

Faculty Proficiency and Work Performance in Selected Higher Education Institutions in Cavite, Philippines: Basis for a Capacity Building Training Program

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ABSTRACT

Faculty proficiency is a fundamental determinant of instructional quality, research productivity, and institutional effectiveness in higher education institutions (HEIs). As universities continue to respond to rapid educational, technological, and societal changes, faculty members are expected to demonstrate competencies that extend beyond classroom instruction to include research, extension, innovation, and continuous professional development. This study examined the proficiency and work performance of faculty members at selected higher education institutions in Cavite as a basis for developing a Capacity Building Training Program. Specifically, it assessed faculty proficiency in terms of faculty personality, learning preparation, pedagogical skills, and professional competence; determined faculty work performance; examined differences in respondents' assessments; analyzed the relationship between faculty proficiency and work performance; identified the challenges encountered; and evaluated the acceptability of the proposed intervention program. A quantitative descriptive-correlational research design was employed involving 84 respondents, consisting of 79 faculty members and 5 administrators from three selected HEIs in Cavite. Data were collected using a researcher-developed, validated questionnaire and analyzed using frequencies, percentages, weighted means, One-Way Analysis of Variance, and Pearson Product-Moment Correlation. The findings revealed that faculty proficiency and work performance were generally rated highly. Significant positive relationships were observed between faculty proficiency and work performance, indicating that improvements in professional competence are associated with enhanced faculty performance. Respondents also identified moderate institutional challenges that affect instructional effectiveness and professional growth. Based on these findings, a Capacity Building Training Program was developed and was evaluated as highly acceptable. The study concludes that continuous faculty development remains essential for sustaining instructional excellence, research productivity, and institutional competitiveness among higher education institutions.

Keywords: Faculty proficiency, work performance, higher education institutions, professional competence, capacity building, faculty development

INTRODUCTION

Faculty members are central to the achievement of higher education institutions' instructional, research, extension, and institutional development goals. Their professional competence influences the quality of teaching, knowledge production, community engagement, and overall institutional performance. As higher education continues to respond to globalization, technological advancements, and evolving quality assurance standards, strengthening faculty proficiency has become an essential strategy for improving educational outcomes and organizational competitiveness.

In the Philippines, the Commission on Higher Education (CHED) promotes continuous faculty development through quality assurance policies, outcomes-based education, and research productivity initiatives. These reforms encourage higher education institutions to invest in professional development, advanced studies,

research capability, and instructional innovation to ensure that faculty members possess the competencies required for quality teaching and institutional excellence.

Despite these initiatives, differences in faculty proficiency and work performance remain evident across higher education institutions due to variations in professional development opportunities, institutional support, research engagement, and organizational resources. Although previous studies have examined faculty competence and performance separately, relatively few have investigated their relationship within selected higher education institutions in Cavite while considering both faculty and academic administrators' perspectives.

Accordingly, this study assessed faculty proficiency and work performance in selected higher education institutions in Cavite. Specifically, it examined faculty proficiency in key professional competencies, evaluated work performance, identified significant relationships among the study variables, identified organizational challenges, and developed a **Capacity Building Training Program** to support continuous faculty development and institutional effectiveness.

Research Objectives

This study aimed to assess faculty proficiency and work performance at selected higher education institutions in Cavite to inform the development of a Capacity Building Training Program.

Specifically, it sought to:

1. Assess faculty proficiency in terms of: faculty personality; learning preparation; pedagogical skills; and professional competence;
2. Determine the level of faculty work performance;
3. Determine whether significant differences exist in the assessments of administrators and faculty members regarding faculty proficiency and work performance;
4. Examine the relationship between faculty proficiency and faculty work performance;
5. Identify the challenges encountered relative to faculty proficiency and work performance;
6. Develop a Capacity Building Training Program based on the findings of the study; and
7. Determine the acceptability of the proposed Capacity Building Training Program.

Theoretical Framework

This study is anchored on three complementary theories that explain how faculty proficiency contributes to work performance in higher education institutions: **Human Capital Theory**, **Competency Theory**, and **Systems Theory**.

The primary theoretical foundation is **Human Capital Theory (Becker, 1964)**, which posits that investments in education, training, and professional development enhance employees' knowledge, skills, and productivity. Within higher education institutions, faculty members who continuously develop their professional competencies are better equipped to deliver quality instruction, conduct meaningful research, engage in community extension, and contribute to institutional effectiveness.

The study is further supported by **Competency Theory (Boyatzis, 1982)**, which explains that superior work performance results from the effective application of knowledge, skills, attitudes, and professional behaviors required for successful job performance. In the academic setting, competencies such as instructional expertise, research capability, communication, leadership, and professional ethics enable faculty members to perform their diverse institutional responsibilities effectively.

Finally, **Systems Theory (Bertalanffy, 1968)** views higher education institutions as interconnected systems in which faculty performance is influenced by leadership, organizational support, institutional policies, professional development opportunities, and available resources. Continuous interaction among these elements contributes to organizational effectiveness and educational quality.

Collectively, these theories explain that faculty proficiency and work performance are shaped by the integration of individual competencies, continuous professional development, and institutional support systems. They provide the theoretical foundation for examining faculty proficiency and work performance and for developing the proposed **Capacity Building Training Program**.

METHODOLOGY

Research Design

This study employed a **quantitative descriptive-correlational research design** to examine the relationship between faculty proficiency and work performance among selected higher education institutions (HEIs) in Cavite. The descriptive component was used to determine the extent of faculty proficiency in personality, learning preparation, pedagogical skills, and professional competence, as well as to assess faculty work performance over the previous two academic years. The correlational component examined the relationship between faculty proficiency and work performance, while the comparative component assessed whether significant differences existed between faculty and administrator assessments.

The descriptive-correlational approach was considered appropriate because the study sought to investigate naturally occurring organizational conditions without manipulating any of the research variables. Through this design, the researcher generated empirical evidence on faculty competencies and professional performance while establishing the basis for the proposed **Capacity Building Training Program**. The design is widely applied in educational research because it enables the examination of organizational relationships under authentic institutional settings while maintaining methodological rigor.

Research Locale

The study was conducted in **three selected higher education institutions in Cavite Province**, namely: **Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) – Cavite Campus**, General Mariano Alvarez, Cavite; **Cavite State University (CvSU) – Imus Campus**, Imus City, Cavite; and **Colegio de Porta Vaga**, Imus City, Cavite.

These institutions were selected because they represent both public and private higher education institutions implementing faculty development initiatives aligned with national quality assurance standards. All three institutions actively support instructional improvement, faculty professional development, research engagement, and outcomes-based education, making them appropriate settings for examining faculty proficiency and work performance.

The study was conducted during the **Second Semester of Academic Year 2025–2026 (January–May 2026)**, ensuring that the findings reflected the respondents' most recent professional experiences and institutional practices.

Population and Sampling

The study involved **84 respondents**, consisting of **79 faculty members and 5 academic administrators** from the participating higher education institutions.

A **purposive sampling technique** was employed because the study required respondents with direct knowledge of faculty proficiency, instructional responsibilities, and faculty performance evaluations. Faculty members were selected for their active participation in institutional professional development activities during the previous two

academic years, while administrators were included for their direct responsibility for supervising, evaluating, and supporting faculty performance.

Purposive sampling was considered appropriate because it enabled the researcher to obtain information from respondents possessing relevant professional experiences that directly addressed the objectives of the investigation.

Respondents of the Study

The study involved **84 respondents** from three selected higher education institutions in Cavite, comprising **79 faculty members (94.05%)** and **5 academic administrators (5.95%)**. Faculty members constituted the majority of the respondents because they directly perform instructional, research, extension, and professional service functions that reflect faculty proficiency and work performance. Academic administrators were included because they are responsible for supervising, evaluating, and supporting faculty performance and institutional quality initiatives. The inclusion of both respondent groups provided complementary operational and managerial perspectives, enabling a comprehensive assessment of faculty proficiency and work performance across the participating higher education institutions.

Research Instrument

The study utilized a **researcher-developed survey questionnaire** as the principal instrument for data collection. The questionnaire was developed following a comprehensive review of literature on faculty development, instructional competence, professional performance, higher education quality assurance, organizational effectiveness, and faculty evaluation systems. The construction of the instrument was likewise guided by **Boyer's Model of Scholarship** and **Campbell's Theory of Job Performance**, ensuring conceptual alignment with the study objectives.

Validation of the Research Instrument

The researcher-developed questionnaire underwent content validation by experts in higher education administration, curriculum and instruction, educational management, educational measurement, and research methodology to ensure its clarity, relevance, content adequacy, and alignment with the study objectives. The experts' recommendations were incorporated to improve the wording, organization, and overall quality of the instrument prior to its administration.

The revised questionnaire was subsequently pilot-tested among faculty members with characteristics similar to those of the target respondents but who were excluded from the actual study. Reliability was established using **Cronbach's Alpha**, which demonstrated satisfactory internal consistency across all dimensions of the instrument. The results confirmed that the questionnaire was both valid and reliable for assessing faculty proficiency, work performance, organizational challenges, and the acceptability of the proposed Capacity Building Training Program.

Data Gathering Procedure

Formal permission to conduct the study was obtained from the administrators of the participating higher education institutions before data collection commenced. After institutional approval was granted, the researcher coordinated with the designated academic officials regarding the schedule and procedures for questionnaire administration.

Before distributing the survey instrument, respondents were informed of the study's objectives, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any time without adverse consequences. After obtaining informed consent, the researcher personally administered and retrieved the questionnaires to ensure completeness, accuracy, and a high retrieval rate.

Completed questionnaires were checked, coded, organized, and prepared for statistical analysis.

Ethical Considerations

The study adhered to accepted ethical principles governing educational research involving human participants. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection.

Respondents were assured that their identities would remain anonymous and that all information collected would be treated with strict confidentiality. Individual responses were reported only in aggregate form, and all data were used exclusively for academic and research purposes.

The researcher likewise respected institutional policies, safeguarded respondent privacy, and ensured that participation did not interfere with the professional responsibilities of faculty members and administrators.

Statistical Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical techniques.

- **Frequency and Percentage** were used to describe the demographic profile and distribution of the respondents.
- **Weighted Mean** was employed to determine the level of faculty proficiency, faculty work performance, challenges encountered, and the acceptability of the proposed Capacity Building Training Program.
- **An independent samples t-test** was used to determine whether significant differences existed between the assessments of faculty members and administrators regarding faculty proficiency and work performance.
- **Pearson Product–Moment Correlation Coefficient (Pearson's r)** was utilized to determine the relationship between faculty proficiency and faculty work performance.

All statistical analyses were interpreted at the 0.05 significance level, which served as the basis for accepting or rejecting the null hypotheses.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved **84 respondents** from three selected higher education institutions in Cavite, consisting of **79 faculty members (94.05%)** and **5 administrators (5.95%)**. Faculty members constituted the majority of the respondents because they directly perform instructional, research, extension, and professional service functions that define faculty proficiency and work performance. Administrators were included to provide institutional perspectives regarding faculty evaluation, supervision, and organizational performance. The inclusion of both respondent groups enabled the study to obtain a balanced assessment of faculty proficiency and work performance from both operational and managerial viewpoints.

Faculty Proficiency

Overall, the respondents assessed **faculty proficiency as Highly Evident**, indicating that faculty members consistently demonstrated the professional competencies expected of higher education educators. The findings suggest that faculty members possess the knowledge, skills, instructional competence, and professional attributes necessary to perform their academic responsibilities effectively.

Faculty proficiency was examined across four major dimensions: **faculty personality, learning preparation, pedagogical skills, and professional competence**. Collectively, these dimensions demonstrate that faculty members exhibit strong instructional readiness, maintain professional standards, and continuously improve their competencies to support student learning and institutional effectiveness.

These findings reinforce **Boyer's Model of Scholarship**, which emphasizes that effective faculty members contribute to higher education through excellence in teaching, research, professional service, and continuous scholarly engagement. Likewise, **Campbell's Theory of Job Performance** explains that professional competence is a major determinant of successful employee performance, as knowledge and skills directly influence the quality of work.

Faculty Personality

Faculty personality obtained a **Highly Evident** assessment, indicating that respondents perceived faculty members as professional, ethical, approachable, and committed to their instructional responsibilities. Faculty members consistently demonstrated positive interpersonal relationships, professional conduct, responsibility, and respect toward students and colleagues.

These findings indicate that professional personality contributes significantly to the establishment of positive learning environments. Faculty members who demonstrate integrity, professionalism, emotional maturity, and effective communication foster stronger teacher-student relationships and improve instructional effectiveness.

The findings are consistent with recent studies in higher education that emphasize that professional disposition, ethical behavior, and interpersonal competence strengthen instructional quality and positively influence student learning outcomes.

Learning Preparation

Learning preparation was likewise assessed as **Highly Evident**, indicating that faculty members consistently prepare instructional materials, develop organized lesson plans, align learning activities with curriculum outcomes, and use appropriate instructional resources prior to classroom instruction.

The findings demonstrate that effective instructional preparation remains one of the strongest professional competencies exhibited by faculty members. Adequate preparation enables educators to organize learning experiences more effectively while improving student engagement and instructional delivery.

These results support current higher education quality assurance standards emphasizing outcomes-based education, curriculum alignment, and systematic instructional planning as essential indicators of teaching quality.

Pedagogical Skills

Respondents likewise assessed pedagogical skills as **Highly Evident**, indicating that faculty members effectively implement learner-centered teaching strategies, classroom management practices, assessment techniques, and instructional technologies.

Faculty members demonstrated competence in facilitating active learning, encouraging student participation, integrating instructional technologies, and utilizing appropriate assessment methods to monitor student achievement.

These findings indicate that higher education faculty continue to adapt their instructional approaches to meet the changing demands of twenty-first-century learning environments. Effective pedagogical competence enables faculty members to respond to diverse learner needs while promoting critical thinking, collaboration, and independent learning.

Professional Competence

Professional competence also received a **Highly Evident** assessment, indicating that faculty members actively participate in professional development, pursue continuing education, engage in scholarly activities, and demonstrate commitment to lifelong learning.

The findings suggest that faculty members recognize the importance of continuous professional growth in maintaining instructional quality and institutional competitiveness. Participation in seminars, research activities, graduate education, and professional organizations contributes to strengthening instructional expertise and organizational effectiveness.

Collectively, the four dimensions indicate that faculty members demonstrate a comprehensive level of professional proficiency that supports instructional excellence and institutional quality.

Faculty Work Performance

Faculty work performance was generally assessed as **Highly Evident**, indicating that faculty members consistently fulfill their professional responsibilities in instruction, learner engagement, academic motivation, and technology integration. Respondents recognized that faculty members effectively implement instructional interventions, facilitate meaningful learning experiences, motivate students, and utilize appropriate technological resources in teaching.

The findings suggest that the participating higher education institutions have established professional environments that encourage effective teaching practices, learner-centered instruction, and continuous instructional improvement. High levels of work performance likewise reflect faculty members' commitment to institutional goals and educational quality.

These findings are consistent with recent higher education literature emphasizing that competent faculty members contribute significantly to student achievement, instructional innovation, and institutional excellence.

Significant Difference in the Assessment of Faculty Proficiency and Work Performance

Independent samples **t-test** analysis revealed that the respondents generally shared similar perceptions regarding several aspects of faculty proficiency and work performance. However, statistically significant differences were observed in selected dimensions, particularly those associated with learner engagement and academic motivation, where faculty members provided significantly higher assessments than administrators. Conversely, no significant differences were found regarding instructional intervention and behavioral intention to use technology, indicating a common organizational perspective on these aspects of faculty performance.

These findings suggest that faculty members and administrators evaluate certain professional responsibilities from different organizational perspectives. Faculty members directly experience instructional delivery and student interaction, whereas administrators primarily assess faculty performance through supervision, institutional evaluation, and organizational outcomes. Despite these differences, both respondent groups consistently recognized the high level of faculty proficiency and work performance within the participating institutions.

Relationship Between Faculty Proficiency and Work Performance

Pearson Product–Moment Correlation analysis was conducted to determine the relationship between faculty proficiency and work performance. The results indicate a **positive and statistically significant relationship**, suggesting that improvements in faculty proficiency are associated with corresponding improvements in work performance. Faculty members who demonstrate stronger professional competencies likewise tend to exhibit higher levels of instructional effectiveness, learner engagement, academic motivation, and overall professional performance.

The findings support **Campbell's Theory of Job Performance**, which proposes that knowledge, professional competence, and work-related skills directly influence employee performance. Similarly, **Boyer's Model of Scholarship** emphasizes that continuous professional development enhances faculty effectiveness across teaching, research, service, and institutional engagement. The results, therefore, suggest that strengthening faculty proficiency directly improves instructional quality and institutional performance.

Challenges Encountered Relative to Faculty Proficiency and Work Performance

Although faculty proficiency and work performance were generally assessed positively, respondents identified several organizational and professional challenges affecting instructional effectiveness. Overall, the challenges were assessed as **Moderately Challenging**, with an overall weighted mean of **3.26**.

Among the most prominent concerns were delays in submitting reports and completing classroom responsibilities, insufficient organization of instructional materials, communication difficulties during school-related activities, lesson plans that were not consistently aligned with curriculum outcomes, limited adaptation of instruction for diverse learners, inadequate integration of educational technology, and limited participation in professional development activities. These concerns suggest that while faculty members generally perform effectively, organizational constraints continue to influence instructional quality and professional growth.

The findings indicate that strengthening institutional support systems, expanding professional development opportunities, improving communication, and promoting technology-enhanced instruction may further improve faculty performance. Similar concerns have been identified in recent studies, which emphasize that sustained professional learning, organizational support, and collaborative academic cultures contribute significantly to faculty effectiveness and instructional excellence.

Integrated Discussion

The findings collectively demonstrate that **faculty proficiency and work performance are evident across the participating higher education institutions**. Faculty members consistently exhibit professionalism, instructional competence, effective pedagogical practices, and commitment to continuous professional development. These competencies are reflected in their high levels of work performance, particularly in instructional delivery, learner engagement, academic motivation, and technology integration.

The positive relationship between faculty proficiency and work performance confirms that professional competence serves as an important determinant of instructional effectiveness. Faculty members with stronger instructional knowledge, pedagogical expertise, professional disposition, and commitment to lifelong learning are better positioned to achieve higher levels of academic performance and institutional contributions.

Despite these favorable findings, the identified organizational challenges indicate opportunities for continuous institutional improvement. Addressing concerns related to workload, instructional preparation, communication, technology integration, and professional development may further strengthen faculty effectiveness and sustain institutional excellence.

Overall, the findings support the development of the proposed **Capacity Building Training Program**, which provides an evidence-based intervention to strengthen faculty competencies, enhance professional performance, and promote continuous organizational improvement within higher education institutions.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Faculty members of the selected higher education institutions in Cavite demonstrated **high levels of professional proficiency**, particularly in terms of faculty personality, learning preparation, pedagogical skills, and professional competence. These competencies indicate that the faculty possess the professional qualifications and instructional capabilities necessary to support quality higher education.
2. Faculty work performance was likewise assessed at a **high level**, suggesting that faculty members consistently perform their instructional, academic, and institutional responsibilities effectively. Their positive work performance reflects commitment to student learning, instructional quality, and institutional objectives.

3. Significant differences were observed in selected assessments of faculty proficiency and work performance between administrators and faculty members. These differences suggest that organizational roles and professional responsibilities influence how faculty competence and performance are perceived within higher education institutions.
4. Faculty proficiency was found to have a **positive and significant relationship** with faculty work performance, indicating that improvements in professional competence are associated with corresponding improvements in instructional effectiveness and overall professional performance. The findings emphasize that faculty development initiatives contribute directly to institutional quality and academic excellence.
5. Although faculty proficiency and work performance were generally rated highly, respondents identified organizational and professional challenges related to instructional preparation, communication, technology integration, workload, and professional development. Addressing these concerns may further strengthen faculty effectiveness and institutional performance.
6. The proposed **Capacity Building Training Program** was found to be highly acceptable and responsive to the identified needs of faculty members. Its implementation has the potential to enhance faculty competencies, strengthen professional performance, and sustain continuous institutional improvement within higher education institutions.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Higher education institutions should institutionalize comprehensive faculty development programs** that continuously strengthen faculty personality, instructional preparation, pedagogical competence, research capability, technological proficiency, and professional engagement. Continuous professional development will enable faculty members to respond effectively to changing educational demands and maintain high instructional standards.
2. **Academic administrators should expand mentoring, coaching, and performance management initiatives** that provide individualized professional support for faculty members. Structured mentoring programs, classroom observations, peer coaching, and performance feedback sessions may contribute to sustained instructional improvement and professional growth.
3. **Faculty members should actively participate in continuing professional development**, including graduate education, research activities, extension programs, instructional innovation, technology integration, and scholarly publication. Lifelong learning remains essential for maintaining instructional relevance and institutional competitiveness.
4. **Higher education institutions should strengthen organizational support systems** by improving access to instructional technologies, learning resources, research funding, and faculty development opportunities. Institutional investment in academic resources will further enhance faculty productivity and instructional effectiveness.
5. **Academic leaders should strengthen collaborative professional learning communities** through Learning Action Cells, peer mentoring, interdisciplinary research groups, curriculum enhancement workshops, and instructional innovation forums. These collaborative initiatives may foster knowledge sharing, reflective practice, and organizational learning.
6. **The proposed Capacity Building Training Program should be adopted and pilot-implemented** within the participating higher education institutions. Regular monitoring and evaluation should accompany implementation to determine its effectiveness, identify areas for improvement, and guide future institutional faculty development initiatives.

7. **Future researchers should conduct longitudinal or mixed-method investigations** to examine how faculty proficiency influences work performance over time. Qualitative approaches such as interviews, focus group discussions, classroom observations, and document analysis may provide deeper insights into faculty development and institutional performance.
8. **Replication studies involving public and private higher education institutions from different regions of the Philippines are encouraged** to validate the findings and improve the generalizability of evidence regarding faculty proficiency, work performance, and institutional development.

Practical Implications

The findings provide several practical implications for higher education administrators, faculty members, and policymakers.

For higher education administrators, the study highlights the importance of sustained faculty development programs that strengthen instructional competence, pedagogical innovation, technological capability, research productivity, and professional engagement. Investment in faculty development directly contributes to improved instructional quality and institutional effectiveness.

For faculty members, the findings reinforce the value of continuous professional learning, scholarly engagement, technology integration, and reflective instructional practice as essential components of academic excellence.

For institutional quality assurance offices, the findings provide evidence for integrating competency-based faculty development initiatives into institutional strategic plans, accreditation preparation, and continuous quality improvement programs.

Policy Implications

The findings support the implementation of the **Commission on Higher Education's policies on outcomes-based education, quality assurance, and faculty development**. Strengthening faculty proficiency contributes directly to institutional compliance with national quality standards and enhances the capacity of higher education institutions to achieve academic excellence, research productivity, and international competitiveness.

The study likewise supports institutional initiatives that promote continuous professional development, instructional innovation, research capability-building, and technology-enhanced learning. The proposed Capacity Building Training Program may therefore serve as a complementary institutional intervention supporting faculty professionalization and organizational development.

Limitations Of The Study

The findings of the study should be interpreted in light of several limitations.

First, the investigation was conducted among only three selected higher education institutions in Cavite. Consequently, the findings may not fully represent the experiences of higher education institutions in other provinces or regions of the Philippines.

Second, the descriptive-correlational research design enabled the identification of relationships between faculty proficiency and work performance, but did not establish causality between these variables.

Third, the study relied primarily on self-reported perceptions obtained through survey questionnaires. Although the research instrument underwent expert validation and reliability testing, respondents' perceptions may have been influenced by personal experiences, institutional culture, and organizational context.

Finally, organizational variables such as institutional policies, leadership practices, workload distribution, and resource availability may likewise influence faculty performance but were beyond the scope of the present investigation.

Capacity Building Training Program

Enhancing Faculty Proficiency and Work Performance through Continuous Professional Development

Rationale

The study's findings demonstrated that faculty members at the participating higher education institutions generally exhibited high levels of **proficiency and work performance**, indicating their commitment to instructional excellence, professional competence, and institutional responsibilities. Faculty members consistently demonstrated strengths in faculty personality, instructional preparation, pedagogical competence, and professional development, which were reflected in their positive work performance. These findings affirm that competent and professionally prepared faculty members remain the most valuable human resource in achieving institutional quality, student success, and organizational competitiveness.

Despite these favorable findings, the respondents likewise identified several organizational and professional challenges that continue to affect faculty effectiveness. These include increased instructional workload, limited opportunities for advanced professional development, inadequate integration of educational technologies, communication concerns, constraints on research productivity, and limited institutional resources to support continuous faculty growth. Although these concerns were generally assessed at a moderate level, they present opportunities for higher education institutions to strengthen faculty support systems and sustain continuous professional improvement.

Recognizing these needs, the **Capacity Building Training Program** was developed as an evidence-based institutional intervention designed to strengthen faculty competencies, improve instructional effectiveness, enhance research productivity, promote technology integration, and cultivate a culture of continuous professional learning. The program adopts a holistic approach by integrating instructional excellence, scholarly engagement, collaborative professional learning, innovation, and organizational support into a comprehensive faculty development framework.

General Objective

To strengthen faculty proficiency and work performance through a comprehensive professional development program that promotes instructional excellence, research capability, technological competence, organizational engagement, and continuous professional learning.

Specific Objectives

The program specifically aims to:

1. enhance faculty competencies in instructional planning, learner-centered pedagogy, classroom management, and student assessment;
2. strengthen professional competence through continuous graduate education, scholarly engagement, and lifelong learning;
3. improve research capability and scholarly publication among faculty members;
4. promote technology-enhanced teaching, digital literacy, and innovative instructional strategies;
5. strengthen communication, collaboration, mentoring, and professional learning communities;
6. improve institutional support for faculty development, instructional innovation, and research productivity;
7. institutionalize systematic monitoring, coaching, and performance feedback mechanisms; and

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8. Sustain a culture of academic excellence, organizational learning, and continuous quality improvement across participating higher education institutions.

Core Program Components

Component 1. Faculty Excellence Development

Objective: Strengthen instructional competence and classroom effectiveness.

Major Activities: Outcomes-Based Education workshops; Instructional planning seminars; Assessment and evaluation training; Classroom observation coaching; Microteaching sessions

Component 2. Research Capability Enhancement

Objective: Improve faculty research productivity and scholarly publication.

Major Activities: Research methodology training; Academic writing workshops; Statistical analysis seminars; Journal publication mentoring; Research colloquia

Component 3. Technology Integration Academy

Objective: Strengthen digital competence in higher education instruction.

Major Activities: Learning Management System (LMS) training; Artificial Intelligence (AI) integration workshops; Educational technology seminars; Multimedia instructional design; Online assessment development

Component 4. Professional Learning Communities (PLCs)

Objective: Promote collaborative professional learning.

Major Activities: Peer mentoring; Learning circles; Lesson study; Best practices sharing; Interdisciplinary faculty forums

Component 5. Leadership and Professional Engagement

Objective: Strengthen leadership competence and institutional participation.

Major Activities: Academic leadership seminars; Committee management workshops; Extension program development; Community engagement projects; Faculty leadership conferences

Component 6. Faculty Wellness and Organizational Support

Objective: Promote faculty well-being and organizational resilience.

Major Activities: Wellness programs; Stress management workshops; Work-life balance seminars; Mental health awareness sessions; Employee assistance initiatives

Component 7. Continuous Quality Improvement System

Objective: Institutionalize evidence-based faculty development.

Major Activities: Faculty competency assessment; Teaching portfolio evaluation; Performance coaching; Professional development tracking; Annual program evaluation

Monitoring and Evaluation

Program implementation shall be monitored using multiple performance indicators, including faculty proficiency assessment results; faculty performance evaluation records; classroom observation reports; research

productivity indicators; scholarly publication outputs; participation in professional development activities; instructional innovation projects; student evaluations of teaching; and faculty satisfaction surveys.

Annual evaluation findings shall guide continuous refinement of faculty development initiatives and institutional planning.

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