

## STRENGTHS AND NEEDS OF THE FACULTY OF CEBU TECHNOLOGICAL UNIVERSITY-ARGAO CAMPUS, CEBU, PHILIPPINES

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### ABSTRACT

*Faculty members were currently faced with increasing demands to be creative and effective teachers, successful investigators, and a productive mentor. Strengths and needs of the faculty members were determined as the basis for a comprehensive faculty development plan. The study applied a combination of a descriptive-survey, analytical, and Focus Group Discussion (FGD) in the gathering of data.*

*The results showed that the strengths of the faculty members based on the Individual Performance Commitment Review were Higher Education Services, Advanced Education Services, and Technical Advisory and Extension Services. Based on FGD analysis faculty members needs more training, material resources, instructional processes, and institution support for effective instruction. On the research aspect, the faculty need Research Capability-Building seminar-workshop to strengthen their technical skills.*

*The Academic faculty members have an Outstanding performance as compared to Technology faculty in terms of higher education and advanced education services. In terms of Research services, and Technical Advisory and Extension Services both Academic and Technology faculty were exerting the same level of efforts in extending services to the students, as well to the community.*

*The institution must develop and implement a Faculty Development Plan that can improve the Research services, and Technical skills.*

**KEYWORDS:** *Curriculum, Development plan, Extension, Instruction & Research*

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### 1. INTRODUCTION

Quality has emerged as one of the most common topics of debate and focus in virtually all higher education circles in the twenty-first century. It is a topic of paramount importance to higher education administrators, faculty members and students in most areas of decision making, course delivery and research (James Jacob et al., 2015). Faculty members were currently faced with increasing demands in order to be creative and effective teachers, successful investigators, and a productive mentor. Based on the study of Fairweather (2002), and was supported by Marsh & Hattie and Marsh (2006), the prime mover for excellence in education was placed in the three integrated tasks and responsibilities of the faculty member such as teaching (instruction), knowledge generation (research), and community involvement (extension). These pressures of faculty members have been derived from contemporary curriculum development, competition, and limited resources (Fairweather,2002).

Cebu Technological University (CTU) addresses the trilogy of functions as translated in its vision, mission, goals and outcomes of the university. Through these translations, the university redefines its character as

an institution of higher learning and envision to become the premier multi-disciplinary technology university. This vision of CTU could only be attained by strengthening the relationship it would like to stand-in with the local community, regional, national, and in the view of globalization(CTU Faculty Manual). Srinivas Rao et al., (2015) reiterated that every organization should have a vision that spells out what it expects to realize in the long run, and continuously strive towards converting it into reality.

Teachers in a Higher Education Institution (HEI) need to be primed enough by a blueprint which is called Faculty Development Plan (FDP) in order to cope with the fast changes and kaleidoscopic standards in education, focusing on their strengths and needs in instruction, research and extension. Worldwide schools and teachers are in various states of reform to adapt their instructional practices and educational systems to be more effective (Srinivas Rao et al., 2015).

Along with the above-mentioned contentions and situations, it was then important to undertake this study to gather data and make strengths and needs analyses in order to create a comprehensive faculty development plan, and to promote more effective teaching and learning (instruction), knowledge generation and discovery (research), effective management and creation of instruction materials (production) and expanded community engagement (extension) for a quality-assured education.

### 3. METHODS

The study was conducted in Cebu Technological University-Argao,Campus (e.g. Figure 1). The campus was located in the southern part of Cebu province with more than 67 km from the heart of Cebu, City. The institution both offers undergraduate and graduate courses. The campus was divided into two colleges: College of Education, Arts & Sciences (CoEd, AS) and College of Technology & Engineering (CoTE). The respondents were chosen using total enumeration technique since all the faculty members were involved.

To be able to get the desired data for this research, a mixed quantitative and qualitative research methods were used, utilizing descriptive–survey, analytical method and Focus Group Discussion (FGD). The instrument was divided into two parts focusing on professional characteristics of respondents, performance and needs based on tri-fold functions.

The study utilized secondary data taken from respective deans of instruction in the university to determine the faculty members' performance based on the Individual Performance Commitment Review (IPCR) as recommended by the Civil Service Commission (CSC, 2012).

Weighted Mean was used in determining the strengths of the faculty members based on their performance in the Individual Performance Commitment Review (IPCR).Five levels were used in categorizing the result of their performance wherein the range of the weighted mean would be the following:1.00 -1.80 (Unsatisfactory), 1.81 – 2.60 (Fair), 2.61 – 3.40 (Satisfactory), 3.41 – 4.20 (Very Satisfactory), 4.21 – 5.00 (Outstanding). The relationship between performance of the faculty were analyzed using T-test.



**Figure 1: Map showing the Cebu Technological University-Argao, Campus. (<https://www.google.com/search?q=map+of+cebu&sxsrf>)**

## 4. RESULTS AND DISCUSSIONS

### 4.1 Strengths of the Faculty

As reflected in Table 1 the strengths of the faculty members based on the Individual Performance Commitment Review (IPCR) were taken from Higher Education Services, Advanced Education Services, and Technical Advisory and Extension Services, with a descriptive value as Very Satisfactory (VS). Research Services of the faculty got the lowest mean among the four Major Final Outputs (MFOs), interpreted as Satisfactory.

The result implies that the faculty were very active and participative in the admission and enrolment program targets of the institution. They were also active and participative on various academic programs, activities and projects, as well as on Extension Services. However, both academic and technology faculties were weak on research services particularly on publishing research output.

As stipulated in Section 2, Omnibus Civil Service Rules and Regulations Performance, Evaluation System was designed and administered to constantly stand-in development of worker performance and efficiency; increase institutional effectiveness and productivity; deliver an outcome performance rating which will help as basis for motivations and rewards, advancement, training and development, personnel actions and administrative sanctions.

Faculty performance evaluation of CTU were also strengthen based on the Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System under MC No. 6, s. 2012 and CSC Resolution No. 1200481. In line with the result of the study, faculty must try to be rated Outstanding for promotion opportunities and giving of productive bonuses.

The result confirms the contention of Harbizon's Human Resources (HR) theory cited from Sharif (2013) which assumes that teachers or employees are the most important assets of the nation and of every organization. The theory further confirms that part of the organization's focus on effectiveness and efficiency can be controlled through the first major objective of human resources theory: leveraging employee potential specifically in fulfilling the trilogy of functions in the university.

**Table 1: Strengths of CTU-Argao's Faculty Members Based on IPCR**

MFO's Based on IPCR	Academic Faculty		Technology Faculty		Overall	
	WM	Description	WM	Description	AWM	Description
Higher Education Services	4.22	O	3.96	VS	4.09	VS
Advanced Education Services	3.89	VS	3.33	S	3.61	VS
Research Services	3.05	S	2.48	F	2.76	S
Technical Advisory and Extension Services	3.72	VS	3.66	VS	3.69	VS
<b>Average</b>	<b>3.72</b>	<b>VS</b>	<b>3.36</b>	<b>S</b>	<b>3.54</b>	<b>VS</b>

Legend:

Scale	Description
4.21 – 5.00	Outstanding (O)
3.41 – 4.20	Very Satisfactory (VS)
2.61 – 3.40	Satisfactory (S)
1.0 – 2.60	Fair (F)
1.0 – 1.80	Poor (P)

#### 4.2 Needs of Faculty

To gain in-depth understanding of the needs of the faculty members tri-fold functions, a Focus Group Discussion (FGD) was conducted. The method aimed to obtain data from a purposely selected group of faculty members rather than from a statistically representative sample of a broader population. There were 12 respondents in the FGD which were composed of department chairmen and faculty members representing the programs under study.

Based on FGD analysis faculty members (e.g. Table 2), needs training, material resources, instructional processes, and institution support for effective instruction. Faculty members identified the need for an update in the Policies, Standards, and Guidelines of the new programs and subjects considering the fact that the university has accommodated K-12 graduates under the K-12 curriculum of basic education. The faculty members, being the primary implementers of the new curriculum, have faced challenges in coping with the demands of the curriculum development.

With the increasing number of students ranges from 40 – 45 per section it needs sufficient facilities and equipment for laboratory. Applying the principle of quality management system under ISO 9001, significance of understanding and complying requirements were needed.

All the respondents also identified needs in relation to the research function. The result signifies that the faculty of CTU-Argao, Campus need Research Capability-Building seminar-workshop to strengthen their technical skills in research.

The faculties stress the lack of mentoring spirit in order to come up with research proposals aligned with their specialization.

Based on the University Code (2011), The Research and Development (R & D) were mandated to produce, publicize and transfer appropriate technologies and useful knowledge to uplift the wide-ranging well-being of the people from all walks of life through faculty research output. Based on the University Code (2011) Cebu Technological University- Argao Campus faculty members are required to extends their expertise to certain individual or groups of individuals or communities.

Based on the Focus Group Discussion analysis in relation to Extension services, it was found out that faculty members of CTU-Argao, Campus need to propose research-based extension proposals that can maximize the involvement of faculty, and sustain extension projects. Based on the University Code (2011), extension services are established to manage various activities of the university focusing on technology transfer and skills acquisition to underserved communities.

**Table 2: Faculty needs /Thematic Content Analysis of FGD**

Faculty needs	Formulated Meanings	Dimensions / Areas
<ul style="list-style-type: none"> <li>Faculty members must be updated on the policies, standards and guidelines on new programs and subjects, especially for the new General Education Courses.</li> <li>There is no issued CHED Memorandum on Policies, Standards, and Guidelines for Bachelor of Industrial Technology Program.</li> <li>Facilities and equipment required for laboratories as per CHED memoranda, must be purchased.</li> </ul>	Curriculum and/or program	Instruction
<ul style="list-style-type: none"> <li>Capacity-building seminars and in-service trainings (OBE Syllabus making, Updates on new Curriculum and the like) must be regularly conducted for continual improvement.</li> </ul>	Training	Instruction
<ul style="list-style-type: none"> <li>The classroom is congested by students (more than 40 students), thus construction of new standard classroom is a must.</li> <li>There must be procurement of additional lab equipment and facilities especially in the College of Technology and Engineering</li> </ul>	Material Resources	Instruction
<ul style="list-style-type: none"> <li>Low attention span of the students is observed.</li> </ul>	Classroom Management	Instruction
<ul style="list-style-type: none"> <li>Books and other references are not found in the library.</li> <li>Built-in DLP must be installed and television and audio system must be provided in every classroom to address accreditation recommendation of having OBE classrooms.</li> <li>There must be new instructional materials for new subjects.</li> </ul>	Instructional Processes	Instruction
<ul style="list-style-type: none"> <li>There must be strong support by the top management: school head and dean of instruction, and college deans.</li> </ul>	College Support for effective instruction	Instruction
<ul style="list-style-type: none"> <li>Research Capability-Building seminars and trainings must be conducted.</li> </ul>	Training	Research
<ul style="list-style-type: none"> <li>There must be mentoring spirit in the making of Research Study for funding for maximum participation of faculty members in the academe.</li> </ul>	Research Monitoring	
<ul style="list-style-type: none"> <li>The faculty members have limited time to conduct research activities because of several teaching loads and preparations.</li> </ul>	Conducting Research	
<ul style="list-style-type: none"> <li>There are vague priorities for the research study aligned in the area of specialization.</li> </ul>	Research Priorities according to specialization	Research
<ul style="list-style-type: none"> <li>Because of lack of technical knowledge on Research conduct,</li> </ul>	Research Funding	Research

the submitted proposals are not accepted for funding in the GAA. Thus, research proposals are rejected.		
<ul style="list-style-type: none"> <li>The college lack linkages with research institutions and agencies for possible funding.</li> </ul>	Linkages	Research
<ul style="list-style-type: none"> <li>The research department does not extend help in the improvement of research outputs of the faculty members.</li> </ul>	Quality of research outputs	Research
<ul style="list-style-type: none"> <li>Only those who are experts in research have published researches in refereed journals since only quality technical papers are accepted for possible publication.</li> </ul>	Research publication	Research
<ul style="list-style-type: none"> <li>The administration lacks support in creating avenues for research dissemination, utilization and publication.</li> <li>There is no enough guidance from the Research department on the conduct of research dissemination, utilization and publication.</li> </ul>	Dissemination, utilization and publication of research outputs	Research
<ul style="list-style-type: none"> <li>The extension activity must be research-based.</li> <li>There is no maximum involvement of faculty members.</li> <li>There is no sustainability for extension projects.</li> <li>Commitment among extensionists is a problem.</li> </ul>	Extension Services	Extension
<ul style="list-style-type: none"> <li>Budget for GAA-funded extension proposals is slashed. Thus, budget decreases.</li> <li>Financial support from partner agency is lacking.</li> </ul>	Extension Funding	Extension
<ul style="list-style-type: none"> <li>Technical skills in the making of extension proposal and reports need to be improved.</li> <li>Time constraint is a big problem.</li> <li>Planning and implementation were effectively undertaken but there was no monitoring being done.</li> </ul>	Planning, Implementation, and monitoring of extension activities	Extension

#### 4.3 Correlation on the Performance of the Faculty Members

Table 3 provides a clearer view whether there was a significant difference between the Academic and Technology faculty performance based on IPCR which were broken into three-fold functions namely; Instruction (Higher Education Services and Advanced Education Services), Research Services, and Technical Advisory and Extension Services. In the Higher Education Services, the Academic faculty got a weighted mean of 4.22 while 3.96 for the faculty in the Technology department. The computed t-value of 2.20 was greater than the critical t-value of 2.05, and the p-value of 0.04 was less than the 0.05 level of significance thus, the hypothesis of no significant difference was rejected (e.g. Table 3).

The result implies that there was a significant difference between Academic and Technology faculty performance in terms of higher education services and advanced education services. The Academic faculty members have an Outstanding performance as compared to Technology faculty.

In terms of Research services and Technical Advisory and Extension Services, the computed t-value was less than the critical t-value, and the p-value was greater than the 0.05 level of significance. Thus, the null hypothesis of no significant difference was accepted (Table 3). The result implies that both Academic and Technology faculty were exerting the same level of efforts in extending services to the students, as well to the community.

CHED Memorandum Order No. 51, series of 2007 states that the institution must exhibit a strong commitment to undertake research activities and an environment that encourages the conduct of such activities. Faculty and students must be given the opportunity to undertake research and must be able to access documents, references and equipment necessary for undertaking research work.

**Table 3. Correlation on the Performance of Faculty Members**

MFO's Based on IPCR	Mean				Computed t-value	Critical t-value	p-value	Decision	Interpretation
	Academic	Description	Technology	Description					
Higher Education Services	4.22	O	3.96	VS	2.20	2.05	0.04	Reject Ho	Significant
Advanced Education Services	3.89	VS	3.33	S	2.51	2.05	0.02	Reject Ho	Significant
Research Services	3.05	S	2.48	F	1.68	2.05	0.10	Accept Ho	Not significant
Technical Advisory & Extension Services	3.72	VS	3.66	VS	0.56	2.05	0.6	Accept Ho	Not Significant
<b>Average/ Decision</b>	<b>3.72</b>	<b>VS</b>	<b>3.36</b>	<b>S</b>	<b>2.93</b>	<b>2.05</b>	<b>0.007</b>	<b>Reject Ho</b>	<b>Significant</b>

Legend:

Scale	Description
4.21 – 5.00	Outstanding (O)
3.41 – 4.20	Very Satisfactory (VS)
2.61 – 3.40	Satisfactory (S)
1.81 – 2.60	Fair (F)
1.00 – 1.80	Poor (P)

## 5. CONCLUSIONS

Based on the foregoing findings of the study;

- The strengths of the faculty members based on the Individual Performance Commitment Review are Higher Education Services, Advanced Education Services, and Technical Advisory and Extension Services.
- Based on FGD analysis faculty members needs more training, material resources, instructional processes, and institution support for effective instruction. On the research aspect, the faculty of CTU-Argao, Campus need Research Capability-Building seminar-workshop to strengthen their technical skills.
- The Academic faculty members have an Outstanding performance as compared to Technology faculty in terms of higher education services and advanced education services.
- In terms of Research services and Technical Advisory and Extension Services, both Academic and Technology faculty were exerting the same level of efforts in extending services to the students, as well to the community.

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