

DEVELOPMENT, VALIDATION, AND ACCEPTABILITY OF ON-BOARDING ORIENTATION MODEL FOR NOVICE TEACHERS

Regine C. Apilado¹ & Cenby Eppie G. Gaytos, EdD²

^{1,2} Eastern Samar State University - Guiuan Campus, Guiuan, Eastern Samar, Philippines

Email: regine.apilado@deped.gov.ph¹, cnbgg314@gmail.com²

Received: 27.01.2026 | Accepted: 23.02.2026 | Published: 25.03.2026

ABSTRACT

RESEARCH ARTICLE

This study introduces an onboarding model designed to enhance the instructional readiness of beginning teachers. Employing a development research approach guided by the ADDIE model, the research evaluated the model across five key indicators: objectives, content, topic presentation, activities, and overall usefulness. Participants included HRLD focal persons, school heads, and beginning teachers from the southern districts of Eastern Samar Division. Results indicated high acceptability for the model, with objectives (4.29), content (4.39), and activities (4.19) rated as essential. Topic presentation (4.47) and model usefulness (4.64) were deemed relevant and acceptable. An overall grand mean score of 4.40 signifies strong satisfaction and effectiveness in integrating new teachers. The enhanced onboarding model is recommended for full implementation, with suggestions for the Department of Education to adopt and enhance the program, allocate adequate resources, and conduct a longitudinal study to assess its long-term impact on teacher performance and retention.

KEYWORDS: IPBT, On-boarding Model, Induction Program, Beginning Teachers, Topic Presentation, Objectives, Usefulness of the Model, Activities, Content

INTRODUCTION

A teacher's knowledge and professional competency are critical factors that directly influence the teaching-learning process. Teachers with strong subject matter knowledge can explain complex concepts effectively, making learning engaging and meaningful, while pedagogical skills enable them to implement strategies that foster a supportive and productive classroom environment (Akyeampong, 2022; Shah, 2023). Professional competencies, including instructional design, classroom management, and student engagement, are essential for ensuring that classes are well-organized, interactive, and conducive to student learning.

However, beginning teachers often face significant challenges in demonstrating these competencies in real classroom settings. Studies reveal that novice teachers frequently encounter difficulties with classroom management, insufficient pre-service preparation, and limited support from colleagues and administrators, which affect their confidence and performance (Abdurrahman, 2016; Han, 2023; Wu, 2018; Ren, 2016). These challenges are exacerbated by teacher shortages in many regions, limiting opportunities for mentorship and guidance for new educators.

To address these issues, the Department of Education in the Philippines has institutionalized the Induction Program for Beginning Teachers (IPBT), as mandated by NEAP DM-OUHROD 1372, S. 2023, and DepEd Order 43, s. 2017. The program aims to enhance teachers' Knowledge, Skills, Attitudes, and Values (KSAVs), aligning professional competencies with educational objectives. Despite its goals, studies have identified gaps in the program's implementation, including limited time, insufficient resources, lack of mentoring, inadequate monitoring, and challenges in providing consistent support to beginning teachers (Anino & Chieng, 2024).

These concerns underscore the need to contextualize and redesign the induction program to ensure its effectiveness. A tailored approach can address the specific needs of beginning teachers, strengthen their transition from theoretical training to practical classroom application, and improve overall teacher performance. This study, therefore, aims to develop, validate, and determine the acceptability of a contextualized onboarding program for beginning teachers, providing evidence-based recommendations to enhance the IPBT not only in Eastern Samar but across the Philippines.

1.1 Research Objectives

This study aimed to achieve the following objectives:

- To develop a contextualized onboarding model for the Induction Program for Beginning Teachers (IPBT).
- To determine the level of validity and acceptability of the contextualized onboarding program to experts, school heads, and beginning teachers in terms of:
 - Objectives of the model
 - Content of the model
 - Presentation of the topics
 - Model activities
 - Usefulness of the model

1.2 Research Gap

Beginning teachers and teacher induction programs have been extensively discussed in educational research, particularly in relation to instructional competence, classroom management, mentorship, and professional development. Studies by Barnes and Smagorinsky (2016) emphasize that the transition from pre-service preparation to actual classroom teaching is often marked by tension between theoretical knowledge and the practical demands of teaching. Similarly, Ingersoll and Strong (2011), Taher et al. (2022), and Dee and Wyckoff (2015) highlight that novice teachers commonly experience difficulties in classroom management, lesson planning, assessment, and instructional delivery, all of which may hinder their professional growth. In response to these concerns, Han (2023), Mansfield and Gu (2019), and Beagle (2020) underscore the value of induction programs and mentorship in supporting beginning teachers during their early years in the profession. In the Philippine context, Anino and Chieng (2024) and Araneta (2021) further reveal that while the Induction Program for Beginning Teachers (IPBT) is intended to strengthen teachers' competencies, its implementation is often constrained by limited resources, inadequate support, and contextual challenges in schools.

Despite these contributions, the literature reveals that many existing studies focus primarily on the challenges, experiences, and perceived effectiveness of induction and mentoring programs rather than on the systematic development and validation of a contextualized onboarding model specifically designed for beginning teachers. Moreover, while previous studies have documented implementation issues and support needs, there remains limited empirical research that develops an intervention-based model grounded in the actual context of beginning teachers in the Philippine public school system, particularly in the Division of Eastern Samar. This gap highlights the need for a localized and validated onboarding model that is responsive to the realities, needs, and competencies of novice teachers and that can serve as a practical basis for strengthening the implementation of the IPBT.

2. Literature Review

The transition from pre-service training to full professional teaching is a critical period for beginning teachers, often referred to as newbie, novice, or neophyte teachers. According to Smagorinsky et al. (2015), this phase involves navigating the complex demands of lesson planning, classroom management, student assessment, and instructional delivery, while reconciling the theoretical knowledge acquired during teacher preparation with the practical realities of the classroom. Barnes and Smagorinsky (2016) emphasized that such a transition can create

cognitive dissonance, as new teachers strive to develop their own conception of effective instruction in a professional setting.

Competence is a key determinant of a newbie teacher's ability to provide meaningful learning experiences. Asirit, Hua, and Mendoza (2022) asserted that pedagogical competencies enable teachers to organize, structure, and guide classroom interactions effectively. Similarly, Bartell et al. (2018) highlighted that instructional competence forms the foundation for developing appropriate teaching strategies and models, which are essential for supporting student learning outcomes. Teachers with strong professional competencies are better positioned to implement engaging lessons, assess student performance accurately, and foster a positive classroom environment.

Despite the emphasis on competency, beginning teachers encounter numerous challenges that can hinder their professional growth. Classroom management remains a central difficulty, as novice educators often struggle to establish authority, maintain discipline, and facilitate student participation (Ingersoll & Strong, 2011; Yousef, Qadhi, & Du, 2021). Furthermore, lesson planning and delivery pose additional challenges, as novice teachers may lack the skills to differentiate instruction, develop appropriate assessments, and connect classroom activities to curriculum standards (Taher et al., 2022).

Professional development and induction programs play a crucial role in addressing these challenges. Teacher induction programs (TIPs) provide mentorship, guidance, and structured support, helping beginning teachers transition more effectively into the profession (Han, 2023; Porter & Thompson, 2022). According to Mansfield and Gu (2019), induction programs serve as a bridge between pre-service preparation and ongoing professional development, promoting the acquisition of classroom skills, pedagogical knowledge, and professional attitudes. Beagle (2020) further noted that well-designed induction programs can reduce teacher attrition by supporting novice teachers in the early years of their careers.

In the Philippine context, the Department of Education's Induction Program for Beginning Teachers (IPBT) aligns teachers' professional competencies with the objectives of the teaching profession (DepEd Order 43, s. 2017). The IPBT seeks to enhance teachers' Knowledge, Skills, Attitudes, and Values (KSAVs), which correspond to the core competencies required for effective instruction. Research, however, suggests that challenges remain in its implementation. Anino and Chieng (2024) reported that school heads often face constraints such as limited time, inadequate resources, insufficient teacher readiness, and lack of continuous guidance during the IPBT process. Araneta (2021) similarly highlighted gaps in administrative support, financial assistance, and teaching materials, which may limit the effectiveness of induction programs in developing novice teachers' competencies.

Mentorship is another critical component of induction programs. Management Mentors (2015) described mentorship as a professional relationship in which experienced teachers guide novices in acquiring essential skills and knowledge. Studies indicate that effective mentorship fosters professional growth, builds confidence, and facilitates the practical application of pedagogical knowledge (Bilbao et al., 2013; Romano & Gibson, 2018). Lopez (2015) also emphasized that mentorship, combined with targeted professional development, contributes to improved instructional strategies and classroom performance among beginning teachers.

Despite these supports, literature consistently notes that many new teachers feel unprepared for the realities of classroom practice. Dee and Wyckoff (2015) found that novice teachers often report gaps in lesson planning, classroom management, and student assessment, reflecting the need for structured induction and continuous professional development. Similarly, Chaaban, Cheng, and Szeto (2021) highlighted that induction programs, when well-implemented, can improve teacher preparedness, reduce attrition, and strengthen instructional competence.

The reviewed literature collectively underscores that the successful development of beginning teachers' competencies depends on comprehensive induction programs, mentorship, and ongoing professional support. Both international and local studies indicate that teacher preparation alone is insufficient; structured induction and guidance are necessary to help novice teachers navigate the challenges of classroom practice. Furthermore, administrative support, adequate resources, and sustained professional development are pivotal in ensuring that newbie teachers acquire the competencies needed to deliver effective instruction.

While the IPBT has made significant strides in providing support to novice teachers in the Philippines, gaps remain in program design, implementation, and contextual relevance. These findings highlight the need for further investigation into the development, validation, and acceptability of contextualized induction programs

that can enhance the pedagogical competencies of beginning teachers and support their transition into the teaching profession.

3. Research Methodology

This study employed a design and development research approach using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to create a contextualized onboarding model for the Induction Program for Beginning Teachers (IPBT). The study was conducted in ten districts of the Eastern Samar Division, which have historically received beginning teachers under the IPBT. Purposive sampling was utilized to select respondents who could provide the most relevant information, including the researcher and her adviser for the benchmark test, a panel of experts comprising HRLD focal points, master teachers, and school heads for the pilot test, and ten beginning teachers per district for the final test. Respondents met specific criteria, including being regular permanent elementary teachers with zero to three years of experience, IPBT recipients, practicing teachers not designated as school heads, and willing participants. Data were collected through an evaluation questionnaire adapted from Torre Franca (2017) and Salcedo (2016) using a five-point Likert scale, with modifications and expert suggestions incorporated to ensure validity and alignment with the study's objectives. The onboarding model was developed following the 4D Development Model of Thiagarajan (1974), which includes the stages of Define (needs analysis), Design (preparation of criterion-referenced tests, media selection, format selection, and initial design), Develop (expert appraisal and developmental testing), and Disseminate (packaging, diffusion, and adoption). Data analysis employed descriptive statistics such as frequency, percentage, and mean to interpret evaluation ratings from the benchmark, pilot, and final tests, while textual interpretation was used for qualitative feedback. Ethical considerations were strictly observed through informed consent, voluntary participation, confidentiality, and anonymity of respondents, and all collected data were used solely for research purposes.

4. Analysis and Discussion

Design and Development of On-Boarding Orientation Model Novice Teachers

The On-Boarding Orientation Model for Novice Teachers was designed to help beginning teachers develop the essential competencies required for effective teaching. The model clearly states its objectives and expected learning outcomes for participants and incorporates a series of structured activities aimed at enhancing instructional competence. Its development and validation involved a teacher-expert group consisting of five HRLD focal points per district, five master teachers serving as mentors, five school heads, and 59 novice teachers from the Southern districts of Eastern Samar Division. This group participated in piloting and evaluating the model, with benchmark rating tests aligned to the same validation criteria used by both the developer and the experts.

Objectives of the On-Boarding Orientation Model for Novice Teachers.

Table 1 illustrates the level of acceptability of the on-boarding model for the induction program of the beginning teachers as perceived and reviewed by the respondents.

Table 1
Acceptability Level of the On-Boarding Orientation Model Novice Teachers as to the Objectives

Objectives	Bench Mark	Pilot Test	Combined Mean	Description	Interpretation
1. The objectives of the model are clearly stated and is based on the aim of the IPBT.	4.00	4.67	4.34	Highly Relevant	Highly Acceptable
2. The objectives are well-planned, formulated, and organized.	4.00	4.44	4.22	Highly Relevant	Highly Acceptable
3. The objectives stated are specific, measurable, and attainable.	4.00	4.67	4.33	Highly Relevant	Highly Acceptable
4. The objectives are relevant to the content of the contextualized model.	4.00	4.61	4.30	Highly Relevant	Highly Acceptable

5. The objectives take into account the needs of the users.	4.00	4.46	4.23	Highly Relevant	Highly Acceptable
Total	4.17	4.40	4.29	Highly Relevant	Highly Acceptable

For a detailed examination of findings, the results from both the teacher-expert group and the researcher, serving as the developer of the on-boarding model for the induction program of the beginning teachers, converged on the assessment of objectives as the primary criterion for validation. The overall mean, depicted in Table 1 and interpreted as highly relevant and highly acceptable with a score of 4.29, indicated that the on-boarding model for the induction program of the beginning teachers had well-defined goals and is expressed in a structured, explicit, quantifiable, and achievable manner.

The majority concurred that the objectives were meticulously planned, formulated, organized, and relevant to the on-boarding model. This finding suggests that the respondents showed a high level of acceptance of the on-boarding model for the induction program of the beginning teachers. Carpenter (2023) disclosed that the objectives of an on-boarding model are to integrate new employees (novice teachers) into the organization, ensuring they become productive, engaged, and successful members of the team.

Table 2
Distribution of the Respondents' Evaluation of the Developed On-Boarding Orientation Model Novice Teachers as to the Objectives

Characteristics	Frequency	Percentage
Highly Acceptable	66	76.74%
Acceptable	16	23.26%
Moderately Acceptable	0	0.00%
Less Acceptable	0	0.00%
Not Acceptable	0	0.00%
Total	86	100.00%

Meanwhile, as reflected in Table 2, the data show that the majority of the respondents, or 66 (76.74%), manifested a high level of acceptability towards the model based on the evaluation they made in terms of its objects. This means that the objectives of the model are aligned with the development of the skills that they need to exhibit as education practitioners. This significant finding on the high acceptance of the onboarding model's evaluation by newly hired teachers, in terms of its objectives, suggests the program likely achieved its goals. Hence, the study further implies that setting achievable objectives is crucial for success in programs developed for beginning teachers, as research consistently demonstrates that realistic goals lead to increased motivation, focus, and ultimately, better performance.

Content of the On-Boarding Orientation Model for Novice Teachers.

Table 3 presents the acceptability level of the content of the on-boarding model for the induction program of beginning teachers.

Table 3
Acceptability Level of the On-Boarding Orientation Model Novice Teachers as to the Content

Content	Bench Mark	Pilot Test	Combined Mean	Description	Interpretation
1. It contains written material about the working conditions and rules of the institution.	4.00	4.18	4.09	Relevant	Acceptable
2. It includes meetings and previous visits to the place where teachers will carry out their work.	5.00	4.47	4.74	Highly Relevant	Highly Acceptable
3. It contains training sessions on curriculum and effective teaching.	4.00	4.31	4.16	Relevant	Acceptable
4. It contains training sessions by mentoring teachers and other support staff.	4.00	4.53	4.27	Highly Relevant	Highly Acceptable

5. It contains observation instances by supervisors, peers, or groups and/or video recording of beginning teachers in classes.	4.00	4.43	4.22	Highly Relevant	Highly Acceptable
6. It includes follow-up interviews with observers.	4.00	4.35	4.18	Relevant	Acceptable
7. It includes spaces for consultation with experienced teachers	5.00	4.40	4.70	Highly Relevant	Highly Acceptable
8. It includes support and advice by mentoring teachers.	5.00	4.31	4.66	Highly Relevant	Highly Acceptable
9. It offers the opportunity to observe other teachers (live or on recorded).	5.00	4.34	4.67	Highly Relevant	Highly Acceptable
10. It provides for reduced time/teaching load for beginning teachers and/or mentors.	5.00	4.22	4.61	Highly Relevant	Highly Acceptable
11. It includes group meetings for beginner teachers.	5.00	4.41	4.71	Highly Relevant	Highly Acceptable
12. It contemplates the creation of team-teaching situations.	4.00	4.33	4.17	Relevant	Acceptable
13. It contains specific courses for beginning teachers at school.	4.00	4.31	4.16	Relevant	Acceptable
14. It contemplates specific communications towards beginner teachers	4.00	4.24	4.12	Relevant	Acceptable
Total	4.43	4.35	4.39	Highly Relevant	Highly Acceptable

As reflected in the table, it is evident that in terms of the test of acceptability of the content of the on-boarding model for the induction program of the beginning teachers, the majority of the respondents, which is composed of HRLD focal, school heads, and beginning teachers, agrees that the content of the model is highly acceptable and can be of best help in promoting needs-based support to its target recipients. This claim was proven through the total computed mean score in the combined mean of 4.39, rated as essential. Hence, these findings prove that the model, specifically its content, 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. Further, this result shows that the respondents generally demonstrated a high level of acceptance towards the enhanced on-boarding model for the induction program of the beginning teachers.

Table 4
Distribution of the Respondents' Evaluation of the Developed On-Boarding Orientation Model Novice Teachers as to the Content

Characteristics	Frequency	Percentage
Highly Acceptable	61	70.93%
Acceptable	25	29.07%
Moderately Acceptable	0	0.00%
Less Acceptable	0	0.00%
Not Acceptable	0	0.00%
Total	86	100.00%

As presented in the table, it is evident that the majority of the beginning teachers agree that the model for the onboarding program of the newly hired teachers manifests a high level of significance in the development of the skills they need to possess as educators. This finding was proven through the result of the frequency and percentage counts, wherein 61, or 70.93 percent, responded that the developed onboarding model for the induction program of the beginning teachers includes contents that are relevant or essential. Thus, this finding on a highly acceptable onboarding model for beginning teachers' induction programs implies that the content is relevant, comprehensive, clear, and supportive of collaboration. It fosters a positive learning

environment that enhances the overall effectiveness of the induction process, ultimately contributing to the success and retention of new teachers.

Presentation of Topics of the On-Boarding Orientation Model for Novice Teachers.

Table 5 reveals the result of the acceptability test conducted based on the presentation of topics of the on-boarding model for the induction program of beginning teachers.

Table 5
Acceptability Level of the On-Boarding Orientation Model Novice Teachers as to the Presentation of the Topics

Presentation of the Topics	Bench Mark	Pilot Test	Combined Mean	Description	Interpretation
1. The topics are presented in a logical and sequential order.	4.00	4.10	4.05	Relevant	Acceptable
2. The topics in the model are presented in a unique and original form.	5.00	4.20	4.60	Highly Relevant	Highly Acceptable
3. The professional development activities are presented clearly.	4.00	4.20	4.10	Relevant	Acceptable
4. The presentation of each idea is attractive and interesting to the users.	4.00	4.16	4.08	Relevant	Acceptable
5. Adequate examples are given to each topic.	4.00	4.20	4.10	Relevant	Acceptable
Total	4.20	4.17	4.19	Relevant	Acceptable

Based on the results generated and analyzed, it is evident that the evaluators of the on-boarding model agree that the presentation of topics included in the enhanced induction program for beginning teachers encompasses topics that are based on the professional standards of teachers. This claim was proven through the combined grand mean of 4.19, rated as relevant. This result further means that the model manifested the necessary topics needed to be undertaken by the beginning teachers in order for them to develop the skills they need to exemplify as classroom teachers. Notably, based on the result, it can also be perceived that the respondents have an adequate acceptability level of the enhanced on-boarding model for the induction program of the beginning teachers.

Table 6
Distribution of the Respondents' Evaluation of the Developed On-Boarding Orientation Model Novice Teachers as to the Presentation of the Topics

Characteristics	Frequency	Percentage
Highly Acceptable	58	67.74%
Acceptable	28	33.26%
Moderately Acceptable	0	0.00%
Less Acceptable	0	0.00%
Not Acceptable	0	0.00%
Total	86	100.00%

As shown in the table, it can be noted that 58, or 67.74 percent, of the respondents claimed that the on-boarding model for the induction program of the beginning teachers is highly acceptable, while 28, or 33.26 percent showed an acceptable level. This significant finding shows that the novice teachers of the southern districts of Eastern Samar Division signify that the on-boarding model developed by the researcher in terms of the presentation of the topics that the beginning teachers have to undergo, or master gained a positive response, and I believe it provides them with significant learning to fully manifest all the skills and competencies of a teacher practitioner. This finding further implies that the presentation of the topics is engaging, clear, relevant, and adaptable to various learning styles. It fosters collaboration and confidence, ultimately enhancing the effectiveness of the induction program and supporting the successful integration of new teachers into their roles.

Activities of the On-Boarding Orientation Model for Novice Teachers

Table 7 shows the result of the survey pertaining to the test of acceptability of the activities included in the on-boarding model for the induction program of the beginning teachers based on the survey conducted in the southern districts of Eastern Samar Division.

Table 7
Acceptability Level of On-Boarding Orientation Model Novice Teachers as to the Presentation of the Activities

Activities	Bench Mark	Pilot Test	Combined Mean	Description	Interpretation
1. The professional development activities provide active involvement of the users and help develop teaching competencies.	4.00	4.35	4.18	Highly Relevant	Highly Acceptable
2. There are variations in professional development activities.	5.00	4.41	4.71	Highly Relevant	Highly Acceptable
3. There are variations in learning modes for the users of the model.	5.00	4.42	4.71	Highly Relevant	Highly Acceptable
4. It uses various media in engaging the professional development activities.	5.00	4.34	4.67	Highly Relevant	Highly Acceptable
5. It uses varied types of assessment strategies to track the development of the beginning teachers.	4.00	4.20	4.10	Relevant	Acceptable
Total	4.60	4.34	4.47	Highly Relevant	Highly Acceptable

As reflected in the table, it is evident that there is enough proof that acknowledges the acceptability of the model in terms of the activities included. Accordingly, the respondents agree that the model has variations in learning modes for the users. This means that it is not only focused on exposing beginning teachers to a theoretical understanding of their function, but more so on exposing them to actual activities that will help them apply learning through observational and experiential learning activities. This finding was manifestly supported with the combined total means core of 4.47, suggesting a high level of acceptability rate from the evaluators or respondents.

Meanwhile, as reflected in Table 8, it can be noted that 69, or 80.23 percent, of the respondents agree that the developed onboarding model shows a high level of acceptability. On the other hand, 17, or 19.77 percent, responded with an acceptable level on the activities integrated in the developed onboarding model.

Table 8
Distribution of the Respondents' Evaluation of the Developed On-Boarding Orientation Model Novice Teachers as to the Presentation of the Activities

Characteristics	Frequency	Percentage
Highly Acceptable	69	80.23%
Acceptable	17	19.77%
Moderately Acceptable	0	0.00%
Less Acceptable	0	0.00%
Not Acceptable	0	0.00%
Total	86	100.00%

This discovery from the recent study signifies that the activities the beginning teachers must take as part of the induction program in the developed model are significant enough for them to be guided and to acquire the needed skills of a teacher with a high level of readiness in the instructional function. This empirical finding implies that the onboarding model for beginning teachers emphasizes the importance of diverse, relevant, and

structured activities that foster support and continuous feedback. These elements are crucial for developing effective educators who can thrive in their roles and positively impact student learning.

Usefulness of the On-Boarding Orientation Model for Novice Teachers.

Table 9 shows the combined mean of 4.64, rated as relevant on the onboarding model for the induction program of beginning teachers based on the evaluation made by the respondents. This finding implies a high level of acceptability in terms of the usefulness of the model in helping the newbie or beginning teachers acquire the necessary skills while they are in the transition process. Further, this finding suggests that the program's components are largely effective and well-received by the teachers who served as the model evaluators.

Table 9
Acceptability Level of the On-Boarding Orientation Model Novice Teachers as to the Presentation of the Usefulness

Usefulness of the Model	Bench Mark	Pilot Test	Combined Mean	Description	Interpretation
1. The contextualized on-boarding model will motivate the beginning teachers to be actively engage in the transition process.	5	4.24	4.62	Relevant	Acceptable
2. The contextualized on-boarding model will help the beginning teachers master the teaching competencies at their own pace.	5	4.29	4.65	Highly Relevant	Highly Acceptable
3. The contextualized on-boarding model will allow the beginning to use their time more efficiently.	5	4.22	4.61	Relevant	Acceptable
4. The contextualized on-boarding model will develop the analytical thinking and reasoning skills of the beginning teachers in solving problems in they encounter.	5	4.27	4.64	Relevant	Acceptable
5. The contextualized on-boarding model will serve as an alternative IPBT model that can cater to the needs of the beginning teachers.	5	4.33	4.67	Highly Relevant	Highly Acceptable
Total	5.00	4.27	4.64	Relevant	Highly Acceptable

However, further analysis should explore individual component scores to identify areas for potential improvement. A score of 4.64 is not perfect, and there is room for refinement to achieve even higher levels of satisfaction and effectiveness.

Table 10
Distribution of the Respondents' Evaluation of the Developed On-Boarding Orientation Model Novice Teachers as to the Presentation of the Usefulness of the Model

Characteristics	Frequency	Percentage
Highly Acceptable	73	84.88%
Acceptable	13	15.12%
Moderately Acceptable	0	0.00%
Less Acceptable	0	0.00%
Not Acceptable	0	0.00%
Total	86	100.00%

Table 10 presents the results of the data analysis conducted in order to determine the level of acceptability of the on-boarding model for the induction program of beginning teachers. Based on the table, it can be noted that 73, or 84.88 percent, of the evaluators responded that the developed onboarding model is highly acceptable, while 13, or 14.12 percent, manifested an acceptable level. The result of the present study showed that the on-boarding model, as evaluated by the teacher-group experts, is believed to be useful enough

in helping the beginning teachers address their needs, especially during the transition process from being beginning to proficient teachers. This finding further signifies that if this developed model is utilized in preparing beginning teachers with their instructional duties, they will become well-equipped and will exhibit a high level of readiness.

Level of Acceptability of the On-Boarding Orientation Model for Novice Teachers

Table 11 presents the summary of the level of acceptability of the on-boarding model for the induction program of the beginning teachers based on the evaluation made by the teacher-expert group.

Table 11
Acceptability Level of the On-Boarding Orientation Model Novice Teachers

Indicators	Mean	Description	Interpretation
Objectives	4.29	Highly Relevant	Highly Acceptable
Content	4.39	Highly Relevant	Highly Acceptable
Presentation of the Topics	4.19	Relevant	Acceptable
Activities	4.47	Highly Relevant	Highly Acceptable
Usefulness of the Model	4.64	Relevant	Acceptable
Grand Mean	4.40	Highly Relevant	Highly Acceptable

Based on the table, it is evident that the three indicators, namely objectives, content, activities, and usefulness of the model, received a total computed mean score that is rated as essential, which implies a high level of acceptability. Meanwhile, presentation of the topics garnered a total computed mean score rated as relevant and acceptable. Generally, the acceptability level of the onboarding model is high, which signifies that all of the elements in the model are well accepted by the evaluators. A grand mean score of 4.40, rated as highly acceptable, on an onboarding model, suggests that the program is largely effective and well-received. The high score indicates a strong level of satisfaction among participants. This result implies that the program's design, content, and delivery methods are generally successful in integrating new teachers.

5. Research Future Opportunities

While this study provides a framework for enhancing the competencies of novice teachers through the developed On-Boarding Orientation Model, several areas warrant further investigation:

- Longitudinal Impact of the On-Boarding Model: Future research may adopt a longitudinal design to examine how participation in the onboarding program affects novice teachers' instructional competence, classroom management, and professional growth over time.
- Evaluation of On-Boarding Program Effectiveness: Further studies could assess the effectiveness of the onboarding program in improving teacher performance, instructional strategies, and retention rates among beginning teachers.
- Influence of Teacher Attitudes and Motivation: Future research may explore how novice teachers' attitudes, beliefs, and motivation influence their engagement with the onboarding program and the development of teaching competencies.
- Role of School Leadership and Mentoring Support: Investigating the impact of school leadership, mentoring, and administrative support on the successful implementation of onboarding programs could provide insights for optimizing teacher induction practices.
- Integration of Digital Tools and Instructional Resources: Additional studies could examine how access to instructional resources, digital tools, and structured mentoring affects the ability of novice teachers to apply the skills and knowledge gained from the onboarding program effectively.

6. Conclusion

This study demonstrates the high acceptability of the enhanced onboarding model for the induction program of beginning teachers. Across multiple criteria—objectives, content, presentation of topics, and activities—the model consistently received high mean scores (ranging from 4.16 to 4.29), indicating strong agreement among teacher-experts, school heads, and beginning teachers. The model's well-defined, structured objectives, relevant content, varied learning activities (combining theoretical and practical components), and alignment with

professional teaching standards all contributed to its success. While the results show overwhelmingly positive feedback, further analysis of individual component scores is recommended to identify areas for minor refinements and continued optimization of this effective onboarding program.

Acknowledgment: The researcher sincerely expresses her heartfelt gratitude to all who contributed to the successful completion of this paper. She is deeply thankful for the guidance, support, and encouragement from her mentors, advisers, panel members, and the university staff, whose insights and efforts made this journey possible. She also appreciates the unwavering love, understanding, and motivation from her family, which fueled her perseverance. Above all, she gives thanks to Almighty God for granting wisdom, good health, and guidance, without which this accomplishment would not have been possible.

Data Availability Statement: The data generated and analyzed in this study, including interview transcripts and observation notes, are available from the corresponding author upon reasonable request.

Funding Statement: This study did not receive any specific funding or financial support.

Conflicts of Interest Statement: The authors declare that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct, interpretation, or reporting of this qualitative study.

Ethics and Consent Statement: This study adhered to ethical standards to protect participants' privacy, confidentiality, and security. Informed consent was obtained after clearly explaining the study's purpose and procedures, in accordance with Republic Act 10173 – Data Privacy Act of 2012. All information was anonymized, participation was voluntary, and interviews were conducted in private. Any future sharing of the data will follow ethical guidelines and require explicit consent from the participants.

References

1. Abdurrahman, K. O. C. A. (2016). Problems of novice teachers: Challenges vs. support. *Journal of education in black sea region*, 1(2).
2. Akyeampong, K. (2022). Teaching at the bottom of the pyramid: Teacher education in poor and marginalized communities. *Learning, marginalization, and improving the quality of education in low-income countries*, 77-111.
3. Asirit, L. B. L., Hua, J. H., & Mendoza, L. (2022). A closer look at neophyte teachers' instructional competence: A phenomenological study. *International Research Journal of Science, Technology, Education, and Management*, 2(2), 11-25.
4. Barnes, M. E., & Smagorinsky, P. (2016). What English/language arts teacher candidates learn during coursework and practica: A study of three teacher education programs. *Journal of Teacher Education*, 67(4), 338-355.
5. Bartell, T., Floden, R., & Richmond, G. (2018). What data and measures should inform teacher preparation? Reclaiming accountability. *Journal of Teacher Education*, 69(5), 426-428.
6. Beagle, T. (2020). Informal Mentoring Strategies Training for California Mentors.
7. Chaaban, Y., Du, X., & Qadhi, S. (2021). Student teachers' perceptions of factors influencing learner agency working in teams in a STEAM-based course. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(7).
8. Cheng, A. Y., & Szeto, E. (2016). Teacher leadership development and principal facilitation: Novice teachers' perspectives. *Teaching and teacher education*, 58, 140-148.
9. Han, J., & Gao, C. (2023). University teachers' well-being in ICT-enhanced teaching: The roles of teacher self-efficacy and teaching support. *Australasian Journal of Educational Technology*, 39(6), 89-104.

10. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of educational research*, 81(2), 201-233.
11. Lopez, M. A. (2015). The impact and implications for teacher induction programs.
12. Mansfield, C., & Gu, Q. (2019). "I'm finally getting that help that I needed": Early career teacher induction and professional learning. *The Australian Educational Researcher*, 46(4), 639-659.
13. Porter, E., & Thompson, M. (2022). Effective Mentorship in Teacher Induction Program. *Liberal Studies Program, California State University, Chico*.
14. Ren, L., & Ling, Q. D. (2016). The Influence of MOOC on Traditional Classroom Teaching of Chinese Universities. *DEStech Transactions on Social Science, Education and Human Science*.
15. Romano, M., & Gibson, P. (2018). Beginning Teacher Successes and Struggles: An Elementary Teacher's Reflections on the First Year of Teaching. *Professional Educator*, 28(1), 1-16.
16. Shah, D. (2023). Significance of pedagogical skills for teachers. Suraasa. Retrieved on October 14 from <https://www.suraasa.com/blog/significance-of-pedagogical-skills-for-teachers>
17. Taher, A., Khan, Z., Alduais, A., & Muthanna, A. (2022). Intertribal conflict, educational development and education crisis in Yemen: A call for saving education. *Review of Education*, 10(3), e3376.
18. Wu, L., Tian, F., Xia, Y., Fan, Y., Qin, T., Jian-Huang, L., & Liu, T. Y. (2018). Learning to teach with dynamic loss functions. *Advances in neural information processing systems*, 31.
19. Yousef, W., Al Qadhi, S., & Du, X. (2021). Enhancing STREAMS design for student teachers in a Problem Based Learning (PBL) setting. *Journal of Positive Psychology and Wellbeing*, 5(3), 1521-1532.