

Faculty Development Program (FDP) Of Selected Private Colleges In General Santos City: Its Impact On Organizational Commitment And Adaptive Performance, Basis For Enhanced Retention Program

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Abstract

The purpose of this study was to determine How faculty Development Program affected the organizational commitment and adaptive performance of faculty members among selected private Higher Educational Institutions in General Santos City. The overarching objective of the program was to develop an intervention designed to yield an intervention program that will help increase if not sustain the above-variables of the study. The research utilized an adapted 4-part questionnaire to assess 104 faculty members, investigating the impact of Faculty Development Programs (FDP) on organizational commitment and adaptive performance. Employing a descriptive-correlational research design, the study employed the Input-Process-Output (IPO) paradigm to thoroughly analyze each variable, supported by a comprehensive review of related literature. Statistical analysis including frequency counts, percentages, mean, standard deviation, t-test, ANOVA, and Pearson r revealed that FDP positively influenced professional development, teaching skills, leadership, classroom management, knowledge and skills, and organizational participation. Respondents demonstrated moderate affective commitment, high continuance commitment, and moderate normative commitment, alongside adaptive behaviors in handling emergencies, managing work stress, problem-solving, and interpersonal, cultural, and physical adaptability. Based on these findings, a recommended intervention program in the form of a training workshop aims to further enhance faculty development.

Introduction

Faculty development in the higher education sector is defined as the development of its human resources. It is defined and expressed in different ways and terms, such as faculty renewal and vitality, staff career, and professional development (Baasandorj, 2010). The purpose of faculty development in terms of educational role focuses on assisting faculty members to become better educators (Toth & McKey, 2010). It is a process wherein an institution can assist its teaching force in enhancing their teaching performance and research capabilities as a preparation for their multiple roles (Ebrahimi et. al, 2012) including preparation of students for the licensure examinations.

According to Medina et. al (2010), faculty members are responsible for demonstrating excellence in the tripartite mission of teaching, scholarship, and service, yet few faculty members have formal training in these areas. Faculty development programs can help close this educational gap by promoting desirable teaching, leadership, and scholarly behaviours, but they are often plagued by low attendance and participation by faculty members. This may be attributable largely to the limited “free time” available for professional development”.

Every institution develops a sustained long-term faculty development strategy to enable their valuable human resources, the faculty, to work effectively and accomplish the organizational goals that are necessary to survive in the rapidly changing environment of higher education (Nasreen, 2012) and one of that is the preparation of students for licensure examinations. The main purpose of licensure examinations is typical to assess the basic knowledge of graduates that is needed for professional practice as a measurement of quality control in entering into a profession.

Private schools in the city upgrade themselves to respond to the challenging trends of today's education; trends that measure their readiness in providing quality service to their clients, especially the students. Many academic institutions provided a venue for the changes that the Commission on Higher Education (CHED) wants to be implemented to ensure quality and reliable service to the students. To comply with such requirements, academic institutions upgrade themselves through accreditation both from government and private agencies. The accreditation includes curriculum updating, skills training for the faculty, and implementation of programs and activities to support every institution's mission, vision, and goals.

With these, the faculty development program was developed by CHED for private schools to ensure quality education at the tertiary level. The commission envisioned that through these programs, it will improve the qualifications and teaching methods of teachers that will contribute to the improvement of student learning. The commission believes that through these programs, it will lead to a committed faculty member who is adaptive to the needs of students and the institution. Thus, leading to lower turnover rates.

Human resource is the most important resource for any organization (Farooq and Hanif, 2013). One of the key resources of the organization is the employees. Organizational success or failure relies most on the ability of employers to attract, retain, and reward talented and competent employees appropriately. The willingness of the employees to stay on the job has something to do on the compensation packages of the organization that will result in the improvement of job performance and satisfaction. Organizations need to consider a variety of appropriate ways in rewarding employees to ensure employees optimal performance and retention and to get the desired results. The degree of satisfaction of the employees with their job and their readiness to remain within the organization is merely a function of compensation packages and reward systems (Osibanjo et. al, 2014).

Organizational commitment towards their associations has turned into a generally examined point during the last quarter of a century. Observational work shows a solid relationship between responsibility and significant result factors for associations, for example, lower non-appearance and turnover rates just as higher execution and efficiency levels of workers. (Grund, and Titz, 2018).

Organizational commitment is defined as the extent to which an employee identifies with the organization and wishes to remain actively involved in it. It is a measure of an employee's willingness to stay with a company in the future, similar to a strong magnetic force attracting one metallic object to another. It frequently represents employees' belief in the firm's objectives and goals, willingness to put in the effort to achieve them, and intentions to continue working there. Longer-term employees, those who have achieved personal achievement in the firm, and those who work with a devoted employee group are more likely to be committed. Organizational commitment is one of the most important organizational behavior variables since it predicts employee turnover as a working attitude and has a significant impact on output. (Dehaghi, Goodarzi, and Arazi, 2012).

Adaptive performance in the workplace refers to the ability to adjust to and comprehend change in the workplace. A versatile individual is regarded as crucial to an organization's success. Employers prefer individuals with high adaptability because of the beneficial results that result, such as excellent work performance, work attitude, and stress management skills. Employees who exhibit strong adaptive performance in a company have a competitive edge in terms of career opportunities, as opposed to employees who are not adaptable to change (Haddad, Carey, & Weiss, 2021).

The requirement to clearly address employees' flexibility to changes in the work environment is shown in adaptive performance. Individually, adaptive performance can lead to good results such as improved performance capabilities and career success. Adaptive performance of employees can also lead to organizational outcomes such as change management, organizational learning, and keeping up with changing customer expectations (Jundt, Shoss, and Huang, 2015).

Employee adaptable performance should be a major focus of HRD. Performance has been identified as a critical domain in human resource development. Organizations must manage and develop their employees' adaptive performance in addition to their normal task performance since their ability to adjust has become increasingly important. Human Resource Development (HRD) researchers must also include employees' adaptive performance as an extension of traditional performance that reflects the present changing business environment. Only a few studies, however, have looked into the prospect of improving employees' adaptable performance.

The effects of different types of training episodes on the adaptive performance of trainees (Jundt, Shoss, and Huang, 2015).

Little has been published on the outcomes of faculty development programs. The literature commonly reports the outcomes as short-term gains in knowledge, changes in attitudes, satisfaction with the program, and self-reports of behavior change (Ebrahimi & Kojuri, 2012) of the faculty members. However, the impacts of these programs on the organizational commitment and adaptive performance of faculty members have limited literature. Thus, this study will determine whether FDPs have direct implications on faculty's organizational commitment and adaptive performance. Thus, it will also become the determinant of how FDPs' implementation by institutions contributed to the success of the faculty members as mandated by the CHED.

Research Questions

The study aimed to determine the impact of the faculty development program to the organizational commitment and adaptive performance of faculty members in selected private colleges in General Santos City.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Years of Teaching; and
 - 1.4 Educational Attainment?
2. What is the profile of the FDP offered by the selected private colleges in terms of:
 - 2.1 FDP offered by the institution; and
 - 2.2 Faculty Members availed the FDP?
3. To what extent did Faculty Development Program enhance the faculty members in terms of:
 - 3.1 Professional development and teaching skills;
 - 3.2 Leadership and classroom management;
 - 3.3 Knowledge and Skills; and
 - 3.4 Organizational Participation?
4. Is there a significant difference on the extent of Faculty Development Program on enhancing the faculty members of selected private colleges in General Santos City in terms of:
 - 4.1 Dimension;
 - 4.2 Profile of the FDP Offered by the selected private colleges; and
 - 4.3 Profile of the respondents?
5. What is the extent of the organizational commitment of faculty members of selected private colleges in General Santos City in terms of:
 - 5.1 Affective Commitment;
 - 5.2 Normative Commitment; and
 - 5.3 Continuous commitment?
6. Is there a significant difference on the extent of organizational commitment in selected private colleges in General Santos City in terms of:
 - 6.3 Dimension; and
 - 6.4 Profile?
7. What is the level of adaptive performance of faculty members of selected private colleges in General Santos City in terms of:
 - 7.1 Handling emergencies and crises;
 - 7.2 Managing work stress;
 - 7.3 Solving problems creatively;
 - 7.4 Dealing with uncertain and unpredictable situations;
 - 7.5 Training and learning effort;
 - 7.6 Interpersonal adaptability;
 - 7.7 Cultural adaptability; and

- 7.8 Physical adaptability?
8. Is there a significant difference on the level of adaptive performance of faculty members of selected private colleges in General Santos City in terms of:
 - 8.1 Dimension; and
 - 8.2 Profile?
9. Is there a significant relationship between:
 - 9.1 FDP and Organizational Commitment;
 - 9.2 FDP and Adaptive Performance; and
 - 9.3 Organizational Commitment and Adaptive Performance?
10. What could be proposed based on the results of the study?

Literature Review

Background Theories

It was in the year 1960 when the theory of faculty development emerged. The first centers for faculty and instructional development were probably founded in 1961 at The University of Michigan and Michigan State University. During this time, there were at least three (3) theoretical approaches that led to the practice of faculty development. The first theory was behaviorism. According to this theory, Skinnerian teaching machines were considered equivalent to education during the industrial revolution. Principles of behaviorally defined goals and the supremacy of continual reinforcement were the basis of instructional design. Resources of centers were used by faculty members to help them develop programmed learning materials.

Another theory is the eclectic application of principles of learning and individual differences which is derived from research in psychology and education. This theory said that there is a growing interest in students' learning styles and methods. This theory further states that student ratings of instruction flourished as a result of pressures which was expressed in the general student movement during the late 60s and early 70s, and based upon the theory that feedback would result in improvement (McKeachie, 1991).

Organizational development takes account of different policies in giving opportunities for advancement as a way of support to the role of educator as well as giving rewards and recognition for outstanding performance, funding for curricular and teaching innovations, and for faculty development support. (Barksdale et. al, 2011).

There are three components of the faculty development program: (1) enhancing instructional development through education; (2) understanding the roles of new faculty and educator in the academe through mentoring, and (3) faculty professional and career development (Barksdale et. al, 2011).

Faculty Development Program

Professional or faculty development can be a key to improving faculty skills. Faculty development is defined as any activity that aims to renew or assist faculty in their roles. It specifically helps faculty improve their teaching skills and student learning outcomes (Toth & McKey, 2010).

In the study conducted by Lancaster (2014) in Alexandria, USA, FDPs are beneficial. The value of teaching, motivation, and enthusiasm was rekindled and knowledge, behaviours, and dissemination of skills of faculty members increase because of the programs. FDPs that support effectiveness, competency, and teaching improvement were found needed for individuals (faculty) teaching in colleges and schools.

Based on Ambrosino and Peel's study (2011) in the USA, faculty development activities have an impact on instructor and student awareness of instructional practices. They also assume that the faculty participants increased their use of such instructional practices. Another assumption is that enhancing instructors' practices lead to enhanced student learning outcomes.

In the USA, it is a vital role for nurse educators to ensure success on the National Council Licensure Examination (NCLEX). Nurse educators should attain knowledge about the predictors of NCLEX for them to design strategies and interventions through faculty development programs for the students to optimize their performance in taking the examination (Silvestri et. al, 2013).

For every professional organization, professional development is necessary especially for individuals because it will increase the workers' knowledge and skills. A struggle should be done to improve one's quality of

performance and this is to ensure an enhancement of their horizons personally and professionally. External courses, seminars, conferences, and workshops may include in the professional development program (Shah et. al, 2011).

In the study conducted by Shah et. al (2011) among secondary school principals in Pakistan, they found that professional development may groom their personalities and further enhance their leadership quality. It also enhances their professional capabilities.

In the Philippines, in the 2010 professional licensure examinations given by the Professional Regulation Commission (PRC), 70 percent of college graduates failed. In his House Resolution 1160, Rep. Arnel Ty of the LPG Marketers Association (LPGMA) Party-list urges the House Committees on Higher and Technical Education and the Civil Service and the Professional Regulation Commission to look into the cause of the poor performance of graduates in licensure examinations (Panti, L. T. (2011, Jul 07).

According to the Philippine Education Sector Assessment conducted by Buendia, et. al (2011), they found there is a shortage of teaching staff in the country when it comes to qualification and academic competencies. Even though HEIs increase their number in the country, it doesn't mean that it also increases the qualified and competent academics and teaching staff being hired in every institution. There are only 10 percent of faculty members of HEIs have doctoral degrees and 36 percent have graduate qualifications like a Master's degree or equivalent specialized training. More than half or 54% handling higher education courses only have Bachelor's degrees. Compared to public HEIs, private HEIs has only 8 percent doctoral degrees versus 13 percent and 37 percent with graduate degrees against 34 percent.

To upgrade the credentials of tertiary faculty, FDPs were developed and need to be implemented. The program envisioned to improve qualifications and methods in teaching whose direct effect is for the betterment of the students when it comes to learning that would result in a higher passing rate in professional licensure examinations and greater productivity of graduates. (CHED CMO No. 43, series of 2005).

Organizational Commitment

Organizational commitment is defined as “‘individuals’ psychological contract with the whole organization”. Committed employees are attached, and identify their value and involvement in the organization. Employees who are committed continued their service without considering the cost he/she is receiving. Committed employees believe that it is their obligation to remain in the organization and work for organizational effectiveness. (Jing, and Zhang, 2014).

Commitment is a complex attitude. It is potentially influenced depending on the environment of the groups and the context where an individual functions. Studies about commitment have been widely conducted in the field of marketing and management. It has been said that committed employees perform better in work and have little chance or degree of withdrawing from it. The commitment may predict turnover intentions, performance, job satisfaction, organizational behavior, absenteeism, and tardiness (Thien and Razak, 2014).

Researchers conceived commitment as the intention to stay in a job rather than the behavior of staying in the job, though others still view commitment as something other than feelings about job retention (Boyce, 2015).

In the workplace, commitments can take various forms and, it arguably, have the potential to influence organizational effectiveness and employees' work performance. Effective employee performance from an organizational perspective, constitutes the basic result and aim of commitment. Committed people are prone to be insistent on task sets and fulfill set goals as compared to uncommitted people. Commitment may be expressed in persistence in completing tasks and achieving goals, service quality, acceptance of change, and assumption of job tasks as far as employee performance outcome is concerned (Kaplan & Kaplan, 2018).

Organizations experienced rapid changes due to unpredictable business atmospheres. This is a result of the increasing need to improve the quality of human resources and the need to provide clients with superior value. This suggests the need for organizations to effectively configure their human resource to meet the predominant challenges in the organization (Muhammad and Abdullah, 2016).

Organizational commitment and job satisfaction are two job-related attitudes that have gotten a lot of attention from scholars all around the world. This is due to the fact that devoted and satisfied personnel are typically great performers who contribute to organizational productivity. An organization's success and pursuit of quality are

dependent not only on how it makes the most of human competencies but also on how it encourages commitment to an organization (Azeem, 2010).

According to the findings of a study done by Gunlu, Aksarayli, and Percin (2010), extrinsic, intrinsic, and overall job satisfaction has a substantial effect on normative and affective commitment. Furthermore, the data indicate that the measures of job satisfaction have no significant effect on long-term commitment among managers of large-scale hotels. When sample characteristics are considered, age, income level, and education have a strong association with extrinsic work satisfaction, but income level has an indirect effect on emotional commitment.

Furthermore, according to the findings of a study conducted by Malik, Nawab, Naeem, and Danish (2010), contentment with the work itself, quality of supervision, and pay satisfaction had a substantial beneficial influence on faculty members' organizational commitment. They showed a high level of organizational commitment and happiness with their jobs, supervisors, pay, coworkers, and possibilities for advancement.

Adaptive Performance

Adaptive performance is characterized as a hierarchical part's conduct to satisfy the association's desire, stipulation, or formalization of the prerequisites of the job. It alludes to the degree of worker execution in showing their work objectives. Execution alludes to the quality and amount of work accomplished by a worker in playing out his/her allocated errands and occupations. The genuine conduct of each employee in completing their job in the association depends on their presentation. Work execution alludes to the worker's in-job execution or at the end of the day, it alludes to the representative's presentation of authoritatively committed business-related exercises (Hsu, Chun-Yang, Pi-Hui, and Ching-Wei, 2019).

The idea of adaptive performance is characterized by large terms as a person's capacity to adjust to dynamic work circumstances. Employees exhibit adaptive performance by modifying their practices to the necessities of work circumstances and new occasions. In spite of the fact that others have featured the significance of an assortment of adaptive practices were the first to propose a worldwide model of versatile execution. The eight elements of adaptive performance include: dealing with uncertain or unpredictable work situations; handling emergencies or crisis situations; solving problems creatively; handling work stress; learning new tasks, technologies, and procedures; demonstrating interpersonal adaptability; demonstrating cultural adaptability; and demonstrating physically oriented adaptability. Different combinations of these factors were considered required depending on the specific organizational and occupational circumstances associated with a given job (Charbonnier-Voirin, and Roussel, 2012).

Handling emergencies or crisis situations compares, in addition to other things, to the speed with which an individual can respond to or maintain a strategic distance from a peril, emergency circumstance, or crisis in a fitting way. This measurement was identified from an example of military faculty and all things considered, it is seen more as the capacity to manage circumstances prone to undermine the physical respectability of an individual that require specific practices (Charbonnier-Voirin, and Roussel, 2012).

The quality of a person's problem-solving skills and abilities to regulate their emotional disequilibrium is a determining factor in whether or not they develop future mental health issues (Caplan, 1961). Despite the fact that a person in crisis may exhibit emotional disturbances, e.g., anxiety, depression, stress, or hostility, they may have sufficient problem-solving skills to emerge from a crisis without any ongoing mental health issues (Caplan, 1961). Caplan (1961, 1964) found that people are more susceptible to influence during times of crisis and, as a result, proper intervention would have a major impact on an individual's use of and selection of coping skills. Caplan (1961) further noted that people could be directed towards developing adaptive responses thus preventing maladaptive reactions that would need to be addressed in the post-crisis period. This fact illustrates the importance of intervening and directing people toward healthy adaptive responses early in the crisis process (Caplan, 1961; Roberts, 2000). Caplan (1961) cautioned that if an intervention is unsuccessful, the new equilibrium is one that may induce some form of mental health issues or ongoing maladaptive behaviors. With this in mind, Caplan (1961) concluded it was not the event that causes the mental illness but rather a person's inability to address the issue using effective coping methods. Those within the sphere of influence include

primary members of the family, cultural community, people in authority, and helpers (Caplan, 1964; Tracy, 2017).

Another dimension of adaptability reflects the capability to solve new problems. This involves the ability to find solutions and develop creative approaches to handle atypical, ill-defined, or complex problems (Charbonnier-Voirin and Roussel, 2012).

Employees are also expected to be able to manage the stress associated with the rapid and unpredictable nature of change in their working conditions. They cannot panic and must continue to make appropriate decisions. Included here is the capability to positively influence co-workers in stressful and/or frustrating situations such as behaviors that help control team stress (Charbonnier-Voirin and Roussel, 2012).

Organizations in both the commercial and public sectors around the world rely on their staff to achieve maximum production, which leads to organizational efficiency. In this circumstance, ensuring employee work satisfaction becomes a must for every firm (Inuwa, 2016). Employee work performance has always been a major difficulty in organizational management and implementing efficient methods to inspire employees to attain and provide higher job performance while also increasing organizational competitiveness is the primary goal of every commercial organization (Lai & Wu, 2011). Employee performance is thus thought to be important for organizational growth and profitability. Employees are regarded as key corporate resources that help an organization's daily activities and operations. Similarly, Oluwafemi (2013) argued that organizational effectiveness and efficiency are determined by how effective and efficient the organization's personnel are.

Employee productivity and performance will be strongly influenced by an employer's capacity to comprehend employee happiness as it relates to schedules and daily obligations. Job satisfaction is defined as a combination of likable and unlikable moods or behavior of an individual working on their work schedule, stating that while an individual is employed, such individual may have desires, wants, and anticipations that determine their meaning for being there. Job satisfaction represents the magnitude to which optimism is aligned with real rewards and advantages. According to Mowday, Porter, and Steers (2013), most employees nowadays have a high level of job discontent, which leads to negative attitudes on the job and, as a result, degenerates their performance ability as well as their working environment.

Research Methodology

The study used quantitative - descriptive research design particularly descriptive normative survey and correlational research. Descriptive statistics was used to describe the profile characteristics of the respondents. Statistical analysis was employed to analyze and interpret the data gathered from the survey.

Respondents

The study used complete enumeration for faculty members of the selected private colleges in General Santos City including the processing and analyzing of data gathered from the survey. The respondents of the study include one hundred four (104) faculty members; twenty from Ramon Magsaysa Memorial Colleges, twenty-one (21) from Holy Trinity College of General Santos City, thirty-seven (37) from Mindanao Polytechnic College, and thirty (26) from General Santos DMSFI.

Instruments of the Study

Survey was used in establishing the profile of the respondents and generating information about their organizational commitment and adaptive performance of the faculty members of selected private colleges of General Santos City under study.

An adapted survey questionnaire from Pestaño, 2016 in determining the impact of Faculty Development Program, Kanning and Hill, 2013 for measuring the organizational commitment and Charbonnier-Voirin and Roussel, 2012 for adaptive performance was used for the purpose of the study. The questionnaires served as a tool for collecting data necessary for the study.

Part 1 includes demographic information of the respondents such as age, sex, years of teaching, and educational attainment.

Part 2 includes the profile of the selected private colleges in General Santos City such as FDP offered by the institution; and Faculty Members availed the FDP

Part 3 determines the employees' organizational commitment which has three domains namely, affective, normative, and continuous commitment.

Part 4 determines the adaptive performance which has eight domains namely, handling emergencies and crises, managing work stress, solving problems creatively, dealing with uncertain and unpredictable situations, training and learning effort, interpersonal adaptability, cultural adaptability, and physical adaptability.

Procedure

Before the conduct of the study, the researcher made a letter of request to the presidents and school administrators of the identified school respondents seeking an approval for the conduct of research which was participated by private colleges in General Santos City. After an approval has been sought, the survey questionnaire was administered to RMMC, HTC GSC, MPC, and GSDMSFI faculty members. A desk review was also done to gather secondary data needed in the study from various school respondents.

Statistical Tools

Descriptive statistics was used to describe the profile of the respondents; mean scores to determine the impact of FDP to the organizational commitment and adaptive performance. On the other hand, T-test and ANOVA particularly one-way analysis of variance (one-way ANOVA) was employed to analyze the extent difference between the impact of FDP, organizational commitment and adaptive performance of faculty members of selected private colleges in General Santos City. Additionally, correlation analysis was used to analyze and establish whether FDP has relationship with organizational commitment and adaptive performance.

Results

Profile of the Respondents

Table 2. Profile of the Respondents

Age	f	%
18yrs old – 23yrs old	2	1.92
24yrs old – 29yrs old	15	14.42
30yrs old – 35yrs old	14	13.46
36yrs old – 40yrs old	18	17.31
41yrs old – 45yrs old	18	17.31
46yrs old – 50yrs old	26	25.00
51yrs old and above	11	10.58
Grand Total	104	100.00
Sex		
Male	46	44.23
Female	58	55.77
Grand Total	104	100.00
Years of Teaching		
0 to 5yrs	29	27.88
6 to 10yrs	41	39.42
11 to 15yrs	21	20.19
16 to 20yrs	7	6.73
21yrs above	6	5.77
Grand Total	104	100.00
Educational Attainment		
High School	0	0.00

College	48	46.15
Graduate Studies	49	47.12
Post-Graduate	7	6.73
Grand Total	104	100.00

Table 2 shows the profile of the respondents. As shown, in terms of age, 26 out of 104 or 25% are 46-50 years old, 18 or 17.31% are 36-40 years old and 41-45 years old, respectively. 15 or 14.42% are 24-29 years old, 14 or 13.46% are 30-35 years old, 11 or 10.58% are 51 years old and above, and 2 or 1.92% are 18-23 years old.

The results revealed that in terms of age, the majority of the respondents are 46-50 years old at 26 or 25%.

In terms of sex, 58 out of 104 respondents or 55.77% are females and 46 or 44.23 are males.

The results disclosed that the majority of the respondents are females at 58 or 55.77%.

In terms of years of teaching, the data manifests that 41 out of 104 respondents or 39.42% are 6 to 10 years, 29 or 27.88% are 0 to 5 years, 21 or 20.19% are 11 to 15 years, 7 or 6.73% are 16 to 20 years, and 6 or 5.77% are 21 years and above.

The results unveiled that the majority of the respondents are 6 to 10 years in teaching at 41 or 39.42%.

Lastly, in terms of educational attainment, 49 out of 104 respondents or 47.12% have master's degree, 48 or 46.15 have college degree, and 7 or 6.73% have post-graduate degree.

The results exposed that the most of the respondents have master's degree at 49 or 47.12%.

Profile of the FDP Offered by the Institution

As shown in Table 3.1, HTCGSC offered the greatest number of FDP at ten (10) followed by RMMC at eight (8) compared to MPC and GSDMSFI with seven (7) and one (1) respectively. The common programs offered by the three (3) institutions, RMMC, HTCGSC and MPC are; 1) Study grant leading towards a Masteral and Doctoral Degree (Formal Graduate Coursework), 2) Thesis and Dissertation Grants (Research and Writing), and 3) Support for Membership in Professional Organizations (Maintenance of Professional Certification & Participation in Regional, and National Professional Organizations). However, the common programs offered by the four (4) institutions are; 1) Support for Participation in Local Trainings, Seminars and Workshops (In-Service Training Programs, Support for Participation in Local Conferences).

Table 3.1 Profile of the FDP Offered by the Institution

Private Colleges	FDP Offered
RMMC	<ol style="list-style-type: none"> 1. Educational Development (Post-Graduate and Graduate Studies) 2. Professional Development (Membership to Professional Organization) 3. Participation/Attendance to Seminars/Orientation/Trainings/Workshops/Conference/ Convention/ 4. Spiritual/Moral Development 5. Physical Health and Wellness Development 6. Social Relationships (faculty relations and personality development) 7. Community Extension/outreach 8. Research
HTCGSC	<ol style="list-style-type: none"> 1. Incentive for Publication in High-Impact Peer Reviewed Journals 2. Support for Paper Presentations in Conferences 3. Support for Participation in Local Conferences 4. Study Grant Leading Towards a Master's Degree

	<ol style="list-style-type: none"> 5. Study Grant Leading Towards a Doctoral Degree 6. Thesis and Dissertation Grants 7. Support for Faculty Research Leave 8. Support for Participation in Local Trainings, Seminars and Workshops 9. Support for Membership in Professional Organizations 10. Support for Networking with Local and International Institutions
MPC	<ol style="list-style-type: none"> 1. Formal Graduate Coursework 2. Other Training and Development Program 3. Participation In Regional, And National Professional Organizations 4. Research And Writing 5. Maintenance Of Professional Certification 6. Orientation Programs 7. In-Service Training Programs
GSDMSFI	<ol style="list-style-type: none"> 1. Support for Participation in Local Conferences

Moreover, RMMC offers the following unique faculty development programs Spiritual/Moral Development, Physical Health and Wellness Development, Social Relationships (faculty relations and personality development), and Community Extension/outreach.

The data revealed that in terms of FDP offering, HTCGSC sets the highest number at 10, followed by RMMC at 8, MPC at 7, and GSDMFI at 1.

Profile of the Faculty Members who have availed the FDP

As shown in Table 3.2, RMMC supported twenty (20) Faculty in the following program; Educational Development (Post-Graduate and Graduate Studies), Professional Development (Membership to Professional Organization), Participation/Attendance to Seminars/ Orientation/ Trainings/ Workshops/ Conference/Convention, eighteen (18) on Spiritual/Moral Development, Physical Health and Wellness Development, Social Relationships (faculty relations and personality development), and Community Extension/outreach, ten (10) on Research. HTCGSC supported two (2) Faculty in Paper Presentations in Conferences, 30 in Participation in Local Conferences, 11 Study Grant Leading Towards a Master’s Degree, one (1) in Study Grant Leading Towards a Doctoral Degree, 11 in Thesis and Dissertation Grants, four (4) in Support for Faculty Research Leave, 48 in Support for Participation in Local Trainings, Seminars and Workshops, five (5) in Support for Membership in Professional Organizations, zero (0) in Incentive for Publication in High-Impact Peer Reviewed Journals and Support for Networking with Local and International Institutions.

Table 3.2. Profile of the Faculty Member who have availed the FDP

Private College	FDP	No. of Faculty Members availed the FDP
RMMC	1. Educational Development (Post-Graduate and Graduate Studies)	20
	2. Professional Development (Membership to Professional)	20

	Organization)	
	3. Participation/Attendance to Seminars/Orientation/Trainings/Workshops/Conference/ Convention	20
	4. Spiritual/Moral Development	18
	5. Physical Health and Wellness Development	18
	6. Social Relationships (faculty relations and personality development)	18
	7. Community Extension/outreach	18
	8. Research	10
Grand Total		142
HTCGSC	1. Incentive for Publication in High-Impact Peer Reviewed Journals	0
	2. Support for Paper Presentations in Conferences	2
	3. Support for Participation in Local Conferences	30
	4. Study Grant Leading Towards a Master's Degree	11
	5. Study Grant Leading Towards a Doctoral Degree	1
	6. Thesis and Dissertation Grants	11
	7. Support for Faculty Research Leave	4
	8. Support for Participation in Local Trainings, Seminars and Workshops	48
	9. Support for Membership in Professional Organizations	5
	10.Support for Networking with Local and International Institutions	0
Grand Total		112
MPC	1. Formal Graduate Coursework	15
	2. Other Training and Development Program	60
	3. Participation In Regional, And National Professional Organizations	0
	4. Research And Writing	0
	5. Maintenance Of Professional Certification	0
	6. Orientation Programs	0
	7. In-Service Training Programs	0
Grand Total		75
GSDMSFI	1. Support for Participation in Local Conferences	10
Grand Total		10
Overall Total		339

In MPC, 15 Faculty members availed in Formal Graduate Coursework, 60 in Other Training and Development Program and zero (0) in Participation In Regional, And National Professional Organizations, Research And Writing, Orientation Programs and In-Service Training Programs. In GSDMSFI, ten (10) Faculty members availed Support for Participation in Local Conferences. In totality, 118 faculty members participated in local trainings, seminars and workshops and 30 participated in local conferences. In giving support for graduate course program 26 faculty members availed and one (1) in the post graduate program.

It clearly stated with the data provided below that most of the institutions supported their faculty members to avail the programs on participation in local trainings, seminars and workshops. A total of 339 frequency were recorded where the faculty avail in the FDP offered by the four private colleges.

Extent of FDP in Enhancing Faculty Members’ Professional Development and Teaching Skills

Table 4.1 Extent of FDP in Enhancing Faculty Members in Terms of Professional Development and Teaching Skills

Factor	Mean	Verbal Description
1. I am able to develop myself professionally	4.51	Always
2. I am able to upgrade my qualifications, skills and competencies	4.52	Always
3. I am able to build networks with faculty member from other institutions	4.30	Often
4. I am able to establish linkages with other stakeholders	3.94	Often
5. I am able to enhance my teaching strategies	4.46	Often
6. I am able to acquire new and additional teaching skills and strategies	4.42	Often
Total Mean	4.36	Often

Table 4.1 shows the extent of FDP in enhancing faculty members in term of professional development and teaching skills. As shown, the respondents always able to upgrade their qualifications, skills and competencies at 4.52 mean. They always develop themselves professionally at 4.51 mean. Moreover, they often enhance their teaching strategies at 4.46 mean. They also often acquire new and additional teaching skills and strategies at 4.42 mean. Furthermore, they often build networks with faculty member from other institutions at 4.30 mean. Lastly, they often establish linkages with other stakeholders 3.94 mean.

With a total mean of 4.36, the results revealed that FDP often enhance the professional development and teaching skills of faculty members.

Lancaster (2014) stated in his study that the value of teaching, motivation and enthusiasm were rekindled and knowledge, behaviours, and dissemination of skills of faculty members’ increase because of the programs. It supports effectiveness, competency and teaching improvement needed for individuals (faculty) teaching in colleges and schools.

According to Barksdale et. al, (2011) professional development comprises efforts in socializing new faculty into its roles that include articulating the values of the institution, the variety of roles and responsibilities, the importance of networking with colleagues, and the process for academic advancement.

Extent of FDP in Enhancing Faculty Members’ Leadership and Classroom Management

Table 4.2 Extent of FDP in Enhancing Faculty Members in Terms Leadership and Classroom Management

Factor	Mean	Verbal Description
1. My leadership skills are enhanced	4.40	Often
2. My classroom management skill is improved	4.41	Often
3. I know better how to deal with my students	4.46	Often
Total Mean	4.42	Often

Table 4.2 disclosed the extent of FDP in enhancing faculty members in terms of leadership and classroom management. As disclosed, the respondents often know better how to deal with their students at 4.46 mean. They also often enhanced their leadership skills at 4.40. Moreover, they often improved their classroom management at 4.41 mean.

With a total mean of 4.42, the results disclosed that the FDP often enhanced their leadership and classroom management because of faculty development program. This means that, faculty members often develop their skills in dealing with students with different characteristics and behavior.

Leadership development will encourage instructors in questioning their existing educational practices and experiment with new and innovative approaches. Faculty development enables faculty to excel in their role as an educator, but this is possible in the organization which emboldens and recompenses teaching and lifelong learning (Barksdale et. al, 2011).

Shah et. al (2011) found out that professional development may groom the personality and further enhance their leadership quality. It also enhances their professional capabilities.

Extent of FDP in Enhancing Faculty Members' Knowledge and Skills

Table 4.3 Extent of FDP in Enhancing Faculty Members in Terms of Knowledge and Skills

Factor	Mean	Verbal Description
1. My teaching knowledge and skills are improved and enhanced	4.54	Always
2. My teaching strategies and approaches are enhanced	4.48	Often
3. I gain more knowledge on the different methods of research	4.36	Often
4. I have a better understanding of the research process	4.33	Often
5. I become more aware of the value of engaging in community extension	4.34	Often
6. I am encouraged to participate in the community extension programs of the school	4.24	Often
Total Mean	4.38	Often

Table 4.3 divulged the extent of FDP in enhancing faculty members in terms of knowledge and skills. As divulged, the respondents always improved and enhanced their teaching knowledge and skills at 4.54 mean. On the other hand, they often enhanced their teaching strategies and approaches at 4.48 mean. They also often gain

more knowledge on the different methods of research at 4.36 mean. Furthermore, they often become more aware of the value of engaging in community extension at 4.34 mean. Moreover, they often have a better understanding of the research process at 4.33 mean. Lastly, they often encouraged to participate in the community extension programs of the school at 4.24 mean.

With a total mean of 4.38, the results divulged that the FDP often enhanced their knowledge and skills because of faculty development program. This means that faculty members made FDP as venue for improvement and enhancement of their teaching knowledge and skills that they found beneficial to their profession and to their students.

According to Toth & McKey (2010), FDPs help improve teaching skills that leads to better student learning outcome. Syre (2013), improving teaching skills will engage faculty members in the process of curricular change that is an important component of faculty members and the institutions' academic success (Guglielmo et.al, 2011). Ambrosino and Peel (2011) said that faculty development activities have an impact on instructional practices.

Extent of FDP in Enhancing Faculty Members' Organizational Participation

Table 4.4 Extent of FDP in Enhancing Faculty Members in Terms of Organizational Participation

Factor	Mean	Verbal Description
1. I am able to contribute to the development and improvement of institutional policies and guidelines	4.29	Often
2. I am able to take part in the implementation of the institutional policies	4.27	Often
3. I support the curricular and non-curricular activities of the institution	4.43	Often
Total Mean	4.33	Often

Table 4.4 presents the extent of FDP in enhancing faculty members in terms of organization participation. As presented, the respondents often support the curricular and non-curricular activities of the institution at 4.43 mean. They often contribute to the development and improvement of institutional policies and guidelines at 4.29 mean. Moreover, they often take part in the implementation of the institutional policies at 4.27 mean.

With a total mean of 4.33, the results exposed that the FDP often enhanced their organizational participation because of faculty development program. The result manifested that faculty members often contributed to the success of every activity of the institution.

Organizational development will give opportunities for advancement as a way of support to the role of educator as well as giving rewards and recognition to the outstanding performance, funding for curricular and teaching innovations and for faculty development support. (Barksdale et. al, 2011).

Difference on the Extent of Faculty Development Program on Enhancing Faculty Members of Selected Private Colleges in General Santos City

Table 5.1 Difference on the Extent of Faculty Development Program on Enhancing Faculty Members of Selected Private Colleges in General Santos City in terms of Dimension

Faculty Development Program	F value	Sig	Remarks	Decision
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Professional Development and Teaching Skills	4.928	.000	Significant	Reject Ho
Leadership and Classroom Management	28.994	.000	Significant	Reject Ho
Knowledge and Skills	19.994	.000	Significant	Reject Ho
Organizational Participation	19.994	.000	Significant	Reject Ho

Table 5.1 showed the result of the ANOVA on the significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of Dimension. As shown, the result is significant, Professional Development and Teaching Skills ($F=4.928$, $p=.000$), Leadership and Classroom Management ($F=28.994$, $p=.000$), Knowledge and Skills ($F=19.994$, $p=.000$), and Organizational Participation ($F=19.994$, $p=.000$), since their p-value are less than .05 ($p<.05$). The results therefore led to the rejection of the null hypothesis that implies there is no significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of dimension.

The implication of the given statement is that the ANOVA analysis conducted found a significant difference in the extent to which Faculty Development Program enhances faculty members across different dimensions. The statement highlights the results for four dimensions: Professional Development and Teaching Skills, Leadership and Classroom Management, Knowledge and Skills, and Organizational Participation.

For each dimension, the F-value and corresponding p-value are provided. The F-value represents the ratio of the between-group variability to the within-group variability. The p-value indicates the probability of obtaining the observed results by chance, with a lower p-value suggesting stronger evidence against the null hypothesis.

In this case, the statement mentions that all four dimensions (Professional Development and Teaching Skills, Leadership and Classroom Management, Knowledge and Skills, and Organizational Participation) show significant results. The p-values associated with each dimension ($p < 0.05$) are less than the commonly accepted significance level. This indicates that there are significant differences in the extent to which the Faculty Development Program enhances faculty members across these dimensions.

Additionally, the statement notes that the results led to the rejection of the null hypothesis. The null hypothesis typically assumes no significant difference between the groups being compared. However, in this case, the rejection of the null hypothesis implies that there is indeed a significant difference in the extent to which the Faculty Development Program enhances faculty members across different dimensions.

In summary, based on the results presented in Table 5.1, there are significant differences in the impact of the Faculty Development Program on enhancing faculty members across various dimensions, as indicated by the significant F-values and the rejection of the null hypothesis.

Table 5.2 Difference on the Extent of Faculty Development Program on Enhancing Faculty Members of Selected Private Colleges in General Santos City in Terms of FDP Offered by the Selected Private Colleges

Faculty Development Program	F value	Sig	Remarks	Decision
Faculty Development Program Offered	110.994	.000	Significant	Reject Ho

Table 5.2 showed the result of the ANOVA on the significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of FDP offered by the selected private colleges. As shown, the result is significant, Faculty Development Program ($F=110.994$, $p=.000$), since their p-value are less than .05 ($p<.05$). The results therefore led to the rejection of the null hypothesis that implies there is no significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of FDP offered by the selected private colleges.

The implication of the given statement is that the ANOVA analysis conducted found a significant difference in the extent to which the Faculty Development Program (FDP) enhances faculty members based on the FDP offerings by selected private colleges.

The statement highlights that the F-value and corresponding p-value for the comparison of FDP offerings are provided. The F-value represents the ratio of the between-group variability to the within-group variability, while the p-value indicates the probability of obtaining the observed results by chance.

In this case, the statement states that the result is significant for the Faculty Development Program, with a p-value of 0.000, which is less than the commonly accepted significance level of 0.05 ($p < 0.05$). This suggests strong evidence against the null hypothesis.

Furthermore, the statement mentions that the results led to the rejection of the null hypothesis. The null hypothesis typically assumes no significant difference between the groups being compared. However, in this case, the rejection of the null hypothesis indicates that there is indeed a significant difference in the extent to which the Faculty Development Program enhances faculty members based on the FDP offerings by selected private colleges.

In summary, based on the results presented in Table 5.2, there is a significant difference in the extent to which the Faculty Development Program enhances faculty members in terms of FDP offerings by the selected private colleges. The significant p-value ($p < 0.05$) and the rejection of the null hypothesis support the conclusion that there are notable differences in the impact of the Faculty Development Program based on the specific FDP offerings by the private colleges.

Table 5.3 Difference on the Extent of Faculty Development Program on Enhancing Faculty Members of Selected Private Colleges in General Santos City in Terms of Profile of the Respondents

Profile	F value	Sig	Remarks	Decision
Age	1.113	.120	Not significant	Do not Reject Ho
Sex	1.250	.062	Not significant	Do not Reject Ho
Years of Teaching	12.804	.000	Significant	Reject Ho
Educational Attainment	3.133	.001	Significant	Reject Ho

Table 5.3 presents the result of the ANOVA of the significant difference on the extent of Faculty Development Program on enhancing faculty members of selected private colleges in terms of profile of the respondents. As shown, Years of Teaching, Educational Attainment, is significant; Years of Teaching ($F=12.804$, $p=.000$), and Educational Attainment ($F=3.133$, $p=.001$), since their p-value are less than .05 ($p < .05$). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the extent of Faculty Development Program on enhancing faculty members of selected private colleges in terms of profile of the respondents.

On the other hand, age and sex, showed not significant; Age ($F=1.113$, $p=.120$), and Sex ($F=1.250$, $p=.062$) since their p-value are greater than .05 ($p > .05$). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the extent of Faculty Development Program on enhancing faculty members of selected private colleges in terms of age and sex.

Meaning, the respondents showed significant difference on the extent of Faculty Development Program on enhancing faculty members of selected private colleges in terms of years of teaching, and educational attainment.

The implication of the given statement is that there is a significant difference in the extent to which the Faculty Development Program (FDP) enhances faculty members of selected private colleges based on two factors: years of teaching experience and educational attainment.

The statement suggests that there are statistically significant differences among the respondents regarding the impact of the FDP on faculty members when considering the number of years, they have been teaching and their level of educational attainment.

This implies that the effects of the FDP on enhancing faculty members may vary depending on these factors. It suggests that faculty members with different levels of teaching experience and educational background experience different outcomes or benefits from the FDP.

To further understand the nature of these differences and their implications, it would be helpful to examine the specific findings or statistical analyses related to the significant differences in the extent of the FDP's impact on faculty members in relation to years of teaching experience and educational attainment.

However, in terms of age and sex it shows no significant difference. It means that, age and sex doesn't matter as far as faculty development program is concerned.

The implication of the given statement is that there is no significant difference in the impact of the Faculty Development Program (FDP) based on age and sex. In other words, the effects of the FDP on faculty members do not vary significantly based on age or sex.

This suggests that regardless of age or sex, faculty members experience similar benefits or outcomes from participating in the FDP. The findings indicate that age and sex are not influential factors when it comes to determining the extent to which the FDP enhances faculty members' development.

This implies that the FDP is effective and beneficial across different age groups and genders. It suggests that age and sex do not limit or enhance the potential benefits of the FDP for faculty members. The FDP can provide valuable opportunities for professional growth, regardless of age or gender.

However, it's important to note that this statement is specific to the context provided and the data analyzed. The implications may vary in different studies or contexts, and it is crucial to consider other relevant factors that could influence the impact of the FDP on faculty members.

Faculty Members' Affective Commitment

Table 6.1 Faculty Members' Affective Commitment

Indicators	Weighted Mean	Verbal Description
1. I would be very happy to spend the rest of my career with this organization.	3.24	Sometimes
2. I enjoy discussing my organization with people outside it.	3.35	Sometimes
3. I really feel as if this organization's problems are my own.	4.23	Often
4. I think that I could easily become as attached to another organization as I am to this one.	2.79	Sometimes
5. I do not feel like part of the family at my organization.	3.20	Sometimes
6. I do not feel emotionally attached to this organization.	3.13	Sometimes
7. This organization has a great deal of personal meaning for me.	3.55	Often
8. I do not feel a strong sense of belonging to my organization.	3.20	Sometimes
Grand Total	3.34	Sometimes

Table 6.1 shows the respondents' organizational affective commitment. As shown, the respondents often felt that the organization's problems are their own at 4.23 mean, they also often felt that the organization has a great deal of personal meaning to them at 3.55 mean. They sometimes very happy to spend the rest their career with organization at 3.24 mean, they sometimes enjoying to discuss the organization with people outside at 3.35

mean, they sometimes think that they could easily become attached to another organization compare with their organization at 2.79 mean, they sometimes do not feel that they part of the family within the organization at 3.20 mean, they sometimes do not feel emotionally attached the organization at 3.13 mean, and they sometimes do not feel a strong sense of belonging to the organization at 3.20 mean.

With a total mean of 3.34, the respondents were sometimes committed affectively to the organization where they belong.

According to Grund and Titz (2018), the employees who have strong affective commitment continue to work in the organization because they want to. When employees feel that the organization is responsible toward them such as offering salaries higher than industry average, they tend to reciprocate with positive attitudes toward the organization, including affective bonds and feelings of loyalty.

Faculty Members' Continuance Commitment

Table 6.2 Faculty Members' Continuance Commitment

Indicators	Weighted Mean	Verbal Description
1. I am not afraid of what might happen if I quit my job without having another one lined up.	4.67	Always
2. It would be very hard for me to leave my organization right now, even if I wanted to	4.80	Always
3. Too much of my life would be disrupted if I decided I wanted to leave my organization now	4.56	Always
4. It wouldn't be too costly for me to leave my organization now	3.45	Sometimes
5. Right now, staying with my organization is a matter of necessity as much as desire	4.23	Often
6. I feel that I have too few options to consider leaving this organization	3.46	Sometimes
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives	4.03	Often
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here	4.20	Often
Grand Total	4.18	Often

Table 6.2 shows the respondents' continuance commitment. As exposed, the respondents always feel that it would be hard for them to leave the organization right now even if they wanted to at 4.80 mean. They are always afraid of what might happen if they will quit their job without having another one lined up at 4.67 mean. They always believe that too much of their life would be disrupted if they decided to leave the organization now at 4.56 mean. However, they often feel that staying with the organization right now is a matter of necessity as much as desire at 4.23 mean. They often feel that one of their major reasons in continuing to work in the organization is that leaving would require considerable personal sacrifice and another organization may not match the benefits they have at 4.20 mean. They often feel that one of the few serious consequences of leaving the organization would be the scarcity of available alternatives at 4.03 mean. Moreover, they sometimes feel that that they have too few options to consider leaving the organization at 3.46 mean. They sometimes feel that it wouldn't be too costly for them to leave the organization now at 3.45 mean.

With a total mean of 4.18, the respondents often feel that they have continuance commitment with organization.

According to Shoaib and Khalid (2017) continuous engagement is the economic requirements that push the worker to stay with the organization. An employee has been said to have to determine his / her dedication. The bond between the worker and the organization is complemented by factors such as economic benefits, seniority and incentives. Financial conditions prevent them from leaving the job because they have responsibilities with their family.

There is a positive connection between full of feeling responsibility and work execution. Additionally, as the employee's fulfilment increments, there will be increment in work execution. The continuation responsibility has a negative association with work execution having a place with the study. It isn't astounding to get low work execution from the individuals who want to surrender and reluctance with the authoritative objectives and conditions. Reasonable workplaces which fulfil and rouse the employees, lead them to have higher works execution (Grund, C. and Titz, K., 2018).

Faculty Members' Normative Commitment

Table 6.3 Faculty Members' Normative Commitment

Indicators	Weighted Mean	Verbal Description
1. I think that people these days move from company to company too often.	3.21	Sometimes
2. I do not believe that a person must always be loyal to his or her organization	3.52	Often
3. Jumping from organization <i>co</i> -organization does not seem at all unethical to me	4.50	Always
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	4.56	Always
5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization	4.23	Often
6. I was taught to believe in the value of remaining loyal to one organization	4.27	Often
7. Things were better to the days when people stayed with one organization for most of their careers	4.34	Often
8. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore	3.45	Sometimes
Grand Total	4.01	Often

Table 6.3 shows the respondents' normative commitment. As shown, the respondents always feel that the major reasons they continue to work for the organization is that they believe that loyalty is important and therefore feel a sense of moral obligation to remain at 4.56 mean. They always feel that jumping from one organization to another organization does not seem at all unethical to them at 4.50 mean. They often feel that things were better to the days when people stayed with one organization for most of their careers at 4.34 mean, they also often feel taught to believe in the value of remaining loyal to one organization at 4.23 mean, and they often not believe that a person must always be loyal to his or her organization at 3.52 mean. Moreover, they sometimes feel of not thinking that wanting to be a 'company man' or 'company woman' is sensible anymore 3.45 mean and they sometimes think that people these days move from company to company too often at 3.21 mean.

With a total mean of 4.01, the respondents often feel that they have normative commitment to the organization.

According to van der Werf (2018) workers that are normatively dedicated for the most part feel that they should remain at their affiliations. Normatively dedicated workers feel that leaving their connection would have excruciating results and feel an assessment of flaw about the likelihood of leaving.

Difference on the Extent of Organizational Commitment among Respondents in terms of Dimension

Table 7.1 Difference on the Extent of Organizational Commitment among Respondents in terms of Dimension

Organizational Commitment	F value	Sig	Remarks	Decision
Affective Commitment	4.928	.000	Significant	Reject Ho
Continuance Commitment	28.994	.000	Significant	Reject Ho
Normative Commitment	19.994	.000	Significant	Reject Ho

Table 7.1 showed the result of the ANOVA on the significant difference on the extent of organizational commitment of faculty members’ affective, continuance and normative commitment. As shown, the result is significant, Affective (F=4.928, p=.000), Continuance (F=28.994, p=.000), and Normative (F=19.994, p=.000), since their p-value are less than .05 (p<.05). The results therefore led to the rejection of the null hypothesis that implies there is no significant difference on the extent of organizational commitment of faculty members’ affective, continuance and normative commitment.

The result conforms to the findings of Kim (2020). Accordingly, the levels of psychological safety and organizational commitment in employees function as underlying processes in explaining the job insecurity–perceived organizational performance link.

The result also agrees on the findings of Islam, Ahmad, & Ahmed (2013). They found out that organizational commitment performs the role of mediator between organizational learning culture and turnover intention. Managers should know the importance of leaders' support and learning environment, as these affect employees' level of commitment, which ultimately reduces their intentions to leave the organization.

These results validate the claims of Noe (2010) that organizational commitment can be affected by a person’s attitude towards work which can be positive or negative. It is further explained by Carpenter (2009) that these attitudes can be a cause of different aspects of the work environment like attitude towards works are personality, person-environment fit, job characteristics, psychological contracts, organizational justice, work relationship, and stress. In some aspect the attitude domain embraces behavior that might have positive or negative effects of organizational commitment.

Difference on the Extent of Organizational Commitment of Respondents in terms of Profile

Table 7.2 Difference on the Extent of Organizational Commitment of Respondents in terms of Profile

Profile	F value	Sig	Remarks	Decision
Age	1.237	.122	Not significant	Do not Reject Ho
Sex	2.258	.082	Not significant	Do not Reject Ho
Years of Teaching	15.944	.000	Significant	Reject Ho
Educational Attainment	5.238	.001	Significant	Reject Ho

Table 7.2 presents the result of the ANOVA of the significant difference on the extent of organizational commitment of respondents according to profile. As shown, Years of Teaching, Educational Attainment, is significant; Years of Teaching (F=15.944, p=.000), and Educational Attainment (F=5.238, p=.001), since their

p-value are less than .05 ($p < .05$). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the extent of organizational commitment of respondents according to profile in terms of Years of Teaching and Educational Qualification.

On the other hand, age and sex, showed not significant; Age ($F=1.237$, $p=.122$), and Sex ($F=2.258$, $p=.082$) since their p-value are greater than .05 ($p > .05$). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the extent of organizational commitment of respondents according to profile in terms of age and sex.

Meaning, the respondents showed significant difference on their organizational commitment in terms of years of teaching, and educational attainment. It simply means that, the higher the educational attainment of the employee and the years of teaching experience they become more committed to the organization.

However, in terms of age and sex it shows no significant difference. It means that, age and sex doesn't matter as far as organizational commitment is concerned.

Suryani (2018) discovered in her study on factors influencing organizational commitment that various important aspects are divided into two viewpoints, employers and employees. According to employers, position ambiguity, work control, job instability, career progression, performance appraisal, and positive team experience all have a substantial impact on organizational commitment. Employee commitment is influenced by characteristics such as locus of control, age and tenure in the organization, task self-efficacy, culture, job happiness, and employee engagement.

Faculty Members' Adaptive Performance in Terms of Handling Emergencies and Crises

Table 8.1 Faculty Members' Adaptive Performance in Terms of Handling Emergencies and Crises

Indicators	Weighted Mean	Verbal Description
1. I am able to achieve total focus on the situation to act quickly.	3.16	Sometimes
2. I analyze possible solutions and their ramifications quickly to select the most appropriate one.	3.35	Sometimes
3. I quickly decide on the actions to take to resolve the problem.	3.21	Sometimes
4. I am not in a position to be able to respond quickly.	3.18	Sometimes
5. I am able to understand situations and act on it accordingly.	3.45	Sometimes
6. I am able to adapt to situations and use it on my advantage.	3.58	Often
7. I am able to take care of my work and produce quality output despite of any situations.	3.78	Often
Grand Total	3.39	Sometimes

Table 8.1 shows the respondents' adaptive performance in terms of handling emergencies and crisis. As shown, the respondents often feel that they are able to take care of their work and produce quality output despite of any situations at 3.78 mean and they often feel that are able to adapt to situations and use it on their advantage at 3.58. The data also exposed that they sometimes understand situations and act on it accordingly at 3.45 mean, they sometimes analyze possible solutions and their ramifications quickly to select the most appropriate one at 3.35 mean, they also sometimes quickly decide on the actions to take to resolve the problem at 3.21 mean. Furthermore, they sometimes think that they are not in a position to be able to respond quickly at 3.18 mean. Lastly, they sometimes feel that they able to achieve total focus on the situation to act quickly at 3.16 mean.

With a total mean of 3.39, the results manifest that respondent often feel to act quickly in terms of handling emergencies and crisis when something transpire in the organization.

According to Registe (2016), each individual who encounters an upsetting occasion will see and adapt to the occasion in an unexpected way. Every individual will react to an occasion dependent on their very own history

and developed perspective on the real world. Moreover, singular social backings including family, friends, and companions can impact the manner in which an individual makes meaning or translates the occasion. Employees who battle with feelings or practices related with the basic occurrence or use maladaptive adapting abilities are not ready to take care of their work and may affect the suitability of a business.

Faculty Members’ Adaptive Performance in Terms of Managing Work Stress

Table 8.2 Faculty Members’ Adaptive Performance in Terms of Managing Work Stress

Indicators	Weighted Mean	Verbal Description
1. I feel at ease even if my tasks change and occur at a very fast pace.	3.46	Sometimes
2. I keep my cool in situations where I am required to make many decisions.	3.56	Often
3. Having to take on additional work unexpectedly makes me very anxious.	3.21	Sometimes
4. I look for solutions by having a calm discussion with colleagues.	4.21	Often
5. Work-related stress impacts the quality of what I do.	3.15	Sometimes
6. My colleagues ask my advice regularly when situations are difficult because of my self-control.	3.43	Sometimes
7. I develop strategies to cope-up with work stress.	4.12	Often
Grand Total	3.59	Often

Table 8.2 shows respondents’ adaptive performance in terms of managing work stress. As shown, the results exposed that the respondents often look for solutions by having a calm discussion with colleagues at 4.21 mean, they often develop strategies to cope-up with work stress at 4.12 mean, and they often keep their cool in situations where they are required to make many decisions at 3.56 mean. Additionally, the respondents sometimes feel at ease even if my tasks change and occur at a very fast pace at 3.46 mean, they sometimes being ask by colleagues for their advice regularly when situations are difficult because of their self-control at 3.43 mean, they sometimes feel anxious when having an additional work unexpectedly at 3.21 mean. Lastly, the respondents sometimes feel that work-related stress impacts the quality of what they do at 3.15 mean. With a total mean of 3.59, the results were evident that respondents often manage work stress within the organization.

According to Registe (2016), employees experience greater job stress than their counterparts because they have fewer resources at their disposal while serving more challenging segments of the population. Job stress differences was experienced in the public and private sectors relative to social atmosphere.

Faculty Members’ Adaptive Performance in Terms of Solving Problems Creatively

Table 8.3 Faculty Members’ Adaptive Performance in Terms of Solving Problems Creatively

Indicators	Weighted Mean	Verbal Description
1. I do not hesitate to go against established ideas to propose an innovative solution.	4.53	Always
2. I use a variety of sources/types of information to come up with an innovative solution.	4.51	Always
3. Whatever the problem to be solved, I never use anything but well-known methods.	4.43	Often
4. I develop new tools and methods to resolve new	3.45	Sometimes

problems.		
5. Within my department, people rely on me to suggest new solutions.	3.42	Sometimes
6. I consider looking into a win-win solutions on problems being encountered in the workplace.	4.34	Often
7. I enclosed myself with people who will support me in finding solutions to a problem.	4.53	Always
Grand Total	4.17	Often

Table 8.3 shows respondents' adaptive performance in terms of solving problems creatively. As shown, the respondents always feel of not being hesitant to go against established ideas to propose an innovative solution at 4.53 mean, they always enclosed themselves with people who will support them in finding solutions to a problem at 4.53 mean and always use a variety of sources/types of information to come up with an innovative solution at 4.51 mean. As shown also, the respondents often use anything but well-known methods in whatever problem to be solved at 4.43 mean and they often consider looking into a win-win solutions on problems being encountered in the workplace 4.34 mean. Moreover, they sometimes develop new tools and methods to resolve new problems at 3.45 mean and sometimes feel that people rely on them to suggest new solutions within their department at 3.42 mean.

With a total mean of 4.17, the respondents often solve problems creatively when something happen in the organization.

According to Charbonnier-Voirin and Roussel, (2012), employees have the ability to find solutions and develop creative approaches to handle a typical, ill-defined, or complex problems.

Faculty Members' Adaptive Performance in Terms of Dealing with Uncertain and Unpredictable Situations

Table 8.4 Faculty Members' Adaptive Performance in Terms of Dealing with Uncertain and Unpredictable Situations

Indicators	Weighted Mean	Verbal Description
1. I wait for more accurate information from my superior before acting.	3.45	Sometimes
2. I easily reorganize my work to adapt to the new circumstances.	3.23	Sometimes
3. I contribute to the stability of my team by driving others towards our priority assignments.	4.56	Always
4. Uncertain or unpredictable work situations impair my ability to act.	3.21	Sometimes
5. Dealing with uncertain or unpredictable work situations enable me to think outside the box.	3.54	Often
6. I easily get disturbed in times of uncertain or unpredictable work situations.	3.42	Sometimes
7. I got easily panicked and cannot make good decisions in times of uncertain or unpredictable work situations.	3.12	Sometimes
Grand Total	3.96	Often

Table 8.4 presents the respondents' adaptive performance in terms of dealing with uncertainties and unpredictable situations. As shown, the respondents always recognize easily their work to adapt to the new circumstances at 4.56 mean, they often enable them to think outside the box in dealing with uncertain or unpredictable work situations at 3.54 mean. They sometimes wait for more accurate information from their

superior before acting at 3.45 mean, easily get disturbed in times of uncertain or unpredictable work situations at 3.42 mean, easily reorganize their work to adapt to the new circumstances at 3.23 mean, they sometimes feel that uncertain or unpredictable work situations impair their ability to act 3.21 mean, and sometimes got easily panicked and cannot make good decisions in times of uncertain or unpredictable work situations at 3.12 mean. With a total mean of 3.96, the results revealed that the respondents often deal with uncertain and unpredictable situations that happened within the organization.

According to Charbonnier-Voirin and Roussel (2012), employees are also expected to be able to manage the stress associated with the rapid and unpredictable nature of change in their working conditions. They cannot panic and must continue to make appropriate decisions. Included here is the capability to positively influence co-workers in stressful and/or frustrating situations such as behaviors that help control team stress.

Faculty Members’ Adaptive Performance in Terms of Training and Learning Effort

Table 8.5 Faculty Members’ Adaptive Performance in Terms of Training and Learning Effort

Indicators	Weighted Mean	Verbal Description
1. I am on the lookout for the latest innovations in my job to improve the way I work.	3.47	Sometimes
2. I undergo training on a regular basis at or outside of work to keep my competencies up to date.	3.25	Sometimes
3. I wait for the innovations having to do with my job to become widespread in the company before I put major effort into relevant training or learning.	3.36	Sometimes
4. I prepare for change by participating in every project or assignment that enables me to do so.	4.12	Often
5. I look for every opportunity that enables me to improve my performance (training, group project, exchanges with colleagues, etc.)	4.23	Often
6. I am able and willing to engage on new learning in dealing with change in an effective manner.	4.36	Often
7. I am focus on career development and advancement.	4.10	Often
Grand Total	3.84	Often

Table 8.5 displays the respondents’ adaptive performance in terms of training and learning effort. As exposed, the respondents often feel that they are able and willing to engage on new learning in dealing with change in an effective manner at 4.36 mean, often look for every opportunity that enables me to improve my performance (training, group project, exchanges with colleagues, etc.) at 4.23 mean, often prepare for change by participating in every project or assignment that enables them to do so at 4.12 mean, and often focus on career development and advancement at 4.10 mean. Moreover, the respondents sometimes on the lookout for the latest innovations in their job to improve the way they work at 3.47 mean, sometimes wait for the innovations having to do with their job to become widespread in the company before they put major effort into relevant training or learning at 3.36 mean, and sometimes undergo training on a regular basis at or outside of work to keep their competencies up to date 3.25 mean.

With a total mean of 3.84, the data discovered that the respondents’ adaptive performance in terms of training and learning effort were often observed and practiced.

According to Charbonnier-Voirin and Roussel (2012), given continuous technological innovation and the evolution of various occupations, employees need the ability and willingness to engage themselves in new learning to deal with change in an efficient manner. They must anticipate, prepare for, and learn the skills anticipated to be of importance in future jobs. Thus, it is assumed that employees will be ready and willing to be involved in their professional development.

Faculty Members' Adaptive Performance in Terms of Interpersonal Adaptability

Table 8.6 Faculty Members' Adaptive Performance in Terms of Interpersonal Adaptability

Indicators	Weighted Mean	Verbal Description
1. I adapt my work practices to the requirements and suggestions of others.	3.26	Sometimes
2. I do not consider negative comments about my work very important.	3.14	Sometimes
3. I adjust my work practices if someone points out a better solution.	3.46	Sometimes
4. Developing good relationships with all my counterparts is an important factor of my effectiveness.	4.53	Always
5. I try to understand the viewpoints of my counterparts to improve my interaction with them.	4.45	Often
6. I appreciate the differences of my colleagues and use it for my advancement.	4.46	Often
7. I live in the golden rule principle to work along with my colleagues productively.	4.35	Often
Grand Total	3.95	Often

Table 8.6 illustrates the respondents' adaptive performance in terms of interpersonal adaptability. As disclosed, the respondents are always developing good relationships with all their counterparts as an important factor of their effectiveness at 4.53 mean. They often appreciate the differences of colleagues and use it for advancement at 4.46 mean, often try to understand the viewpoints of counterparts to improve interaction at 4.45 mean, and often live in the golden rule principle to work along with colleagues productively at 4.35 mean. Furthermore, the respondents sometimes adjust work practices if someone points out a better solution at 3.46 mean, sometimes adapt work practices to the requirements and suggestions of others at 3.26 mean and lastly, sometimes do not consider negative comments about work at 3.14 mean.

With a total mean of 3.95, the results exposed that the respondents' adaptive performance in terms of interpersonal adaptability were often practice inside the organization.

According to Charbonnier-Voirin and Roussel (2012), employees are also expected to be able to manage the stress associated with the rapid and unpredictable nature of change in their working conditions. They cannot panic and must continue to make appropriate decisions. Included here is the capability to positively influence co-workers in stressful and/or frustrating situations such as behaviors that help control team stress. To the extent that work environments are increasingly characterized by team or project work and the formation of multidisciplinary teams, employees are expected to adjust their interpersonal behaviors to work effectively with a wide range of co-workers. Growth in service activities, which presupposes extended client contact, also requires that interpersonal flexibility in order to better respond to client expectations.

Faculty Members' Adaptive Performance in Terms of Cultural Adaptability

Table 8.7 Faculty Members' Adaptive Performance in Terms of Cultural Adaptability

Indicators	Weighted Mean	Verbal Description
1. I learn new ways to do my job in order to collaborate better with others.	3.37	Sometimes
2. I frequently feel awkward because of problems in	3.23	Sometimes

understanding the work practices of others.		
3. I willingly adapt my behavior whenever I need to in order to work well with others.	4.12	Often
4. Whatever the situation, I like to stay with my own work practices and act based on my own principles of cooperation.	3.28	Sometimes
5. I can work, live and grow with people with diverse culture.	4.23	Often
6. I am open to different opinions, point of view and ideas of others.	4.21	Often
7. I learn to adapt to various personality inside the workplace.	4.01	Often
Grand Total	3.78	Often

Table 8.7 displays the respondents' adaptive performance in terms of cultural adaptability. As exposed, the respondents often can work, live and grow with people with diverse culture at 4.23 mean, often open to different opinions, point of view and ideas of others at 4.21 mean, often willingly adapt behavior whenever need to in order to work well with others at 4.12 mean, and often learn to adapt to various personality inside the workplace at 4.01 mean. Additionally, the respondents sometimes learn new ways to do job in order to collaborate better with others at 3.37 mean, sometimes like to stay with own work practices and act based on own principles of cooperation on whatever the situation at 3.28 mean, and sometimes frequently feel awkward because of problems in understanding the work practices of others at 3.23 mean.

The results unveiled that the respondents often observed and practiced cultural adaptability within the organization at 3.78 mean.

According to Charbonnier-Voirin and Roussel (2012), employees need to work effectively in different national, international, and occupational cultural contexts. The willingness to adapt to different cultures should be reflected by openness to others, consideration of different opinions and points of view, and adaptation to various personalities.

Faculty Members' Adaptive Performance in Terms of Physical Adaptability

Table 8.8 Faculty Members' Adaptive Performance in Terms of Physical Adaptability

Indicators	Weighted Mean	Verbal Description
1. I strive to adapt, however difficult, to the working conditions I am in.	3.59	Often
2. I can only work efficiently in a comfortable environment.	3.47	Sometimes
3. I sometimes reach my physical limits to accomplish an urgent task.	3.65	Often
4. I can work in uncomfortable or difficult environments.	4.01	Often
5. I am able to withstand physical strain that the job requires.	4.10	Often
6. I can easily get along with others and work effectively.	4.24	Often
7. I can work with team.	4.12	Often
Grand Total	3.88	Often

Table 8.8 presents the respondents' adaptive performance in terms of physical adaptability. As divulged, the respondents often easily get along with others and work effectively at 4.24 mean, often work with team at 4.12, often able to withstand physical strain that the job requires at 4.10 mean, often can work in uncomfortable or difficult environments at 4.01 mean, often reach physical limits to accomplish an urgent task at 3.65, and often

strive to adapt, however difficult, to the working conditions at 3.59 mean. Moreover, the respondents sometimes can only work efficiently in a comfortable environment 3.47 mean.

The results unveiled that the respondent’s adaptive performance in terms of physical adaptability is often observed and practiced within the organization at 3.88 mean.

This means that, the respondents are flexible and physically adaptable to their work environment in dealing with different situations.

According to Charbonnier-Voirin and Roussel (2012), employees need to have the ability to work in uncomfortable or difficult environments, involving, for example, heat and noise. As with the handling emergencies and crises dimension, the nature of the sample should be kept in mind. They need to have the ability to withstand physical strain.

Difference on the Level of Adaptive Performance of Employees in terms of Dimension

Table 9.1 Difference on the Level of Adaptive Performance of Employees in terms of Dimension

Dimensions	F value	Sig	Remarks	Decision
Handling Emergencies and Crisis	5.328	.000	Significant	Reject Ho
Managing Work Stress	10.980	.000	Significant	Reject Ho
Solving Problems Creatively	6.772	.000	Significant	Reject Ho
Dealing with Uncertain and Unpredictable Situations	1.075	.192	Not significant	Do not Reject Ho
Training and Learning Effort	1.931	.097	Not significant	Do not Reject Ho
Interpersonal Adaptability	2.024	.094	Not significant	Do not Reject Ho
Cultural Adaptability	4.927	.000	Significant	Reject Ho
Physical Adaptability	7.220	.000	Significant	Reject Ho

Table 9.1 showed the result of the ANOVA of the significant difference on the level of adaptive performance of faculty members. As shown, in terms of handling emergencies and crisis, managing work stress, solving problems creatively, cultural adaptability and physical adaptability the result is significant; Handling Emergencies and Crisis (F=5.328, p=.000) , Managing Work Stress (F=10.980, p=.000), Solving Problems Creatively (F=6.772, p=.000), Cultural Adaptability (F=4.927, p=.000), and Physical Adaptability (F=7.220, p=.000) since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of adaptive performance of faculty members on the mentioned dimensions.

On the other hand, in terms of dealing with uncertain and unpredictable situations, training and learning effort and interpersonal adaptability, the result is not significant; Dealing with Uncertain and Unpredictable Situations (F=1.075, p=.192), Training and Learning Effort (F=1.931, p=.097), and Interpersonal Adaptability (F=2.024, p=.094) since their p-value are greater than .05 (p>.05). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the level of adaptive performance of faculty members on the mentioned dimensions.

Meaning, faculty members show difference in handling emergency and crisis, managing work stress, solving problems creatively, cultural adaptability and physical adaptability. It means that the faculty members are capable of handling emergency and crisis in the workplace. They know how to manage work stress and even solve their problems creatively. They are also aware on the diverse culture and different personalities inside the organization.

On the other hand, when it comes to dealing with uncertain and unpredictable situations, training and learning effort and interpersonal adaptability it shows no difference. It means that in dealing with uncertain and unpredictable situations and training and learning effort, faculty members need to consult the management as to what decisions are going to undertake. They need also to be equipped with interpersonal skills which can be learned through trainings and workshops.

Employee performance is an absolutely essential in the association. Since it enables the association to rise and build up the ability of the organization's representatives. Additionally, it clarifies into association an extraordinary office and collaboration where influences each space of the organization. To comprehend organization needs to make approaches that will build worker viability. An employee's job performance relies upon or could be a result of a blend of capacity, exertion, and possibility. Yet, the estimations might be depleted terms of results or results created. Performance is illustrated as the record of results made on a predefined occupation capacity or action during indicated time (Abdirahman, Najeemdeen, Abidemi, and Ahmad, 2018).

Difference on the Level of Adaptive Performance of Respondents According to Profile

Table 9.2 Difference on the Level of Adaptive Performance of Respondents in terms of Profile

Profile	F value	Sig	Remarks	Decision
Age	.954	.459	Not significant	Do not Reject Ho
Sex	1.640	.077	Not significant	Do not Reject Ho
Years of Teaching	2.439	.069	Not significant	Do not Reject Ho
Educational Attainment	4.382	.000	Significant	Reject Ho

Table 9.2 disclosed the result of the ANOVA on the significant difference on the level of adaptive performance of the respondents according to profile. As shown, in terms of educational attainment, the result is significant; Educational Attainment (F=4.382, p=.000), since their p-value are less than .05 (p<.05). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of adaptive performance of the respondents in terms educational attainment.

While in terms of age, sex, and years of teaching, the result is not significant; Age (F=.954, p=.459), Sex (F=1.640, p=.077), and Years of Teaching (F=2.439, p=.069) since their p-value is greater than .05 (p>.05). The result, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the level of adaptive performance of respondents according to profile in terms of age, sex and years of teaching.

Meaning, the respondents show significant difference on their adaptive performance in terms of educational attainment. It means that, the higher the educational qualification they have, they know how to adapt and performed well within the organization.

On the other hand, in terms of age, sex, and years of teaching it shows no difference. It means that, no matter what is the age, sex, and years of teaching of the respondents, they need to be adaptive in all aspects for them to become productive.

Employees exhibit adaptive performance by modifying their practices to the necessities of work circumstances and new occasions. In spite of the fact that others have featured the significance of an assortment of adaptive practices were the first to propose a worldwide model of versatile execution (Charbonnier-Voirin and Roussel, 2012).

Relationship Between Faculty Development Program and Organizational Commitment

Table 10.1 Relationship Between Faculty Development Program and Organizational Commitment

Faculty Development Program	r value	Sig	Remarks	Decision
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Organizational Commitment	.546	.000	Significant	Reject Ho
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Table 10.1 shows the result of the correlation on the significant relationship between faculty development program and organizational commitment ($r=.546$, $p=.000$), thus, relationship is significant since the p-value is less than .05 ($p < 0.05$). The result led to the rejection of the null hypothesis that implies there is no significant relationship between faculty development program and organizational commitment.

The implication of the given statement is that the correlation analysis conducted found a significant relationship between faculty development programs and organizational commitment. The correlation coefficient (r) value is 0.546, indicating a positive correlation between the two variables. The p-value associated with the correlation coefficient is 0.000, which is less than the commonly accepted significance level of 0.05 ($p < 0.05$). This means that the relationship observed between faculty development programs and organizational commitment is statistically significant.

Furthermore, the statement mentions that the result led to the rejection of the null hypothesis. In statistical hypothesis testing, the null hypothesis usually assumes that there is no significant relationship between the variables being studied. However, in this case, the rejection of the null hypothesis implies that there is indeed a significant relationship between faculty development programs and organizational commitment.

In summary, based on the results, there is a statistically significant positive relationship between faculty development programs and organizational commitment, as indicated by the correlation coefficient and the rejection of the null hypothesis.

According to Azeem (2010), greater commitment can lead to higher sentiments of belonging, security, efficacy, professional progress, increased compensation, and intrinsic rewards for the individual. Commitment can result in higher employee tenure, reduced turnover, lower training costs, greater job satisfaction, acceptance of organizational expectations, and achievement of organizational goals such as high quality.

Employee productivity and performance will be strongly influenced by an employer's capacity to comprehend employee happiness as it relates to schedules and daily obligations (Mowday, Porter, and Steers, 2013).

Relationship Between Faculty Development Program and Adaptive Performance

Table 10.2 Relationship Between Faculty Development Program and Adaptive Performance

Faculty Development Program	r value	Sig	Remarks	Decision
Adaptive Performance	.478	.000	Significant	Reject Ho

Table 10.2 shows the result of the correlation on the significant relationship between Faculty Development Program and Adaptive Performance ($r=.478$, $p=.000$), thus, relationship is significant since the p-value is less than .05 ($p < 0.05$). The result led to the rejection of the null hypothesis that implies there is no significant relationship between Faculty Development Program and Adaptive Performance.

This implies that if the faculty members availed the FDP, it means that they are adaptive on the needs within the organization.

Faculty development programs are instrumental in improving the adaptability of faculty members within an organization. These programs offer various opportunities such as professional development, training, workshops, and resources to keep faculty members updated with changes in their field and address evolving organizational needs. By participating in these programs, faculty members can acquire new knowledge and skills, including the latest research, teaching methodologies, technology integration, and leadership abilities. This equips them to effectively address the changing requirements of the organization. Additionally, faculty development programs foster a culture of continuous learning, promoting lifelong learning and professional growth among faculty members. This mindset enables them to embrace innovative approaches, adapt to new challenges, and stay current in their respective fields. Furthermore, these programs emphasize effective teaching strategies, student engagement, and assessment techniques, allowing faculty members to enhance their pedagogical practices and better meet the evolving needs of students and the organization (Azeem, 2010).

Relationship Between Organizational Commitment and Adaptive Performance

Table 10.3 Relationship Between Organizational Commitment and Adaptive Performance

Organizational Commitment	r value	Sig	Remarks	Decision
Adaptive Performance	.783	.000	Significant	Reject Ho

Table 10.3 shows the result of the correlation on the significant relationship between Organizational Commitment and Adaptive Performance ($r=.783$, $p=.000$), thus, relationship is significant since p-value is less than .05 ($p < 0.05$). The result led to the rejection of the null hypothesis that implies there is no significant relationship between Organizational Commitment and Adaptive Performance.

The results were in cognizant to the arguments raised by Torrington, Hall and Taylor (2020), that there is a wide variety of methods available for motivating staff, from recognizing the employee’s achievements by simply saying “thank you” to more complex schemes which combine and set targets with fixed rewards and thus affecting performance.

Torrington, Hall and Taylor (2020) reiterated that the workplace still remains one of the sensitive subjects that determine the level of input that employees will put in the organization to commit to good performance.

Proposed Program

Enhancing Faculty Development, Organizational Commitment, and Adaptive Performance

Objective: The intervention program aims to enhance the impact of the Faculty Development Program (FDP) on organizational commitment and adaptive performance among faculty members in selected private colleges in General Santos City.

1. Assessment and Needs Analysis:

- Conduct a comprehensive assessment and needs analysis of faculty members to identify their specific professional development needs, organizational commitment levels, and areas for adaptive improvement.
- Gather data through surveys, interviews, focus groups, and existing organizational records.

2. Customized FDP Design:

- Based on the assessment findings, design a customized FDP that aligns with the identified needs of faculty members.
- Tailor the program to target specific areas related to organizational commitment and adaptive performance, such as leadership development, teaching effectiveness, stress management, problem-solving, and cultural adaptability.

3. FDP Implementation:

- Implement the customized FDP, considering various formats such as workshops, seminars, webinars, online courses, mentoring, and collaborative projects.
- Ensure the program provides opportunities for faculty members to acquire new knowledge, skills, and strategies in line with the identified needs.

4. Inclusive and Engaging Learning Environment:

- Foster an inclusive and engaging learning environment within the FDP.
- Promote active participation, collaborative learning, and opportunities for networking and sharing best practices among faculty members.
- Encourage the utilization of diverse teaching methodologies and technologies that enhance engagement and interactivity.

5. Continuous Evaluation and Feedback:

- Regularly evaluate the effectiveness and impact of the FDP on faculty members' organizational commitment and adaptive performance.
- Collect feedback from faculty participants through surveys, focus groups, and reflective assessments to gather insights and identify areas for improvement.

6. Enhancing Organizational Commitment:

- Implement strategies to enhance faculty members' organizational commitment, such as:
 - Encouraging faculty involvement in decision-making processes and fostering a sense of ownership and empowerment.
 - Promoting a positive and supportive work environment that recognizes and rewards faculty contributions.
 - Providing opportunities for career growth, professional recognition, and work-life balance.
7. Adaptive Performance Development:
 - Integrate adaptive performance development within the FDP, focusing on areas such as:
 - Enhancing problem-solving skills, critical thinking, and creativity.
 - Providing training and support to effectively manage work-related stress and uncertainties.
 - Cultivating interpersonal adaptability and cross-cultural competence.
 8. Leadership Development:
 - Include modules or workshops within the FDP that specifically address leadership development skills and competencies.
 - Equip faculty members with the knowledge and tools to effectively lead and manage within their respective roles and responsibilities.
 9. Long-term Support and Sustainability:
 - Establish mechanisms to provide ongoing support and resources for faculty members beyond the FDP.
 - Foster a culture of continuous learning and professional development within the organization.
 - Encourage faculty members to engage in communities of practice, research collaborations, and knowledge sharing platforms.
 10. Program Evaluation and Revision:
 - Regularly evaluate the intervention program's outcomes, considering both short-term and long-term impacts.
 - Use evaluation findings to make necessary adjustments, improvements, and refinements to the FDP and overall intervention strategy.

By implementing this intervention program, selected private colleges in General Santos City can enhance the impact of their Faculty Development Program on faculty members' organizational commitment and adaptive performance. The program promotes continuous growth, fosters a positive work environment, and supports faculty members in adapting to changing circumstances, ultimately contributing to the overall success and excellence of the institutions.

Discussion

On the profile of the respondents, majority of the respondents are 46-50 years old at 26 or 25%, majority of the respondents are females at 58 or 55.77%, majority of the respondents are 6 to 10 years in teaching at 41 or 39.42%, most of the respondents have master's degree at 49 or 47.12%.

On the FDP Offered by institutions, HTCGSC sets the highest number at 10, followed by RMMC at 8, MPC at 7, and GSDMFI at 1. Also, most of the institutions supported their faculty members to avail the programs on participation in local trainings, seminars and workshops. A total of 339 frequency were recorded where the faculty avail in the FDP offered by the four private colleges.

On the extent of FDP in enhancing Faculty members, FDP often enhance the professional development and teaching skills of faculty members at 4.36 mean. On the other hand, FDP often enhanced their leadership and classroom management because of faculty development program at 4.42 mean. Also, FDP often enhanced their

knowledge and skills because of faculty development program 4.38 mean. Moreover, FDP often enhanced their organizational participation because of faculty development program at 4.33 mean.

Additionally, on the difference on the extent of Faculty Development Program on enhancing the faculty members of selected private colleges in General Santos City. Also, there is no significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of dimension. Furthermore, there is no significant difference on the extent of Faculty Development Program on enhancing faculty members in terms of FDP offered by the selected private colleges. In addition, there is no significant difference on the extent of Faculty Development Program on enhancing faculty members of selected private colleges in terms of profile of the respondents.

On the organizational commitment of faculty members, the respondents were sometimes committed affectively to the organization where they belong at 3.34 mean. The respondents often feel that they have continuance commitment with organization at 4.18 mean. Lastly, the respondents often feel that they have normative commitment to the organization 4.01 mean.

On the difference on the extent of organizational commitment in selected private colleges in General Santos City, there is no significant difference on the extent of organizational commitment of faculty members' affective, continuance and normative commitment. Also, there is no significant difference on the extent of organizational commitment of respondents according to profile in terms of Years of Teaching and Educational Qualification.

On the adaptive performance of the faculty members, the results manifest that respondent often feel to act quickly in terms of handling emergencies and crisis when something transpire in the organization 3.39 mean. The results were evident that respondents often manage work stress within the organization at 3.59 mean. They often solve problems creatively when something happen in the organization 4.17 mean. Additionally, the results revealed that the respondents often deal with uncertain and unpredictable situations that happened within the organization 3.96 mean. Also, the data discovered that the respondents' adaptive performance in terms of training and learning effort were often observed and practiced at 3.84 mean. The results exposed that the respondents' adaptive performance in terms of interpersonal adaptability were often practice inside the organization at 3.95 mean. The results unveiled that the respondents often observed and practiced cultural adaptability within the organization at 3.78 mean. The results unveiled that the respondent's adaptive performance in terms of physical adaptability is often observed and practiced within the organization at 3.88 mean.

On the difference on the level of adaptive performance of faculty members of selected private colleges in General Santos City, there is no significant difference on the level of adaptive performance of faculty members in terms of handling emergencies and crisis, managing work stress, solving problems creatively, cultural adaptability and physical adaptability. On the other hand, in terms of dealing with uncertain and unpredictable situations, training and learning effort and interpersonal adaptability, the result is not significant. Also, there is no significant difference on the level of adaptive performance of the respondents in terms educational attainment. While in terms of age, sex, and years of teaching, the result is not significant.

On the significant relationship, there is no significant relationship between faculty development program and organizational commitment. Also, there is no significant relationship between Faculty Development Program and Adaptive Performance. Lastly, there is no significant relationship between Organizational Commitment and Adaptive Performance.

Conclusion

Based on the summary of findings, the following conclusions can be drawn:

The majority of the respondents are in the 46-50 age group and female. Most respondents have 6 to 10 years of teaching experience and hold a master's degree. Additionally, HTCGSC offered the highest number of FDPs, followed by RMMC, MPC, and GSDMFI. The majority of institutions supported their faculty members in participating in local trainings, seminars, and workshops. Also, FDP had a positive impact on enhancing professional development, teaching skills, leadership, classroom management, knowledge and skills, and organizational participation. On the other hand, no significant difference was found in the extent of FDP in enhancing faculty members based on different dimensions, FDP offerings by selected private colleges, or the profile of the respondents.

Moreover, the respondents showed moderate levels of affective commitment, high levels of continuance commitment, and moderate levels of normative commitment. No significant difference was found in the extent of organizational commitment among faculty members based on different dimensions or the profile of the respondents. Consequently, Faculty members often displayed adaptive behaviors in terms of handling emergencies, managing work stress, problem-solving, learning efforts, interpersonal adaptability, cultural adaptability, and physical adaptability. Furthermore, no significant difference was found in the level of adaptive performance among faculty members based on different dimensions or the profile of the respondents. Lastly, no significant relationships were found between faculty development program and organizational commitment, faculty development program and adaptive performance, or organizational commitment and adaptive performance.

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