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The Development of a Faculty Welfare Manual for City-Run Colleges in a Region

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**THE DEVELOPMENT OF A FACULTY WELFARE MANUAL FOR CITY-RUN
COLLEGES IN A REGION**

A Dissertation Presented to the
Faculty of Graduate Studies, College of Graduate Studies and
Teacher Education Research
Philippine Normal University
Manila

In Partial fulfillment of the Requirements
for the Degree Doctor of Philosophy
in Educational Management

by:
Ms. Carolina A. Sarmiento
October 2014

ABSTRACT

Title: The Development of a Faculty Welfare Manual for City-run
Colleges in a Region

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Key Concepts: Human Resource Development Activities
Faculty Welfare and Development
Faculty Welfare and Development Manual

Degree: Doctor of Philosophy in Education

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Dr. Jose M. Ocampo Jr.

The study attempted to develop the faculty welfare manual in order to facilitate the provision of requisite policy statements for faculty welfare programs toward the attainment of quality education by the local colleges or LGU-run higher education institutions in Region 3. This was based on the respondents' assessment of the level of implementation of the human resource development (HRD) components or activities in the target institutions, operationally defined as: a.) recruitment, selection and retention, b.) professional training and development, c.) assessment and promotion, d.) fringe benefits and wellness, and e.) retirement scheme and benefits.

The descriptive research design was employed in the study that relied heavily on primary data sourced out from the participation of forty nine (49) academic heads and two hundred eight

(208) faculty members in ten (10) local colleges in Region III during the academic year 2012-2013. This was accomplished through the use of two (2) sets of questionnaire corresponding to the two (2) groups of participants. Consequently, data obtained from said tools were processed and analyzed through the commonly used descriptive statistics: marginals or frequency (f), and percentage (%) distributions, weighted mean ($w \times$) and standard deviation (SD). The marginals were used in the description of the respondents' profile while the weighted mean and standard deviation were used to determine the level of implementation of the HRD activities in the target local colleges. The TQA or total quality assurance tool that consisted of a 5-point scale was used for data interpretation in order to determine the gap of existing practice vis-à-vis the highest quality level.

Findings of the study revealed that on recruitment, selection and retention component, the required qualification standards set by the Commission on Higher Education (CHED) and the Civil Service Commission (CSC) are clearly stated in job openings of the institutions under study. However, reasons for non-selection and non-retention are not communicated. On professional training and development component, there is an existing orientation program that prepares faculty on their roles and responsibilities as well as bases for their salaries and benefits. Encouragement of faculty to continue further studies and research are also visible. Yet, there are limited opportunities, support, and provisions on scholarship and research benefits. On the assessment and promotion component, there is a regular assessment of work performance based on the institution's standards and results of students' evaluation. However, a specific time frame is lacking to review faculty performance for purposes of promotion in rank and/or position. The institutions under study have limited or do not have fringe benefits, wellness, and retirement schemes or programs. Lastly, the one-way ANOVA test values indicate very significant

differences in the implementation of the faculty welfare programs in local colleges of the different provinces. These statistically significant differences indicate that each province has its own way of implementing faculty welfare programs.

Based on these findings, the following conclusions were drawn: 1) The first HRD component, or the institution's recruitment, selection and retention program, is easy to establish and maintain as it constitutes the requirements of CHED and CSC; 2) HRD component 2 is not easy to establish as indicated by the institutions under study not having a faculty development program aside from their faculty orientation program. Also, there are no opportunities and provisions for scholarship and research grants; 3) The third HRD component or an assessment and promotion program is likewise not easy to establish. Although faculty members' performances are regularly assessed, promotion in rank and/or position do not have a specific schedule and procedures to guide and/or motivate faculty members to action such as to prepare the necessary documents needed for promotion; 4) The last HRD component under consideration is not yet established as the LGU-run colleges do not have visible program addressing the fringe benefits, wellness, and retirement concerns of faculty; and 5) The very significant differences in the perceptions of both faculty and administrator respondents as regard to the implementation of the different HRD components of faculty welfare is an indication of the urgent need to establish standard policies and guidelines through a manual.

Based on the findings and conclusions, it is recommended that LGU run colleges should: consider the HRD components for a welfare-driven faculty manual as demonstrated in this study. With this manual the researcher shall attempt to address the gaps anchored on total quality assurance such that LGU-run colleges can select and retain the best qualified faculty along a

personal and organizational development continuum from hiring to retirement. The manual ensures that the following gaps are addressed:

- a) selection and retention of best qualified faculty based on CHED and CSC requirements;
- b) development of a clear policy on non-selection and non-retention of faculty members;
- c) expansion of faculty development activities beyond orientation or inclusion of activities and conditions on provision of scholarships and research incentives to encourage faculty members to pursue further studies and research;
- d) drawing up of schemes for an assessment-promotion continuum vis-à-vis faculty ranking system and the SPMS or Strategic Performance Management System to enhance the regular assessment of faculty performance based on the institution's standards and professional development opportunities; and
- e) provision of opportunities that promote health and wellness of faculty including the development of pre-retirement programs and other benefits.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

All schools in the country are mandated to pursue quality education in all levels as stated in the 1987 Philippine Constitution. This is to ensure that every Filipino has access to educational services and opportunities to become the best of what they have or be productive and fulfilled as individuals for themselves, their families and the country. Thus, school administrators work hard to be able to advertise and claim that they offer quality education. The Education for All (EFA) Monitoring Report 2005, noted that quality is at the heart of education defined in terms of the following components: *learners* having desirable characteristics such as being healthy and motivated as students; *processes* that are centered on having competent teachers using active pedagogies; *content* which corresponds to having a relevant curriculum; and *systems* as indicated in good governance and equitable resource allocation. Seemingly, the best qualified faculty is an essential condition in the attainment of the above mentioned components.

The said critical importance of quality teachers to quality education becomes an advocacy of international organizations. For instance this was explicitly stated in a joint message of United Nations Educational Scientific and Cultural Organization (UNESCO) and International Labor Organization (ILO) in celebration of the World Teachers' Day in October 2007, as follows:

“The quality of teachers and instruction is also necessary to good learning outcomes. This means having an education system that attracts and retains a well-trained, motivated teaching staff; it implies a system that supports teachers in the classroom, as well as in their continued professional

development. Dissatisfaction with loss in status, low salaries, poor teaching and learning conditions, and lack of career progression or adequate professional training have driven large numbers of teachers out of the profession, sometimes after only a few years of service.”
(www.ungei.org/news/files/PR_worldteachersday07_153481E.pdf)

This joint message connotes that to keep quality teachers in educational institutions, a uniform recruitment and retention process for faculty members is a must. Retention of quality faculty members may be done by ensuring that their welfare is promoted and there is a much needed support for their professional/career development. Teachers' satisfaction was also cited as a critical factor to motivate them to stay as reflected in welfare related conditions such as security of tenure, salary, and the like.

The connection of promoting teachers' welfare to quality education is not a new advocacy of said agencies of the United Nations (UN). These were already included in UN documents such as UNESCO Recommendation concerning the Status of Teachers in 1966 and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel in 1997. The former served as guidelines as it contained significant policies for effective teachers and the teaching process. The latter on the other hand, constituted the suggested guidelines and good practices to improve higher education teachers' status, their training, working conditions, and career progression. These guidelines have served as fundamental laws from which countries based their national laws to regulate the practice and behavior of teachers as well as to influence the development or upgrading of these laws and practices (unesdoc.unesco.org/images/0016/001604/160495e.pdf) .

In this context then, the recommendations served as international frame of reference for dialogues and negotiations between and among nations on the welfare of teachers, their

organizations, and the teaching profession in general. These are incorporated into national teacher training programs or as national guidelines in the resolutions of various issues such as on teacher's health, rural education, human resource development, and the like. These also set forth the rights and responsibilities of teachers, thus, viewed as international standards. The use of these standards encompasses from pre-service training of teachers that is also referred to as initial preparation, to their advanced status /or further education. These standards are also employed in recruitment or employment of teachers and in setting up effective teaching- learning interactions and other related conditions. They also have been used since their inception, thus, are viewed as conventions and their adoption is mandatory or considered essential to uphold teachers' status and quality of education.

Furthermore, these recommendations appear to be the basis for strong emphasis on qualification of teachers as indicator for quality teaching. In the country, the Commission on Higher Education (CHED) viewed quality education as largely dependent on the qualifications and skills of the faculty. The Commission states that a faculty development program is a critical factor towards building the strong foundation of an educational system to guarantee quality education. Since the creation of the Commission in 1994, it has relentlessly demanded that courses be taught by qualified faculty. It has even offered scholarship grants to improve the qualifications and status of teachers.

However, the Commission observes that a large number of faculty members in the tertiary level do not even meet the minimum requirement of completing a master's degree.. This is the problem of private higher educational institutions that have long been in existence. The present researcher had firsthand experience on this matter in her previous employment. She was not surprised then when she observed the same concern in local colleges being the newest in the

roster of higher education institutions (HEIs) in the country as having been mandated by the R. A. 7160 or the Local Government Code of 1991 that was approved only in October 10, 1991. The present researcher being one of the pioneer administrators of the City College of Angeles witnessed the difficulty in hiring qualified teachers.

With the scarcity of faculty members with master's degrees, her institution has to accept faculty members who have yet to complete said degrees. The challenge for local colleges is on supporting these faculty members in their pursuit of professional development so that they will meet the minimum requirements set by CHED for college teaching. More so, these local colleges need to have a concrete program to promote faculty welfare and development in order to attract and retain qualified teachers. This is in keeping with Senator Angara's commitment as Chair of the Senate Committee on Education, Arts and Culture, to uphold the welfare of teachers when he said:

"teachers are at the frontline of our efforts to advance our country's development through education. They are the unsung heroes who, day in and out, dedicate their lives to shaping the Filipino youth, despite low wages and the many lacks in our educational system, it is clear that the achievements of our country is due in great part to the perseverance of our educators. Government, in turn, should guarantee them adequate support through the expansion of benefits and incentives, and the strengthening of professional development programs for teachers." (http://www.senate.gov.ph/press_release/2011/1005_angara1.asp, para. 2)

Faculty welfare and development programs should be part of the local colleges' priority. The justification lies on the core operation of schools, the teaching – learning process that is largely dependent on the teacher's capabilities. Thus, the growth of schools is influenced by the quality of teachers because these teachers are believed to produce quality graduates. Therefore, these teachers should be well taken care of by the schools that as employers view these teachers are their most important assets. Administrators of local colleges are aware that if the welfare of

the faculty is not considered, hiring and retaining qualified faculty members in their school becomes an unfulfilled dream.

Moreover, the reality in many if not all local colleges is that the source of funds for faculty welfare and development activities is largely dependent on the local government units (LGUs). These concerns are new and possibly has yet to be included in their schedule of expenses, thus, it is quite difficult to request for something that has not been budgeted. Oftentimes for instance, faculty members do not attend seminars and conferences because they end up paying for their own expenses due to lack of funds. If ever a faculty member voluntarily pays for his/her training or seminar, reimbursement of expenses takes so long which is why most these faculty members do not attend seminars.

These scenarios or gaps convinced the researcher of the urgent need to look into the faculty welfare and development programs of local college, specifically on their status of implementation. The actual need for support which comes in the form of budget allocation has to be addressed. More specifically, a faculty welfare and development manual is a valuable resource to facilitate the allotment of necessary budget that has to be supported and approved by the municipal/city council. This study illustrated the drawing up of an evidence-based faculty welfare and development manual drawn from the strengths and weaknesses derived from the findings. Such manual is perceived to comprehensively address the issues and concerns that may arise from budget hearings and deliberations conducted by the city council whose members are non-educators.

Furthermore, the above mentioned intents of the present study may be viewed as a

course of action to the implications of previous researches (Roque, 1988, Vizcarra, 1999 and Gatdula, 2009). For instance, the operational definitions of faculty development in these studies were in terms of training activities to upgrade teachers' professional skills and qualifications. These studies then are aimed at enhancing in-service training activities based on the assessment of teachers' training needs and the extent to which existing in-service programs have been implemented. While said operational definition is still relevant, it may soon be challenged as it does not include promotion of faculty welfare. Moreover, Knipe and Speck (2005) noted that professional development of teachers through the conduct of training does not guarantee school reforms. These authors recommended for the alignment of professional development into the school's operating systems to ensure school reforms.

Through the present study, the researcher's institution may be provided with a handy manual as supporting document in getting the approval of the budget for faculty development and welfare, from both the board of trustees of the City College of Angeles City (CCA) and the city council or the Sangguniang Panlungsod ng Angeles. It is worth noting that in most local colleges, one or two local government head/s sit in the board of trustees or even serve as the school officials. On the other hand, there are members of the city council who are college undergraduate, thus, the manual may serve as a learning resource for these public officials to understand school operations.

While positive intent to serve the public is an effective motivation for the successful operations of an educational institution, good management is rather a more effective driving force. School management is different from public administration, thus, faculty manuals or handbooks are necessary tools of operations to assist majority of these public officials who may

lack the basic management knowledge and skills to operate a school. This was another compelling reason for including the human resource development (HRD) perspectives in the evolvement of faculty welfare and development manual for local colleges.

It is important to note that managing human resources, is crucial in the day-to-day operations of educational institutions. McGoldrick and Stewart (1996) as cited by Haslinda (2009) explained that Human Resource Management (HRM) comprises the functions of recruitment, selection, motivating and rewarding in an organization, whilst, Human Resource Development's (HRD) function is solely on providing learning, education and training to the workers or human resources selected and recruited. In the corporate world, both HRM and HRD are clearly presented as having their own set of plans and guidelines as well as functional support mechanisms as corporate strategies. This implies that HRM and HRD complements each other in terms of ensuring that employees who are recruited and selected would be provided with the much needed support such as education, training and rewards in order to keep them motivated. (<https://www.boundless.com/management/human-resource-management--2/core-functions-of-human-resource-management>)

Within this context, the present researcher surmised that in the case of the educational institutions, faculty members recruited should be given opportunities for professional growth and development and then rewarded appropriately.

Thus, HRD becomes a more appropriate central framework as the company leverage for an effective human resources department that empowers employees with the skills for current and future success. The responsibility of the human resources department is to provide varying forms of training, educational initiatives, performance evaluation, and management

development. Through employing these practices, human resource managers can significantly enhance the potential of each employee, opening new career path venues by intensifying the set of employee's skills.

The Academic Theory of Human Resource Management website also emphasized that HRM is aimed at helping the organization meet the goals of attracting, maintaining, and managing the employees effectively. Therefore, employees should be well taken care of by the organization in order to keep them through certain provisions which may come in the form of benefits and support for their career growth. (Moti,nd)

The encompassing nature of HRM that is likely to promote the welfare of the organization than the individual employee also appears daunting. For instance in the work of Boxall, P., Purcell, J., & Wright P. (2007), HRM is viewed in the context of serving organizational needs for social legitimacy. This means exercising social responsibility such as being concerned for the interest or well being of employees and acting ethically with regard to the needs of people in the organization and the community. Within the organization, it is a requirement to treat people equally in terms of the opportunities for employment, learning and development provided for them. These are evident in the two (2) sets of ILO/UNESCO Recommendations dedicated to promoting and maintaining the status of Teachers . (UNESCO, 2008)

The first set, ILO/UNESCO Recommendations concerning the status of teachers was adopted in 1966 and has been described by Matsuura and Somavia (UNESCO, 2008) as “important set of guidelines to promote teachers’ status in the interest of quality education.” They added that these recommendations constitute the rights and responsibilities of teachers as well as the international standards on their 1) initial preparation and further studies; 2)

recruitment; 3) employment; 4.)teaching and learning conditions; and 5) teachers’ participation in educational decisions through consultation and negotiation with educational authorities.

The second set, ILO/UNESCO Recommendations concerning Status of Higher Education Teaching Personnel (1997), was described as complementary to the first set and specifically intended for higher education teaching and research personnel, to wit:

“...all those persons in institutions or programmes of higher education who are engaged to teach and/or to undertake scholarship and / or to undertake research and/ or to provide educational services to students or to the community at large.”
(UNESCO, p.8)

This set intends to address concerns and issues related to 1) professionalism, 2) institutional autonomy and accountability, 3) individual rights and freedom, 4) terms and conditions of employment, 6) appraisal, 7) negotiation of terms and conditions of employment of women, disabled, and part-time higher education teaching personnel. The details of these key areas (see Appendix C) boosted the decision of the present researcher to anchor a faculty development and welfare program on the HRD components and contained the same in a manual. Three (3) of the nine guiding principles of the recommendations (UNESCO, 2008) likewise captured the essence of the study as follows:

- *Advances in higher education scholarship and research depend largely on infrastructure and resources, both human and material, and on the qualifications and expertise of higher education teaching personnel as well as on their human pedagogical and technical qualities, underpinned by academic freedom, professional responsibility, collegiality and institutional autonomy*
- *Teaching in higher education is a profession: it is a form of public service that requires a higher education personnel expert knowledge and specialized skills acquired and maintained through rigorous and lifelong study and research; it also calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research*

- *Working conditions for higher education teaching personnel should be such as will best promote effective teaching, scholarship and extension work and enable higher education teaching personnel to carry out their professional tasks.*

To depict these provisions through human resource management and development components will facilitate awareness and understanding of the board of trustees and the local government officials that schools, like any organization, have to consider the ability, skills, and knowledge of their people more than anyone (Nolan, 2002 as cited by Allameh, S., Naftchali, J. Shabani, P., Javad, K...2012). In the contemporary world, human resources are the most essential capital for any organization. Hitt, et al (2006) define human resources as the set of skills, knowledge, and general characteristics of individuals within the organization that can indicate current and even prospective performance of the organization. In the case of schools or educational institutions, the teachers are the important assets for their successful operations. These teachers are the “lifeblood” of the school, for without them, the teaching and learning process cannot be pursued. The capabilities that faculty members possess are the critical elements to the institution’s growth and success.

Given the above premises, it is important for educational institutions to strive to promote faculty welfare and development from the time he/she is hired to the time of his/her retirement. More so, because the core business of schools is transformation of human resources. Faculty members and students alike should be given opportunities to reach their full potentials toward the goal of organizational development. This can be done through a comprehensive faculty and welfare development program. The current literature on human resource development (HRD) provides the essential concepts, principles and techniques on how to create and maintain such

program. A key principle in human resource development is empowerment or the development of the person for personal as well as organizational development.

Human resource development (HRD) through the years has expanded. In its early form, it is described as a series of organized activities conducted within a specified time and designed to produce behavioral change through training activities (Nadler, 1970). Over the years, HRD has widened, encompassing both the techniques and sources of development initiatives such as: training and development; performance appraisal management; career planning and development; and change management (Desimone, Werner & Harris, 2002). This model is based on the description of HRD as “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands”. In this context HRD becomes analogous to continuing professional education and development.

Nowadays there is a growing acceptance of HRD as a strategy towards the improvement of human resources in an organization. This development dimension indicates enhancing the existing abilities of the human resources in the organization and assisting them to acquire new capabilities required for the achievement of both organizational and individual goals. Hence, as the individual grows personally and professionally, there is also a corresponding growth to the organization. Likewise, this development dimension promotes the idea that individuals in an organization have unlimited potential for growth and development and that their potentials can be developed further through appropriate and orderly efforts. Investment in human beings then, becomes a consequent action of the HRD concept. The organization recognizes that the development of human resources entails investment of time, funds and concern for growth.

Everyone in the organization is encouraged to take responsibility for growth and optimization of performance of each member (Gupta, 2005).

These perspectives then convinced that HRD is a more appropriate concept than HRM as the basis for developing a faculty welfare and development program for local colleges. This concept allows pro-activity where accountability and collaboration come in for faculty members to feel that their capabilities are recognized and that they are valued by the organization as persons and partners for development. In this regard the colleges could provide the faculty members the necessary training and education they need to continue to grow as teachers and members of the academe or educational community. This is a distinct feature of the teaching profession that every teacher must realize, that even after practicing their profession, they must not stop learning or enhancing their potentials.

Such pursuit brought forth so called “best practices.” What is “best” today maybe “worst” tomorrow, depending on the shift in references that determined its “best-ness.” Yesterday’s core capabilities embedded in best practices, could become tomorrow’s core rigidities, hence the need for on-going re-assessment (Malhotra, 2002). This is the reason why educational institutions should not rest on their laurels but continuously find ways to improve or provide quality education to students. In doing so, they have to give foremost attention to faculty development because quality education lies on the quality of faculty members. This is aptly stated by the National Commission on Teaching and America's Future (NCTAF) as follows:

“the key to retaining good teachers is through effective professional development...the nation cannot achieve quality teaching for every child unless those teachers can be kept in the classroom. The missing ingredient is finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers” (Salpeter, 2003, para. 3)

The continuous improvement of teachers in their profession is not just the responsibility of schools but also of the teachers themselves. In the country, this is specifically stated in Education Act of 1982 wherein Section 16 no. 4 of Chapter 3 states that “the teachers have a responsibility to maintain and sustain their professional growth/advancement and maintain professionalism in their behavior.” Therefore, faculty development programs are indeed necessary to enhance the skills, knowledge and professional growth of teachers. With this importance is the need to ensure that such programs are relevant or timely as well as useful to the teachers as beneficiaries.

The issue of relevant faculty development programs can be addressed by periodic evaluation. This does not refer to the evaluation done at the end of every in-service or staff development training. Evaluation does not end with finding out whether the food served was delectable or the venue is well ventilated or whether the speaker is good or not. Evaluation is more than the logistics and the process of how every training session is conducted. It should look into the effect or the impact of the program on the teachers’ performance vis-à-vis quality of instruction rendered. Otherwise, the faculty development program is futile. Evaluation should give the school administrators the opportunity to see the areas that need improvement. Moreover, the effect of the program should also be on the level of whether the institution’s academic goals are achieved.

This study however, did not just focus on the professional training and development aspect of human resource development. Rather, the faculty and welfare development programs of local colleges from recruitment to retirement were explored to make sure that the welfare or well-being of the faculty member is promoted from entry level to the time he leaves the

institution. With these concerns, the present researcher looked at the local colleges' current practices in faculty development to highlight their strengths and address their weaknesses within the ambit of human resource development principles. A faculty welfare manual is proposed to serve as a guide to both school administrators and faculty members.

Conceptual Framework

This study was premised on recognizing human resources as the most important asset and their development entails investment of time, funds and concern for growth. This basic tenet of human resource development is a shared responsibility of both the organization (employer) and individual members (employees). The former is expected to take stewardship role for growth and optimization of performance of each member (Gupta, 2005). In an earlier work (Brinkerhoff & Gill, 1994) such role is viewed as creating an environment in which individuals become committed to the success of the enterprise/organization that employs them. Such efforts were also noted to be a continuing cycle. The HRD fundamentals reflect a continuing cycle as depicted in Swanson's (2008) definition, that HRD is a process of developing and unleashing expertise for the purpose of improving organizational systems, work processes, teams, and individual performance. HRD efforts are clustered into training and development, organizational development, performance improvement, organizational learning, career management, leadership development and the like.

In this study, the faculty members are the most valuable human resources of local colleges. Therefore, there is a need for these schools to make faculty members feel that their capabilities are recognized and at the same time valued as persons and development partners working within themselves and/or the institution that redound to quality educational service for

the students. The school administrators then have to create programs for the welfare or well being of the faculty members and the continuing nature indicates development programs from the time of recruitment to the time of retirement. Specifically, the study adapted the faculty welfare and /or staff well-being perspective of the International Civil Service Commission (2000). This means the promotion of an enabling work environment, consisting of staff security, work-related, environmental, health and safety standards; medical services and work/life programs.

The concept of enabling work environment implies that it is the responsibility of the organization to provide a work place where the staff or employee feels secured both physically and psychologically. In addition, every individual is to be treated with respect and dignity no matter what the function or role that particular staff may hold in the organization. More so, policies, procedures and other activities in the institution are concerned with the building of faculty morale, thereby; promoting his/her well-being from the time he enters the institution to the time he leaves the institution.

Evidently, security policy that involves physical and psychological safety of staff takes precedence over organizational convenience. The Civil Service Commission presents among others occupational health, safety and medical programs that address work place safety and over-all protection for physical and psychological well-being of faculty/staff. Recruitment and retention policies are anchored on enabling work environment to enhance quality of work and life as well as to attract and retain staff. Such policies ensure the promotion of faculty/staff morale through fair and equitable treatment.

These policies then expanded the popular component of faculty welfare/well-being in terms of training and development activities that are designed to help faculty members improve

their competence as teachers and scholars (Eble & McKeachie, 1985). These activities indicate that the ultimate goal of faculty development is to help the faculty gain expertise through continuous expansion of knowledge and practice in the classroom and in their field of specialization. Also, the faculty member updates himself/herself through further studies, seminars, conferences as part of his or her continuing professional education. In the process, he/she does not only grow personally and professionally but more so translate these changes into providing students with quality education services.

Reiteration of these concerns was evident during the celebration of the World Teachers' Day in 2010 wherein faculty welfare was cited as the very core of promoting quality education. In particular, three areas were noted to promote teacher/faculty welfare, namely: a) work life balance where teacher enjoys a six hour work load, b) good health and c) social and emotional support. These ensure the health of teachers who are exposed to daily grind of handling and teaching classes (Lapus, 2010). There should be a venue to discuss and resolve the following health related issues like sick leave with pay, free laboratory tests during school openings, expanding Philhealth benefits of teachers; c.) professional development which pertains not only to professional trainings, but also scholarship for continuing education because no teacher should be in front of the pupils/students without having attended seminars or training to upgrade professional knowledge.

In this study, faculty welfare from the time of recruitment to the time of retirement of faculty in local colleges was of utmost consideration. The provisions in ILO and UNESCO served as legal bases in the development of the faculty welfare manual. The fundamental principles of both HRM and HRD functions were used to come up with the different

components for the analysis on the status of the faculty welfare and development programs of local colleges, namely: a.) recruitment and selection, b.) professional training and development, c.) assessment and promotion scheme, d.) fringe benefits and wellness, e.) retirement scheme and benefits.

In recruitment and selection, faculty welfare is promoted through the clear policies and procedures set by the institution as far as qualification updating and maintenance is concerned. The incoming faculty follows protocol so as to be hired. Once hired or selected he/she is also guided on the qualification standards he must work on to be retained and promoted. This component has been identified in the ILO/UNESCO recommendations adopted in 1966 (UNESCO, 2008)

Professional training and development on the other hand, refers to in-house trainings that starts in orientation to the conduct/attendance to seminar-workshops and other professional development activities. Also included are provisions for scholarships and research grants and similar assistance. This component is concerned with providing opportunities for continuing professional education and research.

The assessment and promotion component is concerned with the evaluation of faculty performance for the purpose of ranking and promotion as well as fostering of faculty well-being; whereas, fringe benefits and wellness deal with the provision of benefits required by law and other benefits provided by the institution to promote faculty welfare. Lastly, the retirement scheme and benefits pertain to programs which are set for the smooth transition of the faculty from work to retirement.

Figure 1 below illustrated the integration of the above concepts toward the evolvement of a faculty welfare manual for local colleges. This figure also reflected the graphical summary of the conceptual framework of the study and the flowchart for the actual research activities undertaken.

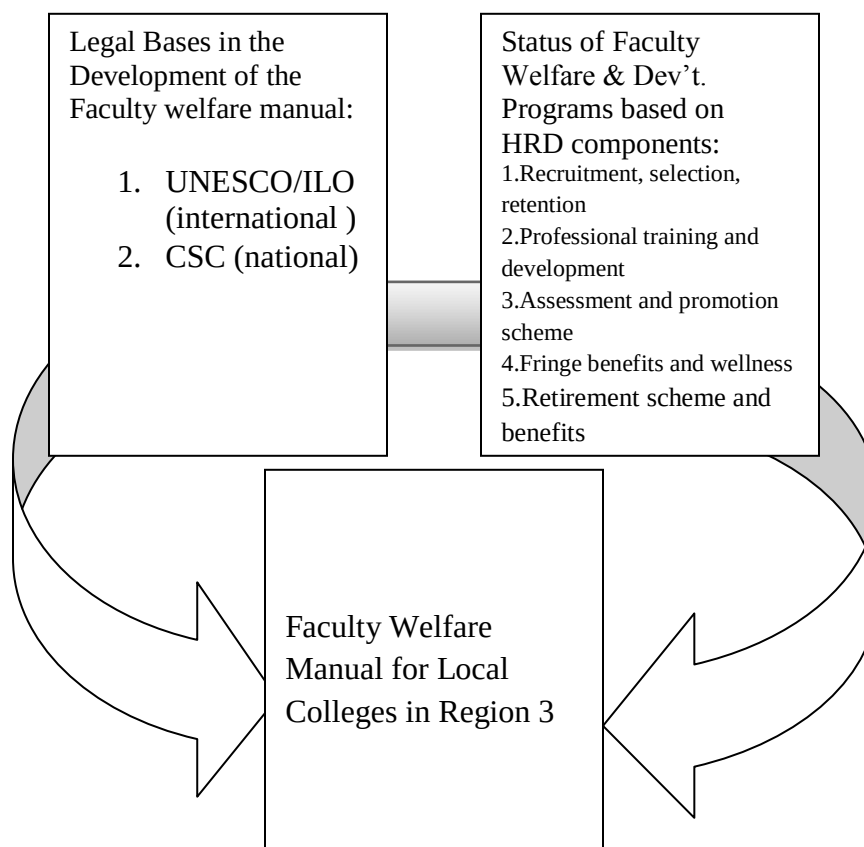


Figure 1. Conceptual Framework

Statement of the Problem

The study assessed the status of faculty welfare and development programs of local colleges in Region 3 using the Human Resource Development components/activities as basis for developing a faculty welfare manual. Specifically, the study sought to answer the following questions:

1. What is the status of the faculty welfare and development programs as assessed by the top management and the faculty of target colleges in terms of the following components:
 - a. recruitment, selection and retention;
 - b. professional training and development;
 - c. assessment and promotion scheme;
 - d. fringe benefits and wellness; and
 - e. retirement scheme and benefits
2. What are the strengths and weaknesses of the faculty welfare and development programs of target colleges in terms of:
 - a. recruitment, selection and retention;
 - b. professional training and development;
 - c. assessment and promotion scheme;
 - d. fringe benefits and wellness; and
 - e. retirement scheme and benefits
3. Are there significant differences in the responses pertaining to status of the faculty welfare programs of the different provinces in terms of:

- a. recruitment, selection and retention;
 - b. professional training and development;
 - c. assessment and promotion scheme;
 - d. fringe benefits and wellness; and
 - e. retirement scheme and benefits
4. Based on the findings of the study, what procedures or guidelines can be included to constitute a faculty welfare manual for the local colleges or City-run colleges?

Significance of the Study

The study was an attempt to provide educational administrators relevant inputs on the current status of faculty welfare and development program of local colleges in Region 3, specifically the best practices or strengths as well as the weaknesses or areas that need improvement, to facilitate decision-making, particularly on future directions of said programs. Overall, the study presented a template for an evidenced-based system currently required in this age of information-driven society. It is likewise important to the following sectors:

For the college faculty members, the study may serve as the framework on how effective the faculty welfare and development program can be in terms of enabling work environment for the teachers to develop personally and professionally until their retirement age. This is clearly shown in the guidelines and procedures set for professional training and development program that support them as they pursue further studies through scholarship grants and other benefits. This is also shown in the institution's provisions of fringe and wellness benefits as well as their retirement scheme and related provisions.

For the academic institutions, the study through the faculty welfare manual could be a model or template when they review for enhancement their respective faculty welfare and development programs. Likewise important is a review on whether the same are in line with the promotion of faculty well being, particularly in terms of regular assessment of faculty performance for purposes of ranking and promotion. Furthermore, the study could draw inspiration on the use of management perspectives like those in HRM and HRD that were employed in this study to look into whether the faculty welfare and development programs are geared towards the assurance that the faculty is taken care of from the time of recruitment to retirement.

For the local government officials, the study may serve as a learning resource as well as a valuable document on the status of faculty welfare programs with its strengths and weaknesses as bases for coming up with provisions geared towards the promotion of faculty welfare and development. Schools need local government units (LGU) support in their efforts to provide the necessary benefits to enhance faculty performance that surely redound to attainment of quality education.

For future researchers, the findings of this study may serve as relevant inputs as related literature or as springboard for further researchers to promote faculty welfare and development, as well as quality education.

Scope and Delimitation

The study focused on assessing the current faculty welfare and development programs in terms of the strengths and weaknesses or areas that need improvement conducted among the faculty and academic heads of the members of the Association of Local Colleges and

Universities (ALCU) in Region 3. These programs were assessed as to HRD functions and/or components: a.) recruitment, selection and retention; b.) professional training and development; c.) assessment and promotion scheme; d.) fringe benefits and wellness; e.) retirement scheme and benefits. The findings ultimately led to the development of a faculty welfare manual which may serve as a guide in promoting teachers/faculty well-being in local colleges.

The area of coverage is Central Luzon or Region III, the nearest region north of Metro Manila or National Capital Region. It covers a total land area of 21,470 square kilometers, and is divided into seven (7) provinces, namely: Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac and Zambales . There are twelve cities which include: Balanga from Bataan; Cabanatuan, Gapan, Munoz, Palayan and San Jose from Nueva Ecija; Olongapo from Zambales; Angeles and San Fernando from Pampanga; San Jose del Monte and Malolos from Bulacan; and Tarlac from Tarlac. The figure below sourced from the internet shows the map of Region III ,



(en.wikipedia.org.Ph_central_luzon.png)

Figure 2. Map of Region III

Central Luzon region is the third largest region in terms of number of higher education institutions (HEIs). Based on the status report of the Commission on Higher Education (CHED) for academic year 2011-2012, Region III has a total of 165 private and 61 public colleges and universities (<http://www.ched.gov.ph>). Included in the latter were the target participants of the study, the members of ALCU in Region 3.

Membership to ALCU is institutional that is largely focused on locally-funded colleges or universities whose application for membership is made by the institution's incumbent president or corresponding school head/administrator before the membership committee. At the time of the study, ALCU 3 envisions to become the center for the attitudinal transformation, knowledge generation and skills development in their respective locality. This vision is supported by its number one mission, to develop quality and excellent faculty members and students (<http://www.plm.edu.ph/alcu.html>). There are twelve (12) members of the ALCU-R3 which were the target HEIs of this study situated in Bataan, Bulacan, Pampanga, Olongapo and Zambales.

Definition of Terms

The study was undertaken based on the following operational definition of terms:

Assessment refers to purposeful process of studying, reviewing, and analyzing data gathered from faculty and academic heads to identify the strengths and weaknesses of the faculty welfare and development programs of local colleges.

Assessment and promotion scheme refers to HRD component pertaining to the evaluation of faculty performance for the purpose of ranking and promotion as well as in fostering faculty well-being.

City-run colleges refer to local colleges established and funded by local government units (LGU) in a city or municipality.

Faculty welfare manual refers to a document that serves as a reference guide as it contains the procedures and guidelines ensuring the provision of faculty welfare and development opportunities based on the HRD components: recruitment, selection and retention; professional training and development; assessment and promotion; fringe benefits and wellness and retirement scheme and benefits.

Fringe benefits and wellness refer to benefits received by the faculty under the law and those which are provided by the institution/school.

Manuals are venues by which management articulate the vision-mission of the organization in terms of written policies and procedures that are documented, published, communicated toward standardized and concerted efforts to carry out or implement the same. (Griffin,nd).

Policy is a course of action in the form of a program or guideline constituting what management wants employees to do to implement legal provisions (as stipulated in ILO, CHED, CSC), research findings intended to promote faculty welfare and development (Griffin,nd).

Procedures are descriptions on how exactly things should be done to carry out or implement a policy (Griffin,nd).

Professional training and development pertains to in-house training that starts in orientation to the conduct and/or attendance to professional development activities.

Qualification standard refers to the minimum qualifications for a position consisting of education, experience, training, civil service eligibility, physical characteristics and personality traits required by the job (Civil Service Commission,2012 Rule 4, section 2).

Recruitment, selection and retention refer to policies and procedures set by the school or institution as far as entry qualifications and subsequent updating as well as maintenance are concerned.

Retirement scheme and benefits refer to benefits and programs which are set for the smooth transition of faculty from productive work to retirement.

Strengths refer to the best practices or distinctive activities or conditions that promote faculty well-being in the local colleges.

Total Quality Assurance (TQA) refers to the attainment of the mean of 4.51 to 5.0 in order for a component indicator to be considered either as a strength or weakness based on concept of zero defect. (Golfo, 2012)

Weaknesses pertain to areas in the program that need improvement as they slow down the promotion of faculty well-being.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter consists of the related literature and studies from both published and unpublished sources, reviewed and organized as the conceptual backdrop of the study. It focused mainly on the concepts and principles of faculty welfare and development as well as human resource management and development.

Human Resource Management and Development Concepts

As pointed earlier, the researcher envisioned a faculty welfare and development program that is anchored on the components of human resource management (HRM) for a comprehensive coverage from the time of hiring to retirement. The HRM practice is concerned with all aspects of how people are employed and managed in organizations such as resourcing (human resource planning, recruitment and selection, and talent management), performance management, learning and development, reward management, employee relations, employee well-being along with health and safety as well as the provision of employee services. (Armstrong, 2009). This author also presented HRM practice through such strategies as strategic human resource management, human capital management, corporate social responsibility, knowledge management, and organizational development.

The strong connection of HRM practice with HRD or human resource development was notable and this has been noted by McGoldrick and Stewart (1996) as cited by Haslinda (2009), in terms of their constitutive functions. Human resource management comprises the functions of recruitment, selection, motivating and rewarding in an organization, while human resource development is viewed as pertaining to function solely intended to provide learning, education

and training to the workers or employees selected and recruited. In the corporate world, both HRM and HRD are clearly presented as having their own set of plans and guidelines as well as functional support mechanisms as corporate strategies. This implies that HRM and HRD complements each other in terms of ensuring that employees who are recruited and selected would be provided with the much needed support such as education, training and rewards in order to keep them motivated

While HRM is more encompassing, HRD though appears more popular and its expansion through the years brought forth the HRM concept based on its changing descriptions. In its early form, it is described as a series of organized activities conducted within a specified time and designed to produce behavioral change through training activities (Nadler, 1970). Over the years, HRD has widened, to include both the techniques and sources of development initiatives such as: training and development; performance appraisal management; career planning and development; and change management (Desimone, Werner & Harris, 2002).

Based on literature the researcher observed that the above HRM practice emerged from the value of human resources as the people employed in an organization. Their importance is often associated with the financial aspects of the organization such as cost of operations and profit margin. One measure used by top executives and managers is the cost of replacing valuable employees that is viewed from the cost of recruiting and hiring to relocating, lost productivity, orientation and training of replacements. The last item appears to be the most expensive as every manager wants competent co-workers or well-trained, highly skilled and knowledgeable employees in his department. Organizations then invest so much on training and development or so called human resource development (HRD). Depending on the total number of employees and scope of development envisioned, HRD of an organization is established either

as a program or an office/department, or even both.. These are depicted in the works of Gilley & Eggland (1992), and Watkins (1989).

The former described HRD as people development in terms of advancement in knowledge, skills, and competencies or the improved behavior of people within the organization for both their personal and professional use. This reflects a focus on individual development. It also reflects a commitment to the professional advancement of people within the organization that is referred to as career development. These authors also noted development of people within the organization as leading to greater organizational efficiency and organizational development realized in terms of more effective competitive practices and greater profitability. This means that when individuals develop in an organization, it is not just about personal gain but also about a significant contribution to the organization or institution.

On the other hand, Watkins (1989) noted HRD as a field of study and practice of a long-term, and work-related learning capacity at the individual, group and institutional levels of an organization. In this sense HRD includes—but is not limited to training, career development, and organizational development that is anchored on Harbison and Myers (1964) who described HRD as the process of increasing knowledge, skills and capacities of all people in the society. This description may be considered as the classical definition of human resource development based on succeeding works as noted by Gilley & Maycunich (2000) when they cited Jones (1981) who viewed HRD as a systematic expansion of people's work-related abilities, focused on the attainment of organization and personal goals; and Smith (1988) who described HRD in terms of programs and activities, direct or indirect, instructional and/or individual that positively affects the development of an individual and the productivity as well as profit of the organization. Through the years, the concept has transformed into practice as depicted in personal and

professional development as well as organizational development, thus, has also been observed as one of the important issues among practitioners and scholars (Jacobs & Washington, 2003). Increased focus on HRD involves not only employees' training but also new terms and concepts such as "employee development, organizational learning and talent management (Brewster, 2011).

The HRD practice evolved from activities that constitute a process like in the work of Nadler (1986) who discussed the HRD in a holistic view of human resource management process. This concept begins by separating human resources into three broad categories; human resource utilization, human resource planning and forecasting, and human resource development. Each has a different purpose but all contribute and are essential to human development and performance improvement. Human resource utilization refers to the placement and utilization of human resources within an organization in terms of promotions, appraisal, transfers and compensation. Human resource planning and forecasting refers to forecasting of future human resources needs and the appropriate planning for their recruitment, selection, training and career advancement. Human resource development refers to preparation through learning activities of human resources for current jobs (training) and future work assignment (development) as well as individual enhancement (education).

In the same way, Mclagan (1989) viewed HRD as people development through training and development, organization development and career development. Training begins when a new employee enters the organization. This focuses on improving the knowledge, skills and attitudes of individuals. Organizational development refers to the process of enhancing the effectiveness of organizations and the well-being of its members through planned interventions that apply behavioral science concepts. Career development is an on-going process by which

individuals progress through stages, each of which is characterized by a relatively unique set of issues, themes, and tasks.

Consequently, HRD emphasizes human resources as people rather than as numbers. The focus is on motivating staff to hone their talents and for the organization to make them feel valued. HRD also claims to empower or allow individuals to take a measure of control over their own careers and develop life patterns which offer increased job opportunity and satisfaction. The fundamental principle of HRD is on the entirety of the work or profession, where training activities are presented in building-up of knowledge and skills even when presented in piecemeal. It should be part of a planned and systematic process in which the competencies of people are identified by what is called performance management system. These competencies are matched with needs specified by human resource strategy from which gaps are addressed by a development program. The systematic human resource development maximizes the human capital of an organization by devoting time, money and thoughts to improving the pool of essential competencies among its staff. It has a general impact on business performance by enhancing product knowledge and service expertise. (Price, 1997).

The viability of human resource management concepts in educational institutions was illustrated by Gadon (2012) who looked into the current status of the human resource management functions, particularly organizational planning process and the human resource information system in Romblon State University, based on the perceptions of administrators, faculty and staff. This was conducted to determine the effectiveness of the university's implementation of human resource functions in terms of job organization and information, acquisition of human resources, maintenance and development of human resources. There were 150 respondents equally distributed to staff, faculty and administrators. Strengths and

weaknesses were determined by using total quality assurance. Findings of the study were used to draw as strategic plan to develop and improve organizational planning and human resource information system in order to meet total quality assurance in human resource management.

This study shared with the current research the general topic of human resource management. Both studies also used the benchmarking approach, that is, describing the status of the variables or phenomena under consideration and coming out with concrete action steps to improve the same conditions, that is, a strategic plan for the previous study and a faculty welfare manual for the present study. The difference was on the focus, the previous study on operations while the present one on employees' welfare and development. Moreover, the previous study was limited to HRM components that impact on organizational performance such as maintaining a manpower size for efficient operations. The present study on the other hand, looked into HRM components that impact on employees, particularly on the welfare and development opportunities from the time of hiring to the time they retire or leave the institution. This was the reason for using HRD instead of HRM.

HRD Objectives and Functions

While it is true that people are valued in the organization, it is important to note that HRD is not just about programs rather it is about relationships. Thus, the primary role of HRD professionals is to create an environment in which individuals are committed to the success of the organization that employs them (Brinkerhoff & Gill, 1994). Like in this study, the welfare/well being of faculty members is taken into consideration in the faculty development program because they are one of the most important elements in the success of an educational

institution. Faculty members who are well taken care of will surely bring the institution to a certain level of success in the field of education.

HRD is to be viewed as a function that anticipates change and understands what is necessary to implement it. Hence, Burke (1992) suggested that HRD professionals understand and champion the process of change by working closely with managers who are leading change or to assist those who are struggling to implement change. Moreover, HRD is an outspoken advocate of employee interest. Accordingly, the HRD professionals must understand and balance business decisions on a range of factors that often conflict with one another (Nadler, 1998). HRD also focuses on issues rather than personalities. Hence, the HRD professionals keep issues rather than individuals as topic of discussion, to communicate and help manage conflicts (Rosenberg, 1996).

Furthermore, HRD provides a framework for self-development, training programs and career progressions to meet the organization's future skills requirement. In this context Evangelista, L., Andres, T., & De Jose E.. (2005) noted that HRD aims to a.) accommodate human resource growth and turn-over; b) prepare employees to perform newly created duties and responsibilities; c) improve the ability of employees to perform in the present or future duties more effectively; and d) achieve organizational effectiveness. These perspectives have not changed based on Nadler's conjectures (1986).

This author noted that the utilization of human resources for the achievement of individual and organizational goals is maximized. HRD also provides opportunities and comprehensive framework for the development of human resources in an organization for full expression of their latent and manifest potentials. Further it locates, ensures, recognizes and

develops the enabling capabilities of the employees in the organization in relation to their present and potential roles. HRD develops the constructive mind and an over-all personality of the employees in order to develop: 1) the sense of team spirit, team work, and inter-team, collaborations; 2) the organizational health, culture and effectiveness; 3) the humane aspect of work in the organization; and 4) the dynamism of human relationship.

The present researcher inferred the functions of HRD as characteristic features such as HRD as a system having several interdependent parts or sub-systems such as procurement, appraisal, development etc. Change in any one sub-system leads to changes in other parts. For example, if there is a change in the promotion policy where seniority is replaced with merit, the chain reactions on affected individuals have to be assessed, keeping in mind the difficulties in framing acceptable guidelines regarding merit.

To view HRD as a planned process of developing people means continuous learning process and not merely a set of mechanism and techniques. The techniques such as organizational development (OD), training and development, performance appraisal and career advancement are used to initiate as well as facilitate and promote this process in a continuous way. It entails a cooperative and massive efforts of four basic agents or partners of development namely; employee, immediate superior, HRD department and the organization as a whole. Towards such end, HRD is an administrative function where the HRD manager creates opportunities for the employees to minimize performance gaps.

Moreover, the present researcher saw the human resource management and development components/activities as venue for the continuous aspect of faculty development and welfare or well-being from the time of recruitment to retirement. The materials below are presented as justification for this perspective.

1) Recruitment, Selection and Retention. Diamante and Tan (2007) explain the theoretical bases of recruitment, that is, the process of attracting qualified individuals to apply for work in the organization. They cited the classical management theories beginning with Henri Fayol who discussed the importance of management's recruitment and selection functions. One of Fayol's 14 principle of management referred to the core functions of management as stability of tenure for personnel; retaining personnel, orderly personnel planning and timely recruitment and selection. Frederick Winslow Taylor, father of scientific management, argued that individuals selected to do the work should be as perfectly matched, physically and mentally to the demands of the job. (http://www.mindtools.com/pages/article/newTMM_Taylor.htm) The selection process, therefore, is important, lessening the hiring of unqualified individuals.

In terms of tasks these days, the selection process involves initial screening interview, completion of application form, pre-employment test, comprehensive interview, conditional job offer, background investigation, medical/physical examination, permanent job offer (DeCenzo & Robbins, 2010). In the country, the Civil Service Commission (2012) sets the qualification standards for the process of recruitment, selection and appointment.

These qualification standards express the minimum requirements for a set of positions in terms of education, training and experience, civil service eligibility, physical fitness, and other qualities required for efficient performance. The degree of qualification whether as an entrant or candidate for promotion is determined by the appointing officer with the assistance of the selection board of one's agency or institution on the basis of qualification standards.

The same commission states that appointments may either be through certification, promotion, transfer, demotion, reinstatement or reemployment. By employment status, an individual may be permanent, temporary, provisional, contractual, seasonal or emergency.

A permanent appointment may be issued if a person met all the requirements needed for the position including the appropriate civil service eligibility prescribed. A temporary appointment is given if one is a civil service eligible but has not met the other requirements for the position.

From the literature stated above, the researcher inferred that the recruitment and selection process is crucial to determine the kind of employees or faculty an institution hires. Strict adherence to the qualification standards is needed so that the administrators can choose only the most qualified for the position. This can be made clear to the faculty applicant from the start of the recruitment process. Procedures in recruitment should also be clearly stated to avoid confusion on the part of the faculty applicant.

2) Professional Training and Development. Glanz (2002) emphasized that to increase morale and respect for employees, organizations must: a) provide on-going training and personal development/growth opportunities, and b) provide internal promotion opportunities. This source also noted that assimilation and professional development start with the effective induction of new employees, the period of training which takes place immediately after recruitment. Induction or orientation programs are intended to help new comers adjust to the job, the people they work with and wider aspects of the organization's structure and culture. However, according to Price (1997), comparatively few employees are provided this treatment in reality. Looking after newcomers tends to receive low priority in a busy environment, thus, new comers are likely "thrown in" at the deep end.

Similarly, Payos (2010) describes orientation as the introductory stage in the process of new employee assimilation and a part of his continuous socialization process in the organization. Major objectives of orientation are to: gain employee commitment, reduce one's anxiety, help the employee understand organization's expectations, and convey what he can expect from the

job and the organization. A formal orientation process should include the following components; welcome to the company, tour of the facilities, introduction to top management and co-workers, completion of paper work, review of the employee handbook, and review of job responsibilities.

This author likewise noted that vital paper work/requirements should also be completed at the time of orientation. These documents should be accomplished to complete their 201 file or the individual personnel folder, such as enrolment with SSS, BIR, medical plan and compliance with payroll requirements. Review of employee handbook is also crucial. The employee handbook provides the new employees thorough information about the company's history, policies, rules and regulations with corresponding penalties and disciplinary procedures and benefits. Employees must sign a receipt usually attached thereto in a perforated portion attesting that they have read the handbook and understood its contents. The handbook usually contains the welcome letter by the President or CEO.

It is a warm introduction of the company its history, vision, mission and values and its clear commitment to human resources as the greatest assets of the company and its strict adherence to the Code of Ethics in the conduct of its business and dealings with all its stakeholders.

Employee development according to DeCenzo & Robbins (2010), is also vital in the organization. This is future oriented and more concerned with education with its activities aimed at instilling sound reasoning processes to enhance one's ability to understand and interpret knowledge; focuses more on employer's growth. On the other hand, the Civil Service Commission (2012) highlighted the importance of employee development by stating that every official and employee of the government is an asset or resource to be valued, developed and utilized in the delivery of basic services to the public. Consequently, the development and

retention of a highly competent and professional workforce in the public service shall be the main concern of every department.

Specifically, section 1 of CSC Rule 7, states that in establishing a continuing program for the development of personnel, each department shall prepare a comprehensive annual training and development plan based on periodic assessment of organizational needs. There is a need to design, implement and evaluate in-service training and development programs solely or in coordination with the Commission. Such programs shall include comprehensive training courses aimed at maintaining a high level of competence such as on basic workplace skills among employees in the first level in the career service, and value development program or the courses which are designed to enhance and harness the public service values of participants to be effective government workers.

The source also indicated that professional development is done to broaden one's knowledge, improve skills, and enhance commitment to perform tasks with professionalism and excellence. Section 1 of CSC Rule 8 specified that the career and personnel development plan shall include provisions on merit and promotion, performance evaluation, in-service training, overseas and local scholarships and training grants, suggestions, incentive award systems, provisions for welfare, counseling, recreation and other human resource development interventions such as counseling, coaching, and the like.

Within the HRD program, training is geared towards planned development rather than being an isolated activity unconnected to the organization's objectives. HRD programs can use a combination of organized patterns of experience as well as formal training. Armstrong (1992) noted that it can be an empowering process which provides the following:

- a. Signal that the organization believes its employees are important

- b. The motivation to achieve the skills required by the organization and the consequent reward
- c. Commitment to the organization from an understanding of its values and learning how to uphold them
- d. Identification with the company through a clearer understanding of its aims and policies
- e. Two –way communication between managers and staff as by- product of workshops and other training activities
- f. Need satisfaction, since being selected for training fulfills a need for achievement and recognition in itself
- g. Job enrichment coming from additional skills obtained from training programs which can be applied to other aspects of their work
- h. Change management as education and training provide people with the understanding and confidence to cope with change

Well-trained employees make better products, serve the customer more effectively, and are likely to have more ideas about how to change the process and the product to improve quality and efficiency. However, the benefits of a trained workforce can only be realized if the training effort is properly managed (Vickerstaff, 1992). In this study, training and development was also operationally defined as continuing professional education that is encouraged for purposes of promotion and professional growth. To all intents and purposes, its activities are the same as training and development as well as opportunities and provisions for scholarship grants to ensure that faculty members are truly supported professionally.

3) Assessment and Promotion. Performance appraisal is also an important component to monitor employees' continuous growth professionally and personally. They are given a feedback of their performance to know their strengths and areas that needs improvement. Tovey (2001) noted that assessment is done through performance appraisal. It is a specific communication facilitated by the appraiser, about the existing work performance and the future planned performance of an individual. This author also emphasized that appraisal is a real and vital part of living. Without appraising the value of certain actions, efforts, materials, equipment, and people, decision making would be impaired because one would be unable to determine priorities based on the worth of doing one thing over another.

Also noted by the author was the aspect of learning and development being essential aspects of the appraisal process. The appraisal process is not just one of looking at past performance and identifying good and bad performance. It includes how a manager can help an individual staff member achieve, learn and develop thereby assisting the organization and oneself to grow, develop, and achieve organizational plans and objectives. The weight of the appraisal process is on planning and development for the future. Analyzing current or past performance provides a basis or starting point for the planning and development process, but is not the sole reason for the performance appraisal. In this perspective, performance appraisal is a process through which employees and the organization move to the future.

This learning and development aspect of performance evaluation has been highlighted in some local sources such as Andres (1991) and Edralin & Roque (2005). The latter defined performance appraisal as a process of evaluating the job holders on how they are doing in their job for the organization. The appraisal process explains why work standards are set prior to the performance of the job and the employee's actual performance are measured based on these pre-

determined work standards. The performance appraisal as post control measure serves to give feedback on past job to enable the employee to do the job as expected, to prevent the conduct of undesirable behavior, and to become a major basis for promotion. It is a form of recognition for the employee's effective performance of the present job and the potential to handle greater responsibilities.

This is further affirmed by Andres (1991) who cited Mayfield (1962) who stated that performance evaluation is an attempt to think clearly about each person's current and future performances or prospects against the background of his total work situation. He also stated this is manifested in an employee's rating that also becomes the basis for the purposes of performance appraisal such as: 1) to serve as a motivator of employee performance; 2) to provide reasons to support salary increases, promotions, transfers, etc; 3) to determine needed changes in an employee's behavior, attitudes, skills of job knowledge; and 4) to serve as a basis for the coaching and counseling of the individual by the superior.

From the above sources, the researcher inferred that promotion is a vital target of performance appraisal. Thus, both school administrators and teachers must view the importance of conducting assessment on a regular basis and that it involves a post conference to discuss with the faculty what is expected and what was produced as an outcome. The connection of performance appraisal and promotion is also evident in performance management system, an emerging trend in recent years that also strongly links individual performance and organizational performance as well as development. In the country, the Civil Service Commission is set to adapt performance management system which it refers to as SPMS or Strategic Performance Management System (Civil Service Commission, 2012). It is designed not only to strengthen the connection between performance appraisal and promotion but also to address the weaknesses and

gaps of the existing performance evaluation system for government employees. These are specifically stated as background to the said system as follows:

Through the years, the CSC has implemented several performance evaluation/appraisal systems. These systems however, focus only on individual appraisals which are pre-requisites for promotion and other personnel actions including separation and performance-based incentives. Link between appraisals and personnel actions and incentives and the lack of a parallel system to enable validation/comparison between organizational effectiveness and employee performance resulted to low system integrity due to unreliability and subjectivity (Civil Service Commission, 2012).

The SPMS is scheduled for implementation in January 2015 and the Commission has issued CSC Resolution No. 1200481, otherwise known as “*Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System.*” This resolution provides the basic features from which government agencies as well as state colleges and universities are expected to adapt in order to enhance their existing performance evaluation systems. These are summarized in the SPMS concept focused on making sure that it becomes:

- 1) a management technology consisting of strategies, methods, and tools to ensure that the functions of the office and accomplishments of its staff are aligned and visible in strategic plans;
- and 2) the heart of the human resource management system because information produced from SPMS are useful in human resource planning, management, and decision-making processes (Civil Service Commission, 2012).

In terms of activities, the Commission depicted the SPMS in a four-stage cycle of performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning. Finally, the SPMS concept in the resolution provides that the following enabling mechanism are necessary for the operational and maintenance management of the system:

- 1) A recruitment system that identifies competencies and other attributes required for particular job or functional groups;
- 2) An adequate rewards and incentives system;
- 3) Monitoring and coaching program;
- 4) An information communication Technology (ICT) that supports project documentation, knowledge management, monitoring and evaluation, change management; and
- 5) Policy review and formulation.

The researcher inferred that the performance of an assigned task is evaluated through the performance appraisal system adopted by the institution. This performance appraisal system develops the individual's full potential, improves performance on the job and harmonizes the concerns of the employee with that of the supervisor and subsequently those of the entire organization. The system clarifies the outputs of an individual's work which are acceptable and adequate for accomplishing institutional goals. It provides an opportunity to strengthen and improve one's performance by identifying strengths and weaknesses. It also establishes an objective basis for personnel actions such as promotion, reassignment, granting incentives and rewards determining needs for training and development and administrative sanctions.

The supervisor shall help the employee set up work objectives and find ways and means on how they can be met. Performance appraisal, comments, and recommendations of strengths and weaknesses to facilitate one's growth are also included. Those who will obtain a performance rating of "outstanding" or "very satisfactory" will be considered for promotion. Promotion should be earned; the institution is required by law to establish a merit promotion plan (MPP) together with a system of ranking positions. These are statements of procedures that are

followed in making promotions and which include the orderly arrangement of positions on the basis of specified criteria. The MPP reflects the government's concern for career advancement and well-being.

Promotion (Corpuz, 2000) involves the re-assignment of an employee to a higher level job. This also refers to the upward or vertical movement of employees in an organization from lower level to higher level jobs involving increases in duties and responsibilities. One of the benefits of promotion is that it encourages excellent performance. It also provides recognition for a job well done. It is a morale builder and a management tool to increase organizational efficiency and productivity. Promotion (Civil Service Commission, 2012 Rule 6, section 1) is the advancement of the employee from one position to another. Section 5 states further that the comparative degree of competence and qualification of employees shall be determined by the extent to which they meet the following requirements:

- a. performance- employees with a rating of very satisfactory shall be considered for promotion;
- b. education and training shall include educational background and successful completion of training courses, scholarships, training grants and others. Such education and training must be relevant to the duties of the position to be filled;
- c. experience and outstanding accomplishments worthy of special commendation; and
- d. potential-takes into account the employee's capability not only to perform the duties and assume the responsibilities of the position to be filled.

These conjectures indicate that performance appraisal also plays an important role of motivating employees to do better because they do not just get to know their strengths and areas that need improvement but also earn the chance to be promoted. Likewise, being promoted

encourages employees to do better in the job. However, for those with areas that need improvement, the superior has the task of helping them do better so that they will be able overcome their weaknesses.

4) Fringe Benefits and Wellness. When properly managed “fringe” benefits are an effective, although potentially costly way to attract and maintain employees (Messmer, 2006). The U.S. Bureau of Labor Statistics (2008) reports that over two-thirds of public and private employees can or do participate in a retirement plan and three-quarters of employees are eligible for medical benefits, with employers paying up to 83% of medical expenses for individuals and 71% for families. Benefits have been found to impact a number of outcomes in the workplace, including satisfaction and perceptions of justice (Arnold & Spell, 2006).

There is not much change in the concept of employee benefits based on materials online. These are still viewed as non-wage compensations designed to provide employees with critical economic securities. Benefits and compensation lay at the center of HRM operations and play a central role in both the financial capacity and talent management of any organization. Human resources are responsible for the overall employee experience during the entirety of their life cycle with the company, and benefits play a substantial role in maintaining high levels of satisfaction. The benefits provided by the company, such as retirement investment and health insurance in particular, ensure that employees feel taken care of and secured as a result of high quantities of time and effort they have put into their jobs.

(<https://www.boundless.com/management/definition/benefits/>) The importance of fringe benefits has also been highlighted by on-line sources such as employee benefits being focused on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. Like base pay plans,

organizations use fringe compensation programs to attract, retain, as well as motivate qualified and competent employees. (Bernardin, JH 2014)

From a retention management viewpoint, the foremost objective of fringe benefit packages is to offer employees with benefits that are valuable enough to encourage them to stay longer with the company (Sinclair, Leo, & Wright, 2005). This is consistent with the practitioner oriented theory that was prominent in the nineties that states, employers need to modify fringe benefits to effectively, recruit, and retain a diverse demographic employees base (Conroy, Caldwell, Buehrer, & Wolfe, 1997; Milligan, 1999); and fringe benefits are incentives that answer more specific needs of varied group of employees in the organization (Balkin and Griffeth, 1993).

This non-wage nature of employee benefits is still prevalent, based on work of Edralin & Roque (2005), who described these benefits as part of the compensation package other than the pay for time worked and as a form of income protection, work life focus, and allowances (Milkovich, Newman 2002). Income protection benefit meant as a form of insulation from financial risks inherent to daily life. Common benefits, on the other hand are in the form of preventive measures such as the medical insurance, pensions, life insurance and savings plans such as contributions to legally required social security plans (SSS, GSIS). Work/Life focus programs are aimed at integrating employees with their work and life responsibilities. This includes provision for leaves of absence, access to specific needs services (counseling, child and elderly care service referrals) and flexible work arrangements. Allowances are given to employees as a form of assistance such as for transportation.

While employee benefits are not part of the hourly, daily, or monthly salary; they are however made part of the company's total compensation package (Martocchio, 2008). Total

compensation system represents both the monetary and non-monetary rewards. Monetary compensation represents core compensation (base pay) while non-monetary benefits include protection programs such as medical insurance. Employers in the public and private sectors provide their employees with a wide array of benefits and service that are considered a component of the total package. They also include perks and prerequisites given to select groups of employees. When added up these benefits are observed to constitute a big percentage of the payroll. Thus, some sources are beginning to doubt the appropriateness of the term “fringes” of pay. There is no way by which this could be addressed as some benefits are mandated by law or granted by the employer as a result of a collective bargaining agreement (CBA). These benefits are developed for the employees’ welfare as well as the organization’s interest in mind. They are important tools to attract and retain the required talent in the organization. Some benefits create incentives that can boost employee morale (Diamante & Ledesma-Tan, 2007).

Similarly, Corpuz (2000) noted that before 1970, benefits were usually called fringe benefits suggesting that these nonwage benefits represented a small addition to the regular pay to make compensation package more attractive. In recent years, the word “fringe” has been dropped because benefits no longer represent a small addition to compensation. As percentage of the total payroll costs, benefits have increased significantly. This author added that benefits have expanded in scope, by means of including the members of the employee’s families. Employee benefits can be categorized into two: 1) those granted by management at its own initiative or through collective bargaining agreement; and 2) those required by government legislation.

The government legislated benefits are fundamental or in accordance with basic laws of a country such as the constitution. The Philippine government has declared it a matter of policy to extend social security protection to workers and their beneficiaries against the hazards of

disability, sickness, maternity, old age, death and other contingencies during one's employment. Among the legally mandated benefits are those provided for by the Government Service Insurance System (GSIS) for all public-sector employees and the Social Security System (SSS) for private employees (Article 2 Section 9,11,18; article XII section 11,13,1987 Phil. Constitution / RA 8291 – GSIS law of 1997; RA 8282 – SSS Law of 1997)

Another good source of legally mandated employee benefits is the Labor Code of the Philippines or PD 442 as amended. Included in this document policies and guidelines on: a) holiday pay, b) premium pay, c) night shift pay, d) overtime pay, e) 5–days service incentive leave after one year of service, f) service charge or tips, g) separation pay of one month or half month salary for a year of service owing to any of the authorized causes of termination of employees (Labor Code of the Philippines, Art. 283, p.95).

The present researcher likewise observed that the literature on fringe benefits expanded beyond the issues of their presence or absence in an organization. Included were issues on nature and manner of distribution. For instance managers support HR practitioners' view that they should align the benefits with the organization's goals and objectives, thus, the consequent issue on fair and equitable administration of benefits. The equity theory of management suggests that it is important for employees to perceive fairness in an organization's incentives, pay or benefits programs. A perception of inequity in the distribution of benefits arise from such alignment that at times contradict existing labor laws. A provision in Article 100 of the Labor Code prohibits diminution of benefits which have long been granted by companies is a case in point (Diamante & Ledesma-Tan 2007).

Corpuz (2000) noted that employees are provided with benefits chiefly for humanitarian reasons. For example, some employers provide benefits because they believed the welfare of

their employees would be enhanced by these benefits. Others found that any assistance given to the employee to meet his/her contingent personal needs and problems such as sickness, accident, or death in the family could increase his/her efficiency; while other employers provide benefits to keep the organization competitive in recruiting and retaining employees with the belief that this will increase organizational performance.

The Civil Service Commission (2012) further depicts that the government as an employer provides better benefits package than private organizations such as annual uniform allowance in cash or clothing materials; leave benefits (e.g vacation leave, sick leave, maternity leave, and vacation service credit for teachers which can also be used to offset absences during school days). Moreover, the government also offers development-oriented benefits such as scholarship grants for employees to pursue further studies. Included in said grants are the necessary expenses for the individual's advance studies or trainings in his/her field of expertise. Generally, an employee is required to render service for the next two years for every academic year of scholarship. The scholarship opportunities give the employees the opportunity for professional growth and development in terms of upgraded knowledge, skills and behavior required needed by the organization. Qualified and deserving employees who pass a rigid screening process can avail of grants for pursuit of higher studies or special training programs (Civil Service Commission, 2012).

From these variety of benefits, the present researcher understood Andres (1991) who presented the benefits into a program that he referred to as HR benefit program. Accordingly he noted that the goals of such program should be in harmony with over all human resource management policies. The objectives of the company in giving benefits should be 1) carry out their social responsibility to their employees, 2) maintain and enhance the effectiveness of their

workforce, 3) meet union demands and increased government regulations, 4) maintain the worker's living standards, and 5) boost employee morale which is a motivating factor or incentive.

5) Retirement Scheme and Benefits. The literature depicts the emergence of this HRD component from the benefits package meant to prepare the employees for the adjustments that go with retirement. Corpus (2000) notes that in the late career stage of an employee, he/she reached the stage where he/she should prepare himself either for a bigger responsibility or for retirement. Developmental needs during this stage include: senior leadership role, as well as productivity and effective retirement. This author also added that organizational actions or support during late career are of great value in maintaining loyalty and motivation of the longer-serving members of the work force. These are: 1) understanding older employees-managing older employees require sensitivity to late career issues on the part of the top management and supervisory staff, 2) establishment of flexible work patterns-most retirees feel that they should be able to reduce their working week to get ready for retirement in terms part-time or seasonal employment and special consulting assignments, 3) development of retirement planning programs-this can play an important role in helping the employees make a smoother transition from work to retirement. Sibal (2008) referred to these support as post-employment HR programs that should be a regular feature of the company's operations since lay-offs and retirements are unavoidable and predictable. In an article published by Parish (2013), he mentioned that quality retirement plan is a carrot that encourages loyalty and productivity.

It is not enough to talk about planning to "recruit, reward and retain" employees, employers should also consider the importance of helping an employee "retire."(para. 5) If you can offer an effective exit plan for the baby boomer, you help your employee and your

company. The seasoned employee is motivated to be productive, but also sees a light at the end of the employment tunnel. A competitive retirement plan motivates younger employees as well. They see an opportunity to grow wealth within the company rather than seeking their fortune elsewhere.

Becker M., Trail T. Lamberts, M & Jimmerson, R. (1983) stated that many of the problems facing 26 million retired people could have been avoided by proper preretirement planning. The Washington State Cooperative Extension concerned about early preretirement training for employees initiated a study to determine the attitudes and needs of Extension staff of all ages toward preretirement training. A mail questionnaire was designed covering topics from literature and experience of preretirement educators. These topics were grouped into major headings; income planning, general planning, social planning and psychological planning and leisure time activities planning. Staff were asked to rate these topics on a scale from 1-5; 5 = extremely important, 4 = important, 3 = somewhat important, 2 = hardly important at all, and 1 = not important. Findings of the study indicated that respondents placed extremely important on income planning, psychological planning and general planning. The recommendation is that a positive attitude toward retirement should be established at an early stage in the Extension agent's career. Staff needs to establish roles outside of the job. These roles should be important to the individual and to successful adjustment to retirement. Such roles will help ease the trauma of transition from paid employment to retirement.

The visibility of pre-retirement programs for government employees is evident in section 7 of Civil Service Commission handbook (2012) that indicates that part of the personnel development program is a pre-retirement program. This refers to courses which are intended to

familiarize would-be retirees on the government retirement plans and benefits as well as available business opportunities or other productive options/pursuits. Pre-retirement counseling is done in coordination with GSIS to give prospective retirees ideas on how to spend retirement wisely. Dada & Idowu (n.d.) proposed different counseling strategies for managing pre-retirement anxiety among employees in the *Ilorin Journal of Education* (n.d.). In their paper they examined the nature, sources, causes and effects of pre-retirement anxiety. Rational – emotive Behaviour and Reality therapies are recommended to manage pre-retirement anxiety among workers in Nigeria.

The Philippines has evolving four systems of old-age protection scheme for its people (Cabadonga, 2011). First, is the social assistance programs given for the benefit of the very poor in the society. These programs are particularly handled by the Department of Social Welfare and Development (DSWD), the Department of Health (DOH) and the Department of Labor and Employment (DOLE). Second, is the mandatory defined benefit scheme which is provided by the Social Security System (SSS) for private sector workers and the Government Service Insurance System (GSIS) for public sector employees. Third, includes the mandatory requirement of retirement pay through Republic Acts similar to the deposits maintained at the PAG-IBIG Fund, which become available upon retirement and the mandatory retirement pay provided for under Republic Act 7641 for the workers in private sector.

The public sector workers receive a combination of first and second layer benefit. Fourth, is voluntary in nature, where companies devise their own retirement plan or individuals on their own, buy pension plans and other pre-need products to provide the many contingencies in life. A retired employee is entitled to receive retirement and other benefits depending on the retirement program set for the employees by the company. The law does not require companies to have

their own retirement plan. Among 330 companies surveyed in 2003, only 36.6% or 121 companies have retirement plans for their employees while 63.4% or 209 companies have none, except what is prescribed by law. Companies that have retirement plans give more than what the law imposes. Some even provide guidance and counseling as part of their retirement program to prepare retiring employees (Edralin & Roque, 2005).

Based on the above literature, the present researcher surmised that retirement benefits have not changed much when compared with those identified by Dessler (1978) as the most common pre-retirement HRD programs namely: a.) explanation of social security benefits; b.) leisure time counseling; c.) financial and investment counseling; d.) health counseling; e.) living arrangements; and f.) psychological counseling.

Faculty Welfare and Development Concepts

The present researcher observed a dearth of materials on faculty welfare. It was found to be subsumed in faculty development. The only relevant materials were those of McCallum (2010) and *The Magna Carta for Public School Teachers* (REPUBLIC ACT NO. 4670, June 18, 1966). The former equates welfare to well-being and premised that the promotion of faculty welfare depends on how the institution value the faculty members as they are undeniably the bulk and most important personnel of educational institutions. This is a research article entitled “well teachers, well students,” conducted among beginning teachers in Queensland. The findings revealed that the retention of teachers is dependent on the well-being strategy in place in the institution. Promoting well-being of teachers will contribute to their longevity and productivity. This paper enabled the researcher to conceptualize the present study into a continuing program

focused on welfare from recruitment to retirement or how the newly-hired teachers progress to become seasoned teachers.

On the other hand, *The Magna Carta for Public School Teachers* embodies Republic Act (R.A.) No. 4670 may therefore be considered as a major legal basis for faculty welfare programs in the country. Its overarching theme is on the promotion of the social and economic status of teachers through specific terms and conditions on their living and employment/working conditions as well as career prospects. This is to ensure that public schools or public education sector in the country provide adequate job security and competitiveness comparable to existing opportunities in other organizations. The main intent appears to be the attraction and retention of more people with the proper qualifications in the teaching profession. Thus, even if the term faculty welfare was not specifically stated, this Republic Act is already focused on promoting the welfare of teachers, notably the different conditions and opportunities in terms of continuing professional education. The Senate Bill 2063 (2011) that is spearheaded by Senator Edgardo Angara in the 15th Congress is likely to enhance R.A. 4670. This bill aims to provide additional benefits to teachers through scholarship grants, free medical treatment and pension.

As mentioned earlier, faculty welfare is embedded in faculty development but is largely focused on activities aimed at the overall goal of improving student learning through enhancement of teachers' knowledge and skills. Specifically in said activities, teachers are viewed as in the process of improving their competencies as professionals and scholars (Eble & McKeachie, 1985). Professional development opportunities and practices provide both the challenge and the support for teachers to grow, change, and reflect on their practices. Creating such opportunities requires commitment, understanding, planning, resources, time, and

evaluation. Educational leaders and teachers must design programs to support professional growth along a continuum of each educator's experience to be learner-centered and learning-centered. The failure of most schools and districts to recognize the importance and need for continuous, aligned and needs-based professional development condemns school reform efforts to ultimate failures (Knipe & Speck, 2005).

Continuing professional development appears prevalent as depicted in activities engaged in by teachers that are designed to enhance their knowledge and skills. These activities enable the teachers to reflect on their classroom practices to improve the quality of teaching and learning process (Bolam, 1993). The seminal James Report considered these activities as in-service training (INSET). (Newton, C. & Tarrant T.,1992) These are the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of education principles and techniques.

The literature revealed a number of nuances and slight differences for the different concepts used. The simplest and most useful conceptual framework is offered by Bolam (1993) in his publication for the General Teaching Council. He made use of a three-fold distinction namely: a) professional training which refers to short courses, workshops and conferences emphasizing practical information and skills; b) professional education or the long-term courses emphasizing theory and research-based knowledge; and c) professional competence which refers to activities that aim to develop on the job experience and performance.

He also described continuing professional development as an on-going process building upon initial teacher training and induction, including development and training opportunities throughout a career life-span and concluding with preparation for retirement. He further stated

that such development is geared toward improvement on both individual and school levels. This was expounded as continuing professional development that embraces education, training and support activities engaged in by teachers following their initial certification aimed at adding more to their professional knowledge and skills, and help them clarify their professional values to teach pupils more effectively.

These concepts appeared to have been validated such as the work of Vizcarra (1999) who looked into the in-service activities of teachers in all secondary schools in the division of Lanao del Norte. Specifically, it answered questions on the in-school activities undertaken by the teachers and their personal and professional needs. The questions on perceived performance of the teachers were also identified. It further acquired information on the relevance of the in-service activities to the needs and performance of the teachers. The descriptive method of research was used with a self-administered questionnaire as its main instrument for data collection. Further, the study was division-wide participated in by 486 teachers and 25 administrators of the Division of Schools in the Province of Lanao del Norte.

The study recommended to the administrators the need to answer the demand for the continuous updating and professional growth of teachers; and the need to strive for more improvement on in-service activities. These were justified by citing that personal and professional needs of teachers as challenges to administrators who should exhaust all attainable means and resources to initiate as well as improve their own teachers' development activities, not simply for the sake of the schools and teachers but essentially of their students. The teachers should also be involved in the evaluation of the in-service activities undertaken in their schools and even in their divisions to give feedback that serves as basis for improvement of future in-service activities.

Furthermore, the need for continuous professional growth and retraining of teachers to ensure effectiveness was emphasized. These in-service activities were cited as playing a strong influence to the teachers' needs for the development of desirable attitudes and behaviors and also in their academic, professional and social development. The study showed that the more in-service activities engaged in by the teachers the better they can perform their tasks in the school and in the community in general. The current study was not just focused on in-service training opportunities given to faculty members but looked into other activities that promote faculty welfare. Likewise it did not just assess the professional development activities given to faculty but also attempted to assess the promotion of faculty welfare within the human resource development perspective.

On the other hand, Knipe and Speck (2005) noted that while there is concerted effort to promote quality education, the lack of professional development as well as its misuse by educators, explains the chronic failure of school reforms. Although the existence of new professional development models are recognized, the use of these must be systematic to assure school reforms. The knowledge, skills, attitudes, behaviors and practices of teaching are only minimally challenged by current practice. These authors also added that districts provide limited but consistent support and leadership for improving teaching. This perspective convinced the researcher to focus on promoting the welfare of faculty members through faculty development. She believed that when the local colleges under study are committed to providing quality education, a continuing (from orientation to retirement) and well designed faculty development program may evolve.

Faculty Development Program and Quality Education

This is a landmark in educational institutions or all schools have a faculty development program in place. Faculty development programs are commonly designed to enhance personal and professional development, instructional development, and/or organizational development. Professional development involves promoting faculty growth, enabling teachers to obtain and enhance job-related skills, knowledge, and awareness. Instructional development involves the preparation of learning materials, styles of instruction, and updating courses. Organizational development focuses on creating an effective institutional atmosphere in which faculty and personnel can implement new practices for teaching and learning (Gaff, 1975). Through the years the compartmentalized faculty development program evolved into a holistic approach. The personal development efforts are designed to help faculty members enhance interpersonal skills, promote wellness, and assist them in career planning (Graf, Albright, & Wheeler, 1992). Ultimately, in a faculty development program, it is not just the faculty that benefits from it both personally and professionally but also the school. This is due to the fact that the learning gained from professional development activities are applied in the teaching and learning process.

Moreover, curriculum development appears as a consistent component of faculty development. Specifically it is reflected in instructional delivery that is enhanced with the development of additional scholarly and teaching competencies, the creation of new instructional materials, and the development of new communication and organizational patterns (Bergquist & Phillips, 1975; Eble & McKeachie, 1985). It is expected that when the faculty undertakes professional development activities, his/her delivery of instruction improves. This is so because the learning he/she gains is what is transmitted to the students. In the long run, this would also have an impact on the organization or the educational institution as a whole. The reason is that

the development of the faculty contributes to the development of the organization. Based on these concepts, faculty development involves those activities that seek to improve student learning, teaching, scholarship, and service in schools by developing personal, instructional, organizational, and curricular aspects of faculty members.

The same outcome of faculty development was mentioned by Moulin (as cited by Vizcarra, 1999) as regard to important changes and improvements in education emerging only as teachers change and improve. Consequently, the in-service education of teachers assumed high priority on the regular updates of teachers on curricular innovations. Moulin further noted that effective staff development programs address all three types of learning situations. These types include using knowledge about how learning is produced (function), about what happens when people learn (process) and how participants in effective programs develop new knowledge and skills as teachers and administrators (product).

Likewise, effective programs are vehicles for learning, such as an active process of transmitting new knowledge, values and skills into behavior. This is represented in a variety of reasons for staff development, namely: 1) personal and professional development as a self-directed approach based on individual needs and choice; 2) credentialing as the successful completion of a program as well as a requirement for licensing or certification; 3) induction as supplementing skills and knowledge for the newly hired; and 4) school improvement or staff development to improve student performance by improving the skills and knowledge of staff (Gall and Renchler, 1985).

Staff development programs also 1) serve teachers as individual members of a profession, adding knowledge, skills and intellectual vigor to professional life; 2) satisfy bureaucratic and career advancement purposes; and 3) involve teachers as responsible members of an institution

(Lanier and Little, 1986). This means that faculty development is essential for the personal and professional growth of the teacher and the improvement of the quality of education in academic institutions. It is along this line that the faculty development programs of local colleges and universities were assessed in terms of the strengths and weaknesses of the programs that were used as bases for more improvements in terms of the personal and professional growth of the teachers that redound to benefit the learners.

The need for a well designed faculty development program was assessed in a similar study conducted by Kelley (2002). The research consisted of 782 respondents which included 751 teachers and 31 principals of Idaho Center for School Improvement and Policy Studies. The study focused on teachers and principals' view of professional development, potential problems for professional development and top professional development needs. Following are some of the findings of this study: according to district staff, the primary responsibility for deciding the content of professional development activities, designing and planning activities, and conducting activities rests most commonly with district staff or principals rather than teachers or outside providers.

Of specific importance for example were the 35 percent of district staff who reported that they had primary responsibility for designing and planning activities and 37 percent named principals, whereas 24 percent picked teachers and 4 percent selected outside providers. Outside providers play a larger role in conducting activities than they do at the earlier stages (i.e., deciding the content, deciding and planning the activities). Few districts reported outside providers in terms of university or college faculty or professional organizations. Outside providers had primary responsibility for deciding the content of the activities (2 percent) or designing and planning them (4 percent), but 21 percent reported that they had primary

responsibility for conducting the activities. Most public school principals reported that they (83 percent), teachers (78 percent), and district staff (73 percent) had “a great deal of influence” in determining the content of in-service activities (i.e., they rated their influence as 4 or 5 on a 5-point scale). This paper enabled the researcher to focus on professional development and the persons responsible in determining the contents of the professional development activities. However, it did not assess the faculty welfare and development as a whole, rather just one portion of it, the professional development dimension.

Barth (2000) noted that faculty development focuses on professional development based on the need to help teachers better understand how students learn, engage in critical analysis of their teaching and make their teaching more student-centered and meaningful so that they can motivate students to be active participants, critical thinkers, and life-long learners. It is needed to foster collegiality and professional dialogue, to help teachers develop a common educational purpose and to facilitate collaborative planning, experimentation and critique of teaching practice. Further it can assist educators identify and critically examine aspects of the school’s culture that is at times inconsistent with the empowerment of students as lifelong learners that could lead to both cultural changes in curriculum, instruction, and student assessment. Professional development can help transform schools into what he describes as “a community of learners, a culture of adaptability, and a place of continuous experimentation and invention.”

Although the need for professional development is apparently addressed in school improvement, effective professional development however does not take place in most schools every time. This is aptly described by Miles (1995) as follows:

A good deal of what passes for professional development in schools is a joke-one that we'd laugh at if we weren't trying to keep from crying. Its everything that a learning environment shouldn't be: radically under sourced, brief, not sustained, designed for "one size fits all", imposed rather than owned, lacking any intellectual coherence, treated as a special add-on event rather than as part of a natural process and trapped in the constraints of the bureaucratic system we have come to call "school". In short, it's pedagogically naïve, a demanding exercise that often leaves its participants more cynical and no more knowledgeable, skilled or committed than before.

Fullans' (1991) research as cited by Gordon (2004) supported Mile's dismal picture of typical efforts at professional development. He found such efforts as failures for the following reasons: the extensive use of one-shot workshops which are ineffective; topics that are selected by non-participants; a lack of follow-up right after the introduction of new concepts and practices; failure to evaluate programs; failure to address individual needs and concerns; district and multi-district programs that do not address factors within individual schools; and absence of a conceptual basis for program planning and implementation.

The continuing professional development of staff within schools is also regarded as essential to achieve the national targets of creating more effective schools and raising the standards of student/pupil achievement (Kydd et al, 1997). This perspective was highlighted in a report of the National Staff Development Council and the Association for Supervision and Curriculum Development (1996) where professional development was described as "a means to an end rather than an end in itself; it helps educators close the gap between current practices and the practices needed to achieve the desired outcomes."

This comprehensive approach to change assures that all aspects of the system such as policy, assessment, curriculum, instruction, and parent involvement are working together with staff development toward the achievement of a manageable set of student outcomes desired by

the entire system. When these strategies are effective, professional development becomes very powerful. In an article released by the National Foundation for the Improvement of Education (1996), it is mentioned that "opportunities to develop professionally not only benefit the individual in shaping his or her craft, but also help ensure that best practice is everyday practice, and that the most effective approaches are used."

Empirically, the conceptual literature was reflected in the related studies such as the work of Gatdula (2009) who attempted to find out the extent of implementation of the faculty and staff development of Cavite State University as assessed by university officials, faculty and staff. The impact of the faculty and staff development in promoting professionalism was measured. The descriptive method was utilized in the study. There were 388 respondents as primary source of data through the use of a questionnaire and complemented by observation and documentary analysis.

The extent of implementation was assessed through the following areas: objectives, organization, scholarships and the implementing guidelines on the criteria of granting scholarship, obligation of scholars, and funding. Their recommendations include: a) enhancement of faculty and staff development, b) wider dissemination of the provisions of the University Code to make the Cavite State University community aware of its provisions, c) review of policies specifically identified as problems by the study, d) improvement of the selection scheme of scholars, and e) involvement of the staff in the review of the policies and implementation of the University Code to make them more aware of the existence of scholarships available for them. The current study, on the other hand, did not simply look into scholarship programs as done by the above mentioned researcher. Rather, it considered

professional development of faculty as one component of the whole faculty welfare initiatives of the institution.

Correspondingly, Roque (1988), evaluated the implementation of in-service programs by the Division Supervisors of the Department of Education Culture and Sports in Region III. She specifically looked into the demographic profile of the division supervisors, the comprehensiveness of the different in-service programs given to teachers, effectiveness of strategies used in the implementation of in-service programs, how are problems met in the implementation of in-service programs and how the in-service programs under the supervisors improve performance of the teachers. The 128 division supervisors for school year 1987-88 and selected teachers were taken as respondents. The data collection instruments consisted of questionnaires, informal observation, Program for Decentralized Education (PRODED) handbook/manual, and interviews. The descriptive type of method was used. Some of the significant findings of the study included: the necessity to determine the impact of the in-service program through strict follow-up; a more viable teacher's evaluation system should be used to evaluate the impact and test the actual output of an in-service program by teachers themselves, their students and supervisory officials.

Stressing the importance of an effective model, Saludades (1983) in her study created a theoretical staff development model based on the teachers' staff development needs as perceived by teachers, principals, and supervisors. In this model, provision was made for total teacher involvement in all stages of staff development, the utilization of teachers as trainers of other teachers and follow-up which gives teachers opportunity to apply learned behaviors and skills from the program to their classrooms.

Validating the need for an effective human resource program, Prieto (1992) described and evaluated the staff development programs of the technological state colleges in Region VIII for school year 1991-92. The findings served as inputs to a proposed model program for the technological institutions. She specifically looked into the distribution profile of school officials and faculty members according to their professional background, the extent of implementation of the staff development, and the management capabilities of administrators. The respondents consisted of 342 members of the teaching staff, 63 school officials directly involved with staff development of the 5 technological institutions in Region VIII.

The school officials were considered as one group of respondents who gave their perceptions regarding the extent of the problems that may hinder the full implementation of the program. The faculty members comprised another group of respondents who gave their perceptions on the extent of implementation of the areas of staff development and the level of management capabilities of their respective school officials involved in staff development. The researcher used descriptive research designed with a self-administered questionnaire to secure the desired data. It also conducted interviews to substantiate the findings of the investigation.

Also, the study gave the planners of staff development program, school officials, administrators, students the much needed information on the extent in which staff development were implemented. For instance, one significant finding was that school officials and faculty of respective state colleges should work out to collaborative measures and intensify efforts in making staff development programs more functional. Outcomes of the investigation were also noted to be utilized in restructuring and improving staff development programs. The development areas identified were: in-service training programs, professional development and scholarship grants and provision of incentives. In order to lay down a strong base for an

improved program, the extent of the problems identified that might hinder the program implementation were also considered.

The above mentioned studies were limited to the assessment of the staff development given to teachers. In the process, the profiles of teachers were determined. One study even suggested a model for faculty development in other regions of the country. These studies particularly assessed staff development programs based on the context of the selected institutions in Region II, VIII and Manila. There was no study conducted for local colleges in Region III.

In addition, the other human resource activities were not explored in these studies. Although staff development programs were proposed, a manual that is intended to promote the welfare of faculty from recruitment to retirement for use by local colleges is still lacking. The researcher reiterates that the current study covers but is not limited to the assessment of professional development activities of the target schools vis-à-vis human resource development components such as; recruitment, selection and retention, professional training and development, assessment and promotion, fringe benefits and wellness, retirement scheme and benefits. All these components were taken into consideration to determine whether welfare of the faculty is promoted through the practice of these components.

In summary, literature revealed that while faculty development programs are focused on growth and development of the individual and the organization, the focus is still on the profession rather than the person. Given emphasis is the emergence of best practices or new knowledge as breakthroughs for the profession. The present researcher therefore resolved that concept of welfare or wellness be the context of faculty development programs to enhance appreciation and active engagement since personal and professional growth and development are presented in understandable and doable terms of reference such as policy directives, employment conditions and performance targets.

Chapter III

RESEARCH METHOD AND PROCEDURE

This chapter presents the research activities undertaken as reflected in the research design, research locale, as well as the procedures and techniques used to gather, process and analyze the data.

Research Design

The study employed the descriptive survey research design since the main objective was to assess the present status of the faculty development/welfare programs of selected members of the Association of Local Colleges and Universities (ALCU) in Region III for the purpose of identifying best practices (or strengths) and areas for improvement (or weaknesses). Descriptive research involves gathering data that describe events as they happened at the time of the study. The three main purposes of research are to: describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate such explanations (Krathwohl, 1993). Moreover, the study did not manipulate the conditions but simply reported these as they were observed by the respondents of the study which is a salient feature of descriptive research design.

Also, the research design is graphically depicted in Figure 3 with the first box reflecting the nature of the data gathered to achieve the objectives of the study. There were the indicators or measures of faculty development/welfare program in terms of the HRD components, namely: a) recruitment, selection and retention; b) professional training and development; c) assessment and promotion; d) fringe benefits and wellness; and e) retirement scheme and benefits. Further,

these were translated into observable conditions and situations in the workplace that constituted the items of the questionnaire.

The second box showed what was done with the data gathered from the respondents, that is, the conduct of descriptive statistical processing and analysis to draw out the status/level of implementation of the faculty development/welfare program of the target local colleges. Moreover, the analysis yielded the strengths and weaknesses or areas to be improved based on total quality assurance (TQA).

Finally, the last box depicted the intended outcome of the study, that is, based on the findings, a faculty welfare manual is developed and validated to ensure that procedures and guidelines related to the development of faculty members are geared towards the promotion of faculty welfare from the time of recruitment to the time of retirement.

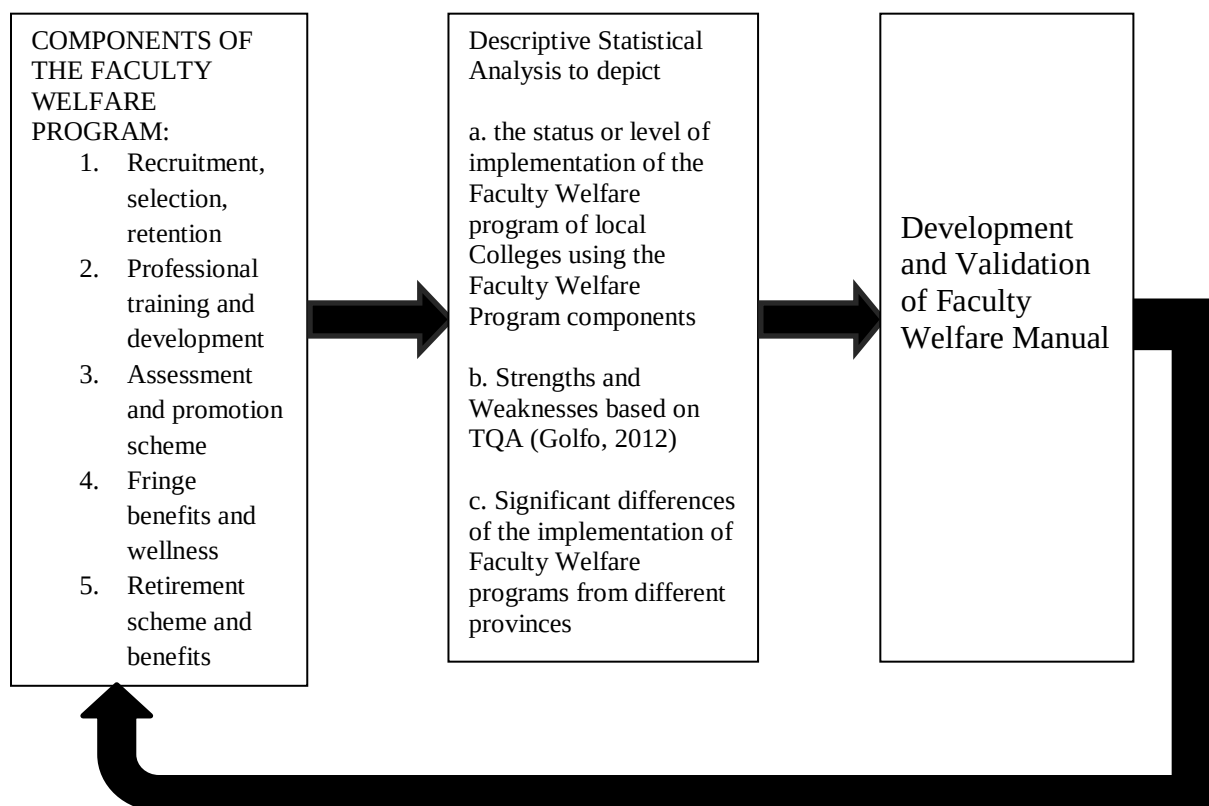


Figure 3. Research Paradigm

Respondents of the Study

A total of 257 respondents consisting of two hundred eight (208) faculty members and forty nine (49) academic heads served as participants or respondents of the study. They were employed in the target member schools of ALCU Region III during the academic year 2012 – 2013. **Table 1** shows a participation rate of 52.7% among the faculty respondents and 73.1% among the academic heads or a combined 57.88% participation rate.

Table 1
Distribution of Questionnaires per Participating College

Members of ALCU	Dist	Faculty		Academic Heads			Total Returns	
		Ret	% Ret	Dist	Ret	% Ret	N	%
Pampanga								
1. Mabalacat College	50	15	30	3	3	100	18	33.96
2. City College of San Fernando	40	10	25	2	2	100	12	28.57
3. City College of Angeles	12	6	50	1	0	--	6	46.15
Bulacan								
4. Baliwag Polytechnic College	50	29	58	10	9	90	38	63.33
5. Bulacan Polytechnic College	30	30	100	10	10	100	40	100.00
6. Pambayang Dalubhasaan ng Marilao	25	9	36	2	2	100	11	40.74
7. Mariano Quinto Alarilla Polytechnic	50	27	54	10	9	90	36	
8. Kolehiyo ng Guiguinto	8	0	--	2	0	--	0	--
Zambales								
9. Botolan Community College	20	19	95	3	3	100	22	95.65
10. Gordon College	50	47	94	10	9	90	56	93.33
11. Kolehiyo ng Subic	40	0	0	10	0	0	0	--
Bataan								
12. Limay Polytechnic	20	16	80	4	2	50	18	75.00
Total	395	208	52.7	67	49	73.1	257	57.88

These figures constituted the number of questionnaires that were successfully retrieved among the target respondents after series of follow-up through phone calls and electronic mail.

On the whole, the study had substantial number of respondents since according to Gay (1976) as cited by Sevilla, C., Ochave, J., Punsalan, T., Regala, B., & Uriarte, G. (1992), a descriptive survey type of research needs a minimum of 10% sample for a large population and 20% for a small population. Based on this criteria, the sample size for the faculty respondents is

more than twice the minimum for small population while the sample size for the academic head respondents is more than thrice the said minimum sample size.

The researcher decided to use equal sample representation to avoid the dominance of local colleges with large faculty population. This entailed the inclusion of all faculty and administrators from the target local colleges and universities whose population is 50 and below. With large population, she employed simple random sampling techniques to select 50 faculty-respondents.

Profile of Respondents. Table 2 shows that most of the academic heads are female (32 or 65.31%) or a ratio of almost (two) 2 female to every male administrator-respondent. As to highest education, most are master's degree holders (24 or 48.98%) where 13 or 26.53% are pursuing their doctoral degrees.

Table 2
Frequency Distribution of Administrators by Gender, Educational Attainment and Number of Years of Service in the Institution

Profile	F	%
Gender		
Male	17	34.69
Female	32	65.31
Total	49	100.00
Educational Attainment		
Bachelor's Degree	8	16.33
Master's Degree	11	22.45
With MA units	13	26.53
Ph D/Ed D	4	8.16
With Phd/Ed D units	13	26.53
Total	49	100.00
Years of service in the institution		
0-5 years	30	61.22
6-10 years	11	22.45
11-15 years	5	10.20
16-20 years	1	2.04
21 years and above	2	4.08
Total	49	100.00

Only four (4 or 8.16%) are Ph.D /Ed.D graduates while the rest (21 or 42.86%) are bachelor degree holders, of which 13 or 26.53% are pursuing their master's degrees. These numbers indicate that these respondents see the need to pursue further studies to be more competitive and aligned to their respective posts. The same table reveals that more than half of the administrators (61.22%) have been in the institution between one to five years. This is understandable as many of the local colleges have just been established by their respective local government units (LGU).

Table 3 reveals that more than half (55.29%) of the faculty-respondents are female and married (53.36%). Close to two thirds of these faculty have not obtained a master's degree that is considered to be the minimum educational qualification for teaching in the higher education level, distributed as 16.35% bachelor's degree holders and 49.04% with master's degree units.

Only 30.77% have the required educational qualification, distributed as 22.60% with master's degree, 5.29% with doctoral units, and 2.88% with doctoral degrees. The same table shows that like the academic heads, a greater number of the faculty have been serving the institution between 0-5 years because the participating HEIs are newly established. The same reason and the educational qualification can be cited as to why only 27.88% hold permanent status.

Table 3
Frequency Distribution of Faculty by Gender, Civil Status, Educational Attainment
and Years of Service in the Institution

Profile	F	%
Gender		
Male	93	44.71
Female	115	55.29
Total	208	100.00
Civil Status		
Single	84	40.38
Married	111	53.36
Separated	4	1.92
Widowed/Widower	9	4.33
Total	208	100.00
Educational Attainment		
Bachelor's degree	34	16.35
With MA units	102	49.04
Master's degree	47	22.60
With Ph.D/Ed.D units	11	5.29
Ph. D//Ed.D graduate	6	2.88
Certificate Program	2	0.96
Others	6	2.88
Total	208	100.00
Years of service in the institution		
0-5 years	148	71.15
6-10 years	41	19.71
11-15 years	12	5.77
16-20 years	4	1.92
21 years and above	3	1.44
Total	208	99.99
Employment status		
Permanent	58	27.88
Probationary	39	18.75
Temporary, contract of service, job order	70	33.65
Part-time	41	19.71
Total	208	99.99

Research Instrument

The main instrument of the study was a questionnaire developed in two forms or one for each group of respondents. In drafting the questionnaires, the researcher made use of related literature and unpublished dissertations related to the study. The concepts obtained from these sources as well as the operational definition of terms became the basis for the formulation of the items in the instrument. These items were organized and structured logically into two parts. Part

I contained items focused on the basic personal data of the participants. It contained items on personal attributes like gender, civil status, educational attainment and number of years of service. Part II contained items about the main interest of the study, the level of implementation of faculty welfare program using the HRD components. In this section, the responses were in multiple choice form consisting of the following options:

- 5 – very much practiced (vmp)
- 4 – practiced (p)
- 3 – fairly practiced (fp)
- 2 – practiced needs improvement (pni)
- 1 – not practiced at all (np)

Participants were requested to rate the items using the 5-point Likert scale, where 5 is the highest and 1 is the lowest. Informal interview was also done with the administrators during the visit with them.

Validation of the Instrument. The drafted questionnaires were submitted to the advisers for improvement and approval. These were then distributed to the ten (10) experts for face validation. These experts comprised of seven (7) Graduate School professors from Philippine Normal University and three (3) school administrators from a local college. The validation was conducted for two (2) months or a month each for retrieval and processing of data gathered, respectively. The expert validators were asked to assess the appropriateness, content and language of each component item based on the 3- point scale below:

<u>SCALE</u>	<u>DESCRIPTION / INTERPRETATION</u>
3	Very Appropriate
2	Appropriate
1	Not Appropriate

The mean responses of the validators on each of the items of the components were computed and interpreted as:

$$\begin{aligned} 2.6 - 3.0 &= \text{item is very appropriate} \\ 1.6 - 2.5 &= \text{item is appropriate} \\ 1.0 - 1.5 &= \text{item is inappropriate} \end{aligned}$$

Table 4 presents the summary result of the face validation as indicated by a general mean of 2.6 which was interpreted as the items being very appropriate. Appendix A contains the changes on the items based on said results including the experts' suggestions on the indicators.

Table 4
Summary Results on Face Validation of the Instrument

Components	Mean	Interpretation
I. RECRUITMENT AND SELECTION	2.6	Very appropriate
II. PROFESSIONAL TRAINING AND DEVELOPMENT	2.6	Very appropriate
III. ASSESSMENT AND PROMOTION SCHEME	2.6	Very appropriate
IV. FRINGE BENEFITS AND WELLNESS	2.4	Appropriate
V. RETIREMENT SCHEME AND BENEFITS	2.6	Very appropriate
General Mean	2.6	Very appropriate

The revised forms containing the results of face validation were field tested in a nearby college to 30 participants. The statistical results of field testing collaborated the experts' validation because the researcher yielded cronbach alpha coefficient of 0.981 (see Appendix G for the summary results of this procedure).

Data Collection

First, the researcher secured permission to administer the questionnaires from the College administrators. Upon the approval of the request, questionnaires were distributed personally to

the College's presidents or school heads for distribution to the target faculty and administrators respondents. The researcher spent one month for the distribution and retrieval of questionnaires.

Data Analysis

Processing and Analysis of Data. Prior to the computation of statistical values, all the retrieved questionnaires were reviewed and arranged in order. The researcher encoded all the responses using the Microsoft Excel Program for storage and computation of the pertinent statistical values, namely the marginals or frequency and percentage distributions, weighted mean and standard deviation.

The frequency and percentage distributions were used in the description of the respondents' profile in terms of their basic personal variables. On the other hand, the weighted means were the basis of the ranks drawn to present the level of implementation of the faculty welfare and development programs in local colleges that were then analyzed based on 5-point Likert scale, to wit:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
5	4.51 – 5.00	Very much practiced (observed from 81% - 100% of the time)
4	3.51 – 4.50	Practiced (observed from 60% - 80% of the time)
3	2.51 – 3.50	Fairly practiced (observed from 40 % - 59% of the time)
2	1.51 – 2.50	Practiced needs improvement (observed 21% to 39 % of the time)
1	1.00 – 1.50	Not practiced at all (observed from 1% - 20% of the time)

The same means were analyzed in terms of the Total Quality Assurance (Golfo, 2012) to enhance the interpretation of data. The component with a mean of 4.51 and above is considered to have attained total quality assurance and must be retained. The component with a mean of 3.51-4.50 is considered as a strength but still requires enhancement to attain TQA. However, 2.51-3.50 is considered as weakness, therefore, it should be improved to keep up with the

principle of total quality management. The mean of 2.50 and below, on the other hand, means that the condition should be reviewed.

Total quality assurance refers to the management method of guaranteeing high quality product or service standards have been established and achieved. Quality assurance has to be a comprehensive management system that achieves Total Quality Management (TQM), having the ultimate objective of achieving zero defects as much as possible (Golfo, 2012). TQM is a management approach of an organization centered on quality based on the participation of all its members and aims at long term success. It also aims at continuous improvement of the current practices so that customer satisfaction and/or employee satisfaction improve day by day (Ramasamy, 2010). Specifically, a scale must be set at the 5-point scale for TQA. If a specific component is assessed, the mean of the raters must be used to indicate the gaps. For example, in a scale of 5, with a weighted mean of 4.65, the gap is 0.35.

Data Interpretation and Utilization. To ensure that the findings contribute to present operations of local colleges under study, the researcher decided to use the findings in developing a faculty welfare and development manual. She is inspired by Griffins' work entitled "How to Make a Policy Manual" (n. d.), who noted that the initial step involves "content creation which in essence is a form of research." This he explained as research being an on-going aspect to keep policies up-to-date as well as maintain a comprehensive policy manual. Research process and techniques provide the valid and pertinent information necessary in keeping the policy manual up to date. The author further added that the policy manual should be a "living document," one that is very much dynamic or subject to change.

Furthermore, operating manuals that contain either policies or procedures are necessary these days when organizations are challenged to practice quality management Dyson as early as

1999 have noted that “well written policies and procedures increase organizational accountability and transparency and are fundamental to quality assurance and quality improvement programs.” Thus, the findings of the study constituted the content creation phase of the faculty welfare and development manual for the local colleges in Region 3. These findings served as policy areas or guidepost in the writing of policies and procedures to ensure that almost all welfare and development concerns of faculty are well documented as a guarantee for their attainment. As pointed out by Dyson (1999), the unwritten policies and procedures become a problem in organizations due to inconsistencies and inefficient as a result of different interpretation and approaches adopted to carry out tasks and responsibilities, while the outdated policy and procedure manuals are worse than useless because they may guide staff in the wrong direction.

The final output of the study is the draft policy manual on faculty welfare and development that has been initially face validated by the teachers and administrators as target beneficiaries. They were asked to assess the contents of the draft faculty welfare and development manual in terms of the following 4-point scale:

SCALE	DESCRIPTION / INTERPRETATION
3	Draft seems fine with no further comments
2	In general the draft seems fine with few minor exceptions
1	Draft is unacceptable and needs significant changes to be effective
0	No opinion

The mean responses of the validators on each of the items of the components were then computed and interpreted as follows:

SCALE	RANGE	DESCRIPTION/INTERPRETATION
3	2.51 – 3.0	Draft seems fine with no further comments
2	1.51 – 2.50	In general the draft seems fine with few minor exceptions
1	0.51 – 1.50	Draft is unacceptable and needs significant changes
0	0.00 – 0.50	No opinion

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the findings of the study presented in both tabular and textual forms with corresponding analysis and interpretation based on the obtained data. Moreover, these findings are organized in accordance with the specific problem statement where Part 1 corresponds to Problem 1 or the perceived status of implementation of the faculty welfare programs based on the HRD components. Part 2 contains the findings for Problem 2 or the strengths and weaknesses of the program based on Total Quality Assurance (TQA). Part 3 constitutes findings for Problem 3 on whether or significant differences exist in the responses on the implementation of the faculty welfare programs. Finally, Part 4 or Problem 4 that highlighted the implications of the study as bases for the formulation of the proposed faculty welfare manual of local colleges.

A. Perceived Status on the Implementation of the Faculty Welfare and Development Program

HRD Component 1: Recruitment, Selection, and Retention

This component in the study constituted the systems and procedures on recruitment, selection and retention based on observed/ practice in the local colleges under consideration. Results in Table 5 depict that both administrators and faculty members perceived the indicators under this component as being practiced by their respective institutions. This is shown in the over-all rating of 3.98. Furthermore, the standard deviation computed with the values of 1.0 for

the administrators and 0.90 for the faculty members have more or less the same responses or they affirmed that the indicators of HRD component 1 are implemented.

Table 5
Perceived Status of the Faculty Welfare and Development on Recruitment, Selection and Retention

INDICATORS	Administrators			Faculty			Overall		Rank
	Mean	VI	sd	Mean	VI	sd	Mean	VI	
The institution:									
has a clear system reflected on actual recruitment procedure followed during recruitment	4	P	0.9	3.9	P	0.9	3.95	P	5
clear statement on job openings the required qualification standards needed for the position applying for	4.4	P	0.8	4	P	0.8	4.2	P	1
a well - defined system of employment	4	P	1	3.8	P	0.9	3.9	P	6
assigns the initial rank and the teaching loads based on qualification standards	4.1	P	1	3.9	P	1	4	P	4
communicates to the faculty the effectivity of appointment upon selection	4.1	P	1	4	P	1	4.05	P	3
explains the employment status of the faculty (e.g casual, contractual, temporary, permanent) upon selection	4.1	P	1	4	P	1	4.05	P	3
explains the ethical standards of behavior expected of a faculty member	4.2	P	1	4	P	1	4.1	P	2
communicates the reasons for non-selection, non-retention or separation from service	3.6	P	1.2	3.7	P	0.9	3.65	P	7
informs the faculty that his/her character is assessed and his/her performance is rated for professional development purposes	3.9	P	1	3.9	P	0.9	3.9	P	6
Over-all	4.04	P	1	3.91	P	0.9	3.98	P	

Legend: VI – verbal interpretation; sd – standard deviation

The indicator which obtained the highest mean of 4.4 from the administrators' perspective was "clear statement on job openings of the required qualification standards needed in applying for the position". One administrator interviewed commented that: "CHED is very strict when it comes to the qualifications of the faculty. "Binubusisi talaga ang mga papel na sina-submit sa kanila."

Another administrator shared that when he went to CHED, he was asked point blank by one supervisor with the question; “*Talaga bang nag-eexist mga faculty na ito?*” He noted that the said supervisor made the statement while looking at the faculty profile. From this comment, one would also see that CHED is certainly strict when it comes to qualifications of faculty members employed in institutions, particularly the provision of RA 8981 which is also known as the PRC Modernization Act of 2000, that states: “*persons to teach subjects for licensure examination on all professions shall be taught by persons who are holders of valid certificates or professional licenses.*”

The indicator with the lowest weighted mean of 3.6 based on the administrators’ perception was “*communicating reasons for non-selection, non-retention or separation from service.*” Nonetheless, in relation to the low score, it is good to note that most of the faculty members in local colleges are either on a probationary status (19%) or on temporary, job order, contract of service (34%). One HRD Head from the local colleges interviewed, mentioned that these employees who are on these particular employment status (i.e. job order) “do not have employer-employee relationship.” This implies that the local college is not duty bound to specify the reason for non-retention, that is, it is already understood that services are terminated the moment the contract expires, unless they will be informed otherwise. The institution will just inform the faculty if she will still teach for the next semester depending on the availability of teaching loads.

As regard the perceptions of faculty respondents, the indicator with the highest computed mean (4.2) was on “*clear statement on job openings of the required qualification standards needed in applying for the position.*” Apparently, this is the same with administrators’ response patterns. This is confirmed by the faculty’s experience of submitting the necessary documents

required by the HRD Office before they are scheduled for an interview and demonstration teaching. On the other hand, the indicator with the lowest mean of 3.7 was “*communicating reasons for non-selection, non-retention or separation from service.*” At the end of the semester, faculty members are called in by the program coordinator or the dean to communicate the expiration of the contract and that distribution of teaching loads is subject to the availability of loads for the coming semester.

To sum up, the indicator which obtained the **highest** weighted mean of **4.2** was the “*clear statement on job openings of the required qualification standards needed in applying for the position*”. This means that the respondents are aware that only faculty members who are eligible should be given the teaching position. It can be said then that the local colleges under study comply with the requirements or standards set by the CSC as well as that of the CHED.

In addition, the CSC affirms the importance of eligibility. As stated on the items about qualifications, the commission stresses that faculty applicants should pass the board examination (CSC, 2012). The PRC as well as the CSC ensure that only qualified faculty members teach students in the subjects required of them. In doing so, the quality of education is promoted and given real value. The government is duty bound to ensure quality of education. This is contained in the 1987 Philippine Constitution, that is, Section 1 of Article 14 indicating that quality education is not a local and private concern but rather a right of every person particularly the young, and the State must take steps to make quality education at all levels generally accessible or available to all.

On the other hand, the indicator which obtained the **lowest** weighted mean of **3.65** was on “*communicating reasons for non-selection, non-retention or separation from service*”. Yet, even if this item has the lowest weighted mean, the verbal interpretation connotes that it is being

practiced by the local colleges under study. The researcher reiterated that most faculty members in these colleges are either on a probationary, temporary, or job order status. This is affirmed by CSC memorandum circular no. 38, s. 1993 also known as Omnibus Guidelines on Appointments and other Personnel Actions that states “*Job orders and those under contract of service do not enjoy the benefits enjoyed by the government employees.*” This implies that when the contract ends, the employee is aware of the possibility of non-renewal even if s/he is not informed about it. However, the researcher believed that the employee, or in this case the faculty member should be informed whether s/he will be retained or renewed. This will give the faculty ample time to look for a job in other institutions.

HRD Component 2: Professional Training and Development

This component in the study is composed of the respondents’ perception on the faculty welfare which has the ultimate goal of improving the faculty both personally and professionally through professional training and development. Based on CSC provisions, this component is further divided into three parts namely; 1) orientation, 2) the institution’s professional development program, and 3) implementation of the program component as a whole.

Table 6 presents the status of the implementation of orientation programs in the institutions under study. The computed over-all weighted mean of 4.1 denotes that both administrators and faculty agree that orientation is practiced by the institutions. Their agreement is further affirmed by a relatively low combined standard deviation of 0.9.

Table 6
Perceived Status of the Faculty Welfare and Development in terms of Orientation

INDICATORS	Administrators			Faculty			Over-all		Rank
	Mean	VI	sd	Mean	VI	sd	Mean	VI	
The institution orients the faculty: on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution	4	P	1	4	P	1	4	P	3
on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders	4	P	1	4	P	1	4	P	3
on the salaries and benefits given by the institution	4	P	0.9	3.7	P	1	3.9	P	4
on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual	4.2	P	0.8	4	P	0.9	4.1	P	2
on his/ her the roles and responsibilities as a professional teacher, researcher and community servant	4.2	P	0.8	4.1	P	0.9	4.15	P	1
on the school's systems, policies and procedures	4.2	P	0.8	4	P	0.9	4.1	P	2
on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution	4.2	P	0.8	4	P	0.9	4.1	P	2
Over - all	4.2	P	0.9	4	P	0.9	4.1	P	

Legend: VI – verbal interpretation; Sd – standard deviation

The same table shows that the administrators have the same ratings on the indicators as evidenced by the mean ratings that are either 4.2 or 4.0. The former rating was observed in 3 of the 7 indicators while the latter rating in the remaining 4 indicators. Based on the highest mean score of 4.2, the local colleges communicated during the orientation the following; “on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual”; “on his/ her the roles and

responsibilities as a professional teacher, researcher and community servant”; “on the school's systems, policies and procedures”; and “on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution.”

Seemingly there are no low ratings among the administrator respondents because the other 4 indicators obtained a mean score of 4.0, that is, the local colleges visibly include in the orientation the following: *“on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution;” “on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders”; and “on the salaries and benefits given by the institution.”*

Based on the perspective of the faculty members, the indicators with the highest mean of 4.1 pertained to *“on his/ her roles and responsibilities as a professional teacher, researcher and community servant”*. According to the faculty members interviewed, this item was clearly explained to them during the orientation by the dean and/the vice-president for academic affairs, specifically, the institutional grading system they need to comply with, the prompt submission of students' grades to the appropriate offices, teaching competence and the like. The indicator with the lowest computed mean of 3.7 dealt on the *“salaries and benefits given by the institution.”* However, the verbal interpretation indicates that this is being practiced by the institution.

To summarize the administrators and faculty perspectives, the indicator with the highest weighted mean (4.15) is that which pertains to orientation on *“roles and responsibilities as professional teacher, researcher and community servant.”* This means that the institution sees the relevance of communicating to the faculty members about their roles and responsibilities in

order to direct them in their performance of such roles. Knowledge of these roles and responsibilities starts at orientation.

As Payos (2010) puts it, orientation is a kind of “on boarding” program that assimilates a new employee fast enough into the organization’s culture and way of doing things. Such culture is communicated through the discussion of faculty roles and responsibilities. Glanz (2002) confirms this claim that development of employees starts with effective induction of new employees which takes place during recruitment through short orientation on work conditions.

The lowest computed weighted mean of 3.9 was on the item of orientation regarding “*salaries and benefits given by the institution*”. The computed standard deviation on both groups of respondents are not the same, (faculty sd=1.0, admin sd=0.9) However, even if this indicator has the lowest weighted mean, and that the combined standard deviation are slightly different, the verbal interpretation denotes that this indicator is being practiced.

Table 7 presents the level of implementation of the professional development program of the institutions under study. The **over-all** combined weighted mean is **3.6**. The standard deviation was computed at 1.03 for administrator respondents and 1.1 for the faculty respondents. These figures show that there is a slight difference in the responses of both groups but it is not substantial as affirmed by the verbal interpretation that this component is practiced by the local colleges under study.

Among the administrators, the indicator with the highest mean of 4.4 was on “motivating the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions.”

Table 7
Perceived Status of the Faculty Welfare and Development in terms of Professional Development Program

INDICATORS	Administrators			Faculty			Over-all			Rank
The institution:	Mean	VI	sd	Mean	VI	sd	Mean	VI	sd	
motivates the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions	4.4	P	0.8	4	P	0.9	4.2	P	0.85	1
provides faculty with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants	2.9	FP	1.5	3	FP	1.3	3.0	FP	1.4	7
solicits scholarship grants from various institutions and disseminates it to all faculty	2.5	FP	1.3	2.8	FP	1.2	2.6	FP	1.25	9
observes a regular meeting between the immediate superior and faculty to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission	4	P	1	4	P	1	4.0	P	1.0	3
partners with the faculty in providing quality education	4.2	P	0.8	3.9	P	1	4.0	P	0.9	3
informs the faculty of available training opportunities in and outside the institution	3.9	P	1	3.5	P	1	3.7	P	1.0	4
sends faculty members to seminars outside the institution and is given meal, transportation, and registration incentives	3.8	P	1.1	3.5	P	1.1	3.7	P	1.1	4
gives equal opportunities to faculty members to attend seminars and trainings outside the institution	3.9	P	1	3.4	P	1.1	3.6	P	1.05	5
encourages faculty to share knowledge and skills learned from previously attended seminars through echo seminars given to colleagues with minimal token of appreciation such as plaque and others	3.5	FP	1.2	3.4	FP	1.1	3.5	FP	1.15	6
assigns different tasks to faculty apart from teaching to enable him/her to explore his/her other capabilities	4.3	P	0.9	3.9	P	0.9	4.1	P	0.9	2
encourages faculty to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution	3.7	P	0.8	3.5	FP	1.1	3.6	P	0.95	5
encourages faculty to do research	4.1	P	0.9	3.8	P	0.9	4.0	P	0.9	3
gives enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion	2.7	FP	1.1	2.8	FP	1.2	2.7	FP	1.15	8
Over-all	3.7	P	1.3	3.5	FP	1.0	3.6	P	1.15	

Legend: VI – verbal interpretation; Sd – standard deviation; P-practiced; FP-Fairly Practiced

This is evident in the number of faculty members who have MA units, that is 102 out of 208 or 49% of faculty respondents and 11 or 5.3% of faculty members with Ph.D. units (see Table 3). On the other hand, the lowest computed mean of 2.5 was *“soliciting scholarship grants from various institutions and disseminating it to all faculty.”* The administrators are saying that at present, there is a limited program for faculty who wishes to pursue graduate studies, except those offered by the CHED. This is because of the limited budget given to the local college by the local government unit.

For the faculty respondents, two (2) item indicators emerged with the highest computed mean of 4, that is, *“motivating the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions”* and *“observing a regular meeting between the immediate superior and faculty to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission.”* Although the faculty are encouraged to pursue further studies, they are saying that: *“kami na po ang bahala sa gastusin, kaya nga yun iba sa amin, nagpa-part time job para matuloy ang MA”*. The immediate superior usually meets with their subordinates to make a follow-up on their graduate studies which may affect their future career plans.

As expected then, the highest overall or total weighted mean of 4.2 was the item which states *“motivates faculty members to pursue MA, Ed. D and Ph.D in their respective specializations in reputable institutions.”* It appears that both administrators and faculty agree that this indicator is being practiced by the institution. The lowest total weighted mean on the other hand, was 2.6 on the indicator pertaining to *“soliciting scholarship grants from various institutions and disseminating it to all faculty.”* This implies that even if the institution is

motivating the faculty members to pursue further studies, there is not much support to encourage the faculty.

It appears that the interest of employees has long been an outspoken advocacy of the HRD paradigm as cited by Nadler (1998). Therefore, if the institution has the faculty members' interest in mind, in motivating them to pursue further studies, concrete support should be given to them which may come in the form of study or scholarship grants. In the country, the CSC with its Rule 8 stresses the part on career and personnel development plan including provisions on overseas and local scholarships and/or training. Institutions should take this into consideration because in the long run, the benefits derived from this provisions are not only for the good of the faculty and students but more so for the institution.

Another indicator with a low overall weighted mean of 2.7 was the item related to research ,that is on “*giving enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion*”. Both administrators and faculty respondents almost have the same level of agreement in this item as shown in the computed standard deviation (admin sd=1.1, faculty sd=1.2). The verbal interpretation indicates that this is fairly practiced. This indicator explains why faculty members are not motivated to do research despite of the high weighted mean of 4.0 on the indicator that administrators encourage the faculty members to do research.

Knipe and Speck (2005) assert that research is one of the professional development opportunities and practices that challenge and support educators to grow, change and reflect on their practices. Creating such opportunities requires commitment, understanding, planning, and resources. The present researcher believes that support does not end with mere words of

encouragement, concrete programs or plans should be in place to help faculty realize that the institution is serious in helping them in their professional growth and development.

In terms of the implementation of professional training and development program component as a whole, **Table 8** shows an **over-all** weighted mean of **3.3** and a similar standard deviation for both groups of respondents was computed at 1.1, indicating the same level of agreement that the program is fairly practiced.

Table 8
Perceived Status of the Faculty Welfare and Development in terms of Professional Training and Development as a Whole

INDICATORS	Administrators			Faculty			Over-all			Rank
	Mean	VI	sd	Mean	VI	sd	Mean	VI	sd	
is aligned to the vision and mission of the institution	4.4	P	0.8	4.2	P	0.9	4.3	P	0.85	1
development implementation is based on the needs assessment findings and results	4	P	0.9	3.9	P	0.9	4.0	P	0.9	2
gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution	3.8	P	0.9	3.5	FP	1.0	3.6	P	0.95	3
provides in- service trainings based on the discipline taught by the faculty	3.4	FP	1.1	3.6	P	1.0	3.5	FP	1.05	4
establishes linkages to scholarship granting institutions in and outside the country	2.5	FP	1.3	2.9	FP	1.2	2.7	FP	1.25	7
announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies	2.7	FP	1.3	2.9	FP	1.3	2.8	FP	1.3	6
opens promotional opportunities for faculty members who finish their graduate or post-graduate studies	3.6	P	1.2	3.3	FP	1.2	3.5	FP	1.2	4
encourages faculty to do research through incentives given like, research grant, deloading, financial assistance	2.8	FP	1.4	2.9	FP	1.2	2.9	FP	1.3	5
encourages and supports faculty members to present their research both nationally and internationally	2.6	FP	1.1	2.9	FP	1.3	2.7	FP	1.2	7
Over-all	3.3	FP	1.1	3.4	FP	1.1	3.3	FP	1.1	

Legend: VI – verbal interpretation; Sd – standard deviation

Similar response patterns was also observed in the per group analysis. Based on the administrators' perception, the indicator with the highest mean of 4.4 was on the "*alignment of the program to the vision and mission of the institution.*"

However, in one of the interviews with administrator respondents, one program head stated that; "*sana mabasa ng top management itong mga questions na to, para naman makita nila ang importance ng professional development ng faculty, kasi naman di nila masyado priority*" Another academic administrator said that; "*kahit gaano mo kaaga bigay ang request for budget sa professional development, madalas ikaw na ang nagaabono kung gusto mo talaga umatend ng mga seminar*". The indicator with the lowest mean was at 2.5 that pertained to "*establishment of linkages to scholarship granting institutions in and outside the country.*" This supports what was mentioned earlier on the scholarship grant offered by CHED.

As to the perceptions of faculty respondents, the indicator with the highest mean of 4.2, was also on "*alignment of the program to the vision and mission of the institution.*" This means that it is clear among the faculty under study that the professional training and development program of the school should be in consonance with their mission and vision. The indicators with the lowest mean of 2.9 were the following: "*establishing linkages to scholarship granting institutions in and outside the country*"; "*encouraging faculty to do research through incentives given like, research grant, deloading, financial assistance;*" and "*encouraging and supporting faculty members to present their research both nationally and internationally*" The indicators on research confirmed comments of the faculty members who said that "usually po talaga, budget ang problema namin sa school, kaya yun iba di na nagre-research."

Overall, the highest weighted mean computed of 4.3 corresponds to the indicator on program "*alignment to vision and mission of the institution.*" This means that the institutions

under study used the vision–mission in designing their faculty welfare and development activities. The minimal difference in the computed standard deviation values (admin. $sd=0.8$, faculty $sd=0.9$) implies the same level of agreement between the respondents as affirmed by the verbal interpretation, that the indicator is being practiced.

The lowest overall computed weighted mean is 2.7 that was observed in two indicators, namely: “*establishment of linkages to scholarship granting institutions in and outside the country*” and “*encouragement and support to faculty members to present their research both nationally and internationally.*” These two indicators affirm the previous results presented regarding professional development program where faculty are encouraged to continue further studies and conduct research but not much concrete support is available or given to them. Therefore these earned a verbal interpretation that said indicators are fairly practiced.

The findings of the study confirm that professional development involves promoting faculty growth to enable faculty members to obtain and enhance job-related skills, knowledge, and awareness of current issues and new trends in teaching. Instructional development involves the preparation of learning materials, styles of instruction, and updating courses. Organizational development focuses on creating an effective institutional atmosphere in which faculty and personnel can implement new practices for teaching and learning (Gaff, 1975). This is the reason why the program should be aligned to the vision and mission of the institution and based on the needs of the faculty members. These programs are designed not just for personal but institutional development.

Furthermore, both groups of respondents are aware that research is an aspect of faculty development and they are willing to engage themselves in it for as long as there is concrete support for research undertakings.

HRD Component 3: Assessment and Promotion

Assessment and promotion component consists of faculty performance evaluation for purposes of ranking and promotion. **Table 9** shows that the **over-all** weighted mean of this component is **3.7** with a standard deviation of **1.0** indicating that administrators and faculty members have more or less the same perception that the indicator is practiced in the local colleges under study.

The group analysis indicated that the administrators' perception of visible practice were the indicators with the highest mean of 4.0, namely, "*adequately assessing the work performance of the faculty regularly vis-a-vis the institution's standards,*" and "*giving specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations.*" As mentioned by the academic heads, the dean or program coordinator as immediate superior takes charge of the observation of faculty members once a semester. The observation is followed by a post-conference between the immediate superior and the faculty observed.

The indicator with the lowest mean of 3.6 was on "*providing realistic amount of time and support in enhancing one's performance.*" However, even if this indicator is the lowest, the verbal interpretation indicates that it is being practiced by the institution. This affirmed the post-conference between the immediate superior and the faculty. This is where the faculty is given a feedback of his/her performance. Specifically, what needs to be improved and what needs to be retained in terms of his/her teaching performance.

Table 9
Perceived Status of the Faculty Welfare and Development in terms of Assessment and Promotion

INDICATORS	Administrators			Faculty			Overall		Rank
The performance assessment and evaluation scheme:	Mean	VI	sd	Mean	VI	sd	Mean	VI	
adequately assesses the work performance of the faculty regularly vis-a-vis the institution's standards	4	P	1	3.8	P	1	3.9	P	1
improves faculty performance by identifying areas of improvement	3.9	P	0.9	3.7	P	1	3.8	P	2
encourages feedback and immediate response from the faculty during post conferences	3.9	P	1	3.7	P	1	3.8	P	2
gives timely feedback on performance	3.9	P	1.1	3.6	P	1	3.7	P	3
provides realistic amount of time and support in enhancing one's performance	3.6	P	1	3.6	P	1	3.6	P	4
ensures that good performance and areas of improvement are equally identified	3.8	P	1	3.6	P	1	3.7	P	3
focuses on areas of concern rather than on personalities	3.9	P	1.1	3.7	P	1	3.8	P	2
considers student evaluation with anti-bias instrument	3.9	P	1.1	3.8	P	0.9	3.9	P	1
provides specific time frame for review of faculty performance for promotion in rank and / or position	3.7	P	1.1	3.4	FP	1.1	3.6	P	4
promotes the growth of faculty and institution	3.8	P	1.1	3.7	P	1	3.8	P	2
undertakes measures to keep the faculty motivated	3.7	P	1	3.5	FP	1	3.6	P	4
gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations	4	P	0.9	3.7	P	0.9	3.8	P	2
equity in provision of benefits	3.5	FP	1.1	3.5	FP	1.1	3.5	FP	5
Over-all	3.8	P	1	3.6	P	1	3.7	P	

Legend: VI – verbal interpretation; Sd – standard deviation

As to the perceptions of faculty members, the highest mean of 3.8 was observed on two (2) indicators: “adequately assessing the work performance of the faculty regularly vis-a-vis the institution's standards” and “considering student evaluation with anti-bias instrument.” The faculty members confirmed that they are being observed and met by their dean or program head to discuss their performance in classroom teaching as well as their graduate studies. Likewise

they noted that student evaluation is done once a semester with the results given to the faculty for their reference. This also serves as a feedback mechanism to faculty regarding how students perceive their teacher's performance in class.

On the other hand, the indicator with the lowest mean of 3.4 was on "*providing specific time frame for review of faculty performance for promotion in rank and/or position.*" According to the academic heads interviewed, promotion is based on the availability of plantilla positions which are opened. However, since many local colleges are dependent on the budget of LGUs, those with permanent plantilla items receive a salary increase when mandated by law even if there is no promotion in rank or position.

In summary, the highest computed weighted mean of 3.9 was observed on two (2) indicators namely; "*adequately assessing the work performance of faculty regularly vis-à-vis the institution's standards*" and "*considering student evaluation with anti-bias instrument*". The standard deviation ranges from 0.9 to 1.1 which means that there is a minimal difference in the perception of both respondents with regard these indicators. This is further affirmed by the verbal interpretation on both indicators which states that these items are being practiced by the institution under study. The lowest computed weighted mean was 3.5 corresponding to the indicator, "*equity in provision of benefits*" as being fairly practiced. Both groups of respondents have the same standard deviation of 1.1 that indicates the same level of agreement. A faculty respondent justified a low rating on said indicator with comments as "*hindi lahat nabibigyan ng chance to attend seminars na makakadagdag din sa credentials.*" The present researcher also believes that if faculty members are given equitable opportunities to participate in seminars it would be helpful for them to be promoted in rank not just in position. This could be a critical concern based on the statement of Diamante and Tan (2007) that a perception of inequity of the

distribution of benefits could result in some negative work behaviors. The institution should see to it that faculty members who are promoted enjoy the same provision of benefits with other faculty members of the same rank.

HRD Component 4: Fringe Benefits and Wellness

This component deals with the benefits given that are mandated by law and other benefits given by the institution to promote faculty welfare and development. **Table 10** shows that the **over-all** weighted mean was **3.02** indicating a fair level of practice. The standard deviation was computed at 1.3 that means that they have the same level of agreement regarding the level of implementation of this component.

The same table shows the administrator respondents gave high ratings on two (2) indicators that obtained the highest weighted mean of 3.6, namely: *“benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)”* and *“transportation and meal allowance during seminars and conferences.”* The administrator respondents noted that they have to follow what is mandated by law in terms of the benefits given to faculty members. Transportation and meal allowances are given to those who are sent to conferences. However, usually one faculty member is sent to seminars. The said faculty will just share to his/her colleagues what was learned in the seminar.

The indicators with the lowest mean of 2.5 as perceived by the administrator respondents were: *“hospitalization plans”*; *“recreational and physical fitness facilities”*; and *“health fairs focused on the importance of living a healthy lifestyle.”* This score corresponds to a verbal interpretation of practices that need improvement. In one local college for instance, the physical fitness gym is located at the municipal hall. Even if the faculty member would want to go there

he/she needs to travel from the school to the municipal hall. Hospitalization plans are limited to PhilHealth provisions.

Table 10
Perceived Status of the Faculty Welfare and Development in terms of Fringe Benefits and Wellness

INDICATOR	Administrators			Faculty			Total		Rank
	Mean	VI	sd	Mean	VI	sd	Mean	VI	
The institution provides									
orientation on faculty benefits	3.5	FP	1.2	3.4	FP	1.2	3.5	FP	1
benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)	3.6	P	1.5	3.3	FP	1.3	3.5	FP	1
transportation and meal allowance during seminars and conferences	3.6	P	1.1	3.1	FP	1.3	3.4	FP	2
hospitalization plans	2.5	PN I	1.5	2.7	FP	1.3	2.6	FP	
emergency leave	3.2	FP	1.4	3	FP	1.4	3.1	FP	5
bereavement benefits/assistance	2.8	FP	1.4	2.7	FP	1.3	2.8	FP	7
medical and health care benefits are processed on time in case of sickness or hospitalization	2.9	FP	1.5	2.8	FP	1.3	2.8	FP	7
questions about benefits are entertained and sufficiently answered	3.1	FP	1.2	2.9	FP	1.3	3.0	FP	6
benefit program that makes the faculty members feel that the institution cares for their welfare	3.5	FP	1.2	3.2	FP	1.2	3.3	FP	3
recreational and physical fitness facilities	2.5	PN I	1.3	2.8	FP	1.3	2.6	FP	9
health fairs focused on the importance of living a healthy lifestyle	2.5	PN I	1.3	2.8	FP	1.3	2.7	FP	8
free x-rays and other tests to ensure fitness of faculty to work	2.8	FP	1.5	2.8	FP	1.3	2.8	FP	7
benefits that motivates faculty to do better at work	3	FP	1.2	3	FP	1.2	3.0	FP	6
productive and happy faculty members through fringe benefits offered	2.9	FP	1.2	3	FP	1.2	3.0	FP	6
fair benefits to faculty with equal ranks to avoid professional jealousy	3.4	FP	1.3	3.1	FP	1.2	3.2	FP	4
Over-all	3.05	FP	1.3	2.97	FP	1.3	3.02	FP	

Legend: VI – verbal interpretation; Sd – standard deviation

With regard to faculty perceptions, the indicator with the highest mean of 3.4 was “the faculty is acquainted with the benefits offered during orientation.” The faculty members

commented that the benefits discussed by their HRD head during orientation are those mandated by law. On the other hand, their indicators with the lowest mean of 2.7 were “*hospitalization plans*” and “*bereavement benefits/assistance.*” This confirmed what was mentioned earlier by the administrator respondents that there are no additional health benefits, apart from the Philhealth benefits. A faculty respondent added that usually when a family member of the faculty dies, out of the initiative of other faculty members and staff they ask for monetary assistance to support the bereaved faculty.

Overall, there are two (2) indicators that obtained the highest computed weighted mean of 3.5, these are: “*faculty is acquainted with the benefits during orientation*” and “*benefits required by law is given.*” The former was rated high by both groups of respondents while the latter was rated high by the faculty respondents. These are visibly practiced and respondents even commented that these were discussed during the orientation given by the HRD head.

The indicators with the lowest weighted mean of 2.6 were on the “*hospitalization plans*” and “*recreational and physical fitness facilities.*” The verbal interpretation indicates that these are fairly practiced. The former was rated low by both groups of respondents while the latter was rated low by the administrator respondents. These findings imply that the institutions give the minimum benefits or those mandated by law. However, these are also other benefits that could be provided as stated by the CSC (2012), “other benefits may still be added through a collective negotiating agreement between the employees union and the administration.”

Therefore, the available benefits can still be improved so as to motivate faculty even more. Corpuz (2000) said that employers found that any assistance given to the employee to meet personal problems such as sickness or accident could increase his efficiency. The same author further stated that benefits are given to employees for humanitarian reasons. It is in this

light that the researcher believes that institutions should still improve on the benefits of faculty beyond what is mandated by law. Martocchio (2008) also said that benefits may come in the form of nonmonetary rewards like medical insurance. The researcher thinks that the institution should include this benefit for its faculty members aside from those provided by Philhealth. This author also noted that faculty who are well taken care of become more effective and efficient in his/her service to the students.

HRD Component 5: Retirement Scheme and Benefits

The retirement scheme and benefits pertain to the items which are set for the smooth transition of the faculty from work/career to retirement. **Table 11** presents the over-all weighted mean of respondents at 2.4 that correspond to verbal interpretation of the practices needing improvement.

The computed standard deviation for both groups was 1.3 indicating that there is the same level of agreement with regard to the implementation of this component.

The per group analysis showed that among the administrators, all indicators obtained mean score corresponding to verbal interpretation of practice needing improvement, with the highest mean at 2.5 for the indicator that states “*providing alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead.*” On the other hand, the indicator with the lowest mean was at 2.0 was on “*giving psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that come along with retirement.*”

The faculty respondents also gave low ratings on their institution’s retirement scheme. All the indicators obtained mean scores corresponding to practice needing improvement with the highest mean at 2.7 on two (2) items, namely: “conducting an orientation/giving of retirement

benefits such as GSIS pension,” and “providing alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead.”

Table 11
Perceived Status of the Faculty Welfare and Development in terms of Retirement Scheme and Benefits

INDICATORS	Administrators			faculty			Total		Rank
The retirement scheme and benefits:	Mean	VI	sd	Mean	VI	sd	Mean	VI	
implements pre-retirement program that helps with the following retiree adjustments									
1.1. living on a reduced income	2.2	PNI	1.2	2.5	PNI	1.2	2.3	PNI	4
1.2. joblessness	2.1	PNI	1.2	2.4	PNI	1.2	2.3	PNI	4
1.3. lost esteem	2.1	PNI	1.2	2.4	PNI	1.2	2.3	PNI	4
gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement	2.0	PNI	1.1	2.5	PNI	1.3	2.3	PNI	4
provides the necessary information that would familiarize the faculty with the pros and cons of retirement	2.2	PNI	1.3	2.5	PNI	1.3	2.4	PNI	3
conducts an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)	2.3	PNI	1.4	2.7	FP	1.4	2.5	PNI	2
encourages retirees to join civic organizations and other clubs that would allow them to serve the community	2.2	PNI	1.3	2.4	PNI	1.3	2.3	PNI	4
introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)	2.4	PNI	1.4	2.6	FP	1.3	2.5	PNI	2
provides alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead	2.5	PNI	1.3	2.7	FP	1.3	2.6	FP	1
Over-all	2.2	PNI	1.3	2.5	FP	1.3	2.4	PNI	

Legend: VI – verbal interpretation; sd – standard deviation

The latter affirmed the observed willingness of respondents to continue teaching even they already reach the retirement age of 65 years as a retirement benefit. The former on the other hand, indicates that upon hiring the faculty they are already informed of retirement benefits provided by GSIS. The faculty respondents had two (2) indicators with the lowest mean of 2.4, namely: “pre-retirement program that helps with two of the three retiree adjustments: 1.2)

joblessness and 1.3) lost esteem” and “encourages retirees to join civic organizations and other clubs that would allow them to serve the community.”

The low ratings of the faculty may be explained by the years of existence of the local colleges. One faculty respondent mentioned that the indicators related to retirement are not yet a priority or not applicable because they have just been existing for less than five years. The priority is focused on the completion of graduate studies.

Overall, the indicator with the highest computed weighted mean of 2.6 was on *“providing alternative scheme for retirees to be re-hired”* that indicates it being fairly practiced. The computed standard deviation of 1.3 for both groups of respondents indicates their agreement on this item. It can be surmised that the institutions under study are still open to include in their roster of faculty those who may be called as “seasoned faculty” because of the many experiences and expertise of these supposedly retired faculty members.

There are three indicators with the lowest computed weighted mean of 2.3, these are: *“pre-retirement programs on adjustment to living in a reduced income, joblessness, lost self-esteem”*, *“giving of psychological counseling sessions to future retirees.”* and *“encouraging retirees to join civic organizations.”* Such mean score is not far enough from the highest mean score that is why the researcher believes that there is a need to include a pre-retirement program in the existing faculty development program. This is in accordance with the statement of Sibal (2008) that post-employment programs should be a regular feature of a company’s operations. The researcher thinks that part of this post-employment program should be a pre-retirement program that would help future retirees of local colleges adjust in their life after their career.

The present researcher also saw other possible retirement activities/programs from Dessler (1978) who identified health and wellness programs such as psychological and health

counseling. This is because of a person's vulnerability as he/she reaches the retirement age of 65 years, thus, they should be more conscious of his/her health and wellness. This can be one of the features of the pre-retirement program similar to the seminars suggested by CSC that in coordination with GSIS retirees are guided on how they spend retirement benefits wisely (CSC, 2012).

B. Strengths and Weaknesses of the Faculty Welfare Program based on Total Quality Assurance (TQA)

The discussion of strengths and weaknesses of the different components under study is based on the weighted mean as to whether it is within the minimum TQA score or not. A weighted mean of 4.51 and above corresponds to attainment of TQA and it must be retained/sustained. If a weighted mean is within 3.51–4.50, it is considered a strength but still needs to be enhanced to reach TQA. A weighted mean of 2.51 – 3.50 is considered a weakness which should be improved. The mean of 2.50 and below means that a component needs to be reviewed.

HRD Component 1: Recruitment, Selection, and Retention

Table 12 shows that based on the perceptions of administrator and faculty respondents, the indicators under the recruitment, selection and retention are considered as strength, as shown in the total group weighted mean of 4.04 for administrators and 3.91 for the faculty members. Similarly, the over-all weighted mean is **3.98** which indicates that this component is a **strength** of the institutions under study. However, the gap of 1.02 indicates that this component has to be enhanced to reach the minimum TQA score of 4.51.

Table 12
Strengths and Weaknesses of Recruitment, Selection and Retention

INDICATORS	Administrators		Faculty		Overall		TQA	
	Mean	VI	Mean	VI	Mean	VI	Intent	Gap
a clear system reflected on actual recruitment procedure followed during recruitment	4	P	3.9	P	3.95	P	5	1.05
clear statement on job openings the required qualification standards needed for the position applying for	4.4	P	4	P	4.2	P	5	0.8
a well - defined system of employment assigns the initial rank and the teaching loads based on qualification standards	4	P	3.8	P	3.9	P	5	1.1
communicates to the faculty the effectivity of appointment upon selection	4.1	P	3.9	P	4	P	5	1
explains the employment status of the faculty (e.g casual, contractual, temporary, permanent) upon selection	4.1	P	4	P	4.05	P	5	0.95
explains the ethical standards of behavior expected of a faculty member	4.2	P	4	P	4.1	P	5	0.9
communicates the reasons for non-selection, non-retention or separation from service	3.6	P	3.7	P	3.65	P	5	1.35
informs the faculty that his/her character is assessed and his/her performance is rated for professional development purposes	3.9	P	3.9	P	3.9	P	5	1.1
Over-all	4.04	P	3.91	P	3.98	P	5	1.02

Legend: VI – verbal interpretation: P-Practiced

None of the indicators emerged as a weakness since all of their weighted means are within the category (3.51-4.50) of being a strength but needs to be improved to attain TQA. Therefore, policies formulated for this component must be further strengthened. This is affirmed by Andres' (2005) principle that organizations need to attract and retain competent members. Educational institutions need to recognize the need for sound policies and procedures on recruitment and selection so that the best applicant will be hired and retained in the roster of

faculty members. This is what every organization should do, that is, make sure that recruitment, selection and retention should be continuously evaluated in the light of the institution's objectives (Deb, 2006). The continuous evaluation of what is being done in the organization would help enhance the current best practices.

In the process, quality service to faculty members with regard this component is achieved. If the institution recruits, and retains quality faculty members, then quality education will be served to the students who are the recipients of the faculty's services.

HRD Component 2: Professional Training and Development

The three (3) tables below present the strengths and weaknesses of this component in terms of orientation, professional development, and professional training and development program. **Table 13** reveals that the administrators' over-all weighted mean of 4.2 and the faculty's over-all weighted mean of 4.0 connote that orientation component is a strength but has yet to attain TQA that is indicated by a mean score of 4.51.

This group means imply that all the indicators of orientation are within the category of strength but has to be enhanced to reach TQA level as affirmed by the gaps that ranged from 0.85-1.1. As mentioned earlier, the respondents noted that an orientation is given by the HRD of local colleges to newly hired faculty members. But the gaps indicated that the institution should not stop improving its orientation program. As emphasized in literature, development of staff/faculty starts with the effective induction of new employees (Price, 1997).

Table 13
Strengths and Weaknesses of the Faculty Welfare Program in terms of Orientation

INDICATORS	Administrators		Faculty		Over-all		TQA	
	Mean	VI	Mean	VI	Mean	VI	intent	gap
The institution orients the faculty								
on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution	4	P	4	P	4	P	5	1
on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders	4	P	4	P	4	P	5	1
on the salaries and benefits given by the institution	4	P	3.7	P	3.9	P	5	1.1
on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual	4.2	P	4	P	4.1	P	5	.9
on his/ her the roles and responsibilities as a professional teacher, researcher and community servant	4.2	P	4.1	P	4.15	P	5	.85
on the school's systems, policies and procedures	4.2	P	4	P	4.1	P	5	.9
on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution	4.2	P	4	P	4.1	P	5	.9
Over - all	4.2	P	4	P	4.1	P	5	.9

Legend: VI-verbal Interpretation, P-Practiced

Orientation programs allow the newly hired faculty to be acquainted with the proper behavior expected of them by the institution. It also provides the opportunity for the faculty to have a glimpse of the organization's vision–mission and objectives.

Table 14 indicates that the overall weighted mean for both groups of respondents for professional training was computed at 3.7 that corresponds to a strength but has yet to attain TQA as affirmed by a gap of 1.3.

Table 14
Strengths and Weaknesses of the Faculty Welfare Program in terms of Professional Development Program

INDICATORS	Administrators		Faculty		Overall		TQA	
	Mean	VI	Mean	VI	Mean	VI	intent	gap
motivates the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions	4.4	P	4	P	4.2	P	5	0.8
provides faculty with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants	2.9	FP	3	FP	3.0	FP	5	2
solicits scholarship grants from various institutions and disseminates it to all faculty	2.5	FP	2.8	FP	2.6	FP	5	2.4
observes a regular meeting between the immediate superior and faculty to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission	4	P	4	P	4.0	P	5	1
partners with the faculty in providing quality education	4.2	P	3.9	P	4.0	P	5	1
informs the faculty of available training opportunities in and outside the institution	3.9	P	3.5	FP	3.7	P	5	1.3
sends faculty members to seminars outside the institution and is given meal, transportation, and registration incentives	3.8	P	3.5	FP	3.7	P	5	1.3
gives equal opportunities to faculty members to attend seminars and trainings outside the institution	3.9	P	3.4	FP	3.6	P	5	1.4
encourages faculty to share knowledge and skills learned from previously attended seminars through echo seminars given to colleagues with minimal token of appreciation such as plaque and others	3.5	FP	3.4	FP	3.5	FP	5	1.5
assigns different tasks to faculty apart from teaching to enable him/her to explore his/her other capabilities	4.3	P	3.9	P	4.1	P	5	0.9
encourages faculty to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution	3.7	P	3.5	FP	3.6	P	5	1.4
encourages faculty to do research	4.1	P	3.8	P	4.0	P	5	1
gives enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion	2.7	FP	2.8	FP	2.7	FP	5	2.3
Over-all	3.7	P	3.5	FP	3.6	P	5	1.4

Legend: VI – verbal interpretation: P-Practiced; FP-Fairly Practiced

These values are lower than those obtained in the orientation component and can be due to the four (4) indicators that emerged as weaknesses based on weighted mean of 3.50 and below. The most critical of said weaknesses are those with gaps of 2.0 and over, namely: soliciting scholarship grants from various sources that obtained an overall weighted mean of 2.6 or a gap of 2.4; provision of enticing packages for faculty to do research based on mean of 2.7 or a gap of 2.3; and the provision of assistance to enable faculty members to complete their graduate studies that obtained a mean of 3.0 or a gap of 2.0. The weighted group means showed that the first one was rated much lower by the administrators than the faculty while the other three indicators were rated much closer by the respondents.

Furthermore, the faculty respondents as the beneficiaries of professional training appeared to have low ratings on the indicators as shown by the total weighted mean of 3.5 that indicates the professional training component as a weakness.

Table 14 also shows that 8 out of the 13 indicators obtained weight means of 3.5 and below corresponding to verbal interpretation of fairly practiced and consequently emerged as weaknesses in the TQA category.

There is an urgent need for the local colleges to address the weaknesses as Singh, P., Singh, S. & Sharma S.(2012) puts it, career development includes individual and organizational development. To reiterate, if the administration motivates faculty to develop professionally, there should be concrete forms of support to the initiative of the faculty to pursue graduate studies and research. These concrete support may spent so much of the resources of the school but in the long run, both faculty and the educational institution benefit through the provision of quality education to the students.

Table 15 shows that the faculty development program of local colleges emerged as a weakness based on overall weighted mean of 3.3. and the group means were almost the same, 3.3 for administrators and 3.4 for faculty. Moreover, the overall weighted means showed that six (6) of the nine (9) indicators emerged as weaknesses based on TQA categories, thus, confirming the perceptions of the respondents that these were fairly practiced in the local colleges under study.

Again, the researcher considered as critical those indicators with TQA gaps of 2.0 and above, namely: establishing linkages with institutions that grant/award scholarships within and outside the country and the announcement (mean= 2.7 and gap =2.3) and the processing of these scholarship/study grants to encourage faculty to pursue further studies (mean=2.8 or gap=2.2).

These findings were consistent with those in preceding component (see Table 13). In support of these findings was the comment of one local college administrator who mentioned that they are focused on encouraging faculty members to complete their graduate studies to make them eligible to teach in college.

Likewise, a faculty commented that scholarship grants are not yet part of the benefits they received. According to Graf, Albright, & Wheeler (1992), faculty development programs are supposed to be designed in concrete terms to enhance personal and professional development. The researcher believes that if the institution is serious with helping faculty grow and develop, then, their faculty development programs should be revisited with the purpose of including more visible and tangible support mechanisms so that these are readily implementable.

Table 15
Strengths and Weaknesses of the Faculty Welfare Program in terms of Professional Training Development Program as a whole

INDICATORS	Administrator		Faculty		Over-all		TQA	
	Mean	VI	Mean	VI	Mean	VI	intent	gap
The program:								
is aligned to the vision and mission of the institution	4.4	P	4.2	P	4.3	P	5	0.7
development implementation is based on the needs assessment findings and results	4	P	3.9	P	4.0	P	5	1
gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution	3.8	P	3.5	FP	3.6	P	5	1.4
provides in- service trainings based on the discipline taught by the faculty	3.4	FP	3.6	P	3.5	FP	5	1.5
establishes linkages to scholarship granting institutions in and outside the country	2.5	FP	2.9	FP	2.7	FP	5	2.3
announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies	2.7	FP	2.9	FP	2.8	FP	5	2.2
opens promotional opportunities for faculty members who finish their graduate or post-graduate studies	3.6	P	3.3	FP	3.5	FP	5	1.5
encourages faculty to do research through incentives given like, research grant, deloading, financial assistance	2.8	FP	2.9	FP	2.9	FP	5	2.1
encourages and supports faculty members to present their research both nationally and internationally	2.6	FP	2.9	FP	2.7	FP	5	2.3
Over-all	3.3	FP	3.4	FP	3.3	FP	5	1.7

Legend: VI – verbal interpretation: P-Practiced; FP-Fairly Practiced

HRD Component 3: Assessment and Promotion

Table 16 reveals that the administrator respondents had slightly higher ratings on assessment and promotion component than the faculty respondents based on the weighted mean of 3.8 and 3.6, respectively, thus, an overall mean of 3.7. These values correspond to the indicators as strength but have to be enhanced to attain TQA. The same table also shows that only the indicator on “equity in the distribution of benefits,” emerged as a weakness and both groups of respondents obtained identical weighted mean of 3.5 and a gap of 1.5.

One good source to be considered in enhancing this component is the Civil Service Commission, particularly the strategic performance management system that is presently being phase in by all government agencies and instrumentalities (CSC, 2012). The commission states that performance appraisal system develops the individual's full potential, improves performance on the job and harmonizes the concerns of the employee with that of the supervisor. These imply that in assessing the faculty performance, the institution helps develop the faculty's capabilities in order for him/her to reach his/her full potential. In doing so, even the organization benefits from such performance appraisal or assessment.

Furthermore, CSC states that such assessment or appraisal system serves as an objective basis for promotion and other incentives. In the process, the faculty members' are well informed of the bases for ranking and promotion. The knowledge of these objective bases will allow them to work in consonance with the requirements of the educational institution. This will make assessment and promotion more enticing to the faculty. Also, if the faculty is ranked and eventually promoted there are supporting documents that would serve as objective bases.

Table 16
Strengths and Weaknesses of the Faculty Welfare Program in terms of Assessment and Promotion

INDICATORS	Administrator		Faculty		Overall		TQA	
The performance assessment and evaluation scheme:	Mean	VI	Mean	VI	Mean	VI	intent	gap
adequately assesses the work performance of the faculty regularly vis-a-vis the institution's standards	4	P	3.8	P	3.9	P	5	1.1
improves faculty performance by identifying areas of improvement	3.9	P	3.7	P	3.8	P	5	1.2
encourages feedback and immediate response from the faculty during post conferences	3.9	P	3.7	P	3.8	P	5	1.2
gives timely feedback on performance	3.9	P	3.6	P	3.7	P	5	1.3
provides realistic amount of time and support in enhancing one's performance	3.6	P	3.6	P	3.6	P	5	1.4
ensures that good performance and areas of improvement are equally identified	3.8	P	3.6	P	3.7	P	5	1.3
focuses on areas of concern rather than on personalities	3.9	P	3.7	P	3.8	P	5	1.2
considers student evaluation with anti-bias instrument	3.9	P	3.8	P	3.9	P	5	1.1
provides specific time frame for review of faculty performance for promotion in rank and / or position	3.7	P	3.4	FP	3.6	P	5	1.4
promotes the growth of faculty and institution	3.8	P	3.7	P	3.8	P	5	1.2
undertakes measures to keep the faculty motivated	3.7	P	3.5	FP	3.6	P	5	1.4
gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations	4	P	3.7	P	3.8	P	5	1.2
equity in provision of benefits	3.5	FP	3.5	FP	3.5	FP	5	1.5
Over-all	3.8	P	3.6	P	3.7	P	5	1.3

Legend: VI – verbal interpretation: P-Practiced; FP-Fairly Practiced

HRD Component 4: Fringe Benefits and Wellness

Table 17 shows that the respondents rated low the 15 indicators of fringe benefits and wellness as depicted from overall weighted means that are all equivalent to fairly practiced. This trend was attested by TQA since all these means fall within the weakness category (2.51-3.50).

Table 17
Strengths and Weaknesses of the Faculty Welfare Program in terms of Fringe Benefits and Wellness

INDICATORS	Administrator		Faculty		Total		TQA	
	Mean	VI	Mean	VI	Mean	VI	intent	gap
The institution provides orientation on faculty benefits	3.5	FP	3.4	FP	3.5	FP	5	1.5
benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)	3.6	P	3.3	FP	3.5	FP	5	1.5
transportation and meal allowance during seminars and conferences	3.6	P	3.1	FP	3.4	FP	5	1.6
hospitalization plans	2.5	PNI	2.7	FP	2.6	FP	5	2.4
emergency leave	3.2	FP	3	FP	3.1	FP	5	1.9
bereavement benefits/assistance	2.8	FP	2.7	FP	2.8	FP	5	2.2
medical and health care benefits are processed on time in case of sickness or hospitalization	2.9	FP	2.8	FP	2.8	FP	5	2.2
questions about benefits are entertained and sufficiently answered	3.1	FP	2.9	FP	3.0	FP	5	2
benefit program that makes the faculty members feel that the institution cares for their welfare	3.5	FP	3.2	FP	3.3	FP	5	1.7
recreational and physical fitness facilities	2.5	PNI	2.8	FP	2.6	FP	5	2.4
health fairs focused on the importance of living a healthy lifestyle	2.5	PNI	2.8	FP	2.7	FP	5	2.3
free x-rays and other tests to ensure fitness of faculty to work	2.8	FP	2.8	FP	2.8	FP	5	2.2
benefits that motivates faculty to do better at work	3	FP	3	FP	3.0	FP	5	2
productive and happy faculty members through fringe benefits offered	2.9	FP	3	FP	3.0	FP	5	2
fair benefits to faculty with equal ranks to avoid professional jealousy	3.4	FP	3.1	FP	3.2	FP	5	1.8
Over-all	3.05	FP	2.97	FP	3.02	FP	5	1.98

Legend: VI- verbal interpretation; P-Practiced; FP-Fairly Practiced; PNI-Practice Needs Extensive Improvement

Also, 8 of the 15 indicators emerged as critical based on gaps of 2.0 and above. The highest gaps were on hospitalization plans (2.4), recreational and physical fitness facilities (2.4), and the conduct of health fairs that are focused on healthy living/lifestyle (2.3). Related to these indicators whose gaps were computed at 2.2 are those on timely processing of healthcare benefits (possibly referring to Philhealth benefits) and provision of free x-rays/related tests to ensure fitness of faculty to work. The remaining critical indicators are on the provision of bereavement

benefits/assistance with a gap of 2.2 and the provision of incentives to motivate faculty to do better or be productive and happy with a gap of 2.0.

The same table likewise shows that while the respondents' perceptions were generally on the deficiency of fringe benefits, the faculty had more consistent response patterns as shown by the indicators all perceived as fairly practiced. On the other hand, the administrator respondents had varied response patterns as shown by 2 indicators emerging as practiced, 3 indicators as PNI or practices that need extensive improvements and the remaining 10 indicators as fairly practiced.

These findings support the statement of Diamante and Ledesma-Tan (2007) who noted that benefits are important tools to attract and retain the required talents in the organization. In this case, the educational institution should be able to provide the necessary benefits to retain and attract its faculty members. The authors added that benefits also boost the morale of employees to go beyond what is required in their job descriptions.

It is in this context that the present researcher considers fringe benefits as necessary for the local colleges. When these institutions provide the faculty members with benefits, they will feel important to the institution as well as perceive the institution as caring for their welfare. In this manner, the faculty feel that they are not mere employees but are persons who have a significant contribution to the institution as manifested in the rewards they receive through these benefits. Again, if the institution has concern for the welfare of faculty, these faculty members would also have the same concern for the institution they are working for. This is so because the institution is not just seen as a work place but a community of persons.

HRD Component 5: Retirement Scheme and Benefits

The data in **Table 18** suggests that local colleges under study do not have visible retirement scheme and benefits for the faculty. The weighted means for all the indicators particularly among the administrators, were computed at 2.50 and below that corresponds to no visible signs of TQA, thus, a review must be conducted. The overall weighed means of the administrators was 2.2 indicating that the indicators need extensive improvements (PNI) that is attested by a very high gap value of 2.8.

Table 18
Strengths and Weaknesses of the Faculty Welfare Program in terms of Retirement Scheme and Benefits

INDICATORS	Administrators		Faculty		Overall		TQA	
	Mean	VI	Mean	VI	Mean	VI	intent	gap
Pre-retirement program that helps with the following retiree adjustments								
1.1. living on a reduced income	2.2	PNI	2.5	PNI	2.3	PNI	5	2.7
1.2. joblessness	2.1	PNI	2.5	PNI	2.3	PNI	5	2.7
1.3. lost esteem	2.1	PNI	2.5	PNI	2.3	PNI	5	2.7
gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement	2.0	PNI	2.6	PNI	2.3	PNI	5	2.7
provides the necessary information that would familiarize the faculty with the pros and cons of retirement	2.2	PNI	2.5	PNI	2.4	PNI	5	2.6
conducts an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)	2.3	PNI	2.7	FP	2.5	PNI	5	2.5
encourages retirees to join civic organizations and other clubs that would allow them to serve the community	2.2	PNI	2.4	PNI	2.3	PNI	5	2.7
introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)	2.4	PNI	2.6	FP	2.5	PNI	5	2.5
provides alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead	2.5	PNI	2.7	FP	2.6	FP	5	2.4
Over-all	2.2	PNI	2.5	FP	2.4	PNI	5	

Legend: VI-Verbal Interpretation; FP Fairly Practiced; PNI-Practice Needs Extensive Improvement

On the contrary, the faculty respondents appeared to have slightly higher ratings on the indicators than the administrators. Their group weighted mean was computed at 2.5 that could be due to 4 of the 7 indicators with weighted mean higher than 2.5. Thus, these indicators were classified as weakness based on TQA measure of 2.51-3.50. Two indicators obtained weighted mean of 2.7, that is, the retirement benefits presented during the orientation and the provision of alternative scheme for retirees to be rehired if the faculty wishes to work for more years ahead. The other two indicators had weighted mean of 2.6, namely: provision of psychological counseling sessions to future retirees and the introduction of alternative career paths such as consultancy and part-time teaching. Possibly these indicators were experienced by the faculty in other schools since the administrator respondents did not respond in the same manner.

As for the indicators that emerged as in need of extensive improvements, some of the faculty members commented that the indicators are “*not applicable*” to their institution. They cited that their institutions are “young” being newly established or have been in existence for less than ten years. It is then possible that retirement programs are not yet in place in many of the institutions under study. In support to this was the statement of one academic head interviewed who mentioned that their institution is still in the process of coming up with a faculty manual. When asked how she addresses questions asked by the faculty members who come to her office, she said that she usually refers to the minimum requirements set by the Civil Service Commission and for them to inquire from top officials such as Vice-president for Academic Affairs and the College President.

C. Comparison of Responses on the Implementation of Faculty Welfare Programs of Local Colleges in Region 3

The researcher decided to test for significant difference in the responses as regard the implementation of faculty and welfare programs. The one-way ANOVA was used to test for significant differences among the respondents in four (4) provinces. Again, the HRD components were used in organizing the findings, that is, in terms of: a.) recruitment, selection and retention; b.) professional training and development; c.) assessment and promotion; d.) fringe benefits and wellness; and d.) retirement scheme and benefits. Specifically, the following discussion presented the results of this analysis.

HRD Component 1: Recruitment, Selection, Retention

Based on the descriptive statistics, the administrators were observed to have varied responses with those from Bulacan obtaining the highest mean at 4.28 while those from Pampanga obtained the lowest mean at 3.42. **Table 19** also shows the administrators from Bataan and Pampanga as more varied with their responses as their standard deviation were more than 1.

Table 19
One-way ANOVA Results for the Differences in Responses of Administrators on the Implementation of Recruitment, Selection and Retention in Local Colleges in Region 3

Sources of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.500	3	14.500	18.024	.000
Within Groups	341.903	425	.804		
Total	385.403	428			
Group Profile Based on Descriptive Statistics					
Provinces			N	Mean	Std. Deviation
Bataan			18	3.56	1.199
Pampanga			45	3.42	1.234
Bulacan			259	4.28	0.868
Zambales			107	3.79	0.727
Total			429	4.04	0.949

These variances were attested by the F-test value of 18.024 that indicates very significant differences because its corresponding p value (.000) is more than p.01 or the minimum value for very significant level. These differences may be accounted to their years of existence with the local colleges in Pampanga as the youngest or most recently established.

Table 20 likewise presents that the responses of the faculty from different local colleges in Region 3 are significantly different based on the f-test value of 45.147 that has a corresponding $p=.000$. Thus, it can be concluded that the differences in responses depicted in the computed means and standard deviations are very significant.

Table 20
One-way ANOVA Results for the Differences in Responses of Faculty on the Implementation of Recruitment, Selection and Retention in Local Colleges in Region 3

Sources of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	105.570	3	35.190	45.147	.000
Within Groups	1434.958	1841	.779		
Total	1540.528	1844			
Group Profile Based on Descriptive Statistics					
Provinces			N	Mean	Std. Deviation
Bataan			143	3.62	0.787
Pampanga			285	3.85	0.896
Bulacan			830	4.13	0.793
Zambales			587	3.61	1.010
Total			1845	3.88	0.914

This means that although the provinces have procedures for recruitment, selection and retention, faculty respondents perceived their visibility differently. Again such differences could be due years of existence of the local colleges where those that has been in existence for a long time reported more visible procedures and policies on recruitment, selection, and retention as depicted in higher mean scores.

HRD Component 2: Professional Training and Development

Table 21 reveals that statistically there exist very significant differences in the responses of administrators as regard the implementation of professional training and development.

Table 21

One-way ANOVA Results for the Differences in Responses of Administrators on the Implementation of Professional Training and Development in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	113.168	3	37.723	28.246	.000
Within Groups	1801.586	1349	1.335		
Total	1914.754	1352			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	40		2.65	1.231	
Pampanga	143		3.44	1.167	
Bulacan	857		3.89	1.201	
Zambales	313		3.39	1.004	
Total	1353		3.69	1.190	

This is based on the f-test results of 28.246 that has an equivalent $p=.000$, meaning it is more than the test minimum value of $p=.01$. Also, the standard deviation values are more than 1 point, indicating a difference of more or less one response category among the majority of administrator respondents.

The responses between and among the faculty of the local colleges in Region 3 as regard to implementation of professional training and development, were also observed as very significantly different. **Table 22** illustrates a very high f-test value of 87.436 that is equivalent to $p=.000$ thus, higher than the minimum value at .01 level.

Table 22

One-way ANOVA Results for the Differences in Responses of Faculty on the Implementation of Professional Training and Development in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	334.314	3	111.438	87.436	.000
Within Groups	7528.518	5907	1.275		
Total	7862.832	5910			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	457		3.06	.967	
Pampanga	914		3.75	1.031	
Bulacan	2643		3.76	1.165	
Zambales	1897		3.35	1.159	
Total	5911		3.57	1.153	

The perceptions of the faculty on the implementation of the professional training and development of local colleges in the provinces are very different from one institution to another. This means that the local colleges have their own way of carrying out professional training and development.

HRD Component 3: Assessment and Promotion

There is a very significant difference between and among the responses of administrators as regard the implementation of performance assessment for purposes of promotion as shown in **Table 23**.

This is based on the one-way ANOVA test results or f-test value of 33.777 and $p = .000$. This means that as perceived by administrators, the local colleges have their own way of determining how and when the faculty members are assessed and eventually be promoted. Although they may follow what is prescribed by the Civil Service Commission, they still vary in terms of implementing assessment and promotion schemes.

Table 23
One-way ANOVA Results for the Differences in Responses of Administrators on the Implementation of Assessment and Promotion in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	95.824	3	31.941	33.777	.000
Within Groups	584.409	618	.946		
Total	680.233	621			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	26		2.81	0.801	
Pampanga	65		3.12	0.992	
Bulacan	389		4.08	1.058	
Zambales	142		3.55	0.710	
Total	622		3.81	1.047	

The above results were also observed among the faculty respondents as attested by the data in **Table 24** where the f-test value of 63.485 and $p=.000$ are much higher than the minimum value ($p=.01$) for very significant difference between and among groups being compared.

Table 24
One-way ANOVA Results for the Differences in Responses of Faculty on the Implementation of Assessment and Promotion in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	182.276	3	60.759	63.485	.000
Within Groups	2518.018	2631	.957		
Total	2700.294	2634			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	207		3.13	.720	
Pampanga	399		3.67	.880	
Bulacan	1188		3.88	1.019	
Zambales	841		3.37	1.018	
Total	2635		3.62	1.013	

Again, these figures denote that the faculty respondents perceived differently the implementation of assessment and promotion in local colleges in Region 3. This suggest that the local colleges under study are in different levels of implementing assessment procedures for promotion that can be attributed to their varying years of existence such that those that have been

in existence for long are already implementing the said procedures while those established recently are not yet doing the same.

HRD Component 4: Fringe Benefits and Wellness

The administrator respondents were unanimous in their perceptions as regard the implementation of fringe benefits and wellness in the local colleges in Region 3 as revealed in **Table 25**. As earlier discussed their mean responses showed that this HRD component is fairly practiced. These findings are attested by the f-test value of 0.529 that corresponds to $p=0.663$ that are far away from the minimum test value of $p=.05$. Thus, it is statistically safe to state that there are no significant differences in the responses of administrator respondents on the implementation of fringe benefits and wellness among local colleges in Region 3.

Table 25
One-way ANOVA Results for the Differences in Responses of Administrators on the Implementation of Fringe Benefits and Wellness in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.970	3	.990	0.529	.663
Within Groups	1265.700	676	1.872		
Total	1268.669	679			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	29		2.86	1.156	
Pampanga	75		3.00	1.424	
Bulacan	415		3.00	1.428	
Zambales	161		3.13	1.210	
Total	680		3.02	1.367	

In contrast, the faculty respondents were observed to have different perceptions as regard to the implementation of fringe benefits and wellness in their respective local colleges as indicated in **Table 26**. This is based on the results of one-way ANOVA test where the computed f-test of 23.955, $p = .000$ are higher than the minimum critical value of $p=.01$ for very significant difference. These figures indicate that the observed differences in the perceptions of

faculty respondents are statistically very significant. These findings are in contrast with those of the administrator respondents that can be accounted to the indicators stating the discussion of fringe benefits and wellness during orientation conducted among them.

Table 26

One-way ANOVA Results for the Differences in Responses of Faculty on the Implementation of Fringe Benefits and Wellness in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	116.875	3	38.958	23.955	.000
Within Groups	4862.783	2990	1.626		
Total	4979.658	2993			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	238		3.04	.880	
Pampanga	437		3.40	1.082	
Bulacan	1336		2.81	1.420	
Zambales	983		3.03	1.227	
Total	2994		2.99	1.290	

HRD Component 5: Retirement Scheme and Benefits

Table 27 shows that the administrator respondents had statistically very significant differences in their perceptions on the implementation of retirement scheme and benefits in local colleges in Region 3 based on the one-way ANOVA test.

Table 27

One-way ANOVA Results for the Differences in Responses of Administrators on the Implementation of Retirement Scheme and Benefits in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.981	3	13.327	8.929	.000
Within Groups	555.253	372	1.493		
Total	595.234	375			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	18		2.06	1.162	
Pampanga	37		1.92	1.064	
Bulacan	231		2.06	1.291	
Zambales	90		2.80	1.104	
Total	376		2.22	1.260	

The computed f-test of 8.929 that is equivalent to $p = .000$ is much higher than the critical f-test value for very significant difference level ($p=.01$). While the group means of the colleges by province appear close indicating minimal differences, the extreme group means of 2.80 (Zambales) and 1.92 (Pampanga) stated otherwise. The latter means there were administrators in Zambales whose perceptions indicate that their college implement HRD component 5 while those in Pampanga perceived otherwise.

The faculty respondents were also observed to have varying response patterns as attested by the results of one-way-ANOVA test consisting of f-test of 46.733 that corresponds to $p = .000$ as presented in **Table 28**. These figures are much higher than the minimum critical value for very significant difference ($p=.01$). These differences are reflected in the group means where the faculty respondents from Zambales have more or less the same responses as their administrators while those from Pampanga surprisingly obtained the highest group mean unlike their administrators who obtained the lowest group mean. The faculty respondents from Pampanga appear to be protective because the local colleges in this province are recently established, thus, have yet to implement retirement schemes and benefits. A possible explanation for the group mean in Pampanga are faculty respondents who have retired and are now working in the local colleges.

In summary, the very significant differences in the perceptions of both faculty and administrator respondents as regard to the implementation of the different HRD components of faculty welfare is an indication of the urgent need to establish standard policies and guidelines that would the implementation of standard procedures regardless of the years of existence of the local colleges. The faculty welfare manual envisioned in this paper may serve as a basis in

systematizing guidelines and procedures in order to have uniformity and consistency in the practice of promoting faculty welfare across all local colleges in Region 3.

Table 28

One-way ANOVA Results for the Differences in Responses of Faculty on the Implementation of Retirement Scheme and Benefits in Local Colleges in Region 3

Provinces	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	214.431	3	71.477	46.733	.000
Within Groups	2607.744	1705	1.529		
Total	2822.174	1708			
Group Profile Based on Descriptive Statistics					
Provinces	N		Mean	Std. Deviation	
Bataan	144		2.27	1.111	
Pampanga	249		3.06	1.152	
Bulacan	731		2.19	1.333	
Zambales	585		2.83	1.174	
Total	1709		2.54	1.285	

D. Implications of the Study

This section constitutes the discussion on the utilization of the findings in terms of drawing out the bases for the development of the faculty welfare and development manual for the local colleges under study. The researcher envisioned the same as a form of an operations manual that anchored on Dylan's (1999) description may either be a policy or procedural one based on content. He added that these days an operations manual is necessary because organizations are challenged to practice quality management. This can be achieved if such manual has "well written policies and procedures so it can increase organizational accountability and transparency which are fundamental to quality assurance and quality improvement programs" (Dylan, 1999).

On the other hand, Griffins (n.d.) defined a good operations manual in terms of how it is developed systematically. He cited three (3) major steps: content creation, writing up, and

validation. The author added that the initial step or content creation is “in essence a form of research.” Research process and techniques provide the valid and pertinent information necessary in keeping the policy manual up to date and to ensure that the manual, particularly a “policy” one becomes a “living document,” one that is very much dynamic or subject to change.

Thus, the findings of the study constituted the content creation stage in writing an operations-policy manual on the faculty welfare and development for the local colleges in Region 3. These findings served as policy areas or guidepost to ensure that almost all welfare and development concerns of faculty are well documented as a guarantee for their attainment. As pointed out by Dyson (1999), the unwritten policies and procedures become a problem in organizations due to inconsistencies and inefficiencies as a result of different interpretation and approaches adopted to carry out tasks and responsibilities, while the outdated policy and procedure manuals are worse than useless because they may guide staff in the wrong direction.

Development of the Faculty Welfare and Development Manual. Table 29 depicts these policy areas or the completion of the first stage, or content creation. This phase as described by Griffin (n.d.) is essentially a research undertaking, thus, it is illustrated in the summary of the findings in matrix format in terms of the strengths and weaknesses along the five (5) HRD components that were analyzed to draw out the policies and procedures to be included in the faculty welfare and development manual of local colleges under study.

The content creation phase is completed with a review of the legal bases for the identified policies and procedures for enrichment such as the relevant laws and provisions of the Civil Service Commission (CSC), Department of Labor and Employment (DOLE), International Labor Organization (ILO), and the Commission on Higher Education (CHED).

Table 29
Content Creation Phase in the Development of Faculty Welfare and Development Manual
for City-run Colleges in Region 3

COMPONENT	SIGNIFICANT FINDINGS in terms of STRENGTHS & WEAKNESSES	Policies and Procedures/Guidelines to be included in the Faculty Welfare and Development Manual	
I. RECRUITMENT, SELECTION AND RETENTION	Strength: <i>“clear statement on qualification standards”</i> Weakness: <i>“communicates reason for non-selection, non-retention..”</i>	Institution meets the minimum requirement set by CHED and CSC on recruitment and selection Institution selects best qualified faculty based on educational background, work experience, appropriate references from previous employers Institution retains faculty members who meets minimum required standards set by CHED and CSC Clear policy on non-selection, non-retention in reference to CHED and CSC requirements	Regular updating of faculty profile: 1. updated status of license 2. improved degree program; more weight in ranking Procedure is set by HR
II. PROFESSIONAL TRAINING AND DEVELOPMENT	Orientation Strengths: <i>“roles and responsibilities as professional teacher, researcher and community servant”</i> <i>“salaries and benefits”</i> On Professional Development program Strengths: <i>“motivates faculty members to pursue MA, Ed.D, Ph.D..”</i> Weaknesses: <i>“solicits scholarship grants..”</i> <i>“enticing packages for research..”</i> <i>“linkages to scholarship granting institutions”</i> <i>“supports faculty who presents research nationally or internationally”</i>	Development of an Orientation program that prepares new faculty in their adjustment to the new work environment and discusses faculty’s roles and responsibilities Institution continuously encourages and motivates faculty to pursue further studies and supports the faculty who responds to the motivation Institution encourages and supports faculty members who do research	Orientation program that covers: 1. Mission-vision of institution 2. Duties and responsibilities as faculty 3. benefits package Development of Professional development program plan that include: 1. development of linkages to scholarship granting institution 2. mechanics on how to avail of scholarship or other study grants 3. conditions set when faculty is given this form of benefit Development of research benefits package which include: 1. mechanics on how to avail the research package 2. conditions when granted this benefit

III. ASSESSMENT AND PROMOTION	Strengths: <i>“adequately assesses work performance regularly vis-a-vis institution’s standards”</i> <i>“considers student evaluation with anti-bias instrument”</i> Weakness: <i>“provides specific time frame for review of faculty performance for promotion in rank and/or position”</i>	Institutions continuously conduct assessment to review and provide a feedback to faculty regarding their performance Development of a ranking and promotion scheme to prepare both faculty and the HR committee in the processing of documents needed for this purpose	Development of a performance assessment that include the following as evaluators: 1. administrators 2. students 3. peer 4. self Ranking and promotion committee include heads of departments which have a significant contribution to the faculty’s promotion in rank specifically; 1. VP for Academic Affairs 2. Research head 3. Community Development Head 4. HR Head Development of a ranking and promotion scheme conducted after one (1) year which is open to full time faculty members with a continuous one year of service Development of mechanics for ranking and promotion Submission and review of pertinent documents to ranking and promotion
IV. FRINGE BENEFITS AND WELLNESS	All of the components are considered weakness:	Institutions should develop Fringe benefits that upholds the health and wellness of faculty members to attract and retain them	Benefit package that include: 1. health care benefit package 2. physical fitness wellness program
V. RETIREMENT SCHEME AND BENEFITS	All components need to be reviewed	Institutions should develop pre-retirement program that prepares the faculty with the adjustments and other valuable information about retirement	Pre-retirement activities that include: 1. pre-retirement orientation on government benefits 2. psychological counseling sessions focused on adjustments faced in retirement 3. introduction of alternative career paths 4. discussion of civic organizations

The second phase comprised the writing of the draft of the faculty welfare and development manual that is anchored on Griffin's (n.d.) description that "a good policy manual is the result of many hours of thinking, analyzing, researching, writing and re-writing. A good manual is not produced during the initial attempt, instead it is the output of a recursive process. This pertains to the "circular process of writing, editing, and re-writing" (Griffin,n.d.)

In the course of recursive writing, the researcher followed the basic principles of technical writing anchored on the three C's: clarity, conciseness, and coherence. Clarity involves the use of simple and straightforward language and style for easy reading and to be understood at once. Conciseness is making sure that accurate and complete information are included while coherence is about good logic, linking sentences, and discernible threads of thought. (Griffin,n.d.)

The writing phase culminated in a 55-page draft of the proposed manual (see Appendix A) where the identified policies and procedures are organized in five (5) parts comprising the HRD components. First part pertains to recruitment, selection and retention with three (3) sub-sections, namely: qualification standards, type of appointment, and effectivity of appointment. Second part is on professional training and development with four (4) sub-sections: orientation, continuing professional education, personal and professional development, and research. Third part is on assessment and promotion. The fourth part is on fringe benefits and wellness in two (2) sub-sections: benefits mandated by law, and benefits given by the institution. Fifth and last part is on retirement scheme and benefits. Included also are the background and pertinent appendices, namely Code of Ethics for Teachers and the Manual on Position Classification and Compensation Scheme for Faculty Positions in State Universities and Colleges. These

documents are adopted *in toto* because they contains the standards that must be upheld in the teaching profession in the country.

The last stage is the review and approval process which the researcher accomplished through the face validation of the draft faculty welfare and development manual among the faculty members and academic heads of the researcher's institution. The 55-page draft was distributed to four (4) faculty members and three (3) academic heads for their constructive comments and suggestions to improve its content. Moreover, the validation process took one (1) week where the validators were asked to assess the content of the draft faculty welfare and development manual in terms of the following 4-point scale:

SCALE	DESCRIPTION / INTERPRETATION
3	Draft seems fine with no further comments
2	In general the draft seems fine with few minor exceptions
1	Draft is unacceptable and needs significant changes to be effective
0	No opinion

The mean responses of the validators on each of the items of the components were then computed and interpreted as follows:

SCALE	RANGE	DESCRIPTION/INTERPRETATION
3	2.51 – 3.0	Draft seems fine with no further comments
2	1.51 – 2.50	In general the draft seems fine with few minor exceptions
1	0.51 – 1.50	Draft is unacceptable and needs significant changes
0	0.00 – 0.50	No opinion

Table 30 indicates that the mean responses of each part of the draft manual ranged from 2.70 to 3.00 and an overall mean of 2.88. These are all equivalent to a descriptive rating that the policy statements in the draft being fine with no further comments.

Table 30
Summary Results on Face Validation of the Faculty Welfare Draft Based On Mean Ratings

COMPONENTS	MEAN	INTERPRETATION
I . RECRUITMENT AND SELECTION	2.9	draft seems fine
II. PROFESSIONAL TRAINING AND DEVELOPMENT	2.7	draft seems fine
III. ASSESSMENT AND PROMOTION SCHEME	2.9	draft seems fine
IV. FRINGE BENEFITS AND WELLNESS	2.9	draft seems fine
V. RETIREMENT SCHEME AND BENEFITS	3.0	draft seems fine
Overall Mean	2.88	draft seems fine

While the mean ratings suggested that the draft manual is fine, the researcher considered the verbatim comments. On recruitment, selection and retention, one validator suggested that the faculty should be considered for permanency after four (4) semesters of satisfactory performance. With regard to professional training and development, a validator commented on the possibility of coming up with policies related to attending seminars sponsored by private institutions or professional associations/organizations. At present only seminars or training endorsed by CHED are considered by the LGU. When the seminar is not endorsed by CHED it is disapproved. Policies on return service for faculty members who are given scholarships should also be clearly stated. On ranking and promotions, a validator suggested that ranking should be done after one (1) year of service.

Lastly, the researcher intends to present the draft faculty welfare and development manual to the Board of Trustees of the City College of Angeles for their review and endorsement of its approval by the Angeles City Sangguniang Panglunsod in the form of a resolution prior to its use in the City College of Angeles. Eventually, it will be presented to the ALCU Region 3 Presidents in one of their regular meetings for its possible use by the ALCU Region 3 members schools.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study attempted to develop the draft faculty welfare and development manual in order to facilitate the provision of requisite policy statements for faculty welfare programs toward the attainment of quality education by the local colleges or LGU-run higher education institutions in Region 3. This was based on the respondents' assessment of the level of implementation of the human resource development (HRD) components or activities in the target institutions, operationally defined as: a.) recruitment, selection and retention, b.) professional training and development, c.) assessment and promotion, d.) fringe benefits and wellness, and e.) retirement scheme and benefits. These components were adopted to ensure that faculty members are well taken care of from recruitment to retirement.

The descriptive research design was employed in the study that relied heavily on primary data sourced out from the participation of forty nine (49) academic heads and two hundred eight (208) faculty members in ten (10) local colleges in Region III during the academic year 2012-2013. This was accomplished through the use of two (2) sets of questionnaire corresponding to the two (2) groups of participants. These tools were used in assessing the implementation of the faculty welfare and development program that prior to its usage was validation by ten (10) experts in the field under study. Consequently, data obtained from said tools were processed and analyzed through the commonly used descriptive statistics: marginals or frequency (f), and percentage (%) distributions, weighted mean ($w \times$) and standard deviation (SD).

The marginals were used in the description of the respondents' profile while the weighted mean and standard deviation were used to determine the level of implementation of the HRD activities in the target local colleges. The TQA or total quality assurance tool that consisted of a 5-point scale was used for data interpretation in order to determine the gap of existing practice vis-à-vis the highest quality level.

Highlights of the Findings

The study brought forth the following findings as to the level of implementation of faculty welfare and development programs in terms of HRD components:

1. As to recruitment, selection and retention, there is a clear statement on the required qualification standards in job openings of the institutions under study based on CHED and CSC requirements. However, reasons for non-selection or non-retention are not communicated.

2. As regards to professional training and development, there is an existing orientation program that prepares the new faculty members on their roles and responsibilities as well as information about salaries and benefits. Encouragement of faculty for further studies and research is evident but there are limited opportunity, support and provisions on scholarship and research benefits.

3. In terms of assessment and promotion, there is a regular assessment of work performance based on the institution's standards and student evaluation. However, a specific time frame is lacking to review the performance of faculty for purposes of promotion in rank and/or position.

4. In relation to fringe benefits and wellness as well as retirement scheme and benefits, the provisions are lacking.

Based on TQA the strengths and weaknesses of the present faculty welfare and development programs were identified as follows:

1.The strength in terms of recruitment, selection and retention, was the clear statement of details on the qualifications for faculty applicants. However, the reasons for non-selection and non-retention of faculty need to be specified.

2.In terms of professional training and development, the strength rests in the provision of an orientation program. Still, this component lacks opportunities for scholarship grants and research incentives.

3.With regard, assessment and promotion, criteria for evaluating work performance based on student evaluation and institution standards are specifically stated. On the other hand, a specific schedule or timetable for promotion in rank and/ or position is lacking.

4.The fringe benefits and wellness and retirement scheme and benefits components are considered weaknesses especially in terms of providing health and wellness benefits which has the highest gap (2.4) to attain TQA

The one-way ANOVA test values indicate very significant differences in the implementation of the faculty welfare programs in local colleges of the different provinces. These statistically significant differences indicate that each province has its own way of implementing faculty welfare programs.

Conclusion

With these findings, the researcher concludes that there are adequate provisions to promote the welfare and development of faculty in local colleges but the implementation of these

provisions is yet to be realized. Organizing these provisions along the HRD components may facilitate such realization based on the implications drawn from the findings as follows:

1) The first HRD component, or the institution's recruitment, selection and retention program, is easy to establish and maintain as it constitutes the requirements of CHED and CSC. HRD;

2) HRD component 2 is not easy to establish as indicated by the institutions under study not having a faculty development program aside from their faculty orientation program. Also, there are no opportunities and provisions for scholarship and research grants;

3) The third HRD component or an assessment and promotion program is likewise not easy to establish. Although faculty members' performances are regularly assessed, promotion in rank and/or position do not have a specific schedule and procedures to guide and/or motivate faculty members to action such as to prepare the necessary documents needed for promotion; and

4) The last HRD component under consideration is not yet established as the LGU-run colleges do not have visible program to address the fringe benefits, wellness, and retirement concerns of faculty.

5) The very significant differences in the perceptions of both faculty and administrator respondents as regard to the implementation of the different HRD components of faculty welfare is an indication of the urgent need to establish standard policies and guidelines. The faculty welfare manual envisioned in this paper may serve as a basis in systematizing guidelines and procedures in order to have uniformity and consistency in the practice of promoting faculty welfare across all local colleges in Region 3.

Recommendations

Based on the findings and conclusions, it is recommended that LGU run colleges should: consider the HRD components for a welfare-driven faculty manual as demonstrated in this study. With this manual the researcher shall attempt to address the gaps anchored on total quality assurance such that LGU-run colleges can select and retain the best qualified faculty along a personal and organizational development continuum from hiring to retirement. The manual ensures that the following gaps are addressed:

- a) selection and retention of best qualified faculty based on CHED and CSC requirements;
- b) development of a clear policy on non-selection and non-retention of faculty members;
- c) expansion of faculty development activities beyond orientation or inclusion of activities and conditions on provision of scholarships and research incentives to encourage faculty members to pursue further studies and research;
- d) drawing up of schemes for an assessment-promotion continuum vis-à-vis faculty ranking system and the SPMS or Strategic Performance Management System to enhance the regular assessment of faculty performance based on the institution's standards and professional development opportunities; and
- e) provision of opportunities that promote health and wellness of faculty including the development of pre-retirement programs and other benefits.

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Appendix A

Faculty Welfare Manual for Local / City-run Colleges in Region 3

Background

This manual was conceptualized on the premise that the educational institution's most important resource is the faculty. This faculty welfare manual is a document that serves as a reference guide as it contains the procedures and guidelines ensuring the provision of faculty welfare and development opportunities based on the HRD components: recruitment, selection and retention; professional training and development; assessment and promotion; fringe benefits and wellness and retirement scheme and benefits.

Faculty Welfare is operationally defined as study the assurance of the physical welfare that pertains to health and wellness benefits which are part of the faculty welfare program. Similarly, the psychological welfare comes in the form of ranking and promotion activities that serve to boost the faculty members' self-esteem

Faculty welfare should be promoted from the time s/he is hired to the time of his/ her retirement. Faculty members should be given a chance to reach their full potentials. Human resource development provides the essential key concepts and principles on how to create and maintain such a program. Human resource management (HRM) and Human resource development (HRD) is the basis in the formulation and implementation of policies for faculty welfare and development from the time of recruitment to the time of retirement in the local colleges. This was done through an analysis of the status of the faculty welfare and development programs in terms of the following components / activities in HRD; a.) recruitment and selection; b.) professional training and development; c.) assessment and promotion scheme; d.)

fringe benefits and wellness; e.) retirement scheme and benefits. Significant differences of the faculty welfare implementation of the different local colleges in the provinces under study were also analyzed

Based on the findings and conclusions, it is recommended that LGU run colleges should: consider the HRD components for a welfare-driven faculty manual as demonstrated in this study. With this manual the researcher shall attempt to address the gaps anchored on total quality assurance such that LGU-run colleges can select and retain the best qualified faculty along a personal and organizational development continuum from hiring to retirement. The manual ensures that the following gaps are addressed:

- a) selection and retention of best qualified faculty based on CHED and CSC requirements;
- b) development of a clear policy on non-selection and non-retention of faculty members;
- c) expansion of faculty development activities beyond orientation or inclusion of activities and conditions on provision of scholarships and research incentives to encourage faculty members to pursue further studies and research;;
- d) drawing up of schemes for an assessment-promotion continuum vis-à-vis faculty ranking system and the SPMS or Strategic Performance Management System to enhance the regular assessment of faculty performance based on the institution's standards and professional development opportunities; and
- e) provision of opportunities that promote health and wellness of faculty including the development of pre-retirement programs and other benefits.

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a. Recruitment, Selection and Retention

Recruitment, selection and retention refer to policies and procedures set by the school or institution as far as entry qualifications and subsequent updating as well as maintenance are concerned. The recruitment, selection and retention process follows the standards set by the Civil Service Commission, Commission on Higher Education and the Manual of Regulations for Private Higher Education (MORPHE).

a.1 On Qualification Standards (CSC, 2012)

a.1.1 Faculty applicant should be Civil Service eligible. S/he passed the Civil Service examination or the board examination (CSC, 2012) Persons to teach subjects for Licensure Examination on all Professions. - All subjects for licensure examinations shall be taught by persons who are holders of valid certificates of registration and valid professional licenses of the profession and who comply with the other requirements of the CHED.(section 11, RA 8981 PRC Modernization Act of 2000)

a.1.2 Faculty applicant should have a master's degree in his/ her field of specialization to teach mainly in his /her major field and where applicable (CHED MEMO Order No.40 Series, 2008 / MORPHE, Article VIII, Sec. 35)

a.2 The following are the recruitment and selection procedures / guidelines:

- Faculty applicant is required to submit resume and application letter as well as copies of their credentials
- The Human Resource Office makes a call to the persons cited as character references in the resume for background checking
- Faculty applicant is called for a teaching demonstration. The Vice-president for Academic Affairs and the Dean observe, comment and make necessary

recommendations. Results of teaching demonstration are forwarded to the Human Resource Office Head.

- If the dean and the Vice – president for Academic Affairs recommends the faculty applicant, he will then secure NBI clearance to ensure that the s/he has no criminal records and submit drug testing results
- He will go through medical examination to discover any medical limitations and identify health problems (Corpuz, 2000)
- Faculty applicant is required to take psychological examination to measure basic aspects of personality, job knowledge, aptitudes for the job, vocabulary, verbal fluency and numerical ability to ensure that s/he psychologically fit to work
- Qualified applicant is interviewed by the Vice-president for Academic Affairs (VPAA)
- As per endorsement of faculty applicants by the VPAA, the President of the College convenes the Personnel Selection Board to evaluate the applicants and recommends to the Board of Trustees these applicants for their approval.
- Upon submission of all of the pre-employment requirements and after the release of the Board of Trustees' decision, the newly hired faculty member shall sign a written employment contract which shall be initially be for one semester.
- The contract, at the option of either party, shall be renewed every semester (MORPHE, Article XXIV, sec. 116). The contract of employment shall specify the designation, qualification, salary rate, the term and nature of service, date of effectivity, terms and conditions of employment as may be consistent with laws

and the institutional policies, rules and regulations. A copy of the contract shall be given to the faculty concerned.

- Copies of renewed Professional Licenses are to be submitted to the Human Resource Office for the purpose of updating their 201 file
- Faculty members who do not qualify are notified via phone call of non-selection

a.3 On Type of Appointment (CSC, 2012)

a.3.1 Appointment may either be permanent or temporary (*CSC Rule V, Section 13*)

Faculty members who are eligible, that is, with masters degree and passed the board or licensure examination, qualify for the plantilla position on a temporary status. Permanent plantilla positions may be given after four (4) semesters of satisfactory service. (modified MORPHE article XXIV SECTION 117) Permanent appointment is issued if the faculty applicant meets all the requirements for the position. However, this still subject to the availability of plantilla positions.

Substitute appointment is obtained when a temporary appointment to the position of a regular incumbent who is unable to perform his/her duties.

Faculty members who are in the process of completing their master's degree will be accepted on a job order status which is renewable every semester depending on the very satisfactory evaluation results of the students, deans and recommendation of the Vice-President for Academic Affairs.

a.4 Effectivity of Appointment

Faculty appointment is dated not later than the faculty's date of assumption to duty. Faculty appointment is submitted to the Civil Service Commission within thirty (30) days from its date of issuance; otherwise the appointment lapses and becomes ineffective. Should the Civil

Service Commission disapprove the appointment the institution will be liable to pay the salary of the faculty from its own funds.

a.5 Disapproval of Appointment by CSC

- Faculty did not meet the requirements for the position
- physically unfit to perform the duties
- found guilty of a crime, involving moral turpitude, disgraceful conduct, addiction to narcotics
- dismissed for a cause
- intentionally made a false statement of any material fact or has practiced deception, attempted to practice deception or fraud in connection to the appointment

b. Professional Training and Development

Professional training and development pertains to in-house training that starts in orientation to the conduct and/or attendance to professional development activities

b.1 Orientation

Orientation is given to newly hired faculty members as a preparation to their roles and responsibilities as faculty and new members of the community. The orientation program is a preparation for the adjustments they have to face as new comers in the institution as well as the new environment that they will become a part of.

Incoming faculty *members* are required to participate in the orientation program to gain knowledge of the following:

- the institution's vision, mission and objectives
- administrators and other staff members
- curricular and extra –curricular activities

- salaries and benefits package
- role and responsibilities and proper behavior expected as faculty

Roles and responsibilities of faculty members:

- a. *discuss the grading system, course syllabus, requirements and other policies inside the classroom at the start of the semester*
- b. *start and end the class on time*
- c. *cover all the topics stipulated in the syllabus*
- d. *come up with innovative ways to facilitate student learning*
- e. *dress and behave appropriately as professionals*
- f. *submit students' grades on time ; open to clarifications raised by students regarding the computation of grades*
- g. *check and return corrected papers, activity sheets, assignments etc. promptly*
- h. *participate in the co-curricular and extra – curricular activities joined in by the students*
- i. *follow the Code of Ethics for Professional Teachers (see Appendix A)*

b.2 Continuing Professional Education

Faculty members are encouraged to pursue further studies in their field of specialization as part of their personal and professional development. The faculty members may ask for a recommendation from the institution if they apply for scholarship grants given by the Commission on Higher Education or other duly recognized Scholarship granting institutions.

The following are the incentives offered by the institution to faculty members who want to continue further studies:

- **Tuition fee Assistance**

This assistance is open to at least five (5) full – time permanent faculty with at least 18 units of teaching loads every academic year. A one -time tuition fee assistance may be requested through the dean and recommended by the Vice – President for Academic Affairs which is subject for the approval of the President of the College. The amount of the tuition fee assistance is dependent on the budget allotted by the Human Resource Office. The approved request is forwarded to the Human Resource Office for the processing and release of the tuition fee assistance.

Procedure:

- a. Faculty will write a letter of intent to avail of tuition fee assistance
- b. Upon the approval of the request, faculty member will sign a contract stating that s/he will enroll on the semester s/he requested for the assistance
- c. Upon enrolment, the faculty is required to give a copy of his/ her registration form to the Human Resource Office
- d. After the semester of enrolment, faculty is required to submit his/her grades to the Human Resource Office
- e. Failure to enroll in the academic year when the tuition fee assistance was released would mean that the amount will be deducted to the salary of the faculty within that academic year

- **Thesis / Dissertation grants**

Thesis / dissertation grants may also be availed at the terminal years of graduate studies. This is open to full – time permanent faculty with at least 18 units of teaching loads. The amount to be released depends on the budget allocated for this

grant. There will be at least one (1) thesis /dissertation grant allotted in one academic year.

Procedures:

a. The faculty member writes a letter to the dean requesting for the thesis/dissertation grant. Attached documents are as follows:

a.1 approved thesis / dissertation proposal

a.2 certified true copy of grades

b. The request will be recommended by the Vice-President for Academic Affairs to the President for his approval. The approved request will be forwarded to the Human Resource Office for the release of the grant.

c. The faculty will sign a contract at the Human Resource Office stating that s/he will enroll on the academic year the grant was released.

d. Upon enrolment, the faculty will submit his/her registration form to the Human Resource Office.

e. After completing his/ her degree, the faculty is required to submit his/ her official transcript of records and one (1) copy of the thesis/dissertation

- **Faculty De-loading**

Faculty de-loading is open to full time permanent faculty members with at least 18 units of teaching loads. S/he should have at least 6 semesters of teaching service in the institution. The maximum number of units to be de-loaded is six (6) units only. De-loading is given on a semestral basis. This can be renewed if the faculty has satisfactory academic performance. Faculty is required to submit

certified true copy of grades to his/her dean and the HR Office in order to renew or extend this privilege.

Procedure:

- a. Faculty member should write a letter of intent for de-loading to the dean
- b. The noted request will be recommended by the Vice –President for Academic Affairs for the approval of the President of the College.
- c. Upon enrolment, the faculty is required to submit his/ her registration form to the Human Resource Office for proper documentation.
- d. Certified true copy of grades should be submitted after each semester to the Human Resource Office

- **Study leave with pay**

Study leave with pay is open to full time permanent faculty members with at least 18 units of teaching loads. The faculty must have at least 6 semesters of teaching service in the institution. S/he must have a good academic record in his/ her undergraduate or graduate studies. S/he must be in physically fit and of good moral character. This privilege is given to faculty who are already in thesis/ dissertation proposal stage.

Procedures:

- a. Faculty member writes a letter of intent one (1) semester before his/ her study leave
- b. The letter of intent is submitted to the dean to be noted by him/her. The Vice- President for Academic Affairs recommends to the President the faculty request for his/her approval.

- c. The approved request is forwarded to the Human Resource Office for their appropriate action.
- d. The copy of approved request is furnished to the dean for him/ her to make sure that the teaching loads will have substitute teachers.
- e. The faculty member signs a contract that s/he will complete the degree in one (1) academic year. Upon completion of the degree s/he is required to serve the institution for at least two (2) years.
- f. All financial support extended to the grantee shall be repaid to the institution in case s/he is unable to finish his / her course and or render the required years of service (CHED Memo 26, s.2009)

b.3 Personal and Professional Development

Personal and professional development refers to the faculty's participation in trainings and seminars for the purpose of updating knowledge, skills and competencies which will in turn enhance the quality of the teaching and learning process.

- Seminars /trainings

In – house seminars and trainings:

- a. In – house trainings and seminars are scheduled during semestral breaks and summer vacation
- b. Seminars and trainings given are based on the training needs assessment conducted by the Human Resource Office in coordination with the Dean
- c. Trainings and seminars are set by the Human Resource Office in coordination with the Dean

Who can participate in the in-house seminars / trainings?

In – house seminars and trainings are open to all faculty members. The Dean's office will inform the faculty of the available seminars. The faculty will sign up on the seminars or trainings that they will participate in. However, upon the discretion of the Dean, s/he may require all faculty members in seminars or trainings that s/he finds to be most helpful to them with the approval of the Vice-President for Academic Affairs.

Invitational trainings and seminars:

All faculty members are informed of the trainings and seminars sponsored by professional organizations, other universities and colleges. The dean, with the approval of the Vice-President for Academic Affairs recommends who participates in the seminars held outside the College. The privilege of participating in the seminars outside the College will be given on a rotation basis so that all faculty members will have a chance to attend them.

Privileges given to faculty members who participate in the seminars held outside the College include:

- a. transportation allowance
- b. registration fee
- c. meal allowance (if the seminar does not include meals)
- d. accommodation (if the seminar is two days or more and outside the city /province)

In case the seminar requires institutional and individual membership, the institution shoulders the institutional membership while the faculty pays for his/ her own membership in the professional organization.

Criteria for selection of faculty who will participate in the seminar are as follows:

- a. Faculty has served the institution for one (1) academic year
- b. S/he has satisfactory rating in his/her evaluation by the Dean and students
- c. S/he has no record of misconduct
- d. S/he is willing to participate in the seminar
- e. His/ her field of specialization is related to the topics covered in the seminar
- f. S/he is willing to give an echo seminar to his colleagues the week after the seminar

The faculty member is required to submit the following to the Human Resource Office:

- a. summary report of the seminar s/he attended

The summary report contains the following information:

- 1. Title of the seminar
- 2. Date and Venue of the seminar
- 3. Summary of the topics discussed with the name of the resource speaker/s

- b. original training/ seminar materials
- c. certificate of participation (to update the faculty's 201 file)

b.4 Research

Faculty members are encouraged to engage in educational research. Research undertakings allow the faculty to grow professionally as well as contribute to new knowledge which can be useful to the institution, especially the students. This can be done individually or with a partner. Production of a research is one component considered in assessment and promotion.

Research incentives available to qualified faculty members include:

- a. research monetary assistance which depends on the availability of funds.
- b. technical assistance which comes in the form of encoding and statistical analysis by the office in charge of research
- c faculty de-loading of six (6) to twelve (12) units depending the scope or coverage of the research. A committee on research will be convened by the Human Resource Office in coordination with the Academic Department to determine the number of units to be de-loaded from the faculty researcher.

Procedures:

1. Faculty member is required to submit his/ her research proposal to the Dean to be forwarded to the Vice-President for Academic Affairs (VPAA) for his/ her recommending approval.
2. The Human Resource Office upon receiving the recommendation of the VPAA will convene to determine whether the faculty is qualified for the incentive s/he is applying for.
3. After the approval of the research incentive, the faculty is made to sign a contract that s/he is required to finish the research in the duration of time stipulated in the research proposal submitted to the Human Resource Office.
4. Upon completion of research, the faculty is required to present his/ her research to the academic community through a research colloquium.
5. In case the faculty researcher does not finish his/her research on the time stipulated on the contract, s/he is required by the institution to pay the incentive given on a salary deduction basis.

6. The faculty who avails the research benefit is required to serve the institution for one academic year.

c. Assessment and Promotion

Assessment and promotion pertains to the evaluation of the faculty performance through a performance appraisal system adopted by the College. The purpose of the performance appraisal system is to improve the faculty performance by harmonizing the faculty's performance target with the performance standards set by the institution. The system provides relevant feedbacks which will help improve teaching performance as well as provide a basis in deciding on the faculty's employment status, retention and promotion.

Faculty members are evaluated by the following:

1. Vice-president for Academic Affairs (30%)
2. Dean (30%)
3. Students (20%)
4. Peers (10%)
5. Self (10%)

Performance evaluation of full time and part – time faculty members by the Vice – president for Academic Affairs and the Dean is done twice a semester. The faculty will be evaluated based on the set criteria for teaching performance.

The criteria for evaluating teaching performance are as follows:

- a. Knowledge of the subject matter
- b. Organization of the lesson
- c. Classroom Management

d. Teacher- students' rapport

The ratings given by the VPAA and the Dean will be computed. The result of the performance rating as well as other comments during the classroom observation will be discussed with the faculty through a post-conference with the dean. The post – conference will be scheduled immediately after the observation. The post – conference is an opportunity for both the faculty and dean to review the faculty performance. The faculty will be asked to acknowledge the classroom evaluation result by affixing his/her signature on the evaluation sheet. Classroom evaluation results will be forwarded to the Human Resource Office and will be included in the faculty member's 201 file.

Student evaluation is scheduled after the midterm period. The Human Resource Office staff administers the student evaluation on a scheduled time in coordination with the Vice-President for Academic Affairs. The faculty member to be evaluated is required to leave the room during the evaluation. The class president informs the faculty to go back to the room after the evaluation.

The criteria for evaluation of faculty by students are as follows:

- a. Knowledge of the subject matter
- b. Classroom Management
- c. Clarity of presentation
- c. Teacher- student relationship

Peer evaluation is done after the midterm period. The faculty members will be asked to go to the dean's office to pick three (3) names of faculty members s/he will evaluate. Accomplished evaluation forms will be submitted to the Human Resource Office.

The criteria for evaluation of faculty by peer are as follows:

- a. Inter-personal relationships with colleagues
- b. Work ethic
- c. Teacher personality

Self evaluation forms will be given after the midterm period. The faculty is required to accomplish and submit the evaluation form to the Human Resource Office.

The criteria for evaluation of faculty by peer are as follows:

- a. Inter-personal relationships with colleagues
- b. Work ethic
- c. Teacher personality

Promotion is meant to recognize the faculty's growth and development in his/her field of specialization. This may be through his/ her completion of graduate degree, professional development activities and research conducted. Ranking and promotion is done every year.

Mechanics for ranking and promotion:

1. The faculty member is advised to submit relevant documents which will be included in his/her 201 file. *(certificates received from seminars/ workshops attended or facilitated, transcript of records or copy of grades, certificate of membership to professional organization)*
2. The Human Resource Committee convenes to assess the faculty through the documents submitted. This committee follows the points allotment used in NBC 461, 1998 *(Please see Appendix B, NBC 461, 1998)*
3. The faculty will be informed in writing and verbally of the results of ranking.

d. Fringe Benefits and Wellness

Fringe benefits and wellness refer to benefits received by the faculty under the law and those which are provided by the institution/school

The following are benefits mandated by law:

Benefits of Government employees (CSC 2012, 34-44)

1. Uniform Allowance

This is given annually which may come in cash form for buying clothing materials or clothing materials with cash for sewing cost.

2. Leave benefits (CSC Rule XVI, sec. 6, 8, 9)

Faculty members are not entitled to the usual vacation and sick leave credits. However, they are entitled to vacation pay of seventy (70) days of summer vacation plus fourteen (14) days of Christmas vacation. Faculty members who has rendered continuous service in an academic year without incurring absences without pay of not more than 1.5 days is entitled to eighty four (84) days of proportional vacation pay.

Faculty members with non-teaching role

Faculty members designated perform non-teaching functions and who render the same hours of service hours of service as other employees shall be entitled to vacation and sick leave.

Vacation service credits

Faculty members' vacation service credits refer to the leave credits earned for services rendered on activities during the summer or Christmas vacation as authorized by proper authority. Vacation service credits are used to offset absences of a faculty due to illness or to offset proportional deduction in vacation salary due to absences for personal reasons or late appointment.

Maternity leave credits (CSC, Rule XVI,sec.11 -18)

Married women in the government service with two (2) or more years of service are entitled to maternity leave of sixty (60) calendar days with full pay. Maternity leave of those who have rendered one (1) year or more but less than two (2) years of service shall be computed in proportion to their length of service , provided that those who have served for less than one (1) year shall be entitled to 60 days maternity leave with half pay.

It is understood that enjoyment of maternity leave cannot be deferred but should be enjoyed within the actual period of delivery in a continuous and uninterrupted manner not exceeding 60 calendar days.

Maternity leave shall be granted to female married faculty in every instance of pregnancy irrespective of its frequency.

When a faculty wants to report back to duty before the expiration of her maternity leave, she may be allowed to do so provided she presents a medical certificate that she is physically fit to assume the duties of her position. The commuted money value of the unexpired portion of the leave need not be refunded and that when the faculty returns to work before the expiration of her maternity leave, she may receive both the benefits granted under the maternity leave law and the salary for actual services rendered effective the she reports for work.

If already entitled, a female faculty can still avail of sixty (60) days maternity leave with pay even if she is on an extended leave of absence without pay. Married contractual employees or not receiving 20% premium on their salary shall be entitled to maternity leave benefits like regular employees.

Paternity leave

Every married male faculty is entitled to paternity leave of seven (7) working days for the first four (4) deliveries of his legitimate wife. The first of the four (4) deliveries shall be reckoned from the effectivity of the Paternity Leave Act on July 15, 1996. Paternity leave of seven (7) days shall be non-cumulative and strictly non-convertible to cash. The same maybe enjoyed either in a continuous or in an intermittent manner by the faculty on the days immediately before, during or after the childbirth or miscarriage of his legitimate wife.

3. Government Service Insurance System (GSIS) Benefits (Government Service Insurance Act / RA 8291)

Membership in GSIS is compulsory to all employees who have not reached their retirement age. The following are the benefits granted by GSIS:

TYPE OF BENEFIT	CONDITIONS
Unemployment	Payable to all eligible members who are involuntarily separated from service due to reorganization, merger or privatization
Separation cash payment of 18 x basic monthly pension & life pension starting age 60	Given to those who separate from service with at least 15 years of service & are below age 60
Separation a. cash payment which is equal to 100% average monthly compensation for every year of service payable upon reaching age 60 or upon separation b. cash payment which is equal to 18 x basic monthly pension payable at the time of separation + basic monthly pension for life (starting at the age of 60)	a. for members with at least 3 years but less than 15 years of service b. for members with at least 15 years of service and below age 60 at the time resignation or separation

Permanent Total Disability a. Monthly income benefit for life equal to basic monthly pension + cash payment (18 x basic monthly pension) effective on the date of disability b. cash payment (100% of average monthly compensation for every year of service he paid contributions but not less than P12,000.00 Permanent Partial Disability Cash payment (basic monthly pension x number of months specified in the schedule of disabilities)	a. s/he becomes permanently and totally disabled when s/he is in the service and has paid 180 monthly contributions. b. s/he becomes permanently and totally disabled when s/he is separated from service with at least 3 years of service but has not paid 36 monthly contributions within the last 5 years immediately preceding disability s/he is in the service at the time of disability s/he is separated from service and has paid 36 months monthly contributions within last 5 years immediately preceding the disability or has paid a total of at least 180 monthly contributions
Temporary Disability	a. s/he suffers from temporary disability not due to misconduct, notorious negligence, habitual intoxication, or willful intention to kill himself or another b. s/he is in service at the time of his / her disability and has exhausted leave credits c. separated and has rendered at least 3 years of service and has paid at least 6 monthly contributions in the 12 month period immediately preceding disability
Funeral Benefit Cash benefit of P12,000.00 which shall be increased to P18,000.00 after 5 years	a. s/he should be an active member b. s/he has been separated from service but who may be entitled to future separation or retirement benefits c. s/he is a pensioner d. s/he is a retiree who at his/her time of retirement was at least 60 years of age e. s/he retired with at least 20 years of service regardless of age (RA 1616)

Life insurance a. Maturity benefit b. Death benefit this will be paid to the designated beneficiaries or legal heirs; face amount minus indebtedness c. Accidental Death Benefit (ADB) this will be paid to designated beneficiaries or legal heirs ; additional amount equivalent to face amount of compulsory insurance d. waiver of premiums premiums due and payable during the period of disability is waived and considered paid e. Cash Surrender Value (CSV) f. Insurance Loans granted insurance loan of 50% of the cash value of insurance at the time of application g. Dividends	a. upon maturity of life insurance the face amount minus any indebtedness shall be paid b. when a member dies prior to the maturity of his insurance and during its continuance c. Accidental death of a member d. s/he is separated from service due to permanent disability e. after insurance shall have been in force for 1 year, a member separated from service prior to maturity of the insurance may be paid in cash value less any indebtedness f. s/he has to be insured for at least 1 year g. given to all GSIS members whose life insurance is in force for at least 1 year
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4. PAG-IBIG Home Development Mutual Fund

This fund was set up mainly for housing purposes through the Republic Act 7742 (January 1, 1995). Membership is mandatory for employees with monthly income of at least P4,000.00. The government pays a part of the monthly contribution to PAG-IBIG.

Benefit	Condition/s
Total Accumulated value Includes employee and government contributions	Granted upon termination of membership through retirement, going abroad permanently, terminated, maturity of membership
Housing loan	One should be a member for at least 24 months with 24 months of contribution
Death Dividends	Granted to beneficiaries upon a member's death
Fixed dividends	Given to those without outstanding loans
Loans Provident, appliance, furniture and multi-purpose loan	One should be a member for at least 24 months with 24 months of contribution

5. Philippine National Health Insurance (Philhealth)

Philhealth provides accessible, affordable, acceptable and adequate health services for all its members. Members' qualifications are as follows:

1. S/he must have paid at least 3 monthly contributions within the immediate 6-month period prior to month of confinement
2. S/he must be confined to any accredited hospital for not less than 24 hours due to an illness or injury requiring hospitalization
3. S/he has not consumed the 45 day allowance for room and board.

The following are benefits given by the institution:

1. Health Care Benefit Package

a. Health Card Benefit

Upon permanency, a faculty member is entitled to a health card privilege which will be issued by the Human Resource Office. The Health Card provider will be chosen by a committee which will be formed by the Human Resource Office.

The faculty member will be asked to declare one (1) dependent. For married faculty, the dependent may be the spouse or one of their children. For faculty members who are single, the dependent may be one of the parents. The health card benefits of both faculty and dependent will be paid by the institution.

In cases where the faculty member wants to have additional dependents, s/he will pay for the health card of these dependents through salary deduction.

The Health Card benefits cover the confinement, laboratory examinations and other out – patient procedures.

2. Recreational and Fitness Program

The recreational and fitness program comes in the form of wellness information, health and wellness seminars / discussions, awareness raising, workshops training sessions on topics related to health. Health promotion is done through health assessments, health education, and health – related fitness activities. This is open to all interested personnel. Participation in these activities require the personnel to sign up in the Human Resource Office to determine the number of participants in the said program.

Health assessment surveys are conducted by the Human Resource Office annually to determine the appropriate wellness program for the faculty. This is usually done before the beginning of the semester. This survey provides the Human Resource Office the information needed in the development of a recreational fitness program appropriate to the employees.

Health education is done through:

- a. Yearly health fairs in the form of bazaars or forum organized by the HR Office to promote a healthy lifestyle in coordination with the City Health Office.
- b. Seminars or workshops related to healthy living are scheduled during semestral breaks or summer breaks. These seminars/ workshops are planned and implemented in coordination with the City Health Office.

Health related fitness activities include the following:

Aerobic exercises are scheduled in coordination with the Physical Education Department after office hours to relieve stress after a day's work. Interested faculty members are required to enlist themselves in this program to determine the number of participants.

Yearly *Sportfest* activities for faculty members which provide opportunities for faculty members to bond and promote camaraderie in the different events sponsored by the Human Resource Office.

Promotion of a smoke –free environment through posters and seminars. All use of tobacco by staff, students and visitors are prohibited inside the campus.

e. Retirement scheme and benefits

Retirement scheme and benefits refer to benefits and programs which are set for the smooth transition of faculty from productive work to retirement.

1. Pre-retirement program comes in the form of the following: (CSC Rule 8, section 7b)

1.1 Orientation on the retirement benefits

The Human Resource Office schedules an orientation on the retirement benefits, procedures in claiming such benefits. The orientation is open to future retirees ages 60 to 65.

Type of Benefit	Condition/s
<u>GSIS Retirement benefit</u> <u>Retirement</u> -Compulsory at age 65 -Paid on the last day of service to government if all requirements are submitted to GSIS 30 days prior to retirement effectivity - 2 options: a. 5 –year lump sum 60 x basic monthly pension + basic monthly pension for life (starting at the end of the 5-year guarantee period) b. cash payment 18 x basic monthly pension + basic monthly pension for life (starting immediately upon retirement)	s/he has rendered 15 years of service s/he is at least 60 years old at the time of retirement s/he is not receiving a monthly pension benefit from permanent total disability

(*RA 8291)

The LGU Social Welfare Office is invited to discuss the different programs and services offered to senior citizens (Republic Act 9994 or the Expanded Senior Citizens Act 2010) to assist them in their personal development and community involvement.

PAG-IBIG representatives are invited to give information talk on the retirees' accumulated contributions with the corresponding computations.

1.2 Psychological Counselling sessions

This program is open to future retirees who intend to go through psychological counselling sessions prior to retirement. The Human Resource Office conducts psychological counselling sessions to prepare would – be retirees on the adjustments they will encounter such as;

- a.) living on a reduced income and;
- b.) other psychological challenges related to retirement.

1.3 forum or seminar related to retirement, alternative career paths and civic organizations

Pre- retirement planning sessions in the form of seminars/ workshops are scheduled to aid future retirees in setting up their retirement goals and objectives. The following are the topics covered in these sessions:

- a.) income / financial planning – covers possible part – time work, investment income, life insurance income
- b.) social planning – include topics on socialization, travel and continuing education
- c.) psychological planning – include topics related to sense of self – worth, sense of belonging, love and joy in life
- d.) leisure time activities planning – cultural activities, hobbies (Becker et.al, 1983)

- e.) time management during retirement – participation in civic organizations, going back to school, developing one's creativity,
- f.) legal rights and obligations of retirees
- g.) working options for the retiree – includes establishing business at home, teaching, editing (Andres, 1986)

Appendix A. 1

CODE OF ETHICS FOR PROFESSIONAL TEACHERS

Pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended, the Board for Professional Teachers hereby adopt the Code of Ethics for Professional Teachers.

Preamble

Teachers are duly licensed professionals who possesses dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

Article I: Scope and Limitations

Section 1. The Philippine Constitution provides that all educational institution shall offer quality education for all competent teachers. Committed to its full realization, the provision of this Code shall apply, therefore, to all teachers in schools in the Philippines.

Section 2. This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical, or non-formal. The term teacher shall include industrial arts or vocational teachers and all other persons performing supervisory and /or administrative functions in all school at the aforesaid levels, whether on full time or part-time basis.

Article II: The Teacher and the State

Section 1. The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

Section 4. Every teacher shall possess and actualize a full commitment and devotion to duty.

Section 5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.

Section 6. Every teacher shall vote and shall exercise all other constitutional rights and responsibility.

Section 7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

Section 8. Every teacher shall enjoy academic freedom and shall have privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.

Article III: The Teacher and the Community

Section 1. A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.

Section 2. Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment.

Section 3. Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.

Section 4. Every teacher shall live for and with the community and shall, therefore, study and understand local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.

Section 5. Every teacher shall help the school keep the people in the community informed about the school work and accomplishments as well as its needs and problems.

Section 6. Every teacher is intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people.

Section 7. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.

Section 8. A teacher possesses freedom to attend church and worships as appropriate, but shall not use his positions and influence to proselyte others.

Article IV: A Teacher and the Profession

Section 1. Every teacher shall actively insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

Section 2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.

Section 3. Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Section 4. Every teacher shall help, if duly authorized, to seek support from the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.

Section 5. Every teacher shall use the teaching profession in a manner that makes it dignified means for earning a descent living.

Article V: The Teachers and the Profession

Section 1. Teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good, and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers shall support one another.

Section 2. A teacher is not entitled to claim credit or work not of his own, and shall give due credit for the work of others which he may use.

Section 3. Before leaving his position, a teacher shall organize for whoever assumes the position such records and other data as are necessary to carry on the work.

Section 4. A teacher shall hold inviolate all confidential information concerning associates and the school, and shall not divulge to anyone documents which has not been officially released, or remove records from files without permission.

Section 5. It shall be the responsibility of every teacher to seek correctives for what may appear to be an unprofessional and unethical conduct of any associate. However, this may be done only if there is incontrovertible evidence for such conduct.

Section 6. A teacher may submit to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.

Section 7. A teacher may apply for a vacant position for which he is qualified; provided that he respects the system of selection on the basis of merit and competence; provided, further, that all qualified candidates are given the opportunity to be considered.

Article VI: The Teacher and Higher Authorities in the Profession

Section 1. Every teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

Section 2. A teacher shall not make any false accusations or charges against superiors, especially under anonymity. However, if there are valid charges, he should present such under oath to competent authority.

Section 3. A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher shall appeal directly to the appropriate higher authority.

Section 4. Every teacher, individually or as part of a group, has a right to seek redress against injustice to the administration and to extent possible, shall raise grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners whose right to learn must be respected.

Section 5. Every teacher has a right to invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.

Section 6. A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.

Article VII: School Officials, Teachers, and Other Personnel

Section 1. All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.

Section 2. School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

Section 3. School officials shall encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.

Section 4. No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

Section 5. School authorities concern shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.

Article VIII: The Teachers and Learners

Section 1. A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate actions, observing due process.

Section 2. A teacher shall recognize that the interest and welfare of learners are of first and foremost concern, and shall deal justifiably and impartially with each of them.

Section 3. Under no circumstance shall a teacher be prejudiced or discriminate against a learner.

Section 4. A teacher shall not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.

Section 5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other what is authorized for such service.

Section 6. A teacher shall base the evaluation of the learner's work only in merit and quality of academic performance.

Section 7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.

Section 9. A teacher shall ensure that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.

Article IX: The Teachers and Parents

Section 1. Every teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

Section 2. Every teacher shall inform parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.

Section 3. A teacher shall hear parent's complaints with sympathy and understanding, and shall discourage unfair criticism.

Article X: The Teacher and Business

Section 1. A teacher has the right to engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect his work as a teacher.

Section 2. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.

Section 3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.

Article XI: The Teacher as a Person

Section 1. A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.

Section 2. A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.

Section 3. A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.

Section 4. A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations.

Article XII: Disciplinary Actions

Section 1. Any violation of any provision of this code shall be sufficient ground for the imposition against the erring teacher of the disciplinary action consisting of revocation of his Certification of Registration and License as a Professional Teacher, suspension from the practice of teaching profession, or reprimand or cancellation of his temporary/special permit under causes specified in Sec. 23, Article III or R.A. No. 7836, and under Rule 31, Article VIII, of the Rules and Regulations Implementing R.A. 7836.

Article XIII: Effectivity

Section 1. This Code shall take effect upon approval by the Professional Regulation Commission and after sixty (60) days following its publication in the Official Gazette or any newspaper of general circulation, whichever is earlier.

<http://eduphil.org/code-of-ethics-for-teachers-in-the-philippines.html>

Appendix A.2

Manual on Position Classification and Compensation Scheme for Faculty Positions in State Universities and Colleges

Prior to the issuance of PD No. 985, State Universities and Colleges (SUCs) which were exempted from the coverage of the National Position Classification and Compensation Plans adopted individual staff credentials and qualifications, position classification and pay plans. The disparities in pay and compensation among similar comparable positions brought about by the different schemes adopted by the various SUCs gave rise to demoralization and dissension among the ranks of faculty members and further complicated the process of compensation administration in SUCs.

When the SUCs were placed within the ambit of PD No. 985, the need to rationalize the academic ranks/salaries/advancement of faculty members in SUCs became apparent due to the application of varied faculty evaluation instruments. As early as 1982, the Philippine Association of State Universities and Colleges (PASUC), together with the DBM, started deliberating on a scheme of upgrading/promoting qualified and deserving faculty members through a process of objective evaluation. This paved the way to the development and adoption of a Common Criteria for Evaluation (CCE) across programs and disciplines which aimed to rationalize academic ranks and salaries.

National Compensation Circular (NCC) No. 33 was issued on January 2, 1985 with retroactive effect on July 1, 1984. This Circular established the position classification and compensation scheme for faculty positions in SUCs. Since then, amendments of certain provisions including improvements of the CCE have been introduced through NCC No. 68, NCC No. 69 and the latest, National Budget Circular (NBC) No. 461. NBC No. 461 is a revision and an update of NCC No. 69 which was exclusively for the faculty positions in SUCs. Under NBC No.

461, Commission on Higher Education (CHED)-supervised higher education institutions (HEIs), Technical Education and Skills Development Authority (TESDA)-supervised Technical Education Institutions (TEIs) and SUCs are covered.

7.1 Coverage

The Position Classification and Compensation Scheme For Faculty Positions (PCCSFP) covers all teaching positions involved in instruction, research and extension activities in all SUCs, CHED-Supervised HEIs and TESDA- Supervised TEIs.

7.2 Common Criteria for Evaluation

As part of the PCCSFP, a CCE is established which shall be the primary basis for recruitment, classification and promotion of a faculty. The CCE is a set of factors consisting of services and achievements which establishes the relative performance of a faculty in the institution for the period of evaluation through the application of a point

system in determining faculty rank and sub-rank. The new CCE which was developed by the CHED and PASUC places more emphasis on advancement and performance rather than on educational qualifications.

7.2.1 The CCE Concept and Objectives

To implement a standardized PCCSFP, it is imperative for all faculty to pass through a CCE that can distinguish the different faculty ranks within institutions, across institutions and across disciplines and fields. The CCE has the following objectives:

- 7.2.1.1 To standardize faculty ranks among institutions;
- 7.2.1.2 To rationalize the salary rate appropriate to a faculty rank;
- 7.2.1.3 To have an instrument for generating the faculty profile across SUCs, HEIs and TEIs;
- 7.2.1.4 To serve as basis for policy decisions for accelerated faculty development; and
- 7.2.1.5 To motivate a faculty to upgrade his/her rank and compensation by improving his/her academic qualifications, achievements and performance.

7.2.2 The Point System

The CCE point system in determining faculty rank and sub-rank is as follows:

7.2.2.1 Major Factors and Maximum Points

Factors	Maximum Number of Points
Educational Qualification	85

Classification and Compensation Scheme for Faculty Positions

Experience and Professional Services	25
Professional Development, Achievement and Honors	90
TOTAL	200

The specific factors and guidelines for determining credit points are in Annex A of this Chapter.

7.2.2.2 Point Allocation Under NBC No. 461

Faculty Rank	Sub-Rank	SG	Point Bracket
Instructor	I	12	65 – Below
	II	13	66 – 76
	III	14	77 – 87
Assistant Professor	I	15	88 – 96
	II	16	97 – 105
	III	17	106 – 114
	IV	18	115 – 123
Associate Professor	I	19	124 – 130
	II	20	131 – 137
	III	21	138 – 144
	IV	22	145 – 151
	V	23	152 – 158
Professor	I	24	159 – 164
	II	25	165 – 170
	III	26	171 – 176
	IV	27	177 – 182
	V	28	183 – 188
	VI	29	189 – 194
College/University Professor		30	195-200

7.2.2.2.1 The highest rank that can be allowed in HEIs and TEIs is Associate Professor V.

7.2.2.2.2 The quota for the rank of Professor shall be 20% of the total number of faculty positions of each SUC.

7.3 Qualitative Contribution Evaluation

- 7.3.1 In addition to the CCE, promotions to higher rank and sub-rank shall be subject to Qualitative Contribution Evaluation (QCE). QCE is the process of determining the eligibility of a faculty candidate for the particular rank and sub-rank indicated by the CCE.
- 7.3.2 Qualitative Contribution (QC) is the continuous improvement towards excellence by a faculty member in all four (4) functional areas of the institution, namely: instruction, research, extension and production.
- 7.3.2.1 For those seeking promotion to the higher sub-rank of Instructor and Assistant Professor, the QC shall be on Teaching Effectiveness.
- 7.3.2.2 For those seeking promotion to the Associate Professor rank, the QC shall be in any two (2) functional areas chosen by the candidate prior to any assessment year.
- 7.3.2.3 For those seeking promotion to the Professor rank, the QC shall be in any three (3) functional areas chosen by the candidate prior to any assessment year.
- 7.3.3 For the QC of Instructors and Assistant Professors, a common evaluation instrument is prepared by a joint committee of CHED, PASUC and TESDA. The evaluation is done by the faculty concerned, his/her peers, his/her supervisor and his/her student beneficiaries.
- 7.3.4 For the QC of Associate Professors and Professors, a common evaluation instrument is prepared by a joint committee of CHED and PASUC. The evaluation is done by the ratee's client, by the direct supervisor, by the stakeholders in the completed projects, and by his/her external and internal communities.

7.4 Accreditation

Accreditation is a screening process for validating the eligibility of a faculty candidate to the rank of Associate Professor or Professor. The process involves written exams and interviews, particularly on substantive issues/ questions related to the field of specialization/ discipline of the candidate.

7.5 Determination of Appropriate Faculty Rank and Salary

- 7.5.1 A faculty member who is assigned on the basis of the CCE and QCE to a sub-rank higher than his/her present rank, or subsequently promoted through

presidential discretion, shall be given the rank and salary corresponding to that higher rank.

7.5.2 A faculty member who merited a higher rank based on the CCE but assigned a lower rank based on the QCE shall be given the rank and salary corresponding to that lower rank.

7.5.3 In the initial implementation of NBC No. 461, a faculty member who is assigned on the basis of the CCE and QCE to a sub-rank lower than his/her present rank shall retain his/her present rank and salary.

7.6 Presidential Discretion

The Head of the SUC, HEI or TEI, may subsequently grant promotions to faculty members for meritorious performance, provided that the aggregate number of sub-ranks involved in all such promotions shall not exceed 15% of the total number of current authorized full-time faculty members annually, provided further that such upward movements shall be limited to the highest sub-rank of the assigned rank as indicated in the CCE. Upward movements to Professor ranks in SUCs and to Associate Professor ranks, in HEIs and TEIs shall similarly be subject to prior evaluation by the Accreditation Committee, to the requirement for appointment to such ranks, and to the quota system prescribed for Professors, in the case of SUCs.

7.7 Appointment to Ranks Below Professor

7.7.1 Instructor I – Entry level, total of CCE points is 65 or less.

7.7.2 Appointment to the ranks of Instructor II to Assistant Professor IV shall be subject to the following requirements:

7.7.2.1 CCE points of at least 66 for the higher sub-rank of the Instructor position and at least 88 for the Assistant Professor position;

7.7.2.2 Earned MA degree for Assistant Professor II to IV; and

7.7.2.3 QC in instruction, otherwise known as Teaching Effectiveness.

7.7.3 Appointment to the rank of Associate Professor shall be subject to the following requirements:

7.7.3.1 CCE points of at least 124;

7.7.3.2 Earned MA degree;

7.7.3.3 QC in at least 2 of the 4 functional areas; and

- 7.7.3.4 Accreditation by a committee of experts constituted by PASUC for candidates entering the Associate Professor rank for the first time; in the case of those in HEIs and TEIs.

7.8 Appointments to Professor Ranks

7.8.1 The minimum criteria for appointment to full Professor ranks are as follows:

- 7.8.1.1 Education - This refers to the relevant doctoral academic degree from a college or university of recognized standing either locally or abroad. However, in highly meritorious and extremely exceptional cases as in areas of specialization or fields of discipline where there is a dearth of doctoral programs or the same are not readily available, the foregoing doctoral degree requirement may be waived.
- 7.8.1.2 Productivity - This refers to significant outputs, contributions and applications and/or use of research results in commercial or industrial projects in relevant fields of applied and natural sciences and includes the following:
- 7.8.1.2.1 Scientific articles in publications of international circulation, and other works of similar nature;
 - 7.8.1.2.2 Discoveries, inventions and other significant original contributions;
 - 7.8.1.2.3 Books, monographs, compendiums and major bodies of published work;
 - 7.8.1.2.4 Transformation of research recommendations to public policy benefiting the country's training of science graduates or significant contribution to manpower development and/or science and technology, practical application of research results in industrial or commercial projects and/or undertakings; and
 - 7.8.1.2.5 Such other criteria which the Accreditation Committee may require as may be warranted by new developments in science and technology.

- 7.8.1.3 Professional standing - This refers to the level of acceptance and recognition in the academic community in terms of professional, moral and ethical integrity.

7.8.2 The appointment to Professor ranks shall be subject to the following requirements:

- 7.8.2.1 CCE points of at least 159;

- 7.8.2.2 Earned doctorate, in the case of Professors IV to VI; where a doctorate is not normally part of career preparation, or where such doctoral program is rare as determined by CHED, the doctoral requirement may be waived, provided that the candidate has an appropriate master's degree, and has earned 20 points in the following areas:

- 7.8.2.2.1 Books, monographs, compendiums, and major bodies of published work;

- 7.8.2.2.2 Scientific articles in publications of international circulation, and other works of similar nature;

- 7.8.2.2.3 Discoveries, inventions and other significant original contributions;

- 7.8.2.2.4 Research recommendations transformed to public policy benefiting the country;

- 7.8.2.2.5 Supervision, tutoring or coaching of graduate scientists and technologists; and

- 7.8.2.2.6 Research results applied or utilized in industrial and/or commercial projects or undertaking.

- 7.8.2.3 QC in at least 3 of the 4 functional areas; and

- 7.8.2.4 Accreditation by a committee of experts constituted by PASUC for candidates entering the Professor rank for the first time.

7.8.3 Limitations

The following guidelines set the limitations for appointment to Professor ranks:

- 7.8.3.1 The number of Professor positions shall not exceed 20% of the total number of faculty positions in the SUC concerned; and
- 7.8.3.2 An applicant who fails in the accreditation process including those who qualify as Professors but are in excess of the quota for Professor ranks shall be appointed to the position of Associate Professor V.

7.9 Appointments to College/University Professor Ranks

7.9.1 The following are deemed qualified for appointment as College/ University Professors:

- 7.9.1.1 Deserving faculty members, occupying Professor positions who satisfy the qualification for accreditation under item 7.9.5 hereof and duly accredited by the PASUC Accreditation Committee;
- 7.9.1.2 SUC Presidents and Vice-Presidents or their equivalents who opt to receive the basic salary pertaining to their assigned academic rank under the CCE, and those who opt to return to teaching due to their resignation/retirement not for cause before the expiration of their fixed terms of office provided that they have complied with the requirements prescribed for College/University Professors; and
- 7.9.1.3 SUC Presidents/Vice-Presidents who opt to return to teaching after the expiration of their fixed terms of office may be appointed as College/University Professors subject to the provisions of NBC No. 461, insofar as pertinent, in addition to the slots available for deserving faculty members.

Thereafter, any vacancy arising from the retirement/ resignation of a faculty member appointed as College/ University Professor, shall not be filled until such time that the SUC President/Vice-President similarly appointed as College/University Professor has retired/resigned from the government service.

7.9.2 The following are the requirements for appointment as College/University Professor:

- 7.9.2.1 CCE points of at least 195;
- 7.9.2.2 Earned doctorate;

7.9.2.3 Professorial accreditation, in case of a faculty;

7.9.2.4 A pass from a Screening Committee, duly constituted by PASUC; and

7.9.2.5 QC in at least 3 out of the 4 functional areas.

7.9.3 Limitations

The following guidelines set the limitations for appointment as College or University Professor:

7.9.3.1 Only one position of College Professor, per college, is authorized for every 6 years, the total of which shall not exceed the number of authorized colleges and external campuses of the respective SUC;

7.9.3.2 Only one position of University Professor, per University, is authorized for every 6 years, the total of which shall not exceed 5% of the total number of accredited full professors in the university concerned; and

7.9.3.3 The classification of existing College Professor positions at SG-29 whose incumbents were appointed based on the previous point allocation under NCC No. 69 shall be coterminous with the incumbents. Hence, upward movements of incumbents of positions of College Professor, SG-29, to the new rank of College/University Professor, SG-30, is not automatic. The salary grade of incumbents thereof who were accredited under NCC No. 69 shall remain at SG-29 until they qualify as College/University Professor based on the point allocation under NBC No. 461.

7.9.4 Screening Process

Upon recommendation by the institution head concerned, all candidates for the rank of College/University Professor shall undergo screening by an independent body, to be organized by the Philippine Association of State Universities and Colleges (PASUC).

7.9.5 Qualifications for Accreditation as College/University Professor

7.9.5.1 He/She must be an outstanding scholar and scientist as shown in the quality of his/her publications and researches in his/her principal field of study and in allied fields; or he/she must have

manifested outstanding performance in his/her executive leadership role.

7.9.5.2 He/She must have expert knowledge in one field or division and familiar with at least one other subject within another division.

7.9.5.3 He/She must be known for intellectual maturity and objectivity in his/her judgment.

7.9.5.4 He/She must have a high reputation among his/her colleagues and other scholars for his/her mastery of the subject of his/her specialization.

7.9.5.5 Recognition and esteem could be manifested in the following ways:

7.9.5.5.1 His/her contributions to the advancement of his/her fields of specialization are recognized by colleagues, here and abroad.

7.9.5.5.2 He/She is published in the most respected learned journals in his/her field of specialization.

7.9.5.5.3 His/Her works are worldly acclaimed and provoke spirited discussions among scholars, often from various disciplines.

7.9.5.5.4 He/She is often invited to other universities and scholarly gatherings for the originality of his thoughts.

7.9.5.5.5 He/She is accorded various forms of honors (awards, chairs, titles, etc.).

7.10 Conversion of Teaching and Teaching-Related Positions in CHED-supervised HEIs and TESDA- supervised TEIs Integrated into SUCs

7.10.1 To preclude position downgrading implications, the existing teaching/teaching related positions integrated with the staffing pattern of newly converted SUCs shall be initially converted/retitled to their lateral equivalent SUC faculty positions based on salary grades without the need for prior evaluation under NBC No. 461.

Examples:

	<u>From</u>	<u>To</u>
	Secondary School Principal II, SG-19	Associate Professor I, SG-19
	Master Teacher II, SG-17	Assistant Professor III, SG-17
	Head Teacher III, SG-15	Assistant Professor I, SG-15
7.10.2	All positions of Teacher I, SG-10, Teacher II, SG-11, and Teacher III, SG-12, shall be automatically converted/retitled to Instructor I, SG-12.	
7.10.3	The initial faculty ranks shall serve as bases for future movements/promotions to higher level positions. Should the ensuing evaluation under NBC No. 461 result in the downgrading of the initial ranks, the faculty concerned shall retain his/her assigned rank and salary grade at conversion until he/she qualifies for a higher rank.	
7.10.4	Teaching positions handling laboratory classes in teacher education courses may be converted/retitled to faculty positions provided they serve as critic teacher in such teacher education courses and each attends to at least three (3) practicum students at the senior level.	

7.11 Role of Agencies in the Implementation of NBC No. 461

7.11.1. Role of SUCs, HEIs and TEIs

The heads of SUCs, HEIs and TEIs shall submit the Personal Services Itemization and Plantilla of Personnel (PSIPOP) reflecting the modifications in rank/sub-rank and the corresponding salary adjustments of faculty members concerned together with the CCE Computer Print-out and pertinent evaluation documents.

7.11.2. Role of DBM

The DBM Regional Offices (ROs) shall verify and post-audit the PSIPOP. The DBM ROs shall then prepare the Notice of Organization, Staffing and Compensation Action (NOSCA) reflecting the changes in the rank/sub-rank and salaries of faculty members concerned in the respective institution.

7.12 Evaluation Cycle

As a matter of policy, the evaluation may be undertaken every odd year for SUCs. In the case of HEIs and TEIs, the evaluation may be undertaken every even year.

7.13 Additional Compensation for Faculty

7.13.1 Honoraria for Teaching Overload

Faculty members are entitled to honoraria for services rendered in excess of the regular teaching load. Honoraria shall be based on the Prime Hourly Teaching Rate (PHTR) which shall be computed as follows:

7.13.1.1 For undergraduate program

$$\text{PHTR} = \frac{\text{AR}}{\text{W}} \times \text{T} = \frac{\text{AR}}{1600} \times 1.25 = 0.000781 \text{ AR W}$$

Where:

AR = annual salary rate of each faculty proposed to be paid honoraria

W = Total teaching hours (40hrs/week multiplied by 40 weeks or 1600 hrs.)

T = 1.25 or 125% of the faculty's remuneration for services in excess of 6 hours of actual teaching per day but not more than 2 hours

7.13.1.2 For graduate program

7.13.1.2.1 For faculty members with Bachelor's degrees and with special vocational preparation

$$\text{PHTR} = \frac{\text{AR}}{1,296} \times 1.5 = 0.0012 \text{ AR}$$

7.13.1.2.2 For faculty members with Master's degrees

$$\text{PHTR} = 0.0014 \text{ AR}$$

7.13.1.2.3 For faculty members with Doctorate Degrees

$$\text{PHTR} = 0.0015 \text{ AR}$$

7.13.1.3 Reduced Teaching Load for Faculty Assigned with Workload Other than Teaching

In the determination of the load of a faculty who is given assignments other than teaching, the following allowable percentage weights are adopted:

- 25% of the official time of faculty members concerned shall be credited to actual teaching load; and
- 75% of the official time of faculty members concerned shall be allotted for workload other than teaching in connection with research and extension functions, or as a Dean/Department Head or Director.

Specific Factors and Guidelines for Determining Credits Points Under the Common Criteria for Evaluation

1. Educational Qualifications ----- 85 pts.

1.1 Highest relevant academic degree or educational attainment with the following maximum points credits

1.1.1	Doctorate Degree	85
1.1.2	Master's Degree	65
1.1.3	LLB and MD	65

The MD shall be considered a Doctorate degree if the holder is teaching in a College of Medicine

1.1.4	Diploma course (above a bachelor's degree).....	55
1.1.5	Bachelor's degree (4 years)	45

In the case of a Bachelor's degree which is more than 4 years, additional credit of 5 points is given for every year over 4 years

1.1.6 Special Courses

- 3-year post secondary course.....30
- 2-year post secondary course.....25

1.2 Additional equivalent and relevant degree earned

1.2.1	Additional Master's degree.....	4
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1.2.2 Additional Bachelor's degree.....3

An additional equivalent and relevant degree earned related to the present position refers to another degree on the same level as the advanced degree that the faculty has already earned.

Relevance is the applicability of the degree to teaching and to the subjects the faculty is teaching, or the duties and functions other than teaching which the faculty performs.

For example, a holder of an M.S. in Math acquired a degree in M.S. Physics. However, an M.A. holder, who acquired 2 bachelor degrees like A.B., BSE, shall be credited only for his/her M.A. degree.

1.3 Additional credits earned

1.3.1 For every 3 units earned toward a higher approved degree course (maximum of 10 pts.)1

2. Experience and Professional Services----- 25 pts.

The services and experiences of a faculty who is designated to an administrative position like Vice-President, Dean, Director, etc., shall be credited only once, whichever is highest, within the period of his/her designation.

2.1 For every year of full-time academic service in a state institution of higher learning..... 1

Academic service refers to teaching in college or doing research and extension functions.

A year means at least 2 semesters.

Full-time service means the official full-time equivalent load (FTEL) hours of actual teaching or its equivalent in other functions approved by the institution's Board of Regents/Board of Trustees.

State institution of higher learning refers to a chartered SUC, CHED-Supervised HEI or TESDA-Supervised TEI whose main function and responsibility is tertiary education and which offers degree programs.

2.2 For every year of full-time academicservice in an institution of higher learning other than SUCs, CHED- Supervised HEIs and TESDA- Supervised TEIs;service in a public or private research institution.....0.75

Academic service refers to teaching in the tertiary level in an institution of higher learning which is not a SUC, CHED-Supervised HEI or TESDA-Supervised TEI, or doing research on a professional level in a research institution.

2.3 For every year of administrative designation as:

a. President.....	3.0
b. Vice-President.....	2.5
c. Dean/Director/School Superintendent.....	2.0
d. Principal/Supervisor/Department.....	1.0
Chairperson/Head of Unit	

2.4 For every year of full-time industrial/agricultural/teaching experience as:

a. Engineer, Plant/Farm Manager.....	1.5
b. Technician.....	1.0
c. Skilled Worker.....	.0.5

2.5 For every year of experience as:

a. Cooperating Teacher.....	1.5
b. Basic Education Teacher.....	1.0

3. Professional Development Achievement and Honors.....90 pts.

3.1 Innovations, patented inventions, publications and other creative works (maximum of 30 pts.)

3.1.1 For every cost and time-saving	1 to 7
innovation, patented invention	
and creative work as well as	
discovery of an educational,	
technical, scientific and/or cultural	
value	

Sub-categories under 3.1.1 are as follows: A.

Inventions

These are original patented (or must have patent pending) works which have direct contribution to education, science and technology. The basis for the weight is the patent score.

Criteria	Credits
1. If patented	Multiply patent score by weight assigned according to criterion of utility
2. If patent pending	Multiply patent by weight according to utility

Per invention or discovery the following additional criteria and point allocations are prescribed:

Commercial utility on:

- an international scale..... 7
- a national scale..... 5
- institutional level 2

The accrediting bodies for these factors on the international and national scale are:

- Science and technologyDOST
- Education.....DECS/CHED/TESDA

For the institutional level, a University Committee shall be the accrediting body. The patent paper/document must be presented to ascertain patent score. Credit points are divided equally among 2 or more individuals claiming credit for the same invention.

B. Discoveries

A discovery must be the first of its kind or not of common knowledge. It shall be the result or product of the research of an individual or a group of faculty.

Criteria	Credits
1. Originality, educational impact, documentation	60% of 7 (0.6 x 7)
2. Evidence of wide dissemination, e.g. exhibits, publications	40% of 7 (0.4 x 7)

Where there are more than one proponent, the points are to be divided equally among them. If only one factor, e.g., (1), is satisfied, credit is awarded only for that factor.

C. Creative work has to satisfy one or more of the following criteria:

- | | |
|---|-------------------|
| 1. Originality | 25% of 1 – 7 pts. |
| 2. Acceptability and recognition | 25% of 1 – 7 pts. |
| 3. Relevance and value | 25% of 1 – 7 pts. |
| 4. Documentation and evidence
of dissemination | 25% of 1 – 7 pts. |

3.1.2 For every published book, original, edited, or compiled, copyrighted/published within the last 10 years

- | | |
|----------------------------|-------|
| a. As original author..... | 3 - 7 |
| b. As co-author..... | 2 – 5 |
| c. As reviewer..... | 1 - 4 |
| d. As translator..... | 1 – 4 |
| e. As editor..... | 1 – 3 |
| f. As compiler..... | 1 - 2 |

The factors and their weights are:

Textbooks, including Science and Technology and references

Role	Tertiary	High School	Elementary
Single author	7 pts.	5 pts.	4 pts.
Co-author	5	3	2
Reviewer	4	2	1
Translator	4	2	1
Editor	3	2	1
Compiler	2	1	1

3.1.3 For every scholarly research/monograph/educational technical articles in a technical/scientific/professional journal

- | | |
|-----------------------|---|
| a. International..... | 5 |
| b. National..... | 3 |
| c. Local..... | 2 |

3.1.4 For every instructional manual/audio-visual material developed and approved for use.....1-3

Under this item are approved and published sets of complete modules, laboratory manuals, operation manuals, workbooks, teaching guides, including software, prototype and computer-aided instruction materials. Syllabi, flip- charts, compiled copies of machine-copied documents, mock-ups are not considered under this item. Those which can be credited are approved by the department or college for instructional purposes.

<u>Role</u>	<u>Credit</u>
Single author or maker	Full
Co-author, co-maker	Half

For credits to be granted, as sample of the material and a certification by the College/Department as to its usefulness and acceptability for instruction must be presented.

3.2 For expert services, training and active participation in professional/technical activities (Maximum of 30 pts.)

3.2.1 Training and Seminars (Maximum of 10 pts.)

- 3.2.1.1 For every training course with a duration of at least one year (Pro-rated for less than a year and not to exceed 10 pts.)
- a. International.....5
 - b. National.....3
 - c. Local.....2

- 3.2.1.2 For certified industrial, agro-industrial1/120h or fishery training (maximum of 5 pts.)

- 3.2.1.3 For participation in conferences, seminars, workshops
- a. International..... 3
 - b. National..... 2
 - c. Local..... 1

3.2.2 Expert services rendered (Maximum of 20 pts.)

- 3.2.2.1 For serving as a short-term consultant/expert in an activity of an educational, technological, professional, scientific or cultural nature (foreign or local) sponsored by the government or other agencies
- a. International..... 5
 - b. National..... 3
 - c. Local..... 2

- 3.2.2.2 For services rendered as coordinator, lecturer, resource person or guest speaker in conferences, workshops, and/or training courses
- a. International..... 5
 - b. National..... 3
 - c. Local..... 2
- 3.2.2.3 For expert services as adviser in doctoral dissertations, masteral and undergraduate theses (maximum of 10 pts.)
- a. Doctoral dissertation.....1.00
 - b. Masteral thesis0.50
 - c. Undergraduate thesis.....0.25
- 3.2.2.4 For certified services as reviewer/examiner in the Professional Regulations Commission (PRC) or in the Civil Service Commission.....1
- 3.2.2.5 For expert services in accreditation work as member of the Board of Directors, member of the Technical Committee or Consultant Group.....1
- 3.2.2.6 For expert services in trade skill certification.....1
- 3.2.2.7 For every year of service as coach/trainer in sports or adviser of student organization.....1
- 3.3 Membership in professional organizations/honor societies and honors received (maximum of 10 pts.)
- 3.3.1 For current individual membership in relevant professional organization(s)
- a. Learned Society
 - Full 2
 - Associate 1
 - b. Honor 1
 - c. Scientific 1
 - d. Professional
 - Officer..... 1
 - Member..... 0.5

3.3.2 For undergraduate academic honors earned:

Summa Cum Laude.....	5
Magna Cum Laude.....	3
Cum Laude.....	1

3.3.3 Scholarship/Fellowship - This may be degree or non-degree granting.

a. International, competitive	
Doctorate.....	5
Masteral.....	4
Non-Degree.....	3
b. International, non-competitive	
Doctorate.....	3
Masteral.....	2
Non-degree.....	2
c. National/Regional, competitive	
Doctorate.....	3
Masteral.....	2
Non-degree.....	1
d. National/Regional, non-competitive	
Doctorate.....	2
Masteral.....	1
e. Local, competitive or non-competitive	

3.4 Awards of distinction received in recognition of achievements in relevant areas of specialization/profession and/or assignment of the faculty concerned

a. International.....	5
b. National/Regional.....	3
c. Local.....	2

3.5 Community outreach (maximum of 5 points)

3.5.1 For every year of participation in service-oriented projects in the community.....	1
--	---

3.6 Professional examinations

3.6.1 For every relevant licensure and other professional examinations passed (maximum of 10 pts.)

- | | |
|--|---|
| a. Engineering, Accounting, Medicine,
Law, Teacher's Board,
etc | 5 |
| b. Marine Board/Seaman Certificate;
Master Electrician Certificate, Master Plumber
Certificate, Plant Mechanic Certificate;
Professional Radio Operator
Certificate..... | 2 |
| c. Other trade skill certificate..... | 1 |

Appendix B
Letter to Validators

Philippine Normal University
College of Graduate Studies
DEPARTMENT OF EDUCATIONAL MANAGEMENT, MEASUREMENT AND
EVALUATION
Taft, Manila

February 1, 2013

Sir / Madam:

The undersigned is presently working on her dissertation entitled “Developing a Faculty Welfare and Development Manual for City – run Colleges in a Region”. In this connection, she requests your kind support and assistance in validating the attached questionnaire. She strongly believes that your experience and expertise will greatly contribute in the improvement of the research instruments. Please feel free to change the word/s that you think is/are inappropriate.

Attached likewise, are the statement of the problem and conceptual framework for your reference purposes.

The valuable time and expertise you shared are gratefully appreciated.

Respectfully,

CAROLINA A. SARMIENTO
Ph. D Student

Noted by:

DR. JOSE OCAMPO JR.
Dissertation Adviser

DR. JOSE RIZAL G. SANCHEZ
Dissertation Adviser

Appendix C

Areas of Coverage of the 1997 ILO/UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel

The 1997 Recommendation addresses similar key areas as the 1966 Recommendation, but with regard to higher education teachers and research personnel. It also emphasizes important aspects such as academic freedom and institutional autonomy. Specifically, the 1997 Recommendation addresses:

- **Professionalism** - “Teaching in higher education is a profession: it is a form of public service that requires of higher education personnel expert knowledge and specialized skills acquired and maintained through rigorous and lifelong study and research; it calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research.” (III.6)
- **Institutional autonomy and accountability** – “Autonomy is that degree of self governance necessary for effective decision making by institutions of higher education regarding their academic work, standards, management and related activities consistent with systems of public accountability, especially in respect of funding provided by the state, and respect for academic freedom and human rights.” (V.A. 17)
- **Individual rights and freedom** – “Higher education teaching personnel have a right to carry out research work without any interference, or any suppression, in accordance with their professional responsibility and subject to nationally and internationally recognized professional principles of intellectual rigour, scientific inquiry and research ethics. They should also have the right to publish and communicate the conclusions of the research of which they are authors or co-authors...” (VI.A.29)
- **Terms and conditions of employment** – “Higher education teaching personnel should enjoy a just and open system of career development including fair procedures for appointment, tenure where applicable, promotion, dismissal and other related matters.” (IX.A. 43.a)
- **Security of employment** – “Tenure or its functional equivalent, where applicable, should be safeguarded as far as possible even when changes in the organization of or within a higher education institution or system are made, and should be granted, after a reasonable period of probation, to those who meet stated objective criteria in teaching, and / or scholarship, and / or research to the satisfaction of the institution of higher education.” (IX.B. 46)
- **Appraisal** – “Higher education institutions should ensure that: a.) evaluation and assessment of the work of higher education teaching personnel are an integral part of the teaching, learning and research process, and that their major function is the development of individuals in accordance with their interest and capacities; b.) evaluation is based only on academic criteria or professional duties as interpreted by academic peer...; f.) higher education teaching personnel have the right to appeal to an impartial body against assessments which they deem to be unjustified.” (IX.47)

- **Negotiation of terms and conditions of employment** – “ Higher education teaching personnel should enjoy the right to freedom of association, and this right should be effectively promoted. Collective bargaining or an equivalent procedure should be promoted in accordance with standards of the International Labour Organization (ILO)...” (IX.E.52)
- **Terms and conditions of employment of women, disabled, and part-time higher education teaching personnel** – “All necessary measures should be taken to ensure equality of opportunity and treatment of women higher education teaching personnel and that conditions of work of disabled higher education teaching personnel are consistent with international standards (IX.H. 70 and IX. H. 71); part – time higher education should enjoy equivalent basic conditions of employment and benefits equivalent to those of higher education teaching personnel employed on a full - time basis.” (IX. H.72)

Appendix D
List of Expert Validators

VALIDATOR'S NUMBER	DESIGNATION	OFFICE
1	Professor	PNU, Manila
2	Professor	PNU, Manila
3	Professor	PNU, Manila
4	Professor	PNU, Manila
5	Vice – President for Academic Affairs	City College of Angeles
6	Professor	PNU, Manila
7	Professor	PNU, Manila
8	Professor	PNU, Manila
9	Dean, Institute of Education	City College of Angeles
10	President, ALCU member institution	ALCU Region 3

Appendix E
Research Instrument for Validation
For Administrators and Faculty Respondents

Directions: Below are the lists of components with their respective indicators. Please evaluate each component and indicators if they appropriately represent the degree of participation in Human Resource Development. Place a check mark if an indicator is an appropriate indicator of the component. Please feel free to rephrase or add more indicators in each component if you believe that there is a need to do so. Use the following scale in indicating your response.

3 - Very Appropriate

2 - Appropriate

1 - Not Appropriate

PART I. RECRUITMENT AND SELECTION	Very Appropriate	Appropriate	Not Appropriate	Comments and Suggestions
The faculty				
1. goes through a clear system reflected on actual procedure followed during recruitment				
2. is aware of the qualification standards clearly stated on job openings				
3. is aware of the strict implementation of qualification standards based on initial rank assigned and teaching loads given				
4. finds the system of employment confusing				
5. is aware of the effectivity of appointment as well as their employment status (e.g casual, contractual, temporary, permanent) upon selection				
6. is aware of the ethical standards of behavior expected of him/her by the institution				
7. is made aware of reasons for non-selection, non-retention or separation from service				
8. is made aware that his/her character is assessed and his performance is rated for professional development purposes				
Others, please specify				
1				
2				
3				
4				
5				
PART II. PROFESSIONAL TRAINING AND DEVELOPMENT				
Orientation				
The faculty is oriented				
1. on the institution's mission, vision and objectives to contribute to the development of the institution				

	Very Appropriate	Appropriate	Not Appropriate	Comments and Suggestions
2. on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders				
3. on the salaries and benefits given by the institution				
4. on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual				
5. on his/ her the roles and responsibilities as a professional teacher, researcher and community servant				
6. on the need to update him/herself professionally for personal and professional development				
Others, please specify				
1				
2				
3				
4				
5				
Professional Development Program				
The faculty				
1. is encouraged to engage in continuing professional education (M.A./PH.D)to be constantly updated in his/her field of specialization				
2. sees himself/herself as one in the institution in providing quality education through professional education and research				
3. is informed of available training opportunities in and outside the institution				
4. is assigned different tasks apart from teaching to enable him/her to explore his/her other capabilities				
5. is sent to seminars outside the institution and is given meal,transportation, and registration incentives				
6. is given equal opportunities to attend seminars and trainings outside the institution				
7. shares knowledge and skills learned from previously attended sminars through echo seminars given to colleagues				
8. regularly meets with the immediate superior to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission				
9. sees himself as a partner of the institution in promoting quality education				

	Very Appropriate	Appropriate	Not Appropriate	Comments and Suggestions
10. is provided with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants				
11. is encouraged to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution				
12. is informed of scholarship granting institutions outside the institutionl (e.g CHED,Fullbright etc)				
13. is given enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion				
The Program:				
1. is aligned to the vision and mission of the institution				
2. is based on the needs of the faculty members from each department				
3. gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution				
4. provides in- service trainings based on the discipline taught by the faculty				
5. establishes linkages to scholarship granting institutions in and outside the country				
6. announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies				
7. opens promotional opportunities for faculty members who finish their graduate or post-graduate studies				
8. encourages faculty to do research through incentives given like, research grant, deloading, financial assistance				
9. encourages and supports faculty members to present their research both nationally and internationally				
Others, please specify				
1				
2				
3				
4				
5				
PART III. ASSESSMENT AND PROMOTION SCHEME	Very Appropriate	Appropriate	Not Appropriate	Comments and Suggestions
The performance assessment and evaluation scheme:				
1. properly assesses the work performance of the faculty regularly vis-a-vis the institution's standards				
2. develops faculty performance by identifying areas of improvement				

3. encourages feedback and immediate response from the faculty during post conferences				
4. gives timely feedback on performance and realistic amount of time and support in enhancing one's performance				
5. ensures that good performance and areas of improvement are equally identified				
6. focuses on issues of concern rather than on personalities				
7. encourages professional advancement of the faculty through promotional opportunities that goes with it				
8. is an on - going and continuous exercise to help both the faculty and the institution's growth				
9. gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations				
10. is generally fair and acceptable to both administrator and faculty				
Others, please specify				
1				
2				
3				
4				
5				
PART IV. FRINGE BENEFITS AND WELLNESS				
The institution				
1. sees to it that the faculty is acquainted with the benefits offered during orientation				
2. has a benefit program that makes the faculty members feel that the institution cares for their welfare				
3. ensures that benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)				
4. provides benefits outside of those mandated by law like;				
a. transportation and meal allowance during seminars and conferences				
b. hospitalization plans				
c. emergency leave				
d. subsidies to membership in professional or civic organizations				
e. recreational and physical fitness facilities				
f. conduct of health fairs focused on the importance of living a healthy lifestyle				
5. ensures that medical and health care benefits are processed on time in case of sickness or hospitalization				

6. sees to it that questions about benefits are entertained and sufficiently answered				
7. gives benefits that motivates faculty to do better at work				
8. helps develop productive and happy faculty members through fringe benefits offered				
9. provides fair benefits to faculty with equal ranks to avoid professional jealousy				
PART V. RETIREMENT SCHEME AND BENEFITS				
The scheme:				
1. has a pre-retirement program that helps future retiree gain an awareness of various concerns and types of adjustment they make upon retirement like;				
a. living on a reduced income				
b. joblessness				
c. lost esteem				
2. gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement				
3. provides the necessary information that would familiarize the faculty with the pros and cons of retirement				
4. provides an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)				
5. helps retirees to develop into competitive, pro-active and worthy duty-bound citizens even after retirement by encouraging them to join civic organizations and other clubs that would allow them to serve the community (e.g. social clubs, civic organizations,religious organizations)				
6. introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)				
Others, please specify				
1				
2				
3				
4				
5				

Appendix F
Summary of the Results of Instrument Validation

INDICATORS	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E	X	VI
PART I. RECRUITMENT AND SELECTION													
The faculty													
1. goes through a clear system reflected on actual procedure followed during recruitment	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
2. is aware of the qualification standards clearly stated on job openings	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
3. is aware of the strict implementation of qualification standards based on initial rank assigned and teaching loads given	3	3	3	2	3	2	3	2	3	2	26	2.6	VA
4. finds the system of employment confusing	3	3	3	1	1	1	1	2	1	2	18	1.8	NA
5. is aware of the effectivity of appointment as well as their employment status (e.g casual, contractual, temporary, permanent) upon selection	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
6. is aware of the ethical standards of behavior expected of him/her by the institution	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
7. is made aware of reasons for non-selection, non-retention or separation from service	3	3	3	2	3	2	3	2	3	2	26	2.6	VA
8. is made aware that his/her character is assessed and his performance is rated for professional development purposes	3	3	3	3	3	1	3	2	3	2	26	2.6	VA

PART II. PROFESSIONAL TRAINING AND DEVELOPMENT														
Orientation														
The faculty is oriented														
1. on the institution's mission, vision and objectives to contribute to the development of the institution	3	3	3	3	3	3	3	2	3	2	28	2.8	VA	
2. on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders	3	3	3	2	3	2	3	2	3	2	26	2.6	VA	
3. on the salaries and benefits given by the institution	3	3	3	2	3	3	3	2	3	2	27	2.7	VA	
4. on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual	3	3	3	3	3	3	3	2	3	2	28	2.8	VA	
5. on his/ her the roles and responsibilities as a professional teacher, researcher and community servant	3	3	3	3	3	3	3	2	3	2	28	2.8	VA	
6. on the need to update him/herself professionally for personal and professional development	3	3	3	2	3	3	3	2	3	2	27	2.7	VA	
Professional Development Program														
The faculty														
1. is encouraged to engage in continuing professional education (M.A./PH.D)to be constantly updated in his/her field of specialization	3	3	3	2	3	3	3	2	3	2	27	2.7	VA	

2. sees himself/herself as one in the institution in providing quality education through professional education and research	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
3. is informed of available training opportunities in and outside the institution	3	3	3	2	3	1	3	2	3	2	25	2.5	A
4. is assigned different tasks apart from teaching to enable him/her to explore his/her other capabilities	3	3	3	2	1	3	3	2	3	2	25	2.5	A
5. is sent to seminars outside the institution and is given meal, transportation, and registration incentives	3	3	3	2	3	1	2	2	2	2	23	2.3	A
6. is given equal opportunities to attend seminars and trainings outside the institution	3	3	3	3	1	1	3	2	3	2	24	2.4	A
7. shares knowledge and skills learned from previously attended seminars through echo seminars given to colleagues	3	3	3	3	2	2	3	2	3	2	26	2.6	VA
8. regularly meets with the immediate superior to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
9. sees himself as a partner of the institution in promoting quality education	3	3	2	1	3	3	3	2	3	2	25	2.5	A
10. is provided with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants	3	3	3	2	3	2	3	2	3	2	26	2.6	

11. is encouraged to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
12. is informed of scholarship granting institutions outside the institutionl (e.g CHED,Fullbright etc)	3	3	3	3	3	1	3		3		22	2.8	VA
13. is given enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion	3	3	3	3	3	2	3	2	3	2	27	2.7	VA
The Program:													
1. is aligned to the vision and mission of the institution	3	3	3	1	3	3	3	2	3	2	26	2.6	VA
2. is based on the needs of the faculty members from each department	3	3	3	1	3	3	3	2	3	2	26	2.6	VA
3. gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution	3	3	3	3	3	1	3	2	3	2	26	2.6	VA
4. provides in- service trainings based on the discipline taught by the faculty	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
5. establishes linkages to scholarship granting institutions in and outside the country	3	3	3	3	3	2	3	2	3	2	27	2.7	VA
6. announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies	3	3	3	2	3	2	3	2	3	2	26	2.6	VA

7. opens promotional opportunities for faculty members who finish their graduate or post-graduate studies	3	3	3	2	3	1	3	2	3	2	25	2.5	A
8. encourages faculty to do research through incentives given like, research grant, deloading, financial assistance	3	3	3	3	3	2	3	2	3	2	27	2.7	VA
9. encourages and supports faculty members to present their research both nationally and internationally	3	3	3	3	3	2	3	2	3	2	27	2.7	VA
PART III. ASSESSMENT AND PROMOTION SCHEME													
The performance assessment and evaluation scheme:													
1. properly assesses the work performance of the faculty regularly vis-a-vis the institution's standards	3	3	3	3	3	3	3	2	3	2	28	2.8	VA
2. develops faculty performance by identifying areas of improvement	3	3	3	3	3	3	1	2	1	2	24	2.4	A
3. encourages feedback and immediate response from the faculty during post conferences	3	3	3	2	3	1	1	2	1	2	21	2.1	A
4. gives timely feedback on performance and realistic amount of time and support in enhancing one's performance	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
5. ensures that good performance and areas of improvement are equally identified	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
6. focuses on issues of concern rather than on personalities	3	3	3	2	3	1	3	2	3	2	25	2.5	A

7. encourages professional advancement of the faculty through promotional opportunities that goes with it	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
8. is an on - going and continuous exercise to help both the faculty and the institution's growth	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
9. gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
10. is generally fair and acceptable to both administrator and faculty	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
PART IV. FRINGE BENEFITS AND WELLNESS													
The institution													
1. sees to it that the faculty is acquainted with the benefits offered during orientation	3	3	3	2	3	3	3	2	2	2	26	2.6	VA
2. has a benefit program that makes the faculty members feel that the institution cares for their welfare	3	3	3	3	3	1	3	2	2	2	25	2.5	A
3. ensures that benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)	3	3	3	3	3	3	3	2	2	2	27	2.7	VA
4. provides benefits outside of those mandated by law like;													
a. transportation and meal allowance during seminars and conferences	3	3	3	2	3	1	2	2	2	2	23	2.3	A
b. hospitalization plans	3	3	3	2	3	1	1	2	1	2	21	2.1	A
c. emergency leave	3	3	3	2	3	1	3	2	2	2	24	2.4	A
e. recreational and physical fitness facilities	3	3	3	2	3	1	2	2	2	2	23	2.3	A
f. conduct of health fairs focused on the importance of living a healthy lifestyle	3	3	3	2	3	1	3	2	2	2	24	2.4	A

5. ensures that medical and health care benefits are processed on time in case of sickness or hospitalization	3	3	3	2	3	1	3	2	2	2	24	2.4	A
6. sees to it that questions about benefits are entertained and sufficiently answered	3	3	3	2	3	3	3	2	2	2	26	2.6	VA
7. gives benefits that motivates faculty to do better at work	3	3	3	3	3	1	3	2	2	2	25	2.5	A
8. helps develop productive and happy faculty members through fringe benefits offered	3	3	3	3	3	1	3	2	2	2	25	2.5	A
9. provides fair benefits to faculty with equal ranks to avoid professional jealousy	3	3	3	3	3	2	3	2	2	1	25	2.5	A
PART V. RETIREMENT SCHEME AND BENEFITS													
The scheme:													
1. has a pre-retirement program that helps future retiree gain an awareness of various concerns and types of adjustment they make upon retirement like;													
a. living on a reduced income	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
b. joblessness	3	3	3	2	3	3	3	2	3	2	27	2.7	VA
c. lost esteem	3	3	3	2	1	3	3	2	3	2	25	2.5	A
2. gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement	3	3	3	3	3	1	3	2	3	2	26	2.6	VA
3. provides the necessary information that would familiarize the faculty with the pros and cons of retirement	3	3	3	3	3	3	3	2	3	2	28	2.8	VA

4. provides an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)	3	3	3	3	3	3	3	2	2	2	27	2.7	VA
5. helps retirees to develop into competitive, pro-active and worthy duty-bound citizens even after retirement by encouraging them to join civic organizations and other clubs that would allow them to serve the community	3	3	3	2	3	1	3	2	2	2	24	2.4	A
(e.g. social clubs, civic organizations, religious organizations)													
6. introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)	3	3	3	3	3	3	3	2	2	2	27	2.7	VA

Interpretation:

2.6 - 3.0 = The item is very appropriate (VA)

1.6 - 2.5 = The item is appropriate (A)

1.0 - 1.5 = The item is not appropriate (NA)

Summary of Mean:

A. Recruitment and selection	2.6
B. Professional Training and Development	2.6
C. Assessment and Promotion Scheme	2.6
D. Fringe Benefits and Wellness	2.4
E. Retirement Scheme and benefits	2.6
General Mean	2.6

Appendix G

Improvement of the Items Based on Results of Face Validation

ORIGINAL ITEMS	MODIFIED AND ENHANCED ITEMS
PART I. RECRUITMENT AND SELECTION	PART I. RECRUITMENT, SELECTION AND RETENTION POLICY
The faculty	The institution
1. goes through a clear system reflected on actual procedure followed during recruitment	1. has a clear system reflected on actual recruitment procedure followed during recruitment
2. is aware of the qualification standards clearly stated on job openings	2. clearly states on job openings the required qualification standards needed for the position applying for
3. is aware of the strict implementation of qualification standards based on initial rank assigned and teaching loads given	3. assigns the initial rank and the teaching loads based on qualification standards
4. finds the system of employment confusing	4. has a well - defined system of employment
5. is aware of the effectivity of appointment as well as their employment status (e.g. casual, contractual, temporary, permanent) upon selection	5. communicates to the faculty the effectivity of appointment upon selection
6. is aware of the ethical standards of behavior expected of him/her by the institution	6. explains the employment status of the faculty (e.g casual, contractual, temporary, permanent) upon selection
7. is made aware of reasons for non-selection, non-retention or separation from service	7. explains the ethical standards of behavior expected of a faculty member
8. is made aware that his/her character is assessed and his performance is rated for professional development purposes	8. communicates the reasons for non-selection, non-retention or separation from service
	9. informs the faculty that his/her character is assessed and his/her performance is rated for professional development purposes
PART II. PROFESSIONAL TRAINING AND DEVELOPMENT	PART II. PROFESSIONAL TRAINING AND DEVELOPMENT
Orientation	Orientation
The faculty is oriented	The institution orients the faculty
1. on the institution's mission, vision and objectives to contribute to the development of the institution	1. on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution
Professional Development Program	Professional Development Program
The faculty	The institution
1. is encouraged to engage in continuing professional education (M.A./PH.D)to be constantly updated in his/her field of specialization	1.motivates the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions

2. sees himself/herself as one in the institution in providing quality education through professional education and research	2. encourages faculty to do research
3. is informed of available training opportunities in and outside the institution	3. informs the faculty of available training opportunities in and outside the institution
4. is assigned different tasks apart from teaching to enable him/her to explore his/her other capabilities	4. assigns different tasks to faculty apart from teaching to enable him/her to explore his/her other capabilities
5. is sent to seminars outside the institution and is given meal, transportation, and registration incentives	5. sends faculty members to seminars outside the institution and is given meal, transportation, and registration incentives
6. is given equal opportunities to attend seminars and trainings outside the institution	6. gives equal opportunities to faculty members to attend seminars and trainings outside the institution
7. shares knowledge and skills learned from previously attended seminars through echo seminars given to colleagues	7. requires faculty to share knowledge and skills learned from previously attended seminars through echo seminars given to colleagues
10. is provided with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants	10. provides faculty with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants
11. is encouraged to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution	11. encourages faculty to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution
The Program:	The Program:
2. is based on the needs of the faculty members from each department	2. development implementation is based on the needs assessment results
PART III. ASSESSMENT AND PROMOTION SCHEME	PART III. ASSESSMENT AND PROMOTION SCHEME
The performance assessment and evaluation scheme:	The performance assessment and evaluation scheme:
1. properly assesses the work performance of the faculty regularly vis-a-vis the institution's standards	1. adequately assesses the work performance of the faculty regularly vis-a-vis the institution's standards
2. develops faculty performance by identifying areas of improvement	2. improves faculty performance by identifying areas of improvement
4. gives timely feedback on performance and realistic amount of time and support in enhancing one's performance	4. gives timely feedback on performance
5. ensures that good performance and areas of improvement are equally identified	5. provides realistic amount of time and support in enhancing one's performance
6. focuses on issues of concern rather than on personalities	7. focuses on areas of concern rather than on personalities

The following indicators were also suggested to be included in the different components of faculty welfare and development program.

PART II. PROFESSIONAL TRAINING AND DEVELOPMENT	PART II. PROFESSIONAL TRAINING AND DEVELOPMENT
Orientation	Orientation
	The institution orients the faculty
	6. on the school's systems, policies and procedures
	7. on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution
PART III. ASSESSMENT AND PROMOTION SCHEME	PART III. ASSESSMENT AND PROMOTION SCHEME
	11. observes equity in provision of benefits
	12. considers student evaluation with anti-bias instrument
	13. provides specific time frame for review of faculty performance for promotion in rank and / or position
PART IV. FRINGE BENEFITS AND WELLNESS	PART IV. FRINGE BENEFITS AND WELLNESS
	g. free x-rays and other tests to ensure fitness of faculty to work
	h. bereavement benefits/assistance
PART V. RETIREMENT SCHEME AND BENEFITS	PART V. RETIREMENT SCHEME AND BENEFITS
	7.provides alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead

Appendix H

Computation of Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	17	56.7
	Exclude d(a)	13	43.3
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.981	75

Appendix I
Letter to School Heads

Philippine Normal University
College of Graduate Studies
DEPARTMENT OF EDUCATIONAL MANAGEMENT, MEASUREMENT AND
EVALUATION
Taft, Manila

Sir/ Madam:

The undersigned is presently working on her dissertation entitled “Developing a Faculty Welfare and Development Manual for City-run Colleges in a Region”, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Management.

In this regard, she kindly seeks your permission to allow her to administer the questionnaire to your faculty members.

The information gathered will be accorded with confidentiality and will be utilized for academic purposes only.

Thank you very much for your kind consideration.

Respectfully,

CAROLINA A. SARMIENTO
Ph. D student

Approved by:

School Head

Appendix J

Validated Research Instrument for Faculty

Dear respondent:

Greetings!

This survey questionnaire was designed to determine the current status of your faculty welfare and development program. May I seek your kind assistance by answering the questions as honestly as possible. Please read carefully the instructions and all items in the questionnaire and assess each according to your judgment. Rest assured that whatever information gathered from you will be treated with utmost confidentiality.

Your sincere cooperation on this endeavor is very much appreciated.
Thank you very much and God bless.

CAROLINA A. SARMIENTO
Ph. D student

I. Basic Personal Data

NAME: _____

DEPARTMENT: _____

GENDER: () male SUBJECT/S TAUGHT: _____
() female

CIVIL STATUS:

- () single
() married
() separated
() widow

HIGHEST EDUCATIONAL ATTAINMENT

Bachelor degree ()

MA graduate () with MA units ()

Ph.D/ Ed. D graduate () with Ph.D/ Ed.D
units()

Certificate program ()

Others, please specify

YEARS OF SERVICE IN THE INSTITUTION:

0- 5 years ()

6 – 10 years ()

11 – 15 years ()

16 – 20 years ()

21 and above ()

() Permanent full time

() Probationary full time () Part-time

() Others, specify: _____

II. Questions on the Level of Implementation of the Current Faculty Welfare and Development Program

Directions: Listed below are the components of the faculty welfare and development program which you may employ in your school. Read the following items carefully and assess each according to your best judgment by using the rating scale as defined below. Check the number that corresponds to your judgement. Please do not leave any item unanswered.

5 - very much practiced (vmp)

4 - practiced (p)

3 - fairly practiced (fp)

2 - practiced needs improvement (pni)

1 - not practiced at all (np)

COMPONENTS	EXTENT OF PRACTICE				
	5	4	3	2	1
PART I. RECRUITMENT, SELECTION AND RETENTION POLICY	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1. has a clear system reflected on actual recruitment procedure followed during recruitment					
2. clearly states on job openings the required qualification standards needed for the position applying for					
3. assigns the initial rank and the teaching loads based on qualification standards					
4. has a well-defined system of employment					
5. communicates to the faculty the effectivity of appointment upon selection					
6. explains the employment status of the faculty (e.g casual, contractual, temporary, permanent) upon selection					
7. explains the ethical standards of behavior expected of a faculty member					
8. communicates the reasons for non-selection, non-retention or separation from service					
9. informs the faculty that his/her character is assessed and his/her performance is rated for professional development purposes					
PART II. PROFESSIONAL TRAINING AND DEVELOPMENT	5	4	3	2	1
Orientation	VMP	P	FP	PNI	NP
The institution orients the faculty					
1. on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution					

2. on his/her responsibility to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders					
3. on the salaries and benefits given by the institution					
4. on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual					
5. on his/ her the roles and responsibilities as a professional teacher, researcher and community servant					
6. on the school's systems, policies and procedures					
7. on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution					
Professional Development Program	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1.motivates the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions					
2. encourages faculty to do research					
3. informs the faculty of available training opportunities in and outside the institution					
4. assigns different tasks to faculty apart from teaching to enable him/her to explore his/her other capabilities					
5. sends faculty members to seminars outside the institution and is given meal,transportation, and registration incentives					
6. gives equal opportunities to faculty members to attend seminars and trainings outside the institution					
7. encourages faculty to share knowledge and skills learned from previously attended seminars through echo seminars given to colleagues with minimal token of appreciation such as plaque and others					
8. observes a regular meeting between the immediate superior and faculty to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission					
9. partners wit the faculty in providing quality education					

10. provides faculty with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants					
11. encourages faculty to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution					
12. solicits scholarship grants from various institutions and disseminates it to all faculty					
13. gives enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion					
	5	4	3	2	1
The Program:	VMP	P	FP	PNI	NP
1. is aligned to the vision and mission of the institution					
2. development implementation is based on the needs assessment findings and results					
3. gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution					
4. provides in- service trainings based on the discipline taught by the faculty					
5. establishes linkages to scholarship granting institutions in and outside the country					
6. announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies					
7. opens promotional opportunities for faculty members who finish their graduate or post-graduate studies					
8. encourages faculty to do research through incentives given like, research grant, deloading, financial assistance					
9. encourages and supports faculty members to present their research both nationally and internationally					
PART III. ASSESSMENT AND PROMOTION SCHEME	5	4	3	2	1
The performance assessment and evaluation scheme:	VMP	P	FP	PNI	NP
1. adequately assesses the work performance of the faculty regularly vis-a-vis the institution's standards					

2. improves faculty performance by identifying areas of improvement					
3. encourages feedback and immediate response from the faculty during post conferences					
4. gives timely feedback on performance					
5. provides realistic amount of time and support in enhancing one's performance					
6. ensures that good performance and areas of improvement are equally identified					
7. focuses on areas of concern rather than on personalities					
8.promotes the growth of faculty and institution					
9.undertakes measures to keep the faculty motivated					
10. gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations					
11. observes equity in provision of benefits					
12. considers student evaluation with anti-bias instrument					
13. provides specific time frame for review of faculty performance for promotion in rank and / or position					
PART IV. FRINGE BENEFITS AND WELLNESS	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1. sees to it that the faculty is acquainted with the benefits offered during orientation					
2. provides a benefit program that makes the faculty members feel that the institution cares for their welfare					
3. ensures that benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)					
4. offers benefits outside of those mandated by law like;					
4.1. transportation and meal allowance during seminars and conferences					
4.2. hospitalization plans					
4.3. emergency leave					
4.4. recreational and physical fitness facilities					
4.5. conduct of health fairs focused on the importance of living a healthy lifestyle					
4.6. free x-rays and other tests to ensure fitness of faculty to work					
4.7. bereavement benefits/assistance					

5. ensures that medical and health care benefits are processed on time in case of sickness or hospitalization					
6. sees to it that questions about benefits are entertained and sufficiently answered					
7. gives benefits that motivates faculty to do better at work					
8. helps develop productive and happy faculty members through fringe benefits offered					
9. provides fair benefits to faculty with equal ranks to avoid professional jealousy					
PART V. RETIREMENT SCHEME AND BENEFITS	5	4	3	2	1
The retirement scheme and benefits:	VMP	P	FP	PNI	NP
1. implements a pre-retirement program that helps future retiree gain an awareness of various concerns and types of adjustment they make upon retirement like;					
1.1. living on a reduced income					
1.2. joblessness					
1.3. lost esteem					
2. gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement					
3. provides the necessary information that would familiarize the faculty with the pros and cons of retirement					
4. conducts an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)					
5. helps retirees to develop into competitive, pro-active and worthy duty-bound citizens even after retirement by encouraging them to join civic organizations and other clubs that would allow them to serve the community					
(e.g. social clubs, civic organizations, religious organizations)					
6. introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)					
7.provides alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead					

Thank you very much!

Appendix K

Validated Research Instrument for Administrators

Dear respondent:

Greetings!

This survey questionnaire was designed to determine the current status of your faculty welfare and development program. May I seek your kind assistance by answering the questions as honestly as possible. Please read carefully the instructions and all items in the questionnaire and assess each according to your judgment. Rest assured that whatever information gathered from you will be treated with utmost confidentiality.

Your sincere cooperation on this endeavor is very much appreciated.
Thank you very much and God bless.

CAROLINA A. SARMIENTO
Ph. D student

I. Basic Personal Data

NAME: _____

DEPARTMENT: _____

GENDER: ☐ male

CURRENT

POSITION: _____

☐ female

CIVIL STATUS:

☐ single

☐ married

☐ separated

☐ widow

AGE: _____

HIGHEST EDUCATIONAL
ATTAINMENT

Bachelor degree ☐

MA graduate ☐

with MA units ☐

Ph.D/ Ed. D graduate ☐

with Ph.D/ Ed.D units ☐

YEARS OF SERVICE IN THE
INSTITUTION:

0- 5 years ☐

6 – 10 years ☐

11 – 15 years ☐

16 – 20 years ☐

21 and above ☐

II. Questions on the Level of Implementation of the Current Faculty Welfare and Development Program

Directions: Listed below are the components of the faculty welfare and development program which you may employ in your school. Read the following items carefully and assess each according to your best judgment by using the rating scale as defined below. Check the number that corresponds to your judgment. Please do not leave any item unanswered.

5 - very much practiced (vmp)

4 - practiced (p)

3 - fairly practiced (fp)

2 - practiced needs improvement (pni)

1 - not practiced at all (np)

COMPONENTS	EXTENT OF PRACTICE				
PART I. RECRUITMENT, SELECTION AND RETENTION POLICY	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1. has a clear system reflected on actual recruitment procedure followed during recruitment					
2. clearly states on job openings the required qualification standards needed for the position applying for					
3. assigns the initial rank and the teaching loads based on qualification standards					
4. has a well - defined system of employment					
5. communicates to the faculty the effectivity of appointment upon selection					
6. explains the employment status of the faculty (e.g casual, contractual, temporary, permanent) upon selection					
7. explains the ethical standards of behavior expected of a faculty member					
8. communicates the reasons for non-selection, non-retention or separation from service					
9. informs the faculty that his/her character is assessed and his/her performance is rated for professional development purposes					
PART II. PROFESSIONAL TRAINING AND DEVELOPMENT	5	4	3	2	1
Orientation	VMP	P	FP	PNI	NP
The institution orients the faculty					
1. on the institution's mission, vision and objectives to be encouraged to contribute to the development of the institution					

2. on the need to actively participate in promoting the mission and vision of the institution through the way he/she relates with administrators, co-faculty, staff and students and other stake holders					
3. on the salaries and benefits given by the institution					
4. on the proper behavior he/she should demonstrate as a teacher guided by the code of ethics and other rules and regulations stipulated in the faculty manual					
5. on his/ her the roles and responsibilities as a professional teacher, researcher and community servant					
6. on the school's systems, policies and procedures					
7. on the curricular and extra-curricular activity he/she will undertake which should be congruent with the vision, mission, objective of the institution					
Professional Development Program	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1.motivates the faculty members to pursue M.A., Ed. D and Ph. D in their respective specialization in reputable institutions					
2. encourages faculty to do research					
3. informs the faculty of available training opportunities in and outside the institution					
4. assigns different tasks to faculty apart from teaching to enable him/her to explore his/her other capabilities					
5. sends faculty members to seminars outside the institution and is given meal,transportation, and registration incentives					
6. gives equal opportunities to faculty members to attend seminars and trainings outside the institution					
7. encourages faculty to share knowledge and skills learned from previously attended seminars through echo seminars given to colleagues with minimal token of appreciation such as plaque and others					
8. observes a regular meeting between the immediate superior and faculty to assess his/ her performance, plan for his future career plans vis-à-vis the institution's vision and mission					
9. partners wit the faculty in providing quality education					

10. provides faculty with opportunities to pursue further studies through tuition fee assistance, thesis/ dissertation grants, and other scholarship grants					
11. encourages faculty to become a member of a professional organization to keep himself updated with the latest knowledge and skills needed in his/ her profession and at the same time establishing social networks outside the institution					
12. solicits scholarship grants from various institutions and disseminates it to all faculty					
13. gives enticing packages that would encourage production of research like; technical assistance, monetary incentives and promotion					
	5	4	3	2	1
The Program:	VMP	P	FP	PNI	NP
1. is aligned to the vision and mission of the institution					
2. development implementation is based on the needs assessment findings and results					
3. gives equal opportunities for all faculty to participate in seminars relevant to their needs in and outside the institution					
4. provides in- service trainings based on the discipline taught by the faculty					
5. establishes linkages to scholarship granting institutions in and outside the country					
6. announces, selects and recommends faculty for scholarship study grants to encourage him/her for further studies					
7. opens promotional opportunities for faculty members who finish their graduate or post-graduate studies					
8. encourages faculty to do research through incentives given like, research grant, deloading, financial assistance					
9. encourages and supports faculty members to present their research both nationally and internationally					
PART III. ASSESSMENT AND PROMOTION SCHEME	5	4	3	2	1
The performance assessment and evaluation scheme:	VMP	P	FP	PNI	NP
1. adequately assesses the work performance of the faculty regularly vis-a-vis the institution's standards					

2. improves faculty performance by identifying areas of improvement					
3. encourages feedback and immediate response from the faculty during post conferences					
4. gives timely feedback on performance					
5. provides realistic amount of time and support in enhancing one's performance					
6. ensures that good performance and areas of improvement are equally identified					
7. focuses on areas of concern rather than on personalities					
8. promotes the growth of faculty and institution					
9. undertakes measures to keep the faculty motivated					
10. gives specific guidance to faculty about what is expected of him/her and how he/she can meet these expectations					
11. observes equity in provision of benefits					
12. considers student evaluation with anti-bias instrument					
13. provides specific time frame for review of faculty performance for promotion in rank and / or position					
PART IV. FRINGE BENEFITS AND WELLNESS	5	4	3	2	1
The institution	VMP	P	FP	PNI	NP
1. sees to it that the faculty is acquainted with the benefits offered during orientation					
2. provides a benefit program that makes the faculty members feel that the institution cares for their welfare					
3. ensures that benefits required by the law are given (e.g maternity/ paternity leave, 13th month pay etc.)					
4. offers benefits outside of those mandated by law like;					
4.1. transportation and meal allowance during seminars and conferences					
4.2. hospitalization plans					
4.3. emergency leave					
4.4. recreational and physical fitness facilities					
4.5 conduct of health fairs focused on the importance of living a healthy lifestyle					
4.6. free x-rays and other tests to ensure fitness of faculty to work					
4.7. bereavement benefits/assistance					

5. ensures that medical and health care benefits are processed on time in case of sickness or hospitalization					
6. sees to it that questions about benefits are entertained and sufficiently answered					
7. gives benefits that motivates faculty to do better at work					
8. helps develop productive and happy faculty members through fringe benefits offered					
9. provides fair benefits to faculty with equal ranks to avoid professional jealousy					
PART V. RETIREMENT SCHEME AND BENEFITS	5	4	3	2	1
The retirement scheme and benefits:	VMP	P	FP	PNI	NP
1. implements a pre-retirement program that helps future retiree gain an awareness of various concerns and types of adjustment they make upon retirement like;					
1.1. living on a reduced income					
1.2. joblessness					
1.3. lost esteem					
2. gives psychological counseling sessions to future retirees to help him/her and the family cope with the adjustments that comes along with retirement					
3. provides the necessary information that would familiarize the faculty with the pros and cons of retirement					
4. conducts an orientation on and gives the retirement benefits of the faculty (e.g GSIS retirement pension)					
5. helps retirees to develop into competitive, pro-active and worthy duty-bound citizens even after retirement by encouraging them to join civic organizations and other clubs that would allow them to serve the community					
(e.g. social clubs, civic organizations,religious organizations)					
6. introduces alternative career paths (e.g consultancy to schools, part-time guest lecturer)					
7.provides alternative scheme for retirees to be re-hired if the faculty wishes to work for more years ahead					

Thank you very much!

Appendix L

Tool for Face Validation of Faculty Welfare Manual

Below is the list of HRD components used in drafting the proposed Faculty Welfare Manual for Local Colleges in Region 3. Place a check mark on the appropriate box to rate the validity of the items included in this component. Please feel free to rephrase, comment or suggest. Use the following scale in indicating your response:

- 1 - draft seems fine with no further comments
- 2 – in general the draft seems fine with few minor exceptions
- 3 – draft is unacceptable and needs significant changes to be effective
- 4 – no opinion

COMPONENT	Suggested Procedures or Guidelines to be included in the Faculty welfare manual		1	2	3	4	Comments/suggestions
a. RECRUITMENT, SELECTION AND RETENTION	Institution meets the minimum requirement set by CHED and CSC on recruitment and selection Institution selects best qualified faculty based on educational background, work experience, appropriate references from previous employers Institution retains faculty members who meets minimum required standards set by CHED and CSC Clear policy on non-selection, non-retention in reference to CHED and CSC requirements	Regular updating of faculty profile: 1. updated status of license 2. improved degree program; more weight in ranking Procedure is set by HR					

b. PROFESSIONAL TRAINING AND DEVELOPMENT	Development of an Orientation program that prepares new faculty in their adjustment to the new work environment and discusses faculty's roles and responsibilities Institution continuously encourages and motivates faculty to pursue further studies and supports the faculty who responds to the motivation Institution encourages and supports faculty members who do research	Orientation program that covers: 1.Mission-vision of institution 2.Duties and responsibilities as faculty 3.benefits package Development of Professional development program plan that include: 1. <i>seminars, trainings</i> 2.development of linkages to scholarship granting institution 3. mechanics on how to avail of scholarship or other study grants 4. conditions set when faculty is given this form of benefit Development of research benefits package which include: 1. mechanics on how to avail the research package 2. conditions when granted this benefit					
---	---	---	--	--	--	--	--

c. ASSESSMENT AND PROMOTION	Institutions continuously conduct assessment to review and provide a feedback to faculty regarding their performance every semester Development of a ranking and promotion scheme to prepare both faculty and the HR committee in the processing of documents needed for this purpose	Development of a performance assessment that include the following as evaluators: 1. administrators 2. students 3. peer 4. self Ranking and promotion committee include heads of departments which have a significant contribution to the faculty's promotion in rank specifically; 1. VP for Academic Affairs 2. Research head 3. Community Development Head 4. HR Head Development of a ranking and promotion scheme conducted after one (1) year which is open to full time faculty members with a continuous one year of service Development of mechanics for ranking and promotion Submission and review of pertinent documents to ranking and promotion					
d. FRINGE BENEFITS AND WELLNESS	Institutions should develop Fringe benefits that upholds the health and wellness of faculty members to attract and retain them aside from the benefits prescribed by law	Benefit package that include: 1. health care benefit package 2. physical fitness wellness program					

e. RETIREMENT SCHEME AND BENEFITS	Institutions should develop pre-retirement program that prepares the faculty with the adjustments and other valuable information about retirement	Pre-retirement activities that include: 1. pre-retirement orientation on government benefits 2. psychological counseling sessions focused on adjustments faced in retirement 3. introduction of alternative career paths 4. discussion of civic organizations					
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CURRICULUM VITAE

CAROLINA ARCEO SARMIENTO

21 MANGA ROAD TRINIDAD VILLAGE ANGELES CITY

Place of Birth: Angeles City
Date of Birth: October 13, 1974
Civil Status: Single

EDUCATION

M.A Religious Studies (2003)
Saint Louis University, Baguio City

BSED major in Values Education (1995)
Holy Angel University, Angeles City

CERTIFICATION

Professional Teacher
License No. 0174279

WORK EXPERIENCE

City College of Angeles
Angeles City (April 2012 –present)
Dean, Office of Student Services and Affairs

University of Santo Tomas
Espana, Manila (June 2011-March 2012)
Theology Professor, Institute of Religion
Member, Committee on Religious and Academic Formation of
Thomasians

Holy Angel University
Sto. Rosario St., Angeles City (June 1995-May 2011)

Assistant Professor 2, College of Arts, Sciences and Education
▪ Teaches Christian Education subjects in the tertiary level

Department Chair, Christian Education Department (June 2010 – May 2011)

CASED Coordinator, Community Extension Services (June 2006 – 2009)

Department Chair, Christian Education Department (June 2003 – 2006)

TRAINING

Positive Mind at Work
Holy Angel University, Angeles City
May 12, 2011

Participatory Research: The Laos Experience
Holy Angel University
April 15, 2011

Rekindling the Passion for Teaching
Holy Angel University
April 15, 2011

Organizer, Student Teachers' Congress
Holy Angel University
March 7, 2011

Performance Monitoring and Coaching Skills
Holy Angel University
January 7, 2011

Models of Leadership in the Scriptures
De La Salle University, Manila
May 13-15, 2010

Formulation of Goal Commitment
Holy Angel University
December 10, 2010
Performance Goal and Objective Setting Process
Holy Angel University
October 22, 2010

Revisiting Business Planning in the Academe
Holy Angel University
October 6, 2010

Supervisory Leadership for Academic and Support Managers
Holy Angel University
October 1, 2010

Seminar on Effectiveness Supervision
Holy Angel University
September 30, 2010

Facilitator and organizer, Vicariate Catechetical Training Series
Holy Angel University
July – February 2010

Organizer, Assessment and Teaching Strategies in Math, Science and English for
Pamiaduanan 57-75
Holy Angel University
November 28, December 5 and 12, 2009

Problem – based Learning
Holy Angel University
May 11, 2009

Basic and Intermediate Story-telling
Holy Angel University
May 30-31, 2009

Curriculum Designing
Holy Angel University
May 28-29, 2009

Web Quest Workshop
Holy Angel University
May 18-26, 2009

Facilitator, Strategic Planning for Public School Districts under 57-75
Pamiaduanan Program
Holy Angel University
April 25-26, 2009