



## THE EFFECTS OF ONBOARDING PROGRAM ON NEWLY HIRED TEACHERS' TEACHING PRACTICES

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### **Abstract:**

Using the mixed method approach, this study aimed to investigate the effects of the Onboarding Program of Mariano Marcos State University (MMSU), Philippines, on the teaching practices and preparedness of its newly hired teachers. It also gathered their suggestions and recommendations for program improvement, which served as the basis for developing a training proposal to enhance the university's existing Onboarding Program. Data collection involved surveys and interviews. A survey questionnaire with open-ended questions determined the program's effects on teachers' teaching practices, specifically on lesson preparation, instructional practices, assessment methods, classroom management, and their preparedness, including their recommendations to enhance the existing program. Moreover, interviews with selected participants substantiated and validated the data gathered through surveys and provided qualitative insights into areas for improvement. Quantitative data from the surveys were analyzed using descriptive statistics, while qualitative responses from open-ended questions and interviews were coded. The study included 47 newly hired teachers from 10 colleges of MMSU who attended the Onboarding Program and the panel of experts who validated the training proposal. Findings indicated that the program significantly improved

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teachers' lesson planning, instructional practices, assessment methods, and classroom management, enhancing their overall preparedness for teaching. However, despite its effectiveness, participants identified areas needing improvement and provided comments and recommendations. Their recommendations served as a basis for the development of a training proposal, which was found valid for implementation based on the evaluation of the experts.

**Keywords:** Onboarding Program, teachers' preparedness, teaching practices

## 1. Introduction

Teacher quality is known as the primary factor affecting student achievement. This is why preparing quality teachers has been a concern for school administrators. One of the most important topics when discussing teacher quality is the effectiveness of teacher preparation programs, which play a crucial role in supporting and guiding newly hired teachers. These programs are tasked with educating and preparing quality teachers (Bastian & Marks, 2017; Kwok *et al.*, 2021; Tygret, 2018). New teachers, although they are armed with youthful strength, eagerness, perceptive minds and freshly learned concepts and ideas, they still experience challenges as they enter into the teaching field. It is because the early phase of their teaching is regarded as a formative stage where knowledge and competencies acquired in school are applied in practice. Hence, teachers' support in their beginning period is of great importance. They need guidance and support to enhance their teaching skills for them to become confident and fully prepared to meet the needs of their learners. They need to be molded to become quality teachers ready to meet the demands of the educational field.

One of the teacher preparation programs in universities is the Onboarding Program, popularly known as the Induction Program. This program acquaints the newly hired teachers with their roles and responsibilities (Araneta, 2021) and prepares them for the various tasks of teachers in the classrooms like keeping their students on task and sustaining their attention and interest in the lesson, designing lesson plans with meaningful activities, using effective questioning practices, adjusting teaching strategies to meet students' interests and maintaining a positive classroom atmosphere. It provides a strong foundation for professional development among teachers; it is powerful in enhancing the quality of instruction (Msuva & Mwila, 2023) and is of vital importance in a teacher's career for Dewey's theories on experiences stressed out that when experiences are mis-educative instead of educative, this can perpetuate the status quo and limit growth (Brown *et al.*, 2020). According to several studies, teachers who have a bad start to their careers may not be able to grow professionally in the future, but those who participate in successful professional learning early on are more likely to stay in that process throughout their careers. The capacity to sustain an ever-evolving, self-directed practice is becoming more and more important in the modern world. The profession suffers when early career teachers are not supported, not only because some of those with

the strongest potential may leave but also because those who remain may find it more difficult to fulfill their goal of becoming the teachers that students deserve.

Several studies have revealed the positive effects of the Onboarding Program; however, limited research has explored its effects on teaching practices, particularly in lesson preparation, instructional practices, assessment methods, and classroom management. Furthermore, few research findings have been utilized to develop a training proposal aimed at improving existing teacher preparation programs. This led to the conduct of this study as teaching practices are significant factors that affect teachers' performance and student achievement (Francisco & Celon, 2020; Tomaszewski *et al.*, 2022) and many researchers establish the correlation between teachers' performance and student outcomes (Aarts & Schildwacht, 2020; Kelly *et al.*, 2019; Nguyen *et al.*, 2020; Tammets *et al.*, 2019; Whalen *et al.*, 2020). Teaching practices include lesson preparation, instructional, assessment and classroom management practices. Lesson plan preparation is a complex process that all teachers need to master as researchers and educators widely acknowledge the relationship between the quality of a lesson plan and effective teaching (Taskin, 2017). Instructional practices, on the other hand, are the methods and strategies used to deliver content and engage students in the learning process. Assessment methods include a range of procedures and tools used to evaluate student learning outcomes and these are beneficial in enhancing effective learning in educational settings (Basera, 2019). Classroom management involves creating a productive and motivating learning environment. A well-organized classroom fosters meaningful teaching and learning (Levings, 2020). By investigating the effects of the Onboarding Program on the teaching practices of the newly hired teachers, they could likewise give their suggestions and recommendations for improving the program which would consequently help in developing a training proposal for the Onboarding Program.

This study is valuable to the educational sector as it offers insights into the effects of the program, particularly for the key implementers in the Department of Education (DepEd) and the Commission on Higher Education (CHED). The findings can assist in designing more effective Onboarding Programs. By incorporating the newly hired teachers' suggestions and recommendations, the program can be refined to better fulfill its purpose of inducting educators into the profession. The training proposal is not only applicable to MMSU but also to other schools committed to preparing and guiding quality teachers who can meet the demands of the teaching-learning environment.

Specifically, this study aimed to:

- 1) determine the effects of the Onboarding Program on newly hired teachers' teaching practices as to:
  - a. lesson preparation;
  - b. instructional practices;
  - c. assessment methods, and
  - d. classroom management.
- 2) describe the effectiveness of the components of the Onboarding Program on newly hired teachers' preparedness;

- 3) identify suggestions and recommendations to improve the Onboarding Program of the university;
- 4) develop and validate a training proposal to improve the Onboarding Program of the university.

## 2. Literature Review

Teacher preparation programs like induction, onboarding, mentoring, coaching, upskilling and other professional development programs are essential to newly hired teachers. They ensure that newly hired teachers are thoroughly equipped with the knowledge, skills, and dispositions necessary to become effective educators (Cummins & Asempapa, 2013). However, policy and research consistently emphasize the need to reorganize and refocus teacher preparation programs to produce quality educators who are ready to meet the demands of the classroom from day one of employment (Walsh and Akhavan, 2018).

The study by Ingersoll and Strong (2011) reviewed 15 research papers, while Abdallah and Alkaabi (2023) examined 10 empirical studies on the effects of teacher preparation programs for new teachers. Both critical reviews support the claim that these programs have a positive impact on the teaching-learning process. However, researchers have yet to reach a consensus on a clear definition of teacher preparation programs or the specific components they should include.

The complexity of these programs makes it challenging to determine which strategies or mechanisms are most effective in enhancing new teachers' development. Due to the complex nature of teacher preparation programs and the unanswered questions in existing research, both Ingersoll and Strong (2011) and Abdallah and Alkaabi (2023) concluded that further research is needed to clarify ambiguities and develop a more structured approach to teacher preparation.

The literature reviews and studies suggest that further research is needed to address issues on existing teacher preparation programs and to establish a more structured framework that fully meets the needs of the new teachers. Hence, this study was conducted.

## 3. Materials and Methods

This study employed a mixed-method design, integrating both quantitative and qualitative data collection and analysis. This approach is well-suited for addressing research questions that cannot be fully answered by either method alone (Shorten & Smith, 2017). By utilizing a mixed-method design, the study provides a more in-depth exploration of the Onboarding Program, offering a comprehensive understanding of its impact.

The study was conducted from March 1, 2022, to December 31, 2023, and involved 47 newly hired teachers from 10 colleges at Mariano Marcos State University (MMSU), Philippines. Participants included new faculty members of MMSU, regardless of any

prior teaching experience outside the institution. Purposive sampling was used to select participants, as only those who attended the Onboarding Program were considered. The list of participants was determined based on faculty data from the university's Human Resource Department. Stratified sampling was applied to select participants for interviews. Also, a panel of experts, which included the extension and research coordinators of MMSU College of Teacher Education and the chief for the Center for Teaching Excellence, served as the validators of the training proposal, which was developed based on the research findings.

Three research instruments were used in this study: survey questionnaires, an interview guide, and a validation tool. The survey questionnaires included items determining participants' level of agreement on the effects of the Onboarding Program, specifically on lesson preparation, instructional practices, assessment methods and classroom management; and the effectiveness of its components on the preparedness of teachers. The questionnaire included open-ended questions which allowed respondents to provide insights into other potential benefits of the program and offer suggestions for improvement. The survey questionnaires underwent validity and reliability testing by a panel of experts before being administered to all participants. Also, an interview guide was developed to validate the survey findings and gain deeper insights from participants. This guide was crafted based on data collected from the survey and was pilot-tested to ensure clarity. To allow participants to fully express their thoughts, interviews were conducted using their mother tongue. Furthermore, a validation tool adopted from the University's Extension Directorate was used to validate the training proposal. The proposal was developed based on the results of the study. Quantitative data were analyzed using statistical methods such as frequency counts and mean calculations, while qualitative data from survey responses and interviews were coded.

## **4. Results and Discussion**

The collected data were analyzed, leading to the following results:

### **4.1 Effects of Onboarding Program on Newly-hired teachers' Teaching Practices**

Newly hired teachers agreed that the Onboarding Program has effects on their teaching practices, particularly on lesson preparation, instructional practices, assessment methods and classroom management. This emphasizes the necessity of preparation programs like the Onboarding Program for new teachers, equipping them with essential knowledge on pedagogical concepts and other important information needed to effectively fulfill their roles and responsibilities as teachers.

#### **4.1.1 Lesson Preparation**

The table below presents the Onboarding Program's effect on lesson preparation for new teachers.

**Table 1:** Mean Scores Showing the Effects of the Onboarding Program on Lesson Preparation

The Onboarding Program...	Mean	Descriptive Rating
1. helped me prepare effective lesson plans.	3.67	Agree
2. enhanced my lesson planning skills.	3.64	Agree
3. enriched my knowledge in formulating instructional objectives.	4.12	Agree
4. guided me in selecting appropriate preparatory activities for my lesson.	4.24	Agree
5. helped me apply a variety of teaching methods.	4.07	Agree
6. assisted me in planning learning activities that could help in attaining the learning objectives.	3.98	Agree
7. helped me use varied teaching strategies and techniques.	4.12	Agree
8. enriched my knowledge in formulating good questions.	3.95	Agree
9. helped me create real-life tasks.	3.98	Agree
10. gave me insights on how to create activities that develop the critical thinking skills of students.	4.05	Agree
<b>Sub-Mean</b>	<b>3.98</b>	<b>Agree</b>

**Legend:**

- 4.51-5.00 Strongly Agree
- 3.51- 4.50 Agree
- 2.51-3.50 Neither agree or disagree
- 1.51-2.50 Disagree
- 1.00-1.50 Strongly Disagree

Table 1 presents the mean ratings of the Onboarding Program's effects on lesson preparation among the newly hired teachers with an overall mean of 3.98. This indicates that the teachers agree that the program positively influenced their lesson preparation. Specifically, teachers admitted that the Onboarding Program guided them in selecting appropriate preparatory activities for their lessons, receiving the highest mean rating of 4.24. Moreover, the program enriched their knowledge in formulating instructional objectives (m= 4.12); helped them use varied teaching strategies and techniques (m=4.12); and helped them apply a variety of teaching methods (m=4.07). Based on these results, it is noted that the Onboarding Program acquainted teachers with how to prepare their lessons, from drafting their lesson objectives to designing learning activities as well as selecting appropriate methods and strategies that suit students' needs and learning styles.

These findings reveal the Onboarding Program's role in equipping teachers with the necessary skills to prepare lessons effectively, from formulating lesson objectives to designing meaningful and engaging learning activities. Furthermore, it helped them select appropriate teaching methods and strategies that cater to students' varying needs and learning styles. Through the program, new teachers were able to relearn, review and reinforce their understanding of lesson planning principles, particularly in formulating meaningful learning outcomes and designing activities that enhance student active engagement throughout the teaching-learning process.

The effect of the Onboarding Program on newly hired teachers' lesson preparation is further reinforced by teachers' personal experiences during the interview. One respondent shared,

*"The Onboarding Program allowed me to understand the dynamics of teaching at MMSU. It provided me with a broad overview of how to teach at MMSU, the types of students we have, and the overall system for lesson preparation, class management, and balancing teaching with non-teaching responsibilities."*

Another respondent, who transitioned from teaching in the basic education curriculum to college, revealed,

*"The Onboarding Program has a great effect specifically on designing instructional materials and preparing lessons that are within the level of the learners since I shifted from teaching students from the basic education curriculum to college."*

These insights prove the important role of onboarding programs in helping new teachers adapt to their teaching-learning environment.

The findings of this study align with the findings of Brown *et al.* (2020), which proved that preparation programs like the Onboarding Program support new teachers in becoming effective designers of learning. Being new in the field, teachers often meet challenges in writing effective lesson plans for their students, but with the help of the Onboarding Program, they can develop the skills necessary to craft lesson plans, choose appropriate methods and strategies and design authentic tasks and learning activities that enrich students' learning experiences.

#### 4.1.2 Instructional Practices

Table 2 presents the Onboarding Program's effect on the instructional practices of new teachers.

**Table 2:** Mean Scores Showing the Effects of the Onboarding Program on Instructional Practices

The Onboarding Program...	Mean	Descriptive Rating
1. enriched my knowledge of the variety of effective instructional strategies.	3.83	Agree
2. enhanced my skills in employing good instructional practices in the teaching-learning process.	4.31	Agree
3. gave me insights on how to motivate students to listen to lectures	4.17	Agree
4. gave me ideas on how to sustain the interest of the students while listening during lectures.	4.21	Agree
5. updated my knowledge on how to deliver lectures effectively to students.	4.38	Agree
6. helped me adjust to the work of a teacher.	4.05	Agree
7. helped me solve problems that arise inside the classroom.	4.12	Agree
8. guided me in my teaching work.	4.21	Agree

9. made me more confident to face teaching.	4.24	Agree
10. helped me to address the needs of a diversity of learners.	4.10	Agree
11. enhanced my competencies in designing instructional materials like modules.	4.12	Agree
12. made me more competent as an educator.	4.12	Agree
<b>Sub-mean</b>	<b>4.15</b>	<b>Agree</b>

**Legend:**

- 4.51-5.00 Strongly Agree
- 3.51- 4.50 Agree
- 2.51-3.50 Neither agree or disagree
- 1.51-2.50 Disagree
- 1.00-1.50 Strongly Disagree

Table 2 shows the mean ratings of the Onboarding Program's effects on teachers' instructional practices. The results indicate that teachers acknowledged the program's positive effect on their instructional practices, particularly in updating their knowledge on how to deliver lectures effectively to students, which received the highest mean rating of 4.38. Moreover, the program enhanced their skills in employing good instructional practices in the teaching-learning process (m=4.31), provided strategies for sustaining student interest during lectures (m=4.25), and made them more confident to face teaching (m=4.24). The overall mean rating of 4.15 further confirms that teachers recognized the Onboarding Program's significant influence on their instructional practices. These findings prove that the program not only equipped teachers with essential knowledge and skills but also boosted their confidence to face their students as they felt well-prepared and supported in their teaching. Likewise, the teachers' responses during the interview align with the quantitative data gathered, further confirming the positive effect of the Onboarding Program on their instructional practices. One respondent said:

*"The Onboarding has a good effect on me, especially in choosing appropriate activities and materials for my students."*

These findings affirm the importance of structured teacher preparation programs in fostering instructional practices among new teachers.

The findings of this study coincide with the findings of previous research on the effect of the Onboarding Program on newly hired teachers' teaching practices. Wilhelm *et al.* (2020) revealed that most studies empirically support the claim that preparation programs for new teachers positively affect instructional practices. Likewise, in a critical review of Abdallah and Alkaabi (2023) on the Induction Programs' Effectiveness in Boosting New Teachers' Instruction and Student Achievement, half of the studies reviewed provided significant evidence that the program for new teachers tends to positively affect teachers' instructional practices. Moreover, Gray (2021) noted that a considerable body of research has suggested that without appropriate support and learning opportunities on the job, new teachers are unlikely to develop effective instructional practices.



### 4.1.3 Assessment Methods

The table below presents the effects of the Onboarding Program on assessment methods and procedures of new teachers.

**Table 3:** Mean Scores Showing the Effects of the Onboarding Program on Assessment Methods

The Onboarding Program...	Mean	Descriptive Rating
1. enhanced my skills in test construction.	4.12	Agree
2. enriched my knowledge of the variety of effective assessment tools and procedures.	3.83	Agree
3. guided me in constructing a table of specifications.	4.10	Agree
4. helped me in selecting appropriate assessment tools and procedures.	3.81	Agree
5. guided me in constructing rubrics for qualitative assessment.	3.79	Agree
6. guided me in constructing tests for quantitative assessment.	4.02	Agree
7. made me realize the importance of assessment in the teaching-learning process.	4.12	Agree
8. gave me insights on the different kinds and types of assessment methods and procedures.	4.14	Agree
9. helped me understand the difference between quantitative and qualitative assessments.	4.19	Agree
10. motivated me to use different kinds of assessment tools in the teaching-learning process.	4.21	Agree
<b>Sub-mean</b>	<b>4.03</b>	<b>Agree</b>

**Legend:**

- 4.51-5.00 Strongly Agree
- 3.51- 4.50 Agree
- 2.51-3.50 Neither agree or disagree
- 1.51-2.50 Disagree
- 1.00-1.50 Strongly Disagree

Table 3 shows the effects of the Onboarding Program on teachers' assessment methods. The teachers revealed that the Onboarding Program motivated them to use different kinds of assessment tools in the teaching-learning process, (m=4.21); helped them understand the difference between quantitative and qualitative assessments, (m=4.19); and gave them insights on the different kinds and types of assessment methods and procedures, (m=4.14). The overall mean rating of 4.03 confirms that the Onboarding Program influenced teachers' selection of assessment methods.

The results indicate that the Onboarding Program helped new teachers realize the significance of assessments, both quantitative and qualitative, in evaluating learning outcomes. Also, it guided them in the selection as well as preparation of assessment methods that would effectively evaluate learning outcomes. These findings conform with the findings of Darling-Hammond *et al.* (2017) which confirmed that preparation programs like the Onboarding Program have a positive impact on teachers' assessment methods.

#### 4.1.4 Classroom Management

The table below displays the effects of the Onboarding Program on classroom management for new teachers.

**Table 4:** Mean Scores Showing the Effects of the Onboarding Program on Classroom Management

The Onboarding Program...	Mean	Descriptive Rating
1. helped me work effectively with students.	4.19	Agree
2. guided me in setting clear classroom routines, expectations, and goals.	4.19	Agree
3. helped me establish a positive classroom environment.	4.19	Agree
4. enriched my knowledge in understanding and getting to know students well.	4.02	Agree
5. motivated me to practice patience in dealing with learners.	4.07	Agree
6. helped me to demonstrate the ideal behavior students want to see in me.	3.93	Agree
7. helped make my transition into the classroom a smooth process.	4.14	Agree
8. helped me become a better classroom manager.	4.17	Agree
9. enriched my knowledge of effective classroom management practices.	4.17	Agree
10. enhanced my skills in employing good classroom management strategies.	4.17	Agree
<b>Sub-mean</b>	<b>4.11</b>	<b>Agree</b>

**Legend:**

- 4.51-5.00 Strongly Agree
- 3.51- 4.50 Agree
- 2.51-3.50 Neither agree or disagree
- 1.51-2.50 Disagree
- 1.00-1.50 Strongly Disagree

Table 4 reveals that teachers acknowledged the programs' positive effect on teachers' classroom management. Specifically, teachers confessed that the Onboarding Program helped them work effectively with others (m= 4.19); guided them in setting clear classroom routines, and helped them establish a positive classroom environment (m=4.19). Likewise, teachers become better classroom managers as the program enriched their knowledge of effective classroom management practices, and enhanced their skills in employing good classroom management strategies (m=4.17). The overall mean rating of 4.11 shows that the Onboarding Program significantly influenced teachers' classroom management practices. Likewise, during the interview, one respondent shared:

*“During my first year in the university, I found classroom management the most challenging part of teaching in the LES. The Onboarding Program equipped me with effective classroom management and is very helpful in my everyday teaching-learning experience with my learners.”*

This statement reinforces the significant role of the Onboarding Program in helping new teachers develop effective classroom management skills, making their teaching experience more structured and manageable.

The findings prove that the program enriched teachers' knowledge and strategies to establish a positive and motivating classroom that fosters student growth, enthusiasm and teamwork. These findings are also evident in the study of Linhardt (2022), which confirmed that new teachers gain experience and improve their classroom management skills through teacher preparation programs. Exposing new teachers to such programs, especially those that place the emphasis on classroom management and planning skills, can improve teachers' in-classroom practices that would lead to a more structured, welcoming and engaging learning environment (Maulana *et al.*, 2015).

#### **4.2 Teachers' Preparedness**

This section presents the effects of the components of the Onboarding Program on teachers' preparedness.

The Onboarding Program of MMSU consists of several key components, including orientation sessions, lectures, and workshops focused on lesson preparation, instructional practices, assessment methods, and classroom management. The program covers essential topics such as the University's Standards for Curriculum and Instruction, which includes discussions on Outcome-Based Education (OBE), syllabus development, formulating learning outcomes, and assessment within an OBE curriculum. It also addresses the University's Standards for Assessment, providing insights into traditional and authentic assessment methods, designing a Table of Specifications, and implementing effective lecturing strategies. Moreover, the program explores best practices in teaching 21st-century skills in both face-to-face and online teaching modes, emphasizing critical thinking, problem-solving, student collaboration, and instructional materials design.

Based on the data gathered, these components have significantly contributed to teachers' preparedness, equipping the new teachers with the necessary skills and knowledge to manage their classes effectively and fulfill their responsibilities as teachers. The quantitative data revealed that all 47 participants (100%) confirmed that the Onboarding Program effectively prepared them for their first year of teaching at the university. With a mean rating of 4.11, the findings indicate that teachers agree that the program significantly influenced their teaching preparedness.

The table below presents the effects of the Onboarding Program on teachers' preparedness.

**Table 5: Mean Scores Showing the Effects of the Components of the Onboarding Program on Newly Hired Teachers' Preparedness**

The components of the Onboarding Program...	Mean	Descriptive Rating
1. prepared me for my teaching work.	4.31	Agree
2. oriented me with the scope of my specific roles and responsibilities.	4.21	Agree
3. helped make my transition into the classroom a smooth process.	4.12	Agree
4. acquainted me with the how and why of the teaching-learning process.	4.17	Agree
5. helped me build my confidence in facing my students.	4.0	Agree
6. inspired me to become responsible and committed to my work.	4.17	Agree
7. prepared me to meet the challenges of my teaching work.	4.02	Agree
8. prepared me to manage classroom interactions.	4.1	Agree
9. enriched my knowledge in handling students' concerns and issues	3.88	Agree
10. guided me in understanding and meeting my learners' needs and interests.	4.17	Agree
<b>Sub-mean</b>	<b>4.11</b>	<b>Agree</b>

**Legend:**

- 4.51-5.00 Strongly Agree
- 3.51- 4.50 Agree
- 2.51-3.50 Neither agree or disagree
- 1.51-2.50 Disagree
- 1.00-1.50 Strongly Disagree

During the interview, the new teachers shared their responses on how the Onboarding Program prepared them for their teaching roles. Respondent 3 emphasized that the program helped her build confidence in facing her class, addressing student concerns, and understanding her roles and responsibilities in the teaching-learning process. Similarly, Respondent 20 highlighted that the program assisted her in managing tension and reducing feelings of inadequacy and unpreparedness. Moreover, Respondent 32 confirmed that the Onboarding Program strengthened her, familiarized her with her roles and responsibilities inside the classroom, and inspired her to stay committed to her daily tasks.

The results indicate that the Onboarding Program is vital to guarantee teachers' readiness for teaching and practicing the profession. Through the program, they develop their ability to manage tension, enhance their self-confidence and overcome that feeling of unpreparedness. Research supports the importance of preparation programs like the Onboarding Program in overcoming the unpreparedness of new teachers. Linhardt (2022) emphasized that such programs help relieve the stress and unpreparedness of new teachers by providing quality support, thereby reducing feelings of inadequacy and isolation.

**4. 3 Teachers' Suggestions and Recommendations**

The table below presents the participants' key suggestions and recommendations for enhancing the Onboarding Program of MMSU.

Despite the positive effects of the Onboarding Program on teachers' teaching practices and overall preparedness, many participants believe that the program needs further improvement.

**Table 6:** Newly Hired Teachers' Suggestions and Recommendations for Improving the Existing Onboarding Program

Suggestions and Recommendations	Frequency
1. The Onboarding Program should be conducted in 5 days and not only 3 days.	15
2. More topics on lesson preparation should be included.	34
3. There should be additional topics on instructional practices.	27
4. A variety of assessment methods and procedures should be introduced	19
5. Classroom management should be discussed comprehensively	15
6. The workshop should be done in one day.	9
7. Demonstration teaching should be conducted for one day	16
8. There should be no demonstration teaching anymore	4
9. Test construction should be discussed fully	24
10. There should be a separate seminar on research and extension	31

Table 6 presents the teachers' suggestions and recommendations for improving the Onboarding Program of the university. Although new teachers acknowledged the program's benefits, particularly its positive effects on lesson preparation, instructional practices, assessment methods, classroom management, and overall teaching preparedness—they also provided valuable feedback for further improvement. Their recommendations emphasize areas where the program can be enhanced to better support new teachers.

Thirty-four participants suggested incorporating more topics on lesson preparation, while 31 recommended a separate seminar on research, extension, and instructional materials development. Although the primary focus of the Onboarding Program is instruction as this is the teacher's core responsibility, the teachers also recognized the significance of research and extension in their professional growth. Their responses during the interviews suggest that engaging in scholarly activities and meaningful projects not only enhances their expertise but also contributes to the development of their potential in all aspects. Moreover, they pointed out instructional materials development as an important aspect of teaching, and this should be emphasized in the program since well-designed materials can significantly enhance the teaching-learning process. Other common recommendations included adding more topics on instructional practices and providing a more in-depth discussion on test construction to further enhance the teachers' capability to deliver quality instruction.

Furthermore, during the interview, participants were asked about the topics that should be emphasized in the Onboarding Program. Most participants suggested including Employee Rights and Benefits, and other HR-related matters, Assessment Strategies, Revising and Designing Syllabi, Classroom Management, and Personality Development, particularly Stress and Time Management. They also expressed the need for greater focus on Research-Based Instruction and emerging trends in teaching, such as

new methods, techniques, and strategies. Moreover, some participants recommended conducting the Onboarding Program outside the University and suggested having separate sessions for new teachers and those who are new to the institution but have prior experience in other schools for at least five years. They further proposed incorporating brainstorming sessions among different majors to facilitate knowledge-sharing on various teaching methodologies and strategies. Lastly, they emphasized the need for more hands-on activities to enhance practical learning and engagement during the training.

#### **4.4 The Training Proposal**

The training proposal was developed based on the research findings, particularly the recommendations of the participants. It included the background and significance of the proposed Onboarding Program, along with its objectives, methodology, work plan, management team, and proposed budget. The proposal underwent validation by experts and was revised twice to incorporate their comments and suggestions. After these revisions, the experts found the proposal valid for implementation.

#### **5. Recommendations**

The findings of this study are recommended for use by colleges, universities, and the Department of Education to enhance their teacher preparation programs. These would benefit both newly hired teachers and those who may require additional support in fulfilling their duties and responsibilities. Moreover, the training proposal should be endorsed to the university's Human Resource Department for implementation, allowing for an assessment of its effectiveness in preparing and guiding newly hired teachers. To further evaluate its impact, the proposal may also be introduced to other schools. Lastly, future research should be conducted to assess the training proposal's effectiveness. Additional studies, particularly those employing experimental methods, are encouraged to further validate the impact of the Onboarding Program.

#### **6. Conclusions**

The findings of this study reveal the significant benefits of the Onboarding Program in equipping newly hired teachers at MMSU with the necessary knowledge, skills, and confidence to meet the university's standards in curriculum, instruction, and assessment. The program has been instrumental in enhancing their lesson preparation, instructional strategies, assessment methods, and classroom management, ultimately improving their overall teaching preparedness. Furthermore, it fosters their ability to design effective learning tasks, develop syllabi, select appropriate assessment tools, and create a positive and engaging classroom environment.

Despite its effectiveness, there are areas for improvement. Teachers have suggested the inclusion of additional topics such as Employee Rights and Benefits, HR-related programs, Assessment Strategies, Action Research, Syllabus Revision, Classroom

Management, and Personality Development. These recommendations indicate the need for a periodic review and enhancement of the program to ensure it continues to meet the evolving needs of educators.

In conclusion, the Onboarding Program serves as a valuable initiative for teacher development. However, continuous assessment and refinement are necessary to maximize its impact and ensure that it remains relevant in preparing teachers to navigate the dynamic teaching-learning environment effectively.

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### **Conflicts of Interest Statement**

The authors declare no conflicts of interest.

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