



De La Salle University – Dasmariñas  
GRADUATE PROGRAM

**Analysis of the Faculty Development Programs of  
Selected Private Teacher Education Institutions  
Towards a Model FDP for the CALABARZON**

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**ABSTRACT**

Name of Institution: De La Salle University – Dasmariñas  
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**TITLE: Analysis of the Faculty Development Programs  
of Selected Private Teacher Education  
Institutions Towards a Model FDP for  
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**OBJECTIVES OF THE STUDY:**

**A. GENERAL:**

Determine the extent of the faculty development programs in the selected private teacher education institutions in the CALABARZON.

**B. SPECIFIC:**

1. Find out the degree of acceptance of the educators on their faculty development programs considering goals and



objectives, nature and scope of grants, sourcing of funds, and policies on the FDP.

2. Find out the acceptance of the respondents on the existence of their FDP.

3. Determine the differences on the perceptions of the respondents on the existence of their FDP.

4. Find out the problems encountered in connection with the FDP.

**SCOPE AND COVERAGE:**

Ten respondent schools and one hundred twenty-five educators from the selected private teacher education institutions in the CALABARZON were included in this study. It included one college from Rizal, one college from Laguna, three colleges from Cavite, four colleges from Batangas, and one college from Quezon which were chosen through random sampling.



**METHODOLOGY:**

'The study used the descriptive design and a combination of qualitative and quantitative method.'The General Linear Models (GLM) procedure of SAS/STAT was used in the treatment and analysis of data and the Duncan's Multiple Range Test was used to further test for significant differences. 'Other statistical measures used were the frequency, the mean, the standard deviation, the range, and analysis of variance. 'The Pearson chi-square was used to test the hypothesis that there are no differences in the occurrence of problems in connection to the FDP of the selected private TEIs.

**MAJOR FINDINGS:**

1. Majority of the respondents were females. A total of 63 respondents were between the ages of 20 to 49 and the rest were distributed in the age ranges 50 to 59 and 60 & above. Seventy-five respondents or 60% were married , 43 or 34.40% were single and 7 or 5.60% were widows. Eighty-five or 68% were plain faculty while 40 or 32% were holding administrative positions. There were 67 or 53.60% respondents classified as instructor. The rest were classified as: Associate Professor (23), Full Professor (14), Assistant Professor (13), and Lecturer (5). Forty-three or 34.40% had M.A. units, 31 or 24.80% had



doctoral units, 25 or 20% had master's degree. Forty-eight or 38.40% had 0-9 years of teaching, followed by 34 or 27.20% with 10-19 years, 23 or 18.40% with 30 years and above, and the rest, 20 or 16%, with 20-29 years of teaching. There were 83 or 66.40% full time faculty and 42 or 33.60% part time in status of appointment.

2. On the four factors considered in the faculty development program, all the TEIs had the highest mean for **goals and objectives** except for TEI 9 whose highest mean was for the **policies on the FDP**.

On goals and objectives, it was found out that the TEIs vary in their degree of acceptance of their faculty development program with a probability less than the .05 level of significance. Likewise, it was found out that the selected TEIs also vary on the factor **sourcing of funds for the FDP** thus rejecting the null hypothesis of no difference.

The selected TEIs did not differ significantly on their agreeability on the factors **nature and scope of grants** and implementation of the **policies on the FDP**.



3. There were ten problems encountered in the implementation of the FDP which were ranked as: 1- Scholarships/Grants provided by the university and from outside, 2- Funding for the FDP, 3- Number of faculty that can avail of the benefits from the FDP, 4- Mobility of chances of better opportunities inside and outside of the institution, 5- Selection process among applicants, 6.5- Requirements for the FDP, 6.5- Response of the faculty to the program, 8- Attitude of heads regarding the program, 9- Opportunities available under the FDP, and 10- Capacity to echo seminars attended.

The ten groups of respondents differ significantly in their ranking of the problems, thus the null hypothesis was rejected.

4. The respondents ranked the suggestions to help minimize the problems in the implementation of the FDP. TEI 1 ranked the analysis variable **Choosing faculty members for the FDP should be fair** with 1.6. TEI 2 had the mean rank of 2.6 for analysis variables **Needs of the faculty and the school should be evaluated by the administrators** and **The school should align the FDP among the top priorities and funding must be allocated**. TEI 3 had a mean rank of 2.2 for **The school should align the FDP among the top priorities and**



**funding must be allocated.** For TEI 4 the highest mean rank was 1.9 for **Needs of the faculty and the school should be evaluated by the administrators.** TEI 5 had a rank of 1.6 for **Full financial support should be granted to the faculty.** TEI 6 had a mean rank of 1.6 for **The annual budget of the school should include a scholarship fund.** TEI 7 had a mean rank of 2.3 for **The school should align the FDP among the top priorities and funding must be allocated.** For TEI 8, the highest rank was 1.0 for **The annual budget of the school should include a scholarship fund.** TEI 9 had 1.3 for **Choosing faculty members for the FDP should be fair.** For TEI 10, the highest mean rank was 1.6 for **Needs of the faculty and the school should be evaluated by the administrators.**

**CONCLUSIONS:**

1. The faculty development programs in the ten selected private teacher education institutions are being recognized and implemented by both the faculty and the administrators.

Majority of the respondents were females with ages ranging from 20 to 49. Most of them were married and a few were holding administrative positions. A greater number had the faculty rank of



Instructor and most of them had masteral units. There were more full time faculty than those with a part time status.

2. Scholarship grants, formal trainings, seminars and workshops were some of the major strategies adapted by the selected TEIs in achieving the objectives of their FDP. The TEIs differ along the four factors considered according to their priority <sup>goals & objectives; policies on the FDP; sourcing of funds for the FDP; nature & scope of grants</sup> needs and availability of funds.

3. In accordance to the frequency of responses, the five most pressing problems encountered in connection with the FDP were: scholarship/grants provided by the university and from outside, funding for the FDP, number of faculty that can avail of the program, mobility in chances of better opportunities inside and outside of the institution, and selection process among the applicants.

4. Suggestions were ranked by the respondents for the improvement of their FDP. TEI 10 had **Needs of the faculty and the school should be evaluated by the administrators** as rank 1. **Choosing faculty members for the FDP should be fair** was ranked 1 by TEI 9. **The annual budget of the school should include a scholarship fund** was ranked 1 by TEI 8. TEI 1 ranked **Granting should be governed by an institutional policy** as rank





1. TEI 10 had rank 1 for **There should be a permanent advisory committee.** Rank 1 was given to **Full financial support should be granted to the faculty** by TEI 5. **The school should align the FDP among the top priorities and funding must be allocated** was ranked 1 by TEI 8. TEI 8 likewise had rank 1 for **The faculty should be involved in the planning of activities for the FDP.** TEI 10 had rank 1 for **All available scholarships should be disseminated by the school administrators to all.** The variable **Better connections with other funding institutions should be established** was ranked 1 by TEI 1.

**RECOMMENDATIONS:**

1. Plan ways and means to improve or plan better schedules of FDPs to improve the faculty profile in all aspects.
2. Prepare and carry out more adequate and functional FDPs catering to the faculty needs and the needs of the school along the four factors considered: goals and objectives, nature and scope of grants, sourcing of funds, and policies on the FDP.
3. Devise and allocate more funds and give more incentives to lessen the problems encountered in the implementation of the FDPs.



4. Initiate a future study on the vision-mission of the different TEIs in the CALABARZON.

5. The researcher proposed the following model of faculty development program for the CALABARZON.

### **PROPOSED MODEL OF FDP FOR THE CALABARZON**

#### **A. Rationale**

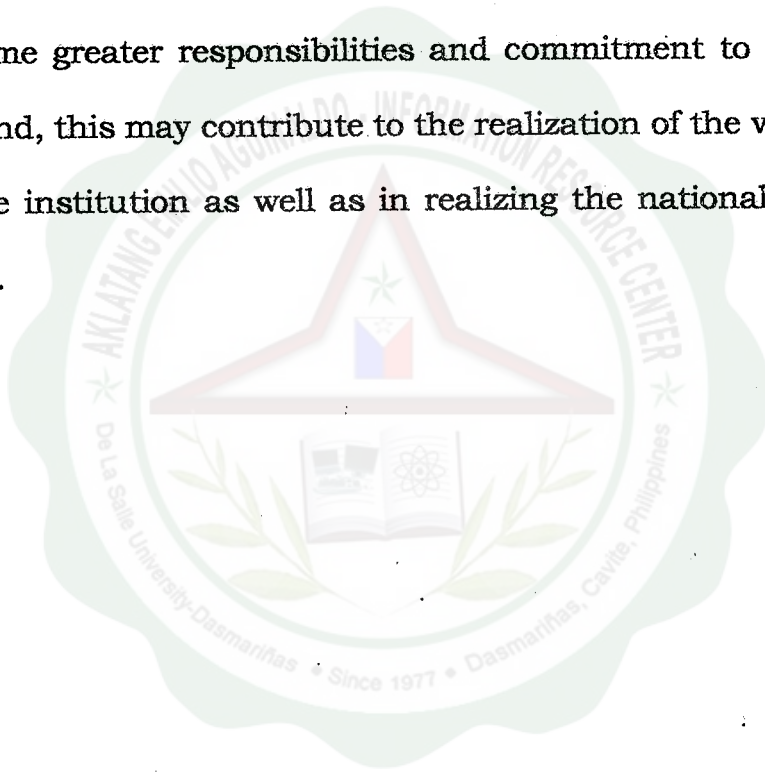
The faculty are professionals that need to be inspired. They deserve to be given support to avail of the continuing professional development especially the faculty members who educate prospective teachers. It is now a fact that the teaching profession is more of a service entity. To perform better in their jobs, their tasks should be interesting and varied with some challenges, involving learning and responsibility. These things would not be realized without the support of the school administrators. These school leaders and the faculty must work together in the pursuit of quality education and productivity that will lead to excellence and competitiveness in any endeavour. Without a faculty development program, nothing much can be achieved in the system.



**B. General Objectives:**

At the end of the 5-year period, 50% of the faculty would have benefitted from the faculty development program.

The proposed FDP aims to improve the faculty's performance as individual and as educator. This will also lead the faculty to assume greater responsibilities and commitment to their jobs. At the end, this may contribute to the realization of the vision-mission of the institution as well as in realizing the national development goals.





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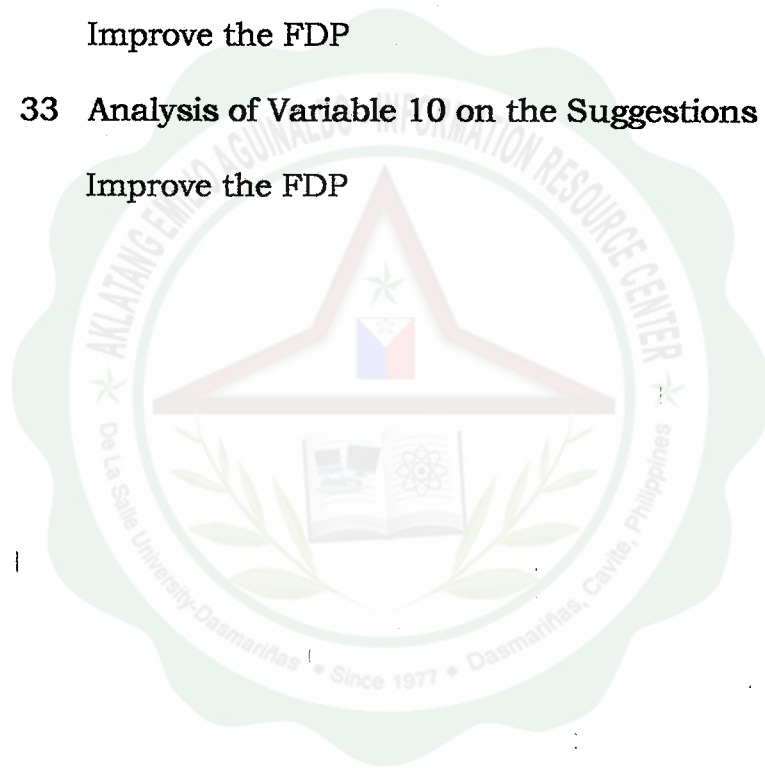




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