

Onboarding Needs of Newly Hired Instructors: Basis for the Development of a Neophyte Journal

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ABSTRACT

This study aimed to identify the demographic characteristics of newly hired instructors, including their institution, age, employment status, total years of teaching experience, and onboarding experiences. Identify the respondents' perceived onboarding needs. Also, identify whether there is a significant difference in perceived needs across profile groups. Lastly, this study proposed a Neophyte Journal to cover the identified needs of the respondents. Conceptually, the framework views onboarding as the alignment of *human capital* with institutional needs. Utilizes a descriptive comparative research design in the idea that the primary goal of this study is to determine the onboarding needs of newly hired instructors of each group, compare them, and identify similarities and differences. Data was gathered through a structured survey questionnaire. Non-probability sampling, specifically Purposive

sampling, was employed to ensure that the respondents were newly hired instructors and to obtain relevant data from individuals who possess the necessary knowledge and experience. This study finds that the respondents' perceived onboarding needs are: *Discipline-Sensitive Onboarding Program, Pedagogical Strategies, Professional Development, Structured Training, and Workplace Contingency Planning*. Colegio de Montalban can strategically deprioritize technology-focused onboarding and instead strengthen pedagogical support structures. The study concludes that significant differences exist among the institutes ($F=4.56$; $p \leq .001$) and between Age ($F=1.25$; $p \geq 0.05$). This means that all group (IBE, ICS, ITE) has significant effect on the variables measured. Therefore, the null hypothesis is rejected. When it comes to age group. There is no statistically significant difference among the 4 age groups. With 4 age groups, the group do not share the same mean scores and one group do not rate variable the same way.

Keywords: *Discipline-Sensitive Onboarding Program, Pedagogical Strategies, Professional Development, Structured Training, and Workplace Contingency Planning*

INTRODUCTION

Onboarding in Higher Education is a systematic process that involves orientation to the faculty rules and regulations, mentoring, and training, especially for those who are in the transition from industry to academe. These are all designed to support newly hired Instructors. Conradie (2019). Onboarding, Training and Development plays a crucial role in an organization. This may help educate employees within an organization, including instruction and activities designed to improve employee performance. This may also help boost productivity, manage risk, enhance performance, and inculcate learning. Educators are also required to be effective leaders, guiding students in the right direction and helping them achieve academic goals. Professional development and academic stature in an institution for faculty members are interrelated to its educational vivacity Guraya et al., (2016b). This may lead to enhancing the skills of Instructors in teaching, assessment, curriculum support, organizational leadership, and mentoring Guraya et al., (2016b).

Previous studies have examined the effectiveness of faculty development programs in fostering faculty knowledge, skills, and professional competence. However, they have not explored or provided a unified, standardized faculty education framework as a guide for newly hired instructors. Therefore, this gap shows the need to study and provide a neophyte journal to serve as a guide to acquire needed knowledge, skills, and professional competence of the faculty members Bilal et al., (2019). A Locale study on Neophyte Instructors explored a qualitative study and uncovered the experiences and coping mechanisms of Neophyte Instructors in a local college Perez & Dagaas, (2025). Therefore, the methodological gap concerns the quantitative approach of the study. This study utilized Human Capital Theory, Becker (1964). This approach recognizes the importance of training and development to employees and enhances their skills and competencies. Gary Becker (1964) explains that individuals possess knowledge, skills, competencies and experiences that function like capital. As an organization invests in machines and technology, they also invest in human capital to increase productivity and performance. The Civil Service Commission NCR has a NEO Guidebook that contains the implementing guidelines for each milestone and the procedures for handling newly hired employees. The Gap is strict implementation and a lack of an in-house NEO Guidebook for newly hired instructors.

This study aims to uncover the relationship between respondents' profiles and their perceived needs when respondents are grouped by profile. This study proposes the Neophyte Journal, which may help the institution enhance its onboarding process. To develop a complete onboarding checklist to make sure that newly hired will undergo proper onboarding training. As a result, for smooth transition and retain employees and make them feel not culture shock.

This study aimed to propose a neophyte journal based on its findings. Initially, the plan includes pedagogical strategies, learning objectives, assessment and evaluation, research and development and human resource policy. This covers essential topics such as strategies for learner-centered and diverse learners, technology integration, curriculum design, assessment design, training on research development perspective, and Human Resource policies. Additionally, new instructors will have a copy of the neophyte journal for self-paced learning.

This study is significant for future researchers, human resource professionals, institution and policy makers. Future researchers may use this study as a reference for a study on the profile of newly hired instructors based on onboarding training and development. Human Resource Professionals' findings provide actionable insights to design and implement a new journal. Institution and policy maker because this study will help Colegio de Montalban improve onboarding process, support novice instructors and enhance teaching quality.

Research Questions

This study identifies the onboarding needs of newly hired employees based on their profiles. Specifically, it is sought to answer the following research questions:

1. What are the demographic characteristics of newly hired instructors in terms of institute, age, employment status, years of teaching, and onboarding experiences?
2. What are the perceived onboarding needs of respondents?
3. Is there a difference in the perceived needs when respondents are grouped according to profile?
4. What is the proposed programs to cover the identified needs?

Literature Review

Onboarding Practices in Higher Education

Faculty Onboarding Practices: An Integrative Literature Review

The literature review found that onboarding for new faculty in higher education is often inconsistent across institutions and insufficient to meet the needs of newly hired instructors. Many local colleges provide basic orientation. Overall, the literature shows that effective onboarding remains undeveloped. The literature review

concluded that higher education institutions must adopt intentional, well-planned onboarding systems that address teaching preparation, research and development and administrative procedures. The literature consistently suggests that onboarding should be viewed not as a one-day orientation but as a continuous process that supports Instructors throughout their first year, Fleming (2025).

Onboarding and Professional Development in Higher Education

Vuong (2016) emphasized that onboarding in higher education goes beyond simple orientation sessions and should be understood as a structured process that helps new instructors integrate into academic life. The study highlighted that many institutions limit onboarding to administrative paperwork or brief introductory meetings, which often leave new instructors unprepared for the broader expectations of teaching, research, and service. The literature cited in Vuong's work shows that effective onboarding contributes to smoother transitions, stronger organizational commitment, and improved early career success. Research demonstrates that when faculty receive early guidance, ongoing feedback, and opportunities for collaboration, they become more confident in navigating institutional policies and cultural norms. Without this support, newcomers often struggle with unclear expectations and professional isolation.

Overall, Vuong (2016) concluded that onboarding and sustained professional development should be viewed as interconnected processes. Higher education institutions are encouraged to adopt long-term, intentional onboarding frameworks rather than one-time events. The literature consistently shows that such structured and supportive systems lead to more competent, confident, and well-integrated faculty members.

Training and Development Approaches

Pedagogical training as a response to limited formal teacher preparation

Although university instructors typically enter academia with strong disciplinary knowledge, many receive little formal preparation for teaching. Research consistently argues that professional development (PD) is essential to close this gap and to support both early-career and experienced faculty to adopt student-centered pedagogies and reflective teaching practices. Fernandes et al. (2023) note that European higher-education contexts show growing interest in structured pedagogical training to improve teaching quality and respond to student-centred learning demands.

Pham (2021) similarly emphasizes that institutional planning for academic staff development is fundamental to sustaining teaching quality and aligning faculty skills with institutional missions. Together, these works indicate that pedagogical training is widely recognized as a necessary complement to disciplinary expertise.

Features of effective pedagogical training programs

A cross-study consensus identifies several common design elements associated with effective PD: a strong content focus, active learning strategies, collaborative learning opportunities, modeling of good practice, coaching/mentoring, allocated time for reflection and feedback, and sustained duration rather than one-off workshops. Fernandes et al. (2023) adopt this conceptual framework when evaluating a modular program in Portugal and recommend programs that combine theoretical input with active, practice-oriented activities and peer discussion.

Kiziltepe & Salı (2021) reinforce these design principles, arguing that PD should be tailored to faculty's pedagogical needs and enable transfer to classroom practice through follow-up and coaching. The convergence of these studies suggests that program design matters as much as content: interactive, collaborative, and practice-focused formats promote deeper learning and readiness to change teaching practices.

Instructional and Training Methods

Instructional and Training Methods. The effective Training and Development to employees is choosing the right instructional and Training Methods that is appropriate for the organization and type of skills and competencies for the business to be successful. Training also makes it easier to implement job flexibility initiatives, and studies have shown that top-performing small organizations place greater emphasis on cross-training with respect to non-management jobs that do not require the level of specialization generally associated with managerial positions. (Gutterman, 2023).

Local Government and Public sector organizations need a training management system. Local Government offices rely on regular training sessions to ensure day-to-day operations succeed. Public entities often rely extensively on scheduling and manage training programs for their employees across all services. Efficient management of employee training and development ensures the smooth functioning and maintenance of high-quality service provision. Aside from giving training and orientation for newly hired and onboarding employees, it is also stated in this article that continued training and personnel development are also given to government employees for upskilling and reskilling personal and professional development.

METHODS

Research Design

This study adopts a descriptive comparative research design to determine the profile of newly hired instructor characteristics of each group and compare them and identify similarities and differences. Use the findings as a basis for proposing an onboarding, training, and development program. Descriptive research design is grounded in the idea that the primary goal of research is to describe and document characteristics, behaviors, or conditions without manipulating the variables. Creswell (2018) seeks to classify characteristics of a population, summarize and present information using a survey questionnaire.

Respondents

This study was conducted at Colegio de Montalban in Rodriguez, Rizal, from May 18 to May 22, 2025, with 19 respondents. Seven (7) of the nineteen respondents are from the Institute of Business and Entrepreneurship. Another five (5) are from the Institute of Computer Studies, and the remaining seven (7) are from the Institute of Teacher Education. Purposive sampling was employed with the criterion that the respondents work as instructors in Colegio de Montalban.

Instrument of the Study

This study utilized a structured survey questionnaire, which was validated by two (2) experts in the field of education. A structured survey questionnaire is relevant to this study for collecting demographic characteristics. Measure perceptions using a 4-point Likert scale and identify respondents' onboarding needs. It is also designed with predefined questions and fixed response options, allowing researchers to collect standardized and quantifiable data from respondents. It is widely used in social sciences, education, and organizational studies to gather information on attitudes, perceptions, experiences, and demographic profiles (Creswell, 2014). To test the reliability of the instrument. Cronbach's alpha was obtained with the result of an excellent 0.96; the number of items is fifteen (15); the summary of the item variance is 7.11; and the variance of the total score is 68.35.

Procedure

The data were gathered, the responses for each variable were tallied, and all responses per variable were entered according to the three institutes and age group. Then, analyzed the result of the frequency, percentage and mean score. Lastly, interpret the results. Underwent pilot testing before the actual distribution of the survey questionnaire via Google Forms.

Data Analysis

Statistical analyses used to analyze the collected data include frequency, percentage, and weighted mean. Frequency and percentage to describe the characteristics of newly hired instructors based on institute, age, employee status and years of teaching. It is calculated by multiplying the relative frequency value by 100. Weighted Mean to identify the onboarding and training needs of each instructor working in different institute based on their responses to the likert scale items. Data interpretation for the four-point Likert scale: 1.00- 1.75 strongly disagree, 1.76- 2.50 disagree, 2.51 – 3.25 agree, and 3.26 – 4.00 strongly agree. Utilized ANOVA to determine the significant difference in the perceived needs according to the three Institute and age groups of respondents.

Ethical Considerations

The researcher ensured that all ethical protocols in this study were complied with to protect all people and institutions involved in the study. Informed consent was obtained from all the respondents prior to their involvement in the study. Ensures that they fully understood the purpose and scope of the study. Privacy and confidentiality were maintained in this study by anonymizing the respondents' identities. Secure all the collected data in a safe folder, making sure no information left unsecured to protect the privacy of the respondents Creswell (2013).

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered to answer the research questions. This part consists of several tables. Table 1 presents the demographic characteristics of newly hired instructors by institute, age, employment status, years of teaching, and onboarding experience. Table 2: Onboarding Needs in Pedagogical Strategies. Table 3: Onboarding Needs in Learning Objectives. Table 4: Assessment and Evaluation Table 5: Research and Development Table 6: Human Resource Perspective, and lastly, Table 7: The significant difference in the perceived needs of the respondents according to groups.

Research Question number 1. What are the demographic characteristics of newly hired instructors in terms of institute, age, employment status, years of teaching, and onboarding experiences?

Table 1. Demographic characteristics of newly hired Instructors

Variables	Categories	Frequency (F)	Percentage (%)
Institute	Institute of Business and Entrepreneurship	7	36.84 %
	Institute of Computer Studies	5	26.32 %
	Institute of Teachers Education	7	36.84 %
Age	23 to 30 years old	8	42.11 %
	31 to 40 years old	7	36.84 %
	41 to 60 years old	3	15.79 %
	61 years old and above	1	5.26 %
Employment Status	Part-timer	5	26.32 %
	Fulltime	14	73.68 %
Years in Teaching	Lessthan 1 year	6	31.58 %
	1 to 3 years	10	52.63 %
	4 to 6 years	1	5.26 %
	Morethan 10 years	2	10.53 %
Onboarding Experience	Yes	10	52.63 %
	No	9	47.37 %

Table 1 shows the distribution of the respondents by academic institute revealed that the largest group of respondents came from Institute of Business and Entrepreneurship and Institute of Teachers Education both obtained 36.84%. The remaining 26.32% came from the Institute of Computer Studies, with fewer participants in the study. The institution has a greater population in the Institute of Teacher Education. These numbers are only those who

responded to the survey questions. This table also revealed the age group of the respondents, wherein 23 to 30 years old obtained the highest percentage of 42.11%, followed by 31 to 40 years old, 36.84%, and the least, 5.26%, is from the age group of 61 years old and above. In terms of employment status, the largest group of respondents was full-time instructors, at 73.68%. Years in teaching revealed that 52.63% were from the group of respondents with 1 to 3 years of teaching experience. 31.58% of respondents have less than 1 year of work experience. Then, 10.53% of the respondents reported having 10 years or more of work experience, and lastly, 5.26% of the respondents reported having 4 to 6 years of teaching experience. It is also revealed that respondents had onboarding experience (52.63%), while the remaining 47.37% reported that they don't have onboarding experience.

Overall, the study revealed that the age group of the respondents is in the category of Generation Y (older Millennials) and Generation Z. Generation Y, commonly referred to as Millennials, was born approximately between 1981 and 1996. They are also classified as tech-savvy, collaborative, achievement-oriented, and values-driven in the workplace. In workplace behavior, Millennials prefer structured feedback, clear expectations, and opportunities for career development. Deal, Altman & Rogelberg (2010). Generation Z is comprised of individuals who were born from 1997 to 2012. They are the “*first true digital natives.*” *In the workplace, Generation Z tends to value individual autonomy, flexible learning environments, and practical and hands-on training* Seemiller & Grace, (2019). These characteristics influence their onboarding needs, as they tend to value structured training programs, mentoring, and continuous learning.

Furthermore, respondents with 1 to 3 years of teaching experience classified themselves as they are still in early career or novice instructors. In this stage, the respondents are characterized as transitioning from academic preparation to practical teaching. Instructors are still developing their classroom management skills, instructional strategies, and confidence in handling diverse learners. Ingersoll & Strong (2011).

Research Question Number 2. What are the perceived onboarding needs of respondents?

Pedagogical Strategies

Table 2. *Support in designing learner-centered instructional strategies*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	1	1
Disagree	2	3	6
Agree	3	11	33
Strongly Agree	4	4	16
Total		19	56
Weighted Mean			Agree 2.95

Table 2 revealed that support in designing learner-centered instructional strategies is significant, with a weighted mean score of 2.95, aligning with the study Strategies and tools used for learner-centered instruction of Yunjo & Mindrila (2020). The strategies and tools used for learner-centered instruction in the study align with the category that provides personalized and authentic learning experiences, facilitates collaborative learning, and, lastly, supports self-regulated learning. Findings suggest that Colegio de Montalban provide strategies to newly hired instructors that may support and utilize a learner-centered approach.

Table 2.1 *Onboarding in using diverse teaching methods appropriate for adult learners*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	4	8
Agree	3	11	33
Strongly Agree	4	4	16
Total		19	57

Weighted Mean	Agree 3.00
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Table 2.1 revealed that pedagogical strategies in using teaching methods appropriate for adult learners are essential, with a weighted mean score of 3.00. The importance of creating an inclusive learning environment that addresses unique needs and challenges faced by diverse learners. Tomlin (2025) studied the mentorship program for students, culturally responsive teaching practices, and tailored academic advising for adult learners returning to education. The study by Yunjo & Mindrila (2020) is also relevant, as it identifies strategies and tools for learner-centered instruction in the first category: getting to know individual students and, secondly, building a positive and supportive culture.

Findings suggest that Colegio de Montalban Instructors must know each learner's profile to address the learning strategies they need. Maintain also a collaborative and supportive culture in the classroom.

Table 2.2 Guidance in incorporating technology into teaching practices

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	7	7
Disagree	2	7	14
Agree	3	0	0
Strongly Agree	4	5	20
Total		19	41
Weighted Mean			Disagree 2.16

Findings revealed in Table 2.2 with a weighted mean score of 2.16, disagreement in terms of guidance in incorporating technology into teaching practices. The result is attributed to the respondents who participated, since the large number who participated came from Generation Y and Generation Z, who are classified as tech-savvy and the first digital natives. Suggest that Colegio de Montalban does not need to focus on technology integration in onboarding.

Table 2.3 Training in applying active learning strategies

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	3	6
Agree	3	12	36
Strongly Agree	4	4	16
Total		19	58
Weighted Mean			Agree 3.05

Table 2.3 Training in applying active learning strategies revealed to be essential, with a weighted mean score of 3.05. As cited previously in the study of Yunjo & Mindrila (2020). Learning becomes more active when the strategy of providing personalized learning experiences and facilitating collaborative learning is utilized. Findings suggest that Colegio de Montalban should utilize these strategies that make learning more active and fun.

Table 2.4 Adapting teaching strategies to suit diverse students' learning needs

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	5	10
Agree	3	10	30
Strongly Agree	4	4	16
Total		19	56
Weighted Mean			Agree 2.95

Table 2.4 revealed the importance of adapting teaching strategies to suit diverse students' learning needs. A weighted mean score of 2.95. In today's era, the classroom has a significant number of Generation Z learners and a limited number of Generation Y learners. In Nicholas's (2020) study, Generation Y and Generation Z don't agree on listening to recorded lectures. They preferred watching videos such as YouTube as a learning strategy (Ascione, 2019).

Wilson's (2005) study *Powerful Pedagogical Strategies in Initial Teacher Education*. It says that the development of newly hired teachers during the first placement in the school environment is essential. The objective of this study is to develop effective teachers and to build their capacity to reflect explicitly on their practices through purposive activity in an authentic classroom. This may help the teachers think critically about practice during placements. The result revealed that Colegio de Montalban instructors 'agree' to receive onboarding on Pedagogical Strategies, especially the local college, which has instructors from different institutes who are not familiar with pedagogical strategies because they are not in education-related fields. They are hired for their industry experience.

Table 3 Learning Objectives

Formulating clear and measurable learning objectives in the course syllabus

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	4	8
Agree	3	11	33
Strongly Agree	4	4	16
Total		19	57
Weighted Mean			Agree 3.00

Table 3 revealed that the need for clear and measurable learning objectives in the course syllabus is important to newly hired instructors. A weighted mean score of 3.00. It is similar to the study of Karanja & Malone (2021). It is important to improve the curriculum by aligning course learning outcomes with Bloom's taxonomy framework. The result suggests that Colegio de Montalban should provide professional development programs to help instructors who are non-teachers graduate learn how to create and write specific, measurable, achievable, relevant, and timely learning outcomes.

Table 3.1 Support in applying Bloom's Taxonomy in preparing a course syllabus

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	6	12
Agree	3	10	30
Strongly Agree	4	3	12
Total		19	54
Weighted Mean			Agree 2.84

Table 3.1 revealed that support in applying Bloom's Taxonomy to prepare course syllabi is needed by newly hired instructors, since the largest number of respondents in this study came from the non-teaching staff, specifically the Institute of Business and Entrepreneurship. Considering the two institutes are non-teaching, they are not familiar with Bloom's taxonomy.

In conclusion, the Pedagogical strategy in learning objectives is relevant to inculcate in newly hired Instructors. This will help them read and self-study on their own as they discover different teaching strategies, since, in this institution, the respondents are in their early careers. In the study of Bucjan & Bucjan (2018). The participants say that during their early careers in teaching, they had to conduct research and self-study on different teaching

strategies. They also keep on observing their colleagues. Driven by their passion for teaching, they have decided to enroll in education units and earn their licenses as professional teachers.

Assessment and Evaluation

Table 4. *Onboarding in designing a valid assessment questionnaire*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	3	6
Agree	3	12	36
Strongly Agree	4	4	16
Total		19	58
Weighted Mean			Agree 3.05

Table 4 revealed the weighted mean score of 3.05. Assessment and Evaluation particularly onboarding need in designing a valid assessment questionnaire. One of the challenges in higher education teaching is the assessment method that should be aligned with the learning objective Guruloo & Osman, (2024). It is advised to adopt a holistic approach that integrates technology and traditional teaching (Sava, Grosseck & Malita). At Colegio de Montalban, most learners are in Generation Z. Results suggest the need to include onboarding strategies that fit the needs of diverse learners. In the study of Lelescu & Sajal, they had a conceptual model that guided the integration of AI-powered digital assessment methodologies to enhance AI literacy and foster lifelong learning.

Table 4.1 *Developing rubrics effectively*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	4	8
Agree	3	11	33
Strongly Agree	4	4	16
Total		19	57
Weighted Mean			Agree 3.00 Agree

Table 4.1 revealed the need for onboarding guidance to newly hired instructors in developing rubrics effectively. Rubrics are used by teachers to promote fairness and transparent evaluation. It reduces the subjective evaluation of students' work or output. Chan & Ho (2019). However, Ling (2025) suggests exploring the real-world application and effectiveness of rubrics in diverse educational settings. Examine challenges face in implementing rubrics and strategies in overcoming obstacles, integrating digital tools in designing rubrics and assessment.

This study suggests training the Colegio de Montalban newly hired Instructors in preparing rubrics. The majority of the learners at Colegio de Montalban are in Generation Z and enjoy collaborative and authentic assessment.

Table 4.2 *Information on using alternative and authentic assessment methods*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	3	6
Agree	3	11	33
Strongly Agree	4	5	20
Total		19	59
Weighted Mean			Agree 3.11

Table 4.2 revealed the need for onboarding, as Kim, Murai, and Chang's (2021) study of the implementation of embedded assessment in maker classrooms highlighted the challenges and opportunities. In their study, they identified 3 common features of embedded assessment across multiple learning environments. The most applicable to this study is the third embedded assessment, which is digital. Learners are more engaged and enthusiastic when they face challenging assessments, such as puzzles. It is relevant to still apply student involvement to make it more collaborative learning.

In connection with the result of Table 4.1. It will be more helpful to give a transparent and fair evaluation when applying authentic assessment.

Research and Development

Table 5. Training in developing a research study

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	2	4
Agree	3	7	21
Strongly Agree	4	10	40
Total		19	65
Weighted Mean		Strongly Agree	3.42

Table 5 shows a weighted mean score of 3.42. Training in developing research studies revealed a strong need for instructors to train in research and development. Colegio de Montalban is an institution that requires instructors to submit research as an annual output. They need more comprehensive training and study in onboarding, as instructors also advise students on research and thesis work. Research is one of the most important aspects in the educational system. It is also a challenge to instructors to be engaged in a research study. The study of Rahimi, Yousofi & Moradkhani (2021) adopts a comprehensive standpoint, research conception, and research engagement. It explored the extent of research conception and engagement of master's students, doctoral students, and instructors. Their study revealed that an understanding of research might help instructors develop more feasible research studies.

Table 5.1 Training in identifying appropriate research design and methodologies

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	3	6
Agree	3	8	24
Strongly Agree	4	8	32
Total		19	62
Weighted Mean		Strongly Agree	3.26

Table 5.1 weighted mean score of 3.26 revealed the strong need in training for identifying appropriate research design and methodologies to be used in an institutional research of instructors. Jilcha, K. (2025) this study has developed a comprehensive research methodology model that can be universally applied by postgraduate students and early-career researchers. Findings revealed the strong agreement of the respondents in learning research design and methodologies. Therefore, suggest including this in the neophyte journal.

Table 5.2 Mentorship in writing research proposals and articles

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	2	4
Agree	3	10	30
Strongly Agree	4	7	28

Total	19	62
Weighted Mean	Strongly Agree	3.26

Table 5.2, with a weighted mean score of 3.26, revealed a strong need for mentorship on writing research proposals and articles. The study found that a large number of respondents are in the early stages of their careers. Most of the instructors are novices in research, and mentorship will greatly help them understand the flow of a research study.

Pearson et al. al (2010) Research Training and Supervision Development. This is often called attracting scrutiny as research itself is seen as more important in global knowledge. Research training will help the instructor develop soft skills. Through the instructor's research advancement, they will be able to address learners' needs in the subjects of business research and thesis. Furthermore, it is recommended that instructors undergo research and development training, since every institute handles advising in research subjects or capstones. It is better if instructors know about research designs and methodology so they can share it with the students they are handling.

Human Resource Perspective

Table 6. *School Policies*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	0	0
Agree	3	12	36
Strongly Agree	4	7	28
Total		19	64
Weighted Mean		Strongly Agree	3.37

Table 6 revealed the strong agreement with a mean score of 3.37. The result of the policy and standards development led to changes at the state level, adjusting law and policy, which influenced local school board policy and district administrative HRM. National policy addressed elements of administrative HRM; the focus was on the supervision, evaluation, and professional development plans. David E. Atherton (2018) Human Resource Management Practices for Public School Principals: Recruitment, Selection, and Development. Results revealed that including the school policy in the neophyte journal increases awareness among newly hired instructors.

Table 6.1 *School emergency plan of action in case of fire or earthquake*

Agreement	Scale	Frequency (F)	fx
Strongly Disagree	1	0	0
Disagree	2	0	0
Agree	3	11	33
Strongly Agree	4	8	32
Total		19	65
Weighted Mean		Strongly Agree	3.42

Table 6.1 revealed a strong need for instructors to know the emergency action plan in the event of a fire or an earthquake. This leads to the preparedness of instructors and learners in case such fortuitous events occur. Findings suggest that while the institutions are proactive in emergency response, there is room for improvement in long-term risk-reduction strategies and recovery efforts. Mendoza, K. J. A. (2025).

Findings reveal that Colegio de Montalban needs to include emergency and clear action plans, such as emergency exit and evacuation area in the neophyte journal. Also, suggest conducting regular training for instructors, staff, and students as part of preparedness engagement.

Research Question number 3. Is there a difference in perceived needs when respondents are grouped by profile?

Table 7 Institute

Anova: Single Factor				
SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Questions	15	139.56	9.3	20
IBE	15	45.17	3.01	0.039
ICS	15	44.4	2.96	0.024
ITE	15	49.99	3.33	0.096
ANOVA				
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Between Groups	0.519	2	0.260	4.56
Within Groups	0.906	16	0.057	
Total	1.425	18		

Table 7 shows that the ANOVA results indicate a statistically significant difference among the groups. ($F=4.56$, $P < 0.001$). This means that all groups (IBE, ICS, ITE) have a significant effect on the variables measured. Therefore, the null hypothesis is rejected.

Table 7.1 Age

Anova: Single Factor				
SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Questions	15	188.08	12.54	20
23-30	15	42.04	2.80	0.056
31-40	15	51.72	3.45	0.036
41-60	15	46.32	3.09	0.087
61	15	48	3.2	0.171
ANOVA				
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>
Between Groups	72	3	24	1.25
Within Group	288	15	19.2	
Total	360	18		

Table 7.1 shows that the ANOVA results indicate a statistically significant difference among the groups. ($F=1.25$, , $p > 0.05$). This means that there is no statistically significant difference among the 4 age groups. With 4 age groups, the groups do not share the same mean scores, and one group does not rate the variable the same way.

CONCLUSION

In conclusion, the majority of respondents are in Generation Y and Z and report being in the early stages of their teaching careers. In connection to the generation revealed. It has a significant impact on the result in Table 2.2, Pedagogical Strategy, that respondents disagree that they need onboarding in incorporating technology into teaching practices. The findings underscore the critical role of onboarding as a strategic human resource function. The predominance of young, full-time, early-career instructors suggests that institutions must invest in systematic onboarding programs that address discipline-specific needs, provide mentoring and professional development, and ensure *equitable access for both full-time and part-time faculty*. Results highlight the need for structured, inclusive, and discipline-sensitive onboarding programs.

Learning Objectives highlight that support in applying Bloom's Taxonomy is essential, particularly for newly hired instructors from non-teaching professions. With a weighted mean of 2.84, the findings reveal both recognition of its importance and a need for stronger institutional support. Guided by Bucjan & Bucjan (2018), the study affirms that pedagogical strategies anchored in clear, measurable objectives must be inculcated during onboarding. Colegio de Montalban must focus on investing in training, mentorship, and resource development to ensure that faculty are equipped to design syllabi that foster progressive learning, thereby enhancing both instructional quality and student achievement.

Assessment and Evaluation underscores that designing valid assessment questionnaires is a critical onboarding need, with a weighted mean of 3.05 indicating strong agreement among faculty. Supported by Guruloo & Osman (2024) and Sava, Grosseck & Malita, the findings affirm that assessments must be aligned with learning objectives and enhanced through technology to meet the expectations of Generation Z learners. Colegio de Montalban, must focus on investing in training and support for assessment design will not only strengthen instructional quality but also ensure that evaluation practices foster meaningful student learning outcomes.

Colegio de Montalban requirement is annual research outputs; onboarding programs must prioritize research capacity-building. This includes not only technical training but also fostering a culture of inquiry and innovation. Assures to equip instructors with the skills and confidence to engage in research, Colegio de Montalban can strengthen its academic standing and ensure that faculty contributions are both rigorous and relevant. The weighted mean of 3.42 (Strongly Agree) reflects a strong consensus among instructors on the need for training in research study development. Literature supports this by emphasizing the importance of research conception and engagement in fostering meaningful scholarship. Addressing challenges through structured onboarding, mentorship, and institutional support can empower instructors to produce impactful research, thereby advancing both their professional growth and the institution's academic mission.

Importance of school policies. Literature supports this by showing how policy development influences supervision, evaluation, and professional growth (Atherton, 2018). Addressing challenges through structured orientation, mentorship, and collaborative engagement can strengthen policy implementation, ensuring that instructors not only comply with standards but also thrive within them. The school emergency plan of action for fire or earthquake has a weighted mean of 3.42 (Strongly Agree), indicating strong consensus among instructors on the need for such plans. Literature supports this by emphasizing the importance of preparedness, risk reduction, and recovery strategies (Mendoza, 2025). Addressing challenges through structured training, regular drills, and collaboration with local authorities can ensure that schools are not only responsive but also resilient in the face of emergencies.

One-way ANOVA findings underscore the importance of tailoring institutional policies and professional development programs to address group-specific needs. Post hoc analysis is recommended to determine the precise nature of these differences and guide actionable interventions. Institutions should tailor onboarding, mentoring, and professional development programs to address age-specific needs, thereby enhancing faculty engagement and overall institutional effectiveness. This means that all groups (IBE, ICS, ITE) have a significant effect on the variables measured. Therefore, the null hypothesis is rejected. This means that there is no statistically significant

difference among the 4 age groups. With 4 age groups, the groups do not share the same mean scores, and one group does not rate the variable the same way.

Recommendations

Based on the findings and conclusions, this study recommends implementing a neophyte journal that addresses all the onboarding needs identified in this study. This Journal may help newly hired instructors check and read at their own pace as they discover in their careers. It is cost-effective and timely. The Human Resource Personnel will not utilize more time during the orientation. The instructors also access right away whenever they need something in teaching since they are in their early career. Future researchers may conduct further studies on onboarding, training, and development for novice instructors to deepen understanding of the topic.

Neophyte Journal or similar framework, updated periodically, to ensure consistency and relevance across departments. This would operationalize Human Capital Theory by continuously aligning faculty skills and experiences with institutional goals

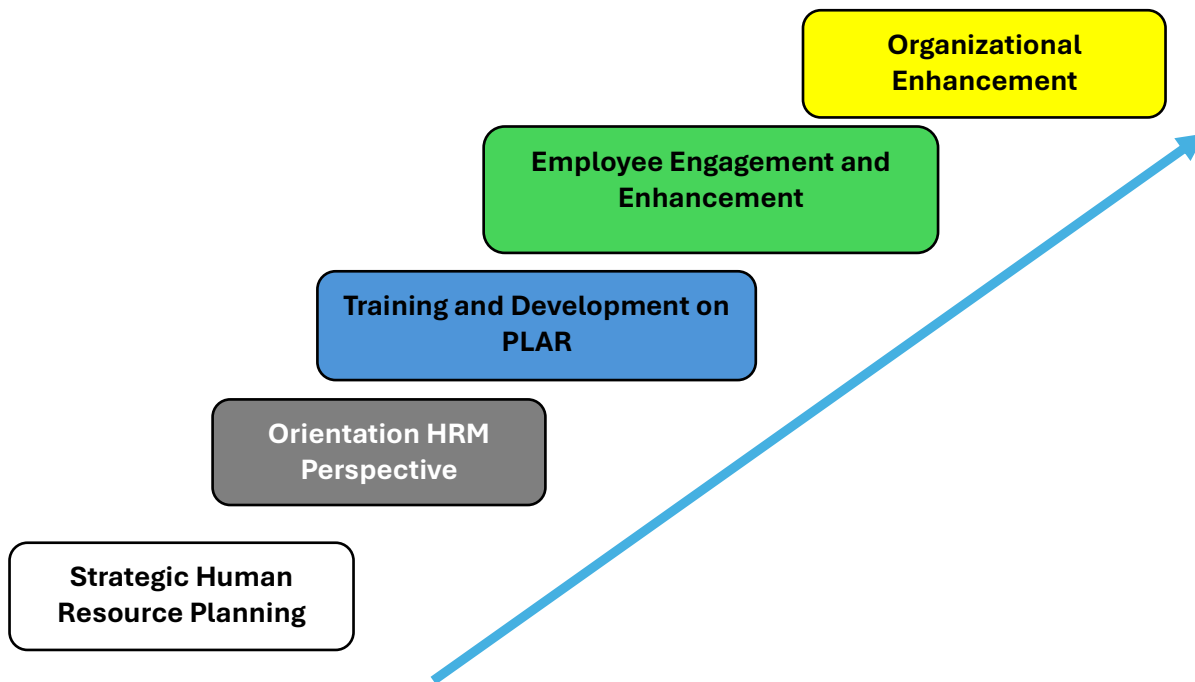
Proposed SHRM Enhancement Plan/Model

The purpose of this Strategic Human Resource Management Enhancement Model is to help the Management or Human Resource manage the onboarding journey of newly hired instructors. Especially those who are novices in the teaching career. This will help the instructors to be guided on their journey and it will improve their teaching performance. This model is named the Onboarding Training and Development Ladder of Success. Each ladder step has assigned color to distinguish the importance of each step. In the first step, the white color signifies a clear and transparent process. Strategic Human Resource Planning should clearly identify the skills and values that the institution needs in the college. In a college institution, the goal of Human Resources is to hire employees and instructors for the long term. This will help the organization be more cost effective in recruitment and onboarding training. Also, to provide a good and effective instructor.

The second ladder step is the Orientation Human Resource Perspective. As a result of this study, it has a high score result on the need for orientation in Human Resource Perspectives, such as Human Resource Policies and the school emergency plan of action in case of fire or earthquake. Grey color on this step represents discipline and authority, where the Human Resource now introduces the school policies, rules, and regulations of the institution. As employees know, the second ladder step obliges them to obey to maintain a good record in the institution. Next is the school's emergency plan of action in case of a fire or an earthquake. This is very important for an institution like this because it has a significant number of students or people to handle during a situation like this. In this study and in part of the Neophyte Journal, it suggests having a fire/earthquake brigade in each class, including the teacher, to be prepared for such situations.

The third ladder step is Training and Development for PLAR. Wherein P stands for Pedagogical Strategies, L for Learning Objectives, A for Assessment and Evaluation and R for Research and Development. PLAR are the identified onboarding needs of newly hired instructors who are novices in their teaching careers. The blue color on this ladder step represents calm, stability, and trust. The given training and development on PLAR, which will be included in the Neophyte Journal, is useful to novice instructors; they can read at their own pace. The fourth ladder step is Employee Engagement and Enhancement. With the color Green that represents as growth. The third step has a significant impact on the fourth step. Through the Step, the novice instructor will improve their teaching performance. Be able to use different kinds of instructional materials and methods that are suitable for the 21st-century learners. This will help also the instructor be more productive and effective teacher.

The last step of the ladder, at the peak and yellow, signifies innovation in organizational enhancement. An organization should be creative and innovative. As such, the Human Resource Department should be creative and innovative in providing training and Development to employees. This will help the organization maintain employees as the organization is not stagnant on the current or old policy that they have. Employees' perspectives change over time. Being innovative may help the organization become livelier and more worthy to stay and increase the retention rate.



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