

Training Experiences of College of Business Faculty: Concerns and Consequences

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Abstract – *This study dealt on the concerns and consequences of training experiences using the 44 core faculty of business. This research primarily examined the number of trainings attended and its relationship to the performances of the faculty. It employed descriptive method with quantitative and qualitative approaches. Triangulation was used in gathering data. The study found out that training attended by faculty in terms of instruction, research, extension, and production was inadequate and if given so, most of them are in service. A significant relationship resulted among instruction, research and production training attended and the performance. However, relationship between trainings attended in extension and their performance has not been established. Yet, study cannot readily conclude that training is the only factor to consider improving the performance of the faculty. On the other hand, the usefulness of the trainings attended has displayed to the extent of only being informed and most probably did not results to numerous outputs in research, extension and production. Finally, several problems have been revealed vis-à-vis training experiences of faculty of business for the last three years.*

Keywords – *training experiences, performance, instruction, production, extension, research, higher education institution (HEI)*

INTRODUCTION

Most employees would always consider improving their performance to contribute their best effort towards the goal attainment of the organization. The knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation. On the other hand, organizations must provide initiatives to help their employees achieve their aspirations for development. Workplace learning and continuous improvement are now considered essential for an organization to remain competitive [1]. People who is employed in the academe is no exceptions on this reality. There are so many current issues and challenges in the professional development of teachers [2]. These challenges are emphasized by the demand with respect to improving the quality of education the country offers.

Nowadays, higher educational institutions (HEIs) in the Philippines are thoroughly assessed on the various functions it has to execute. Several bodies have been authorized by the government to regulate HEIs operations to probably improve their services. Distinctively, faculties from these HEIs are mandated to perform these functions to contribute to the

advocacy of achieving quality. Instruction, research, extension and production are the major roles of faculty to perform. However, equal performance of these functions cannot be achieved without supplementary effort to equip the individual and provide better outputs on their endeavors. Explicitly, trainings may be considered as an effective intervention to improve the performance of the employees when prepared with needs analysis revealing the necessity for well-targeted training areas. Albeit considerations may be noted the fact that training is not always the best way to solve the problem of employees actual performance, undoubtedly, it shapes its contribution. Training can reduce, if not eliminate, the gap, by preparing the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. Furthermore, the treatment of educational investment in human capital rests on the assumption that the additional education and training acquired by individuals will lead to an increase in their productivity, which will be rewarded with higher earnings. The higher earnings of educated workers are thus believed to reflect their superior productivity. Education and training are thought to raise productivity through the provision of skills and

knowledge, which increase the efficiency and hence the value of the more educated [3].

This paper investigated the training experiences of University of Rizal System faculty from the College of Business for the last three years. Data have supported the records of the faculty performance relative to the participation on the four functions of the university namely instruction, research, extension and production. Instruction has been their main function, and it was given that time and again their performance is mainly focus on it. However, given this situation, training limitations to improve the quality of their teaching is also an issue.

On the other hand, accounts on faculty participation on the other functions such as research, extension and production are also very limited. Only few faculties from the college of the five campuses under study are involved on the cited activities. Having been said the shortcomings of faculty improvement on their functions, it is better to analyze how did they rate their training experiences which undeniably contributory on their undertakings. Inquiries such as; did they experience adequate and relevant trainings in terms of instruction, research, extension and production? Were the trainings attended useful? And the Problems they have met on their training experiences given by the university either inside or outside, were responded by this study more predominantly the concepts of its concerns and consequences. Evaluations of training conducted is very significant, however, most organizations still only evaluate training programs using reaction criteria, and very few measure the impact of training on results [4].

There have been many studies which attempted to know the impact of trainings given to employees, but in general the existing literatures have mainly focused on estimating the profitability of investment in education, with very few studies dealing with the impact of training on productivity [5].

To be particular, Trivette et al [6] conducted a study and the purposes of their analyses include identifying factors associated with Head start staff's active participation in training to promoted their adoption and use of two different types of evidence-based classroom practices and to determine which variables if any, co varied with the predictors of active staff participation in and the perceived benefits of training. The goal was to identify the nature of the relationships among a number of staff personal beliefs appraisals and training related predictor measures and to identify the conditions under which staff

participated in and benefited from the training afforded Head start teachers and teacher assistants. The study's implications for practice indicated that first, professional development specialists should recognize and take into consideration the fact that a host of different practitioner beliefs are likely to influence "buy in" to training and staff willingness to participate in training afforded them. It is also worth the time and effort to informally query participants to determine the reasons they are attending training and what they hope to learn from participation in the training to ascertain their motivation to benefit from the professional development opportunity.

Relatively, teachers' training is very significant because their knowledge must be continuously nourished. Zimmerman et al, [7] revealed on the results of their study that a significant interaction effect; for teachers who received the training, the relationship between behaviors and teacher efficacy was negative, while for teachers in the control group this relationship was positive. Implications of the findings for teacher efficacy and professional development are discussed. Research studies of Harrison et al [8], demonstrate that training intervention impact upon teachers in both the cognitive and affective domains. Such impacts interact with other, external factors such as the degree of external support and facilitation, collaboration with other teachers, characteristics of the organization and management structure within the educational system to condition the degree to which individual teachers modify and adapt their current practice. Moreover, receptiveness also in training have found to be an effect on the impact of training, commonly it indicates that staff who are more responsive to on-site, classroom based practices training are more likely to demonstrate more improvements in the use of the practices constituting the focus of that training [9].

MATERIALS AND METHODS

This research employed descriptive method with quantitative and qualitative approaches. These approaches are deemed necessary to carry out the objectives of the study for they explore numerical and qualitative results to come up with the value intended to be accomplished by this paper. Specifically, the study dealt with training experiences of the faculty of College of Business wherein in the context of the study refers to the number of trainings attended for the last three years (SY 2013-2014, 2014-2015, 2015-2016) and how they were rated on their usefulness. The

aspects of research, extension, instruction, and production are the variables considered because they are the four-fold function of a state university faculty. Ethically, the researcher sought the approval of the concerned authorities before the study was conducted to ensure that whatever data obtained will be utilized in this study only and aimed to help by offering useful recommendations based on its findings.

In particular, the subjects were the faculty of the College of Business from University of Rizal System. There are five campuses which has this college particularly Antipolo, Binangonan, Pililia, Rodriguez and Tanay. The college offers Bachelor of Science in Office Administration major in Office Management, Diploma in Computer Secretarial and Bachelor of Science in Business Administration major in Human Resource Development Management, Financial Management, Marketing Management, Entrepreneurial Management and Economics. Specifically, there were 44 permanent and temporary core faculty involved, 8 from Antipolo, 11 from Binangonan, 7 from Pililia, 7 from Rodriguez and 11 from Tanay Campus.

Triangulation in gathering data was employed. Quantitative data were obtained with the use of researcher made questionnaire formulated and validated as to the requirements of the study. Administration was personally and carefully done so as to explain further contents and the objectives of the research. Documentary analyses were also performed relative to the performance of the faculty involved in the study concerning research, extension, production and instruction. Performances relative to instruction were derived from the results of the conducted evaluation for the last three years. On the other hand, performances on research, extension and production were categorized as to the number of output as follows: 5-6 best, 3-4 better, 1-2 good and 0 poor. Various sources of data were considered to strengthen the results of the study like Annual accomplishment reports and performance evaluation results. Qualitative data were obtained through Focus Group Discussion involving four (4) faculty members for each campus and the deans of the college. Results were abstracted to come up with the specific details on the topics being deliberated.

The researcher had systematically conducted the FGD and during the discussion she had sometimes played devil's advocate to get further data from the respondents on the problems met relative to training experiences they have with the university for the last three years. The following five steps have been taken

in conducting the group discussion: i) orientation on objectives and contents of the survey for interviewees; ii) explaining the guide questions; iii) conducting a group discussion with a guide question; iv) wrapping up the interview; and vi) modifying methods, process and questionnaires if needed [10]. Deans were selected as part of group discussion because they have the personal knowledge on the training administration in the college, while the four faculty members involved were two (2) program heads, one (1) senior and one (1) low ranking faculty members to give everybody a chance to impart their training experiences.

Scoring rubrics were employed to measure the perception of the respondents on usefulness of the trainings attended by the faculty of College of Business in terms of instruction, research, extension, and production utilizing five point likert scale. Verbal interpretation used in knowing the usefulness was agreed which represents the perception of the respondents on the trainings they have attended. The quantitative data gathered were treated using SPSS Version 21 while thematic analysis was employed to interpret the qualitative data. The study is limited to the perceptions of the faculty of the College of Business to which the focus of the study were their training experiences and since the researcher is part of the college she was not involved so as not to distress the results of the study. The scale was utilized as follows: 4.21 - 5.00 SA-Strongly Agree, 3.41 - 4.20 A-Agree, 2.61 - 3.40 MA-Moderately Agree, 1.81 - 2.60 DA-Disagree, 1.0 - 1.80 SDA- Strongly Disagree.

RESULTS AND DISCUSSION

Profile of the Respondents

The study has forty four (44) respondents from the five campuses involved. Tanay and Binangonan have 11 each or 25 percent, 8 or 18.18 percent for Antipolo while Pililia and Rodriguez have the same frequency of 7 or 15.90 percent of faculty. The results of the study revealed that having a greater number of faculties have a likelihood of experiencing more training. They were very apparent in the variables considered in the study like research, instruction and extension.

In terms of nature of appointment, 40 or 90.90 percent are permanent and 4 or 9.09 percent are temporary. Though there are still faculties holding temporary appointment, they are similarly entitled of the privilege on that of permanent faculty to experience

relevant trainings as stipulated on the university administration manual.

Table 1. Profile of the respondents in terms of campus, nature of appointment, field of specialization, length of service, sex, and highest educational attainment.

Profile	Frequency	Percentage
Campus		
Antipolo	8	18.18
Binangonan	11	25
Pililia	7	15.90
Rodriguez	7	15.90
Tanay	11	25
Total	44	100
Nature of Appointment		
Permanent	40	90.90
Temporary	4	9.09
Total	44	100
Field of Specialization		
Office Ad/Management	10	22.72
Business Administration	28	63.63
Others	6	13.63
Total	44	100
Length of Service		
1-5 years	4	9.09
6-10 years	5	11.36
11-15 years	12	27.27
16-20 years	20	45.45
21 years above	3	6.81
Total	44	100
Sex		
Male	14	31.81
Female	30	68.18
Total	44	100
Highest Educational Attainment		
Doctoral Degree	6	13.63
With doctoral units	16	36.36
Masteral Degree	13	29.54
With masteral units	9	20.45
Total	44	100

On the other hand, majority of faculty specialized in Business Administration with 28 or 63.63 percent, Office Administration has 10 or 22.72 and others have 6 or 13.63 percent. Other specializations include BS Economics, Business Education and Information Technology. Relatively, based from the interview conducted on trainings in terms of instruction, there were involvements but still very inadequate. Constraints on trainings being given relative to their expertise have been revealed on the FGD conducted which accordingly maybe attributed to the linkages of

the school and the faculties have to professional organizations. Core faculties only were involved in this study.

Meanwhile, most the respondents involved has stayed in the university for a long period of time. Twenty or 45.45 percent are 16-20 years in service, 11-15 years has 12 or 27.27 percent, 5 or 11.36 percent have been with the university for 6-10 years, 1-5 years has 4 or 9.09 percent and 21 years above has 3 or 6.81 percent. It can be implicated that a large number of senior faculties came from Tanay which emphasizes that the College of Business operated first from the said campus. Relative to trainings being given, seniority or number of years in service has never been a requirement for a faculty member to be qualified to attend.

With regard to gender, females outnumbered the males with a frequency of 30 or 68.18 percent while males have 14 or 31.81 percent. Vis-à-vis highest educational attainment, 16 or 36.36 percent are with doctoral units, 13 or 29.54 percent are masteral degree holder, 9 or 20.45 with masteral units and only 6 or 13.63 are doctoral degree holder. The faculty members of the college were dominantly inclined in business field, however, based from the focus group discussion conducted, there were only few trainings given outside the university relative to their discipline which accordingly may be attributed to insufficient linkages to professional organizations the university have established on the said field. As teachers, the ability to be connected to networks of possible professional organizations may cause sharing of educational resources and assistance like trainings which can improve the better service to students and stakeholders. Others also claimed that trainings given may be based on the proximity of the campus where the college is located since most of the communication is being decided in the main campus and the flagship was also considered.

Table 2 reflects the number of trainings attended by faculty for the last three years in terms of research. With regard to in service trainings and outside the university, “Research capability building (e.g. packaging, research dynamics, and benefits)” has the most number which is 43 or 65.15 percent and 20 or 68.96 percent respectively. Sixteen (16) in service trainings or 24.24 percent and 4 or 13.79 percent given outside the university are categorized into “Research utilization and presentation” while “Research publication and registration” trainings have 7 or 10.60

percent given inside the university and 5 or 17.24 percent outside the university.

Table 2. Results of the trainings attended inside and outside the university in terms of research

Type of Research Training	In Service		Outside the university	
	F	%	F	%
1. Research capability building (e.g. packaging, research dynamics, and benefits)	43	65.15	20	68.96
2. Research utilization and presentation	16	24.24	4	13.79
3. Research publication and registration	7	10.60	5	17.24
Total	66	100	29	100

Although there a numerous research trainings given, the documentary analysis conducted revealed that not all faculties have been exposed to it. This may be the effect of implemented procedures regarding the sending of faculty to trainings. Based from the FGD conducted, the same faculty has been sent to trainings. Furthermore, there are only little training relative to research publication and registration thus; trainings given have mainly been focused on capability building.

Table 3. Results of the trainings attended inside and outside the university in terms of extension

Type of Extension Training	In Service		Outside the university	
	F	%	F	%
1. Extension capability building (e.g. packaging, extension benefits and dynamics)	16	59.25	5	62.5
2. Extension utilization	7	25.92	3	37.5
3. Extension implementation	1	3.70	0	0
4. Extension publication and registration	3	11.11	0	0
Total	27	100	8	100

It can be seen from the table 3 the results of trainings attended by the faculty of College of Business in terms of extension. There are 27 trainings attended inside and there only 8 outside the university. With the in service trainings, there are 16 or 59.25 percent

relative to “Extension capability building (e.g. packaging, extension benefits and dynamics)” while there are 5 or 62.5 percent outside. “Extension utilization” trainings have 7 or 25.92 percent inside the university while there are 3 or 37.5 percent outside. Furthermore, training classified to “Extension implementation” has 1 inside and none from outside the university. Finally, there are 3 or 11.11 percent in service trainings relative to “Extension publication and registration” and there is none outside the university.

The findings imply that most of the trainings attended are on capability building and evidently trainings on how the extension activities will be implemented prove to be insufficient. On the other hand, right through the interview conducted with the faculty of the farthest campus, they lamented that maybe since the campus is distant from others, trainings have not been communicated easily and most of them experienced the limitations the reasons why they are uncertain to perform the functions given. Moreover, dominantly, trainings are given inside the university.

Table 4. Results of the trainings attended inside and outside the university in terms of production

Type of Research Training	In Service		Outside the university	
	F	%	F	%
1. Production capability building (types of production activities)	5	41.66	3	100
2. Packaging of products	4	33.33	0	0
3. Product marketing	3	25	0	0
4. Product patent	0	0	0	0
Total	12	100	3	100

Table 4 clearly shows the limitations of trainings given vis-à-vis production activities. “Production capability building” has 8 trainings, 5 or 41.66 percent within the university and 3 or 100 percent are outside the university. Four (4) or 33.33 percent for “Packaging products” inside the university while there is none outside. Noticeably, no trainings attended with regard to “Product patent”. Remarkably, it is very palpable to claim that production trainings are insufficient to have the faculty involved in it. Thus, it may result to limitations of faculty outputs. The trainings attended by the faculty of the college of business may not give them enough idea to further explore production activities.

Table 5. Results of the trainings attended inside and outside the university in terms of instruction

Type of Training	In Service		Outside the university	
	F	%	F	%
1. Trends and issues of the business environment	18	28.12	14	66.66
2. Strategies in Business Teaching	18	28.12	3	14.28
3. Outcomes based education	17	26.56	1	4.76
4. Classroom Management	6	9.37	2	9.52
5. Measurement and Evaluation	5	7.81	1	4.76
Total	64	100	21	100

The table shows the types and number of trainings attended by faculty in terms of instruction either inside or outside of the university for the last three years in all the five campuses involved. “Trends and issues of the business environment” and “Strategies in Teaching” both have a frequency of 18 or 28.12 percent, while “Outcomes based education” has 17 or 26.56 percent, classroom management has 6 or 9.37 and “Measurement and evaluation” has the lowest frequency of 5 or 7.81 percent, all are attended inside the university. Meanwhile, trainings attended outside the university reflects the total of 21 distributed as follows: “Trends and issues of the business environment” with a frequency of 14 or 66.66 percent, “Strategies in business teaching” with 3 or 14.28 percent, classroom management has 2 trainings or 9.52 percent, and “Outcomes based education” and “Measurement and evaluation” has both 1 or 4.76 percent.

Evidently, trainings attended inside the university is greater than those outside. These trainings are mostly initiatives by each college. From the documentary analysis conducted where these data derived, it revealed that Rodriguez campus received the least number of trainings for the last three years. However, other campuses like Binangonan claimed that most of the time they conducted their own in service training relative to instruction to enhance their faculty which are undoubtedly contributory to their performance. The number of trainings given does not equate at least the entitlement of the entire faculty to 1 training per faculty a year because trainings are not programmed and the same people have been sent.

Table 6. Results of the faculty performance in terms of research

Research Performance	Completed		On Going	
	F	%	F	%
Best (5-6)	0	0	0	0
Better (3-4)	0	0	0	0
Good (1-2)	11	25	7	15.90
Poor (0)	33	75	37	84.09
Total	44	100	44	100

Table on the next page reflects the performances of faculty of the College of Business for the last three years regarding research. It can be seen that there are recorded completed and ongoing research activities, however, all them fell on good performance only. To be specific there are only 11 or 25 percent of the faculty who have completed research activities and greater number of faculty with a frequency of 33 or 75 percent have poor performance or no research output at all. Relative to faculty members who are involved in ongoing research activities there are only 7 or 15.90. Remarkably, there are 37 or 84.09 percent who do not have any research initiatives. It can be implicated from the findings that outputs relative to research have been very limited.

Most of the faculty does not have research outputs for the last three years. Records are very alarming considering that a faculty from a university must embrace this very important function.

Table 7: Results of the faculty performance in terms of extension

Extension Performance	Completed		On Going	
	F	%	F	%
Best (5-6)	0	0	0	0
Better (3-4)	0	0	0	0
Good (1-2)	12	27.27	6	13.63
Poor(0)	32	72.72	38	86.36
Total	44	100	44	100

The extension performance of faculty shows that only 12 or 27.27 percent are good having 1-2 completed extension activities while there are 6 or 13.63 percent having ongoing activities. Greater number of faculty has poor performance, specifically on completed extension activities having a frequency of 32 or 72.72 percent while there 38 or 86.36 percent on ongoing.

The findings imply that there is really a need to enhance the knowledge and skills of the faculty of business to do extension activities. Extension activities

are product of research, and these two are related with each other, the reason maybe the performances results are almost the same. It can be derived from the results that although there are only few trainings given, the performance of faculty in extension is almost the same in research.

Table 8. Results of the faculty performance in terms of production

Production Performance	Completed		On Going	
	F	%	F	%
Best (5-6)	0	0	0	0
Better (3-4)	0	0	0	0
Good (1-2)	0	0	1	2.27
Poor (0)	44	100	43	97.72
Total	44	100	44	100

The table reveals the recorded performance of the faculty in terms of production activities. It shows that out of 44 faculties involved in the study none has completed production activity or having a poor performance. There is one (1) faculty having an ongoing production activity and 43 or 97.72 percent has still yet to have initiatives. The performance may be attributed to the number of trainings attended by the faculty. However, there may be other factors which are contributory to the performance.

Table 9. Results of the faculty performance in terms of instruction

Performance	Frequency (F)	Percentage (%)
Outstanding	30	11.36
Very Satisfactory	211	79.92
Satisfactory	23	8.71
Fair	0	0
Poor	0	0
Total	264	100

Table 9 discloses the average performance of faculty from the five campuses involved for the last three years(six semesters). Results were based on the evaluation of deans, students, peers and self-related to their performance in instruction activities done every semester excluding summer. The greater number of faculty obtained a performance of “Very Satisfactory” with a frequency of 211 or 79.92, “Outstanding” with 30 or 11.36 and “Satisfactory” with 23 or 8.71 percent. On the other hand, no one got “Fair” or “Poor” ratings. Performances were classified and the results show that among the five campuses involved, a big number of faculties mark on very satisfactory. This indicates that

there are really aspects which need to be improved to help them obtain outstanding ratings. Relatively, trainings can be one of these factors.

Table 10. Relationship between the trainings attended and the faculty performance in research, extension, instruction and production.

Variables	r-value	Sig. (2 tailed)	Ho at 0.05
Training Research	.331	.028*	R
Training Extension	.098	.386	FR
Training Production	.876	.000*	R
Training Instruction	.405	.004*	R

* Significant

As revealed on Table 10, there is a significant relationship among training and research, production and instruction since the p values are less than .05 level of significance. Thus, the null hypotheses are rejected. However, training and extension revealed that hypothesis Failed to Reject since the p value of .386 is greater than the .05 level of significance.

The r value of .331 has a definite but small relationship between training and research, the r value of .876 has a high or marked relationship between training and production while the r value of .405 has a moderate or substantial relationship between training and instruction. Thus, training has relative effect on the performance of the faculty members. On the other hand, the r value of .098 has almost negligible relationship between training and extension. Specifically, the trainings given to faculty did not affect their performances. Hence, it was revealed in the study that although there were limited trainings relative to extension, faculty members still able to perform the function. The results manifest that dominantly performance of faculty in their functions are affected by the training which they have been exposed.

However, there may be other factors which are contributory to their performance. The results are only confided on the variables considered in the study.

The table 11 presents the level of usefulness of the trainings experienced by the faculty relative to research. Both “I became enlightened on the significance of research activities in the academe” and “I have applied interdisciplinary approach in solving problems from classroom practice” ranks 1.5 with a mean of 4.12 and verbally interpreted as Agree.

However, the last two items in the list which can be major benchmark on the usefulness of the trainings attended in research which are “I have analyzed and interpreted various sources, approaches, view and

theories” and “I have published original researches and analyses in books and academic journals” ranks 7 and 8 respectively, hence, they obtain the least means of 3.25 and 2.59.

Table 11. Responses on the usefulness of trainings attended by the faculty in terms of Research.

Research	WM	Rank	VI
1. I became enlightened on the significance of research activities in the academe.	4.12	1.5	A
2. I have applied interdisciplinary approach in solving problems from classroom practice;	4.12	1.5	A
3. I have used various methods in practice, such as observation, case study, content analysis, interviews, questionnaires and others in my research works.	3.97	3	A
4. I have conducted research and experiments to advance knowledge in my field.	3.72	4	A
5. I have developed the ability to present results of the research conducted in local, national and international fora.	3.64	5	A
6. I have written shorter and longer presentations academically.	3.37	6	MA
7. I have analyzed and interpreted various sources, approaches, views and theories.	3.25	7	MA
8. I have published original researches and analyses in books and academic journals.	2.59	8	MA
Overall Mean	3.59		A

M-Mean, R-Rank, VI-Verbal Interpretation, 4.21 - 5.00 SA-Strongly Agree, 3.41 - 4.20 A-Agree, 2.61 - 3.40 MA-Moderately Agree, 1.81 - 2.60 DA-Disagree, 1.0 - 1.80 SDA- Strongly Disagree

The findings implied that although there were trainings given to faculty, influence on the publication of research is still a substantial problem. Those who have attended have been informed on research activities, however, further trainings must be initiated, maybe a program to turn this into an output which is the most significant in doing such that is dissemination of results to recognized journals and even books. The college may have to improve its research aspects because nowadays, higher education is not only expected to deliver excellent education and research, it also has to deliver those outputs in ways, volumes and forms that are relevant to the productive process and to shaping the knowledge society.

This has been characterized by some as a fundamental change in the *social contract* between science and higher education institutions, on the one hand, and the state on the other, with the latter now having much more specific expectations regarding the outputs produced vis-à-vis the return on the public’s investment [11],[12].

Table 12. Responses on the usefulness of trainings attended by the faculty in terms of Instruction.

Instruction	WM	Rank	VI
1. I have exhibited a high personal standard of excellence.	4.03	8	A
2. I have been effective in written and oral communication.	4.02	9	A
3. I have performed my teaching work with minimal guidance.	4.12	7	A
4. I have engaged with stakeholders, learners and decision-makers.	3.75	10	A
5. I have demonstrated competence in area(s) appropriate to the position.	4.15	6	A
6. I developed the ability to promote the positive exchange of ideas. .	4.22	3.5	SA
7. I have developed the ability to utilize the best resources available.	4.22	3.5	SA
8. I have developed the ability to try new ideas, methodologies and strategies.	4.36	1	SA
9. I have incorporated the knowledge I acquired to master the subject matter I have been teaching.	4.32	2	SA
10. I have become abreast with changes and innovations in the field and share them with my students.	4.20	5	SA
Overall Mean	4.14		A

The faculty believes that what they have experienced on the trainings they have I attended in terms of instruction was very useful to them as revealed by the obtained means on the variables considered. “I have developed the ability to try new ideas, methodologies and strategies” got the highest mean of 4.36 and verbally interpreted as Strongly Agree. The same is true with “I have incorporated the knowledge I acquired to master the subject matter I have been teaching” with a mean of 4.32. It can be noticed from

the results that “I have engaged with stakeholders, learners and decision-makers” got the lowest mean of 3.75. Further, relationships or connections to various stakeholders involved in the delivery of instruction may be improved because it is also crucial in developing such.

Although compare with research, extension and production, numerous trainings have been received by some faculty due to the reason that it’s their major function, their perception can be attributed to the training exposures they have been involved. It can be deduced from the findings that it needs to be sufficiently provided to update the faculty for them to be able to continuously share their learned expertise to their students, as the old maxim states that “You cannot give what you do not have”.

Table 13. Usefulness of trainings attended by the faculty in terms of Extension.

Extension	Mean	Rank	VI
1. I have become enlightened on the significance of extension activities in the academe.	3.85	1	A
2. I have conceptualized an extension project relative to the program I belong.	3.46	2	A
3. I have proposed project for budget and implementation.	2.92	4	A
4. I have conducted an extension project based on the needs assessment I have conducted.	2.95	3	A
5. I have completed the project and submitted terminal report.	2.86	5	A
6. I have presented results to local, national and international fora.	2.72	6	A
7. I have published the results in various publications.	2.52	7	MA
Overall Mean	3.04		A

Table 13 reflects the perceived usefulness of the extension trainings attended by the faculty of the College of Business. The entire faculty who attended relative training perceived “I have become enlightened on the significance of extension activities in the academe” to have the highest mean of 3.85 and verbally interpreted as Agree. Furthermore, most of them thought that “I have published the results in various publications” to have the least mean amongst the usefulness of the trainings attended which obtains 2.52 and verbally interpreted as Moderately Agree

The findings imply that trainings to be given must be planned and organized for its effect was only up to the extent of enlightening and making them aware of the role of extension activities. Furthermore, faculty who have been involved need further trainings on publication or dissemination of results which also needed much attention. The faculty involvement in extension activities may also be attributed to the number of trainings they are being exposed. Trainings and activities relative to extension may be enhanced with continuous exposure of faculty to such activities either local, national or international. These exposures can be contributory to the improvement of such function. Although some faculty has not experience trainings in extension, they are able to perform the functions, however, there are limitations.

Today, a greater weight is placed upon the commitment to community service in terms of providing training and research, investigation and advice as well as such services as consultancies, technology transfer, lifelong learning and continuing education [13]. Academics and policymakers have long made reference to higher education’s third mission, yet it remains an ethereal component of what higher education actually does. It is supposed to be a third role beyond teaching and research that centers specifically on the contribution to regional development [14]. Some call it outreach while others call it community service. As third mission activity often covers everything besides traditional teaching and traditional research, this does little to help frame it as a task that can be shaped.

Table 14 indicates the result of usefulness of the production training attended by faculty. It can be noted that there are evidently insufficient training activities given to this aspect. Furthermore, only those who have experienced its effect, to be particular a small number of faculties from Antipolo, Binangonan, Pililia and Tanay, there is none from Rodriguez. Obviously, training limitations are reflected on the results of the study. The perception on the usefulness of trainings in production to faculty reveals that since it is really insufficient as established on the findings presented on the previous problems, there exist and an evident limitation of its utilization. Further, “I have become enlightened on the significance of production activities in the academe” and “I have understood the various ways in engaging in production activities” have only the highest of 3.56 and 3.5 both verbally interpreted as Agree. These are only confiding on making information about production activities.

Table 14. Usefulness of trainings attended by the faculty in terms of Production.

Production	WM	Rank	VI
1. I have become enlightened on the significance of production activities in the academe.	3.56	1	A
2. I have understood the various ways in engaging in production activities.	3.5	2	A
3. I have proposed and implemented production activities in the university. (eg. Book writing and other related projects)	2.48	3	DA
4. I have finished the production activity/activities I have been engaged.	1.0	4	SD A
Overall Mean	2.63		MA

It can be deduced from the findings that trainings are evidently not enough and need to be improved to help the faculty perform in production activities which is noticeably the weakest among the four functions considered. Although there are some who are involved in the trainings, it is not turned into an output maybe because of the partial activities given to them.

Problems met by the faculty members relative to training experiences they have with the university for the last three years

The Focus Group Discussion (FGD) involved (n=20) faculty and (N=5) deans of the five campuses having College of Business. The researchers have guide questions and established rapport to derive the best answers from the respondents. When faculties and deans were asked on the problems met with regard to the training experiences they have with the university, the following have been the results of abstraction from their answers. Number one problem is the availability of the faculty member/s who will attend the training. According to them, there were times that when they were about to be sent on trainings, the works designated to them overlapped with the schedule. As a consequence, they opted not to attend because of the tasks they needed to deal with. As faculty claimed:

- ‘...I was not able to attend the trainings most of the time because I have a designation which calls my personal attention specifically decision making on various matters. Regrettably, it overlaps with my training so I have to choose not to attend’. (dean1)

- ‘...I would rather choose not to attend sometimes because of the job I have to deal, even if I attend, I can’t even focus’. (faculty 2)
- ‘...Sometimes faculty are not interested anymore to attend because of the many works we have to finished, all of the faculty here have designations and aside from that we have overload so we cannot just leave all of it here’. (faculty 8)

I. It seems that the faculty schedule and loads hinders them to leave their campus and attend trainings. Another problem which came out on the discussion is the unclear training mechanisms/procedures employed by the university. Majority of the faculty lamented that there were inconsistencies on how to select the faculty who would attend the training so others were not given the chance. Many questions have been raised such as, who selects, who endorses, if they are selected, what are the bases, why the same faculty have been sent to trainings, if there are policies, why they were not communicated well to faculty?

II. This statement has been supported by the responses of the faculty involved in the study to which:

- ‘...You know most of the time, the same faculty has been sent to trainings, we are also skilled and knowledgeable to experience such, and do we need to involved politics in the selection?’. (faculty 4)
- ‘...Actually, we don’t know who will decide who should attend, when we asked the dean, they will refer us to inquire at the office of the VPAA or Office of the President, accordingly they have the final decision.’ (faculty 7)
- ‘...In fairness, sometimes the dean is the one who decides based on the qualification but not all the time’. (faculty 13)
- ‘...this ambiguous procedure on training creates jealousy’. (faculty 10)
- ‘...sometimes when the communication reach our office, it has already a name on it who would attend, there were also times that we were asked by our director to recommend, and there were also times that I made the final decision’. (dean 3)

III. Generally, they insisted that policies and procedures were unclear or inconsistent. Involvement in training activities helped individuals to enhance their skills, however, in the case of business faculty; lack of information on how they would have it was considered a problem. Decisions with regard to who would be sent to training had been an issue. Accordingly, there were

even times that some had requested for funding of trainings that they had initiated, however, approvals were late. Needless to say, they can't afford to finance it so they rather withdraw. If the faculties had requested to attend training because they had received the invitation outside, they claimed that the processing to request for the budget took some time to be approved, and when it was approved, the training had already ended. Furthermore, other common problem is the limitations of trainings provided by the university in terms of instruction, research, extension and production whether inside or outside. They had narrated that these were important to enhance their skills as university faculty. They could not just embrace instruction because they needed also to perform the other functions. However, lack of knowledge on the said matter hinders them to start and take a few steps being involved in these activities.

- ‘...Yes, absolutely there were limitations of trainings provided and for me this may be attributed to the budget or the system they are implementing’. (faculty 7)
- ‘...For me, it is not limited, it was not really provided on a regular basis. I have been in the university for a very long time, but if I have to count the number of trainings I have attended, my left hand fingers is more than that’. (faculty 8)
- ‘...Yes, sometimes the university is providing training outside, sometimes there are in service trainings, but as I see it, we don't necessarily need they provide. May be they have to consider the trainings they will give first, which is really related to our field or regarding research or extension activities. I am not involved in research, extension and production because I do not know what to do, where to start, may be they considered that’. (faculty 15)
- ‘...Trainings more importantly on research, extension and production are really insufficient. In terms of research, yes I heard they are constantly providing trainings but these are only for coordinators but it was not reverberated to us’. They have also to think about the outputs of those people they are sending to trainings, because later on coordinators will be changed, where they can locate the return on their investment’. (faculty 18)

IV. In terms of instruction, other claimed that limitations may be due to the priority programs of the university. Business courses do not have board examinations although it is very popular and most of the students enrolled in the university are on this course, training for its faculty has been very few. Relatively, on the documentary analysis conducted particularly on the accomplishment reports of the five campuses and the university, it can be noted that faculty involved in trainings comprised a small number only from this college. Additionally, faculty insisted that more training must be given because they must be updated to the changing business ideas and solutions nowadays so they can share it with their students. Thus, they just always rely on the books and internet information they have acquired. On the other hand, one campus is initiating its own in service training to help the faculty uplift their knowledge and skills. They said that they cannot rely on the university alone so every month they conduct training on the different fields. Everyone is involved in this undertakings and each program hasits faculty training coordinator.

V. Moreover, relative to limitations of trainings given is the **lack of professional linkages of the faculty and the institution as well in the field of business**. Only few are associated with professional organizations.

- ‘...You know linkages are very important because we will be updated every now and then. However, only few are exposed, but they are paying their own annual dues. They got the chance to be invited, so when the invites reach the university, it has already a name on it. In other words, they are already identified. (faculty 10)
- ‘...It's a fact that professional organizations are very significant, the university cannot afford to have all the faculty members registered in them. Sometimes faculty initiatives should also be considered. (dean 2)
- ‘...As far as I know, CODEB is the only professional organization we are very active joining, however, only deans are sent to their trainings. At times, if they have trainings, their invitation was sent to the university but it does not reach our campus, the last thing we know, faculty from other campuses are sent. It is always like that, and we do not know why it keeps on happening, well in fact we are longing here for more training.

VI. Professional organizations are very important because they can be an avenue to have or provide trainings for faculty members. On the other hand, **absence of training need analysis** also came out as one of the problems. They emphasized that the college or the university kept on assessing the training needs but clear outputs from it were not documented and implemented. The university does not have a training program for every college which may include the budgetary requirements and the monitoring scheme on its implementation.

- ‘... We did training needs analysis in the college, but most of the time the results were not implemented because of the lack of budget to support it’. (dean4)
- ‘... How come that we will achieve becoming a premiere university, if the faculty members lack of related trainings. We must not rely on the invitations of institutions outside; maybe we must have our own analysis on the needs then provide it to faculty. Anyway a portion of the budget of the university is for faculty development’. (faculty 11)
- ‘...Its important to have training needs, we cannot really move forward because we are not yet equipped with knowledge relative to research, extension, production and instruction’. (faculty 17)

VII. These problems have been derived from the focus group discussion conducted, and the deans are part of it. Moreover, deans claimed that there were times that evaluations of faculty from their students are only satisfactory and there were recorded complaints. Furthermore, most of their remarks are the lack of knowledge shared by the faculty or the strategies being employed inside the classroom, which they also believed can be enhanced through trainings.

CONCLUSION AND RECOMMENDATIONS

The largest number of the respondents came from Binangonan which carries the flagship program of business courses and Tanay which is the first campus to offer the college. Moreover, the core faculties involved are dominated by permanent, specialized in business field, have stayed in the university for a longer period of time, female, and holding master’s degree. Furthermore, regardless of what are their statuses, they are similarly entitled of the privilege to experience relevant trainings. Field of specialization can be a factor but not seniority. The number of trainings given

to faculty in terms of research, extension, and production were inadequate and distributed unevenly as recorded on the documentary analysis conducted. There was more training given in terms of instruction. However, they are also unevenly distributed. Explicitly, the farthest campus received the least number of trainings. The given trainings did not equate the faculty entitlement for at least one training a year. Lastly, trainings given are dominantly in service. The performances on ongoing and completed research, extension and production activities are very few for the last three years. Outputs on research, extension and production are hardly enough and evidently need to be improved. With regard to performance in terms of instruction, it was revealed that they obtained the distinctive very satisfactory rating which means that there are still aspects to be improved and be involved in to elevate the performance to outstanding. Satisfactory ratings were also reflected on the performances. Their performances may be attributed to the training exposure they had. There is an established significant relationship between performance and the trainings given in terms of research, production and instruction but not on extension. However, there may be other factors which are contributory to the performance of the faculty involved. The usefulness of trainings attended by the faculty shows that it had helped but only bounded up to the point of being enlightened on role of research, extension, production and instruction in the academe. On research, influence on the publication is still a substantial problem to be considered; on instruction, it must be sufficiently provided to update the faculty on their specialization; with regard to extension, its usefulness has to be extended more on publication and dissemination as well while production activities revealed to be the weakest among the variables included. Trainings must have to be programmed to establish its usefulness. Conversely, being a faculty of higher education requires various skills and knowledge to perform the various functions required to be one. However, development should be programmed and religiously implemented as better performance leads to satisfied clients. Finally, problems relative to training experiences revealed the following: availability of the faculty member/s who would attend the training, unclear training mechanisms/procedures employed by the university, the limitations of trainings provided by the university in terms of instruction, research, extension and production whether inside or outside, lack of professional linkages of the faculty and the

institution as well in the field of business and absence of training need analysis. It concludes that problems really exist which hinders the faculty to attend and be given trainings which are substantial on their professional development.

In the light of the significant findings, the recommendations are hereby offered. Majority of the core faculty involved in the college are either holder of master's degree or taking their units in their doctorate degree. Relative to this, they may be encouraged to continuously work on their professional development to increase the number of faculty who are holding doctoral degrees given that most of them have already stayed in the college for a longer period of time. Although regardless of their statuses, they are supposedly having equal entitlement on trainings, yet, number of trainings need to be improved and its relevance. The university or each college may review the evaluation/monitoring of trainings given to faculty, if there is any, to reconcile the idea of allotting enough number of trainings given every year. A training program should be comprehensive which may give a clearer picture of what has to be addressed concerning the needs of the faculty. A status report relative to faculty participation particularly on instruction, research, extension and production may be emphasized to monitor the distribution of trainings to faculty. Furthermore, training given specifically on instruction should be evenly distributed to faculty members. Evidently, some campuses have fewer training experiences, and these results may be a consideration on giving fair number of trainings to all the faculty of business. Perhaps, re echoes of trainings attended by some faculty to share the same knowledge they have acquired. Finally, the Human Resource Management Office may lead on the foregoing recommendations to improve the trainings given which will result to better productivity. Faculty ranks may likewise be considered in providing the same.

The performance results of faculty members relative to instruction may be reviewed each semester in order to get a better scrutiny of the things they need to improve as teachers. Post conference may be conducted to inform them about their strengths and weaknesses and work on them. Moreover, communicate about the particular problems which may arise on the difficulty that they encounter in teaching and producing outputs in terms of research, extension and production. The university may consider the effects of trainings given to faculty on their performances. Anent to this, worthwhile and planned trainings may be

provided to uplift the contribution of the faculty to the university goals and objectives considering research, extension, production and instruction.

The trainings attended by the faculty members found to be helpful, but limited to informing them about the roles of instruction, research, extension and production as member of the academe. In this regard, the university or the college may consider crafting a training program which may be implemented on a long term basis. Diminutive implementation and interrupted intervals of trainings given may not provide further acquisition of knowledge to the faculty who attended the trainings. Several problems have been brought out relative to training experiences after the focus group discussion was conducted. These problems are believed to be the reasons which hinder faculty to be exposed to training. Considering these, the university or the college may evaluate how these problems arise to make corrective measures so as to result on providing better, adequate, useful, and practical trainings to faculty in the field of instruction, research, extension, and production. Specifically, disseminating information relative to training mechanisms the university employed involvement to more professional organizations, and conduct of training needs analysis which will be the basis of training program that will be dutifully implemented.

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