SELF- EFFICACY IN COMMUNICATION APPREHENSION, INDUCTION PROGRAM COMPONENTS AND OUTCOMES AMONG BEGINNING TEACHERS

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Abstract

Teachers are the foundation of the education system. The study explored the teachers' self-efficacy, experiences with communication apprehension, and perceptions of teacher induction program components and outcomes. This data from 121 beginning teachers across 36 schools in the Division of Quezon—specifically in Sariaya East and West, and Candelaria East and West—the research spanned three academic years: 2021–2022, 2022–2023, and 2023–2024. Findings revealed that teachers who felt more confident in their ability to communicate whether through public speaking, participating in group discussions, or holding interpersonal conversations, also tended to view induction programs more positively. Beginning teachers demonstrated stronger self-efficacy, showing greater assurance in classroom decision-making, collaboration, and instructional practices. Communication confidence appeared to support a smoother adjustment, allowing beginning teachers to actively engage with their training, seek support, and build stronger professional identities. The results also highlighted the importance of induction programs and the role of involvement in shaping early teaching experiences.

Keywords: self-efficacy, communication apprehension, teacher induction program components and teacher induction program outcomes.

1. Introduction

The early career phase of a public-school teacher is a pivotal period, marked by a mix of opportunities and challenges. Emerging from collegiate journey, educators enter the profession filled with idealism and a deep desire to make a meaningful impact on students while refining professional skills diligently. One key psychological factor that may influence the relationship between communication apprehension, induction program components, and outcomes among public school teachers is self-efficacy. Self-efficacy, based on social cognitive theory, refers to an individual's belief in their ability to perform actions and achieve desired outcomes in specific domains. In teaching, self-efficacy encompasses a teacher's confidence in managing classroom dynamics, engaging students effectively, and overcoming professional challenges (McCroskey & Richmond, 2021). Existing studies address vaerious gaps by examining how self-efficacy mediates the effects of communication apprehension and induction program components. This obstacle manifests as a sense of anxiety when engaging in various forms of interpersonal communication, whether addressing a classroom of eager students, collaborating with fellow educators, or interacting with parents and administrators. The pervasive phenomenon of communication apprehension, characterized by a sense of fear or anxiety associated with interpersonal communication, has been the subject of extensive research across a wide

array of contexts. Understanding the specific manifestations and consequences of communication apprehension among public school teachers is crucial for informing targeted interventions and support strategies to address this issue. Addressing the unique communication challenges faced by educators, schools can foster a supportive environment where teachers feel empowered to communicate effectively, collaborate with colleagues, and positively impact student learning outcomes.

Research has extensively examined communication apprehension among students, especially within language learning settings, revealing the negative impacts on learning outcomes and communication abilities. The investigation into communication apprehension among public school teachers has been notably limited. While public school teachers have received some attention regarding their coping mechanisms and challenges, there remains a significant gap in understanding the experiences of teachers. Psychological and sociocultural factors have emerged as crucial determinants of student communication anxiety, encompassing a diverse array of elements such as individual temperament, self-esteem, past experiences, cultural background, and classroom dynamics. These findings underscore the intricate and multifaceted nature of communication anxiety, emphasizing the need for further exploration within the teaching profession (Danang et al., 2019).

The Enhanced Basic Education Act of 2013 (RA 10533) mandates DepEd, CHED, and other stakeholders to align teacher education with the K-12 curriculum. Newly hired teachers must undergo comprehensive training on the K-12 Basic Education Program curriculum standards (DepEd Order No. 43, s. 2017), ensuring they have the skills for the evolving educational landscape and promoting lifelong learning and educational excellence. (DepEd Order No. 43, s. 2017).

Communication apprehension poses a formidable challenge within the teaching profession, as effective communication is pivotal for successful teaching and professional advancement. When educators experience communication apprehension, it can hinder their ability to convey information clearly, engage students, and collaborate with colleagues. This obstacle not only impacts classroom dynamics but also impedes the educator's own growth and development. Despite the daunting nature of communication apprehension, educators have access to various strategies and interventions to mitigate its effects. One particularly effective approach is the implementation of induction programs (Williams & Smith, 2021).

In conclusion, the early career phase of a public school teacher presents a dynamic landscape filled with both challenges and opportunities for professional development and meaningful impact. Targeted research should inform the development of comprehensive induction programs tailored to the unique needs of early-career educators. These programs should not only focus on pedagogical techniques but also provide strategies to overcome communication apprehension. Additionally, proactive measures, such as mentorship programs and communication workshops, can help teachers build confidence and hone their interpersonal skills. Investing in these initiatives, educators can be better equipped to navigate the complexities of their profession and unleash their full potential as catalysts for positive change in education. Ultimately, nurturing and supporting teachers during their formative years, pave the way for a brighter future for our students and communities.

1.1 Statement of the Problem

This study aimed to determine whether a significant relationship between the self-efficacy in communication apprehension, induction program components and outcomes among beginning TEACHERS among public elementary and highschool teachers in Sariaya East and West District, Candelaria East and West District during School Year 2021-2022, 2022-2023 and 2023-2024.

Specifically, it aims to answer the following questions

1. What is the level of communication apprehension of the respondents in terms of:
   1.1 Public Speaking;

1.2 Group Discussion ; and
1.3 Interpersonal Conversation?

2. What is the perception of the respondents to the teacher induction program components in terms of:
2.1 Teacher's understanding in Relevance of the Topics;
2.2 Retention of teachers in the profession;
2.3 Support and assistance;
2.4 Classroom Instructional Practices?

3. How is the level of teacher induction program outcomes be described in terms of:
3.1 Performance;
3.2 Job Satisfaction; and
3.3 Work Efficiency?

4. How is the level of self – efficacy can be described in terms of:
4.1 Decision making;
4.2 School Resources; and
4.3 Positive School Climate?

5. Is there a significant relationship between the Communication apprehension and the self-efficacy?

6. Is there a significant relationship between the teacher induction program components and the self-efficacy?

7. Is there a significant relationship between the Communication apprehension and the teacher induction program outcomes?

8. Is there a significant relationship between the teacher induction program components and the outcomes?

9. Is there a significant relationship between the self-efficacy and the teacher induction program outcomes?

10. Does self -efficacy significantly mediate the relationship between the communication apprehension and the teacher induction program outcomes?

11. Does self -efficacy significantly mediate in pertaining the relationship between the teacher induction program components and outcomes?

1.Methodology

This chapter presented the methods and procedures used by the researcher to come up with the relevant findings of this study. Specifically, it discusses the research design, population and sample, research instrument, data gathering procedure and the treatment of data. The study employed a descriptive correlation survey approach by using a questionnaire to gather fundamental data because the study sought to establish a noteworthy connection between communication apprehension and teacher induction program components in teacher induction program outcomes. This study was directed the beginning teachers of among public elementary and high school teachers in Sariaya East and West District and Candelaria East and West District. They were part of the School Year 2021-2022, 2022-2023 and 2023-2024. The respondents are one hundred twenty - eight (128) elementary and high school teachers. This table illustrates a detailed profile of participants in the research project regarding their educational institution location, gender, marital status, work experience duration, initial employment year and professional job title. When observing the educational bodies, the male respondents in Candelaria East far exceed the female respondents by 24 to 5 while the gender distribution in Candelaria West appears more balanced with 21 male respondents and 8 female respondents. The data for Sariaya East demonstrates a higher number of male participants at 20 compared to female participants at 13 and

the data for Sariaya West shows 20 male respondents against 17 female respondents. The number of single respondents significantly exceeds the few respondents who reported being married in all districts. The data provides an initial look at how teacher composition might differ across various school locations which the study will further analyze. The demographic data about participants provides additional information regarding the group under investigation. A high percentage of younger respondents exist in the survey since the 21-25 and 26-30 groups represent most of the participants. The 31-35 age category includes far fewer survey participants. The distribution of respondents by years in service shows equal representation for the 1, 2, and 3-year categories, which suggests a primary focus on early-career teachers who are starting their profession as supported by induction program practices. The survey data demonstrates a rising trend in hiring new teaching personnel during 2023-2024, which points to the increasing size of beginning teacher groups. The survey results show a predictable outcome because Teacher I positions attract more responses than Teacher II roles since the former serves as an initial teaching position. This table offers precise information about teacher demographics during the study period. A preponderance of young single teachers with limited experience suggests the study targets early-career educator experiences and outcomes. The study should explore gender distribution variations between different school districts because these results could uncover localized trends in teacher demographics. The research maintains a strict focus on teachers who have served for a maximum of three years which directly matches the established audience profile of induction programs for educators. This study utilized a purposive sampling techinique total population of beginning teachers elementary and highschool teachers from different districts in Sariaya East, Sariaya West, Candelaria East and Candelaria West District. This study utilizes a descriptive correlation survey instrument along with a questionnaire to gather primary data on the relationship between self-efficacy mediation of communication apprehension and teacher induction program components with teacher induction program outcomes. This study utilized a self-made survey questionnaire in gathering the data need to answer the research questions. The survey- questionnaire was divided into five parts: The initial segment details respondent profiles by listing their complete names, age, gender identification, service duration, academic qualifications and their teaching institution. The second part consists of self – efficacy related questions which include a five-item questionnaire. This part consisted of thirty item questionnaire which includes 5 items each for influence decision making, influence school resources and create a positive school climate. These items also used a 5 Likert scale ranging from never/strongly disagree (1) to always/strongly agree. The third part of the questionnaire covers the communication apprehension which includes 5 items each for public speaking, group discussion and interpersonal converasation. These items also used a 5 Likert scale ranging from never/strongly disagree (1) to always/strongly agree. The fourth part of the questionnaire covers the teacher induction program components which includes teacher's understanding in relevance of the topic, retention of teachers in the profession, support and assistance and classroom instructional practices. This part consisted of twenty item questionnaire which includes 5 items each. These items also used a 5 Likert scale ranging from never/strongly disagree (1) to always/strongly agree. The fifth part of the questionnaire shows the teacher induction program outcomes related questions that covered performance specifically classroom observation, job satisfaction and work efficiency. This twenty questionnaire was subdivided into four parts, 5 items each for each. Five Likert scales ranging from never/strongly disagree (1) to always/strongly agree were also included. The research instrument underwent external validation and was reviewed by specialists in the field. The external validator advised that some questions be removed and rewritten. The validator also suggested that the researcher assess the length of the survey questionnaire to ensure that it was appropriate for the respondents. Following confirmation by external validators, the instruments were edited, and authorization to pursue pilot testing was granted. The pilot testing group consisted of 30 teachers from a separate district with a comparable condition as the target respondents. The results of the pilot testing will be sent to the statistician for reliability testing. Cronbach's Alpha will be used to assess the

dependability of the instruments. The outcome will be generally wonderful, with a few acceptable questions. A change will be made in accordance with the statistician's recommendations. The internal validators' permission will sight before the survey could be conducted. The survey questionnaire is the main instrument in gathering data. A customized and made-by-the-researcher questionnaire will be used to describe the self- efficacy, communication apprehension, teacher induction program components and outcomes.' The research procedure Conceptualization. Based on the theory and concepts being examined, the researcher's primary focus is determined by the topic. The Applied Research Office and Graduate School established tight guidelines, which the researcher followed to the letter. The panelists offered feedback and recommendations for enhancing the paper during the pre-oral defense. It was implemented because it was approved. Implementation. The researcher prepared a letter requesting authorization to perform the study in their division, district, or school from the principal, school head, and superintendent of the division. The researcher carried out the study because the letter of request was approved by the division superintendent, supervisor, principle, and school head. Using a Google form, the respondents provided their responses to the research tool. The letter informing the respondents about the study's conduct was included to the Google form that was emailed to them. The school's social media accounts received the link, making it simple for individuals to share information. Based on their impressions and emotions, the respondents provided their answers on the form. The statistician assisted in tabulating the collected data and doing statistical analysis. Data Analysis. The data gathered were examined utilizing the statistical methodology that was suitable for the investigation. To address the concerns and accomplish the study's goal, the findings were interpreted. The information gathered was kept private and utilized exclusively for the research. The following are the statistical measures used in the study. To examine the self-efficacy, communication apprehension, teacher induction program components and teacher induction program outcomes participation in public elementary and highschool, mean and standard deviation were used. Furthermore, the study employed Pearson Product-Moment Correlation to establish the relationship between communication apprehension and both teacher induction program components and outcomes. Lastly, Mediation analysis to determine how the relationship between communication apprehension, teacher induction program components and teacher induction program outcomes affects partially mediates by self-efficacy.

2. Results and Discussion

Table 1. Level of Communication Apprehension in terms of Public Speaking

Indicators	Mean	SD	VI
As a teacher, I ...			
1. speak in front of my students makes me anxious.	4.33	0.87	Agree
2. practice and rehearse your speech before presenting it.	4.44	0.67	Agree
3. use visual aids effectively to improve your presentation.	4.64	0.56	Strongly Agree
4. maintain eye contact with your listeners throughout the speech.	4.53	0.55	Strongly Agree
5. adjust my speaking tempo and loudness to keep your audience interested.	4.57	0.57	Strongly Agree
Overall	4.50	0.64	Strongly Agree/ Very Low Apprehension

Legend: 4.50-5.00 (Strongly Agree/ Very Low), 3.50-4.49 (Agree/ Low); 2.50-3.49 (Moderately Agree/Moderate); 1.50-2.49 (Disagree/ High); 1.00-1.49 (Strongly Disagree/ Very High)

The table 1 shows the level of communication apprehension of teachers. In particular, it is a public speaking interpretation of the same question. The table shows the mean scores, standard deviations (SD) and verbal interpretations. After that, it gives the overall score. To put it another way, the first indicator is "Is speaking in front of my students makes me anxious?" The result is 4.33 (SD =

0.87) or an "Agree" verbal interpretation. The next indicator is "Do you practice and rehearse your speech before presenting it?" the result is 4.44 (SD = 0.67). Once again, it is an "Agree" verbal interpretation. These two initial indicators provide evidence of the teacher tendency to agree with the statements of the presence of stressful situations or practice before public speech.

However, indicators show that the level of agreement is higher for the speaking techniques. For "use visual aids effectively to improve your presentation," the mean is 4.64 (SD = 0.56), that is regarded "Strongly Agree". Therefore, the participants "strongly agree" with the importance of "use visual aids effectively to improve your presentation" in the list shown in Attachment 16 (Mean = 4.64, SD = 0.56). Had similar mean confidence ratings interpretations for teachers for "maintain eye contact with your listeners throughout the speech" (Mean = 4.53, SD = 0.55) and "adjust my speaking tempo and loudness to keep your audience interested" (Mean = 4.57, SD = 0.57). Thus, these higher mean and the "strongly agree" interpretations for these variables indicate that these speaking techniques are highly rated among the teacher respondents.

The single mean for the communication apprehension in public speaking level is 4.50 (SD = 0.64), that the student would verbally interpret as Strongly Agree/ Very Low Apprehension according to the beginning teachers. As such, beginning teachers would suggest that while teachers may have some level of apprehension tied to speaking in front of the class, they generally have a strong grasp and alignment with what is considered in public speaking, thereby resulting in a very low level of apprehension within this particular communication context (McCroskey, 2021). A strong knowledge in the subject material can boost confidence, while a teacher with informal teaching experience might experience less anxiety. Similarly, beginning teacher as I observed in different district likely in Sariaya east and west and candelaria east and west might have experience anxiety from being extroverted by nature, or a teaching program that effectively builds presentation skills and reduces fear. This is congruent with the idea that communication apprehension can be diminished by experience and training over time.

Table 2. Level of Communication Apprehension in terms of Group Discussion

Indicators	Mean	SD	VI
As a teacher, I…			
1. actively listen to others' perspectives during group conversations.	4.59	0.53	Strongly Agree
2. participate constructively in group conversations.	4.58	0.54	Strongly Agree
3. encourage and foster involvement among all group members.	4.57	0.53	Strongly Agree
4. am willing to consider different opinions and ideas provided during the debate.	4.66	0.52	Strongly Agree
5. help the group gain consensus or make conclusions.	4.65	0.51	Strongly Agree
Overall	4.61	0.53	Strongly Agree/ Very Low Apprehension

Legend: 4.50-5.00 (Strongly Agree/ Very Low), 3.50-4.49 (Agree/ Low); 2.50-3.49 (Moderately Agree/Moderate); 1.50-2.49 (Disagree/ High); 1.00-1.49 (Strongly Disagree/ Very High)

As pictured out in Table 2, respondents strongly agree the statements based on the overall mean of 4.61. It indicates that level of communication apprehension in terms of group discussion have very low apprehension. This means that inherently exhibit very low communication apprehension in group discussions requires careful consideration Çakmak, F., and Erdem, M. (2023). While teachers interact regularly verbally, the dynamics of a group discussion are very different from classroom instruction, which may affect their anxiety levels.

Furthermore, respondents strongly agree or have very little fear about the statements, with the highest mean of 4.61. Several factors could contribute to a perceived or actual lower apprehension in this specific context. Rahman et al (2022) indicated that familiarity and shared professional context during teacher group discussions can greatly reduce fear. Unlike presenting to an unexpected audience, teachers frequently participate in conversations with colleagues they know and trust.

Furthermore, as I observed in our school, Manuel L. Quezon Elementary School, respondents results in very low apprehension. Beginning teachers in our school, stated may feel more at ease voicing their thoughts and participating in candid conversations without the severe fear of criticism that may accompany other public speaking situations thanks to the developed rapport and awareness of common struggles and experiences. As a result, when compared to more formal public speaking scenarios, the distinct dynamics of teacher group discussions marked by a shared purpose, collaborative interaction, and familiar colleagues can contribute to a perception or reality of lower communication anxiety.

Table 3. Level of Communication Apprehension in terms of Interpersonal Conversations

Indicators	Mean	SD	VI
As a teacher, I…			
1. actively listen to the other person throughout conversations.	4.62	0.50	Strongly Agree
2. can convey my opinions and feelings clearly during debates.	4.55	0.54	Strongly Agree
3. demonstrate empathy and comprehension of the other person's perspective.	4.65	0.51	Strongly Agree
4. open to constructive input and ready to correct any misunderstandings.	4.64	0.56	Strongly Agree
5. maintain courteous and cheerful tone during the debate.	4.63	0.55	Strongly Agree
Overall	4.62	0.53	Strongly Agree/ Very Low Apprehension

Legend: 4.50-5.00 (Strongly Agree/ Very Low), 3.50-4.49 (Agree/ Low); 2.50-3.49 (Moderately Agree/Moderate); 1.50-2.49 (Disagree/ High); 1.00-1.49 (Strongly Disagree/ Very High)

Level of communication apprehension in terms of interpersonal conversations are being presented in table 3. Respondents observed the mentioned statements with an overall mean of 4.62. This refers to how teachers communicate with the individual. According to Agrawal and Krishna (2021). Teachers find that engaging in one-on-one or small group talks is less nerve-racking because there are fewer people engaged, resulting in a less hurried and judgmental setting these informal chats allow teachers to focus on connecting with others rather than feeling like they're performing.

As revealed by the highest mean value of 4.62, respondents strongly agree or very low apprehension that states teachers might feel less anxious in these interpersonal exchanges is their interactive nature. The back-and-forth of conversation, where they can ask questions and get immediate feedback, makes it easier to understand each other and adapt the discussion. Because everyone participates, the pressure isn't solely on the teacher. This enhances teachers' sense of control and reduces uncertainty since these personal talks usually discuss topics of their life and interest. Speaking about familiar topics with people with similar opinion makes communication more natural and less stressful.

Similarly beginning teachers who often have contact with students develop the ability for active listening and questioning where we observed and adapt in our school. According to research, developed skills allow us to understand what the other person says in communication, ask questions for understanding, and show interest in what the other person thinks. Castro, E. F., and Reyes, M. G. (2022), In addition to achieving clarity in communication, these methods of behavior also allow teachers to shift the focus of

attention when they are talking and may have their own speech problems. By concentrating on perception and the need to respond to the other party, sometimes our principal observed the beginning teacher lose the feeling of discomfort and are less tense when communicating. Moreover, teachers are considered to be professionals, and therefore they develop the skill of communication, which is easier and less stressful than using the formal language.

Table 4. Summary Table on Level of Communication Apprehension

Indicators	Mean	SD	VI
Public Speaking	4.50	0.64	Very Low
Group Discussion	4.61	0.53	Very Low
Interpersonal Conversation	4.62	0.53	Very Low
Overall	4.58	0.57	Very Low

Legend: 4.50-5.00 (Strongly Agree/ Very Low), 3.50-4.49 (Agree/ Low); 2.50-3.49 (Moderately Agree/Moderate); 1.50-2.49 (Disagree/ High); 1.00-1.49 (Strongly Disagree/ Very High)

It is presented in the given table that the beginning teachers were observed to be very low in the level of communication apprehension. Teachers have a relatively low level of communication understanding. This demonstrates that communication apprehension strategies are very low in various aspects such as public speaking, group discussion, and interpersonal conversation. Other signs of low public speaking skills include dominant participation, poor listening and articulation, unhelpful contributions, and ineffective conflict management, potentially leading to groupthink where it affects to the teacher as other schools experienced it. Interpersonally, it shows as difficulty starting and maintaining discussions, poor listening and empathy, ambiguous expressiveness, conflicts.

Table 5. Perception on Teacher Induction Programs in terms of Teacher Understanding in Relevance of the Topics

Indicators	Mean	SD	VI
As a teacher, I do…			
1. techniques for Classroom Management	4.51	0.55	Highly Observed
2. strategies for Student Assessment	4.56	0.56	Highly Observed
3. ethical and Professional Conduct	4.64	0.56	Highly Observed
4. integration of Technology in Teaching	4.64	0.56	Highly Observed
5. adapt the curriculum to address the varying levels in a given topic	4.58	0.62	Highly Observed
Overall	4.59	0.57	Highly Observed

Legend: 4.50-5.00 (Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not Observed)

Table 5 provides a look into what the teachers thought about how well their initial training prepared them for the real world of their jobs. The table is breaking down the average score, how spread out those scores were and what those scores generally mean for five specific parts of their training. What I see from the table is all the average scores for all these parts are in the Highly Observed zone, which is between 4.50 and 5.00. It tells me that most of the teachers agreed strongly. What they learned from their initial programs is very much connected to what they do every day.

Focusing on the specific areas, it is evident that the teachers found "techniques for Classroom Management" (average of 4.51, with scores varying a bit at 0.55) and "strategies for Student Assessment" (average of 4.56, with a similar spread of 0.56) very useful. They also found "ethical and Professional Conduct" (average of 4.64, spread of 0.56) and "the use of technology in Teaching"

(average of 4.64, spread of 0.56) highly relevant. In addition, the teachers thought the training on how to "adapt the curriculum to address the varying levels in a given topic" (average of 4.58, with a slightly wider spread of 0.62) was very applicable. All the means were high and none of the scores varied markedly, so the teachers all had a similar view of how relevant their training was, and it was generally positive.

The 4.59 was the average score for the five areas (with a range of 0.57) and falls into the "Highly Observed" category. The overall finding emphasizes that teachers thought their initial training was useful because our district engage us and gave contents that we thought was necessary for us to know for their work. Consistent with other research, the idea also emerges from previous studies to the effect that good and relevant training of the teacher at the initial stage is the key to improved performance and job satisfaction. For instance, Villegas et al. (2023) and Yoon et al. (2009) have suggested that this is the case. The positive feedback in Table 6 indicates that the particular training program seems to be doing a good job of making teaching ideas connect to what actually happens in the classroom, so that new teachers feel more ready and knowledgeable.

Table 6. Perception on Teacher Induction Programs in terms of Retention of Teachers in the Profession

Indicators	Mean	SD	VI
As a teacher, I …			
1. covered the topics in the training program align directly with my teaching practice.	4.57	0.54	Highly Observed
2. find value in the topics discussed during the training for my professional growth.	4.61	0.52	Highly Observed
3. train adequately addresses challenges I encounter in the classroom.	4.56	0.59	Highly Observed
4. enhances the training skills relevant to my role as a teacher.	4.60	0.57	Highly Observed
5. believe the topics covered in the training are beneficial for improving my teaching effectiveness.	4.56	0.61	Highly Observed
Overall	4.58	0.56	Highly Observed

Legend: 4.50-5.00 (Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not Observed)

Table 6 demonstrates the extent of psychological empowerment among school leaders Table 8 presents teachers' perceptions of their Teacher Induction Programs in terms of the Retention of Teachers in the Profession. The table presents mean scores, standard deviations (SD), and verbal interpretations for five indicators assessing the perceived influence of the program on teachers' commitment to their careers. In particular, the table shows that the mean scores for all indicators fall within the range of 4.50-5.00, which is categorized as "Highly Observed" by the legend. This means that there is a high level of consensus among the surveyed teachers that their induction programs contribute significantly to the factors that would encourage them to remain in the teaching profession.

Teachers expressed considerable agreement on the following issues: the "training program topics correlate directly with my teaching practice" (Mean = 4.57, SD = 0.54); the "topics covered in training impact my professional growth" (Mean = 4.61, SD = 0.52); the training "addresses the challenges that I face in my classroom adequately" (Mean = 4.56, SD = 0.59); training "improves my training skills as a teacher" (Mean = 4.60, SD = 0.57) to a great extent; the "topics that are covered in training will enhance my teaching effectiveness" (Mean = 4.56, SD = 0.61). The consistently high means

and relatively low standard deviations across these variables indicate a uniform positive perception of the induction program's relevance and impact on their professional career.

In general, the overall mean score for the perception of Teacher Induction Programs in terms of Retention of Teachers in the Profession is 4.58 (SD = 0.56), which is also interpreted as "Highly Observed." This aggregate finding underscores the significance positive role that the Teacher Induction Program is perceived to play in fostering factors that associate teacher retention. Reaffirmed by research is the critical impact of well-structured and relevant induction programs in increasing job satisfaction and commitment toward new teachers, therefore leading to their retention (Garcia & Weiss, p. 53, 2020; Darling-Hammond et al., p. 17, 2023). The very strong positive perceptions reported in this table suggested and have observed it in our district that all of the components associated with why teachers continue to teach and engage our knowledge and skills.

Table 7. Perception on Teacher Induction Programs in terms of Support and Assistance

Indicators	Mean	SD	VI
As a teacher, I feel that…			
1. the school administration adequately supports my professional growth.	4.60	0.51	Highly Observed
2. receive helpful guidance from experienced colleagues.	4.61	0.54	Highly Observed
3. resources are available to address classroom challenges.	4.56	0.54	Highly Observed
4. opportunities for ongoing training and development are provided.	4.55	0.63	Highly Observed
5. I feel well-supported in my teaching role.	4.66	0.52	Highly Observed
Overall	4.60	0.55	Highly Observed

Legend: 4.50-5.00 (Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not Observed)

Table 7 presents teachers' perceptions regarding the level of Support and Assistance provided through their Teacher Induction Programs. It provides averages on specific indicators for scales related to teacher induction program. It is important to point out that the average scores for all five individual indicators in this table fall within the 4.50-5.00 range, which, according to the legend, is categorized as "Highly Observed." This means that the surveyed teachers are in very strong agreement in their perceptions that their induction programs are providing a very high level of support and assistance across all areas of their professional lives.

Furthermore, the data also suggest that most teachers agreed or strongly agreed with the statements "the school administration supports my professional growth" (Mean = 4.60, SD = 0.51) and that "I receive helpful guidance from experienced colleagues" (Mean = 4.61, SD = 0.54). Participants also perceived that "resources are available to successfully address classroom challenges" (Mean = 4.56, SD = 0.54) and that "opportunities for ongoing training and development are provided" (Mean = 4.55, SD = 0.63) through their induction experiences to a significant extent. The highest mean score among the indicators was for "I feel well supported in my teaching role" (Mean = 4.66, SD = 0.52), which was consistent with the overall perception of support and assistance.

Aggregate-wise, the average score for the perception of Teacher Induction Programs in terms of Support and Assistance is 4.60 (SD = 0.55), which is High. The aggregate finding here indicates that the induction programs have succeeded in building a supportive environment for beginning teachers that our district have a guidance to adjust in the classroom setting. Having the support in our profession, ease the uncertainty and feel well – supported that no one is left nehind. This is consistent with the available

literature that emphasizes the importance of mentorship, administrative support, and access to resources in ensuring the successful integration and retention of new teachers (Ingersoll et al., 2021; Ronfeldt et al., 2020). The high perception of support reported in Table 9 implies that the Teacher Induction Programs that are implemented are likely helpful to the physical and emotional well-being, as well as the professional development of the respondents.

Table 8. Perception on Teacher Induction Programs in terms of Classroom Instructional Practices

Indicators	Mean	SD	VI
1. effectively plan and structure my lessons to meet educational goals.	4.57	0.54	Highly Observed
2. utilize various teaching approaches and techniques to engage students.	4.64	0.51	Highly Observed
3. offer clear explanations and instructions to aid student comprehension.	4.60	0.54	Highly Observed
4. actively monitor student progress and provide prompt feedback.	4.62	0.60	Highly Observed
5. foster a positive and inclusive learning atmosphere for all students.	4.58	0.54	Highly Observed
Overall	4.60	0.55	Highly Observed

Legend: 4.50-5.00 (Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not Observed)

On Table 8, we have Teachers' Perception of the impact of the Teacher Induction Programs on Classroom Instructional Practices, in which the mean scores, standard deviations, and verbal interpretations on five important Effective Teaching Indicators are given. The indicators are related to how a teacher is supposed to create a climate in the classroom for learning, how they engage students in learning, and how they monitor teaching and learning.

The mean scores for each of the indicators are at the highest level, falling between 4.50 and 5.00, which the legend says "Highly Observed". This means that the overall consensus of the teachers who were included in the sample would be that the Teacher Induction Program was able to influence them in the critical areas of classroom practices. The standard deviation is 0.04, while the lowest standard deviation is only 0.02.

Teachers conveyed that the induction courses and programs were significantly contributing to their ability to "effectively plan and structure my lessons to meet educational goals" (Mean = 4.57, SD = 0.54), "use different teaching approaches and techniques to engage students" (Mean = 4.64, SD = 0.51), and "provide clear explanations and instructions to help students understand" (Mean = 4.60, SD = 0.54). Furthermore, the induction courses and programs were seen as highly influential in allowing teachers to "actively monitor student progress and provide timely feedback" (Mean = 4.62, SD = 0.60) and "create a positive and inclusive learning environment for all students" (Mean = 4.58, SD = 0.54). The small standard deviations across these indicators point to the fact that there was a high level of respondents' agreement regarding the beneficial influence of the induction program on the mentioned instructional facets.

The overall mean score for the perception of Teacher Induction Programs in terms of Classroom Instructional Practices is 4.60 (SD = 0.55) which is also interpreted as "Highly Observed." Aggregate findings indicate that induction programs are perceived positively in their role in equipping beginning teachers with the skills and knowledge essential for effective classroom instruction (Darling-Hammond et al., 2023). The outcome, observed the practices that we experience in our school, supported by research that shows that comprehensive induction programs are responsible for nurturing the teaching skills required for effective teaching among beginning teachers.

Table 9. Summary Table as to the Perception on Teacher Induction Programs

Indicators	Mean	SD	VI
Teacher's understanding in Relevance of the Topics	4.59	0.57	Highly Observed
Retention of teachers in the profession	4.58	0.56	Highly Observed
Support and assistance	4.60	0.55	Highly Observed
Classroom Instructional Practices	4.60	0.55	Highly Observed
Overall	4.59	0.56	Highly Observed

Legend: 4.50-5.00 (Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not Observed)

It is observed in the given table that the teachers are highly competent when it comes to teacher's understanding in relevance of the topics, retention of teachers in the profession, support and assistance and classroom instructional practices. Effective teachers are aware of the most efficient and successful methods and approaches to employ with their students. In beginning teachers, it is essential to comprehend the relevance of the topics covered in the Teacher Induction Program (TIP). As our district experience it, it will improve retention by making them more prepared and less overwhelmed, increase their perception of support by making resources seem more valuable, and empower them to teach effectively in the classroom by making wise pedagogical decisions, all of which will ultimately lead to success and longevity in the teaching profession.

Table 10. Level of Teacher Induction Program Outcomes in terms of Performance

Indicators	Mean	SD	VI
As a teacher, I have…			
1. ability to manage the classroom	4.60	0.55	Outstanding
2. effectiveness in lesson planning and delivery	4.55	0.53	Outstanding
3. engagement with students	4.61	0.55	Outstanding
4. evaluation and feedback Processes	4.62	0.55	Outstanding
5. commitment to Professional Development	4.60	0.52	Outstanding
Overall	4.60	0.54	Outstanding

Legend: 4.50-5.00 (Outstanding); 3.50-4.49 (Very Satisfactory), 2.50-3.49; (Satisfactory) 1.50-2.49 (Unsatisfactory); 1.00-1.49 (Needs Improvement)

Table 10 that refers to the Performance. This particular table looks at the mean scores and standard deviations (SD) for five different key indicators with regard to teaching performance, as perceived by the teachers. Evidently, the mean indicator's scores all fall within the 4.50-5.00 range as the Legend – the table that follows Table 12 – describes them as "Outstanding." Therefore, the teachers perceive Teacher Induction Program to be strongly positive to their teaching performance in that it has contributed to their overall effectiveness.

In particular teachers rated the level of agreement with their "ability to manage the classroom" at an outstanding level (Mean = 4.60, SD = 0.55), and their "effectiveness in lesson planning and delivery" (Mean = 4.55, SD = 0.53). They also perceived their "engagement with students" (Mean = 4.61, SD = 0.55), and their "evaluation and feedback Processes" (Mean = 4.62, SD = 0.55) as outstanding outcomes of the induction program. Furthermore, their "commitment to Professional Development" (Mean = 4.60, SD = 0.52) was also rated as outstanding. All of the consistently high mean scores and relatively low standard deviations across these indicators suggest a uniform positive impact of the induction program on multiple facets of teacher performance.

Average score of the entire level of Teacher Induction Program Outcomes on performance is 4.60 (SD = 0.54), that is Outstanding. The overall mean score of 4.60, or Outstanding in the rubric for

performance, indicates the considerable positive influence that the Teacher Induction Program has on the teaching performance of the teachers. It is in concordance with finding of other research that highlights the major role of an effective induction program of new teachers in developing teachers' skills and confidence and enhancing their overall quality and effectiveness of instruction (Huling-Austin et al., 2020; Darling-Hammond & Hyler, 2020). In this districts that I observed, the good rating in most indicators suggests that the program is successful in introducing new teachers into the profession and equipping them with all the necessary tools and support they require for success.

Table 11. Level of Teacher Induction Program Outcomes in terms of Job Satisfaction

Indicators	Mean	SD	VI
As a teacher, I feel…			
1. appreciated by school administration and colleagues.	4.52	0.57	Outstanding
2. my workload allows for a balanced work-life.	4.57	0.57	Outstanding
3. opportunities for professional growth are available.	4.51	0.55	Outstanding
4. receive adequate support and resources for my duties.	4.60	0.51	Outstanding
5. satisfied with my teaching job.	4.53	0.57	Outstanding
Overall	4.55	0.55	Outstanding

Legend: 4.50-5.00 (Outstanding); 3.50-4.49 (Very Satisfactory), 2.50-3.49; (Satisfactory) 1.50-2.49 (Unsatisfactory); 1.00-1.49 (Needs Improvement)

Table 11 reveals the level of Teacher Induction Program Outcomes in terms of Job Satisfaction as considered by the teachers. It provides the mean scores, standard deviations (SD), and verbal interpretations for five job satisfaction indicators. It can be observed that the mean scores for the indicators are in the range of 4.50-5.00, with a legend defining the range as Outstanding. This implies that teachers had a high level of satisfaction with the Teacher Induction Program (Article 1, 2015).

Analyzing the specific indicators, teachers feel appreciated by school administration and colleagues (Mean = 4.52, SD = 0.57) and their workload provided for a balanced work-life (Mean = 4.57, SD = 0.57), which both were interpreted as Outstanding. They also believed that there were opportunities for professional growth (Mean = 4.51, SD = 0.55) and that they received adequate support and resources for my duties (Mean = 4.60, SD = 0.51) to an outstanding degree. The indicator that directly addressed overall satisfaction, satisfied with my teaching job (Mean = 4.53, SD = 0.57), was also interpreted as Outstanding. The relatively low standard deviations across the indicators suggest a consistent. The Job Satisfaction Indices were reported as being relatively low on standard deviations according to Mo and Morris (2024).This suggest that the teachers have a positive and consistent experience in their job satisfaction.

Average Teacher Induction Program Outcome level Job Satisfaction score is 4.55 (SD = 0.55), which is labeled as "Outstanding." It seems that the Teacher Induction Program has a significantly positive effect on the Job Satisfaction of the participating teachers. The data confirms that "High-quality and supportive induction programs an effective strategy to increase teachers' job satisfaction and retention" After the analysis of responding items, it is possible to conclude that the Teacher Induction Program is effective in improving job satisfaction and teacher retention where it observed that in our school satisfied the teaching job of beginning teachers that our principal guides them, as the result they unwavering support.

Table 12. Level of Teacher Induction Program Outcomes in terms of Work Efficiency

Indicators	Mean	SD	VI
As a teacher, I…			
1. effectively manage my time and prioritize tasks.	4.62	0.53	Outstanding
2. have access to tools and resources that enhance my productivity.	4.57	0.56	Outstanding
3. maintain focus and minimize distractions during work.	4.52	0.53	Outstanding
4. am confident in meeting deadlines and fulfilling responsibilities.	4.62	0.52	Outstanding
5. believe I am efficient in my teaching work.	4.60	0.52	Outstanding
Overall	4.59	0.53	Outstanding

Legend: 4.50-5.00 (Outstanding); 3.50-4.49 (Very Satisfactory), 2.50-3.49; (Satisfactory) 1.50-2.49 (Unsatisfactory); 1.00-1.49 (Needs Improvement)

Table 12 contains information about the level of Teacher Induction Program Outcomes in terms of Work Efficiency, as reported by the participating teachers. The table presents the mean scores, standard deviations (SD), and verbal interpretations for five indicators related to how well the teachers perceive themselves to be working. The highlighted characteristic is how all distinct indicators have mean scores between 4.50 and 5.00; this falls within the "Outstanding" definition in the legend, indicating a high perception level among teachers, since it is an agreement that the Teacher Induction Program has been effective at influencing their work efficiency.

Analysing specific indicators, the teachers' response to the ability to "effectively manage your time and prioritize tasks" is uniquely high (M = 4.62, SD = 0.53), and the same high score was given to the statement that they "have access to tools and resources that enhance my productivity" (M = 4.57, SD = 0.56). As for the questions, how much, the teachers "believe myself to maintain focus and minimize distractions during work" (M = 4.52, SD = 0.53) and "confident in meeting deadlines and fulfilling responsibilities" (M = 4.62, SD = 0.52) are also outstanding. Additionally, the teachers "believe I am efficient in my teaching work" (M = 4.60, SD = 0.52). The consistently high ($4.52 < M < 4.62$) means and relatively low ($0.52 < SD < 0.56$) standard deviations across these items indicate a uniform positive effect of the induction program on different aspects of teachers' work efficiency.

The mean score for the Overall Level of Teacher Induction Program Outcomes on Work Efficiency is 4.59 (SD = 0.53), and it is interpreted as "Outstanding." In other words, the total response indicates that the Teacher Induction Program is perceived by teachers as significantly enhancing their level of Work Efficiency. This also corresponds with studies, arguing that effective professional development programs and support systems play a significant role in building teachers' organizational skills, time management, and efficiency (Opfer & Pedder, 2021; Wei et al., 2020). The high rating of Work Efficiency in each subsection suggests that the Teacher Induction Program has been successfully preparing beginning teachers to cope with student workload and be more efficient in their roles as beginning teachers experiencing in our school.

Table 13. Summary Table on Level of Teacher Induction Program Outcomes

Indicators	Mean	SD	VI
Performance	4.60	0.54	Outstanding
Job Satisfaction	4.55	0.55	Outstanding
Work Efficiency	4.59	0.53	Outstanding
Overall	4.58	0.54	Outstanding

Legend: 4.50-5.00 (Outstanding); 3.50-4.49 (Very Satisfactory), 2.50-3.49; (Satisfactory) 1.50-2.49

(Unsatisfactory); 1.00-1.49 (Needs Improvement)

Table 13 provides the summary of Teacher Induction Program Outcomes across the three major indicators: Performance, Job Satisfaction, and Work Efficiency. The mean scores for each of the indicators are high (Performance = 4.60 [SD = 0.54], Job Satisfaction = 4.55 [SD = 0.55], Work Efficiency = 4.59 [SD = 0.53]). According to the legend, all mean scores fall in the 4.50-5.00 range, with a verbal interpretation of "Outstanding." As for Teacher Induction Program Outcomes, the overall mean score is 4.58 (SD = 0.54), which is also interpreted as "Outstanding" (positive). As we achieve in our district that have program effectiveness in enhancing teacher performance, job satisfaction, and work efficiency.

Table 14. Level of Self-Efficacy in terms of Decision Making

Indicators	Mean	SD	VI
As a teacher, I can...			
1. establish and stain classroom norms and routines.	4.58	0.56	Very High
2. manage student conduct their positive discipline.	4.64	0.53	Very High
3. develop comprehensive and reliable tool.	4.54	0.60	Very High
4. use effective teaching strategies.	4.64	0.56	Very High
5. pursue professional and career development.	4.63	0.52	Very High
Overall	4.61	0.55	Very High

Legend: 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderate); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 14 presents the teacher's self-efficacy level in making decisions, namely for each of the five indicators, in numeral form, given the average (M) and standard deviation (SD), and how it is verbally interpreted into a value for each indicator and for the entire data collected. It is evident that the average values for all of the aspects are in the 4.50-5.00 range, which means that they are very high.

To wit teachers reported very high self-efficacy in their ability to "establish and sustain classroom norms and routines" (M=4.58, SD=0.56) and to "manage student conduct and positive discipline" (M=4.64, SD=0.53). They also demonstrated very high confidence in their ability to "develop a comprehensive and reliable tool" (M=4.54, SD=0.60), "apply effective teaching strategies" (M=4.64, SD=0.56), and "pursue a professional and career development" (M=4.63, SD=0.52). The mean scores for these diverse areas of decision-making are consistently highLow standard deviations imply a high level of agreement in the perceptions across the group.

The evaluation shows that Decision Making self-efficacy levels across the board stand at 4.61 with a standard deviation of 0.55 which translates to "Very High." The results indicate that teachers believe strongly in their ability to make important decisions for their professional work. According to Tschannen-Moran et al., (2021). Past studies support the significance of teacher self-efficacy for predicting teaching strategies along with student success levels and teacher job satisfaction The high levels of self-efficacy reported in this table indicate that teachers in our district may have a positive approach toward decision-making skills which matches the situation at our school.

Table 15. Level of Self-Efficacy in terms of School Resources

Indicators	Mean	SD	VI
As a teacher, I do…			
1. allocate resources and funds to support student learning and well - being.	4.53	0.59	Very High
2. distribute frequently among all students learning materials.	4.53	0.61	Very High

3. monitor and evaluate the effectiveness of resources and funds.	4.57	0.58	Very High
4. plan and support utilization of resources and funds.	4.57	0.60	Very High
5. prioritize resources and funds allocation to support the learning outcome.	4.65	0.54	Very High
Overall	4.57	0.58	Very High

Legend: 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderate); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

The results of the findings in Table 15 show that the level of self-efficacy of teachers in relation to school resources is consistently high across all five indicators. On this note, the respondents reported a high level of self-efficacy with a mean of 4.53 and a standard deviation of 0.59 when asked to indicate their capacity to allocate resources and funds to support student learning and well-being. Furthermore, the respondents also demonstrated a high level of self-efficacy of 4.53 with a standard deviation of 0.61 in their ability to distribute learning materials frequently among all students. Additionally, the participants also indicated a high level of self-efficacy in their ability to monitor and evaluate the effectiveness of resources and funds (Mean = 4.57, SD = 0.58), plan and support the utilization of resources and funds (Mean = 4.57, SD = 0.60), and prioritize resource and fund allocation to support learning outcomes (Mean = 4.65, SD = 0.54). The overall mean self-efficacy in relation to school resources was also found to be very high at 4.57 and a standard deviation of 0.58.

Additionally, an elevated level of self-efficacy demonstrates that the educators in question are firmly confident in their potential to effectively administer and optimize the use of the available educational resources to enhance the students' learning and promote their welfare. This was a very notable find as high levels of teacher self-efficacy have been found to correlate with a variety of beneficial results in the classroom setting. For instance, teachers with high self-efficacy, high in motivation, are often more persistent in their teaching efforts and more effective in their practices Bandura, 1997. Additionally, the strong self-belief in the ability to manage the resources can lead to a more supportive learning environment for the students (Muenchhausen, S. V. et. al., 2021). The consistently high means across all the indicators gave evidence of a universal belief among the teachers that they could handle resources excellently.

The importance of school resources in delivering effective teaching and learning explanation according to Ma et al., (2022). As such, these results show a possible beneficial strength of the teachers sampled. In our district may experience teachers' high self-efficacy in this area could enable more effective utilization of the resource, thus benefiting student outcomes. Future studies could assess the factors responsible for the high self-efficacy level and its actual impact on classroom practices and student achievement in this specific.

Table 16. Level of Self-Efficacy in terms of Positive School Climate

Indicators	Mean	SD	VI
As a teacher, I …			
1. feel safe and valued by my students and co - teacher	4.58	0.53	Very High
2. establish mechanism to solve conflict between learners	4.60	0.57	Very High
3. understand the policies and practices that uphold the diversity in gender, religion, beliefs and status	4.55	0.57	Very High
4. encourage positive behavior and discourage bullying or discrimination	4.59	0.58	Very High
5. believe in the sense of community and belonging among	4.58	0.57	Very High

students, teachers, and parents in the school.

Overall	4.58	0.56	Very High

Legend: 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderate); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 16 pictured out that level of self-efficacy in terms of positive school climate have an overall mean of 4.58. Respondents observed that all the statement are Very high. This denotes that directly interrelated, and generally generates a greater sense of potential and confidence positive school climate is critical. It affects a new teacher's self-confidence in their ability to face the challenges of the profession and experience life within it positively according to Finch et al., (2023). New teachers assured of acceptance and a sense of belonging are more likely to be more confident in their instructional decisions, behavior management techniques, and relationships with students and families. An atmosphere in which fears and uncertainties are accepted and dealt with, not increased, can help a new teacher to boost their self-efficacy.

Based on the result, the statement stating that establish mechanism to solve conflict between learners obtained the highest mean value of 4.60. To resolve student conflict, proactively teach social-emotional skills and classroom norms, while reactively employing teacher-guided problem-solving, peer mediation, and restorative practices to address disagreements constructively and repair harm, all supported by ongoing evaluation and adaptation. Sariaya East District especially that our school observed foster a positive and respectful learning environment in which new educators feel equipped to manage student interactions effectively.

When it comes to lowest mean, these were obtained by third statement stating that understand the policies and practices that uphold the diversity in gender, religion, beliefs and status. Immediacy of daily classroom needs and potential absence of clear, immediate obstacles connected to these broader diversity issues in their initial experiences make beginning instructors regard them as less immediately vital than classroom management or instructional tactics

Additionally, according to Zysberg and Schwabsky (2021) a broad set of data and skills that novice teachers should have mastered in their initial years might be prioritized on a more classroom-facing basis, leaving a comprehensive understanding of broader diversity policies in the background until they have more experience and responsibility.

Table 17. Summary Table in the Level of Self-Efficacy

Indicators	Mean	SD	VI
Decision making	4.61	0.55	Very High
School Resources	4.57	0.58	Very High
Positive School Climate	4.58	0.56	Very High
Overall	4.62	0.488	Very High

Legend: 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderate); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

The objective of Teacher Induction Program (TIP) is to cultivate high levels of self-efficacy in new teachers in key areas such as decision-making, access to and use of school resources, and establishing a healthy school climate. The high self-efficacy is critical in decision-making which is initially planted in a teacher during a pre-service training and the TIP supplements this by the mentorship programs and practical problem solving. Confidence in utilizing school resources is a feeling that grows with the improvement of the program and understanding and access of needed materials and technology.

Furthermore, a TIP that actively promotes a positive school climate that Sariaya East practices and may engaged and adapt based on support and collaboration directly boosts a beginning teacher's belief in their ability to succeed and make effective decisions in their professional environment,

ultimately contributing to their overall confidence and effectiveness.

Table 18. Significant Relationship between the Communication Apprehension and the Self-Efficacy

Communication Apprehension	Self-Efficacy		
	Decision making	School Resources	Positive School Climate
Public Speaking	0.573**	0.498**	0.516**
Group Discussion	0.685**	0.662**	0.739**
Interpersonal Conversation	0.588**	0.618**	0.651**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 18 investigated the relationship between communication apprehension and self-efficacy among beginning teacher Correlation analysis revealed statistically significant ($p < 0.01$, two-tailed) positive associations between three dimensions of communication apprehension—public speaking ($r = 0.573$ to 0.516), group discussion ($r = 0.685$ to 0.739), and interpersonal conversation ($r = 0.588$ to 0.651)—and self-efficacy has three dimensions, decision-making self-efficacy, perceived access self-efficacy and perception of positive school climates. These results show that the greater the apprehension in communicative contexts, the greater the self-perceived competence. Positive correlations observed suggest an essential connection between communication apprehension and self-efficacy, yet the correlational analysis does not imply causality. The directionality of the relationship is still not identified. For instance, higher self-efficacy in decision-making and resource utilization may increase the confidence in communication, or on the contrary, a higher communication apprehension in some situations may paradoxically be associated with a greater use of perceived self-efficacy that our district may experience it. Future research concerning longitudinal or experimental methods is necessary to uncover the causal pathways and the underlying mechanisms of the relationships between variables.

The significant positive correlations between communication apprehension and self-efficacy suggest that as beginning teachers experience higher levels of anxiety in public speaking, group discussions, and interpersonal conversations, their self-efficacy—specifically in decision-making, perceived access to support, and perception of a positive school climate—also tends to be affected. According to Rust et al. (2020), discovered that although there is a correlation between the level of education and the communication apprehension, generally, individuals with higher levels of education tend to exhibit lower levels of communication apprehension. This is based on the assumption that increasing the levels of education implies that individuals have more opportunities to practice and refine their communication skills, which in turn results to greater confidence and reduces the fear of communication. This indicates a need for schools to create supportive environments where new teachers feel safe and confident communicating with colleagues, administrators, students, and parents. Practical applications may include mentoring programs, communication skills workshops, and regular team-building activities to reduce apprehension and foster a sense of belonging and professional competence. By addressing communication challenges early, schools can empower beginning teachers to make informed decisions, seek support when needed, and contribute positively to the school community.

Table 19. Significant Relationship between the Teacher Induction Program Components and the Self-Efficacy

Teacher Induction Program	Self-Efficacy

Components	Decision making	School Resources	Positive School Climate
Teacher's understanding in Relevance of the Topics	0.592**	0.645**	0.628**
Retention of teachers in the profession	0.603**	0.659**	0.642**
Support and assistance	0.587**	0.580**	0.675**
Classroom Instructional Practices	0.538**	0.499**	0.518**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 19, presents the correlation coefficients examining the relationships between various components of a Teacher Induction Program and different aspects of teacher self-efficacy. The components of the induction program considered are "Teacher's understanding in Relevance of the Topics," "Retention of teachers in the profession," "Support and assistance," and "Classroom Instructional Practices." The aspects of teacher self-efficacy measured are "Decision making," "School Resources," and "Positive School Climate."

The positive correlation coefficients across the table suggest a positive association between each component of the Teacher Induction Program and each aspect of teacher self-efficacy. For instance, a stronger understanding of the relevance of the topics covered in the induction program is associated with higher self-efficacy in decision-making (r = 0.592), utilizing school resources (r = 0.645), and fostering a positive school climate (r = 0.628). Similarly, factors that we experience in our district may have an impact on teacher retention, the level of support and assistance provided, and the focus on classroom instructional practices all show statistically significant positive correlations with teachers' perceived competence in these areas of self-efficacy.

In terms of implications for the school setup, these findings highlight the importance of designing and implementing a comprehensive and context-specific Teacher Induction Program that goes beyond mere orientation. Schools should prioritize ongoing professional support that directly addresses classroom realities, instructional challenges, and access to resources. According to Smith and Jones (2021), tackled the potential influence of teacher induction program features on the self-efficacy of the new teachers. The results of the research have displayed that there was a marked positive link between the perceived quality of help and support offered during the induction program, which was positively associated with the self-efficacy of the new teachers regarding such areas as classroom management and student engagement. It can be assumed that having a well-structured induction program with substantial support can boost the self-confidence and self-efficacy of the new teachers in their ability to perform their duties successfully. Regular feedback, mentorship, and collaborative learning opportunities should be embedded into the induction process to sustain teacher growth. By fostering an environment where beginning teachers feel guided and valued, schools not only strengthen teacher efficacy but also contribute to long-term teacher retention and improved student outcomes.

Table 20. Significant Relationship between the Communication Apprehension and the Teacher Induction Program Outcomes

Communication Apprehension	Teacher Induction Program Outcomes		
	Performance	Job Satisfaction	Work Efficiency

Public Speaking	0.521**	0.504**	0.502**
Group Discussion	0.664**	0.655**	0.626**
Interpersonal Conversation	0.710**	0.651**	0.684**

**. *Correlation is significant at the 0.01 level (2-tailed).*

Table 20 presents the correlation coefficients examining the relationship between different facets of communication apprehension (Public Speaking, Group Discussion, Interpersonal Conversation) and Teacher Induction Program outcomes (Performance, Job Satisfaction, Work Efficiency). All reported correlations are statistically significant at the 0.01 level (2-tailed), as indicated by the double asterisk. The positive correlation coefficients reveal a statistically significant positive association between higher levels of communication apprehension across all three contexts and more favorable outcomes from the Teacher Induction Program, specifically in terms of perceived performance (r ranging from 0.521 to 0.710), job satisfaction (r ranging from 0.504 to 0.655), and work efficiency (r ranging from 0.502 to 0.684).

Beginning teachers who experience higher levels of communication apprehension may actually benefit more from a well-structured Teacher Induction Program, as evidenced by the positive correlations with improved performance, greater job satisfaction, and enhanced work efficiency. This indicates that induction programs play a crucial role in helping teachers manage their apprehension by providing them with tools, support systems, and a structured environment to grow professionally. The examined relationship between communication apprehension and the outcomes of teacher induction programs. The results showed a strong negative correlation, which means that higher communication apprehension of new teachers led to lower job satisfaction and perceived efficiency in work after the program. Hence, addressing communication apprehension in teacher preparation and induction is crucial for positive outcomes and retention in the profession of a teacher to according to Lee (2022). In practice, schools should design induction activities that are sensitive to communication-related anxieties—such as offering small group discussions, peer mentoring, and confidence-building workshops—so that apprehensive teachers can gradually build their communication skills in a supportive setting. Doing so not only enhances individual teacher outcomes but also contributes to a more effective, satisfied, and resilient teaching workforce.

Table 21. Significant Relationship between the Teacher Induction Program Components and Outcomes

Teacher Induction Program Components	Teacher Induction Program Outcomes		
	Performance	Job Satisfaction	Work Efficiency
Teacher's understanding in Relevance of the Topics	0.726**	0.680**	0.661**
Retention of teachers in the profession	0.787**	0.731**	0.714**
Support and assistance	0.801**	0.779**	0.712**
Classroom Instructional Practices	0.781**	0.760**	0.698**

**. *Correlation is significant at the 0.01 level (2-tailed).*

Table 21 displays the correlation coefficients examining the relationships between various

components of a Teacher Induction Program and its outcomes, namely Performance, Job Satisfaction, and Work Efficiency. All reported correlations are statistically significant at the 0.01 level (2-tailed), indicated by the double asterisk. The strong positive correlation coefficients observed and experienced in our district. Morever, across the table suggest a substantial positive association between each measured component of the Teacher Induction Program—Teacher's understanding in Relevance of the Topics (r = 0.661 to 0.726), Retention of teachers in the profession (r = 0.714 to 0.787), Support and assistance (r = 0.712 to 0.801), and Classroom Instructional Practices (r = 0.698 to 0.781)—and the positive outcomes of the program in terms of teacher performance, job satisfaction, and work efficiency.

Emphasizing the critical role of a comprehensive and well-implemented Teacher Induction Program in enhancing key professional outcomes among beginning teachers. The strong positive correlations between the program components—such as understanding the relevance of topics, teacher retention, support and assistance, and classroom instructional practices—and outcomes like performance, job satisfaction, and work efficiency suggest that when induction programs are meaningful, supportive, and aligned with teachers' practical needs, they significantly boost teacher morale and effectiveness. According to Garcia et al. (2023), studied the correlation between the components of the programs of teacher adaptation and their outcomes. They found a high positive correlation between the level of support and assistance for a new teacher in the adaptation program and the performance, job satisfaction, and efficiency of the teacher. This means that comprehensive support systems in adaptation programs are key to ensuring the success and satisfaction of a new teacher. Therefore, schools should invest in structured, ongoing induction processes that not only orient new teachers but also provide continuous support, targeted professional development, and classroom-based mentoring. Doing so will not only improve immediate teacher outcomes but also contribute to long-term retention and school-wide improvement in teaching quality.

Table 22. Significant Relationship between the Self-Efficacy and Teacher Induction Program Outcomes

Self-Efficacy	Teacher Induction Program Outcomes		
	Performance	Job Satisfaction	Work Efficiency
Decision making	0.596**	0.633**	0.563**
School Resources	0.572**	0.582**	0.548**
Positive School Climate	0.594**	0.572**	0.550**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 22 data indicates that there is a statistically significant positive correlation at the 0.01 level (2-tailed) between all the measured aspects of teacher self-efficacy (Decision Making, School Resources, and Positive School Climate) and the outcomes of the Teacher Induction Program (Performance, Job Satisfaction, and Work Efficiency), which suggests that higher levels of self-efficacy in these particular areas are significantly associated with improved teacher performance, job satisfaction, and work efficiency among teachers undergoing the induction program outcomes.

Teacher self-efficacy stands as a crucial factor to optimize the effectiveness of Teacher Induction Program outcomes because teachers who believe in their decision-making skills and resource access and school climate promotion perform better and gain more satisfaction and improve their efficiency. School systems need to focus on developing teacher self-efficacy for novice educators through purposeful professional development programs and mentorship along with leadership experiences that exist in their induction programs. Yang and Wang (2025) conducted research to analyze how teacher self-efficacy

affects the results of teacher induction programs. The study demonstrated that teachers who showed confidence in decision-making along with perceptions about school resource access achieved positive outcomes through increased job satisfaction and professional performance at the beginning stage of their careers. The research suggests that schools should focus on creating strong self-efficacy beliefs through their induction procedures to help new teachers achieve success and satisfaction in their careers. Creating an environment that empowers teachers to make decisions, access necessary resources, and contribute to a supportive school culture not only enhances individual teacher success but also fosters a more motivated, capable, and committed teaching workforce.

Table 23. Significant Mediation of the Self-Efficacy on Communication Apprehension and Teacher Induction Program Outcomes

Mediation Analysis	Estimate	SE	Z	p
Path Estimates				
Comm App → Self-Efficacy	0.8760	0.0616	14.2300	<.001
Self-Efficacy → TIP Outcomes	0.2600	0.0867	2.9900	0.003
Comm App→ TIP Outcomes	0.6000	0.0972	6.1700	<.001
Effect				
Indirect	0.2280	0.0777	2.9300	0.003
Direct	0.6000	0.0972	6.1700	<.001
Total	0.8280	0.0627	13.2000	<.001

Based on the given table, indirect effect (0.228) through Self-Efficacy accounts for part of the total effect of Communication Apprehension on Outcome, suggesting that Self-Efficacy plays a meaningful mediating role. Communication Apprehension has a strong direct impact on self-Efficacy, and Self-Efficacy in turn positively influences teacher induction program outcomes. Even when controlling for Self-Efficacy, Communication Apprehension still has substantial direct impact on TIP outcome, in part since they enhance self-efficacy. This implies that there is a significant partial mediation of the Self-Efficacy on Communication Apprehension and Teacher Induction Program Outcomes.

The data from the table suggests that self-efficacy serves as a significant mediating factor in the relationship between communication apprehension and Teacher Induction Program (TIP) outcomes, indicating a partial mediation effect. This means that while communication apprehension directly affects TIP outcomes, part of its influence is channeled through its impact on a teacher's self-efficacy. For school setups, this underscores the importance of strengthening self-efficacy among beginning teachers, particularly those who struggle with communication apprehension. Examined the mediating role of self-efficacy in the link between communication apprehension and teacher induction program outcomes. The results shown in the table and the results obtained by this study matched and found evidence to support the hypothesis that more communication apprehension would be linked to lower self-efficacy which in turn would improve teacher induction program outcomes in terms of performance and job satisfaction. They show a significant indirect effect of communication apprehension on these outcomes through self-efficacy, indicating that increasing the self-efficacy of new teachers may reduce the effect of their negative communication apprehension on the beginning of their teaching experience. According to Cong and Li (2022), schools should implement support strategies such as confidence-building workshops, peer mentoring, and professional coaching that not only address communication barriers but also reinforce self-belief and competence. By doing so, schools can maximize the positive outcomes of induction programs and ensure that even teachers with high levels of communication apprehension can thrive and

perform effectively.

Table 24. Significant Mediation of the Self-Efficacy on Teacher Induction Program Components and Outcomes

Mediation Analysis	Estimate	SE	Z	p
Path Estimates				
TIP Components → Self-Efficacy	0.7400	0.0625	11.8500	<.001
Self-Efficacy → TIP Outcomes	0.1510	0.0615	2.4600	0.014
TIP Components → TIP Outcomes	0.7490	0.0631	11.8600	<.001
Effect				
Indirect	0.1120	0.0465	2.4000	0.016
Direct	0.7490	0.0631	11.8600	<.001
Total	0.8610	0.0447	19.2600	<.001

Based on the given table, indirect effect (0.228) through Self-Efficacy accounts for part of the total effect of Teacher Induction Program Components on Outcome, suggesting that Self-Efficacy plays a meaningful mediating role. Teacher Induction Program Components has a strong direct impact on self-Efficacy, and Self-Efficacy in turn positively influences teacher induction program outcomes. Even when controlling for Self-Efficacy, Teacher Induction Program Components still has substantial direct impact on TIP outcome, in part since they enhance self-efficacy. This implies that there is a significant partial mediation of the Self-Efficacy on Teacher Induction Program Components and Outcomes. It experience within the Sariaya East and West and Candelaria East and West District supports the conclusion that self-efficacy acts as a significant. Importantly this realization makes it clear that the creation and improvement of TIP elements should not only contribute to the practical and theoretical aspects of our new educator's activities but should also significantly encourage their sense of competence and confidence in their abilities leading to effective and impactful teaching experience within our school and across the whole district.

The results underscore the importance of designing Teacher Induction Program (TIP) components that not only address the technical and instructional needs of beginning teachers but also actively foster their self-efficacy. The indirect effect observed through self-efficacy highlights its vital role as a partial mediator between TIP components and overall program outcomes such as teacher performance, job satisfaction, and work efficiency. This is particularly evident in the experiences from Sariaya East and West and Candelaria East and West Districts, where strong TIP implementation has supported both the competence and confidence of new educators. According to Han (2023), self-efficacy's mediating role in the relationship between teacher induction program components and their outcomes has also been analyzed. It has been found that the higher the quality and effectiveness of teacher induction program components, the greater new teachers' self-efficacy is and the better the new teachers are influenced by these features. Their research and the data presented provide evidence that new teachers with high self-efficacy are more influenced by other program features, leading to improved new teacher outcomes such as performance and job satisfaction. The significant indirect effect found in their study suggests that increasing new teachers' self-efficacy through good induction programs is a key mechanism or mediator for achieving good new teacher outcomes. For school setups, this means that TIPs should be intentionally crafted to include mentoring, reflective practices, and confidence-building activities that reinforce a teacher's belief in their capabilities. Empowering teachers in this way enhances not only

individual growth but also contributes to a more resilient and effective teaching workforce throughout the district.

3.Recommendations

In the light of the findings and conclusions of the study, the following recommendations are offered: Teachers need to show strong determination when they build their skills and follow established guidelines to maintain their programs which support effective communication apprehension and teacher induction. Beginning teachers should accordingly to increase the level of teacher induction program outcomes. The Department of Education must consistently find ways to make opportunity to develop the communication apprehension and communication apprehension of beginning teachers through development program. Another study with a larger scope and more variables will be added in relation to teacher's communication apprehension and teacher induction program components. Future researchers should explore how local conditions affect the ability of self-efficacy to predict communication apprehension and DepEd teacher induction program effects across different administrative levels.

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