

C. A. T. Theory: A Framework for Supporting Beginning Teachers

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Abstract: *Beginning teachers play a pivotal role in education, yet they face challenges that hinder their effectiveness. This study employs a deductive axiomatic approach to develop the C. A. T. Theory - a comprehensive framework encompassing Collaborative Networks, Constructive Feedback, Administrative Support, and Training Programs for Professional Development. By addressing the multifaceted needs of novice educators, this theory offers actionable strategies to promote their professional growth and improve educational outcomes. The findings emphasize the importance of planned support systems in fostering quality teaching practices among beginning educators.*

Keywords: Beginning teachers, professional development, mentoring, collaborative networks, administrative support.

1. Introduction

In the educational landscape, the quality of teaching is paramount to students' success. Beginning teachers hold a significant role in shaping the future of education, yet they often face unique challenges that can impact their effectiveness and classroom management. Also, despite the recognition of the significance of teacher quality in educational outcomes, there are still significant gaps in the literature specifically addressing the essentials of beginning teacher quality.

Several key areas highlight this gap: (1) There is no harmony on what constitutes the essential qualities of beginning teachers, leading to diverse and sometimes conflicting definitions and criteria; (2) The transition from teacher preparation programs to actual classroom teaching is not well - documented, leaving a critical period underexplored in terms of theoretical development; (3) The role of mentorship and induction programs in developing essential qualities of beginning teachers is underexplored, and best practices are not well - established; and lastly, (4) Without clear guidance from a comprehensive theory, implementing effective support and evaluation systems for beginning teachers is challenging for educational institutions and policymakers.

Thus, developing a theory on the essentials of beginning teacher quality is essential for several reasons, including enhancing teacher preparation, guiding professional development, improving student outcomes, and informing educational policy. Developing a theory on the essentials of beginning teacher quality is vital for the improvement of teacher preparation, professional development, student outcomes, and educational policy. Such a theory provides a comprehensive and structured approach to understanding and enhancing the practices of beginning teachers, ultimately contributing to the overall quality of education.

Existing theories such as nursing education theory From Novice to Expert by Patricia Benner where a novel nurse went

on five stages of clinical competence in obtaining new knowledge and clinical skill acquisition while getting clinical experiences and improve clinical practice. Shulman's Pedagogical Content Knowledge (PCK) underscores the integration of content and pedagogy, resonating with TEBTQ's emphasis on subject mastery and teaching strategies. Similarly, Danielson's Framework for Teaching provides a comprehensive approach to effective teaching practices, encompassing classroom environment and professional responsibilities, which dovetail with TEBTQ's broader scope. Moreover, Shulman's Pedagogical Content Knowledge (PCK) wherein both TEBTQ and Shulman's PCK emphasize the importance of subject matter expertise. Shulman's model does not explicitly emphasize reflective practice, whereas TEBTQ considers it crucial for continuous improvement.

Additionally, Vygotsky's Social Development Theory and Bandura's Social Learning Theory focuses on the significance of social interactions and modeling, indirectly supporting TEBTQ's focus on creating a supportive and reflective learning environment. This synthesis not only underscores the interconnectedness of these theories but also enriches the understanding of what constitutes essential qualities for beginning teachers, ultimately aiming to enhance educational outcomes through a well - rounded, theory - informed approach. In addition, according to Allen's (2009) article, "Valuing practice over theory: How beginning teachers re - orient their practice in the transition from university to the workplace," pre - service teachers' value both the theory they learn in college and the actual practices they see in classrooms. But when they start working as practitioners, they give the latter priority. When graduates first start working, they tend to identify best practices with those of seasoned educators, whose methods and wealth of resources they attempt to imitate.

All these mentioned theories are quite far from the generated theory as the CAT Theory for Quality Beginning Teachers

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integrates aspects of collaboration, administrative support, and professional development, quite similar to many existing theories. However, it uniquely combines these elements into a comprehensive framework specifically intended to address the needs of new teachers. While other theories may focus more on individual components or broader educational contexts, CAT Theory provides a targeted approach to support new teachers holistically. This article aims to develop a theoretical framework that addresses the challenges faced by beginning teachers and provides structured support to enhance their effectiveness

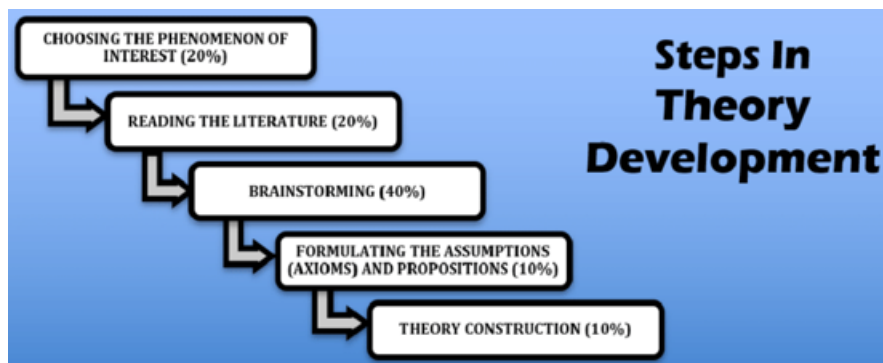
2. Theoretical Basis

Existing theories such as nursing education theory From Novice to Expert by Patricia Benner where a new nurse goes through five stages of clinical competence in obtaining new knowledge and clinical skill acquisition while getting clinical experiences and improve clinical practice. Shulman's Pedagogical Content Knowledge (PCK) underscores the integration of content and pedagogy, resonating with C. A. T. Theory's emphasis on subject mastery and teaching strategies. Similarly, Danielson's Framework for Teaching provides a comprehensive approach to effective teaching

practices, encompassing classroom environment and professional responsibilities, which dovetail with C. A. T. Theory's broader scope. Moreover, Shulman's Pedagogical Content Knowledge (PCK) wherein both C. A. T. Theory and Shulman's PCK emphasize the importance of subject matter expertise. Shulman's model does not explicitly emphasize reflective practice, whereas C. A. T. Theory considers it crucial for continuous improvement. Additionally, Vygotsky's Social Development Theory and Bandura's Social Learning Theory focuses on the significance of social interactions and modeling, indirectly supporting C. A. T. Theory's focus on creating a supportive and reflective learning environment. These theories do not only emphasize the interconnectedness but also enriches the understanding of what constitutes essential qualities for beginning teachers, ultimately aiming to enhance educational outcomes through a well - rounded, theory - informed approach.

3. Methodology

This study used a deductive axiomatic approach in theory generation ensuing the steps given by Padua (2012) as presented in Figure 1 below:



The deductive axiomatic method as a foundational approach in research writing, particularly in fields that prioritize logical consistency and systematic theory development. This method involves starting from universally accepted axioms and logically deducing specific propositions and hypotheses. In research writing, this approach ensures a structured and coherent development of arguments, enhancing the clarity and rigor of scholarly work.

The first step for theory generation using the deductive axiomatic approach was to select the phenomenon of interest. This stage is crucial since it will serve as the focal point for the theory development, which may contain a variation of underlying ideas (Grageda, Diokno, & Abadiano, 2023). The phenomena might have its roots in the real world of operations, in a theoretical field, or in an individual's experience or realization (Van de Ven, 2016).

The second step was reading the literature. After choosing the phenomenon of interest, a researcher should reflect reading the many studied resources as a central next step (Selden, Widdowson, & Brooker, 2016). Additionally, reviews recapitulate the literature that has been published on a subject and define the state of the art. Henceforth, borrowing from systematic review procedures that are meant to diminish bias

in the selection of articles for review and utilizing a complete bibliographic research strategy can both augment the value of a narrative review (Ferrari, 2015). Among these, augmentation of the knowledge base is the most dynamic in theory generation as this reinforces the devising of the axioms and propositions concerning the phenomenon.

The third step was brainstorming. After reviewing the existing literature, the researcher examined many facets of the phenomenon through creating and analyzing the facts, and getting multiple perspectives about it (Mickenberg, 2017). Brainstorming is indispensable for convergently aligning facts and related articles to prove the significance of the phenomenon (Seeber et al., 2017). These helped the researcher to frame axioms suitable to the phenomenon, as well as to craft propositions coherent with the axioms. This stage supports the coherence and cohesion of data to be employed in the theory development process (Henningsen & Henningsen, 2018).

The fourth step was formulating the axioms and propositions. The results of the brainstorming were collected, assessed and capsulized to create axioms and propositions. The formulation of axioms and propositions is an imperative step in theory development. Propositions are statements that come

from the axioms, whereas axioms are basic theorems and primitive assumptions that normalize them (Novikov, 2011). These axioms and propositions are the indispensable one in theory development.

The fifth step was theory construction. The placement of all premises to recognize and conclude a theory is the last step in theory building by means of a deductive axiomatic approach (Stergiou & Airey, 2018). The methodology for theory construction offered by Borsboom et al. (2021) gives a realistic process for making explanatory theories. The systemic structure of Theory Construction Methodology (TCM) gives clear that developing theories necessitates talent; involves both focused practice and teaching.

4. Result and Discussion

The theory on the essentials of beginning teacher quality delves into the foundational elements required to nurture and develop beginner educators into skilled professionals. It emphasizes the significance of planned support, Collaborative Networks and Constructive Feedback, Administrative and Induction Support, Training Programs for Professional Development and Mentoring Supporting shaping the capabilities and effectiveness of new teachers. By understanding and implementing these essential components, educational institutions can foster continuous improvement, support the growth of educators, and eventually augment the quality of teaching and learning in schools.

4.1 Result



Figure 1: CAT theory for Quality Beginning Teachers

4.2 Discussion

The quality of teaching is a cornerstone of educational success, significantly influencing student outcomes and overall school effectiveness. As such, understanding and defining the essentials of beginning teacher quality is crucial for developing effective teacher education programs, ensuring robust support systems, and fostering continuous professional growth.

Supporting beginning teachers is essential because it significantly improves teacher retention, enhances teaching effectiveness, and positively impacts student learning. Beginning teachers often experience significant stress and uncertainty, and without proper guidance and support, they are at risk of exhaustion and parting the profession early. Comprehensive support systems, including mentoring, professional development, and constructive feedback, help beginning teachers build confidence, develop strong classroom management skills, and continuously improve their instructional practices. This support not only fosters a sense of belonging and professional identity but also cultivates a collaborative and resilient school community, ultimately leading to better educational outcomes for students.

The transition from novice teaching to professional practice is a critical period for beginning teachers as it ensures their success requires a fixed support system that addresses their multifaceted needs. The C. A. T. theory, which stands for Collaborative Networks and Constructive Feedback, Administrative and Induction Support and Training Programs for Professional Development and Mentoring Support, offers a comprehensive framework designed to facilitate this transition and promote sustained professional growth.

C. A. T. theory is grounded in a set of axioms and propositions that collectively underscore the importance of a holistic approach to supporting novice educators. These axioms and propositions provide a theoretical foundation that guides the implementation of practical strategies to enhance the experiences and outcomes for beginning teachers.

Table 1: Axioms and Propositions

Axioms	Propositions		
A beginning teacher will face various challenges, including hindering factors and issues.	Planned of support can provide learning opportunities for struggling beginning teachers.		
There are forms of planned support for beginning teachers that provide learning opportunities for beginning teachers such as Collaborative networks, Administrative support, Training programs, etc.			
Collaborative networks may offer beginning teachers' opportunities to engage with experienced educators to share strategies while regular, constructive feedback on teaching practices may promote continuous improvement.		Collaborative networks, Regular constructive feedback,	
Administrative support may include access to resources and support from school leadership and reasonable workloads while induction programs may offer comprehensive orientation to school culture, policies, and expectations for new teachers.		Administrative support and induction programs are different planned support for beginning teachers,	Administrative support and induction programs, Training programs for professional development and mentoring

Training programs for professional development and mentoring support are forms of planned support for novice teachers that provide learning opportunities.			support are forms of planned support for novice teachers.
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The initial years of the teaching profession is a period in which the teachers both commence teaching and learn how to teach and a vital career step that affects their means of teaching (Çelik and Kahraman, 2020). It is recognized worldwide that novice teachers necessitate more support as reasons for high attrition rates (e. g., lack of appreciation from colleagues, unsatisfying working conditions, inadequate teacher preparation) specify current systems are deteriorating them. One way of addressing their specific needs is to comprehend their achievements and encounters during their first year of teaching (Hudson, 2012).

It has been distinguished in recent years that a regarding proportion of educators are leaving their jobs within the first three years of graduating from a pre - service program (Fantilli and McDougall, 2009). The context and involvements of three beginning teachers in their effort to progress their teaching and to implement and make even themselves with their schools' prospects of effective teaching practices (Confait, 2015).

Eighteen starting teachers who began their teaching careers in public schools in Eskisehir, Turkey, shared their insights on the shifts in their views and the difficulties they encountered throughout their first year of teaching (Ergunay and Adiguzel, 2019). The findings indicated that while many of the difficulties faced by new instructors touched on similar topics, how those difficulties really manifested varied depending on the student body composition of the institutions (Gaikhorst, et al.2017). One study defines three beginning teachers and the development of their literacy instruction. The three teachers' method to instruction developed in comparable patterns (Massey, 2004). Staffing of highly qualified science and mathematics graduates has become a prevalent strategy to improve the quality of education in the field of STEM. However, the exceptional encounters facing career - change professionals were often ignored by administrators and colleagues (Watters and Diezmann, 2015).

The beginning educators think and feel about teaching and describes the challenges they encounter as beginning teachers in the context of Hong Kong (Lam, 2014). One article discusses the difficulties brand - new educators have as they navigate the educational problems of their pupils throughout the early years of their careers. In 2018—Barkauskaitė and Meškauskienė. One research looks at the practical ramifications and adaptations that may be made to help new instructors perform well. The findings of the research show that the performance level of beginning teachers in higher education can be improved by addressing the 11 major factors that prevent them from performing well, which include: less exposure to teaching; overburden; strict evaluation; lack of training; inadequate material and supplies; inadequate communication; problems related to student counseling; difficulties in maintaining classroom discipline; low expectations for a career in teaching; and student misbehavior (Sarwar et al., 2012).

The impeding factors of the Beginner Teacher Induction Program (PIGP) implementation are lack of program socialization, poorly planned implementation, rigid relationship between beginner teachers and mentors, school principals are too busy, the Beginner Teacher Induction Program (PIGP) implementation are not on schedule, mentors are less focused on mentoring, time is limited, novice educators are less active, not all core teachers are ready to be mentors and many novice educators graduate who are not from education (Yuliana, 2020). Also, most novice educators did not expect to be teaching out of their field of training, nor did they get ahead the degree of errant student behavior (to the extent that many had to endure threats to their personal safety). Also, the majority of novice educators did not anticipate the heavy workload leading to a work - life imbalance. Nevertheless, the majority of novice educators stated that teaching represented an appropriate career for them (Latifoglu, 2016).

At the heart of this theoretical exploration is the recognition that beginning teachers face unique challenges as they transition from the role of learner to that of educator. This transitional phase requires not only a solid grounding in subject matter and pedagogical strategies but also the development of practical skills to manage classrooms, engage diverse learners, and adapt to the dynamic nature of educational environments. Furthermore, beginning teachers must cultivate a reflective mindset to assess and improve their teaching practices continuously.

This situation is an evident that teachers have faced with challenges in their first few years in their workplace including factors and issues. Thus, we can create an **axiom 1** that says, "A beginning teacher will face various challenges, including hindering factors and issues."

Perceived challenges of novice educators in their first years of teaching are studied. There are studies from several nations included. Concerns like reality shock and changes in attitudes and behaviors are also considered. Classroom management, encouraging students, addressing individual differences, evaluating students' work, parent - student relationships, class work organization, lacking and/or inadequate instruction materials and supplies, and addressing individual student issues are the eight issues that are most frequently reported. The issues faced by beginning elementary and secondary teachers are quite similar. Topics covered include changes in teaching styles depending on the individual and the circumstance, principals' perspectives, difficulties faced by seasoned educators, and new teachers' work satisfaction. Three frameworks of teacher development are offered which bring conceptualizations of individual differences among beginning teachers. Finally, forms of planned support for beginning teachers are famed. Research using an interactionistic model for the description of behavior is needed (Veenman, 1984).

One article focuses on the education of school leaders. The article presents the support of school leaders to novice teachers in Kyrgyzstan. The initial experience of novice

teachers is the most difficult and influential in their future careers. School leaders are reported to be the most significant individuals in the initial experience of aspiring teachers in school. This article is from the results of a qualitative case study that examined the initial period of early childhood teachers' work in school, specifically what challenges they face and how they receive support from school administrators. The study shows that school leaders have an important role to play in helping aspiring teachers adapt well to their new workplace. The conclusions of the study are of great political and practical importance (Shamatov, 2023).

Based on the gathered literatures, we can build the **axiom 2** which states that, "*There are forms of planned support for beginning teachers that provide learning opportunities.*"

Novice teachers experience various encounters, including a lack of support from their colleagues, which could lead to disappointments and even resignation. The study discovered how an induction program wires beginner teachers' self - efficacy in the Thabo Mofutsanyane district schools. It used a qualitative research method and generated data through semi - structured interviews. The telephonic interviews were directed in two phases. The first was in January 2021, and the second was in August 2021. Fourteen beginner teachers were randomly selected from schools in the Thabo - Mofutsanyane district. Data were analysed through thematic analysis. The findings exposed that self - efficacy was vital in developing beginner teachers as professionals through induction programmes. This displayed that there was a connection between self - efficacy and an induction programme. Therefore, this study offers conclusive evidence that beginner teacher induction programmes absolutely impact their preparation in attaining professional skills and overall input to learner development (Ndabankulu, 2023).

In order to maintain tactics and skills within a community of instructors, teachers also become future mentors and bring fresh ideas to their teaching environment. To encourage collaborative apprenticeship, we address a range of factors, including the model and those pertaining to affect, beliefs, environment, culture, cognition, and personality that define the nature of reciprocal relationships (Glazer & Hannafin, 2006). Also, teacher professional learning is of growing interest as one way to sustainance the increasingly complex skills students essential to learn in training for added education and work in the 21st century. Sophisticated forms of teaching are desirable to improve student competencies such as deep mastery of challenging content, critical thinking, complex problem - solving, effective communication and collaboration, and self - direction. In turn, effective professional development (PD) is needed to help teachers learn and polish the pedagogies essential to teach these skills (Darling - Hammond et al., 2017).

For school restructuring to be effective, teachers must be driven and take initiative to make shift from theory to practice. The body of research suggests that professional learning communities benefit both teachers and students. Being a part of a professional learning community for staff members has several benefits, including a decrease in teacher isolation, an increase in dedication to the school's mission and goals, the creation of shared responsibility for students'

overall development, the creation of powerful learning that defines effective teaching and classroom practice, and an improvement in comprehension of course material and teacher roles (Hord, 1997). Furthermore, without organizational and systemic change—that is, working with other institutions and governmental agencies—teachers are powerless to affect the essential adjustments. The authors propose that the transformation of education in the twenty - first century is contingent upon the support of education policies through amplified teacher participation in policy - making, more solid policies across government agencies, and differentiated, combined models for career - long continuing professional development (Collinson et al., 2009).

A survey discovered that 80% of the pre - service teachers measured that peer - to - peer learning activities, such as group discussions and collaborative projects, were the most effective means of attaining knowledge regarding co - teaching approaches. The comprehensive results of this study challenge conventional notions regarding the preparation of teachers and highlight the urgent need of formulating novel and all - encompassing approaches for pre - service teacher training (Al - Amrat, 2024).

With the abovementioned literatures, we can say that **Axiom 3** speaks of: *Collaborative networks may offer beginning teachers' opportunities to engage with experienced educators to share strategies while regular, constructive feedback on teaching practices may promote continuous improvement.*

Facilitating growth and fostering cooperation are essential components of first - year teacher support. These support networks may foster a feeling of community, foster a growth - oriented mentality, and open up long - term networking possibilities. With every step of the first - year teaching program, instructors require a different kind of assistance to keep them empowered and ensure their well - being (Wilcoxon et al., 2020).

Results of a study that scrutinized the school administrator's part in the induction and support of beginning teachers are offered in this paper. Solutions utilized by administrators are designated, some of which encompassed emphasizing teacher - directed development and changing professional interaction norms. Other suggestions are to: progress collaboration between preservice teacher education goals and institutional goals; strengthen the school/district office relationship; and implement more holistic, growth - oriented evaluation policies (Cole, 1993). Another study discovered the art of retaining and developing quality teachers, with emphasis on critical issues for school administrators in Nigeria In this light, relevant literature was reviewed on theoretical retention strategies; the importance of comprehensive induction on teachers' retention and development; how amended working conditions can hold quality teachers; the task of administrators in teachers' retention and development; problems experiencing school principals in teachers' retention and development; support required by school principals in the retention and development of teachers, and what the Nigerian teachers want to be retained in schools (Ogbah, 2013).

The most important school - based elements influencing student success and educational advancement are teachers' qualifications and skills. It is crucial to new teachers' teaching careers to support them as they adjust to school environments and the profession. School administrators' engagement is dynamic for the achievement of the induction and mentoring processes in schools (Kutsyuruba & Walker, 2020). Research also proposes that while decentralization may have occurred from the system to school level, it has not necessarily occurred within schools. Added, where decentralization has happened within schools it tended to be about administrative rather than education matters. This state should be of concern, especially given evidence teachers are attracted to, and stay in, the profession if they feel they fit and trust they are contributing to the success of their school and students (Mulford, 2003).

Therefore, we can say that **Axiom 4** is *Administrative support may include access to resources and support from school leadership and reasonable workloads while induction programs may offer comprehensive orientation to school culture, policies, and expectations for new teachers.*

The perceptions of beginning educators concerning the training they got in their teacher preparation program facilitated them with the successes and challenges they met during their novice year of teaching. Teachers also itemized areas they would have liked to receive more training in during their teacher preparation program, which could be used to adjust teacher preparation programs to restored meet preservice teacher's needs (Rees, 2015).

Mentoring support is a cornerstone for the growth and development of beginning teachers, providing them with the necessary guidance, resources, and emotional support to enhance their competence and readiness in the classroom. Through meaningful mentorship relationships, novice educators are able to navigate the complexities of teaching, refine their instructional practices, and build the confidence needed to excel in their roles. By offering a combination of professional development and personal encouragement, mentors play a vital role in shaping the journey of beginning teachers, ultimately contributing to their success and the positive impact they have on their students' learning experiences. The concept of mentoring support for beginning teachers finds resonance in a wealth of related literature across the field of education. The succeeding paragraphs connections underscore the multifaceted benefits of mentoring support in enhancing teacher competence, readiness, and overall effectiveness in the classroom.

Strategically creating induction and evaluation practices for beginning teachers is not apparent for secondary schools. A strategic human resource management (HRM) perspective postulates that HRM practices can be associated in various ways to better achieve organizational goals. The study recognized highly strategic, moderately strategic, and non - strategic schools, that differ in the way they make parallel induction and evaluation practices. Their findings provide tools to rhyme the conflicting goals of teacher induction and beginning teacher evaluation. Role delineation of mentors and evaluators is crucial for aligning induction and evaluation practices for beginning teachers (Flamand et al., 2024).

Moreover, according to preliminary research, the mentor preparation program's objectives include fostering a common vocabulary and understanding of the role of a mentor, strengthening a collaborative inquiry approach to mentoring, and offering opportunities for introspection and criticism of mentoring methods and approaches. Certain results, such increased self - awareness and confirmation of mentors' own instructional effectiveness, are in line with other studies. The influence that the study has had on mentor teachers' personal and professional lives as well as broader contextual implications is what makes this research unique (Beutel et al., 2017).

North Carolina used \$7.7 million from Race to the Top to launch the New Teacher Support Program (NTSP), an induction model planned and performed by the state's public university system and aimed at underperforming schools, in response to concerns regarding the effectiveness and attrition of new teachers. The likelihood of NTSP instructors staying at the same school was higher overall. Results differed according on NTSP area, cohort, and dose; instructors in the region and cohort with the highest levels of involvement and those who received more coaching showed improvements in performance and retention. These results support initiatives aimed at training and retaining educators (Bastian and Marks, 2017). Mentoring is a public induction practice employed by many districts to support all beginning teachers. Study results suggested that participants need an increase of mentor support in the form of modeling classroom practices and are most concerned with student motivation and increasing engagement using differentiated learning experiences. The results of this study infer that its participants would experience an increase of self - efficacy, i. e., confidence, and skill acquisition (pedagogical knowledge) if mentoring support was differentiated to contain an increase of modeling. Future research could use this study as guidance for evaluating induction programming and identifying opportunities for differentiation to see specific needs of subgroups of beginning teachers (Petty, 2024).

Through empowerment, coaching and mentoring enhanced the well - being of CADRE Project participants (theme). Sub - themes encompassed: development, cooperation, networking, enhancement, and assets. Future studies should examine the function of mentors and coaches, monitor the leadership responsibilities of teachers, and look more closely at the relationship between induction and teacher retention.

The mainstream of the evaluated studies delivers empirical evidence to support the hypothesis that contributing support and guidance to new teachers positively affects three categories of outcomes: student success, teacher commitment and retention, and teacher classroom instructional techniques. The common of research on commitment and retention revealed that new instructors who took part in induction had beneficial effects. According to the majority of the reviewed studies, beginning teachers who underwent some form of induction performed better in the classroom in terms of instructional practices. These included keeping students on task, using successful student questioning techniques, adapting classroom activities to suit students' interests, upholding a positive classroom environment, and displaying successful classroom management. Nearly all of the research

on student accomplishment found that pupils of newly hired instructors who took part in induction had greater increases, or scores, on measures of academic achievement. A big randomized controlled trial of induction in a sample of large, urban, low - income schools was one example of an exception to this general pattern, discovering some substantial positive effects on student achievement but no effects on teacher retention or classroom practices. In an effort to reconcile these conflicting findings, the study completes by pointing out gaps in the body of knowledge and pertinent issues that remain unanswered and demand more investigation (Ingersoll and Strong, 2011).

In the current literature on initial teacher education and induction, mentoring has received a lot of attention. As a result, it has emerged as a "foundation stone" for cooperative efforts between universities and schools to support teacher growth. In 1998, a survey of around 220 novice educators and 245 mentors and supervisors at government schools in New South Wales was conducted. Additionally, the professional development of novice teachers was intensively monitored in six case study schools located in various settings throughout the state. The relevance of internships to starting teacher education programs was demonstrated using one - way analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA), which also proved the significance of mentoring assistance for beginning teachers' professional learning throughout the induction year. The case studies also recognized important practices, conditions and professional interactions that continued transmission, transactional and transformational approaches to teacher learning. The complementary qualitative and quantitative methodology situated strong evidence of the significance of the mentoring strategy (Carter & Francis, 2001).

In today's pre - service teacher education programs, the professional placement component has made extensive use of mentoring. However, studies have shown that becoming a good teacher does not automatically translate into becoming a good mentor. The current study looked into how professional development helps mentor instructors get ready for their mentoring responsibilities. The outcomes of a pilot mentoring preparation course, which tangled mentor instructors in increasing their understanding of the nature and procedure of mentoring as well as the responsibilities of mentors and mentees, are specifically offered in this study. Information on the mentor teachers' revised practices and their revised conceptions of mentoring were gotten. The results divulged here are intended to notify the development of future professional development courses for mentor teachers who plan to mentor pre - service teachers (Ambrosetti, 2014).

The number of programs providing new teachers with orientation, support, and supervision as they move into their first teaching position has increased in recent years. The purpose of this study is to seek if induction programs, as a whole, improve new teacher retention. The nationally representative 1999–2000 Schools and Staffing Survey gave the data employed in the investigation. The findings reveal that new teachers were less likely to transfer to another school or leave after their first year of teaching if they were paired with mentors in the same subject area and took part in group

induction activities like planning and working with other teachers (Smith & Ingersoll, 2004).

Thus, we can make the **axiom 5** that reveals, “*Training programs for professional development and mentoring support are forms of planned support for beginning teachers that provide learning opportunities.*”

Development of Proposition

Based on axioms 1 and 2, we can say that: **Proposition 1.** *Planned support can provide learning opportunities for struggling beginning teachers.*

As to axioms 3 and 4, we can conclude that: **Proposition 2.** *Collaborative networks, Regular constructive feedback, administrative support and induction programs are different planned support for beginning teachers*

From axioms 4 and 5, we can state that: **Proposition 3.** *Administrative support and induction programs, Training programs for professional development and mentoring support are forms of planned support for beginning teachers.*

The study provides a structured approach to understanding and addressing the needs of beginning teachers, contributing to improved teacher retention, effectiveness, and educational outcomes.

5. Conclusions & Recommendations

To support beginning teachers effectively, institutions must implement the C. A. T. Theory a framework encompassing Collaborative Networks, Constructive Feedback, Administrative Support, and Professional Development. By addressing the multifaceted needs of novice educators, this theory fosters sustained growth and quality teaching practices. Future research should explore the practical application of this framework in diverse educational contexts to further validate its impact.

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