



Faculty Development Program of Selected Private Higher Education Institutions in the Province of Albay: An Assessment

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ABSTRACT

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Teaching quality is the foundation of education quality. That is why faculty development is deemed crucial for educational quality and success in the overall educational system. This study assessed the faculty development programs of five selected private higher education institutions (HEIs) in the second and third districts of the province of Albay. A qualitative research design was used, with semi-structured interview and document analysis as tools for data gathering. Findings reveal that (1) the majority of the private HEIs' faculty are only bachelor's degree

holders; (2) the objectives of faculty development program are similar across the private HEIs; (3) faculty performance evaluations are the private HEIs' most used tool for training needs analysis; (4) continuing professional development practices are similar across the private HEIs; while (5) institutional support and return of service provisions vary among the private HEIs. The study also found that the common challenges faced by the private HEIs in their implementation of



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faculty development efforts are time and budget constraints while opportunities most available to support their faculty development programs are the scholarship grants/financial assistance from external sources, industry immersion, and reduced CPD costs with the emergence of online seminars, workshops, and conferences. A faculty development plan was created that may be used by private higher education institutions.

INTRODUCTION

Globalization and technological advancements have added more challenges to higher education, as schools contend with local quality assurance measures and regional and international benchmarks. World and Asia university rankings, program accreditations, quality assessments, faculty and student exchanges, research publications, as well as international networking and linkages, have become essential considerations that are inevitably transforming the academic landscape (Subsuban, 2021). Higher education institutions (HEIs) play an important function within a broad global, national, and local context (Chankseliani et al., 2021). HEIs are considered leaders in teaching and learning, education, and research. Universities and colleges have been regarded as key institutions for social change and economic development due to their primary role in producing skilled manpower for the countries and the world's labor markets.

The academic staff in higher education institutions are the core force, playing a decisive role in ensuring the quality of higher education (Pham, 2021). The teaching personnel account for a major percentage of an educational institution's manpower. To meet the increasing demands of higher education, and to keep up with the changes brought by globalization, it is necessary to pay sufficient attention to faculty development. The enhancement of teacher's quality should be given importance as it relates to sustainable nation-building (Gepila, 2020).

The United Nations' High-Level Panel on the Teaching Profession recommends that countries provide teachers access to quality training and professional development. This, along with 58 other UN recommendations are intended to help countries achieve Sustainable Development Goal 4 (SDG4), which is to ensure universal access to quality education (UNESCO, 2024). Faculty development ensures that teachers enhance their skills and abilities. (Rahman, 2023) It is important because it guarantees that additional learning is progressed and continuous in a structured, practical, and relevant manner. In the realization thereto, faculty development programs or practices must be developed and implemented to enhance the skills of the teaching force necessary in their craft. Moreover, faculty development enables faculty members to perform better

management and leadership roles (Faycho-Bangayan, 2022).

Faculty development program refers to the wide range of activities intended to aid instructors or educators in improving their professional competencies, which are crucial to their performance in various roles, including teaching, conducting research, providing service, and performing administrative duties in the educational context. These are activities specifically created to improve comfort and competence in skills relevant to teaching and learning, leadership and management, and research responsibilities (McGill University, 2023). They can take various forms, such as workshops, seminars, courses, webinars, mentoring, peer observation, coaching, or consulting.

Faculty development is both a responsibility and a privilege of the faculty members of their profession and unique position in the academic landscape (University of the Philippines Diliman Faculty Manual, 2022). The private HEIs, for their part, must commit to providing this privilege to their faculty by ensuring access to special avenues and opportunities for faculty development, such as scholarships, exchange programs, fellowship grants, benefits, and incentives.

According to the CHED AY 2019-2020 statistical report, there are a total of 146 HEIs in the Bicol region, 114 or 78% of which are private HEIs. Of these 114 private HEIs, 29 are situated in the province of Albay – five (5) in the first district, 19 in the second district, and eight (8) in the third district. Despite the significant number of private HEIs, there are not many studies that delve into the private HEIs' faculty development practices.

This study focuses on the faculty development programs of selected private higher education institutions in the province of Albay. It aims to determine the status of the private HEIs' faculty development program (FDP), identify best practices on faculty development, and serve as a benchmarking tool for other private HEIs for the review or creation of their own FDP. This study also aims to serve as a reference for future researchers since only a limited number of local studies tackle this topic. Additionally, this study will contribute to a broader discourse on faculty development of private HEIs and provide insights for policymakers and other stakeholders on supporting these HEIs with their faculty development efforts.

FRAMEWORK

This study is anchored in Gary Becker and Sherwin Rosen's Human Capital Theory, Joseph Juran's Theory of Quality, and Frederick Herzberg's Theory of Motivation. Initially formulated by Becker in 1962 and Rosen in 1976, the Human Capital Theory argues that individual workers have skills or abilities that

they can improve or accumulate through training and education (Xu & Fletcher, 2017). Through their works in economic sciences, they coined the idea of investing in people. This theory allows us to view the link between human labor and productivity and how investing in human capital can enhance the workplace and benefit employees and businesses.

This theory is the primary foundation of the study since teachers are the private HEIs' human capital. Teaching quality is the foundation of education quality. Since teaching quality is a result of teachers' professional quality, advancing teachers' human capital is deemed crucial for educational quality and success in the overall educational system.

Joseph Juran's Theory on Quality posits that to attain quality, it is best to begin by establishing the vision of the organization, along with policies and goals. Conversion of goals into results (making quality happen) is then done through managerial processes - sequences of activities that produce the intended results. Managing quality makes extensive use of three such managerial processes, namely: (1) quality planning, (2) quality control, and (3) quality improvement. These processes are now known as the "Juran Trilogy" (Juran et al., 1999).

The abovementioned theory applies to faculty development as a crucial component of the school's quality assurance and quality management since faculty development programs make use of the three managerial processes by

(1) Planning - with the use of training needs analysis (TNA), taking into consideration the private HEIs' faculty profile based on the faculty's highest educational attainment,

(2) Controlling - by the implementation of faculty development activities, which includes the CPD activities and corresponding institutional support, and

(3) Improvement – made through continuous review, feedback, and re-assessment of faculty's needs.

Herzberg's Theory of Motivation states that there are two dimensions to job satisfaction: "motivation" and "hygiene." Hygiene issues, according to Herzberg, cannot motivate employees but can minimize dissatisfaction if handled properly. In other words, they can only be dissatisfied if absent or mishandled. Hygiene topics include company policies, supervision, salary, interpersonal relations, and working conditions. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaning and personal growth. They are issues such as achievement, recognition, work, responsibility, and advancement. Once the hygiene areas are addressed, said Herzberg, the motivators will promote job satisfaction and encourage production (Syptak et al., 1999).

This theory implies that faculty development efforts are largely influenced

by factors that may or may not be within the control of private HEIs. This also relates to the challenges and opportunities (both personal to the faculty members and institutional) faced by the private HEIs with the implementation of their faculty development program.

The researcher then theorizes that the following features are essential for a faculty development plan to become an effective tool for the HEIs' quality assurance:

Benefits and incentives – considering Herzberg's Theory on Motivation, a faculty development plan should include well-communicated benefits and incentives for the faculty members who engage in faculty development activities. Sufficient and appropriate institutional monetary and non-monetary support should also be included.

Technology-enhanced faculty development activities – faculty development must be adaptive to remain sufficient and relevant with the changing trends and requirements in higher education. Emphasis on learning to use the latest technologies should be given importance.

Systematic faculty development plan – A faculty development plan must be able to provide for goal setting (quality planning), implementation and follow-up (quality control), and feedback on performance (quality improvement).

The theory shall be known as the BTS Theory on Faculty Development, which comes from the initial letters on the features of an effective faculty development plan.

OBJECTIVES OF THE STUDY

This study aims to determine the status of the private HEIs' faculty development program (FDP), identify best practices on faculty development, and serve as a benchmarking tool for other private HEIs for the review or creation of their own FDP. Specifically, this study sought to answer the following objectives: (1) Determine the status of the faculty development program of selected private HEIs in the province of Albay in terms of (a) faculty profile in terms of highest educational attainment, (b) objectives of faculty development program, (c) training needs analysis, (d) continuing professional development, (e) institutional support, and (f) contractual provisions on return of service for scholarship/fellowship grants or similar benefits, (2) identify the challenges encountered by and opportunities present to the selected private HEIs in their implementation of their faculty development program, and (3) propose a faculty development plan that can be adopted by the HEIs.

METHODOLOGY

Research Design

This study is purely qualitative research. Qualitative research at its core asks open-ended questions whose answers are not easily put into numbers such as 'how' and 'why'. Due to the open-ended nature of the research questions at hand, qualitative research design is often not linear in the same way quantitative design is.

A qualitative research design is suitable in this study since it provides a flexible and more in-depth way to assess the HEI's faculty development program, both at the individual and institutional levels, with focus on the participants' actual experience and personal interpretations, rather than just numerical outcomes.

With a qualitative research design, emergent themes are derived from the words or documented experiences of the research participants, through interactive reading and a process of abstraction, which involves creating categories from data collected through documented analysis and interviews.

Participants

The participants of the study are the personnel involved in faculty development efforts of selected private HEIs in the second and third district of Albay. These are usually the Human Resources Officers, Vice-Presidents for Academic Affairs/Deans, and/or other school administrators as applicable. The researcher identified ten (10) private HEIs in the second and third districts of Albay with the largest number of enrollees as respondents but was only able to gather data from the five (5) private HEIs that participated in the study. Two (2) private HEIs disapproved of the researcher's request for data gathering. The other two (2) private HEIs were also not included because they have not yet responded to the researcher's request to conduct the data gathering despite several follow-ups. The remaining HEI were not included because they lacked a faculty development program.

Instrumentation

Semi-structured interviews and document analysis were utilized for data gathering. The researcher used a self-made open-ended interview guide. To test its validity, the researcher requested two administrators from her school to answer the interview questions and then consulted her research adviser for comments and suggestions. The research instrument comprises Part I – Faculty Profile in Terms of Highest Educational Attainment and Part II – Researcher's Interview Guide. Document analysis was also used through the detailed review of faculty

development programs and faculty manuals of the participating private HEIs.

Research Ethics Protocol

Throughout the study, ethical standards were strongly adopted and followed. These ethical considerations were informed consent, voluntary participation and anonymity of the participants, confidentiality of their responses, risk of harm, and member checking.

Data Gathering Procedures

The researcher, having identified the respondent schools, sent letters addressed to the schools' respective presidents to request permission to gather data. The letters are noted by the researcher's Adviser, the Subject Professor, and the Dean of the Graduate School. The distribution of request letters to the ten (10) identified private HEIs took approximately a week while following up for approval of the request took two weeks up to a month.

Upon approval, the researcher scheduled a face-to-face interview with the respondents. Before the start of any interview, an Interview Consent Form is provided to the respondents for them to read and sign. It is stated in the Interview Consent Form that the interview will take at least 20-30 minutes. By signing the Interview Consent Form, the respondents agree that the interview will be recorded through the researcher's mobile phone's sound recorder. The anonymity of the respondents, including the name of the private HEI they represent, was also explicitly assured in the Interview Consent Form.

Some of the respondents, as requested, also provided a copy or allowed the researcher to take pictures of their faculty development program or faculty manual, on the premise that said copies shall only be for the use of the researcher for the research's purpose and shall not be shared with anyone.

Data Analysis

Data were analyzed through the conventional content analysis method. Four of the respondents allowed the interview to be recorded using a mobile sound recorder, while one respondent wrote her response. The recorded interviews were transcribed. After transcription, the researcher read again the responses from the interviewees. The researcher then recognized the themes and sub-themes for each transcribed interview, and the sub-themes were later compared across all interviews.

RESULTS AND DISCUSSION

1. Status of the Faculty Development Program of the Selected Private Higher Education Institutions (HEIs)

This part is provides an assessment on the status of the faculty development program of the selected private HEIs in terms of the following:

(a) Faculty Profile in Terms of Highest Educational Attainment

Table 1
Faculty Profile in Terms of Highest Educational Attainment

Participant	Total number of Faculty	Bachelor's Degree Holder		Master's Degree Holder		Doctoral Degree Holder	
		Number	Percentage	Number	Percentage	Number	Percentage
School A	132	61	46.21	53	40.15	18	13.64
School B	43	12	27.91	17	39.53	14	32.56
School C	65	42	64.62	19	29.23	4	6.15
School D	15	11	73.33	3	20.00	1	6.67
School E	63	45	71.43	14	22.22	4	6.35
Total of All Schools	318	171	53.77	106	33.33	41	12.89

As reported in CHED’s SY 2019-2020 Statistical Report, most private HEIs’ faculty are only bachelor’s degree holders. Although the HEIs put preference on those with master’s/doctoral degrees in terms of hiring full-time faculty members, most of them encounter difficulty in finding qualified applicants, especially for programs with licensure examinations. The exigency for teachers forces them to hire applicants with only a bachelor’s degree. This implies that private HEIs need to increase the number of their faculty with graduate degrees to be more compliant with the requirements of the CHED Memorandum Order No. 40, series of 2008.

(b) Objectives of Faculty Development Program

Table 2
Objectives of Faculty Development Program

School	Objectives of Faculty Development Program
School A	<ul style="list-style-type: none"> • to improve the quality of faculty members • to increase the number of faculty members with graduate degrees earned from top-rate foreign and local universities, • to upgrade employees' competencies in their job functions.
School B	<ul style="list-style-type: none"> • to help faculty members to improve their knowledge and competencies in teaching • to improve teaching skills, attitudes, understanding, and performance of each faculty in the delivery of quality education • for compliance with the requirements and standards set by the Commission on Higher Education (CHED) and accreditation organizations
School C	<ul style="list-style-type: none"> • to improve their teachers' competence.
School D	<ul style="list-style-type: none"> • faculty growth, development, and vitality, • to meet the requirements of the Commission on Higher Education, • to encourage faculty to think reflectively and make an explicit vision and set goals for an effective contribution to the college
School E	<ul style="list-style-type: none"> • to develop essential skills needed to update and broaden the faculty's knowledge in their respective disciplines, • to provide faculty training in digital literacy, • to build a culture for learning based on the school's vision, mission, and objectives, and • to provide aid to faculty who want to pursue graduate studies

The improvement of faculty members' knowledge and competencies as the primary objective of faculty development programs (FDPs) can be observed across all the five private HEIs. Believing that teaching and learning continue to evolve, it can be agreed that teachers must make themselves relevant and responsive to the needs of the students. They cannot simply teach how they were taught, and keeping oneself updated on the current trends and issues in education is a must (Ancho et al., 2021).

(c) Training Needs Analysis

Table 3
Training Needs Analysis

School	Training Needs Identification
School A	<ul style="list-style-type: none">Based on semestral performance evaluation results, recommendations are made by the deans and approved by the faculty development committee.Faculty-initiated requests made through the deans also influence faculty development activities.
School B	<ul style="list-style-type: none">Weak areas from evaluations form the basis for faculty development activities.Faculty members can request specific seminars/training, subject to approval by key officials.
School C	<ul style="list-style-type: none">Training needs are left to the discretion of the deans.Faculty can communicate requests for training/seminars through deans or program heads.
School D	<ul style="list-style-type: none">Training needs are identified solely based on the results of faculty performance evaluations.
School E	<ul style="list-style-type: none">Performance evaluation results and skills assessments (e.g., digital literacy) determine training needs.

From the responses, it can be observed that for identifying areas of improvement or training needs, the most used tool is the faculty’s performance evaluation. In addition, requests for training and development activities are usually initiated by faculty members and are subject to the HEIs’ budgets, priorities, and policies.

(d) Continuing Professional Development

Table 4
Continuing Professional Development

School	CPD Practices
School A	<ul style="list-style-type: none">• Attendance at seminars, workshops, and conferences• Support for graduate studies• Professional Teaching Certification (PTC)• Membership in professional associations• Faculty exchanges• Training for online teaching
School B	<ul style="list-style-type: none">• Attendance at seminars, workshops, and conferences• Support for graduate studies• Membership in professional associations• Research workshops, publications, and incentives• Opportunities to become accreditors
School C	<ul style="list-style-type: none">• Attendance at seminars, workshops, and conferences• Support for graduate studies• Membership in professional associations
School D	<ul style="list-style-type: none">• Attendance at seminars, workshops, and conferences• Support for graduate studies• Membership in professional associations• Retooling seminars at the end of each semester
School E	<ul style="list-style-type: none">• Attendance at seminars, workshops, and conferences• Support for graduate studies• Membership in professional associations• Digital literacy assessment and training

The responses show that all the HEIs practice the following: (1) sending faculty members for training, seminars, workshops, and conferences, (2) providing support for the faculty’s graduate studies. Four of the five HEIs (Schools B, C, D, and E) cover membership fees of their faculty members in professional associations.

The participants’ responses also revealed that research is given poor priority among most HEIs, with only two HEIs (Schools B and D) mentioning research as part of their CPD. Research is one of the major functions in a university that should be nurtured and fostered to advance quality education. The capability of an instructor to conduct research is expedient in addressing the pressing issues in society, starting with the classroom (Perez et al., 2022).

It is also noted that only a few HEIs (Schools A and E) focus on digital literacy training as part of the faculty’s CPD when it is an essential skill for teachers in these times. The (1) development of teachers’ digital pedagogical skills, (2) development of critical digital capabilities, and (3) learning basic best practices for online instruction are the top three professional needs identified by the teachers (Tomas & Tiquia, 2022).

e. Institutional Support for Faculty Development

Table 5
Institutional Support for Faculty Development

School	Support for Graduate Studies	Support for Seminars/ Training/ Workshops/ Conferences	Support for Research	Others
School A	<div>- Scholarship of up to Php 100,000 for those taking up a master’s degree while up to Php 200,000 for those pursuing a doctoral degree that shall cover tuition and other fees, thesis/dissertation is also included</div> <div>- Supplementary boarding allowance of Php 8,000/month</div> <div>- Transportation allowance of Php 2,000/month</div>	<div>- registration fees, meals, accommodation and transportation</div> <div>- sufficient resources for online participation</div>	<div>- none mentioned</div>	<div>- facilities for online learning</div> <div>- payment of membership fees in professional associations</div>

School	Support for Graduate Studies	Support for Seminars/ Training/ Workshops/ Conferences	Support for Research	Others
School B	<ul style="list-style-type: none"> - 25% - 100% tuition fee discount for faculty enrolling in School B's offered programs - tuition fees, books, and two-way fares for scholars studying outside the region - Internet allowance for those with online classes - Thesis grant of Php 25, 000 - Dissertation grant of Php 35,000 	<ul style="list-style-type: none"> - one local, regional, national, and international seminar/workshop or conference for each school year for each qualified faculty - covers registration, accommodation, transportation, and meal allowances - additional seminars/ workshops may be requested but subject to the administration's approval 	<ul style="list-style-type: none"> - research incentives of Php 25,000 for single-authored publications; Php 12,500 for collaborative publications - payment of publication fees - research workshops 	<ul style="list-style-type: none"> - payment of membership fees in professional associations
School C	<ul style="list-style-type: none"> - payment of tuition and other school fees for graduate studies 	<ul style="list-style-type: none"> - covers registration, accommodation, and transportation for off-campus seminars, workshops, or conferences 	<ul style="list-style-type: none"> - none mentioned 	<ul style="list-style-type: none"> - payment of membership fees in professional associations
School D	<ul style="list-style-type: none"> - financial assistance of Php 25,000 for those taking master's and 50,000 for those taking doctoral degrees 	<ul style="list-style-type: none"> - Covers registration, accommodation, and transportation for seminars/workshops/ conferences 	<ul style="list-style-type: none"> - research grant of Php 25,000 	<ul style="list-style-type: none"> - payment of membership fees in professional associations - rest and recreation activities after each semester

School	Support for Graduate Studies	Support for Seminars/ Training/ Workshops/ Conferences	Support for Research	Others
School E	<div>- payment of tuition and other fees of faculty scholar taking up master's/doctoral degrees</div> <div>- teaching load reduction</div>	<div>- Covers registration, accommodation, and transportation for seminars/workshops/conferences</div>	<div>- reduced teaching load for faculty with research writing</div>	<div>- payment of membership fees in professional associations</div> <div>- digital literacy training (Canva, Google Suite, Zoom, Microsoft Office)</div>

Based on the data, it is observable that the institutional support provided by most of the HEIs is anchored in the CPD activities they provide. Schools A and C appear less comprehensive in their support, with a limited focus on research and professional memberships. School B’s institutional support is the most comprehensive, which provides multi-dimensional support - financial assistance, professional development, and research incentives.

School E stands out for its focus on digital literacy and workload adjustments, which address modern educational needs. School D’s emphasis on rest and recreation is unique, including faculty well-being as a part of the overall faculty development efforts. This only shows that institutional support may also refer to non-monetary support that propels employees to perform their responsibilities very effectively and productively (Falola et al., 2020). It may also include reduced teaching load, mentoring and coaching, appreciation and recognition, and better workplace conditions (Sarcino-Almase et al., 2021).

f. Contractual Provisions for Return of Service

Table 6
Contractual Provisions for Return of Service

School	External Scholarship Grants	In-House Scholarship Grants
School A	<ul style="list-style-type: none"> - follows stipulations of the external agency's grant contract - in case of absence of any stipulation, a one-year return of service is required for each semester of scholarship, in case of full-time scholars and one semester of return of service for each year of scholarship for part-time scholars 	<ul style="list-style-type: none"> - return of service is in proportion to the amount of financial assistance received - the amount of financial assistance ranges from Php 20,000 to Php 200,000 while the corresponding years for return of service ranges from one up to 10 years.
School B	<ul style="list-style-type: none"> - follows stipulations of the external agency's grant contract 	<ul style="list-style-type: none"> - the return of service ranges from two to three years for each year of study, depending on the decision of the administration
School C	<ul style="list-style-type: none"> - no documented policy 	<ul style="list-style-type: none"> - no documented policy yet (first-time offering scholarships)
School D	<ul style="list-style-type: none"> - follows stipulations of the external agency's grant contract 	<ul style="list-style-type: none"> - one year of return of service for each year of scholarship
School E	<ul style="list-style-type: none"> - follows stipulations of the external agency's grant contract 	<ul style="list-style-type: none"> - one year of return of service for each year of study paid for by the school

This part reveals the differences in how each of the five private HEIs structure their expectations for faculty members who receive scholarships or financial assistance for graduate studies. However, it was noted that none of the schools have addressed the return of service for faculty attending professional development activities like seminars or workshops, which could be an area for future policy development.

Provisions on required return of service for in-house scholarship grants vary with each HEI. Although it may also be considered their payback time

to the grantors of the scholarship/financial assistance received, HEIs can make improvements to ensure fair and consistent expectations for all faculty members (Pasamanero, 2022).

a. Challenges Encountered in the Implementation of Faculty Development Programs

Table 7
Challenges Encountered in the Implementation of Faculty Development Programs

Challenge/s Encountered		School A	School B	School C	School D	School E
Budget funding	constraints/limited		√		√	√
Time constraints						√
•	Institutional time constraints					
•	Personal time constraints		√			

Budget Constraints/Limited Funding

School B’s participant’s response: “Since funding is limited for those who want to take graduate studies in other schools, the administration gives priority to the faculty in flagship programs or those needed for CHED compliance and accreditation purposes. Although government scholarship grants are available, many faculty members do not qualify due to the age limit imposed by the granting government agency.”

School D’s participant’s response: “Because our school is small, our budget is very dependent on the outcome of our enrollment. We just work our way around this problem by setting priorities and choosing which faculty member will be given the opportunity for faculty development.”

School E’s participant’s response: “Providing training/seminars/workshops is quite costly, so not all faculty members can avail themselves of benefits/incentives for faculty development at the same time.”

School A does not have this barrier since it is a part of a large conglomerate of schools. It has a dedicated faculty development committee to oversee the faculty development program, enough facilities, as well as linkages. Smaller private HEIs like Schools D and E, on the other hand, face unpredictable enrollment turnout, which forces them to operate on a limited budget. Given the limited budget, they can only provide faculty development incentives to selected faculty

members. Systemic barriers, like age limits for scholarships, further exacerbate this challenge.

Funding constraints may bring unequal access to faculty development opportunities, adversely affecting faculty morale. Facing budget constraints for faculty development activities requires honest communication and creativity from the private higher education institution's administration and the faculty. It is important to first acknowledge faculty concerns and emphasize transparency in allocating resources. Private HEIs can work around their budget by prioritizing essential needs and exploring alternative funding sources such as partnerships and grants.

Faculty development requires adequate funding, infrastructure, personnel, and materials to design, deliver, and evaluate quality programs and services. However, many higher education institutions face budget constraints, staff shortages, or outdated facilities that limit their capacity to invest in faculty development.

Time Constraints

School B's participant's response: *"Some faculty members find it hard to make time for further studies due to family responsibilities like child-rearing and caring for sick/aged family members. The workload is another reason why many teachers take extra teaching loads."*

School E's participant's response: *"We can only conduct in-house training/seminars/workshops during summer and semestral breaks so as not to disrupt classes. Also, engaging in activities like research and going to graduate school will require a reduced teaching load for our faculty. For those attending seminars/training out of the town/region, we must make sure that they conduct make-up classes."*

The responses of participants from Schools B and E pertain to time constraints being a hindrance for faculty members to engage in faculty development activities. The response from a participant of School B focuses on personal time constraints, while the response from School E's participant emphasizes institutional time constraints. Personal time constraints from School B's participant highlight the issue of faculty members' work-life balance. Also, taking on extra teaching loads results in faculty members having little time for faculty development, leading to a continuous vicious cycle of overwork and stalled growth opportunities. Hiring additional faculty may help with this challenge. The need to travel and have classes disrupted for faculty development activities (School D) may feel burdensome, discouraging participation. To minimize, if not eliminate, this challenge, the

private HEIs may consider offering more flexible schedules that allow faculty to engage in development activities without overloading their schedules (e.g., virtual seminars and self-paced training modules).

Faculty members often have multiple and competing demands on their time, such as teaching, research, administration, service, and personal commitments. Moreover, faculty development often requires sustained and continuous engagement, which may not fit well with the academic calendar or the faculty workload. Setting an academic calendar that details not only official school days but also days set aside for faculty development would be of help.

b. Opportunities In Support Of Faculty Development Programs

Table 8
Opportunities in Support of Faculty Development Programs

Opportunities Available	School A	School B	School C	School D	School E
Externally funded scholarship grants	√	√	√	√	√
Industry Immersion	√		√		
Availability of webinars and online trainings/conferences		√			√

Externally Funded Scholarship Grants

School A’s participant’s response: “One opportunity I see is the availability of external scholarship grants. In the past we had faculty who were scholars of the CHED K-12 Scholarship Program. We also had faculty members who were scholars of the Department of Science and Technology (DOST) and Fulbright.”

School B’s participant’s response: “Many of our faculty and non-teaching staff are grantees of the CHED Staff and Instructors; Knowledge Advancement Program (SIKAP). In fact, the first batch of our SIKAP grantees just graduated last July 2023.”

School C’s participant’s response: “Although we do not have grantees as of the moment, we are aware of the scholarship grants offered by the CHED.”

School D’s participant’s response: “We have a faculty member who just finished his doctoral degree through the DOST’s scholarship grant. In the past, some of our faculty members could avail themselves of scholarships from the CHED. Also,

a faculty member availed herself of thesis assistance offered by the local provincial government.”

School E's participant's response: *“We have faculty members who are current grantees of the CHED SIKAP. In fact, I was also able to avail myself of the CHED's faculty development scholarship program in the past. It was through the help of CHED that I was able to finish my doctoral degree.”*

The opportunity identified by all the private HEIs interviewed that can help with their faculty development program is the availability of externally funded scholarship programs and financial assistance, especially those provided by the government through the Commission on Higher Education (CHED) or the Department of Science and Technology (DOST).

Any deficiency with the private HEIs' internal funding is compensated by these external grants and financial assistance. However, it poses some limitations such as age limits set for applicants for the grant (as in the case of School B) and the availability of graduate education programs.

Private higher education institutions relying heavily on external grants/scholarships for faculty development might face disruptions once grant availability or government priorities shift, so exploring alternative sources of funding is essential.

Externally funded scholarship grants, especially government-funded ones, are very good leverage for faculty development. This only shows that the imperative for the national government to continue and sustain funding for faculty development is clear (Yee et al., 2022). By addressing limitations and promoting broader reach, HEIs can optimize these opportunities to foster faculty growth and institutional success.

Industry Immersion

School A's participant's response: *“Some of our faculty chose to teach right away after graduation. Some have been teaching for so long they never get exposure in the industry. That's why in the past, the Commission on Higher Education created the industry exposure program for them to assess the relevance of their classroom teaching to the current industry trends and jobs.”*

School C's participant's response: *“We have industry partners like hotels and hospitals, so our teachers are also always included in the students' immersion programs.”*

School A demonstrates a reactive approach, treating industry immersion as a corrective measure for faculty members who lack industry experience rather than having it as a regular part of its faculty development efforts. School C, on the other hand, takes a proactive approach by having industry partners and including the faculty in its students' immersion programs.

School A's reliance on CHED initiatives for faculty industry immersion demonstrates the lack of its own structured immersion program. The other private HEIs should follow School C's example of having partnerships in the industry.

Regular industry exposure, rather than one-time immersion programs, would ensure sustained relevance in classroom teaching. Cultivating strong long-term partnerships with industry players will ensure immersion opportunities. These partnerships may also involve collaborative projects/ventures, faculty internships, and guest lecturing with industry experts.

Industry immersion is a crucial aspect of faculty development, particularly for educators lacking practical field experience. It bridges the gap between academic theories and real-world practices, ensuring faculty members deliver relevant and updated teaching aligned with current industry standards.

When members of the faculty are exposed to the field, they will experience the authentic day-to-day work of a typical practitioner. This exposure will enable them to immerse themselves in the industry and update the needed knowledge and skills that make their teaching more valuable as they apply the theories they teach in school. This way, they can guide their students with pertinent and relevant knowledge and skills needed in the industry (Hernandez, 2015).

Availability of Webinars and Online Trainings/Conferences

School B's participant's response: *"Technology has been a big help in minimizing costs of faculty development through the webinars and online training. At least, there is no need to shell out funds for transportation and accommodation since seminars can now be done online."*

School E's participant's response: *"Online seminars and conferences make faculty development activities more accessible and cost-effective."*

Together, these responses underscore the growing relevance of technology in making faculty development more efficient and inclusive. Both responses highlight the financial benefits of online faculty development activities, but School B provided more specific examples of cost savings, particularly in transportation and accommodation.

The increasing availability of webinars and online training has revolutionized faculty development, offering cost-effective, accessible, and flexible professional development opportunities. This mode of learning enables educators to stay updated with the latest trends and insights while addressing some of the logistical and financial challenges of traditional in-person training. In addition, online modes of faculty development offer more convenience and flexibility for teachers.

Webinars offer professionals the knowledge they need when they need it. Because the expense of webinars is far less than scheduling typical meetings in a public space in the land-based world, they can be held at times that are convenient for everyone. As important, recordings of webinars make it possible for education professionals to return to the webinar for fresh insights or to review the presentations and interactions (Inal et al., 2023).

Proposed Faculty Development Plan

The researcher proposes a faculty development plan that may be adopted by the private HEIs. The proposed faculty development plan covers key areas of faculty development, starting from a newly hired faculty member's onboarding process to their long-term professional growth. The activities are scheduled within practical time frames so as not to overlap with the faculty members' teaching responsibilities. It ensures that faculty members are adequately oriented, prepared, and supported in their professional development while aligning with institutional goals for delivering quality education.

Regular surveys, follow-ups, and post-activity evaluations must be incorporated for continuous improvement. Online tools and self-paced modules for faculty orientation, preparation, and training may also be integrated for added convenience and time flexibility. Strategic succession planning and retention policies should also be developed to secure faculty commitment after receiving institutional support for advanced degrees or certifications.

CONCLUSIONS

Most private HEIs need to work on increasing the number of faculty members with at least a master's degree. The objectives of faculty development programs are similar across HEIs, focusing mostly on improving and updating teachers' knowledge and competencies. The same goes for the training needs analysis (TNA) tool used for faculty development. It can be observed that all the HEIs rely mainly on the results of the faculty's performance evaluation to identify training and needs development. There are also many similarities in the continuing professional development (CPD) activities provided by the HEIs to

their faculty members. Institutional support provided by private HEIs usually depends on their continuing professional development (CPD) activities and the HEIs' available resources. Contractual provisions on return of service of the HEIs are only limited to scholarships provided for graduate studies. Training bond agreements would also be useful to the private HEIs.

Challenges encountered by the HEIs when it comes to the implementation of faculty vary and are dependent on factors such as institutional priorities, availability of resources and funding, and faculty demographics. Some opportunities in support of faculty development programs are uniformly available across all the HEIs, while some are specific only to some HEIs.

TRANSLATIONAL RESEARCH

A faculty development plan is proposed based on the current practices, challenges, and opportunities private HEIs face in implementing their faculty development programs. It includes the faculty development objectives, corresponding activities and policies, the personnel involved, and the time needed for implementation. The private HEIs may adopt it or use it for guidance in creating or reviewing their existing faculty development plans.

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