

TRAINING NEEDS ANALYSIS: A SPRINGBOARD TO THE FACULTY'S CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract

Training develops the skills and competencies of the workers because it eliminates or reduces the mismatch between the levels of acquired and required skills. Teachers are required to upgrade their knowledge, skills, and attitudes to meet the needs of the 21st century learners in a fast-transforming technological era (Nooruddin & Bhamani, 2019 [13]). Dilshad, Hussain, & Batool, (2019) [5] suggested an ongoing process of professional development among the teachers at the University. The main concern of the study was the determination of the training needs of the faculty members as a springboard to the faculty's continuous professional development. The study utilized a descriptive research design to a total of twenty-five (25) full-time and part-time faculty members of the College of Arts, Sciences, and Education in a private higher educational institution in Bulacan during the School Year 2020-2021. Based on the findings of the study, the Faculty Development Plan should include training, write-shops and webinars in the following research skills: accessing research resources, scientific writing and editing, authoring and translating modules and books, preparing scientific posters and presentations. Similarly, professional development on managing with limited resources is needed to address the leadership skill. Budget should be allocated for external resource speakers or from the pool of internal resource speakers. The modality of the training will be synchronous through Google Meet.

Keywords: Faculty Development, Professional Development, Training Needs Analysis.

Introduction

Drastic paradigm shifts occur as a dynamic response to the pandemic caused by the spread of the Corona virus 19. Countries designed necessary medical and health protocols to avoid further global damage; thus, various sectors joined hands in creating a 'new normal.' Consequently, the educational sector adopted several adjustments and flexibilities to continue the best delivery of their service. Notwithstanding, the Commission on Higher Education (CHED) organized webinars for and in partnership with the volunteer Higher Educational Institutions (HEIs). The faculty members of HEIs were necessitated to calibrate their knowledge and skills as they teach in the academic environment of the "new normal," which was far from the traditional and conservative mode and modalities of instruction; hence, the relevance of training.

Training develops the skills and competencies of the workers because it eliminates or reduces the mismatch between the levels of acquired and required skills. Teachers are required to upgrade their knowledge, skills, and attitudes to meet the needs of the 21st century learners in a fast-transforming technological era (Nooruddin & Bhamani, 2019 [13]). The question, however, is the identification of workers who need the training. Thus, there is a need to administer a training needs analysis whose findings can be utilized in

designing training programs (Khan & Masrek, 2017) [8]; such as, the survey designed by Hamilton (2016) [7] to gain an understanding of the knowledge and skills needed by the staff and how library training could best support these. A good response rate was received by the study which led to the successful writing of a training plan for the Library Network for the delivery of information skills and training. Similarly, Mukerjee (2019) [11], Kodwani and Prashar (2019) [9], and Dachner et al. (2013) [2] observed that higher levels of performance can be achieved by giving appropriate training to employees and designing effective training programs. Therefore, training needs analysis should be administered with the aim of professional development. Davies and Vankoningsveld (2015) [4] believe that TNA should be used to gather evidence for future decision-making. Accordingly, there is a positive relationship between staff training and development and work performance (Cobblah & Vander Walt, 2017 [1]).

Aside from the necessity of a TNA, the members of the faculty in the HEIs should engage in continuous professional development. Ercan and Ivanova (2020) [6] claimed that the responsibility of continuous professional development belonged to the instructors and their institutions. Dilshad, Hussain, & Batool, (2019) [5] suggested an ongoing process of professional development among the teachers at the University. Universities

should frequently plan and organize workshops and seminars, currently transformed to write-shops and webinars for helping teachers improve their academic and research skills. Although the TNA should identify the training needed by the workers, the problem lies in the implementation of the faculty development plan as a way of continuous professional development. As what Dagnev Kelkay (2020) [3] revealed, school principals' and cluster supervisors' leadership practices of CPD program were ineffectively implemented.

The current study concerns the necessity of continuous professional development among the faculty members of a higher educational institution (HEI) which should be anchored on a concrete training needs analysis. Thus, the researchers surveyed the training needs of the faculty members at the College of Arts, Sciences, and Education of a private Higher Educational Institution (HEI) in the Province of Bulacan.

Conceptual Framework

The systems approach (Input-Process-Output) was utilized to describe the conceptual framework of the study shown in figure 1. As can be seen in the same figure, the input consists of the demographical data of the faculty members such as gender, educational attainment, and years of service; and the training needs analysis determined in terms of the skills of the faculty members of the College of Arts, Sciences, and Education in the following: research, leadership, teaching and learning, technology, and other areas. The process includes the collection of data through online questionnaire, analysis and interpretation of data, and formulation of a Faculty Development Plan. The output is the Faculty Development Plan which could guide in the continuous professional development of the faculty members at the College of Arts, Sciences, and Education.

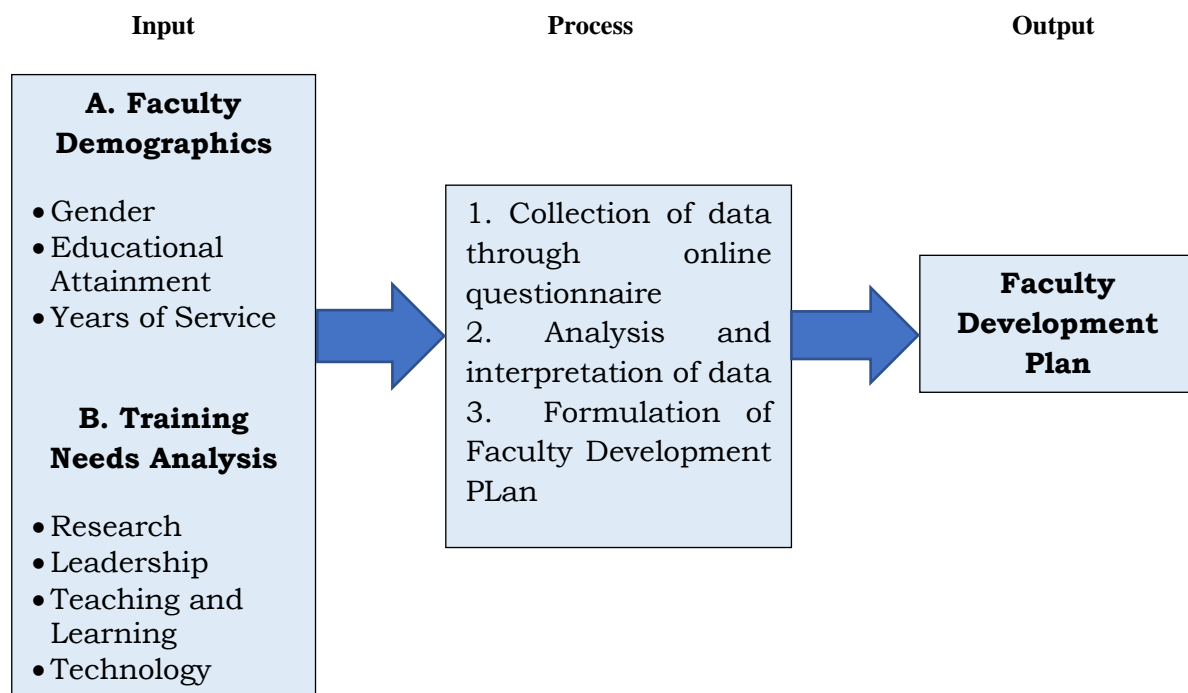


Figure 1: Conceptual Model of The Study

Statement of the Problem

The main concern of the study was the determination of the training needs of the faculty members as a springboard to the faculty's continuous professional development. More specifically, the study sought answers to the following questions.

1. How can the profile of the faculty members of the college be described in terms of the following:
 - 1.1 Demographics
 - 1.1.1 Gender;
 - 1.1.2 Educational Attainment;
 - 1.1.3 Years of Service
 - 1.2 Skills
 - 1.2.1 Research;
 - 1.2.2 Leadership;
 - 1.2.3 Teaching and Learning;
 - 1.2.4 Technology; and
 - 1.2.5 Other Areas?

2. How may the faculty profile be processed in using it as a springboard in the faculty's continuous professional development?
3. What faculty development plan can be constructed based on the findings of the study?

Methodology of the Study

Research Design

The study utilized a descriptive research design. A descriptive research can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program. It can, also, describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins in AECT, 2001).

Respondents of the Study

The respondents of the study were the total of twenty-five (25) full-time and part-time faculty members of the College of Arts, Sciences, and Education in a private higher educational institution in Bulacan during the School Year 2020-2021.

Instrument of the Study

Yousif, Ahmed and Osman (2019) constructed a training needs assessment of teaching staff in a dentistry college in Sudan. The questionnaire had 29 items, in addition to three (3) demographic questions exploring gender, years of service and highest educational attainment. Modifications were made from Yousif, Ahmed and Osman (2019)'s instrument, such as the inclusion of community engagement in "Other Areas", and the removal of three components from the original questionnaire. Items were answered by the respondents through semantic rating, with 1 as the lowest or "Needs Improvement" rate, and 5 as the highest or "Excellent" rating; in relation to their perception in the skills mentioned in the survey.

Since the survey was conducted using a modified questionnaire, the instrument underwent a reliability assessment, producing a Cronbach alpha value of .95. The instrument was disseminated through Google Forms, with a disclaimer for privacy and informed consent form as a general protection for disclosure of private information. Data is analyzed through a calculation of weighted means. Interpretation for these mean values is provided with the table below as reference.

Score	Range	Verbal Interpretation
1	1.00-1.49	Needs Improvement
2	1.50-2.49	Unsatisfactory
3	2.50-3.49	Satisfactory

4	3.50-4.49	Very Satisfactory
5	4.50-5.00	Excellent

Ethical Considerations

The study protects the privacy of the respondents and treated their responses with utmost confidentiality. Information on the future use of the gathered was disseminated to the respondents through the instructions on the questionnaire. Also, in compliance to the health and medical protocols due to the pandemic caused by the spread of COVID-19 virus, the survey was administered and collected online through Google forms.

Results and Discussion

Faculty Profile

Faculty profile is described based on two dimensions: demographics and skills.

Demographics

Table 1 presents the faculty profile based on demographics; such as gender, educational attainment, and years of service. Only ten (10) out of the twenty-five (25) respondents filled in the demographical information.

Table 1: Faculty Profile Based on Demographics

	Frequency	Percentage
Gender		
Male	4	40%
Female	6	60%
Educational Attainment		
Doctorate	1	10%
Masterate	9	90%
Years of Service		
0-5 Years	3	30%
6-10 Years	2	20%
11-15 Years	2	20%
18-20 Years	1	10%
21-30 Years	0	0%
More than 30 Years	2	20%

Based on gender, there are more female respondents, 6 or 60%, than male respondents, 4 or 40%. The highest educational attainment of 9 or 90% of the respondents is Masterate degree while 1 or 10% attains Doctorate degree. Also, the respondents were asked on their number of years in teaching which included the years of teaching outside of the current school. 2 or 20% accumulated more than 30 years of teaching; 1 or 10% with 18 to 20 years of teaching experience; 2

or 20% with 11 to 15 years; 2 or 20% with 6 to 10 years; and 3 or 30% with 0 to 5 years of teaching. Further analysis of the table reveals that the full-time and part-time teachers at the College of Arts, Science, and Education possess the educational requirement required by the Commission on Higher Education (CHED) to qualify in teaching at the tertiary level.

Skills

Table 2 presents the faculty profile based on skills in the following areas: research, leadership, teaching and learning, technology, and other areas.

Table 2: Faculty Profile Based on Skills

RESEARCH	Item	Interpretation
Conducting research in your discipline	4.00	Very Satisfactory
Accessing research resources	3.00	Satisfactory
Scientific writing & editing	3.00	Satisfactory
Authoring & translating modules and books	3.00	Satisfactory
Preparing scientific posters and presentations	3.00	Satisfactory
Writing proposals for grant projects	3.50	Very Satisfactory
Managing research projects	3.50	Very Satisfactory
TOTAL	3.29	Satisfactory
LEADERSHIP	Item	Interpretation
Collaborative problem-solving	4.00	Very Satisfactory
Establishing networks and linkages	4.00	Very Satisfactory
Generating new ideas; managing innovations	4.00	Very Satisfactory
Time Management	4.00	Very Satisfactory
Managing with limited resources	3.00	Satisfactory
Performance self-appraisals	4.00	Very Satisfactory
Providing feedback to subordinates	4.00	Very Satisfactory
TOTAL	3.86	Very Satisfactory
TEACHING AND LEARNING	Item	Interpretation
Pedagogical skills	4.00	Very Satisfactory
Academic advising to students	4.00	Very Satisfactory
Academic supervision to students	4.00	Very Satisfactory
Student assessment and	4.00	Very

reporting practices		Satisfactory
Effective presentation skills	4.00	Very Satisfactory
Curriculum and syllabus construction	4.00	Very Satisfactory
Instructional design	4.00	Very Satisfactory
TOTAL	4.00	Very Satisfactory
TECHNOLOGY	Item	Interpretation
Using computers for teaching	4.50	Excellent
Using computers for assessment	4.00	Very Satisfactory
Using learning management system (GSuite Enterprise for Education)?	4.00	Very Satisfactory
Using academic management system (GTI School Automate)?	4.00	Very Satisfactory
TOTAL	4.13	Very Satisfactory
OTHER AREAS	Item	Interpretation
Professional standards and qualifications in your discipline	4.00	Very Satisfactory
Community engagement and civic involvement	4.00	Very Satisfactory
Communication skills	4.00	Very Satisfactory
Legislation and relevant policies in your discipline	4.00	Very Satisfactory
TOTAL	4.00	Very Satisfactory

Based on Research, the “satisfactory” research skills of the college faculty respondents are proven by the Grand Mean of 3.29. Specifically, the respondents showed “very satisfactory” skills in conducting research in their discipline (4.00), writing proposals for grant projects (3.50), and managing research projects (3.50). The “satisfactory” skills of the respondents were shown on accessing research resources (3.00), scientific writing and editing (3.00), authoring and translating modules and books (3.00), and preparing scientific posters and presentations (3.00). The best research skill of the respondents was in conducting research in their discipline.

Based on leadership, six (6) skills were “very satisfactory” with a mean of 4.00 each. These leadership skills were the following: collaborative problem-solving, establishing networks and linkages, generating new ideas, managing innovations; time management, performance self-

appraisals, and providing feedback to subordinates. The only “satisfactory” leadership skill was on managing limited resources with a mean score of 3.00. In general, however, the respondents possess ‘very satisfactory’ leadership skills as shown by the Grand Mean of 3.86.

Based on teaching and learning, the respondents showed consistent “very satisfactory” skills as revealed by the Grand Mean of 4.00. The teaching and learning skills of the respondents were “very satisfactory” (4.00) in all aspects; such as pedagogical skills, academic advising to students, academic supervision to students, student assessment and reporting practices, effective presentation skills, curriculum and syllabus construction, and instructional design.

Based on technology, the skills of the respondents were “very satisfactory” as shown by the Grand Mean of 4.13. The respondents were “excellent” in using computers for teaching as revealed by the mean score of 4.50. The skills of the respondents were “very satisfactory” in using computers for assessment, using learning management system (GSuite Enterprise for Education), and using academic management system (GTI School Automate), each with a mean of 4.00.

Based on other areas, the faculty respondents were “very satisfactory” as proven by the Grand Mean of 4.00. They possess “very satisfactory” skills in other areas; such as professional standards and qualifications in their discipline, community engagement and civic involvement, communication skills, and legislation and relevant policies in their discipline where they got a mean score of 4.00 in all aspects.

Moreover, the college faculty respondents showed strong technology skills with the highest Grand Mean (4.13) among all the skills. This includes the use of the computer for teaching, which is the only skill in all categories where the faculty respondents got “excellent” (4.50). The skills that need training and development were on research with a Grand Mean of (3.29), the lowest score in all categories of skills.

Faculty Profile as Springboard in The Faculty’s Continuous Professional Development

The faculty profile is used as a springboard in gathering data for the faculty’s continuous professional development. It processes includes the collection of data through online questionnaire, analysis and interpretation of data, and formulation of a Faculty Development Plan.

Collection of data through online questionnaire. The HEI utilized the GSuite Enterprise for Education as a learning management system; thus, the researchers use the Google forms in the administration of the questionnaire. Upon completion of the survey, Google forms tabulated and summarized the information. The data were collected using the same online tool. Online administration and gathering of data were necessitated due to the health and medical protocols to avoid the spread of the Corona virus 19.

Analysis and Interpretation of Data

The gathered data through Google forms were analyzed and interpreted based on the Mean scores and Grand Mean scores of the skills of the faculty respondents. They were given relevance and meaning so they can be used in the formulation of the Faculty Development Plan.

Formulation of Faculty Development Plan

Based on the results of the study, the researchers formulated a Faculty Development Plan which aims to cater to the training needs of the faculty members at the College of Arts, Sciences, and Education.

Faculty Development Plan (On Training Needs)

The current study aimed to determine the training needs of the faculty respondents at the College of Arts, Sciences, and Education with the belief that the findings can lead the researchers to develop a Faculty Development Plan. The plan should cater to the needs of the faculty members for their continuous professional development.

Based on the findings of the study, the Faculty Development Plan should include training, write-shops and webinars in the following research skills: accessing research resources, scientific writing and editing, authoring and translating modules and books, preparing scientific posters and presentations. Similarly, professional development on managing with limited resources is needed to address the leadership skill. These were the skills identified as the lowest scores in the training needs analysis; thus, should be addressed as areas for improvement and should be the focus of the training, write-shops, and webinars. Budget should be allocated for external resource speakers or from the pool of internal resource speakers. The modality of the training will be synchronous through Google Meet.

Conclusion and Recommendations

Based on the findings of the study, the conclusions and recommendations are as follows:

- The faculty members at the college complied with the necessary educational requirements to

teach in the tertiary level; however, ninety percent (90%) of had acquired Masterate degrees. Thus, the faculty members should be encouraged to pursue their aligned Doctorate program to enhance the faculty profile of the college.

- The training needs of the faculty are in research and leadership skills. Training should address the relevant skills on research, particularly in accessing research resources, scientific writing and editing, authoring and translating modules and books, preparing scientific posters and presentations; and on leadership skills training on managing limited resources.
- The Training Needs Analysis (TNA) reveals the areas for improvement of the members of the faculty; thus, a yearly TNA should be accomplished to ensure their continuous professional development. The results of the TNA should be automatically included in the Faculty Development Plan, particularly on Training Needs.
- The Faculty Development Plan is constructed to address the relevant needs of the faculty for their professional growth and development. It is, therefore, necessary to anchor the plan on results of studies that will determine specifically the needs of the faculty for the continuity of their professional growth and development.
- The researchers proposed recommendations for the consideration of the leaders, the administrators, and the managers of the HEIs.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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