Implementation of the Faculty Development Programs

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Abstract

This study determines the level of implementation of the Faculty Development Programs in Surigao del Sur State University. Specifically, it sought to answer the following questions: What is the profile of the respondents in terms of: Age, Position/Academic Rank, Campus, Years in Service, Highest Educational Attainment and Status of Appointment; What is the level of implementation of the Faculty Development Programs in Surigao del Sur State University (SDSSU). It is perceived by the faculty in terms of: The Modified Non-Inbreeding Faculty Development Program, Lateral Entry, Research and Development, Community Services and Extension, Industry Immersion, Local and Foreign Exchange, Continuing Professional Development, Assistance for Thesis and Dissertation and Short-term Training abroad; Is there a significant difference in the perception of the faculty as to the level of implementation of faculty development programs when grouped by campus?; What are the challenges met in the implementation of faculty development programs of SDSSU as perceived by the faculty?; Is there a significant difference in the challenges met in the implementation of faculty development programs as perceived by the faculty when grouped by campus?; Is there a significant relationship between the profile of the respondents and the level of implementation of the faculty development programs?; Is there a significant relationship between the profile of the respondents and the challenges met during the implementation of the faculty development programs? And What intervention program can be proposed based on the findings of the study? The respondents are the one hundred sixty-nine faculty holding the permanent and temporary permanent positions of SDSSU. A validated questionnaire served as the instrument of the study wherein the researcher itself personally conducted the study to the six campuses of the university during the academic year 2018-2019.

The findings of the entire study revealed that 34 percent of the respondents are in the ages of 31 to 40 years old while 31 percent are 20 to 30 years old. Sixty-four percent (64 percent) of them are Instructor 1-3 while only 2 percent belonged to Professor 1-6. As to the educational attainment, 42 percent of the respondents are Master's degree while 17 percent were enrolled in doctorate subjects. 63 percent of them were in 1-10 years of stay in the university as a permanent employee of the university. As to the implementation of the Faculty Development Programs, respondents perceived that the Modified Non-inbreeding Policy, Research and Development, Community Services and Extension, Industry Immersion and Continuing Professional Development Programs as Frequently Implemented with the total mean of 3.46. Lateral Entry Program rated as Implemented by the respondents with a total of 3.24 while the Development Programs implemented the Local and Foreign Exchange Program moderately. With regards to the challenges met by the respondents in the implementation of the Faculty Development Programs, respondents admitted that they experienced stress due to

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overloaded designations, uncomfortable work environment and personality differences among faculty some of the time.

It is concluded that most of the respondents are able to handle and care all the academic matters of the students since they were ahead as to age and experience in life. They belong to the lowest rank in academe since most of them are still in the entry level positions. They are academically advanced and competitive to their specific field of disciplines, long years of experience in teaching and productive in work since they are stable and eligible to receive the different benefits coming from the National Government. Also, it manifested the Faculty Development Programs such as Modified Non-inbreeding Policy, Research and Development, Community Services and Extension, Industry Immersion and Continuing Professional Development Programs to the six campuses. Thus, respondents were able to enjoy and experience the benefits offered of the said FDPs such as they were sent to advance training and education to other institutions to gain insights and learnings, build strong linkages with the stakeholders, etc. Only that the Local and Foreign exchange program should be given attention by the administration to improve and made known to the faculty the kind of program. Lastly, respondents felt burdened and uneasy to work since they were loaded with responsibilities and works to accomplish aside from teaching the students. The program designated them with the positions that pressured them in beating the deadlines on reports and accomplishments. Lacking classrooms also to cater the total students of the university contributed to them being uncomfortable and dissatisfied in work setting.

Introduction

The Faculty Development Program (FDP) was a stand-alone educational pedagogy in fostering knowledge and professional skills of faculty (Bilal, Salman, & Chen, 2017). Creation of an FDP can aid in the formation of best instructional practices and increase the competency of faculty in meeting the challenges of educating students (Schmitz, 2000). Well-designed faculty development programs can enhance the quality of teaching of faculty members and enable them to work more effectively (Prachyapruit, 2001). Hence, this study aims to determine the level of implementation of the FDPs in the SDSSU since it is one of the institutions in Caraga region where the administration prioritized the academic excellence and competence on the faculty members.

Faculty Development defined as all of such activities such as seminars, conferences and individual counseling carried out in a particular discipline in instructional, personal and institutional areas and fields by a higher education institution for the instructor to do. It includes assistance and consultation, sabbatical leaves, and career planning. Also, faculty development facilitates the professional, personal, organizational and instructional growth of faculty and faculty members. It promotes improvement in the academy in large part through helping individuals to evolve, unfold, mature, grow, cultivate, produce, and otherwise develop themselves as individuals and as contributors to the academy's mission (Watson, 2000). In this respect, the aim in the activities for the Faculty Development held by Higher Education Institutions is to increase the development and effectiveness of the faculty members in the areas of education and research.

Guided by the university vision as a leading glocal university, a relevant and sustainable faculty development that nurtures and competencies and professionalism is imperative. SDSSU Faculty Development Program focuses its priority disciplines where it has a competitive advantage over other HEIs in the region namely: Teacher Education, Business and Management, language, Biology, Engineering and IT, Fisheries, Mathematics, Agriculture and Forestry. However, the faculty qualifications in some of these areas are still below expectations relative to the CHED order. Thus, the Faculty Development Program is the university's intervention to fast track the development of the potential human resources in the identified disciplines.

The usual way to enhance the faculty qualification is to send the faculty members for advanced study in other universities locally or abroad. Faculty members are encouraged to avail the Faculty Scholarship Programs of CHED and other external funding institutions. Institutional Scholarship Grants are still available based on the existing rate of the university. Moreover, the researcher proposes a plantilla position for the University Partnerships Manager so that the university can establish academic collaborations to a national and foreign university for faculty exchange. A designation of an HRDM faculty as a Training and Development Officer is another initiative to consider by the administration to enhance the skills of the faculty and sustainable monitoring of its performances.

Theoretical/Conceptual Framework

Faculty Development Program (FDP) of SDSSU comprises nine activities namely the Modified Non-Inbreeding Faculty Development Program, Lateral Entry, Research and Development, Community Services and Extension, Industry Immersion, Local and Foreign Exchange, Continuing Professional Development, Assistance for Thesis and Dissertation and

Short-term Training abroad. These activities helped the faculty members to improve their capacity to become more effective instructors as well as to perform other components of their multi-faceted tasks. It is a tool for improving the educational vitality of our institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence.

As cited by Mulder (2017), this study anchors on theory initiated by Professor Elton Mayo's Hawthorne titled "Human Relations Theory" which implies that if employees receive attention and are encouraged to participate, they perceive their work has significance, and they are motivated to be more productive, resulting in high quality work. Accordingly, the human relations management theory is a researched belief that people desire to be part of a supportive team that facilitates development and growth. Throughout the 20th century, management systems became more human-centered, emphasizing the capacities of individuals to act autonomously and creatively and gearing management toward bringing out the potential of the people they employ. Human relations management theories in other words emphasize the importance of aligning the needs of the workers with the needs of the company and adopting policies aimed at their mutual benefit.

Also, Frederick Herzberg, a behavioral scientist, proposed another theory titled "Two-factor theory", which emphasized that there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Motivational factors include: Recognition, Sense of achievement, Growth and promotional opportunities, Responsibility and Meaningfulness of the work are needed to motivate employees to a higher performance level. As cited by Kuijk (2018), the Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. The theory emphasizes job-enrichment to motivate them. The job must utilize the employee's skills and competencies to the maximum. Focusing on motivational factors can improve work-quality.

According to Dininni (2017), the management theory of Rensis Likert titled "Rensis Likert's Participative Decision Making (PDM) Theory" brought a new dimension to organizational development theory. The Likert system made it possible to quantify the results among the various theorists had been doing with group dynamics. The Likert theory also facilitated the measurement of the "soft" areas of management, such as trust and communication. As cited by Clayton (2016), Participative management suggests that supervisors with strong worker productivity tended to focus on the human aspects of problems while creating teams that emphasized high achievement. In other words, these supervisors were employee centered and believed that effective management required treating employees as humans and not just worker bees. He contends that "highly effective work groups linked together in an overlapping pattern by other similarly effective groups" will make use of the human capacity.

About the theories mentioned, the researcher made the dependent and independent variables used in the study. On the schematic diagram, the first box showed the respondents' profile as to age, position/academic rank, campus, years in service, highest educational attainment and status of appointment. The Second box reflected the level of implementation of the Faculty Development Programs in the Surigao del Sur State University as well as the different challenges met by the respondents. The last box suggested the intervention programs based on the findings of the study.
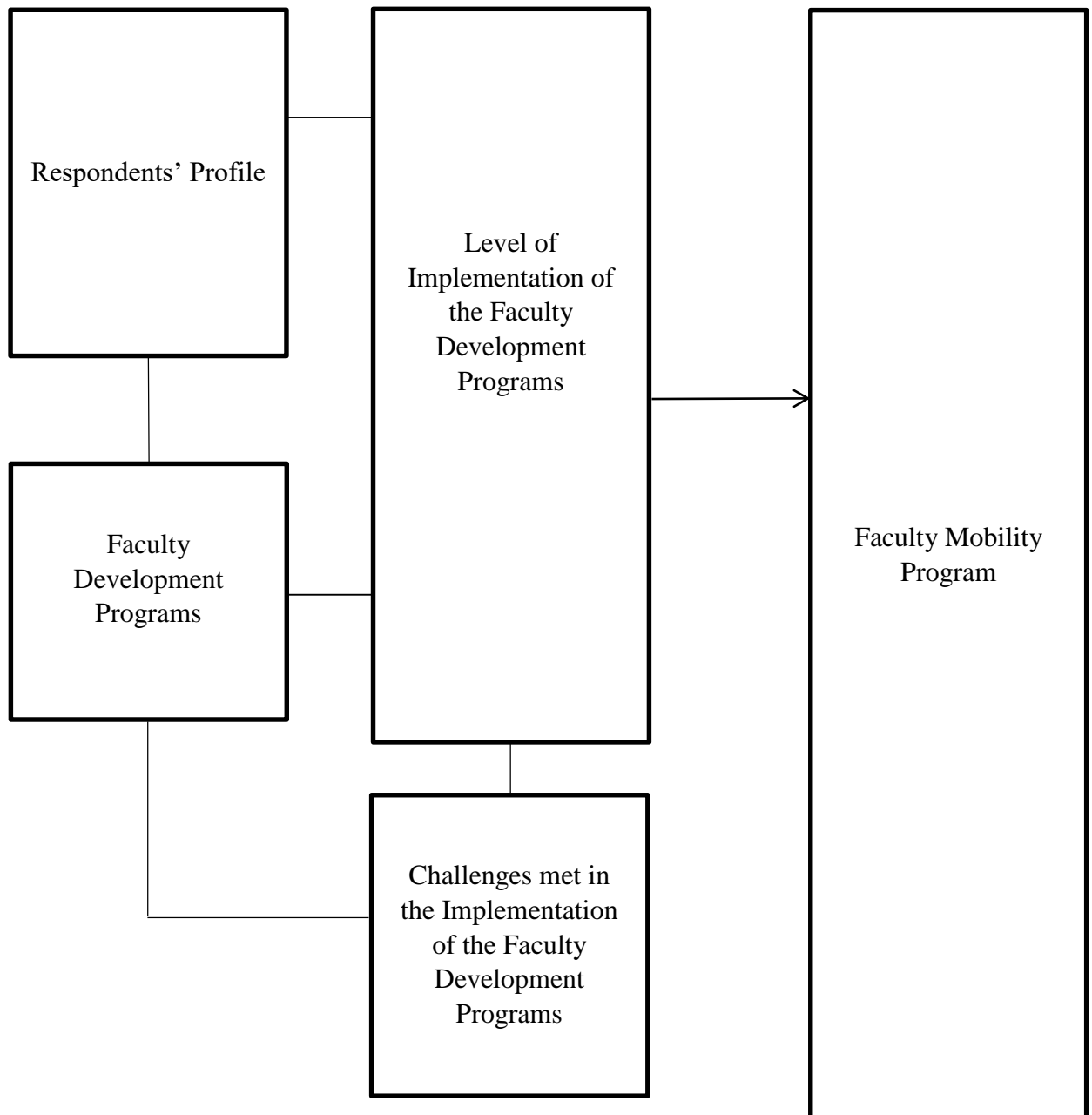
Figure 1 Schematic Diagram of the Study.

Methodology

This study used the descriptive method of research as a tool in conducting the investigation. According to Koh and Owen (2000), descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description. The relationship between variable using effect statistics, such as correlations, relative frequencies, or differences between means is also considered (Hopkins, 2000).

The researcher conducted the study in the six campuses of the Surigao del Sur State University in the Province of Surigao del Sur. Accordingly, SDSSU, formerly Surigao del Sur Polytechnic State College (SSPSCC), achieved its status as a university through Republic Act 9998 signed on February 22, 2010. The mandate of the university is primarily to provides advanced education, higher technology, professional instruction and training in trade, fishery, agriculture, science, education, commerce, engineering, forestry, nautical courses and other related fields. It shall also undertake research and extension services and provide progressive leadership in its areas of specialization (Congress of the Philippines, 2009).

In this study, the respondents are the one hundred sixty nine permanent and temporary permanent faculty members of the Surigao del Sur State University. Sloven's formula was used to identify the respondents per campus.

The researcher used the researcher-made questionnaire as an ultimate and vital tool to get the data needed. It was validated by the three experts named Dr. Florife O. Urbiztondo, Vice President for Academic Affairs and Finance of the SDSSU, Dr. Maria Lady Sol A. Suazo, Research Head of the Tandag Campus and Mr. Roel T. Lim, Human Resource Management Officer.

As to the interpretation and analysis of the data gathered, statistical tools were applied in the study. Simple percentage used to determine the profile of the respondents as to age, Position/Academic Rank, Campus, Years in Service and Highest Educational Attainment. Weighted mean to determine the level of implementation of the Faculty Development Programs and One-way Analysis of Variance (ANOVA) to determine the relationship of more than two independent groups in the study.

Results and Discussion

Table 1 Respondents' Demographic Profile.

Age	Age Bracket	Campuses						Over-all Frequency	Percentage
		Cantilan	Cagwait	San Miguel	Lianga	Tagbina	Tandag		
	20 to 30	6	1	3	5	7	30	52	31%
	31 to 40	11	5	6	2	8	25	57	34%
	41 to 50	7	2	1	5	2	11	28	17%
	51and up	14	2	0	7	3	6	32	18%
TOTAL		38	10	10	19	20	72	169	100%
Academic Rank	Instructor 1-3	17	7	7	9	14	54	108	64%
	Assistant Professor 1-4	6	3	2	6	6	8	31	18%
	Associate Professor 1-5	15	0	0	3	0	9	27	16%
	Professor 1-6	0	0	1	1	0	1	3	2%
TOTAL		38	10	10	19	20	72	169	100%
Educational Attainment	With Master Units	4	2	2	5	6	18	37	22%
	Master's Degree	20	7	2	6	6	30	71	42%
	With Doctorate units	6	1	4	5	5	7	28	17%
	Doctorate	8	0	2	3	3	17	33	19%
TOTAL		38	10	10	19	20	72	169	100%
Years in Service	1 to 10 years	17	7	4	9	12	57	106	63%
	11-20 years	5	1	5	2	4	9	26	15%
	21-30 years	11	1	0	5	3	4	24	14%
	31-40 years	5	1	1	3	1	2	13	8%
TOTAL		38	10	10	19	20	72	169	100%
Status of Appointment	Temporary Permanent	4	2	2	4	6	18	36	21%
	Permanent	34	8	8	15	14	54	133	79%
TOTAL		38	10	10	19	20	72	169	100%
Status of Appointment	Temporary Permanent	4	2	2	4	6	18	36	21%
	Permanent	34	8	8	15	14	54	133	79%
TOTAL		38	10	10	19	20	72	169	100%

The data revealed that the modal age among the respondents fell in the ages of 31 to 40 years old which comprises 34 percent of the total sample while 31 percent are 20 to 30 years old. Sixty-four percent (64 percent) of them are Instructor 1-3 while only 2 percent belonged to Professor 1-6. As to the educational attainment, 42 percent of the respondents are Master's degree while 17 percent in doctorate subjects. 63 percent of them were in 1-10 years of stay in the university as permanent employee of the university.

This result implies that most of the respondents are able to discern on the instrument used in the study and able to handle and care all the academic matters of the students since they were ahead as to age and experience in life. They belong to the lowest rank in academe since most of them are still in the entry level positions. They are academically advanced and competitive to their specific field of disciplines, long years of experience in teaching and productive in work since they are stable and eligible to receive the different benefits coming from the National Government.

Table 2 Level of Implementation of the Faculty Development Programs.

DESCRIPTION	OVERALL MEAN	ADJECTIVAL RATING
2.1 Modified Non-Inbreeding Policy	3.63	Frequently Implemented
2.2 Lateral Entry	3.24	Implemented
2.3 Research and Development	3.82	Frequently Implemented
2.4 Community Services and Extension	3.91	Frequently Implemented
2.5 Industry Immersion	3.46	Frequently Implemented
2.6 Local and Foreign Exchange	2.52	Moderately Implemented
2.7 Continuing Professional Development	3.62	Frequently Implemented
Overall Mean	**3.46**	**Frequently Implemented**

The table showed that most of the respondents perceived the Community Services and Extension as Frequently Implemented with the total mean of 3.91 while the Local and Foreign Exchange Program was Moderately Implemented with the mean of 2.52. It means that respondents were experienced to work with local communities, government units and civil society organizations to solve real life problems, reloading in every extension services involvement and assistance to extension proposals is evident. They were able to help in preserving indigenous cultures through implementing and developing projects and there is strengthening institutional ties and network with other regional, national and international educational institutions. In other words, this program is widely evident and experienced by the respondents since some of them were extension coordinators and heads.

As to Local and Foreign Exchange Program, the result implies that most of the respondents were not able to participate as visiting professors in other universities, academic collaboration with foreign universities is less evident, international fellowship for the faculty, and only a few of them were in short-term overseas training. It means that the administration of the university need a strategic plan to make this program widely practiced in the six campuses specially that the university is aiming global competitiveness.

Table 3 Significant Difference in the Level of Implementation as Perceived by the Faculty When Grouped by Campus.

Sources of Variation	Computed F	P-value	Decision	Conclusion
Level of implementation of the Faculty Development Programs when grouped by campus	5.07	0.000	Reject Null hypothesis	Highly Significant

Based on the table, the p-value is equal to 0.000 which is higher than the level of significance of 0.05. It denotes that there is highly significant difference in the level of implementation of the Faculty Development Programs as perceived by the faculty when grouped by campus. It implies that there is a different mode of implementation relative to the Faculty Development since each campus is headed by different campus directors.

Table 4 Challenges Met in the Implementation of the Faculty Development Programs.

CHALLENGES	OVERALL MEAN	ADJECTIVAL RATING
1. There is a shortcoming on the administration as to planning and organizing the implementation of the FDP in the six campuses of the university.	2.88	Some of the time
2. There is a scarcity of fund/budget to support the FDP implementation.	2.66	Some of the time
3. There is weak monitoring and evaluation of performance of the faculty members by supervisors.	2.50	Seldom
4. There is inadequate support and supervision of college deans/administrators towards their faculty.	2.44	Seldom
5. There is poor communication of information due to slow internet connection in the university.	2.84	Some of the time
6. Supervisors showed one-sidedness among their faculty members.	2.33	Seldom
7. More work requirements assigned to the faculty.	2.88	Some of the time
8. Empathy and rapport among the faculty is not noticeable in the workplace.	2.60	Some of the time
9. Maturity and exposure of faculty members to seminar and workshops is not given priorities by the management.	2.16	Seldom
10. Hazards and alarming work environment is felt by the faculty members.	2.17	Seldom
11. Stress due to overload designations, uncomfortable work environment and personality differences among faculty.	2.91	Some of the time
12. Insufficient performance of the faculty is evident in the workplace.	2.40	Seldom
13. There is lack of preparation to carry out the functions required in the workplace due to multiple tasks given to a faculty.	2.50	Seldom
14. Cultural differences resulted to division and low mutual trust among the faculty members.	2.48	Seldom
15. Non-implementation of policies and applicable laws.	2.39	Seldom
Overall Mean	**2.54**	**Some of the time**

Based on the table, the biggest challenge encountered by the respondents in the implementation of the Faculty Development Programs was the Stress due to overload designations, uncomfortable work environment and personality differences among faculty, which has a mean of 2.91 with the description of some of the time. It means that respondents felt burdened and uneasy to work since they were loaded with responsibilities and works to accomplish aside from teaching the students. The obligations pressured them in beating the deadlines on reports and accomplishments. Also, lacking classrooms to cater the total students of the university contributed to them being uncomfortable that leads them to being unproductive in work some of the time.

Table 5 Significant Differences in the Challenges Met in the Implementation of Faculty Development Programs When Grouped by Campus**.**

Sources of Variation	Computed F	P-value	Decision	Conclusion
Challenges met in the implementation of Faculty Development Programs when grouped by campus	0.6	0.698	Failed to reject null hypothesis	Not Significant

The table shows that the p-value is equal to 0.698 which is higher than the level of significance of 0.05. It means that there is no significant difference between the challenges met by the respondents in the implementation of Faculty Development Programs when grouped by campus. Respondents reported that they met the same challenges regardless of what division they belong under the different campus directors.

Table 6 Significant Relationship between Profile and the Level of Implementation of Faculty Development Programs**.**

Variable Tested	Computed r	P-value	Decision	Conclusion
Age	0.009	0.955	Failed to reject null hypothesis	Not significant
Educational Attainment	0.152	0.361	Failed to reject null hypothesis	Not significant
Academic Rank	0.112	0.504	Failed to reject null hypothesis	Not significant
Years in Service	0.07	0.676	Failed to reject null hypothesis	Not significant
Appointment Status	0.722	0.028	Reject Null Hypothesis	Significant

The table above shows that the age, educational attainment, academic rank and years in service have p-values that are greater than the level of significance of 0.05. Thus, it failed to reject the null hypothesis. It means that it is not significant to relate the profile and the perceived level implementation of the Faculty Development Programs since it provides no causation between them. On the other hand, the respondents' appointment status and the level of implementation of the FDP is significant to relate since its p-value is less than the level of significance. It implies that the status appointment affects the implementation of the FDP on every campus.

Table 7 Significant Relationship between Profile and the Challenges Met in the Implementation of Faculty Development Programs**.**

Variable Tested	Computed r	P-value	Decision	Conclusion
Age	0.111	0.507	Failed to reject null hypothesis	Not significant
Educational Attainment	0.7	0.678	Failed to reject null hypothesis	Not significant
Academic Rank	0.229	0.168	Failed to reject null hypothesis	Not significant
Years in Service	0.235	0.155	Failed to reject null hypothesis	Not significant
Appointment Status	0.004	0.981	Failed to reject Null Hypothesis	Not Significant

The table shows that all the variables tested such as age, educational attainment, academic rank, years in service and appointment status have p-values that are greater than the level of significance of 0.05; thus, it failed to reject the null hypothesis. It means that the profile and the challenges met in the implementation of Faculty Development Programs are not significant to relate to each other since the respondents encountered challenges such as stress and overload designations regardless of their profile.

Conclusions

Most of the respondents are matured and able to handle and care all the academic matters of the students since they were ahead as to age and experience in life. They belong to the lowest rank in academe since most of them are still in the entry level positions. They are academically advanced and competitive to their specific field of disciplines, long years of experience in teaching and productive in work since they are stable and eligible to receive the different benefits coming from the National Government.

Also, the officers manifested the Faculty Development Programs such as Modified Non-inbreeding Policy, Research and Development, Community Services and Extension, Industry Immersion and Continuing Professional Development Programs to the six campuses. Thus, respondents were able to enjoy and experience the benefits offered of the said FDPs such as they were sent to advance training and education to other institutions to gain insights and learnings, build strong linkages with the stakeholders and etc. Only that the Local and Foreign exchange program should be given attention by the administration to improve and made known to the faculty the kind of program.

Lastly, respondents felt burdened and uneasy to work since they were loaded with responsibilities and works to accomplish aside from teaching the students. The obligations pressured them in beating the deadlines on reports and accomplishments. Lacking of classrooms also to cater the total students of the university contributed to them being uncomfortable and dissatisfied in work setting.

Recommendations

The researcher recommended the following based on the findings and conclusions:

- SDSSU administration may conduct more training and seminars for faculty to develop their skills and knowledge since most of them are still in the entry level position.

- SDSSU administration will continually hire professors from the other universities to sustain the Non- Inbreeding Program and establish academic collaboration with local and foreign universities for exchange and short-term overseas training. The researcher also recommended that the university will impose a strict implementation of merit and fitness basis as to the selection of employees in teaching positions.

- The officers may give tolerable assignment to the faculty designees to avoid overlapping of duties so that they can deliver optimal services required from them. Team buildings and workshops may also be relevant to the formation of the faculty's improved competence and performance in the workplace.

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