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## Institutional Productivity of Sta. Teresa College: Basis for Designing Faculty and Staff Development Program

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### Abstract

Educational institutions' stakeholders of today value the schools' indispensable role in creating and transmitting knowledge. They similarly place high regard on the critical role of the education sector in maximizing the opportunity of every individual to achieve his potential. Consequently, schools are challenged to offer quality education, facilities, instructors and environment. In addition, the rapidly changing educational environment requires wise campus leaders to monitor the pulse of their institution. The managers are likewise tasked to discern the school's strengths and weaknesses in advance as prerequisite to appropriate actions. This study aimed to determine the institutional productivity of Sta. Teresa College (STC) as basis for designing faculty and staff development program. Specifically, the study opted to find how the present status of STC be described in terms of history, philosophy, vision, mission, objective; program offerings and enrolment; administration, faculty and staff; organization and governance; research and extension; instruction and facilities and compensation and benefits. It likewise looked into how the administrators, faculty and staff assess the institutional productivity in relation to number of enrollees and graduates; faculty professional growth; faculty-student ratio; resource utilization; student services; board examination and employability of graduates. Further, this research highlighted the difference on the assessment of the three groups of respondents. Furthermore, the strengths and limitations of the teaching and the non-teaching staff were dealt with as prerequisite to designing a faculty and staff development program. Research design was descriptive with the use of a researcher-constructed questionnaire as main instrument to gather data. Documentary analysis of the gathered school's documents was accordingly used to enhance results from the questionnaire.

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This study involved the total population of the institution which is 147 employees. Specifically, seven administrators, 115 faculty and 25 staff served as respondents. The administrators are composed of the College President, the Director of Academics, the Director of Administration and Finance, the High School Principal, the Grade School Assistant Principal, the Head of Business and Management, and the College Registrar. Findings of the study showed that Sta. Teresa College has existed for 72 years. A lot of changes about the school had taken place through the years which include the change in the name of the institution from Colegio de Sta. Teresa de Jesus in 1920 then St. Theresa's Academy (STA) to Sta. Teresa College (STC). As an educational institution, STC holds on to the philosophy that education is directed towards the formation of the whole human person and the good of the society to which he belongs. The school always has its reference to Christian concept of life centered on Jesus Christ and is governed by three considerations- its being Catholic, Filipino and in the Spirit of Concern, Responsibility and Service. From being run by the Franciscan then Good Shepherd Sisters, the school is now owned by the Archdiocese of Lipa. The administrators, the faculty and the staff assessed that the institutional productivity of STC is high evident in terms of number of enrollees and graduates; faculty professional growth; faculty-student ratio; resource utilization; student services; board examination; and employability of graduates. However, the administrator, the faculty and the staff differ on their assessment on the productivity of STC in relation to student services. The teaching staff got the highest mean while the administrators got the lowest mean. This study further revealed that the strongest characteristic of the teaching staff is their being able to show respect to Teresian's teaching while the weakest is that the faculty works on researches and shares the product of his studies. In contrast, the strongest characteristic of the non-teaching staff is the show of respect while the weakest is on the staff's punctuality and regularity in attendance. As output of the study, the researcher proposed a faculty and staff development program focused on the weaknesses of the faculty and the staff. The program intends further to complement the existing faculty and staff development program and to translate the said growth of personnel to students' success as well as to the institutional triumph of STC. From the results of the study, the following are recommended: that the Proposed Faculty and Staff Development Program be reviewed and actualized by the Administrators to further encourage institutional commitment of teaching and support staff and to enhance the productivity of both the personnel and the institution; that proper implementation and support to the program be worked on by the administrators, the faculty and the staff, and that the future researchers conduct a similar study along the area of institutional productivity to further validate the result of this study.

**Keywords:** productivity; development program; faculty; staff; administration.

## **1. Introduction**

Education is a major tool for national socio-economic development, for individual empowerment and poverty reduction. Educational institutions' indispensable role to create and transmit knowledge where social, cultural, and economic well-being depend is accepted by stakeholders. They understand the critical role of the education sector in maximizing the opportunity of every individual to achieve his potential. In today's rapidly changing educational environment, wise campus leaders are tasked to monitor the pulse of their institution. They must discern its strengths and weaknesses in advance so that they can take appropriate action. Surveys are worked on around the globe to determine the essentials in education such as the advancement in the academe and what the

students perceive as needs, wants and goals. Among what were found in research is that global change is not necessarily about uniformity or progress but about people successfully responding to challenge. Presently, formal schooling is no longer mere preparation for life; more importantly, it is an investment in human capital. As a result, colleges and universities are supposed to have in place systems, policies, and procedures for program review, strategic planning, and budgeting that are guided by evidence of what works to promote student success. Furthermore, today's clientele expects colleges to find ways to improve the outcomes of their teaching as well as to evaluate the impact of the school's efforts to improve student learning and success. Every school should heed the call for competitiveness that is achieved not just by increasing product quality, instead by offering the best value of a product or service for the most reasonable price.

Institutional productivity is not a phenomenon that can be directly observed, but there are ways in which productivity can be inferred more systematically. Efforts to assess institutional image or reputation, climate or environmental characteristics, and overall performance shall be prioritized. Moreover, variables, situations, and conditions should be carefully assessed. The school's claim of quality and greatness should be based on a careful study. All attributes of productivity shall be attended to specially those that include the faculty and the staff. They shall be prepared for the sensitive task of bringing up the future of this nation through faculty and staff development.

In both previous and current studies, faculty development has surfaced as a priority concern. It was concluded that the Philippines cannot compete with its neighboring countries that are now moving towards offering cutting-edge programs and technologies unless administrators invest in creating a pool of experts in every academic institution who would train and equip students for significant and promising careers in the global market. Hence, CHED provided assistance to Higher Education Institutions to enable them to meet the said requirement. Faculty development is likewise being held critical for meeting accreditation requirements, helping teachers succeed as facilitators of effective and efficient learning, enabling faculty to pursue teaching as scholarship, ongoing quality improvement of the teachers, and establishing a professional development plan for faculty members' continued growth as teachers and educators.

Sta. Teresa College, just like the rest of the colleges and universities in the entire nation aspires for organizational effectiveness and institutional productivity. On the duration of its seventy-two years of existence, the school has been trying and continues to maximize its best effort to respond positively to the needs, demands and expectations of its clientele. Benchmarking moves, as well as accreditation, were considered priorities. Faculty and staff development were similarly attended to. Seriousness to meet the demands of its clientele as well as observance of the mandates of CHED was given high regard but in its life span, no study yet has attended to its institutional productivity.

Similarly, the researcher's journey from being a high school English teacher to her present task as Department Head of College of Education and member of the Executive Committee (EXECOM) had given her the chance to reflect on the responsibility of the administration to equip further the staff with the knowledge and skills necessary to help them succeed in their various roles in the student education program and to help the faculty to succeed as facilitators of effective and efficient learning. In addition, the researcher's being a middle manager

does not entitle her to directly deliver faculty development programs, but said role and her exposure to educational trends, practices and issues as faculty made her better qualified to set off faculty development program that could be relevant to students' success and institutional productivity. Consequently, with the thought that education to be effective requires the entire institution to be familiar and to act on the strengths as well as the weaknesses of its members hence, this study was undertaken.

## **2. Methodology**

This study used the descriptive research design to find out the institutional productivity of STC as basis for designing faculty and staff development program. The respondents correspond to the total population of the institution which is 147 employees. Specifically, seven administrators, 115 faculty and 25 staff served as respondents. The administrators are composed of the College President, the Director of Academics, the Director of Administration and Finance, the High School Principal, the Grade School Assistant Principal, the Head of Business and Management, and the College Registrar. Questionnaire and documentary analysis were the data gathering instruments used. The questionnaire was used to determine the productivity of Sta. Teresa College as basis for designing faculty and staff development program. Profile of the institution, its productivity as well as strengths and limitations of its faculty and staff were the contents of the questionnaire.

Documentary analysis was used in getting broader information on the profile of STC particularly on the areas of history, philosophy, vision, mission, objective; program offerings; enrolment; administration, faculty and staff; organization and governance; research and extension; instruction and facilities and compensation and benefits. Search and review of documents were done on areas of institutional productivity in relation to enrolment and graduates; faculty professional growth; faculty-student ratio; resource utilization; student services, Board Examination performance and employability of graduates. Most of the documents were gathered from the GS and HS Principal's office and from the College Registrar's Office. Weighted mean/composite mean, ranking, One way ANOVA and Scheffe's Test were the statistical tools used.

## **3. Results**

### ***3.1. Description of Sta. Teresa College***

The descriptors of the present status of STC where this research was conducted were viewed in terms of history, philosophy, vision, mission, objective; program offerings and enrolment; administration, faculty and staff; organization and governance; research and extension; instruction and facilities and compensation and benefits. The data were taken from the documentary analysis and the assessments of the respondents of this study namely the administrators, the faculty and the staff of the college.

### ***3.2. History, philosophy, mission, vision, objective***

Sta. Teresa College has existed for 72 years. It was initially named Colegio de Sta. Teresa de Jesus in 1920 then St. Theresa's Academy (STA) and now Sta. Teresa College. Documents likewise show that the pre-war STA had complete elementary and high school departments. The school was closed at its infancy at the start of the

World War II. STA was reopened in 1944 on condition that Niponggo would be taught as a subject in all classes. The classes were complete except for the top most years in the high school. It was written that the rumblings and tumult of the war of the Philippine Liberation forced STA to close before the school year was over. STA was started again in 1950 with fifty students at the start. Nineteen hundred and fifty-one marked the presentation of diplomas to the first Grade VI graduates and in 1954 to the first high school graduates.

In 1970, the Good Shepherd Sisters turned over the school to the Archdiocese of Lipa with the Archbishop as the Chairman of the Board of Trustees. The year also marked its expansion in the admission of not only female but also male students. The first school director in 1970 had proven the worth of the Bishop's appointment through improvement in physical plant and strong educational leadership. School year 1975 to 1976 was when the night session opened; and it lasted for 21 years while in 1984, the employees' status was uplifted, the value system and Teresian spirituality in the school's curriculum were articulated, and the school's services and facilities were improved.

The Family Council was revived, the STA Alumni Association was strengthened and the affordable tertiary school in the area of Bauan was opened. The said undertakings were highlighted when the first STC president was installed. June of 1995 marked the opening of the College Department while the year 1997 marked the awarding of the first College diplomas to the twenty-three and fifteen graduates of Associates in Computer Technology and Computer Secretarial respectively. The pioneer seventeen degree holders in Bachelor of Science in Computer Science; two in Bachelor of Secondary Education and nine in Bachelor of Elementary Education received their diplomas in 1999.

This holds true to the concept of the author in [1] that Higher Education should respond to the needs of a growing and fast moving population. Although it is known that institutional image is quite difficult to change, many environmental variables had been planned and controlled as STC journey to the present time. Institutional missions had been revisited and program objectives were more effectively communicated to the public and communities served by the institution. Remarkable changes in the institutional climate had been produced by interventions in institutional policy and by concerted actions that addressed internal operations. Innovations were caused likewise by the different administrators who provided leadership to the institution.

### ***3.3. Program offerings and enrolment***

STC offers Kindergarten, Elementary Education, Secondary Education and Tertiary Education which include Bachelor of Elementary Education with specialization in Pre-elementary Education and General Education; Bachelor of Secondary Education with majors in English, Mathematics, Filipino, Biological Science, Physical Science, Religious Education and Social Science; Bachelor of Science in Computer Science; Bachelor of Science in Information Technology; Bachelor of Science in Information Systems; Bachelor of Science in Office Administration; Bachelor of Science in Business Administration with major in Human Resource Management and Financial Management; Bachelor of Science in Hotel and Restaurant Management; Bachelor of Science in Tourism Management; and Bachelor of Science in Psychology. Also, two-year courses are being offered. Those are Associate in Office Administration and Associate in Computer Technology.

### **3.4. Administration, faculty and staff**

The personal and professional characteristics of the respondents in terms of gender, age, civil status, highest educational attainment, status of employment, length of service, qualification as to Board Examination, and salary are determined in this study.

There were 147 research participants, 25 or 17 percent were males and 122 or 83 percent were females. Majority of the respondents have age bracket ranging from 20-29 years old, which is 53 or 36 percent of the total respondents. This is followed by those respondents whose ages are from 30 to 39 and from 40 to 49 years old that is 38 or 26 percent of the respondents and 30 or 20 percent of the respondents; respectively. It can be noted that there are 15 or 10 percent of the respondents who have age bracket from 50–59 years old. The greater number of STC employees are females and the school is composed of a young population of faculty and staff. More than half of the respondents are married that comprise 76 or 52 percent of the total respondents. Almost half of the respondents that is 63 or 43 percent of them are single. There are 8 widows/widowers or 5 percent of the total respondents. This indicates that in STC, most personnel are married. This further traces their long stay at the institution from the time they are single until they are married. That status may be interpreted as the employees' display of abiding loyalty and commitment to the institution.

Out of 147 respondents, 84 or 57 percent have masteral units while 33 or 23 percent finished their bachelor's degree. There are 18 or 12 percent of the respondents who are masteral graduates; 6 or 4 percent of the respondents either have doctoral units; or have finished or earned their doctoral degrees, respectively. This implies that majority of STC faculty have not earned yet their post graduate degrees.

Nine or 6 percent of the respondents serve the school on part-time basis; 41 or 28 percent of the respondents are on probation while 97 or 66 percent are permanent. This signifies that the bigger number of faculty and staff is permanent. This means further that STC has kept its faculty in spite of other opportunities that surround them.

As to length of service, those with one to five years of service are 51 or 34 percent of the respondents while those who had been in school for six to ten years are 29 or 20 percent of the total respondents. Those with 11 to 15 years are 25 or 17 percent of the respondents in contrast to 13 or nine percent of those respondents who had been in school for 16 to 20 years. Those with 21 to 25 years are 12 or eight percent; with 26 to 30 years with four or three percent of the total respondents and those with 31 to 35 years with seven or five percent of the total respondents. Finally, those who were in service for 36 to 40 years are six or four percent of the total respondents. This means that the faculty is comprised of young educators who chose to spend their youth at STC.

With regard to board examination, there are 124 or 84 percent of the respondents who are passers while 23 or 16 percent who are not. This indicates that the result of board examination is one important criteria to teach in STC. This implies also that in STC, only those with license to teach are employed. Passing the LET is a requirement for a teacher to be hired at STC.

Seventy-eight or 53 percent of the respondents belong to the High School Department. This is followed by those respondents who are teaching in the Grade School Department that is 35 or 24 percent of the total respondents and

25 or 17 percent from the College Department. This implies that the biggest bulk of educators at STC belong to the high school department and that the biggest group of clientele belongs likewise to this department. There are seven or five percent of the respondents who receive salary that is less than Php 10,000 while 94 or 64 percent receive salary that is equivalent to Php 10,0001 to Php 20,000. Those who receive Php 20,001 to Php 30,000 are 43 or 29 percent. There are two or one percent of the respondents who receive Php 30,001 to Php 40,000 while one or one percent of the respondents receives 40,001 to Php 50,000 monthly income. This shows that in STC, salary is given much importance as it is believed that best teachers can be hired if they are given good compensation and benefits. This finding is related to [2] which claimed that productivity improvement to the workers signify increase in compensation, better working condition, better sense of well-being, job security and development of their capabilities.

### **3.5. Organization and governance**

This part provides the organizational chart of the institution as well as the administrators, faculty and staff's assessment of STC's governance. The organizational structure of Sta. Teresa College (STC). The organizational set-up of the school is represented by an organizational chart which is an important guide for efficient and effective operation of the school system, since it delineates the functional relationships of those who are involved in the management of the school. The most important level is found at the middle section.

The authority lines signify that delegation flows from the top downwards. In contrast, the straight lines that connect and flow from one unit to the next connote direct authority and responsibility while the broken lines mean coordination and consultation. This agrees with [3] who expressed that an organization is progressive if it achieves its goals and transfers inputs and outputs at the lower cost.

The school organization is composed of administrators who are responsible in providing the atmosphere for the total growth of the students. They function as planners, coordinators, implementers, supervisors and evaluators of the school's total program in accordance with its philosophy, goals and objectives.

STC is owned by the Archdiocese of Lipa and is run by the Board of Trustees composed of the archbishop as the Chairman of the Board of Trustees. STC President acts as Vice Chairman while the rest of the members include a secretary, a treasurer, and two Board Members. The Board of Trustees is the highest policy-making body of the institution that is responsible for the establishment and implementation of its goals and objectives. It is also vested with the responsibility of administering and managing the property, the business affairs and the concerns of STC including its assets and liabilities.

Locally, the school is led by the STC President who is the Chief Executive of the institution. He is responsible in the light of the philosophy, goals, objectives and approved statutes of STC. The President is supported by the Educational Council otherwise known as the Executive Committee (EXECOM) composed of the Director of Academic Affairs, Director of Administration and Finance, and the Members of the Academic Council namely Grade School Assistant Principal, High School Assistant Principal, Head of the Education Department, Head of the Accounting Department, the Registrar, the Librarian and other personnel appointed by the president. The

Academic Division on the other hand is led by the Director of Academics and includes the Dean, the GS and HS Principal, the Assistant Principals, and the Department Heads. The division also includes the Academic Services group which is composed of the class advisers, the teachers, the instructors and the professors; the coordinators of the clubs and organizations; and the club moderators.

The assessment of the three groups of respondents in terms of governance is also included in this study

As to average assessment of the three respondents, on top is administrators in the institution are qualified with weighted mean of 4.42. Second in rank is the item administrators set direction in line with its vision and mission with weighted mean of 4.39 while third is administrators manage the institution in ways that promote systemic improvement in student success with weighted mean of 4.37. All three are interpreted as high evident. This may imply that the respondents regard the need for good leaders who may set direction and initiate undertakings that could lead to further success not only for the school but likewise for its clients.

In contrast, the bottom three are items administrators are alert to opportunities for inter-institutional cooperation and/or sharing of resources and facilities with weighted mean of 4.15 and is ranked tenth, administrators set performance expectations for team members and communicate work place issues and processes and administrators communicate and cooperate among the various stakeholders with weighted mean of 4.16 and are ranked 8.5 and administrators experiment with ways to improve the effectiveness of instruction and support services with weighted mean of 4.22 and is ranked seventh. This may imply that there is still a need to collaborate and share resources with other educational institutions since this had not been maximized by the school and it should be attended shall be attended immediately to promote effective instruction and support services. This finds support to the idea [4] that one school differs from another as regard to productivity issues and that success of every management practice is firm specific and is affected by the prevailing institutional environment. The general weighted mean of 4.29 was an indicator that the three respondents value good leadership. They similarly consider good governance relevant to teaching-learning success at STC.

### **3.6. Research and extension**

Based on the assessment of the administrators, it was high evident that there is a general sense that the institution has a distinctive purpose to fulfill. This had a weighted mean of 4.29 and ranked first. This shows that the administrators are aware of STC's reason for being. This implies further that the administrators value the school's being Catholic and are trying to live up with the ideals of the institution. Second in rank were items concerning the extension services of the school in which the institution has extension programs where administrators, faculty and students partake and the institution shares its resources/facilities with the community were rated as high evident. Both items obtained a weighted mean of 4.14 and ranked 2.5. The high evident assessment of those areas manifests the administrators' affirmation of what the STC community members are doing in relation to outreach and extension. The sharing of resources on the other hand proves that STC's being member of both USAL and LIDICSA allows the school to share both human and material resources. The item the institution provides a budget for extension services ranked fourth as assessed by the administrators. The said item obtained a weighted mean of 4.0. The assessment signifies the administrators' awareness of the needs of



outside communities. This further indicates the school's effort to allot finances, talent and time to be of better help to LIDICSA and USAL schools as well as to STC's feeder schools.

The institution's participation in the work of educational, civic, cultural and religious organizations topped the assessment of the faculty with a weighted mean of 4.27. This item topped the faculty's assessment due to their direct participation on the cited undertakings. This is followed by the item the institution has a distinctive purpose to fulfill with a weighted mean of 4.23. The above assessment shows that the faculty had observed maximally the school's effort to participate in educational, civic, cultural and religious undertakings. Similarly, the said group of employees shares the administrators' knowledge of what the school needs to deliver to the community it serves. This finds support to the idea of [5] that success in an organization is determined by the skill and motivation of its members.

Accordingly, the faculty rated the institution tends to do more of what it does well, to expand in areas where administrators/faculty/staff have expertise as high evident with weighted mean of 4.22 and is ranked third. This implies that the faculty is aware of the institution's success in expanding in areas of its expertise. The institution's participation was high evident in the work of educational, civic, cultural and religious organizations as rated by the staff. It obtained a weighted mean of 4.4 and could be noted that it similarly ranked first in the assessment of the faculty. Both items in which the institution has extension programs wherein administrators, faculty and students partake and there is a general sense that the institution has a distinctive purpose to fulfill were rated as highly evident by the staff. This had a weighted mean of 4.32 and ranked 2.5. The said findings as revealed in the present study encourage the Teresians to value linkages and wholesome relationship with other institutions as preliminaries to organizational effectiveness. The staff assessed the item the institution tends to do more of what it does well, to expand in areas where administrators/faculty/staff have expertise as rank 4 with weighted mean of 4.24. This supports the assessment of the faculty and affirms likewise the assessment of the administrators. The findings consequently show that the administrators, the faculty and the staff are similarly aware of the school's effort in area of extension.

In contrast, the items in which there are special laboratories for research the administrator, faculty and staff publish a research journal, and standard scholarly journals in research are easily accessible were ranked least by the three groups of respondents. The said items were slightly evident as rated by the administrators and were moderate evident as rated by the faculty and staff. The administrators, the faculty and the staff know that STC lacks a lot in the area of research.

As one of the priority areas of Higher Learning Institutions, documents show that not much priority is given to research at STC. Though the teachers are required to work on annual action researches, not much degree of seriousness is attributed to the said undertaking. Though seminars and conferences are being sponsored by the school, the teachers' lack of time to really focus on the activity hinders them to achieve a great degree of success in researching.

It could be noticed that the assessment of the administrators and faculty on the item in which reward is given to best researches and researchers was ranked sixteenth. It was given by the administrators and staff the weighted

mean of 2.43 and is interpreted as slightly evident and 3.57 and is interpreted as high evident, respectively. Meanwhile, the staff rated the said item as moderate evident with weighted mean of 3.4 and a rank of 17. This may imply that the absence of incentives as well as recognition contributes fairly well to the teachers' lack of enthusiasm in research. Furthermore, it is expressed that there is no striking improvement that could be noticed on research facilities.

These findings find support from the results of the study of [6] regarding manifested faculty productivity that they were high in instruction but low in research. This signifies that faculty was committed to instruction but least to research.

Summing up, the general weighted means on the items with regard to research and extension were ranging from 2.87 to 4.03 and 3.66 to 4.27, respectively. In the entire study, this part is given the lowest evaluation or rating. It can be interpreted that research is supposed to be regarded as a priority area in the school. The said assessment further implies that attention shall not only be focused in extension but likewise in research. Finally, it can be gleaned from the assessment of the respondents that the area of research is not yet considered as a good indicator of the institution's productivity. Though it can be seen from the table that the item where research activities are initiated by a qualified head has an average weighted mean of 4.03 and is interpreted as high evident and is followed by the item in which the institution provides seminars and trainings to enhance the administrators/faculty/staff's insights on research with weighted mean of 3.99. The rest of the items like reward is given to best researches with rating of 3.48 and the institution uses research to track student outcomes and to improve program impact with a grade of 3.37 were given not so good rating. Interpretation of the said items is but moderate evident. Those assessments manifest the absolute necessity to develop in area of research. In contrast to extension that had been well-explored by the STC community, research shall be equally prioritized.

### **3.7. Instruction and facilities**

The three groups of respondents assessed that the institution is recognized by DepEd/CHED as very high evident. It can be noted that the three groups of respondents had the same assessment regarding the evaluation of student performance being done through tests and examinations. They ranked the item second and the weighted means ranged from 4.4 to 4.71. Specifically, the said item was rated by the administrators as very high evident with weighted mean of 4.71 and was rated by the faculty and staff as high evident with weighted mean of 4.49 and 4.4, respectively. As to average assessment of the respondents, the item given the highest rank is the institution is recognized by DepEd/CHED with weighted mean of 4.83. Second is the item evaluation of student performance is done through tests and examinations with weighted mean of 4.48 and the third highest is the item recognition and encouragement are given to exceptional students with weighted mean of 4.27. Their being on top of the list may indicate the respondents' awareness of the existence or practice of each one at STC.

On the other hand, at the bottom are the items the institution is accredited with average weighted mean assessment of 3.33 with 20<sup>th</sup> rank; the item the library is large and is conducive to quiet study and research with average weighted mean of 3.42 with 19<sup>th</sup> rank and the item the library holdings meet the curricular, instructional, research and recreational needs of the institution's clientele with average weighted mean of 3.46 and ranked 18<sup>th</sup>. All three items were interpreted as moderate extent. The said assessment expresses the

respondents' awareness of the need for accreditation and the necessity of having a library that is large and loaded with materials that could provide learning and better insights to STC's clientele.

As a whole, the area that is instruction and facilities was described as high evident based on the general weighted mean of 3.93. It can similarly be gleaned from the table that the usually regarded prerequisites of good instruction are among the present priorities at STC.

### ***3.8. Compensation and benefits***

The breakdown of salary per month of the employees as highlighted in the faculty profile shows that majority of the respondents are receiving salary ranging from Php 10,000 – 20,000; which is 64 percent of the total population. Those are the faculty and staff with probationary status and receiving their hiring rates. In addition, the three groups of respondents affirmed that extra compensations for other assignments, and educational benefits to administrator/faculty/staff upon meritorious service were given by the institution and are interpreted as high evident. This infers that other than the basic compensation being offered to its employees, the school provides other fees that could be termed as equivalent of other tasks performed by the workforce. The assessment similarly indicates the institution's effective performance appraisal system, the employees trust on management appraisal system, and the employees trust that the management will use the system equitably.

Based on the existing documents, the actual system of performance appraisal being used at STC is believed by the members of the STC community. The evaluators are given high respect and the faculty and the staff are likewise given chance to discuss with the people concerned the results of every appraisal. Fairness and transparency as revealed by the documents gathered are the reasons why people trust those who do assessments of their performance.

## **2. Institutional Productivity Assessment of the Administrators, Faculty and Non-teaching Staff**

The administrators, faculty and non-teaching staff assessed the institutional productivity of STC. Results are discussed herein.

### ***2.1. Number of enrollees and graduates***

As revealed in the history of Sta. Teresa College, the school was born in 1940 or even earlier. No record of enrolment was left by World War II. The document that pertains to the earliest enrolment was not earlier than in 1950's which expressed that there were 28 Grade School pupils and 38 High School students who graduated in 1951 and 1954 respectively. However, only enrolment and graduation records of 1970's until present were located by the present registrar.

Documents examined showed that the enrolment and graduates of the three departments from school year 1950 to 1975 were fluctuating and had ranged from 15 to 58. On the following school years except for school year 1975 to 1976, the number of graduates had increased from 89 to 235. The most number of graduates was realized on school year 2000 to 2001 and the least number of graduates was on school year 1987 to 1988.

It was learned further from the gathered documents that the graduates from school year 1953 to 1972 were females. It started with graduates of 38 female students and was ended with at least 76 female graduates. In the school year 1972 to 1973, 101 combined males and females graduated from STC. The following years reflected the increasing trend in number of enrolments and graduates. The most number of graduates was reached on school year 1995 to 1996. Meanwhile, the number of graduates in the College department had started with 38 students on school year 1996 to 1997. School year 2007-2008 marked the most number of graduates with 97 graduates.

The composite mean assessing the institutional productivity in terms of number of enrollees and graduates is 4.09 and is interpreted as high evident. This proves that the school had been productive in producing graduates almost equivalent to the total number of those who enrolled. It could further be inferred that the Teresian learners are gaining success in their target of availing Teresian catholic education. These findings conform to the idea of Griffin (2005) that productivity refers to the volume of goods and services and its input are the tangible and intangible resources used to produce good service and the outcomes of production are used for the benefit and satisfaction of human needs.

Similarly, the enrollees reaching their final year as students at STC could mean that the learners as well as their parents had enjoyed and valued the kind of teaching and relationship provided to them at STC. The stakeholders' belief of the philosophy of the institution is shown likewise by their having enrolled and having graduated in their chosen school.

## ***2.2. Faculty/Staff's professional growth***

The professional growth of both the faculty and the staff should be sustained and enhanced to meet the changes and challenges in education. The institution encourages membership of faculty/staff in professional organizations. There is also a budget for incoming members of the faculty/staff. It was known from the examined documents that there were only 25 faculty and staff who were members of professional organizations. This signifies that the faculty and the staff failed to respond positively to the encouragement of the school to be members of professional organizations. This could likewise mean that the faculty and the staff need further motivation for them to mind not only their tasks as professionals but likewise the enhancement of their personalities for them to be able to participate in area of planning and for them to be better qualified as future leaders of the institution.

Item in which in-service training of faculty/staff takes the form of seminars, workshops and colloquia was given the highest mean of the faculty and staff. Next in rank was that the institution supports faculty/staff participation in seminars and workshops inside/outside the school. It was interpreted as highly evident as observed in its weighted mean of 4.39 for faculty and 4.36 for the staff.

Further, the documents that were reviewed showed that the institution supports faculty/staff participation in seminars and workshops inside/outside the school. Good speakers were asked to come to STC for the STC and USAL members to be clarified and to be trained on matters that correspond to the many challenges the innovation in education is bringing. This finds support to the idea of [7] regarding training as a way to acquire knowledge and learning skills to become more equipped on the job.

Summing up, the respondents assessed the productivity in terms of faculty/staff's professional growth as high evident based on the weighted averages ranging from 4.14 to 4.45. This signifies the respondents' acknowledgement of what the institution is providing them in area of faculty development. The item incoming members of the faculty/staff are informed of the purposes and objectives through a proper orientation program having the lowest assessment of 4.14 may indicate that the new members of the STC community are looking forward to a more comprehensive orientation that would allow them to fit well with their new environment.

### **2.3. Faculty-student ratio**

The administrators indicated that the institution observes the maximum size for collegiate level which is 50 per recitation class while in lecture classes, the number of students is limited by the size, seating and acoustic facilities as mandated in the Manual of Regulations for Private Schools as observed in the weighted mean of 3.71 and is interpreted as high evident. The same rating was given to the item in which the Pre School classes are composed of not more than 30 pupils per class as mandated in the Manual of Regulations for Private Schools. Considering the assessments of the faculty and the staff, the said item was given the highest weighted means of 4.08 and 3.88, respectively. This implies that all the respondents attested to the institution's observance of the mandates of governing bodies like DepEd, and CHED. It should be realized that least in rank by the three groups of respondents was that the institution observes the maximum size for language and professional courses which is 40 students per class as provided in PAASCU Accreditation Manual. In totality, the productivity on faculty-student ratio was assessed as second to the lowest composite mean among the factors of institutional productivity that obtained a composite mean of 3.70 though interpreted still as high evident. This could mean that the respondents look forward to having smaller classes to be handled well by the teaching faculty.

### **2.4. Resource utilization**

Another key point of institutional productivity is the resource utilization. The faculty and the staff equally ranked first the item in which there is an officer designated to prepare the budget system, to supervise the business functions of the institution and to manage and control the assets of the institution. Having a weighted mean of 4.53, the faculty respondents rated this item as very high evident while the staff rated the item as high evident based on its weighted mean of 4.48. The said item was likewise assessed by the administrators as high evident but is ranked second with the weighted mean of 4.43. This assessment signifies that the respondents are aware of the existence of a budget system being prepared by designated personnel. The supervisory tasks as well as the management of resources role are apparent to the respondents.

The three groups of respondents assessed least the item in which all administrative units participate in the preparation and formulation of the budget and on deciding the capital expenditures. This could be observed in the weighted means ranging from 4.13 to 4.5 and is interpreted as high evident. In addition, the items funds are used for the purposes for which they are collected and the system for requisitions and purchases is defined and operative were likewise given high ratings. Both can be interpreted as gestures displaying transparency on collections or earnings and expenditures. The table further shows that the productivity on resource utilization was high evident as observed in the general weighted mean of 4.28.

The said findings affirmed [8] who expressed that productivity increases if rates of output to input increase by increasing the different inputs and that the usual target of school administrators to increase the institution's productivity and to improve its opportunity. Thus, productivity is a measure of efficiency in the use of inputs or resources in relation to its outputs such as goods and services.

### **2.5. Student services**

The three groups of respondents gave their highest assessment of high evident on the item in which the student records are kept and updated. The administrators assessment of the said item got a weighted mean of 4.14; the faculty's weighted mean on said item is 4.42 while for the staff, the weighted mean is 4.32. This could mean that the respondents are one in their observations that student records are well-kept and updated.

The administrators rated the items the institution has well-designed, well-aligned, and proactive student support services being carried out by professionally trained personnel and career guidance is provided to enable students to choose appropriate programs/specializations as high evident. Both items obtained a weighted mean of 4.0. The faculty and staff ranked second and interpreted as high evident the item in which the career guidance is provided to enable students to choose appropriate programs/specializations with the weighted mean of 4.27 and 4.24 respectively. This means that the three respondents agree as to the objective of having career guidance among students for them to decide when it comes to the right program for them to take. For the administrators, the involvement of alumni in institutional programs and activities was moderate evident having a weighted mean 2.86. This implies that although there is already an alumni association with significant projects benefitting the school, the administrators are still looking forward to better cooperation and collaboration of the alumni to school undertaking. This could mean that the participation of greater number if not the total number of alumni is being sought yet by the administrators. Furthermore, this could mean that the administrators are looking forward to quality, more active and better involvement of the school's graduates on institutional undertakings. On the contrary, both the faculty and the staff respondents assessed the said item as high evident. This could only mean that the perception of success on such area of the administrators and the faculty and staff differ. The faculty and staff gave the formal linkages with the employment sector for systematic recruitment the least rank. On the part of the administrators, this was given a weighted mean of 3.29 and was interpreted as moderate evident. This infers that the existing program of the guidance center pertaining to employment of graduates is not considered yet as enough by the administrators.

This may be due to the fact that the participating employment sectors during job fair hardly could cater to the graduates of the courses being offered at STC. Similarly, employers are simply from local area not from the national or the international group. The general weighted means that range from 3.84 to 4.39 indicate that the productivity on student services was high evident. This implies that the services offered to the students had met the standard but shall be improved further for the school to be termed truly productive.

### **2.6. Board examination**

The performance of the Education graduates in Licensure Examination for Teachers is shown in Table 12.

Among the courses being offered by the College, only the education graduates got a board examination. Results showed that the administrators rated the productivity on board examination as moderate evident with the weighted mean of 3.29 as compared to the assessment of the faculty and staff which is high evident as indicated in the general weighted mean of 3.67 and 3.62 respectively.

This may be due to the fact that the school administrators have not met the school's target performance while the faculty and staff had been gladdened already by the way graduates perform in board examination.

The three groups of respondents ranked the least the performance in the board examination increases each year. Both administrators and staff assessed the item performance in the board examination increases each year as moderate evident with weighted means of 2.86 and 3.48 respectively while the faculty respondents' observation was high evident with the weighted mean of 3.57.

This implies that consistency in performance in the board examination has not been achieved yet by STC.

This implies further that STC, just like the rest of the higher education institutions though intends to produce the best and most competent professional and practices the measures for graduates to be better prepared for Licensure Examination still experiences difficulty in achieving the said goal due to the differences in the kind of learner enrolling each year.

This holds true to what [9] expressed regarding requirements of Philippine industrialization which requires the institution of higher learning to be fine-tuned to the needs of the development which faculty means that they must be able to produce the best and most competent professional.

### ***2.7. Employability of graduates***

Employability of graduates is generally regarded as measure of institutional productivity. Employment situation remains particularly for all kinds of profession.

There will be new careers to develop as one leaves the age of production and enters the age of knowledge. Further different skills will be needed, and certain industries will grow while others fade if there is no close attention given to labor market.

As in the case of education, it must go beyond the academic realm. It should focus on providing the skills, knowledge and values that enable graduates to contribute meaningfully to accelerate economic, political, spiritual and social development and thus enhance their role in society as responsible and productive citizens.

On the whole, the productivity based on the employability of graduates was high evident as observed in the general weighted mean of 4.08.

This implies that STC as an educational institution has met the expectations of its clientele and has realized likewise its philosophy of bringing to the world graduates who are competitive and employable.

### 3. Significant Difference on the Assessment of the Respondents

**Table1:** Comparative Assessment on the Institutional Productivity of Sta. Teresa College

Indicators	p-values	F <sub>c</sub>	Decision (Ho)	Interpretation
1. number of enrollees and graduates	0.49	0.73	Accept	Not Significant
2. faculty/staff's professional growth	0.75	0.29		
3. faculty-student ratio	0.28	1.29	Accept	Not Significant
	0.93	0.07		
4. resource utilization	0.02	4.18	Accept	Not Significant
5. student services	0.20	1.62		
6. board examination	0.43	0.86	Accept	Not Significant
7. employability of graduates			Reject	Significant
			Accept	Not Significant
			Accept	Not Significant

The assessments by the three groups of respondents were compared using one-way analysis of variance or F-test. Scheffe's test was applied to determine which group obtained different assessment. The number of enrollees and graduates obtained computed F-value of 0.73. It had likewise obtained computed p-value of 0.49 and this was greater than at 5 percent level of significance. This accepted the null hypothesis hence, indicating that there was no significant difference on the assessment of the administrators, faculty and staff on the productivity of STC in relation to the number of enrollees and graduates. This could mean that the three groups of respondents are aware of the increasing number of enrollees and graduates from 1950 to present. Although gathered documents revealed that enrollment in Grade School exposed remarkable decrease in enrollment and graduates in the last five years, still, the institutional productivity in enrollment and graduates continues to increase due to rise in the enrollment and graduates in both High School and College departments.

The Scheffe's values of significant differences are presented.

**Table2:** Scheffe's Values of Significant Difference on Student Services

Group Pairings	Computed Scheffe'	Decision (Ho)	Interpretation
Administrator & Faculty	3.056	Reject	Significant
Administrator & Staff	2.877	Reject	Significant
Faculty & Staff	0.706	Accept	Not Significant

$\alpha = 0.05$  Scheffe's t-value = 2.71



Results showed that there are significant differences on the assessment of the administrators and that of the faculty and the staff on student services. For the responses of the administrator and the faculty, the computed Scheffe's value was 3.056 while the responses of the administrator and the staff's computed Scheffe's value was 2.877. The said Scheffe's values were higher than the Scheffe's tabular value of 2.71 at 0.05 level of significance. This led to the rejection of the null hypothesis. On the other hand, it can be noted that the responses of the faculty and the staff revealed a Scheffe's value of 0.706 which was lower than the tabular value of 2.71 at level of significance of 5 percent. Thus, there was no significant difference on the responses of the faculty and the staff respondents. This emphasizes the point that the administrators can still see the need for the improvement of student services while both faculty and staff had already been satisfied by what the school renders towards student services. Based on the examined document, it was gleaned that the administrators target the marketability of the entire institution to prosper. This is related to the findings of [10] that with regard to education, it should be judged in its capacity to facilitate the lifelong intellectual, ethical and personal career development.

#### **4. Strengths and Limitations of the Teaching and Non-teaching Staff**

The strengths and limitations of the teaching and non-teaching staff were determined in this study.

The teaching staff's strengths and weaknesses are assessed by the respondents in terms of their personal attributes and values, professional competence, classroom management, competence in communication, instructional strategies and the use of technology in teaching, institutional commitment, research capability, social awareness and concern, decision-making capability, and the interpersonal relationship.

As to composite mean, it is 4.25 and is interpreted as high evident. The item in which the faculty is physically, mentally and emotionally sound manifested by the average weighted mean of 4.32 and given the first rank. This denotes that the faculty of Sta. Teresa College had met the initial prerequisite of being quality educators which is having sound mind in a sound body. Another noteworthy assessment is the item that expresses that the faculty is willing to participate in community activities which gotten a weighted mean of 4.31 and was given a second rank This implies that it is highly evident that the community is regarded by the faculty as a significant stakeholder that needs to be satisfied for the school to be recognized successful.

In contrast, the least ranked are the faculty is free from bad speech, habits and mannerisms with a weighted mean of 4.10, the faculty is informed on current social problems and issues with weighted mean of 4.19 and the faculty performs tasks cheerfully and willingly with weighted mean of 4.28. These show that the respondents are aware of the said weaknesses of the teaching staff. Furthermore, the respondents acknowledge the great need for knowledge of current social problems and issues that may or may not affect them. The succeeding items were interpreted by the three groups of respondents as high evident with weighted means ranging from 4.14 to 4.43. These items confirmed that the faculty manifests genuine enthusiasm and pride in teaching; the faculty shows professional courtesy, helpfulness and sympathy to fellow educators and superiors; and the faculty maintains cordial relations with students, parents and members of the community. This could mean that the STC faculty possess the professional characteristics embodied in the code of ethics for professional teachers and

expected by STC clientele.

It can be noticed similarly that the three groups of respondents least ranked the item in which the faculty prepares and submits information on any problem, adverse events or need for further resources. It had weighted means ranging from 3.14 to 4.08 which was interpreted as moderate to high evident. This infers that the individual personality of the faculty surfaces on moments that call for decision-making and tact. Some faculty appear to be superior than others in this area due to differences in age, educational background, experiences, and other areas that pertain to maturity.

It can be gleaned further that like other institution; the teaching staff of STC is characterized with both strengths and weaknesses as professionals. Although they have been trying to develop the strengths and to overcome the weaknesses through good human relationship and culture they have learned that they still need further development.

The study likewise presents the strengths and limitations of the teaching staff as to instructional competence. Results revealed that the assessment of the administrators on the instructional competence of the faculty was high evident on the items that the faculty uses language within students' comprehension and the faculty facilitates two-way communication. Both items got a weighted mean of 4.43. It can be seen that the faculty gave their highest rating of 4.3 on the item the faculty facilitates two-way communication. This could mean that the role of communication is being valued by the members of the institution. The members of the community are encouraged to speak a language that is intelligible and can be perceived well by every Teresian. It is very evident on the table that competence in communication in which the faculty facilitates two-way communication and uses language within students' comprehension are among the outstanding characteristics of Teresian educators. Respondents rated this item as high evident with weighted means of 4.43 and 4.48, respectively. The higher assessment of the administrators may imply that they had been satisfied by what they had perceived from the faculty. There is mutuality of relationship between the school leaders and the staff when effective school leaders recognize the significant and measurable contribution of their staff. Individuals are important in the attainment of the common aims and goals of the school.

The said finding confirmed [11] who expressed that productivity is a performance measure encompassing both efficiency and effectiveness and that high performing, effective organizations have a culture that encourages employee involvement. Employees under the said circumstance are more willing to get involved in decision-making, goal setting or problem solving activities which subsequently result in higher employee performance.

Both the faculty and the staff ranked first and assessed the item the staff shows respect for Teresian's Catholic teachings, beliefs, practices and Teresian's core values of concern, responsibility and service as the top strength of the staff with weighted mean of 4.39 for the faculty and 4.52 for the staff and was interpreted as high evident and very high evident, respectively. This affirms the assessment given by the administrators. This may be interpreted as oneness in the impression of the administrators, the faculty and the staff as regard to the criteria of effectivity.

Based on the general weighted mean of 4.21, the support staff's professional competence was high evident. The said finding indicates that the success of management depends upon the effectiveness of the staff and is affected by the prevailing institutional environment. Similarly, the end result of training among STC staff is their awareness as to the importance of training as an activity that develops skills, knowledge, and behavior. This shows that whatever the staff presently has is a product not only of the organizational climate and culture but likewise by the trainings provided to the non-teaching staff. It can be gleaned that the staff generally had lived the challenge of being responsible and accountable because those are the expected actions as mandated by the Teresian environment. However, the staff needs to improve a lot more in area of punctuality and being regular in attendance.

Finally, the said finding cited already highlighted the importance of training as a way to which employees acquire knowledge and learning skills that will be used in the organization. Training is aimed at making employees become more equipped for their jobs. This idea intensifies further the need for further training and development of the entire staff of Sta. Teresa College.

### **5. Proposed Faculty and Staff Development Program**

The researcher's proposed program which is the output of the study is intended for the teaching and the non-teaching staff of Sta. Teresa College. This program may enhance the growth of the Personal and the Professional growth of the said employees. This intends further to translate the said growth of personnel to students' success as well as to the institutional triumph of Sta. Teresa College. Furthermore, this focuses on the weak areas of institutional productivity as well as the weak points in the personal, professional and instructional competence of the teaching faculty and the non-teaching staff as revealed in this study. The specific area where the teaching faculty is weak is working on research and sharing the product of his studies while for the non-teaching staff, the weak points are on their professional characteristics of being punctual and regular in attendance and their need to pursue further studies to improve their efficiency and virtues. The proposed faculty and staff development program intends further to focus on the faculty not only as a teacher and as a person but as a scholar and a professional. Since research is held critical to faculty development, this program intends to increase their research experience. Furthermore, this program wishes to inspire, stimulate, and motivate the faculty to go beyond the usual routines and to integrate the findings of their research in their repertoire of knowledge and skills.

Meanwhile, as for the staff, the program intends to encourage enhancement of their workplace behavior particularly on professional characteristics of being punctual and regular in attendance and their need to pursue further studies to improve their efficiency and virtues.

Proposed Faculty and Staff Development Program

of Sta. Teresa College, Bauan, Batangas

CY 2014 - 2017

## **I. Institutional philosophy**

Sta. Teresa College holds on to the philosophy that education is directed towards the formation of the whole human person and the good of the society to which he/she belongs.

Inspired by Sta. Teresa de Avila, the school always has its reference to Christian concept of life centered on Jesus Christ. As such it is governed by three considerations. It is Catholic, Filipino and in the Spirit of Concern, Responsibility and Service.

## **II. Vision**

Sta. Teresa College envisions to be a leading catholic educational institution that produces academically exemplary, spiritually alive and socially responsive individuals.

## **III. Mission**

Being faithful with this vision, and the teachings of St. Teresa of Avila, the school provides quality educational programs and value-laden activities to develop evangelized individuals in the service of the church and the society.

## **IV. Institutional objectives**

The institutional objectives are: the completion of an adequate program of general education in the elementary, secondary and tertiary levels – a general education which develops the students / pupils the ability to: think effectively, communicate his/her feelings, and discriminate among values; and as a Catholic institution: the guidance of each student/pupil towards his/her true vocation in life and the redirection of his/her desires and capacities towards the needs of his/her community.

## **V. Rationale**

A strong system of higher education is regarded essential for the development and progress of a nation. It is claimed further that the economy and strength of every society are dependent on the education of its citizens through higher education institutions that meet national needs and international standards. It is demanded nowadays that universities and colleges provide rigorous learning opportunities to ensure the nation's future supply of educated professionals capable of contributing to national development in all fields.

Setting priorities with clear strategies to meet targeted goals is every school's responsibility. Providing the resources, both human and physical, for institutions to meet these goals is another major challenge. Each educational institution has unique characteristics and special purposes, but all institutions are motivated to educate their students well. Likewise, capacity building for administrators in practical aspects of management and educational leadership are high priorities of educational institutions. The same target is intended for both the faculty and the staff.

At STC campus, every educator is challenged not to be mediocre; instead, each is encouraged to step up and be ready to satisfy the demand of every stakeholder. The said expectation provides the thesis or the reason behind this Proposed Faculty and Staff Development Program. Moreover, this program targets to continue as well as to complement the existing Three Year Development Program that intends to provide the faculty and the staff with the necessary readiness in the areas of development such as personal, professional and instructional as indicators of institutional productivity.

The existing faculty and staff development program as examined already attempts the broadening and the enhancement of the employees personal attribute, their awareness, as well as their understanding and skills for them to gain ultimate success in the workplace. However, there are still areas the school needs to attend to as revealed in this study. Among those are the area of research for the teaching faculty and the area of promptness and regularity of attendance as well as pursuance of further studies to improve their efficiency and virtues for the non-teaching staff. Those areas will be the priorities in this proposed faculty and staff development program. The first two undertakings in the program may serve as incentive to those achieving faculty and staff while the rest of the activities in the proposed program includes the rest of the faculty and the staff of STC.

## **VI. Goal**

The proposed development program intends to focus on the faculty and the staff not only as a teacher and office personnel but as a scholar and a professional. Since research is held critical to faculty development, this program shall increase the faculty's research experience. In addition, the faculty and the staff who continue their development through research and training are also given opportunity to pursue advanced degrees and improve their teaching and office skills. This endeavor tends to be most successful in an environment with a strong support system from the administration.

Furthermore, this proposed faculty and staff development program wishes to inspire, stimulate, and motivate the faculty and the staff to go beyond the usual routines and to integrate the findings of their research and studies in their repertoire of knowledge and skills. This proposed faculty and staff development program may be treated as part of the organized institutional development program and shall be funded by the school through the annual budget of the Director of Administration and Finance and maybe administered by the Office of the Director of Academics.

## **VII. General objectives**

1. To establish a strong involvement of STC administration in faculty and staff development.
2. To increase awareness and understanding of the faculty and the staff's potential, strengths and weaknesses.
3. To provide template responsive to the needs of the STC faculty and staff

## **VII. Identified area of concern as revealed by the present study**

1. Limited research opportunities and resources for faculty

2. Problem with promptness and regularity of attendance for the staff
3. Pursuance of further studies to improve the staff's efficiency and virtues

#### Key Players

#### **Administrators**

##### Specific Objectives:

1. Assess the present status of research at STC.
2. Determine the reasons behind mediocre participation in research undertakings.
3. Heighten the faculty 's motivation to undertake research
4. List down the priority areas to be dealt with through research
5. Involve the other private and public organizations in realizing matters relevant to the proposed faculty and staff development
6. Invite experts and practitioners on the area of research
7. Provide the necessary facilities and support to research
8. Implement the proposed program.
9. Publish research journals that may contain the scholarly work of the researchers.
10. Evaluate and prepare a report on the success of the program.

#### **Faculty**

##### Specific Objectives:

1. Assess the present status of research at STC.
2. State the reasons behind mediocre participation in research undertakings.
3. Increase awareness and understanding of his/her strengths and weaknesses and later build positive self-concept
4. Express eagerness and state the necessity of working on a research task
5. Display the values of enthusiasm, industry and diligence as he/she works on a research.
6. Conduct research and participate in national and international fora and oral presentation
7. Contribute to research journals that may contain the scholarly works of the researchers.
8. Submit output for peer reviews
9. Disseminate the learning gained through research by mentoring, forums and conferences
10. Publish research outputs in local and national journals.

#### **Staff**

##### Specific Objectives:

1. Assess his present status as office personnel at STC.

2. Examine the reasons behind mediocre performance in office undertakings.
3. Increase awareness and understanding of his/her strengths and weaknesses and later build positive self-concept
4. Express eagerness to do further studies.
5. Display the values of enthusiasm, industry and diligence as he/she continues with academic studies/trainings.
6. Complete with patience and pride the academic undertaking.
7. Display necessary improvement and eagerness to work as consequence of lecture and workshops on the said area
8. Share the learning gained through advanced studies by mentoring, forums and conferences
9. Display promptness and regularity of attendance as consequence of trainings, workshop and newly-found discipline.

#### Activities/Delivery System:

The faculty shall qualify upon careful consideration of the STC Faculty Performance Appraisal. Only the top 10 qualifiers may apply to grants subject to interviews and decision of the designated panel of jurors.

#### *Summer Research Task*

This grant provides each of the top ten qualifiers with a leave in summer to work on assigned study/ topic of his/her interest. He/she shall be given an honorarium equivalent to a month salary on top of his/her salary during the summer months. (based on his/her academic base rate during the year of the award). This grant shall be implemented on the first two years of the program and is supposed to continue thereafter. This grant shall be subjected to service clause and necessary legal responsibilities on the part of the faculty as mandated in STC Faculty Manual.

#### *Faculty Research Task*

This grant provides each of the top ten qualifiers with a semester's leave and an honorarium equivalent to one semester's salary on top of his/her salary during the semester (based on his/her academic base rate during the year of the award) so that he/she can devote full time to research. This grant shall be implemented on the third year of the program and is supposed to continue thereafter. This grant shall be subjected to service clause and necessary legal responsibilities on the part of the faculty as mandated in STC Faculty Manual.

#### *Staff's Advancement Scholarship*

This grant provides each of the top five qualifiers with the chance to continue his/her Masteral study on the identified area related to his/her assignment in his/her workplace. The staff shall finish his/her course in four year time or shorter. This grant shall be subjected to service clause and necessary legal responsibilities on the part of the staff as mandated in STC Staff Manual.

### *Seminar- workshop on Instrument Design and Development*

This seminar intends to equip the faculty with the requisite skills and techniques for instrument design and administration of instruments like questionnaires, interview guide, observation, checklist among others. These instruments allow the researchers to collect data and information for both quantitative and qualitative analysis and decision making.

### *Career Development Program*

This program intends to provide the staff with skills development, increased productivity and promotional opportunities. The program may include on-the-job training methods delivered to employees while they perform their regular jobs and off-the-job techniques through lectures, special study, case studies, simulation, programmed instruction and laboratory training. Orientation may likewise be provided to new employees. The training may focus on workplace wellness that will encourage the staff to mind regularity and promptness in their attendance; computer and technical skills training; and communication skills training on the first year of the program. On the second year of the program, conflict management, safety training, and diversity training may be prioritized while on the third year, the highlights will be on team building skills; supervisory, management and trainings.

### Sources of Funds:

Among the sources of funds are the following:

- Institution budget allocations
- Faculty Funds
- Income Generating Projects (Those generated from concerts, bingo socials, caroling among others)
- Solicitations from publications, public and private agencies and organizations

## **6. Conclusions and Recommendations**

Based on the foregoing findings, the following conclusions are drawn:

1. Sta. Teresa College is strong in areas of governance, extension, instruction, facilities, salary and fringe benefits
2. Sta. Teresa College has maintained a noteworthy institutional productivity in relation to enrolment and graduates, LET Performance, faculty/staff's professional growth, faculty-student ratio, resource utilization, student services and employability of graduates.
3. Administrator, faculty and staff differ in their assessment of STC's institutional productivity on the area of student services.
4. There are strengths and weaknesses in the personal, professional and instructional competence of the



teaching and the non-teaching staff as observed by the respondents.

5. The proposed faculty and staff development program includes goals and undertakings intended for administrators, faculty and staff to enhance the institutional productivity of STC.

## **7. Recommendations**

From the findings and conclusions, the following recommendations are offered:

1. The Proposed Faculty and Staff Development Program may be reviewed and actualized by the Administrators to further encourage institutional commitment of teaching and support staff and to enhance the productivity of both the personnel and the institution.
2. Proper implementation and support to the program may be worked on by the administrators, the faculty and the staff.
3. Future researchers may conduct a similar study along the area of institutional productivity to further validate the result of this study.

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