Development of teaching competencies, experiences of the National Induction Program in beginning teachers

Desarrollo de competencias docentes, experiencias del Programa Nacional de Inducción en profesores principiantes

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ABSTRACT

The Dominican National Induction Program for beginning teachers provides training and personalized support with the purpose of strengthening pedagogical competencies and facilitating successful performance in the educational system. The objective of this research is to analyze the competencies acquired in the 2023 National Induction Program from the perspective of the beginning teacher in the Dominican Educational System. A quantitative approach was used; the research was carried out under a non-experimental and transversal design. The sample was made up of 481 teachers. The main results highlight that teachers have acquired technological skills that allow them to carry out their academic activities with higher quality. It is concluded that the study demonstrated the effectiveness of the National Induction Program, and the teachers reveal a high level of satisfaction among new teachers in the Dominican Republic.

Keywords: Educational systems; Competencies; National Induction Program; Educational systems; Dominican beginning teachers.

RESUMEN

El Programa Nacional de Inducción Dominicano para docentes principiantes brinda capacitación y apoyo personalizado con el propósito de fortalecer las competencias pedagógicas y facilitar un desempeño exitoso en el sistema educativo. La presente investigación tiene como objetivo analizar las competencias adquiridas en el Programa Nacional de Inducción 2023 desde la perspectiva del docente principiante del Sistema Educativo Dominicano. Se trabajó un enfoque cuantitativo, la investigación se llevó a cabo bajo un diseño no experimental y transversal. La muestra estuvo conformada por 481 docentes. Los principales resultados destacan que los docentes han adquirido competencias tecnológicas que les permiten llevar a cabo sus actividades académicas con mayor calidad. Se concluye que el estudio demostró la eficacia del Programa Nacional de Inducción, y los docentes revelan un elevado nivel de satisfacción de los docentes noveles en la República Dominicana.

Palabras clave: Calidad educativa; Competencias docentes; Sistemas educativos; Programa Nacional de Inducción; profesores principiantes dominicanos.

INTRODUCTION

Today, the National Induction Program for new teachers in the Dominican Republic has evolved to become an official and normative program that covers all new teachers. It is essential to highlight that this program has been key to success over time. In addition, this program offers comprehensive support to beginning teachers, providing training, accompaniment, and professional development to significantly improve the quality of teaching, as established by the (Ministry of Education in 2016).

According to Marcelo & López (2020), the induction of novice teachers to teaching has been a relevant topic in educational research for decades. Educational systems have established induction programs to help novice teachers face the challenges of teaching and learn the language of practice. However, in Latin America, the incorporation of induction to teaching has been late compared to other more developed countries. The authors state that in the Dominican Republic, an official induction program for beginning teachers has been implemented, with a positive effect on teachers' commitment, their decision to continue teaching, the improvement of teaching practices, and student learning outcomes.

Jáspez & Sánchez (2019), highlight the importance of a teacher's first years of experience in consolidating him or her as an effective teaching professional. The quality of training and support received at this decisive stage influences on the teacher's success. Therefore, it is crucial to design, implement, monitor, evaluate, and systematize orientation, accompaniment, and support programs for the novice teacher, for helping him or her overcome the challenges of his or her initial career and those that arise in his or her daily school life. These programs improve the quality of student learning, thus strengthening the educational system as a whole.

Vaillant & Marcelo (2019) state that the obstacles that beginning teachers face are closely related to challenges that more experienced teachers also face, such as discipline management, student motivation, and lack of resources. Although the challenges are similar at different stages of the teaching career, beginning teachers can learn from the experience and advice of their more experienced colleagues to overcome these problems and improve their educational practice.

Win this study the authors agree with Marcelo et al. (2016), who state that training and strengthening the skills of beginning teachers is essential for educational success within the framework of the Dominican Educational System. The authors also emphasize that the process of becoming an exceptional teacher requires time and dedication. Therefore, it is crucial to provide training, support, and accompaniment to educators in their first years of professional practice, which implies strengthening the

comprehensive training of novice teachers.

In this regard, Núñez (2023) emphasizes the need to train education professionals who adapt to social transformations, promoting quality performance. The training of Dominican novice teachers must adapt to social, scientific and technological changes, including scientific, psychopedagogical, cultural and complementary updates to improve their professional activity. In addition, he mentions that the acquisition of solid pedagogical skills, strong interpersonal skills and effective classroom management strategies by these novice teachers is essential for strengthening and improving the educational system.

It is relevant to mention López & Marcelo (2021) and Taveras & López (2022), who highlight the importance of the National Induction Program for new teachers in the country. These researchers have found that this program has proven to be effective in improving teaching, teacher performance, and student achievement between 2018 and 2020, suggesting that initial training and ongoing support for beginning teachers can have a significant impact on the quality of education.

In addition, the authors have highlighted the wide acceptance and positive evaluations that the program has received, and have highlighted its significant contribution to strengthening teacher training in the country.

For their part, López & Marcelo (2021) state that one of the most relevant characteristics of the National Induction

Program for new teachers is its ability to adapt to the unique administrative and geographical characteristics in the Dominican Republic. The structure of the program combines well-defined national coordination and fluid information management with coordination with regional and educational districts at the national level, allowing for effective implementation throughout the country.

In this context, it is crucial that the 2023 National Induction Program includes the precise identification of the competencies acquired by novice teachers, as well as a detailed analysis of their program perceptions. This thorough evaluation is essential to ensure that the program achieves its objective of strengthening the skills and competencies of new teachers, and that it effectively contributes to improving the quality and effectiveness of the educational process in the educational environment in the Dominican Republic. In addition, it is important to identify the competencies that novice teachers consider to have developed with greater emphasis in the different modules of the induction program, which will allow for a better understanding of the most effective aspects of the program and its ability to improve teacher training.

This article aims to analyze the competencies acquired in the 2023 National Induction Program from the perspective of the novice teacher of the Educational System in the Dominican Republic.

METHOD

The study was carried out using a quantitative approach, which focuses on the objective measurement and analysis of variables, which allows obtaining quantifiable data and facilitates the interpretation and generalization of the results. The research was carried out under a non-experimental and cross-sectional design. This design allowed data to be collected at a single point in time, without manipulating independent variables, which was suitable for evaluating the cumulative training impact.

The study was carried out with teachers from all levels, cycles, areas and modalities who provisionally began teaching during the 2022-2023 school year in various educational institutions in the Dominican Republic.

A representative sample was selected using non-probabilistic convenience sampling; it involved selecting participants based on their availability and willingness to participate in the study, for a total of 481 who completed the instrument used in this study. The subjects who participated in the research are beginning teachers in the Educational System in the country.

To collect the information, the survey technique was used, because it allows for the verification of opinions and attitudes in educational research.

To collect the information, the survey technique was used, which according to Casas, Repullo & Donado (2003), is the set of standardized procedures through which a series of data from a population is collected and analyzed, which allows its characteristics to be described.

The questionnaire was used as an instrument, the Google form tool was used and it was applied to all the teachers who were part of the study and who were part of the program. The link was shared through a WhatsApp group,
https://docs.google.com/forms/d/1hC90E4IiN6 Pk_AAGKB1GcLhunvP5wtQO8WNMQDziM 6M/edit?ts=6611c769&pli=1

The questionnaire was structured with 50 closed questions, made up of the following dimensions:

- Competencies developed in each module: the level of mastery that teachers have over the specific competencies of each module of the National Induction Program will be evaluated.

- Lights and shadows of the program: the positive aspects and areas of improvement perceived by teachers in relation to the National Induction Program will be investigated.

- Level of satisfaction: the teachers degree of satisfaction in respect to the training received will be measured.

The data was also collected and recorded in a database for later analysis. The frequencies and proportions of the responses to the multiple-choice questions were analyzed, and the responses related to the competencies developed in each module of the program were grouped. Averages and standard deviations were calculated for each dimension.
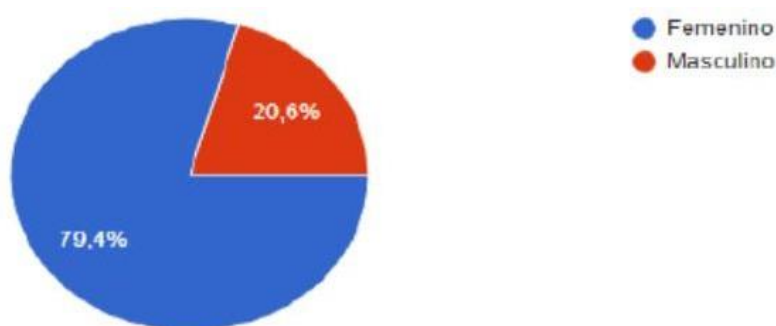
RESULTS

The open responses related to the program strengths and weaknesses were classified into thematic categories. The frequency of each category was determined. The responses related to the level of teachers' satisfaction after completing the program were analyzed and averages were calculated for this dimension.

The SPSS software, version 23, was used to process the information. Beginning of the form.

Studies on gender in beginning teachers have revealed significant patterns in teachers work experience in the Dominican Republic. Recent research has shown that female beginning teachers face specific challenges in their transition to teaching, such as lack of emotional support and overload of responsibilities at home.

In order to carry out the analysis of participant's gender study in this research, a greater representation of the female sex is observed, with 71%, while 20.6% are male teachers. The results obtained are presented in Figure 1.

Figure 1. *Gender of beginning teachers*

Source: Own elaboration.

Figure 2 shows the areas where beginning teachers work. The results reveal a significant trend in teachers' distribution between rural and urban areas: 55.9% of teachers work in rural areas, while 44.1% are concentrated in educational urban areas institutions.

Figure 2. Area where beginning teachers work
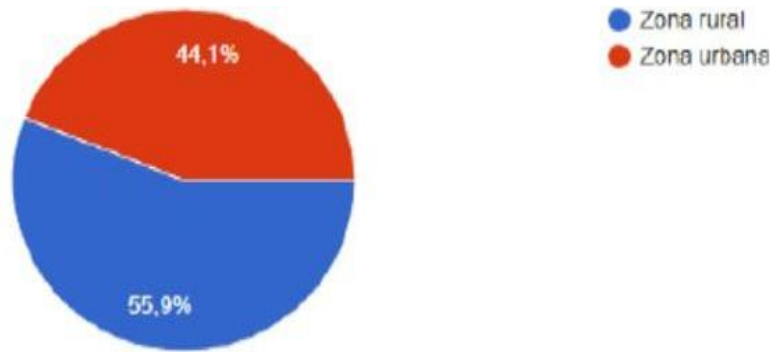
Source: Own elaboration.

Regarding the skills most developed by teachers in Module 1. Integration of Information and Communication Technologies (ICT). Figure 3 shows that 18% master basic tasks of familiarization with the Virtual Learning Environment, 17% download and upload files in different formats to develop skills that will be useful in the other modules, while 16% complete questionnaires, configure their profile, and participate in discussion forums to create arguments and ideas related to the usefulness of the e-learning platform.

Figure 3. *Skills most developed by beginning teachers in Module 1. ICT*
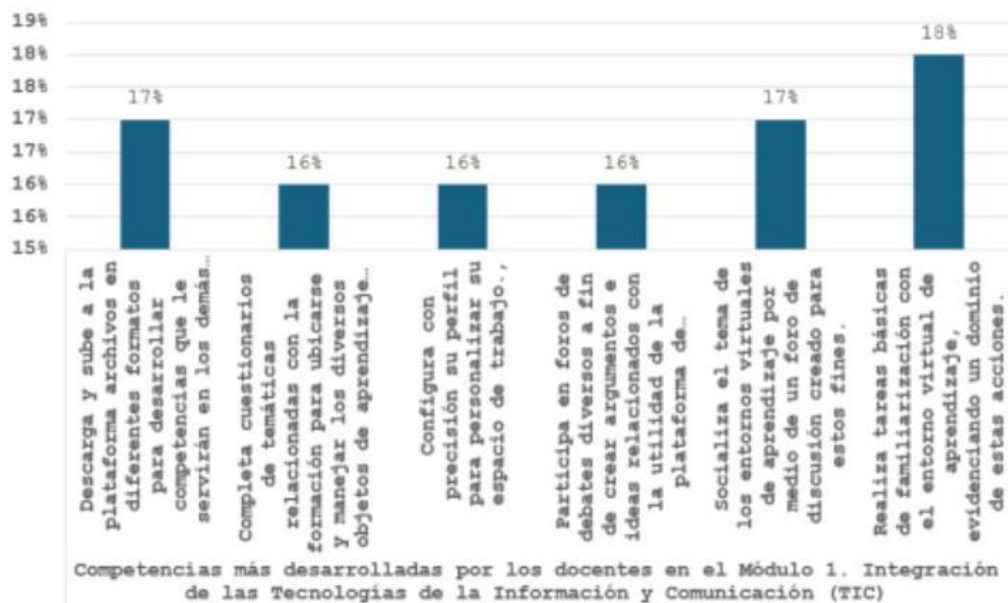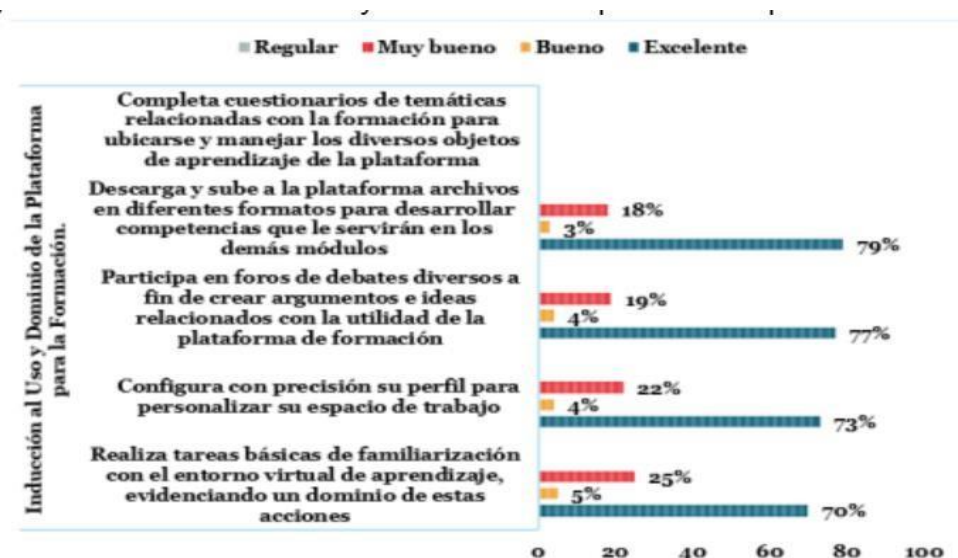

Source: Own elaboration.

Figure 4 assesses mastery of the competencies in topic I. Induction to the use and mastery of the training platform. Performs basic familiarization tasks with the Virtual Learning Environment. The results highlight that 70% of respondents consider their mastery of performing basic familiarization tasks to be excellent, 25% very good and 5% good.

73% of the interviewed consider their ability to accurately configure their profile to be excellent, 22% very good and 4% good. 77% think that their participation in discussion forums is excellent, 19% very good and 4% good, while 79% consider their ability to download and upload files in various formats to be excellent, 18% very good and 3% good.

Figure 4. *Induction to the use and mastery of the training platform*

Source: Own elaboration.

Figure 5 presents the evaluation of competencies mastery in topic II, Use of online collaborative tools. The results show that, regarding the creation of online Word documents to collaborate with colleagues, 77% consider their competencies to be excellent, while 19% very good and 4% good; for the creation of online questionnaires in their curricular area, 67% rate it as excellent, 27% very good and 6% good.

While regarding to creating a classroom to support face-to-face training with relevant criteria, 65% rate it as excellent, 28% very good, 6% good and 1% average. And concerning the assessment of the relevance of using the synchronous platforms Teams and Google Meet for videoconferencing, 65% consider it excellent, 26% very good, 8% good and 1% average.

Figure 5. *Assess your mastery of the skills in topic II. Online Collaborative Tools*
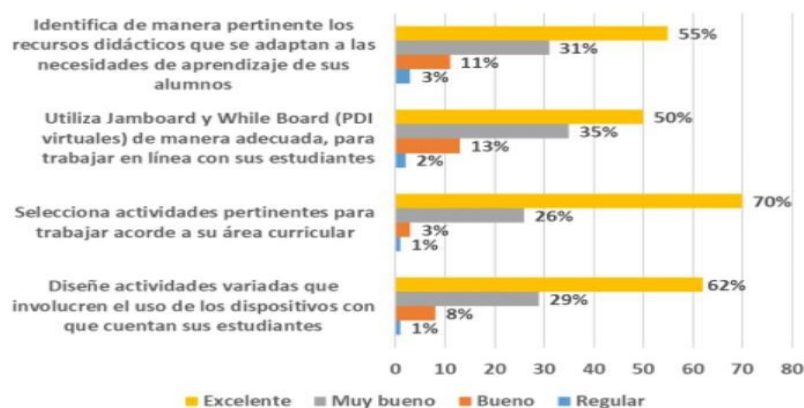

Source: Own elaboration.

Figure 6 shows the evaluation of the mastery in the competencies of topic III: Integration of ICTs in the Initial, Primary and Secondary levels. The results show the following: in the adequate identification of digital teaching resources that fit the students learning needs, 55% rated it as excellent, 31% as very good, 11% as good and 3% as average.

Figure 6. *Rate your mastery in the competencies of topic III. Integration of ICTs in the Initial Level, Primary Level and Secondary Level*
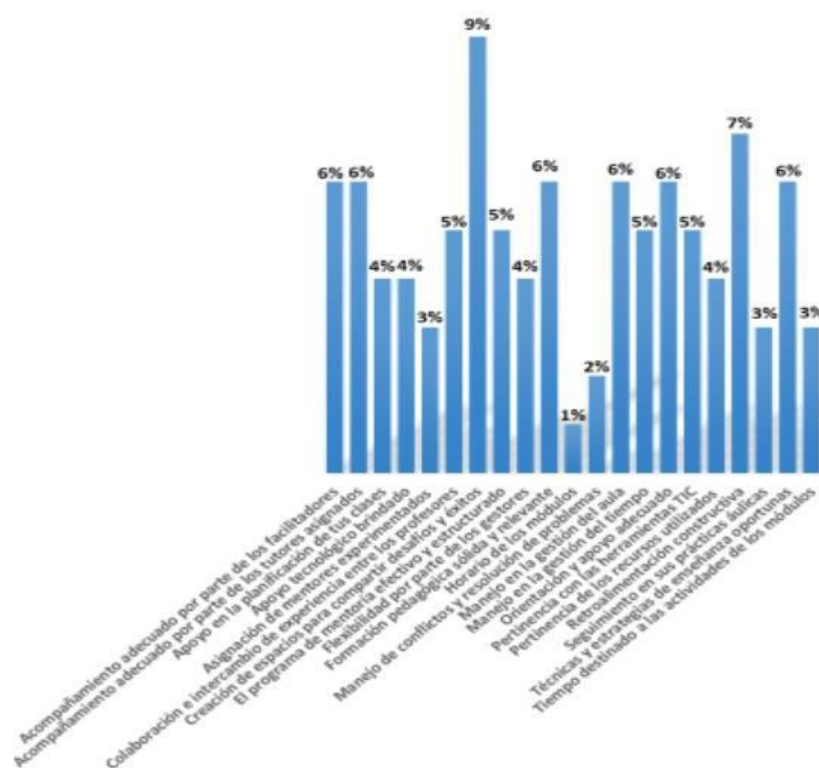

Source: Own elaboration.

Figure 7 shows the distribution of teachers' suggestions in relation to the National Plan for Childhood (PNI). It can be seen that 9% of the teachers point out the importance of creating spaces to share challenges and successes, while 7% emphasize the implementation of teaching strategies and constructive feedback. On the other hand, 6% highlight the need to have support from facilitators and tutors, solid and relevant pedagogical training, and effective management in classroom management. Likewise, 5% consider the importance of timely teaching techniques and strategies, collaboration and exchange of experiences between teachers, and effective mentoring.

Similarly, 4% of teachers consider time management, relevance with ICT tools, support in class planning, and technological support to be relevant. In addition, 3% highlight the importance of the resources relevance, assignment of experienced mentors, monitoring of classroom practices, and time for module activities. Finally, 2% of teachers vote for conflict management and problem solving, while only 1% considers the module schedule relevant.

Figure 7. Induction process received, positive elements

Source: Own elaboration.

DISCUSSION

Gender studies are an interdisciplinary and transversal field that emerged in most higher educational institutions in the late 1980s. Its research focus is on the sociocultural relations between women and men, considering that the concept of "women" and "men" are not natural categories, but social constructions.

In line with this study, Gutiérrez & García (2023), mention a study of Gender in educational institutions in Mexico, the research highlights a greater presence of Zacatecan female teachers in the public sphere, which gradually contributed to eroding the traditional and sexist model of female teaching in the 19th century. González' research (2009) in the Federal District found that women make up the vast majority of teaching staff in primary schools. This is consistent with the general trend of feminization of teaching in many countries, including Argentina, where more than 75% of the teaching staff is female.

Sánchez & Jara (2019) show evidence of good results regarding job placement in rural areas. The results show rural contexts that facilitate pedagogical initiation and teachers who, while expressing common elements around the satisfaction that teaching offers them, the interaction with rural students and vocational confirmation with the task, also manifest their diversity, in terms of concerns, perspectives of themselves and ability to teach.

In line with this study, Erazo et al. (2021) in their research, mention the digital competences of teachers, stating that these skills allow educators to take advantage of educational technologies to improve teaching in university classrooms. Therefore, a continuous training process is required for teachers to stay up to date in the use of ICT.

Sánchez et al. (2023) state that the adequate use of ICT in the university environment facilitates the work of the teacher and contributes to the cognitive development of the student; although it is necessary to continue teachers training; through strategies that seek the development of digital skills for both teachers and students.

Clavijo et al. (2021) report significant achievements in the implementation of virtual learning environments in the Faculty of Education at the University of Antioquia. Their research shows that this strategy is effective in complementing training processes and facilitating the integration of ICT in education. In addition, the authors highlight the importance of providing technology training to new teachers, so that they can strengthen their skills and improve academic activities that involve the use of these tools.

Similarly, López & Marcelo (2021) underline the importance of the National Induction Program for new teachers in the development of education in the Dominican Republic. They also mention that this program, which combines face-to-face and online

modalities, has significantly improved accessibility and flexibility for new teachers. Furthermore, it is crucial that teachers receive training in the effective use of ICT in the classroom, which will enable them to offer more interactive, collaborative and personalized education that adapts to students individual needs.

In line with the aforementioned research, the study carried out by Navarro & Pérez (2022) highlights the advantages of educational platforms. After working with a group of teachers from the Polytechnic Institute in Santiago de los Caballeros, Dominican Republic, positive results were observed in the implementation of the Moodle platform. The teachers valued this tool favorably, highlighting its effectiveness and relevance in improving the teaching-learning process.

Regarding the use of online collaborative tools in Higher Education, they agree that it is a valuable practice that encourages collaboration, communication and interaction between students and teachers, thus improving the quality of learning and teaching in the virtual classroom. Video conferencing tools, such as Google meet, Teams, allow teachers to conduct live virtual classes and students to participate in group discussions, which facilitate interaction and collaborative learning.

Gómez & Almazán (2022) detail an experience in which technological tools were used to support teaching. They highlight the importance of providing more extensive training to novice teachers to strengthen their digital skills, as well as to improve communication and collaboration in educational environments. In addition, they underline the urgent need to develop specific training programs that focus on training teachers in the effective use of technological tools and pedagogical mediation, with the aim of enhancing learning in virtual environments.

Reinoso (2020) also argues that synchronous platforms allow for videoconferencing, which represents a fundamental synchronous strategy for the delivery of content and direct feedback by teachers to students.

Regarding the appropriate use of Jamboard & White Board (virtual IWB) for online teaching, 50% of the subjects considered it excellent, 35% very good, 13% good, while 2% average. Regarding the selection of relevant activities according to the curricular area, 70% rated it as excellent, 26% as very good, 3% as good, and 1% as average. And in the design of varied activities that involve the use of students' devices, 62% evaluated it as excellent, 29% as very good, 8% as good, and 1% as average.

The outcomes of Albán et al. (2023), point out positive effects in the implementation of digital teaching resources in face-to-face teaching and especially highlight their experience in assuming virtual education during the pandemic, transforming the traditional approach and allowing for more flexible education in line with social changes. Hernández et al. (2020), state that digital

teaching resources positively impact the teaching-learning process by serving as didactic support without replacing the teacher. Its objective is for students to reflect on their learning, progress, and difficulties with the teacher guidance, beyond simply accessing the content.

Núñez (2023) argues that current education requires the training of professionals who adapt to social transformations, demonstrating high-quality performance in their educational practices. Therefore, universities must reinforce the teaching-learning process in virtual environments, considering their demands and relevance in professional pedagogical training.

Fernández (2020) agrees, stating that teachers adapt learning environments to the students' individual needs, carefully choosing the resources and teaching strategies that fit their educational level. In this way, they promote academic growth and success, while encouraging effective and meaningful learning that helps students reach their full potential.

Polanco et al. (2023) assert that teachers in the Dominican Republic must exhibit a high level of competence in curricular approaches, didactics, and curriculum design, both at the conceptual and procedural level, for effective implementation in the classroom. This requires the application of a variety of methodological strategies in correspondence with the curriculum and other specific ones that complement the general ones, with the purpose of offering a more solid training to students.

In line with this study, Sandoval (2014) emphasizes that educational institutions must promote a safe and reliable classroom climate, based on a relationship of mutual trust between teachers and students, and a calm, stress-free, democratic, and participatory work environment; they will foster an environment conducive to the development of a healthy and harmonious school coexistence. As a result, students will be able to manage their knowledge in a creative, innovative, effective, and efficient way, which will allow them to successfully face the challenges posed by the knowledge and information society.

In this sense, Pérez & Plasencia (2022) state in their research that the Ministry of Education in the Dominican Republic has developed complementary proposals to the Dominican curriculum aiming at promoting the development of communicative skills in the student population. They also assert that there is flexibility in the curriculum and that it is used in a pertinent manner.

Arias & Lombillo (2016) mention the new role that teachers must face, which includes a new look from different approaches, especially related to the acquisition and evaluation of competencies, active participation in the management of educational centers and collaborative work. Also, García & García (2022) highlight the need to implement the evaluation of competencies in Higher Education, which is perceived as a challenge for those involved. Therefore, it is crucial to train teachers so that they can adapt their mentality

and approach both in their performance and in their thinking.

Verdecía et al. (2022) points out a successful experience with medical students. Among its results, it stands out having used a didactic strategy that contributed to improving the evaluation processes by systematizing a competency assessment-certification process, based on the functions fulfillment of the evaluation act.

It agrees with Tello et al. (2023), stating that digital tools are abundant and can be used to promote formative evaluation, strengthening face-to-face and virtual pedagogical strategies. They also highlight that they are easy to apply.

López & Marcelo (2021) maintain that the core of the National Induction Program lies in the personalized accompaniment that each novice teacher receives from a mentor. This process has been carried out both in person and online. Thanks to this strategy, newly arrived teachers have been able to receive practical guidance from an experienced educator, usually a pedagogical coordinator of an educational center in the Dominican Republic.

In this experience, we agree with the Ministry of Education (2022), stating that the National Induction Program has proven to be a successful and satisfactory initiative, as it provides personalized and effective support to novice teachers in their training process. This program is characterized by an approach focused on the individual needs and interests of each educator, which has allowed for significant improvements in pedagogical

practices and the success of newly hired teachers. Collaboration between experienced teachers and pedagogical coordinators has been crucial in providing practical guidance and support in the implementation of new educational strategies, which has contributed to a greater positive impact on teacher and students´ performance.

Marcelo & López (2020) agree that the integration of digital technologies in the classroom is essential. In addition to enhancing communication, collaboration and the exchange of knowledge among participants, the incorporation of technological tools and digital platforms in the program has allowed novice teachers to develop digital skills and adapt to new educational trends. In this sense, Marcelo et al. (2021) highlight the successful integration of digital technologies in the PNI for new teachers in the Dominican Republic.

In line with the outcomes of the study carried out by the Dominican Institute for Evaluation and Research on Educational Quality (2023), it was observed that teachers consider the PNI to be very important, they experience a higher level of self-efficacy. In addition, the importance of the expectations and positive assessment that teachers have about the program was highlighted, since this can have an impact on their performance and professional satisfaction. Therefore, the PNI has become a key element for the development and professional growth of new teachers in the Dominican Republic.

CONCLUSIONS

Regarding the skills that new teachers have developed with greater emphasis in the different modules of the induction program, it is worth noting that in Module 1 on the integration of ICTs, teachers have demonstrated good mastery in basic tasks of familiarization with the virtual learning environment, configuration of profiles and use of discussion forums. In addition, they are competent in uploading and downloading files in different formats.

The study developed revealed that new teachers have developed the ability to design personalized learning environments adapted to their level and training cycle, they incorporate technology efficiently, and they recognize the importance of effective classroom management to create environments conducive to learning.

Teachers have expressed a high level of satisfaction with the objectives of the PNI, the development of skills for professional self-development and the fulfillment of the program objectives. In general, the induction program has received a high satisfaction rating from the research participants, and teachers have acquired valuable skills in key areas through the induction program.

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