominant goal of any curriculum implementation is the improvement of student learning.

In terms of explaining the rationale for restructuring the k to 12 curriculums, out of 168 answers 64 (30.1%) the teachers always perceive the Philippine k to 12 curriculum; 70 (41.7%) often times perceive and 34 (20.2%) are evaluates sometimes . The average mean value is 4.18 with descriptive interpretation of *often times*.

In terms of identifies samples of the different learning goals; describes the role of the curriculum in the instructional system. 70 (41.7%) out of 168 respondents teacher always perceive the Philippine k to 12 curriculum strengthen and enrich teachers' knowledge; 90 (53.6%) are evaluates often times; and 8 (4.8%) are rated sometimes. The average mean value is 4.37 with verbal interpretation of *often times* strengthen teachers' knowledge through Philippine k to 12 curriculum.

Moreover, 84 (50%) out of 168 respondents answer that teacher perceive always

uses the k to 12 curriculums in planning effective lessons; 78 (46.4%) often times perceived by teachers and 6 (3.6%) sometimes.

Furthermore, *assumes greater responsibility for enhancing the capabilities to use the k to 12 as a guide in teaching and learning*. 104 (61.9%) always strengthen and enriching teachers' knowledge; 58 (34.5%) out of 168 respondents answer often times and 6 (3.6%) are evaluated sometimes. The average mean value of 4.58 with the descriptive interpretation of *often times* teacher perceive that assume greater responsibility enrich the teachers' knowledge The total mean average is 4.39 with the descriptive interpretation of *Often times*.

In terms of frequency and descriptive measures on teachers' knowledge on Philippine k to 12 curriculum the primary teachers in Bocaue District believes that teachers are sometimes *explains the bases of the Philippine k to 12* with a weighted mean of 4.46 as the highest mean while *explains the rationale for restructuring the k to 12 curriculums* obtained the lowest weighted mean of 4.18 with descriptive description of *often times*.

Table 5 shows the frequency and descriptive measures of responsibility and accountability perceived by teachers in terms of underscores the roles of a Filipino teacher, reflects on the characteristics of a Filipino teacher, analyses the duties, responsibilities and accountabilities of a Filipino teacher as specified in the National Competency – Based Teacher Standards (NCBTS) seminar allowance, differentiates responsibility from accountability, operationalizes the right and privileges of a public school teacher as stipulated in the Magna Carta for School Teacher and the Code of Ethics, accomplishes various school forms and reports both in the elementary and secondary school, gains knowledge on the Teacher Education and Development Program (TEDP), and explains the performance indicators in the (NCBTS).

Table 5

Frequency Distribution and Descriptive Measures of the Teachers' knowledge on the Responsibility and Accountability of a Teacher

No.	Teachers' knowledge on the responsibility and accountability...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	underscores the roles of a Filipino teacher.	100	58	10	0	0	4.54	Often times
2	reflects on the characteristics of a Filipino teacher.	108	52	8	0	0	4.60	Always
3	analyses the duties, responsibilities and accountabilities of a Filipino teacher as specified in the National Competency – Based Teacher Standards (NCBTS) seminar allowance.	83	77	8	0	0	4.45	Often times
4	differentiates responsibility from accountability.	55	105	8	0	0	4.28	Often times
5	operationalizes the right and privileges of a public school teacher as stipulated in the Magna Carta for School Teacher and the Code of Ethics.	102	50	16	0	0	4.51	Often times
6	accomplishes various school forms and reports both in the elementary and secondary school.	105	47	16	0	0	4.53	Often times
7	gains knowledge on the Teacher Education and Development Program (TEDP).	90	72	6	0	0	4.50	Often times
8	explains the performance indicators in the (NCBTS).	74	84	10	0	0	4.38	Often times
Total Mean						4.47	Often times	

As shows in the table in terms of *underscores the roles of a Filipino teachers*, 100 (64.3%) out of 168 respondents answer always strengthen and enrich teachers' knowledge; 58 (34.5%) are evaluated often times and 10 (6%) teachers perceive sometimes.

The average mean value is 4.54 descriptive interpretations of *often times* perceive by teachers. The Preamble of Code of Ethics for Professional Teachers States all these personal and professional attributes to obtain success, thus: Teachers are duly license professionals who possess dignity and reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, they strictly adhere to, observe, and practice this set of ethical and moral principles, standard and values.

In terms of *reflects on the characteristics of a Filipino teacher*, out of 168 teacher answer 108 (64.3%) always perceive by teachers; 52 (30.10%) often times strengthen teachers' knowledge and 8 (4.8%) sometimes. The average mean value is 4.60 with the verbal interpretation of *always* perceived by teachers the responsibility and accountability that strengthen teachers' knowledge.

In addition, in terms of *analyses the duties responsibilities and accountabilities of a Filipino teacher as specified in the National Competency – Based Teacher Standards (NCBTS) seminar allowance*, 83 (49.4%) always perceived by the teachers; 77 (45.8%) often times strengthen teachers' knowledge and 8 (4.8%) are rated sometimes. The average mean value is 4.45 with the descriptive interpretation of *often times* perceive by teacher the analyses the duties responsibilities and accountabilities of a Filipino teacher that strengthen and enrich teachers' knowledge.

Here under is the frequency and descriptive measures of perceive teachers on the professionalism and personal welfare. This involves or clarifies the personal qualities of teacher, enumerates the professional characteristics of teachers that they need to develop as they move along their career path in the teaching profession, identifies the various privileges, entitlements and benefits that can avail of as a professional teacher, acquires information on the different opportunities offered by various professional organizations on their personal and professional.

Table 6

Frequency Distribution and Descriptive Measures of the Teachers' knowledge on The Professionalism and Personal Welfare

No.	Teachers' knowledge on the professionalism and personal welfare ...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	clarifies the personal qualities of teacher. enumerates the professional characteristics of teachers that they need to develop as they move along their career path in the teaching profession.	100	58	10	0	0	4.54	Often times
2	identifies the various privileges, entitlements and benefits that can avail f as a professional teacher.	108	52	8	0	0	4.60	Always
3	acquires information on the different opportunities offered by various professional organizations on their personal and professional.	83	77	8	0	0	4.45	Often times
4		55	105	8	0	0	4.28	Often times
Total Mean							4.47	Often times

As shows in table 6, in terms of *clarifies the personal qualities of teacher* 144 (85.7%) out of 164 respondents respond that teachers always perceive professionalism and personal welfare; 50 (29.8%) answers sometimes; and 4 (2.4%) answers seldom strengthen and enrich the teachers' knowledge. The average mean value is 4.65 with descriptive interpretation of *often times*. Accordingly, good teachers develop the qualities such as compassionate, firm, smart, and dedicated.

Additionally, in terms of *enumerates the professional characteristics of teachers that they need to develop as they move along their career path in the teaching profession*, out of 168 answers 70(41.7%) always strengthen and enrich teachers' knowledge; 85 (50.6%) responds sometimes perceived by the teachers and 12 (7.1%) evaluates seldom. The average mean value is 4.32 with verbal interpretation of *often times*.

In terms of *identifies the various privileges, entitlements and benefits that can avail of as a professional teacher*, 78 (46.4%) out of 168 responds answer always; 68 (40.5%) responds sometimes; 20 (11.9%) evaluates seldom and 2 (1.2%) answers often times. The average mean value is 4.32 with descriptive interpretation of *often times*.

Moreover, *acquires information on the different opportunities offered by various professional organizations on their personal and professional*, 76 (45.2%) answers always; 84 (50%) sometimes; 5 (3%) seldom and 3 (1.8%) often times. The average mean value is 4.39 with descriptive interpretation of *often times*.

The total mean value is 4.42. This means that the teachers sometimes perceived the professionalism and personal welfare that strengthen and enrich the teacher's knowledge.

Here under is the frequency distribution and descriptive measures of School and Community Partnership perceived by teacher's knowledge on teacher induction program. This involves identifies and utilizes community resources as context of learning and teaching, identifies and establishes areas of linkages between the school and community for mutual benefits, describes the various roles of teachers in the community for mutual benefits and describes the various roles of teachers in the community for mutual benefits.

Table 7

Frequency Distribution and Descriptive Measures of the Teachers' knowledge on School and Community Partnership

No.	Teachers' knowledge on the school and community partnership...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	identifies and utilizes community resources as context of learning and teaching	62	84	22	0	0	4.24	Often times
2	identifies and establishes areas of linkages between the school and community for mutual benefits	88	64	14	0	0	4.44	Often times
3	describes the various roles of teachers in the community for mutual benefits.	92	54	22	0	0	4.42	Often times
4	recognizes the roles and harness the support of the Local School Board, PTCA and other organizations and institution, both GO's NGO's.	86	72	10	0	0	4.45	Often times
Total Mean							4.39	Often times

As shown in Table 7, in terms of *identifies and utilizes community resources as context of learning and teaching*, 62 (36.9%) out of 168 respondents answer that teachers always perceive the school and community partnership that strengthen teacher's knowledge ; 84 (50%) responds sometimes and 22 (13.1%) out of 168 respondents answer often times. The average mean is 4.24 with a verbal interpretation of sometimes. According to Article XIV, Section 3 (2) of the 1986 Philippine Constitution stresses that all schools inculcate patriotism and nationalism, develop moral character and personal discipline.

In terms of *identifies and establishes areas of linkages between the school and community for mutual benefits*, 88 (52.38%) out of 168 respondents answer always perceived by the teachers; 64 (38.1%) are evaluated sometimes strengthen teacher's knowledge and 14 (14%) often times perceived by the teacher. The average mean is 4.44 with descriptive interpretation of *often times*.

In addition, *describes the various roles of teachers in the community for mutual benefits and describes the various roles of teachers in the community for mutual benefits*, out of 168 respondents 92 (54.8%) answers always perceived by the teacher; 54 (32.14%) evaluates sometimes and 22 (13.1) answers often times. The average mean is 4.42 with a descriptive interpretation of *often times*.

Moreover, *it recognizes the roles and harness the support of the Local School Board, PTCA and other organizations and institution, both GO's NGO's*, 86 (51.2%) out of 168 answers always perceived by the teacher the school and community partnership that strengthens teacher's knowledge. The average mean is 4.45 with descriptive interpretation of *often times*.

Table 8 shows the frequency and descriptive measures of curriculum and instruction of the teachers' knowledge in terms of discusses the framework of the K to 12 Curriculum includes the four pillars of learning to be, learning to know, learning to do and learning to live together and visions of educating a Filipino learner, who is nationalistic, critical and creative, produce and service oriented, functional literate and equipped with life- long skills.

Table 8

Frequency Distribution and Descriptive Measures of the Teachers' knowledge on Curriculum and Instruction

No.	Teachers' knowledge on the curriculum and instruction ...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	discusses the framework of the K to 12 Curriculum includes the four pillars of learning to be, learning to know, learning to do and learning to live together.	72	78	18	0	0	4.32	Often times
2	visions of educating a Filipino learner, who is nationalistic, critical and creative, produce and service oriented, functional literate and equipped with life- long skills.	62	84	22	0	0	4.24	Often times
Total Mean							4.28	Often times

In terms of *discusses the framework of the K to 12 Curriculum includes the four pillars of learning to be, learning to know, learning to do and learning to live together*, out of 168 primary teachers 72 (42.9%) answers always; 78 (46.4%) sometimes and 18 (10.7%) evaluates often times. The average means is 4.32 with a descriptive interpretation of sometimes perceived by teachers the curriculum instruction that enrich teacher's knowledge.

In addition, *visions of educating a Filipino learner, who is nationalistic, critical and creative, produce and service oriented, functional literate and equipped with life- long skills*, out of 168 respondents 62(36.9%) answers always; 84 (50%) evaluates sometimes and 22 (13.1%) answers often times. The average mean value is 4.24 with descriptive interpretation of *often times*.

Here under is the frequency and descriptive measures of successful completion of the TIP contribute to primary grade teachers' performance in terms of provides an idea of dealing with the subject matter, maintaining relationship with administrators, co-worker and pupils in maintaining discipline in the classroom, demonstrates their competencies as set out in the performance appraisal process for new teachers in areas, acquisitions of improved skills and confidence through participation in a mentoring relationship, progressions along the continuum of professional development and training in areas, guides by a culture that support the assignment of new teachers, ensures the new teachers have the resources they need and support with pupils assessment and provides provision of collaboration and interaction between new and season teachers at regular basis.

Successful Completion of the TIP Contribute to Primary Grade Teachers' Performance.

Table 9 shows frequency distribution and descriptive measures of the successful completion of TIP contribute to primary grade teacher's performance in terms of provides an idea of dealing with the subject matter, maintaining relationship with administrators, co-worker and pupils in maintaining discipline in the classroom; demonstrates their competencies as set out in the performance appraisal process for new teachers in areas; acquisitions of improved skills and confidence through participation in a mentoring relationship; progressions along the continuum of professional development and training in areas; guides by a culture that support the assignment of new teachers; ensures the new teachers have the resources they need and support with pupils assessment; and provides provision of collaboration and interaction between new and season teachers at regular basis.

Table 9

Frequency Distribution and Descriptive Measures of the Successful Completion of the TIP Contribute to Primary Grade Teachers' Performance

No	Teachers perceive the successful completion of TIP...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	provides an idea of dealing with the subject matter, maintaining relationship with administrators, co-worker and pupils in maintaining discipline in the classroom.	115	42	6	5	0	4.59	Oftentimes
2	demonstrates their competencies as set out in the performance appraisal process for new teachers in areas.	70	85	12	1	0	4.33	Oftentimes
3	acquires of improved skills and confidence through participation in a mentoring relationship.	87	59	20	2	0	4.38	Often times
4	progresses along the continuum of professional development and training in areas.	80	73	13	2	0	4.38	Often times
5	guides by a culture that support the assignment of new teachers.	95	55	16	2	0	4.45	Often times
6	ensures the new teachers have the resources they need and support with pupils assessment	85	75	6	2	0	4.45	Often times
7	provides provision of collaboration and interaction between new and season teachers at regular basis.	90	65	11	2	0	4.45	Often times
Total Mean							4.43	Often times

In terms of *provides an idea of dealing with the subject matter, maintaining relationship*, 115 out of 168 respondents answer always; 42 evaluates sometimes; 6 respondents answer often times and 5 out of 168 answers seldom. The average mean is 4.59 with a descriptive interpretation of *Often times*.

In terms of *demonstrates their competencies as set out in the performance appraisal process for new teachers in areas*, out of 168 respondents answer 70 with verbal interpretation of always; 85 evaluates sometimes; 12 out of 168 answers often times and 1 answer seldom. The average mean is 4.33 with descriptive interpretation of *often times*.

In terms of *acquires of improved skills and confidence through participation in a mentoring relationship*, out of 168 respondents 70 answers always; 59 evaluates sometimes; 20 answers often times and 2 answers seldom. The average mean is 4.38 with a descriptive interpretation of *often times*.

In terms of *progresses along the continuum of professional development and training in areas*, 80 respondents out of 168 answers always; 73 answers sometimes; 13 answers often times and 2 answers seldom. The average mean is 4.38 with a descriptive interpretation of *often times*.

In addition, in terms of *guides by a culture that support the assignment of new teachers*, out of 168 respondents 95 answers always; 55 answers sometimes; 16 evaluates often times and 2 answers seldom. The average mean is 4.45 with a descriptive interpretation of *often times*.

Part IV - Challenges met by the Primary Teachers on TIP

Table 10 shows the Frequency Distribution and Descriptive Measures of the challenges met by the primary teachers in terms of treats every colleague as a potential valuable contributor, creates learning communities where everyone, new teachers as well as season teachers gain knowledge, demonstrates quality teaching becomes not just an individual responsibility, but a group responsibility demonstrates quality teaching becomes not just an individual responsibility, but a group responsibility, provides a continuum from pre-service to in-service training and appreciates the value of efficient and effective performance of duties and responsibilities of a teacher.

Table 10

Challenges met by the Primary Teachers on TIP

No.	Challenges met by the teachers...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	treats every colleague as a potential valuable contributor	95	63	8	2	0	4.49	Often times
2	creates learning communities where everyone, new teachers as well as season teachers gain knowledge.	90	68	6	4	0	4.45	Often times
3	demonstrates quality teaching becomes not just an individual responsibility, but a group responsibility.	103	57	6	2	0	4.55	Often times
4	provides a continuum from pre-service to in-service training.	106	53	9	0	0	4.58	Often times
5	appreciates the value of efficient and effective performance of duties and responsibilities of a teacher.	104	56	7	1	0	4.57	Often times
Total Mean							4.53	Often times

In terms of *treats every colleague as a potential valuable contributor*, out of 168 respondents 95 answers always; 63 answers sometimes; 8 are evaluates often times and 2 answers seldom. The average mean is 4.49 with a descriptive interpretation of sometimes.

In terms of *creates learning communities where everyone, new teachers as well as season teachers gain knowledge*, 90 out of 168 respondents answer always; 68 evaluates sometimes; 6 out of 168 teachers answer often times and 4 respondents answer seldom. The average mean is 4.45 with a descriptive interpretation of *often times*.

In addition, in terms of *demonstrates quality teaching becomes not just an individual responsibility, but a group responsibility*, out of 168 respondents 103 answers always; 57 answers sometimes; 6 out of 168 evaluates often times; 2 answers seldom. The average mean is 4.55 with a descriptive interpretation of *often times*

Appraisal and Recognition given by the School Administrators on basis of teachers' performance.

Northouse (2010), cited that principals must develop and sustain school structure and cultures that foster individual and group learning. The principal must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership

Table 11 shows Frequency Distribution and Descriptive Measures on appraisal and recognition given by the school administrators in terms of provides feedback information about the level of achievement and behavior of subordinate; high lightens the employee needs and opportunities for personal growth and development; provides opportunity the new teachers and mentors to engage in professional learning; observe in one another's classroom and debriefs the experience; enhances job satisfaction and self-actualization of employee to realize his or her full potential; provides information which helps to counsel subordinate; develops plan for mentoring and assesses the teacher's performance.

Table 11

Appraisal and Recognition given by the School Administrators on the Basis of Teachers' Performance.

No.	Appraisal and Recognition given by the School administration...	Frequency					Mean	Descriptive Interpretation
		5	4	3	2	1		
1	provides feedback information about the level of achievement and behavior of subordinate	10	5	0	0	0	4.67	Always
2	high lightens the employee needs and opportunities for personal growth and development	8	7	0	0	0	4.53	Often times
3	provides opportunity the new teachers and mentors to engage in professional learning.	7	5	3	0	0	4.27	Often times
4	observe in one another's classroom and debriefs the experience	8	5	2	0	0	4.40	Often times
5	enhances job satisfaction and self-actualization of employee to realize his or her full potential	6	5	4	0	0	4.13	Often times
6	provides information which helps to counsel subordinate	10	5	0	0	0	4.67	Often times
7	develops plan for mentoring	5	8	2	0	0	4.20	Often times
8	assesses the teacher's performance	11	4	0	0	0	4.73	Often times
Total Mean							4.45	Often times

In terms of *provides feedback information about the level of achievement and behavior of subordinate*, out of 15 respondents 10 (66.7%) administrators answer always, 5 (33.3%) administrators answer sometimes. The average mean value is 4.67 with descriptive interpretation of *often times*.

In terms of *high lightens the employee needs and opportunities for personal growth and development*, 8(53.3%) out of 15 administrators answers always and 7(46.7%) respondents evaluates sometimes. The average mean value is 4.53 with a descriptive interpretation of sometimes.

As shown in in the table in terms of *provides opportunity the new teachers and mentors to engage in professional learning*, out of 15 respondents 7(46.7%) answer always, 5(33.3%) evaluates sometimes and 3(20%) administrators answers seldom. The average mean value is 4.27 with a verbal interpretation of sometimes. NETI (2009) states that staff development is vital to effective implementation, and can help teachers to learn new strategies to apply. They also work collaboratively with other staff members, are willing to share their ideas, and assist other teachers with difficulties and volunteers to lead work teams and to be mentors to new teachers (Laxamana, 2017).

In addition, in terms of *observe in one another's classroom and debriefs the experience*, 8(53.3%) out of 15 respondents answer always, 5(33.3%) answers sometimes and 2 (13.3%) administrators answer seldom. The average means value of 4.40 with a descriptive interpretation of *often times*. As cites by Zulueta (2006) , the classroom is a place where formal- learning occurs. It is a place that offers a wholesome venue for learning activities can realize only in an atmosphere conducive to both teaching and learning process.

In addition, in terms of *enhances job satisfaction and self-actualization of employee to realize his or her full potential*, 6 (40%) out of 15 respondents answer the administrators always give appraisal and recognition, 5(33.3%) respondents answer sometimes and 4 (26.7%) respondent answer seldom. The average mean value is 4.13 with a descriptive interpretation of *often times*.

Moreover, in terms of *provides information which helps to counsel subordinate*, 10 (66.7%) out of 15 respondents answer always and 5(33.3%) respondents answer sometimes. The average mean value is 4.67 with a verbal interpretation of sometimes. Fullan (2001) emphasized in order to provide a strong support and assistance to teacher and student learning, the school heads need to have a deeper understanding of what constitute an effective practice in curriculum.

Table shows in terms of develops plan for mentoring, 5(33.3%) out of 15 administrators answer always, 8 (53.3%) responds that school heads sometimes give appraisal and recognition, and 2(13.3%) out of 15 respondents answer seldom. The average mean value is 4.20 with a verbal interpretation of *often times*.

As presents in the table, in terms of assess the teacher's performance, 11(73.3%) out of 15 respondents answers the administrators always, and 4(26.7%) respondents answer sometimes. The average mean value is 4.73 with a verbal interpretation of sometimes. Giving feedback to teachers' performance is also one of tasks of School head. Appraisal and feedback have strong positive influence on teachers and their work. Moreover, teacher reports that appraisal and feedback has contributed to their development as teachers suggest that such system contribute to school improvement (OECD, 2005).

Conclusions

Based on the findings of the study, it concludes that Teacher Induction Program, despite the need for and advantages of such programs, these programs do not always address the needs of teachers and are often designed to be more of an assessment process, rather than a support system, resulting in more work for teachers. The best induction programs provide connection, because they are structured within learning communities where new and season teachers as well as administrators interact and treat each other with respect and are valued for their respective contributions.

Recommendations

Based from the findings and conclusion of the study, Teacher Induction Program should be conducted at least four to five days of orientation before the opening of classes. This is so, to properly endow teachers about the educational system, implemented by the DepED such as procedures, guidelines and policies that teachers should know. This includes salaries and other monetary benefits that can be enjoyed by the teacher upon entering the government institution. It is also important on the part of the teacher to have strong administrative participation and support in the overall induction process to achieve the desire goals. Moreover, teacher should give appraisal and recognition by school administrators in doing commendable performance in different areas by giving incentives namely: service credit, certificates, cash incentives, scholarship and promotion. These motivators will help them to be more motivated ad satisfied to reach high performance level. In return, teachers should also show willingness a desire to uphold utmost service to achieve favorable actions among school administrators.

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