

# Strengthening Faculty Competence Through Targeted Training Needs Analysis

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## Abstract

This study assessed the training needs of faculty members in the College of Education at Universidad de Manila to inform the design of targeted development programs. Using a descriptive research design, a Training Needs Analysis (TNA) instrument was administered to faculty members, measuring competencies across four domains: teaching skills, research skills, professional development, and personal development. Descriptive statistics, specifically mean scores and qualitative interpretation, were used to rank the training needs.

Findings revealed that research skills emerged as the highest priority area ( $M = 4.16$ , High), followed by professional development ( $M = 4.08$ , High), teaching skills ( $M = 3.71$ , High) and personal development ( $M = 3.56$ , High). Although personal development ranked lowest, it remains a high-priority area given its

foundational role in enhancing faculty well-being, resilience, and interpersonal effectiveness—factors shown to improve teaching performance and academic outcomes. The results highlight the interconnectedness of pedagogical competence, scholarly productivity, and personal growth in fostering holistic faculty development.

Based on the analysis, a faculty personal development program was proposed, incorporating wellness workshops, leadership training, and interpersonal skills enhancement. The study concludes that systematic faculty development, particularly in personal domains, can positively influence both professional performance and student achievement, supporting the strategic goals of the College of Education.

**Keywords:** *Faculty competence, training needs analysis, teaching skills, research skills, professional development, personal development, College of Education*

## INTRODUCTION

In the rapidly evolving landscape of higher education, continuous professional development for faculty members is imperative to maintain high standards of teaching, research, and overall academic excellence. A systematic approach to identifying and addressing these developmental needs is through a



Training Needs Analysis (TNA). TNA is a process used to determine the gaps between current competencies and the skills required for effective performance in an academic setting (Tait & Dale, 2019). This study aims to explore the specific training needs of faculty members in the College of Education, focusing on four key areas: teaching skills, research skills, professional development, and personal development.

In the context of teaching skills, the predominant need identified is technology integration in teaching. As educational technology continues to advance, faculty members must adeptly incorporate digital tools and resources into their pedagogy to enhance student engagement and learning outcomes (Bower et al., 2018). This integration not only facilitates a more interactive learning environment but also prepares students for the technological demands of the modern workforce.

For research skills, the primary focus is on obtaining research grants. Securing funding is crucial for advancing scholarly research and innovation (Derrick, 2020). Faculty members often face challenges in navigating the complex process of grant writing and submission. Training in this area can significantly enhance their ability to attract funding, thereby fostering a robust research culture within the institution.

Professional development encompasses a wide array of activities, with professional networking and collaboration emerging as a top priority. Building a network of professional relationships is essential for academic and career advancement (Bozionelos & Wang, 2021). Collaborative efforts not only enrich the academic experience but also open doors to interdisciplinary research opportunities and knowledge exchange.

Personal development, particularly motivation, is a critical aspect that influences faculty performance and job satisfaction (Kaplan & Madjar, 2020). Understanding and addressing the factors that drive motivation can lead to enhanced productivity and a more positive work environment. Tailored programs that focus on intrinsic and extrinsic motivational factors can support faculty members in achieving their personal and professional goals.

Conducting a focused TNA is essential for several reasons. First, it ensures that the training programs are aligned with the actual needs of the faculty, leading to more effective and relevant professional development initiatives (Al Lily et al., 2020). Second, it helps in the optimal allocation of resources, ensuring that investments in training yield the highest returns in terms of faculty performance and student outcomes. Finally, by addressing specific needs in teaching, research, professional development, and personal growth, the institution can foster a culture of continuous improvement and academic excellence (Trowler & Vignoles, 2019).

## **Background of the Study**

One of the priority programs of higher education institutions today is to invest in the continuous growth of their faculty members through structured training and development. In line with this, the administration of the Universidad de Manila has placed emphasis on strengthening the professional and personal capacities of its educators. This initiative is spearheaded by the Human Resource Learning and Development (HRLD) Office, which is tasked to assess, design, and implement capacity-building programs responsive to the evolving needs of the academic community.

The role of the HRLD Office is not only to provide training but also to ensure that such interventions are strategically aligned with institutional goals. A systematic way to achieve this is through a Training Needs Analysis (TNA), which serves as the foundation for identifying performance gaps and determining the specific competencies that require enhancement. By funding training programs anchored on the results of

a TNA, the administration demonstrates its commitment to creating a supportive environment where faculty members are empowered to improve their teaching, research, and professional practices.

Globally, training and development have been recognized as vital drivers of institutional effectiveness, academic innovation, and faculty motivation (Knight et al., 2020). Locally, however, many universities still struggle to match faculty development programs with the actual needs of their educators, resulting in limited impact. Conducting a context-specific TNA is therefore essential, as it ensures that training resources are utilized efficiently and that faculty members receive targeted interventions that can directly contribute to teaching excellence, stronger research culture, and holistic professional growth.

By focusing on the training needs of the College of Education faculty, this study seeks to support the HRLD Office and the administration in their shared mission of investing in people as the most important resource of the university. The findings will not only inform program design but also contribute to sustaining a culture of continuous learning, innovation, and academic excellence within the institution.

### **Objectives of the Study**

1. To identify the current competencies and skill levels of faculty members across key teaching and professional domains.
2. To recommend targeted training interventions that align with institutional goals and faculty development priorities.
3. To assess the potential impact of proposed training programs on improving faculty performance and academic outcomes.

### **Literature Review**

Recent studies underscore the critical importance of targeted training programs in enhancing faculty competence across multiple domains, including instructional design, research skills, technology use, and soft skills. Massey, DeLuca, and LaPointe-McEwan (2020) demonstrated that focused development in assessment literacy and course design led to significant improvements in faculty confidence and teaching effectiveness, a finding echoed by Bender and Laverty (2020), who emphasized that institutional culture and peer support play a vital role in faculty's ability to apply newly acquired instructional methods. Within the Philippine context, research competence remains a prominent training need, with Sebullen et al. (2025) revealing that nearly half of faculty members prioritize skill-building in action research, qualitative methods, and instrument design. This aligns with Real's (2023) findings that, although faculty improved research-related competencies after training, persistent gaps in technological skills and community engagement suggest the need for comprehensive, multifaceted development programs. Similar conclusions were drawn internationally, as Alamri et al. (2021) reported that workshops and mentoring significantly increased research productivity in Saudi universities.

Technology proficiency and digital readiness also emerged as essential components of faculty competence, especially in the wake of rapid transitions to online teaching. Tomás & Tiquia (2022) alongside Damoco, Ignacio, & Cacho (2022) highlighted that younger and less experienced faculty often require more training in e-learning technologies and advanced ICT skills. The urgency of these needs was particularly evident during the COVID-19 pandemic, when Asgari et al. (2020) found a 30% increase in faculty confidence following targeted online teaching training. Lucero et al. (2022) further emphasized that faculty's prior exposure to technology predicts their success in adopting digital teaching tools, underscoring the importance of readiness assessments when designing training programs.



Despite recognition of these needs, numerous barriers continue to impede faculty participation in professional development activities. Tulo & Lee (2022) documented that heavy workloads and insufficient institutional support limit faculty engagement in mandated continuing professional development in the Philippines, a concern mirrored in Nigeria by Ojo, Adeyemi, & Bello (2020), where lack of funding and administrative backing restrict effective training implementation. Shrestha & Shrestha (2023) also found that language barriers and a shortage of culturally relevant materials reduce faculty involvement in Nepal, highlighting the necessity for contextualized and accessible training content.

In addition to technical skills, holistic development encompassing soft skills and well-being is gaining attention. Tomás & Tiquia (2022) identified emotional wellness and financial literacy as critical yet often overlooked training needs. Supporting this, Ramirez & Cruz (2021) emphasized the role of emotional intelligence and conflict resolution training in enhancing classroom management and faculty-student interactions. Santos, Reyes, & Dela Cruz (2024) further advocated integrating mental health support within faculty development to mitigate burnout and maintain motivation over time.

Regarding training delivery, faculty show a preference for flexible and blended learning modalities. Nguyen et al. (2021) reported that combining face-to-face workshops with online resources increased faculty satisfaction and perceived training effectiveness. Moreover, Garcia, Lopez, & Hernandez (2020) found that formal certification and tangible incentives significantly boost faculty participation, indicating that both intrinsic and extrinsic motivators are important in professional development.

Finally, collaborative and mentoring approaches have been shown to enhance faculty competence beyond isolated training sessions. Wilson, Thompson, & Jacobs (2021) demonstrated that interdisciplinary training fosters collaborative research and innovation, while Zhang & Liu (2023) found that pairing mentoring with formal programs improved junior faculty retention and research output in China. Similarly, Mokhtar, Abdullah, & Ismail (2022) highlighted that peer coaching and reflective practice strengthen learner-centered teaching in Malaysia. Collectively, these findings affirm that targeted, context-sensitive, and well-supported faculty training programs, which address a spectrum of skills and barriers, are essential for strengthening faculty competence in today's evolving educational landscape.

## METHODOLOGY

This study employed a descriptive survey design to assess the training needs and competence levels of faculty members from the College of Education at the Universidad de Manila (UDM). The participants were full-time faculty members actively engaged in academic duties, purposively selected to represent the different specializations within the college. Data were gathered using a researcher-devised questionnaire, developed from relevant literature to cover instructional skills, research competence, technology use, and soft skills. The instrument's content validity was established through expert review, while its reliability was confirmed through a pilot test that yielded a Cronbach's alpha of 0.87, indicating high internal consistency. After securing institutional approval and ensuring participants' confidentiality, the survey was administered through Google Forms over a four-week period, with follow-up reminders sent to encourage responses. The quantitative data were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to determine priority training areas.

## RESULTS AND DISCUSSION

**Objective 1.** To identify the current competencies and skill levels of faculty members across key teaching and professional domains

Table 1

### *Teaching Skills*

Rank	Teaching Skills	Mean	Interpretation
1	Technology integration in Teaching	4.28	Very High
2	Assessment and Evaluation	3.61	High
4	Learning Strategies	3.44	High
3	Classroom Management	3.50	High
<b>Overall Mean</b>		<b>3.71</b>	<b>High</b>

**Legend:** 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate); 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

The results in Table 1 show that faculty members rated themselves very highly competent in technology integration in teaching ( $M = 4.28$ ), indicating strong ability to incorporate digital tools into pedagogy and adapt instructional practices to the demands of modern classrooms. This is consistent with findings by Akram et al. (2021) and König et al. (2020), who noted that post-pandemic teaching requires mastery of the Technological Pedagogical Content Knowledge (TPACK) framework to effectively blend content, pedagogy, and technology for enhanced student engagement. In contrast, assessment and evaluation ( $M = 3.61$ ), classroom management ( $M = 3.50$ ), and learning strategies ( $M = 3.44$ ) were all rated as highly competent, suggesting that while faculty members have foundational skills in these areas, there is room for further professional development. Pastore (2023) highlighted that gaps in assessment literacy remain prevalent among educators, particularly in designing authentic assessments and utilizing results for instructional improvement. Similarly, Obee et al. (2022) found that targeted training in classroom management—especially when paired with coaching and feedback—can substantially enhance teachers' ability to maintain a positive learning environment. The relatively lower score for learning strategies points to limited emphasis on explicitly teaching evidence-based approaches such as retrieval practice, spaced repetition, and metacognitive reflection, which, according to Biber et al. (2022), can significantly improve student learning outcomes when effectively modeled by teachers. With an overall mean of 3.71 interpreted as highly competent, the findings suggest that while faculty members are adept in technology integration, there is a need to strengthen competencies in assessment, classroom management, and the use of learning strategies through targeted and sustained professional development initiatives.

Table 2

### *Research Skills*

Rank	Research Skills	Mean	Interpretation
1	Research Grant	4.39	Very High
2	Publication Strategies	4.17	High
3	Data Analysis Techniques	4.06	High
4	Research Methodologies	4.00	High
<b>Overall Mean</b>		<b>4.16</b>	<b>High</b>

**Legend:** 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate); 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)



The findings in Table 2 reveal that faculty members possess generally high research skills (overall mean = 4.16), with the highest competency observed in securing research grants ( $M = 4.39$ , Very High). This suggests that many faculty are adept at identifying funding opportunities and preparing competitive proposals, a skill crucial for sustaining scholarly productivity and institutional research agendas. According to Olsson & Cook (2021), grant acquisition not only provides financial resources but also enhances institutional reputation and faculty research capacity.

Publication strategies ranked second ( $M = 4.17$ , High), indicating that faculty have a solid understanding of how to prepare and target manuscripts for publication. However, this still leaves room for capacity-building initiatives in navigating peer review processes and adapting to evolving journal requirements. As noted by Ameen et al. (2021), strategic publication skills are increasingly critical in competitive academic environments where research impact and visibility influence career progression.

Data analysis techniques ( $M = 4.06$ , High) and research methodologies ( $M = 4.00$ , High) both scored within the high range, reflecting faculty competence in designing studies and interpreting data. This aligns with findings by Tennant et al. (2020), who emphasized that methodological rigor and analytical proficiency are foundational to producing credible and impactful research. Nonetheless, these results suggest that while faculty are confident in research execution, further professional development could deepen expertise in advanced statistical methods and emerging research designs.

Table 3

*Professional Development*

Rank	Professional Development	Mean	Interpretation
1	Professional Networking and Collaboration	4.44	Very High
2	Stress Management and Work-Life Balance	4.11	High
3	Leadership and Management Skills	4.06	High
4	Communication Skills	3.72	High
<b>Overall Mean</b>		<b>4.08</b>	<b>High</b>

**Legend:** 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate); 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Faculty members exhibit generally strong capabilities in professional development as revealed in Table 3, with particularly very high competence in professional networking and collaboration ( $M = 4.44$ ). This aligns with research demonstrating that participation in faculty learning communities significantly enhances self-efficacy and teaching effectiveness, where strong network ties and engagement foster a sense of professional growth and resource-sharing (Hatcher et al., 2022). In the domain of stress management and work–life balance ( $M = 4.11$ , High), faculty appear moderately capable of maintaining personal well-being amidst academic pressures. However, studies show that university faculty often experience elevated stress—stemming from teaching, research, and administrative burdens—which negatively impacts life satisfaction, with emotional burnout frequently acting as a mediating factor (Xu & Wang, 2023). Similarly, the overall high job strain and declining work–life balance due to increasing institutional demands have been well-documented, underscoring the need for continued institutional support (Bakker & Demerouti, 2024). Leadership and management skills ( $M = 4.06$ , High) also appear well-developed, though the broader managerial literature advocates for formal leadership training to improve team motivation and organizational effectiveness—highlighting a gap when managers are promoted without such training.

Finally, communication skills ( $M = 3.72$ , High) indicate a solid foundation, yet enhancing these skills remains essential for effective collaboration, leadership, and student engagement across academic contexts.

Table 4

*Personal Development*

Rank	Personal Development	Mean	Interpretation
1	Motivation	3.72	High
2	Interpersonal Relationship	3.56	High
3	Self-Regulation	3.50	High
3	Self-Awareness	3.50	High
3	Personal Grooming and Enhancement	3.50	High
<b>Overall Mean</b>		<b>3.56</b>	<b>High</b>

**Legend:** 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate); 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

As shown in Table 4, faculty members demonstrate an overall high level of personal development (overall mean = 3.56), with motivation rated as high ( $M = 3.72$ ), and other competencies—including interpersonal relationships, self-regulation, self-awareness, and personal grooming/enhancement—all rated as high (means around 3.50–3.56). The prominence of motivation echoes findings that value-based leadership and growth mindset significantly boost the intrinsic work motivation of university faculty, with positive implications for their engagement and performance (Zhao et al., 2024). Strong interpersonal relationships among faculty are foundational for collaboration and community, fostering trust and shared learning—especially when faculty learning communities promote collegial support (Bender & Laverty, 2020). Regarding self-regulation, evidence shows that enhancing teachers' self-regulatory practices not only improves their pedagogical self-efficacy but also supports more effective teaching behaviors (Bruna et al., 2023). Furthermore, teacher self-regulation is closely linked with student self-regulation in educational settings, indicating that faculty who model reflective and regulated behaviors may enhance student learning outcomes (Sáez-Delgado et al., 2022). Although literature specifically linking self-awareness and personal grooming to faculty outcomes is sparser, research underscores the importance of intrapersonal competence—such as emotional awareness and presentation—in effective professional identity and classroom presence (Nilson, 2023).

Table 5

*Summary Table on the Training Needs Analysis of Faculty*

Rank	Training Needs Analysis	Mean	Interpretation
3	Teaching Skills	3.71	High
1	Research Skills	4.16	High
2	Professional Development	4.08	High
4	Personal Development	3.56	High



The summary of faculty training needs reveals strong competency across domains, with Research Skills ( $M = 4.16$ , *High*) leading, closely followed by Professional Development ( $M = 4.08$ , *High*). These results align with findings in higher education research: Salajegheh et al. (2024) show that well-designed faculty development programs greatly enhance capacity in research, teaching, and professionalism, contributing to institutional effectiveness. Similarly, Muammar & Alkathiri (2021) found that relevance of program topics and teaching skills of academic developers strongly influence faculty satisfaction with professional development, suggesting that faculty value high-quality, meaningful training.

Interestingly, Teaching Skills ranks third ( $M = 3.71$ ) yet is interpreted as *Very High*, highlighting faculty recognition of urgent pedagogical needs despite a relatively lower numeric score. This underscores the importance of interactive and context-sensitive teaching training. Bender & Laverty (2020) demonstrated that faculty uptake of new instructional practices is significantly influenced by a supportive culture and alignment between teaching activities and learning objectives, reinforcing the need for aligned and practical pedagogical PD.

Finally, Personal Development ( $M = 3.56$ , *High*) indicates solid foundational growth in self-related competencies. Although less often prioritized in formal PD frameworks, personal development supports all other areas. A qualitative study by medical sciences faculty in Iran (BMC Medical Education, 2023) emphasized that humanistic qualities—such as empathy, communication, and ethical modeling—are essential competencies that academic staff must develop to excel in their roles.

**Objective 2. To recommend targeted training interventions that align with institutional goals and faculty development priorities.**

### Proposed Program

**Title: Empowering Educators: A Personal Development Program for the College of Education Faculty**

#### Description:

This program is designed to enhance the personal development competencies of the faculty in the College of Education, with a focus on self-awareness, self-regulation, motivation, interpersonal relationships, and personal grooming and enhancement. Through a series of interactive workshops, reflective activities, and collaborative engagements, the program aims to foster well-rounded educators who can model personal growth for their students and contribute effectively to the academic community.

#### Rationale:

The Training Needs Analysis results revealed that personal development is an essential growth area for faculty members, with an overall high need for improvement (Mean: 3.56). Research shows that educators' personal development significantly impacts their teaching performance, student engagement, and professional satisfaction. Developing self-awareness and self-regulation helps educators manage stress, maintain professional ethics, and build stronger relationships with colleagues and students. Furthermore, enhanced motivation and interpersonal skills contribute to a positive academic climate and improved student outcomes. Addressing these areas ensures that faculty members are not only subject matter experts but also role models for holistic growth.

#### Proposed Activities



Objectives	Activities	Persons Involved	Budget (₱)	Expected Output
1. To improve stress management and emotional resilience of faculty	Mindfulness and Stress Management Workshop – facilitated by a wellness coach	Faculty Members, Wellness Coach, HR	25,000	Faculty equipped with mindfulness techniques and coping strategies
2. To enhance time management and productivity skills	Time Management & Work-Life Balance Seminar	Faculty Members invited, productivity expert	20,000	Faculty able to implement effective scheduling and prioritization strategies
3. To strengthen interpersonal and communication skills	Effective Communication & Conflict Resolution Training	Faculty Members, Communication Skills Trainer	20,000	Improved faculty collaboration and reduced workplace conflicts
4. To promote healthy lifestyle and physical well-being	Wellness Day – yoga, Zumba, nutrition talk	Faculty Members, Fitness Instructor, Nutritionist	15,000	Increased physical activity and awareness of healthy habits
5. To foster self-awareness and career motivation	Personal Vision and Goal-Setting Retreat	Faculty Members, Motivational Speaker	20,000	Clear individual development plans aligned with personal and institutional goals

### Objective 3: To assess the potential impact of proposed training programs on improving faculty performance and academic outcomes

The results of the Training Needs Analysis (TNA) reveal that while faculty in the College of Education demonstrate relatively high competency in professional, pedagogical, and technical skills, personal development scored the lowest (mean = 3.56), indicating a critical area for intervention. This gap suggests that while subject-matter expertise and instructional skills are relatively strong, there is room for improvement in domains such as self-management, resilience, interpersonal relations, and work-life balance — factors that, according to recent scholarship, directly influence teaching effectiveness and institutional performance.

### Link between personal development and faculty performance

Studies have consistently shown that personal development interventions enhance both individual and organizational performance. Day & Gu (2018) argue that teacher resilience, self-efficacy, and emotional well-being are significant predictors of sustained professional commitment and high-quality instruction. Furthermore, Darling-Hammond et al. (2020) emphasize that faculty professional growth is most effective when it incorporates both instructional improvement and personal capacity-building, resulting in better student learning outcomes. In this sense, a training program that integrates stress management, time



optimization, communication enhancement, and health promotion is likely to have a measurable impact on faculty engagement and performance.

### **Impact on academic outcomes**

The quality of teaching is a key determinant of student achievement. Hattie (2019) demonstrates that teacher effectiveness, particularly in fostering positive learning environments and modeling well-being, is closely linked to student academic gains. Personal development initiatives contribute indirectly but significantly to academic outcomes by improving faculty's mental clarity, motivation, and ability to innovate in teaching. Enhanced interpersonal communication skills also promote stronger faculty–student relationships, which Cornelius-White (2020) found to be positively correlated with higher student motivation and achievement.

### **Implications for the proposed program**

Given the TNA results, implementing a structured personal development program is expected to yield two major benefits: (1) improved faculty performance through enhanced self-management, collaboration, and professional confidence; and (2) improved academic outcomes by enabling faculty to create more engaging, supportive, and effective learning environments. These benefits are consistent with the provisions of CHED Memorandum Order (CMO) No. 75, s. 2017, which emphasizes the continuing professional development of teacher education faculty as essential to sustaining quality standards in higher education.

The proposed training program is not merely a remedial measure but a strategic intervention with the potential to strengthen both faculty capability and student learning outcomes. By positioning personal development as a core dimension of faculty training, the College of Education can reinforce its commitment to continuous improvement and ensure sustainable academic excellence.

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