

Bridging Gaps in Faculty Growth: A Faculty Needs Assessment

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ABSTRACT

Continuous professional development (CPD) is vital for maintaining high instructional standards and fostering faculty growth in higher education. This study assessed the personal and professional development needs, preferred learning modalities, career aspirations, and support requirements of teaching faculty at Aldersgate College Inc. during Academic Year 2024–2025. Using a descriptive-survey design, the study gathered data from a total sample of 101 teaching faculty members across basic education and tertiary academic departments. Results indicated high baseline proficiency across core skills, with respondents rating themselves as Extremely Confident in Teamwork ($m = 4.29$) and Technical Skills ($m = 4.24$). However, priority growth areas centered on non-academic competencies, led by Work-Life Balance (53.5%), Communication Skills (43.6%), and Strategic Management (42.6%). Respondents strongly preferred interactive, face-to-face learning modalities, particularly in-person workshops (76.2%) and conference attendance (59.4%). Regarding career growth, Department Head (53.5%) emerged as the top administrative aspiration, with faculty emphasizing an urgent need for institutional scholarship support to complete Master's (76.2%) and Doctorate degrees (33.7%). While awareness of existing college development opportunities was moderate (60.4%), satisfaction with personal growth offerings (31.7%) and access to online resources and external conferences (12.9%) were low. Analytical trends revealed an inverse relationship between competency proficiency and growth priorities, along with distinct differences between basic education and higher education faculties. The study recommends expanding faculty scholarship programs, offering holistic non-academic workshops, funding external conference participation, and implementing structured mentorship tracks.

Keywords: *Faculty development, needs assessment, continuous professional development, higher education, scholarship programs*

INTRODUCTION

Faculty development is integral to fostering a dynamic and effective learning environment in higher education. Research shows that continuous professional development plays a crucial role in enhancing teaching quality, improving student outcomes, and ensuring

faculty members are well equipped to adapt to the evolving demands of the academic world (Darling-Hammond et al., 2009). Aldersgate College Inc. recognizes the importance of supporting teaching faculty in their personal and professional growth. As part of this commitment, the Office of Curriculum & Instruction initiated a Personal Development Needs Assessment survey to gather comprehensive feedback from the teaching faculty. This survey seeks to understand the faculty's current needs, identify areas for professional development, and evaluate the effectiveness of existing support systems and development programs.

Statement of the Problem

This study aimed to assess the personal and professional development needs of the teaching faculty at Aldersgate College Inc. during Academic Year 2024–2025 to inform improvements to institutional support systems and faculty development programs.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the faculty respondents in terms of department affiliation?
2. What is the self-assessed level of proficiency of the respondents across selected professional skills and competencies?
3. Which personal development areas are prioritized by the faculty members for their professional growth?
4. What are the preferred learning methods and modalities of the respondents for professional development?
5. What are the career aspirations of the faculty members, and what specific teaching and leadership competencies do they wish to enhance?
6. What form of administrative support is needed by the faculty members to achieve their educational and career goals?
7. What duration of mentorship and exposure do respondents prefer for their professional growth?
8. What are the perceptions and levels of satisfaction of the respondents regarding the college's existing professional development programs, online learning resources, and conference accessibility?
9. Is there a significant relationship between faculty members' self-assessed competency proficiency levels and their prioritized personal development areas?
10. Is there a significant difference in the professional development priorities, learning preferences, and administrative support needs of faculty members when grouped according to their academic department?

Scope and Delimitation

This survey covers 101 teaching faculty respondents across various departments at Aldersgate College during A.Y. 2024–2025. It assesses faculty proficiency levels, personal development priorities, learning preferences, career aspirations, administrative support needs, mentorship preferences, and perceptions of current institutional support.

Review of Related Literature

Continuous professional development (CPD) in higher education drives teaching quality, faculty retention, and overall institutional growth.

As higher education institutions face rapid changes in curriculum standards, technology, and diverse student learning needs, the ongoing training of faculty becomes essential. Darling-Hammond et al. (2009) argue that effective professional development moves beyond episodic, isolated workshops toward intensive, sustained, and job-embedded learning. Such programs enable educators to refine their content expertise, acquire active learning strategies, and adapt to shifting academic environments. When faculty actively engage in reflective practice and continuous skill enhancement, instruction quality improves, directly driving positive academic performance and retention outcomes for students.

Beyond classroom pedagogy, providing structured and accessible development initiatives strengthens the broader institutional ecosystem. Faculty members who receive comprehensive support such as scholarship funding for advanced degrees, leadership development, and structured mentorship report higher levels of job satisfaction, dynamic engagement, and organizational commitment. Research shows that institutional investment in faculty growth significantly decreases turnover and builds strong internal leadership pipelines. Furthermore, contemporary studies emphasize that addressing non-academic dimensions, such as work-life balance and time management, is crucial to preventing burnout and maintaining long-term academic productivity.

Modern frameworks for faculty growth highlight the importance of collaborative modalities, including mentorship programs, peer discussion groups, and interactive workshops, over passive self-directed study. For higher education institutions, aligning administrative support such as external conference participation, digital learning resource access, and post-graduate degree sponsorship with self-identified faculty needs fosters an open, continuous learning culture. Ultimately, structured faculty development bridges the gap between teacher aspirations and institutional vision, cultivating an agile academic workforce capable of navigating the demands of higher education.

Theoretical Framework

This study is grounded in Malcolm Knowles' Theory of Andragogy (Adult Learning Theory) and contemporary Human Resource Development (HRD) frameworks, which collectively emphasize that adult learners thrive when professional development aligns with their self-identified needs, career goals, and preferred modes of learning.

Knowles' (1984) Theory of Andragogy posits that adults learn differently from children, operating under five key assumptions: 1) adult learners are self-directed and autonomous, 2) they bring a wealth of prior experiences that serve as a foundation for new learning, 3) their readiness to learn is tied to topics that have immediate relevance to their personal and professional roles, 4) they are problem-centered and performance-focused rather

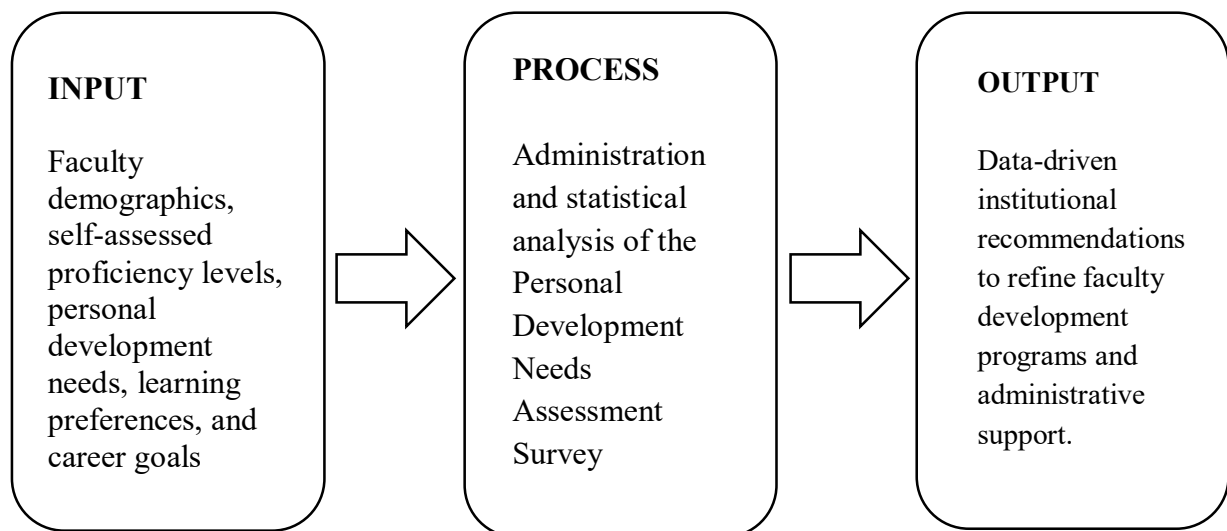
than subject-centered, and 5) they are driven primarily by internal motivators, such as self-actualization, professional growth, and increased self-efficacy.

Complementing the adult learning theory, Human Resource Development (HRD) frameworks view faculty growth as an essential driver of organizational capability and performance. HRD models emphasize that institutional investments such as scholarship programs, leadership training, mentorship, and conference access yield maximum impact when tailored to individual career trajectories and preferred learning modalities.

By synthesizing Andragogy and HRD frameworks, this study highlights that effective faculty development relies on aligning institutional support systems directly with faculty needs, career aspirations, and preferred collaborative learning environments.

Conceptual Framework

The assessment follows an Input-Process-Output (IPO) model:



METHODOLOGY

Research Design

This study employed a mixed-methods descriptive research design, primarily non-experimental quantitative research complemented by qualitative content analysis, to comprehensively investigate the personal and professional development needs of the teaching faculty.

The quantitative aspect of the design served to systematically gather structured numerical data on faculty demographics, skill proficiency levels, prioritized growth areas, and administrative support preferences.

To capture nuanced perspectives that structured options might overlook, the survey incorporated qualitative open-ended responses.

By combining quantitative measurement with qualitative insights, the research design provides a balanced, robust foundation for data-driven institutional decision-making and policy formulation.

Research Steps

The execution of this study followed a systematic, multi-stage research process. The initiative commenced with the formal design and structural validation of the survey instrument to ensure that all items accurately captured the multidimensional personal and professional development needs of the faculty. Following tool validation, the survey was systematically distributed across all teaching departments within the institution spanning elementary, secondary, and tertiary academic units to ensure comprehensive institutional representation. Upon completion of the response period, the researchers gathered, aggregated, and organized the raw survey data to perform statistical treatments, specifically utilizing mean scores, frequency distributions, and percentage analyses. Finally, the researchers synthesized both quantitative metrics and qualitative feedback to draft the results, discussion, and actionable recommendations for institutional policy formulation.

Data Collection and Sample Selection

The study utilized a comprehensive sampling approach involving a total of 101 teaching faculty members across Aldersgate College Inc. during Academic Year 2024–2025.

To ensure that the findings reflected the diverse educational landscape of the institution, participants were selected from all major academic units and grade levels. The respondent pool spans both basic and higher education divisions:

- Basic Education Units: Elementary (7.9%), Junior High School (15.8%), and Senior High School (14.9%)
- Higher Education Faculties: College of Arts, Sciences, Education and Information Technology (22.8%); College of Business, Management and Accountancy (15.8%); College of Engineering and Technology (9.9%); School of Criminology (6.9%); and School of Medical Sciences (5.9%).

By gathering data from across all departments ranging from early childhood/basic education to specialized tertiary and professional degree programs the sample provides a broad, representative, and institution-wide perspective. This widespread participation ensures that the resulting faculty development initiatives address both general teaching competencies and department-specific professional requirements.

Data Analysis Methods

To rigorously interpret the collected data and draw meaningful insights regarding faculty needs, both descriptive statistical tools and qualitative thematic analyses were employed. For quantitative analysis, frequency and percentage distributions were calculated to summarize categorical and multi-select survey variables. This analytical method was applied to determine the distribution of respondents across academic departments, identify top-ranked personal development areas, evaluate preferred learning modalities, outline career aspirations, and quantify specific administrative support requests (e.g., degree completion scholarships and mentorship duration). Percentage distributions allowed for clear comparisons across different faculty groupings and highlighted overarching institutional trends.

Open-ended qualitative responses detailing specialized skill growth preferences, unique career goals, and institutional support requirements were categorized and synthesized using inductive thematic analysis. Core themes were extracted to contextualize the numerical data and capture granular faculty feedback.

Research Hypothesis and Validation

This study tested the following null hypotheses to determine structural patterns in faculty competencies, development priorities, and support needs:

1. There is no significant relationship between faculty members' self-assessed competency proficiency levels and their prioritized personal development areas (e.g., work-life balance, strategic management, and advanced education funding).
2. There is no significant difference in the professional development priorities, learning preferences, and administrative support needs of faculty members when grouped according to their academic department.

To ensure content validity and construct alignment, the survey instrument underwent rigorous evaluation and validation prior to deployment. The review confirmed that all items accurately measured the intended dimensions of faculty proficiency, growth preferences, and institutional support systems.

Study Limitations and Ethical Considerations

The findings of this study are limited strictly to the teaching faculty of Aldersgate College Inc. surveyed during the Academic Year 2024–2025. Caution should be exercised when generalizing these results to other higher education institutions with different organizational structures, faculty demographics, or operational resources.

Data regarding competency proficiency levels, personal development priorities, and satisfaction with college services rely on self-reported survey responses. While self-assessments provide valuable subjective perspectives, they may be influenced by personal perceptions or response biases.

Participation in the assessment was entirely voluntary. Faculty members were informed of the purpose of the study, the intended use of the data, and their right to decline or withdraw participation at any stage without prejudice to their employment or administrative standing. Data security protocols were maintained protect participant privacy throughout the collection and reporting phases.

RESULTS AND DISCUSSIONS

SOP 1. What is the demographic profile of the faculty respondents in terms of department affiliation?

A total of 101 teaching faculty members participated in the survey. The distribution across academic departments is as follows:

Table 1

Distribution of faculty members by department

Department	f	%
Elementary Department	8	7.9%
Junior High School	16	15.8
Senior High School	15	14.9%
College of Arts, Sciences, Education and Information Technology	23	22.8%
College of Business, Management and Accountancy	16	15.8%
College of Engineering and Technology:	10	9.9%
School of Criminology	7	6.9%
School of Medical Sciences	6	5.9%

SOP 2. What is the self-assessed level of proficiency of the respondents across selected professional skills and competencies?

The faculty members rated their skills across ten areas using a 5-point Likert scale. They reported high proficiency across all competencies, categorized as either Extremely Confident or Very Confident:

Table 2

Level of proficiency across selected professional skills and competencies

Competency	Mean	QD
Teamwork and Collaboration	4.29	Extremely Confident
Technical Skills (Job-Specific)	4.24	Extremely Confident
Problem Solving Skills	4.10	Very Confident
Verbal Communication	4.06	Very Confident

Decision Making Skills	4.06	Very Confident
Leadership Skills	4.05	Very Confident
Written Communication	4.01	Very Confident
Conflict Resolution Management	3.98	Very Confident
Time Management Skills	3.97	Very Confident
Project Management	3.85	Very Confident

SOP 3. Which personal development areas are prioritized by the faculty members for their professional growth?

The top prioritized development areas identified by the faculty are:

Table 3

Development areas prioritized by the faculty for professional growth

Development Areas	f	%
Work-Life Balance	54	53.5%
Communication Skills (Written/Verbal)	44	43.6%
Strategic Management	43	42.6%
Financial Literacy and Budgeting	42	42.6%
Career Advancement and Planning	41	40.6%
Presentation and Public Speaking	40	36.6%
Time Management and Productivity	37	36.6%
Leadership Skills	32	31.7%
Technical/Job Specific Skills	30	29.7%
Networking and Relationship Building	27	26.7%

SOP 4. What are the preferred learning methods and modalities of the respondents for professional development?

Respondents demonstrated a strong preference for interactive and face-to-face learning formats

Table 4

Preferred learning methods and modalities for professional development

Preferred Learning Methods	f	%
In-person training/workshops	77	76.2%
Attending conferences or seminars	60	59.4%
Mentorship or coaching	63	52.5%
Peer group learning (discussion groups, work teams)	38	37.6%
Online courses/webinars	31	30.7%
On-the-job training or job rotation	21	20.8%
Self-paced reading or study	18	17.8%

SOP 5. What are the career aspirations of the faculty members, and what specific teaching and leadership competencies do they wish to enhance?

Table 5

Career aspirations of faculty members

Administrative Leadership Aspirations	f	%
Department Head	54	53.5%
Dean	22	21.8%
Program Chair	20	19.8%
Principal	12	11.9%

Specific Teaching and Leadership Competencies:

- Enhancing classroom management, pedagogical strategies for Generation Z learners, student psychological handling, syllabus creation, and remaining dedicated active classroom instructors
- Strengthening faculty management, department handling, decision-making, and conflict/dispute resolution.
- Acquiring specialized skills in engineering, electronics, forensic science, business analytics, technical writing, research capabilities, and PhD program completion.

SOP 6. What form of administrative support is needed by the faculty members to achieve their educational and career goals?

Faculty members indicated significant needs for institutional financial and administrative assistance:

1. Master's degree completion through the faculty scholarship development program
2. Doctorate degree completion through the faculty scholarship development program
3. Funding for external training/seminars, institutional consideration of faculty insights, support for specialized certifications, and assistance with law school/post-doctoral studies.

SOP 7. What duration of mentorship and exposure do respondents prefer for their professional growth?

The preferred mentorship durations reported by faculty are:

Table 7

Duration of mentorship and exposure

Mentorship Duration	f	%
6 Months	42	41.6%
1 Year	40	39.6%
2 Years	29	28.7%

SOP 8. What are the perceptions and levels of satisfaction of the respondents regarding the college's existing professional development programs, online learning resources, and conference accessibility?

60.4% (61 respondents) are aware that the college provides professional development opportunities. 53.5% (54 respondents) believe the college provides skills-building workshops and leadership development.

However, only 31.7% (32 respondents) express satisfaction with the available development programs for personal growth and 12.9% (13 respondents) report easy access to online learning resources and conference attendance.

SOP 9. Is there a significant relationship between faculty members' self-assessed competency proficiency levels and their prioritized personal development areas?

The survey data indicates a strong inverse pattern between proficiency levels and development priorities. Competencies where faculty rated themselves highest such as Teamwork (4.29) and Technical Skills (4.24) were selected as growth priorities by the fewest respondents (19.8% and 29.7%, respectively).

In contrast, areas with lower or moderate confidence, such as Work-Life Balance (53.5%) and Strategic Management (42.6%), were selected as top growth priorities. This inverse trend suggests that a faculty member's existing competency level directly influences what development areas they choose to prioritize.

SOP 10. Is there a significant difference in the professional development priorities, learning preferences, and administrative support needs of faculty members when grouped according to their academic department?

Survey trends indicate qualitative variations: tertiary departments (e.g., Engineering, Medical Sciences, Business) prioritize specialized technical skills, advanced research writing, and doctoral scholarships, whereas basic education units (Elementary and High School) emphasize classroom management, student psychology, and master's degree scholarships.

SUMMARY

The results and discussions highlight key findings across the ten specific objectives evaluated in the assessment.

A total of 101 teaching faculty members participated in the study, with the highest representation hailing from the College of Arts, Sciences, Education and Information Technology (22.8%) and the lowest from the School of Medical Sciences (5.9%). In evaluating their self-assessed competency proficiency, respondents reported strong baseline confidence across all ten areas. Teamwork and Collaboration ($m = 4.29$) alongside Job-Specific Technical Skills ($m = 4.24$) emerged as the highest-rated competencies with qualitative descriptions of Extremely Confident, whereas all remaining skills fell under the Very Confident rating.

Despite high self-reported competencies, faculty identified clear growth priorities, placing Work-Life Balance (53.5%), Communication Skills (43.6%), Strategic Management (42.6%), and Financial Literacy (42.6%) at the top of their personal development needs. Regarding learning preferences, respondents demonstrated a decisive preference for structured, interactive, and face-to-face modalities specifically in-person workshops (76.2%) and conference attendance (59.4%) while placing self-paced study (17.8%) as their lowest priority.

In terms of career trajectory, Department Head (53.5%) was identified as the most sought-after administrative leadership aspiration. Qualitatively, faculty members expressed strong desires to refine pedagogical methods for Generation Z learners, strengthen department management capabilities, elevate technical writing and research outputs, and achieve specialized field certifications. To accomplish these educational and career milestones, faculty emphasized a critical need for institutional support, primarily seeking scholarship funding to complete Master's degrees (76.2%) and Doctorate degrees (33.7%), as well as financial subsidies for external training and professional credentials. Regarding mentorship, a majority favored shorter engagement periods, preferring 6-month (41.6%) or 1-year (39.6%) exposure durations.

Evaluations of institutional support systems revealed a notable gap between awareness and satisfaction. Although most respondents are aware of college-provided growth opportunities (60.4%) and acknowledge the availability of skill-building workshops (53.5%), only 31.7% expressed satisfaction with existing personal growth programs, and a mere 12.9% reported easy access to online learning resources and external conferences.

Finally, analytical trends revealed two key structural patterns: first, an inverse relationship exists between proficiency levels and development priorities, as faculty prioritized areas where confidence was moderate (e.g., Work-Life Balance) over competencies where they already feel highly proficient (e.g., Teamwork). Second, distinct departmental variations were observed, with tertiary faculties prioritizing doctoral funding, specialized technical skills, and research writing, while basic education units emphasized Master's scholarships, classroom management, and student psychology.

CONCLUSION

Based on the findings and results of the Personal Development Needs Assessment Survey, the following conclusions are drawn:

1. Faculty members exhibit high self-efficacy and strong baseline capabilities across core academic and collaborative skills—particularly in teamwork and job-specific technical competencies. However, their primary professional development interests center on broader operational and personal needs, specifically work-life balance, strategic management, communication, and financial literacy.
2. Faculty overwhelmingly favor interactive, face-to-face, and guided learning formats such as in-person workshops, conference attendance, and mentorship over self-paced or passive digital study. This highlights a desire for active, collaborative engagement in continuous professional development.
3. There is a pronounced interest among faculty in assuming administrative leadership roles, particularly as Department Heads. To achieve these aspirations and enhance instructional quality, faculty demonstrate a strong drive toward higher educational attainment, with a major emphasis on completing postgraduate degrees (Master's and Doctorate).
4. The realization of faculty career aspirations is heavily contingent upon institutional support. The primary bottleneck facing faculty advancement is the need for financial and administrative assistance through faculty scholarship development programs, external training funding, and support for specialized certifications.
5. While a majority of faculty are aware of the professional development opportunities provided by the college, there is a significant institutional gap regarding satisfaction with personal development programs and the accessibility of online learning resources and external conference participation.
6. Faculty needs are not uniform across the institution; a clear distinction exists between higher education units (which prioritize doctoral funding, research output, and specialized technical expertise) and basic education departments (which focus on Master's degree completion, student psychology, and classroom management).

RECOMMENDATION

Based on the findings and conclusions of the study, the following actionable recommendations are proposed for Aldersgate College Inc. to enhance faculty development and support systems:

1. Expand and institutionalize the Faculty Scholarship Development Program to provide financial subsidies, tuition discounts, or study leaves for faculty completing Master's (76.2%) and Doctorate (33.7%) degrees.
2. Shift faculty development programming beyond pure pedagogical skills to address holistic growth needs, specifically launching initiatives on Work-Life Balance, Stress Management, Strategic Management, Financial Literacy, and Public Speaking/Communication.
3. Allocate institutional budget toward in-person workshops, external conference attendance subsidies, and peer collaboration groups rather than passive or self-paced online modules.
4. Develop a formal administrative succession and leadership coaching program (spanning 6 to 12 months) to prepare the 53.5% of respondents aspiring to become Department Heads and academic leaders.
5. Address the low accessibility rate (12.9%) by providing subscriptions to online research databases, academic repositories, and digital learning platforms, while simplifying approval processes for attending external seminars and obtaining specialized professional certifications.
6. Focus programming on grant writing, research output, advanced technical certifications, and doctoral degree completion for tertiary faculty.
7. For Basic Education Faculty (Elementary & High School), focus programming on Master's degree completion, Generation Z learner psychology, classroom management strategies, and syllabus design.
8. Conduct bi-annual evaluation surveys to continuously monitor faculty satisfaction, assess resource utilization, and realign institutional development programs with evolving faculty needs.

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valuable participation, candid self-assessments, and thoughtful insights made this survey initiative possible.

AI DECLARATION STATEMENT

This document was reformatted using automated assistance to align text and tabular data with institutional research document structures based on source inputs

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