

Training Needs Assessment of College Faculty: Its Impact on Professional Development and Teaching Motivation

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ABSTRACT

The research aimed to evaluate the training needs of the SMCB college teaching personnel for the quality improvement of seminars and trainings that will be organized and conducted responding to the identified current needs of the teachers. As an aftermath of this assessment survey, the Training Needs Assessment “Action Plan” was formulated to respond to the current needs of the college faculty. Survey results show the areas for improvement in terms of the current level of professional expertise on (1) problem solving and the use of varied technology applications and tools in teaching amid digital disruption; (2) personal needs in terms of developing and maintaining mental and emotional wellness amidst pandemic; and, (3) one’s social skills and financial stability. This study employed a qualitative descriptive research design and had teacher respondents from all the programs. The statistical tools utilized in this study

were frequency counts, ranking, and weighted mean. The study shows that the perceived need of the faculty depends on the number of years in service, age, and educational background. The significant difference between the mean of the group was when the variables were used for continuing education.

Keywords — training needs assessment (TNA), professional development program, digital disruption, information, communication, and technology (ICT)

INTRODUCTION

St. Mary's College of Baliuag assists and supports teachers in their professional growth and advancement. A good faculty development program was conceptualized to address all aspects of professional growth. For this purpose, the Training Need Assessment was done to provide opportunities to improve, and learn new teaching techniques to deliver quality transformative education. Over the past months, the ITC staff and the administration have been working tirelessly to support the academic staff and students to ensure that online distance teaching and learning go as smoothly as possible. Thus, inspired by the innovative spirit of Mother Ignacia del Espiritu Santo, the college department is more than ever challenged to design a more effective, relevant, and comprehensive Teacher Development Program based on the result of the Training Needs Assessment tool that will identify all the areas of training that the college faculty will need. A needs assessment helps discover the unmet needs of the faculty and new opportunity to best serve the constituents. It is a crucial part of decision-making in terms of allocating funds for training, seminar, and further studies to upgrade the academic qualifications of the teaching personnel. Continuous professional development should become an integral part of the academic career path, not a mere 'extracurricular' endeavor, says Mihai (2021).

The importance of continuing education cannot be discounted, as discussed in the paper presented by Corpuz (2013). She conducted the Training Needs Assessment of teachers at DLSU, and she unraveled the importance of continuing education on the part of the respondents' academic discipline, pedagogical methods, and the use of digital apps and tools as priority needs of the teachers, as reflected in the survey.

In some studies, Perines (2020) commented that future teachers consider enriching their training program by offering educational research, ideally from the first years of study (Demircioglu, 2008; MacDonald et al., 2001; Perines, 2020).

According to the Department of Education (DepEd), Training and Development Needs Assessment (TDNA) is the process of identifying the professional development needs of an individual or an organization by determining the gaps between an established set of standard competencies and the present competencies acquired by the target person.

The training Needs Assessment (TNA) of SMCB is the method of determining and evaluating the relevance of the current training need and, if it is not, what type of training is required to fill the gap. The gap between the present status and desired status may indicate problems that, in turn, can be translated into a training need.

Rossett (1987), in her book entitled “Training Needs Assessment,” considers assessment as a systematic study of problems that seek a solution in terms of thorough innovations, strategies, and modalities by integrating data and opinions from varied sources. The purpose of this is to make effective decisions or recommendations on planning the possible steps to do after, to improve the current situation. The author also commented that the purpose of conducting a training needs assessment is to secure information about actual or current knowledge, performance, feelings of trainees, causes, and solutions to their problems.

According to an expert consultant from the United Kingdom, Jones (2021) defines a Training Needs Assessment to be comprehensive, which includes the skills, knowledge, emotional intelligence, and behaviors of all the personnel employed in an organization to develop them effectively. As expounded by Miller and Osinski (2002), the needs assessment is the first step in organizing a training and development program. It is used as a foundation for determining instructional objectives, the selection and design of instructional programs, and the evaluation of the training provided. These processes continue the cycle, which always begins with a needs assessment.

The study conducted by Sicat et al. (2016) tried to assess the faculty’s knowledge and skills in conducting research to formulate a more comprehensive plan and program intervention that would inspire them to develop their research skills, promote research culture and improve the research productivity in the school where they are employed. On the other hand, in her study, Unay (2019) justified that the training needs assessment is an extension program in the different secondary schools in Mondragon, Northern Samar. According to Guevara and Nuqui (2016), the educational sector requires training programs and activities that would fit the roles of the teachers. The responsibilities of education have changed radically as countries transform their educational system

to prepare students to function in today's world of rapid technological change and globalization.

OBJECTIVES OF THE STUDY

This study was conducted for the following reasons: (1) to determine the profile of college faculty concerning the identified prioritized training needs and (2) to incorporate the identified training needs assessment in the formulation of a new program for faculty staff development.

METHODOLOGY

Research Design

The study employed the qualitative descriptive research design. The researchers' self-formulated questionnaire was distributed online to twenty-one respondents in the college department of SMCB, one of the private HEIs in Region III. The GTC staff of the school retrieved and tabulated the data gathered. The descriptive research design was employed in the study to gather both the personal and professional training needs of the respondents. Cash (2020) defines descriptive research design as a research method used to illustrate the characteristics of a population, specifically the teaching professional. The researchers used this method to collect information about the training needs of the college faculty to formulate a holistic plan of action for the faculty development program. The data were treated using the Evaluation Scale designated as follows: (1) Not needed at all; (2) Rarely needed; (3) Needed from time to time; (4) Needed most of the time, and (5) Needed all the time.

Research Site

The study was conducted in SMCB, a private HEI in Luzon Region located in Poblacion, Baliwag, Bulacan. The school was established as early as 1912 and this year will be celebrating the 110th Foundation Anniversary. The school offers the following courses, namely Bachelor of Science in Nursing, Bachelor in Elementary Education, Bachelor in Secondary Education, Bachelor of Science in Information Technology, Bachelor of Science in Hospitality Management, Bachelor of Science in Tourism Management, Bachelor of Science in Business Administration and Teacher Certification Program.

Respondents

The twenty-one respondents during the conduct of study were teachers, either full-time or part-time. They were those who conducted their online classes at that time when the questionnaire was administered to them online by the Guidance staff.

Instrumentation

The researchers constructed a set of questions composed of two (2) sets with a total of 50 items categorized as Professional Needs and Personal Needs. The first part of the questionnaire consisted of the demographic profile of the respondents in terms of age, number of years in service, academic qualification, and employment status. The second part consisted of 15 items referring to questions on Professional Needs and 15 items in terms of Personal Needs.

Ethical Protocol

RESULTS AND DISCUSSION

At the start of the new academic school year, the school administration is required to submit an Annual Faculty Development Plan for Accreditation purposes. Before formulating a plan, the College Dean decided to conduct a survey to gather first-hand information from the college faculty themselves on what training they need to become more effective and relevant in response to the school's vision and mission. Therefore, the Faculty Training Needs Assessment questionnaire was formulated and answered by 21 respondents from the College Department. This was to survey the priority training needs that should be incorporated in the formulation of the Teachers' Staff Development Program for the new school calendar. As emphasized by Brown (2002), training needs assessment is an ongoing process of gathering data from its constituents to determine what training needs exist and what further trainings can be developed to help the organization become more relevant. Conducting a needs assessment is fundamental to the success of a training program. When an institution organizes and implements training without first conducting a needs analysis, this might not guarantee success since the training does not correspond to what the recipients need at the moment.

Evaluation Scale

Needs Urgency Level (Skill level)

- 1 Not needed at all
- 2 Rarely Needed
- 3 Needed from time to time
- 4 Needed most of the time
- 5 Needed all the time

Table 1. Professional Needs

| Professional Needs | Needs Urgency Level | | | | | Total | Rank |
|--------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------|-----------------|
| | 1 st (5) | 2 nd (4) | 3 rd (3) | 4 th (2) | 5 th (1) | | |
| Basic best practices for online instruction | 4 | 5 | 6 | 6 | 0 | 21 | 3 rd |
| Developing critical digital capabilities | 5 | 5 | 4 | 4 | 0 | 18 | 2 nd |
| Importance of empathy-based course design and delivery | 4 | 8 | 4 | 4 | 1 | 21 | 3 rd |
| Developing teachers' digital pedagogical skills | 6 | 3 | 2 | 2 | 0 | 13 | 1 st |
| Interpersonal skills | 4 | 5 | 4 | 4 | 1 | 18 | 3 rd |
| Communications skills | 3 | 5 | 4 | 4 | 1 | 17 | 4 th |
| Collaboration and teamwork | 5 | 4 | 4 | 4 | 0 | 17 | 2 nd |
| Customer service satisfaction | 4 | 5 | 4 | 4 | 0 | 17 | 3 rd |
| Creativity and Innovation | 5 | 7 | 3 | 3 | 0 | 18 | 2 nd |
| Problem-solving | 2 | 5 | 3 | 3 | 0 | 13 | 5 th |
| Organizing TERP classroom | 5 | 4 | 5 | 5 | 0 | 19 | 2 nd |
| Creating a kind and caring classroom | 4 | 6 | 4 | 4 | 1 | 19 | 3 rd |
| The power of the effective class advisory system | 3 | 5 | 5 | 5 | 1 | 19 | 4 th |

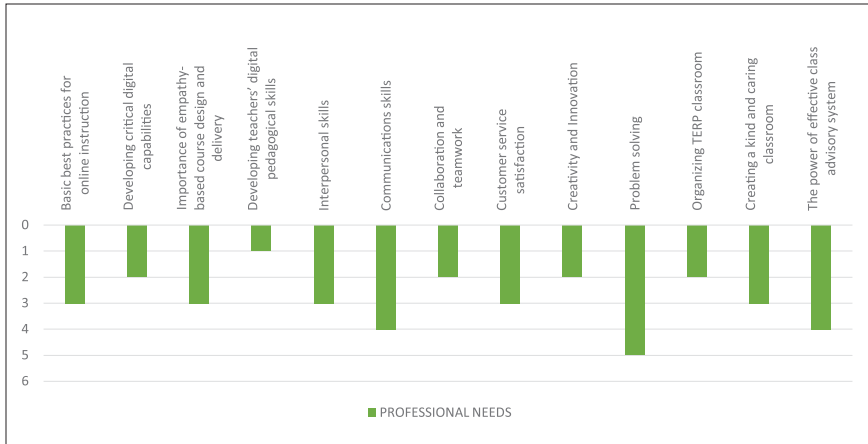


Figure 1. Needs Urgency Level (Skill level)

Among the professional needs identified were problem-solving, categorized as “needed all the time”; communication skills and the power of effective class advisory as “needed most of the time”; and basic best practices for online instruction, the importance of empathy-based course design and delivery, interpersonal skills, customer service satisfaction and creating a kind and caring classroom as “needed from time to time”.

Table 2. Professional Needs

| Area for Training and Development | Needs Urgency Level | | | | | Total | Rank |
|---------------------------------------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th | 5 th | | |
| Personal Needs | | | | | | | |
| Developing one’s social skills | 3 | 9 | 8 | 1 | 0 | 21 | 4 th |
| Coping with challenges of ODL for teachers and students | 4 | 10 | 5 | 2 | 0 | 21 | 3 rd |
| Providing Virtual Coaching | 2 | 10 | 7 | 1 | 1 | 21 | 5 th |
| Maintaining physical health | 6 | 9 | 5 | 1 | 0 | 21 | 1 st |
| Mental and emotional wellness | 5 | 13 | 2 | 1 | 0 | 21 | 2 nd |
| Financial stability | 1 | 13 | 5 | 1 | 1 | 21 | 5 th |
| Managing change | 4 | 11 | 6 | 0 | 0 | 21 | 3 rd |

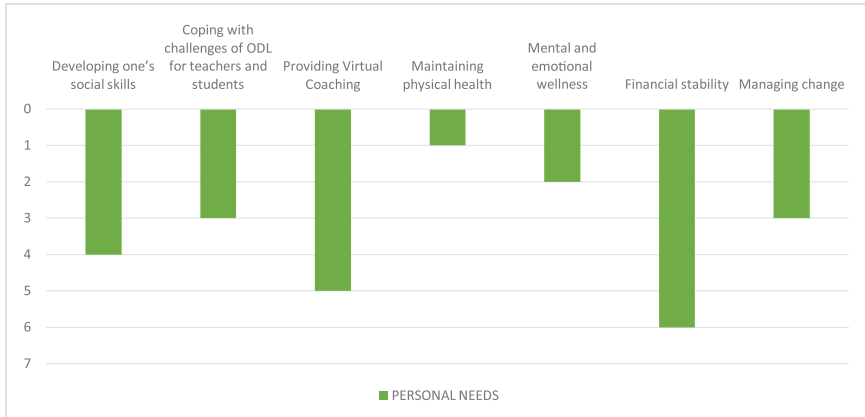


Figure 2. Ability Level (Proficiency Level)

In terms of personal needs identified by the faculty, they specified the areas of providing virtual coaching and financial stability as “needed all the time”; developing one’s social skills, which is “needed most of the time,” and coping with challenges of ODL for teachers and students and managing change categorized as “needed from time to time.”

CONCLUSION

Other than the fulfillment and gratification of the personal and professional needs of the faculty, more than ever, they need mental and emotional wellness, knowing that the school co-workers and administrators recognize their value of being unique individuals and remarkable contributors to the fulfillment of the school’s vision and mission and the continuance of the legacy of Venerable Ignacia del Espiritu Santo.

Therefore, the result of the Training Needs Assessment for the college faculty of SMCB can be valuable material in the formulation of an effective, holistic, and dynamic Faculty Development Program to make them more efficient in the performance of their teaching, mentoring, and coaching roles in the school. As an aftermath of this TNA survey, a Training Action Plan was formulated to respond adequately to the Professional and Personal Needs identified by the college faculty.

RECOMMENDATIONS

As gleaned from the result, the college faculty Training Needs Assessment is categorized into two major areas for training and development focused on Professional and Personal needs. To this effect, those topics chosen by the college faculty should be included as the priority training that will be organized by the school. As recommended by Jones (2019), training needs analysis serves as a major step in developing solutions to assist the employees and the organization in building behavior change and increasing knowledge and retention.

Therefore, based on the results of the training needs assessment of the college faculty, the following recommendations are proposed for thoughtful consideration:

(1) In terms of the *professional needs* categorized as “needed all the time,” is problem-solving followed by “needed most of the time,” which are communication skills and the power of effective class advisory. Both the professional and the personal needs identified by the faculty should be given priority in the choice of organizing seminars, trainings, and workshops.

(2) The aspect of mental and emotional wellness amidst the challenges of this new normal should be considered in terms of providing opportunities to preserve the mental and emotional wellness status of the teaching personnel.

The faculty are free to avail of the numerous webinars and trainings online at their own discretion that would answer their important level of personal needs such as mental and emotional wellness; developing one’s social skills; maintaining physical health; managing change; coping with the challenges of ODL for teachers and students; financial stability and providing virtual coaching.

TRANSLATIONAL RESEARCH

The findings of the study will be disseminated to all the college faculty by presenting the Plan of Action in one seminar where all the identified topics for training will be considered. This TNA Plan of Action will be reported at the end of the school year in the Annual Plan of Action Report, which will also be publicly disseminated. This paper will also be published in the school Research Journal, “The Igniter,” edition 2022, for wider dissemination.

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