Expectation vs. Reality Experiences in the Workplace among Beginning College Instructors: Inputs to New Employee Development

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A r t i c l e i n f o

A b s t r a c t

This study explores the expectation vs. reality experiences of beginning college instructors in terms of workload, instructional management, professional growth, and social climate. The paper also provides inputs to new employee development for beginning college instructors in higher education. A phenomenological research design was utilized through semi-structured in-depth interviews to selected beginning college instructors. Data gathered were presented and interpreted through thematic analysis. Results reveal mismatches and matches on the expectation vs. reality experiences of beginning college instructors in various aspects. Mismatches include knowledge acquired vs. knowledge required, instructor's duties and responsibilities, required time for work, gravity of assigned tasks, teaching loads, classroom instruction, students' performance, students' discipline, internal motivation, required competencies in teaching, impressions among colleagues, collaboration and socialization with colleagues and students. On the other hand, matches on expectation vs. reality experiences were revealed on the aspects of contract content and implementation, assistance and guidance from colleagues, teaching guide, students' regards to instructors, pursuing graduate studies, trainings and other flexible learning activities, professional conduct, and harmonious relationship with co-workers. As inputs to new employee development, these aspects may be considered as bases in planning what learning content, learning strategies, and administrative support can help new employees successfully adjust to their new work environment.

Introduction

Every employee was once a new employee who needed to transition to different employment stages when adjusting and adapting to a new work environment. During this phenomenon, new employees are full of different sets of expectations about the different aspects of their new work environment. Expectation refers to thoughts of good things that are going to happen or a belief and hope of what will happen in the future. People develop expectations towards a wide range of things including work and career where people will automatically compare how they were taught and trained

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during their academic years with how things actually happen in a real workplace with real workloads. People who are at the apprenticeship stage of any endeavor, such as being employed for the first time or being new on a certain nature of work, tend to have preconceptions on how things must be done. In the post pandemic context, for example, young people would like their future jobs to be consistent with their notion of work-life balance where, aside from having decent salary and good workplace atmosphere, they expect a non-classic workplace that is consistent with their competencies, hobbies and interest (Laskowska & Laskowski, 2021).

In the context of employee development, every employee was once or for many times experienced the stage of a "new employee", whether novice in the field of work or seasoned but was assigned a new role at work. Disparity between expectation and reality is not a surprising issue in today's society, especially with the advent of technology where social media depict images, ideas and standards of what are pleasing and satisfying. This phenomenon leads to expectation versus reality experiences in the workplace. It is the tendency among people to think that they are processing the new learned information and new experiences when, in fact, they are just waiting to experience something that matches up with their current philosophy or belief. However, what new employees expect have been found to be inconsistent with what employers want (Mirabela et al., 2016). Several factors may attribute to this phenomenon. Recent college students or those who were just fresh from studies and trainings in the academe have higher expectations of themselves and others such as how colleagues at work should behave. This give rise to perfectionism among young adults making them compete with one another in order to meet the societal pressures to succeed, feel safe, be socially connected and of worth (Rettner, 2018). Clear (2015) further explains that people tend to block the information that disagrees with what is previously learned and yield to the information that confirms the current experience.

This study has been considered relevant because new employees' expectations, whether met or not, can influence new employee's job performance and job satisfaction. The study specifically focuses on the experiences of beginning college instructors in order to provide understanding of the lived experiences of novice instructors and also provide data on the workplace environment they need to perform their new work tasks and able to contribute to achieving the institutions' vision.

Being a beginning college instructors comes with an abundance of obligations, emotions, and questions where one may experience a range of anticipatory feelings in their first academic year, including excitement, fear and anxieties in their new roles and duties. According to Dias-Lacy & Guirguis (2017), novice teachers may experience stress and anxiety during their first teaching years because of lack of appropriate support at work and unpreparedness to handle academic issues with their students.

Therefore, determining the expectations and real life experiences of employees who are transitioning in this phenomenon can provide human resources programs, particularly new employee development programs, empiric data on how to assist new employees. This study intends to guide future researchers regarding the experiences of beginning college instructors in order to solve related problems like high turnover rates of faculty in many colleges and universities. It also intends to guide both school employees and employers in detecting areas of improvement to make teaching a pleasant experience. Investing on human resources through employees' training and development has an impact both for short and long term goals of an organization; this means helping employees adapt to the demand of continuous and updated learning parallel to various organizational dynamics (Maimuna & Fard, 2013) . Aside from the typical rewards and recognition scheme, employees' effective engagement to organization's goals relates to how they are empowered and their relationship with their leaders (Osborne & Hammoud, 2017). Also, studying the experiences of new employees provides information to higher education institutions on new graduates or incoming new employees expectations of their potential employers in their future work environment. According to (Zainal, Jamil, & Abdullah, 2017), new employees are expected to have proficiency in communication skills and interpersonal skills as well as positive attitude, motivation and willingness to learn.

In order to delimit the study, the researcher focused on gathering data regarding the expectation vs. reality experiences on the aspects of workload, instructional management, professional growth and social climate. First, workload refers to the amount of work time expected or the amount of work capable of being performed within a specific period. These includes the teaching loads , his/her advisory class or club tasks, office administration time requirements, clerical work and the like. According to theory of work role transitions, as

cited by Zacher and Rudolph (2022) the requirement of work roles is one of the predictors of work adjustment. Issues regarding faculty workloads are also the focus of various studies regarding job satisfaction and commitment. Janib et al. (2021) found out that job satisfacion mediates on the relationship of workload with faculty performance which reflect the concept of workload-stress-performance among the teaching staff.

Second, instructional management includes those tasks concerning the interaction of the teachers with students from instructional planning to assessment of the teaching and learning. According to Nessipbayeva (2012), the competencies of an ideal 21st century educator is effective classroom management, teaching practices, and assessment as well as technology skills. Classroom management is one of the most challenging part in the first year of teaching. When developing classroom management systems, teachers who recognize behavior as form of communication, respect diversity, and value human connections and relationships, find the most success in responding to common behavioral issues (Loeser, 2014).

Third, professional growth is about gaining new skills and experience. According to Brown et.al. (2020), learning is something that happens throughout the career of a teacher. That means one's development is either related to his/her current role or the role he/she wants to do next. It is about learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences and venturing to informal learning opportunities. There are variety of approaches to professional development, including consultation, coaching, lesson study, mentoring, reflective supervision and technical assistance. According to Darling-Hammond et al. (2017), professional development to teachers means types of support to increasethe needs of learners to master 21st century skills by optimizing their teaching strategies such as developing learners critical thinking, problem solving, self-direction, complex content mastery and collaboration. John Dewey's Reflect Arc explained that learning is a cumulative and progressive process based from human experiences (Hildebrand, 2021) . Professional development is about avoiding stagnation in one's career and futureas well as improving oneself because when a person expands his/her skills beyond the current role, he/she is preparing for more and that makes him/her more valuable to employers. According to Bilal et al. (2019), faculty development program must be frameworked on

the needs and expertise of the faculty because it influence assessing, research and leadership skills of the teachers.

Lastly, social climate in educational setting is shaped by the student-teacher-colleagues-administrator relationships The concept of social climate is closely related to classroom climate, school climate and school ethos, and refers to characteristics of the psychosocial environment of educational settings including the school culture. According to Slev & Pop (2012), engagement in work projects and interaction with colleagues are determinant of new employees' effectiveness in their new work environment which highlights the importance of continuous learning of social skills at work. The school climate, specifically, was found to have a significant relationship to teachers' organizational commitment (Simbre & Ancho, 2019).

According to Katzmayr & Reisinger (2020) a positive employee experience leads to an improved work environment. Considering the experiences of the employees in the domains of workload, instructional management, professional growth, and social climate as the interrelated factors also support employee's motivations and psychological needs during the transition process. Given the above premises about expectation vs. reality experiences and their relevance to new employee development, the researcher found it appropriate to conduct a study in order to have an in-depth look on the expectation vs. reality experiences in the school setting through the perspectives of beginning college instructors and, from the results, give inputs to new employee development for new teaching personnel in higher education.

Objectives

The main objective of this phenomenological study were: (1) to investigate the expectation vs. reality experiences in the workplace of beginning college instructors in terms of workload, instructional management, professional growth, and social climate, and (2) to investigate the inputs of the findings to New Employee Development (NED) program for beginning instructors in higher education. The study presents the matches and the mismatches of the expectations and real experiences of the research participants during their first teaching year. Findings can provide data for universities and colleges regarding guidelines on onboarding programs and human resources development targets for new employees; that is why, the study also offers inputs to New Employee Development (NED) program of colleges and university.

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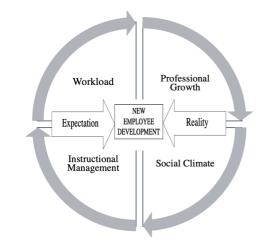
Conceptual Framework

Figure 1: Conceptual Framework of the study

Employee experience refers to the feeling, emotions, and perceptions that an employee has during involvement in the work environment which provides reinforcement to contribute, engage, and stay in the organization (Itam & Ghosh, 2020). Katzmayr & Reisinger (2020) also cited that employee experience is the holistic view of the work life. Every beginning college instructor is at the stage of crossing an organizational boundary in which they assess their expectation vs. their actual experiences as they initially adapt to the new work environment. Related studies identified different factors or domains to look into when studying new employee experiences: individual, people, work task, and organization domains (Slev & Pop, 2012); cultural and work domains (Sachdej, 2018); personal, cultural, and social (Batat, 2022); structural and contextual factors (van Zoonen et al., 2021); self-efficacy, knowledge of culture, social integration and role clarity (Bauer, 2010); and cognitive, relational, emotion-regulation, and behavioral (Williams et al., 2017). Based on these, the current study focused on four domains to understand expectation vs. reality of beginning college instructors: workload, professional growth, instructional management and social climate.

Nicholson's Theory of Work Role Transitions, as cited by Zacher and Rudolph (2022), explains that the determinants to employees' adjustment are their prior occupational socialization and motivation orientation, the current organization's induction and socialization procedures, and the current role requirements. This supports that the prior and the present are equally important perspectives in understanding employee experiences. According to Pang et al. (2016), the variables related to professional learning community is not only significant to teacher's factors but also show strong emphasis on school leadership. The framework of the study shows that new employee development mediates between expectations and those that are realistically experienced at work. The current study is based on the concept that understanding the expectations and real experiences of beginning college instructor on four primary work domains can lead to effective new employee development programs of the institutions. Human resources department of an organization as well as school administrators can utilized results on expectations vs. reality experiences of their beginning college instructors to plan, implement, evaluate a New Employee Development (NED) program.

Research methodology

This research is qualitative in nature and specifically utilized a phenomenological research design. The core property of a qualitative research is the examination of how people make sense of their own concrete real-life experiences in their own minds and in their own words where they present and express information in everyday language using everyday concept (Cropley, 2015). This research design aligns to the nature of the research problem because the study gathered information about how the research participants experience expectation vs. reality situations in their workplace as beginning college instructors.

The research participants were beginning college instructors from universities and colleges in Santa Rosa City, Laguna, Philippines. Seven beginning college instructors participated in the study. Determining the sufficient sample size in qualitative research is contextual and dependent on the scientific paradigm and the nature of the subject being investigated (Boddy, 2016). However, for phenomenology, Mason (2010) cited that sample size of five to 25 (Creswell, 1998) or at least six (Morse, 1994) is sufficient. Criterion sampling was utilized by the researcher in selecting the research participants. The Philippine Professional Standard for Teachers considers those who have gained qualifications required for entry in the teaching profession as beginning teachers (Llego, 2018). Instructor level is the entry level rank for new faculty member who holds a minimum of a Master's degree or equivalent and has the potential for

academic advancement. To be considered a beginning college instructor means being in the first year of teaching in college or university either the participant is a fresh graduate and was immediately employed as an instructor or the participant had already been employed in the industry for years then shifted to teaching at the college level for the first time.

The data gathering procedure consisted of individual semi-structured in-depth interviews with the selected participants through phone, face-to-face and e-mail interviews in which the researcher is guided by planned and pre-determined questions while follow-up questions were asked spontaneously for clarity and comprehensiveness of the gathered information. The interview followed certain steps for formality. First, the nature and rationale of the study was explained to the interviewees. Next, consent of the participants were sought by giving them ample time to read before signing the letter of consent which included their permission to record the interview. The actual interview has two main parts. First, research participants were asked about introductory questions regarding subjects and courses they currently handled and their perceptions about expectation vs. reality phenomenon. Second, research participants were asked about the main research questions regarding their personal experiences at work of the phenomenon in terms of workload, instructional management, professional growth, and social climate. A transcript of each interview was written for efficiency and accuracy in the analysis and interpretation of data gathered. Thematic analysis was applied for the analysis of research results in which the researcher assigned labels to words or phrases that represented important and recurring themes from the responses of the research participants during the interview. Specifically, the researcher employed the combination of inductive coding and flat coding frame. Using inductive coding means that the researcher started from scratch and created code based on arising themes on the interviewees responses. The use of flat coding frame, on the other hand, meant the researcher assigned the same level of specificity and importance to each code. There was no known ethical issue nor participant's risk throughout the study.

Results and Discussion

1. To investigate the expectation vs. reality experiences in the workplace of beginning college instructors in terms of workload, instructional management, professional growth, and social climate

Table 1. Expectation vs. Reality Experiences in terms of Workload

Aspects/Core Ideas	Mismatches	
	Expectation	Reality
1. Knowledge acquired vs. knowledge required	- Acquiring a degree in undergraduate/masters is enough to teach in college	- Continuous study is necessary
2. Instructor's duties and responsibilities	- Classroom instruction	- Para-counsellor, coordinator, volunteer on school promotion programs and assistant of immediate heads
3. Required time for work	- Work during paid office/school hours - Work with students' grades only at the end of semester/term	- Working beyond paid hours is normal - Keeping track of students' performance needs to be constant
4. Gravity of assigned tasks	- Instructional planning and preparation will be lesser because students can self-study - Lesser work for part-time teachers	- Teaching is quite similar to teaching in high school - Demands to teachers are apparent.
5. Teaching loads	- Full time load of 24 units or more - Traditional-based reporting and record keeping - Teach one's specialization	- Part-time position may be offered - Advancement in the system - Can be given teaching loads different from specialization
Expectation and reality matched on:		
6. Contract contents and implementationn	- Number of hours spent reporting to school is same with what's in the contract - Teach and handle subjects based on the contract	
7. Assistance and guidance from colleagues	- Keeping track of student's records and meeting with colleagues - Received assistance and help from previous professor and classmates who were already experienced in teaching	
8. Teaching guide	- Teaching is guided by an already made/approved syllabus	

Source: Primary Data, 2020

Most of the research participants' expectations mismatched with their experiences in reality in terms of workload as beginning college instructors. Firstly, they were surprised of the need for continuous education despite finishing their undergraduate or master's degree. This reflects the prevalence of professional growth among educators in order to keep up with the demand of quality and world-class education. For example, according to Juusola & Räihä (2018), export in higher education intends to enhance teachers' professional career opportunities and pave way to transformative education.

The next mismatches included participants doing other tasks aside from what they expected such as just solely being involved with classroom instruction. In terms of duties and responsibilities, they didn't just teach but

at times played the role of counselor when students approached them for advice, immediately were given a leadership or coordinator role, worked on school campaign and even ran errands for and was an assistant to their immediate superiors. They were also surprised by the voluminous work of record keeping, especially when they had to use unfamiliar online system/database for record keeping. In terms of time spent at work, they tended to work beyond paid hours as compared to what they expected. These experiences tend to relate to issues on work-life balance which, according to Munn (2013) must be examined as a system that includes the government, the individual employees, and the work organization as primary forces. Peria and Torres (2020) concluded that beginning teachers also in basic education are experiencing the realities of adjusting to non-teaching functions such as accomplishment of different forms and assisting their school heads in report preparation. Another mismatch was about the teaching load.

"There are some certain jobs we do voluntarily even those that are not included in our job description. Say for example, helping to promote the school to have an increased enrollees through online digital marketing, joining the admission team and conducting career orientation and programs and other related services…" (Instructor B – Phone Interview – June 10, 2020)

"…At first I thought, it is about teaching alone but sometimes students' approach me seeking for guidance or advice about personal matters beyond the course contents. I thought it's a task for guidance counselors only." …" (Instructor A – Face-to-Face Interview – March 13, 2020)

The research participants also didn't expect the weight or gravity of their tasks and responsibilities as college instructors in ways they expected at college level such as students are easy to handle, yet they found out that it felt like teaching at a high school level. According to Hassel and Ridout (2018), freshmen colleges students also expected that they must study on their own in college. Aside from this concern in handling students, one participant thought that receiving a part-time teaching load would make the task simpler but later discovered that demands for college instructors are apparent. According to Ancho and Bongco (2019), Filipino teachers, in order to comply with their workload demands, are sacrificing their professional time, working

beyong paid hours and experiencing professional frustrations. One did not expect to not be given a full-time teaching load due to few numbers of classes and students' population. Also, to be given a teaching load that is different from their specialization is an example of their expectation vs. reality experience. According to State of Victoria's Department of Education and Early Childhood Development (2010), one of the structural element of mentoring teachers in their first year of teaching is by giving them reasonable and well-considered teaching loads based from the experiences and expertise.

"I didn't expect that the school might give me a subject that is not really my specialization…" …" (Instructor G – E-mail Interview – June 10, 2020)

"…when I got a part-time position, I am expecting it to be lighter since it is part-time but even so, demands are still apparent." (Instructor C – Face-to-Face Interview – March 13, 2020)

In terms of those expectations that match with the reality, the emerging themes on the responses of the participants included: the time required to report to school physically, the help and guidance received from their colleagues, the teaching guide/syllabi, and the contents of the contract they signed. One also expected that there would be an online database for recording and reporting of students' grades. It was confirmed that self-initiated work adjustment scale consisted of both adjusting job responsibilities and adjusting socal interaction (van Ruysseveldt, van Wiggen-Valkenburg, & Dam, 2021) . Peer mentoring among colleagues manifests expertise infusion. According to Cravens and Wang (2017), the key features of expertise infusion includes recognizing the expertise of each faculty member, supporting the expert faculty member with practice-based cross-school peer learning, and creating roadmaps for faculty as guidelines for continuous professional learning.

There is a match in terms of how respectful the students are while the rest of the experiences of the beginning college instructors are mismatches when asked about actual classroom teaching, students' performance, students' discipline, classroom management and learning assessment. In terms of classroom instruction, participants explained mismatches as: being intelligent is enough, yet college instructors have to be creative teachers in order to energize the class while learning; the flow of the lesson is well planned, yet there will be

Table 2. Expectation vs. Reality Experiences in terms of Instructional Management

Aspects/Core Ideas	Mismatches	
	Expectation	Reality
1. Classroom instruction	- Focus on the syllabus and well-prepared lesson - Teaching style is usually lecture method.	- Complexity of lessons as compared to required recitation days - Issues on sufficiency of instructional materials/equipment - Needs readiness for students' unexpected questions during lectures - Experimenting on teaching style that energizes the class - Inductive method, spoon-feeding teaching style, mobile activities and visual materials are preferred by students.
2. Students' performance	- Students are independent, prepared on lesson contents due to availability of online sources and provided lesson materials, interactive and eager to learn, and gives feedback to the instructor.	- Students prefers demonstration techniques. - Issues on students' effort to participate and failure in formative evaluations - Students' feedbacks about their instructors are sometimes miscommunicated
3. Students' discipline	- Students are matured and disciplined enough.	- Students tend to have issues on unruly behaviors, distractions, complaints on simple academic issues, punctuality, and attendance.
Expectation and reality matched on:		
4. Student's regard to instructors	Students are respectful to instructors.	

Source: Primary Data (2020)

unexpected questions from students that the instructors might not be able to answer on the spot; lesson contents are delivered yet materials or laboratory equipment are insufficient; books suggested novel teaching approaches, yet traditional methods works better on their students; lecturing is the teaching method preferred in college, yet instructors have to prepare mobile activities to engage the class; it is alright to give quizzes orally, yet students performed better with a written copy of questions and instructions; and syllabus is not followed due to

complexity of its contents as compared to the recitation days allotted for a particular lesson. Related research found that novice teachers are experiencing challenges on development and design of instructional materials and lesson plan preparation which include issues on meeting the lesson objective, appropriateness of the assessment, and sufficiency of learning activities on the allotted recitation days for each learning competencies (Bin-Hady, 2018). Similarly, when it comes to managing online class in college, Trammell and LaForge (2017), noted the challenges experienced by instructors included course design and instructional effectiveness. According to Fook and Sidhu (2015), students are also experiencing cognitive challenge, instructional problems, coping with reading materials, becoming an active learner and even culture differences.

>   *"...I got issues following the syllabus. I am supposed to use it as guide particularly in terms of recitation days required, but there is this one complex lesson with many sub topics and I had a hard time discussing all of them in a single lecture."* (Instructor E – Phone Interview – June 14, 2020)
>   *" My ideal teaching style is to discuss. I will cite examples… but in actual, since it is my first time in teaching, I realized that there are other instructional methods I need to explore."* (Instructor F – Phone Interview – June 17, 2020)

Regarding students' performance, participants shared the following mismatches: students seemed to understand the lesson, yet the result of quizzes was the reverse; students can perform tasks independently; yet scaffolding was needed; students were prepared when attending class, yet some were just after attendance in class without effort to participate; students should show eagerness to learn, yet some slept in classes; and students should be open to share their feedback to teacher, yet miscommunication of feedback from students lead to misunderstanding. Similarly, Peria & Torres (2021) found that tutoring challenged students, responding to queries about individual student performance as well as parents' complaints about student's grades are some of the causes of mental stress to novice teachers. According to Hassel and Ridout (2018), beginning instructors's expectations of students performance do not vary depending on their year level, but they are able to modify their expectations of the students and adopt their teaching approach depending on the year level of the

class. On the aspect of students' discipline, participants shared the following mismatches: students are mature enough, yet they sometimes became unruly and were displaying misbehaviors; students were independent enough to handle small issues, yet they needed to be guided-closely; students were attentive in class, yet students became easily distracted with their gadgets; and college students were punctual, yet some were not. This is also similar to the findings of Peria and Torres (2021) emphasizing that among the challenges encountered by novice teachers in terms of classroom discipline are the classroom physical structure and disciplining misbehave students. Oliver et al. (2011) also explained that effort to manage students' disruptive behavior consumes a considerable amount of the teacher's time which is supposed to be allotted for classroom instructions.

"Students are expected to be not empty-handed when attending their classes. In reality, some just came inside the classroom, seat, listen then went home…No active participation at all." ." (Instructor E – Phone Interview – June 14, 2020)

"…students have a tendency of being unruly or displaying misbehavior…They tend to have their

Table 3. Expectation vs. Reality Experiences in terms of Professional Growth

Aspects/Core Ideas	Mismatches	
	Expectation	Reality
1. Internal motivation for professional growth	- Teaching is about sharing. - Teaching is about earning for a living.	- Teaching is learning and is about getting refreshed on lessons to be taught. - Life's lessons are also learned and earned from seasoned colleagues.
2. Required competencies in teaching	- Mastery of the subject matter is primary.	- Mastery plus creativity/ innovativeness are basic competencies
Expectation and reality matched on:		
3. Pursuing graduate studies	- Luxury of time for graduate studies and the school support its instructors since finishing a master's degree is a minimum qualification	
4. Training and other flexible learning activities	- Giving training on the exploration of updated learning management system - Gaining new skills and experiences, especially on planning and time management - Earning Continuing Professional Development (CPD) units by attending school-initiated seminars and trainings - The school helps to adapt on different situations when catering to the needs of the students	

Source: Primary Data, 2020

attention distracted even though we are strictly advising them how to handle gadgets while the lesson is ongoing." (Instructor B-Phone Interview-June 10, 2020)

On the aspect of professional growth, most of the participants realized that their expectations were not different with the reality. There expectations and their real experiences matched in terms of pursuing graduate studies and continuous learning. In terms of pursuing graduate studies, one respondent mentioned that he was given the luxury of time as well as support from his immediate head on his plan to enroll for his graduate degree while still teaching at the college. On the other hand, the theme about training and other flexible learning activities emerged from responses: giving training on the exploration of updated learning management system; gaining new skills and experience, especially on planning like time management; earning CPD units and attending seminars and trainings and the school helps to adapt to different situations when catering to the needs of the students. In terms of organizational support, Takeuchi et al. (2021) found that when individual and organizational plans matched, it can mediate to the relationship between new employee's perceived organizational support and their self-directed career orientation. In state colleges and universities and even in private higher education institutions, a minimum qualification of having a masters degree is required. Most universities are also aiming for a high rate of doctorate degree holders among their faculty member; that is why, they are supportive of professional growth among their employees, especially by earning graduate school degrees. James Jacob et al. (2015) explained that in world-class universities, on its effort to support teaching, students' learning, and research, are relying on faculty professional development.

"My expectations when it comes to professional growth when I shifted to college teaching is that this will give me an opportunity to manage more of my time to pursue my studies…Then for the reality, given that expectation, it seems real. It matched and the administration shows support for that…" (Instructor B – Phone Interview – June 10, 2020)

"… facing different learners makes me more flexible. The flexible learning activities also make me think of effective classroom activities enabling myself to cater to my learners needs." (Instructor G – E-mail Interview – June 10, 2020)

The research found a mismatch on the expected internal motivation and benefits in teaching. It was expected that teaching is about earning a living; however, it is also learning life's lessons from colleagues and students. Korthagen (2017) explained that teachers' motivational dimension reflects their wants and needs. For example, the basic psychological needs of teachers are competence, relatedness, and autonomy. Among the elements of collective professional development, according to Darling-Hammond et al., (2017), are coaching and expert support as well as feedback and reflection from students and colleagues. Hensley (2018) also cited that faculty's motivation along with their enthusiasm, interest, and skills are essential for successful professional development.

Interviews also revealed that beginning college instructors were expected to show intelligence dominantly at work but tended to experience the need to be equally creative as well. Brown et. al. (2020) concluded that design-based approach to professional development emphasized the need to position beginning instructors as designers of learning environments and importantly to perform continuous innovation within the school system. Additionally, the data revealed that the need for innovativeness and refreshers was experienced by beginning college instructors. Pursuing master's degree is aimed at increasing knowledge and specialization in the field, to do academic studies, and to do better in one's profession (Vural & Basaran, 2021).

"I initially thought that teaching is difficult, but when I got into teaching, I came to appreciate it. I got refreshed on my college lessons. I started scared, now I gradually develop confidence that wherever I go, I can still be confident like how I did in the classroom." (Instructor A – Face-to-Face Interview – March 13, 2020)

When asked about the social climate, the participants shared mismatches on their expectations and actual experiences such as treatment among co-workers for example expecting colleagues to treat one another like family, yet perceived crab mentality at times affected harmony at work; some colleagues had personal issues with one another; and one of the participants was hesitant to approach a senior co-worker who hada dispute with another co-worker. According to Theory of Work Role Transition (Nicholson, 1984) explained that individual differences of people's behaviors and dispositions mediate with change as well

Table 4. Expectation vs. Reality Experiences in terms of Social Climate

Aspects/Core Ideas	Mismatches	
	Expectation	**Reality**
1. Impressions among colleagues	- Impression is made based on teaching skills - Colleagues regard one another as family	- Ability is also evaluated by how one appropriately dresses up - Badmouthing and crab mentality can be observed
2. Collaboration and socialization with colleagues	- Difficulty adjusting with people depending on position - Personal issues should not affect working relationship - Senior co-workers assist the beginning instructors	- Comfort with co-workers is about time spent together at work - Some colleagues have personal issues - Beginning college instructors are hesitant to approach co-workers involved in a dispute
3. Socialization with students	- Students are objective of the teachers	- Students tend to be subjective depending on the teacher
Expectation and reality matched on:		
4. Professional conduct	- Mature environment where colleagues handle things professionally - Work-related misunderstandings can be settled easily	
5. Harmonious relationship with co-workers	- Good and harmonious relationship among co-workers - Friendly environment despite some misunderstanding	

Source: Primary Data (2020)

as with situational adjustment. Participants also shared mismatches on how colleagues regarded a teacher as professional based on how one dresses up, adjusting with co-workers in the earlier stage of working with them and socialization of the teacher and students where students tend to be subjective at times. According to Masdonati et al. (2022), career change is a social experience which means that it can be characterized by moments of loneliness and inadequacy of avalaible supports.

"My expectations are not met in this aspect because conflicts among colleagues due to personal issues tend to happen at times." …" (Instructor D – Phone Interview – June 9, 2020)

"… because everybody is different and, especially we're handling students. Students are sometimes… They can view the professors or instructors' subjectively." (Instructor F – Phone Interview – June 17, 2020)

On the other hand, they expressed balance on their expectation vs. reality experiences in terms of social

climate. Some also shared matches on themes such as professional conduct and harmonious relationship with co-workers. Regarding professional conduct, participants agreed on having experienced the maturity of colleagues in their working environment and that small misunderstandings can be easily settled. The theme on matched expectation and reality about harmonious relationship with co-workers emerged from the participants' responses, that good relationship is present at work and there is a friendly environment despite some misunderstandings. In relevance to Theory of Work Adjustment, as cited by Dahling and Librizzi (2015), noted that the interaction of an individual and a work environment conceptualizes work experiences are predictors of adjustment in a new work setting.

To wrap up, data on expectation vs. reality experiences of beginning college instructors, showed that most of the mismatched expectation vs. reality experiences of beginning instructors were concerned with workload, specifically referring to the teaching tasks of an instructor. While there was a match on teaching-related issues that are technical such as the contract, teaching guides or syllabi, and assistance for colleagues. According to Janib et al. (2021), there is a need to review and reduce excessive workload as workload has an influence to job satisfaction and teaching staff achievement. This means that imbalance in work load is really a cause of stress among teaching staff. In the Philippines, workload is an issue, especially to basic education teachers. Orlanda-Ventayen and Ventayen (2021), associated the stress and depression level of teachers to workload. This means that beginning college instructors must be equipped with readiness on the demands of teaching tasks such as familiarizing themselves to current and new application of technology to teaching and learning, effective time management skills, creativity and flexibility to carry out ancillary tasks and systematic documentation of teaching-related files. The specialization of a teacher must be highly considered in giving teaching loads in order to make teachers more productive as facilitators of learning. Hosain (2016) also suggested that less workload must be given to beginning instructors in order to allow them to allocate more time in research and training.

Considering the different aspects in which beginning college instructors' expectations matched or mismatched with their actual experience, two primary concepts were implied. First, beginning college instructors were not surprised on aspects that were technical/standard, ethical and somehow controllable such as employment contract, teaching guides, pursuing graduate studies, and the ethical considerations while working with students and colleagues. Second, beginning college instructors tended to have mismatching expectations on uncontrollable and diversity-related aspects such as the daily classroom instructions, the daily work tasks, changing demands on teaching skills, and personality and performance differences among colleagues and students.

2. To investigate the inputs of the findings to New Employee Development (NED) program for beginning instructors in higher education

Based on the wrap-up of the expectation vs. reality experiences of beginning college instructors, it provides inputs for New Employee Development (NED) program. It is important to focus on the aspects that mismatch with the expectations of the new employees. For organizations to make employees their greatest asset and for retention purposes, motivation should be a priority (Badubi, 2017). The importance of motivation in job satisfaction is vital for the achievement of organizational goals and objectives and to the success of new employee development. It does not merely mean putting pressure on the employer or school administration to meet their new instructors' expectations. However, the result of this study revealed that beginning college instructors are prepared for the obvious but were surprised by conditions that are changing and diverse. Their sense of idealism evident in their expectations vs. reality experiences can somehow provide school administrators with what is supposed to be ideal and of quality. According to Tanjung (2020), the functions of Human Resource Management (HRM) must be optimized in order to achieve the needs regarding the goals of both the individuals and the organization. There are various practices of implementing New Employee Development (NED) program in different colleges and university. New employee orientation and trainings, on-boarding programs, and peer-mentoring are the common terms associated to NED. However, there is no one-size-fits-all NED program. Empirical data can provide important basis for successful NED and HRM practices, this study specifically provides inputs regarding roles of organization's people, work readiness, and the role played by teacher education institutions.

First, new employee development of beginning college instructors is not a sole responsibility of school management and higher education human resource

officers. Successful transition of beginning college instructors to different stages at work is a product of combined effort among the novice instructors, colleagues, school administrators, and academic staff as well as the teacher education institutions or other higher education institutions producing potential new employees. Bilal et al. (2019) explains that faculty development is equipping educators with tools and consolidating their core knowledge within the support program of the institution. Second, beginning college instructors must not be limited to being guided by their sets of expectations as they perform their new roles and teaching tasks. The implications of their expectations versus reality experiences must be interpreted based on the real-life context in school environment, diversity of students and colleagues, school' visions and goals, employer's expectations, and their readiness for work. Masole and van Dik (2016) found out that emotional intelligence and psychological capital have significant relationship with work readiness. Work readiness has a direct relationship with internship experiences, family environment, and self-efficacy (Nurlaela et al., 2021). Soft skills like optimism towards work, openness to learn, and social skills with new colleagues is a key factor in order for young people to be ready for work (Rocket Science UK Ltd, 2019). Transitioning to new work environment also depends on their active engagement in the new employee development's formal and informal learning activities as well as their self-assessment of their skill sets, needs, and readiness.

Finally, higher education institutions producing employees and work force for teaching and for industry play a great role in new employee development by considering studies conducted regarding the needs assessment of new graduates and novice employees. They can better produce graduates who are work-ready when experiences of beginning employees on actual work environment and work demands are considered in curriculum and internship programs.

Conclusions

The expectation vs. reality experiences of beginning college instructors in their workplace include: (1) Workload: There were mismatches between the expectations and reality as experienced by the research participants on the aspects of knowledge acquired versus knowledge required, instructors duties and responsibilities – that being a college instructor is not only about teaching but there are other related tasks, the time that was demanded to work (either on or off the school campus), the gravity of the teaching tasks and the teaching loads. While the experiences participants found matching were the help and guidance from colleagues, the terms and conditions/contents of the signed contract and the applicability of teaching guide (e.g. syllabus) in creating understanding of course expectations; (2) Instructional Management: The expectation and reality on students' regards and respect to their instructors matched. While mismatches occurred on the aspects of classroom management, students' performance and student discipline; (3) Professional Growth: The participants expectation and real experiences mismatched on the aspects of internal motivation for profession growth and required competencies in teaching while there was a match on the aspects of pursuing graduate studies and continuous learning through flexible learning activities; and (4) Social Climate: There were mismatches on impressions among colleagues, collaboration and socialization with colleagues, and socialization with students while their expectation matched with the reality in terms of professional conduct and harmonious relationship with co-workers. Most of the mismatched expectation vs. reality experiences related to the workload domain. A conclusion was made that beginning college instructors have matched expectation vs. reality experiences on the aspects that are controllable, ethical, and technical/standards while mismatched on aspects that are uncontrollable and diversity-related. For New Employee Development (NED) program, the study specifically provides inputs regarding roles of organization's people, work readiness, and the role played by teacher education institutions. It was implied by the results that positive or negative experiences in workplace of new employees as well as addressing the matches and the mismatches in their early stage at work must be taken into consideration in helping new employees to adjust, advance and engage to the new work environment. The success of new employee development to make beginning college instructors productive and well-adjusted even in the initial teaching year depends on collaborative effort of the school management, colleagues, higher education institution and the new employees themselves.

Suggestions

Human resource management team of an educational institution must review and revisit their on-boarding programs and new employee development

programs. As there is no one-size-fits all program that best fits all new college instructors, it is important that school management consider experiences of new instructors and utilize research-based data in the planning, designing, implementing, and evaluating the new employee development program. Based on the results of this study, the following specific practices can be applied by human resource management and school administrators: (1) Expectation management mechanism and work-readiness workshop can be part of on-boarding program for new employees. (2) Team building activities such as recollections and retreats must be regularly conducted to promote understanding of individuality among employees, thereby improving their social relationship. (3) Professional growth of new instructors can be supported by reasonable work tasks to give them time for research and to adjust. (4) Consultative planning for on-boarding program can also be participated by new employee. (5) Colleagues-coaching mechanism can be utilized to support beginning college instructors. (6) Continuous trainings and upskilling regarding trends in classroom management and technology application must be supported. Additionally, future related research may focus on teaching frameworks for beginning college instructors, career path for new instructors, and new employee development program in the context of the COVID-19 pandemic.

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