Faculty Development Program (Fdp) of Private Colleges In General Santos City: Its Implications On Students' Licensure Examinations

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Abstract

The Commission on Higher Education (CHED) wants every Higher Educational Institutions (HEIs) all over the country to have a pool of Faculty members that is equipped with the necessary knowledge to deliver quality education/learning to students. Align with its vision; the Commission issued a Memorandum Circular No. 43 series of 2005 also known as the Consolidated Implementing Guidelines of the Higher Education Development Project-Faculty Development Program (HEDP-FDP) for all HEIs in the country. There are various studies relating the impacts of FDP to the performance of Faculty members. However, its implications on students' licensure examinations have limited literature. This study sought to answer the implications of FDP to students' licensure examinations. The study used the qualitative and quantitative method. Data were analyzed through statistical and qualitative analysis. Interviews were done to the identified key informants to support the data gathered from the survey. The result shows that the three private colleges offered different programs with licensure examinations. The majority of the student population was enjoyed by the program with licensure examinations. The national passing rate revealed that most of the programs have a higher passing rate in the national passing rate. The data also revealed that the three private colleges offered common FDP, and most of the Faculty members availed the program. The survey result disclosed that FDP has a significant relationship to Faculty members' performance regarding leadership and classroom management. Based on the findings, the conclusion was made that program with licensure examination has the most number of the student population. Most of the programs have higher passing rate in the national passing rate, and most of the private colleges supported their Faculty members to avail FDP. Through FDP Faculty leadership and classroom management significantly improve that has implications on students' licensure examinations. This study recommends that in every HEI, FDP should strengthen its implementation as found important for better teaching/learning process.

Keywords: *Higher Educational Institutions, Faculty Development Program, Faculty, Licensure Examinations*

I. 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 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.

The Commission on Higher Education (CHED) issued a Memorandum No. 43 series of 2005 that obliged every Higher Educational Institutions (HEIs) to have a Faculty Development Programs. The program envisioned to improve qualifications and methods in teaching whose direct effect is for the betterment of the student when it comes to learning that would result to a higher passing rate in professional licensure examinations and greater productivity of graduates.

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".

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 behaviour change (Ebrahimi & Kojuri, 2012) of the faculty members. However, impacts of these programs on the performance of students in licensure examinations have limited literature. Thus, this study will determine whether FDPs have a direct implications on students' licensure examinations. Thus, it will also become the determinants of how FDPs' implementation by institution contributed to the success of the students in the licensure examinations as mandated by the CHED and as a requirement of Professional Regulatory Commission (PRC).

Statement of the Problem

This study sought to determine the implications of Faculty Development Program (FDP) of Private Colleges in General Santos City on Students' Licensure Examinations.

Specifically, this sought to answer the following questions:

1. What is the profile of the Private Colleges under study in terms of the following:
   1.1. Degree programs with licensure examination offered;
   1.2. Student population per degree program;
   1.3. Licensure examination passing rate per degree program and;
   1.4. Faculty members with Baccalaureate, Masters' and Doctorate degrees per degree program.
2. Profile of the FDP offered by the institution in terms of:
   2.1. FDP offered by the institution and;
   2.2. Faculty members availed the FDP.
3. Is there a relationship between FDP and Faculty members performance in terms of:
   3.1. Professional development and teaching skills
   3.2. Leadership and classroom management
   3.3. Knowledge and skills
      3.3.1 Instruction
      3.3.2 Research
      3.3.3 Extension
   3.4. Organization

II. REVIEW OF RELATED LITERATURE

Background Theories

It was in the year 1960 when the theory of faculty development emerged. The first centers for faculty and instructional development was probably founded about 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 *behaviourism*. According to this theory, Skinnerian teaching machines were considered as equivalent to education to the industrial revolution. Principles of behaviourally 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 *T-Group*, or *sensitivity training movement*. According to this theory, top executives both from corporations and educational institutions flocked to centers for them to be trained to become sensitive. Many early centers attempted to apply the sensitivity training techniques and organizational development to the university, deans and department chairs, faculty members and student leaders worked together in securing a better organizational climate for learning and teaching.

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).

Faculty development programs vary from institution to institution; it may be formal or informal offerings. These offerings may focus on the following areas such as (1) professional, including individual scholarship; (2) instructional; (3) leadership; and (4) organizational, e.g., time management to make the FDP comprehensive. These areas can be done through workshops, electronic media, mini-courses, seminars, teleconferences, mentoring programs, sabbaticals, and directed publication (Boucher et. al, 2010). It helps individual faculty members to improve their teaching skills, and this will engage them in the process of curricular change (Syre, 2013). It is an important component of faculty members and the institutions' academic success (Guglielmo et. al, 2011).

The four major domains and the goals of faculty development program are professional, instructional, leadership, and organizational development (Barksdale et. al, 2011). It will be used as the framework for the establishment of a faculty development program.

The professional development comprises efforts in socializing new faculty into its roles that include articulating the values as well as the institution's definition of scholarship, the variety of roles and responsibilities, the importance of

networking with colleagues, and the process for academic advancement as requirements and as expected.

Instructional development enriches undergraduate and graduate faculty teaching skills face-to-face, online, and instruction, promotion of higher-level learning, presentation development and skills in discussion facilitation, reflective practice establishment, student evaluation and grading methods, providing constructive feedback and the use of technology. The above programs will be benefited by both novice and experienced instructors.

Leadership development, on the other hand, consists of securing information about styles of leadership, improvement of quality, the process of change, and strategies in consensus-building that are needed in designing and implementing changes in curriculum. The above 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 educators, but this will become possible in the organization which emboldens and recompenses teaching and lifelong learning.

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 to the 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).

All of the above components allow faculty members and the institution to attain its goals of the program leading to the creation of a culture that supports teaching and boosts growth personally and professionally. Through continued support to the above programs, institutions help their faculty members in engaging and providing quality services to the students.

Studies show that faculty development develops the educational effectiveness of faculty members where teaching skills and field of specialization are included. Later, it focused on raising the faculty awareness of the complexity of the teaching-learning process in improving their comprehension of newer information.

Based on the available literature, there are several principles that lead to successful faculty development. First is identifying the area(s) for faculty development and second, determination of the success of the program (Lancaster et. al, 2014).

Conceptual Framework

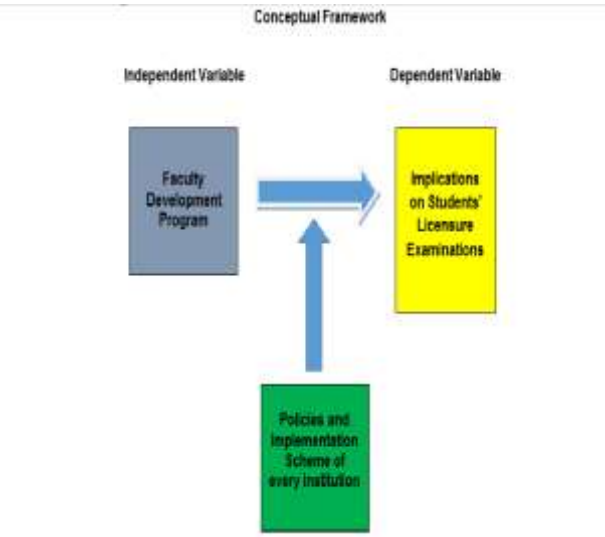

Figure 1
Conceptual Framework

III. METHODOLOGY

Research Design

The study used the quantitative and qualitative method. Statistical analysis was used to analyze the primary data gathered from the survey. Qualitative analysis was also used to further explain the data being presented. Interviews were done to the identified key informants to support the data gathered from the survey.

Locale of the study

The study was conducted in General Santos City. The city has private colleges and foundation schools that have undergone accreditations by different accrediting agencies. These schools produce world-class graduates who, in terms of qualifications, cannot be left behind. These schools also produce top notchers in different licensure examinations given by the Professional Regulation Commission.

Private schools includes Holy Trinity College of General Santos City (HTCGSC), Mindanao Polytechnic College (MPC), and General Santos Doctors' Medical School Foundation Inc. (GSDMSFI).

Respondents and Key Informants

The respondents of the study include eighty eight (84) faculty members; twenty one (21) from HTCGSC, thirty seven (37) from MPC, and thirty (26) from GSDMSFI who are teaching degree programs with licensure examinations.

Table 1
Frequency Distribution of Respondents per Private Colleges

Private College	Frequency	Percent
Holy Trinity College of General Santos City	21	25.0
Mindanao Polytechnic College	37	44.05
General Santos Doctors' Medical Schools Foundation Inc.	26	30.95
Total	**84**	**100.00**

The key informants of the study include HR Officers, Registrars, and Deans of programs with licensure exams and Administrative Officials.

Table 2
Distribution of Key Informants per Private Colleges

Key Informant	HTCGSC	MPC	GSDMSFI	Total no.
HR Officer	1	1	1	3
Registrar	1	1	1	3
Deans	1	1	1	3
Administrative Officials	1	1	1	3
Total	**4**	**4**	**4**	**12**

Research Instruments

Survey was used in establishing the profile of the respondents and generating information about their perceptions on the various FDP of the schools under study.

A survey questionnaire was developed for the purpose of the study. The questionnaire served as a tool for collecting data necessary for the study. Part 1 includes demographic information of the respondents such as age, gender, years of service, and highest educational attainment.

Part 2 determines the relationship of FDP and faculty members' performance in professional development and teaching skills, leadership and classroom management, knowledge and skills, and organization.

The scale below was used to determine the impact of the programs being availed by the faculty.

Numerical Rating	*Interpretation*
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Focus group discussions were also used to gather additional information from key informants about FDPs as well as results of the licensure examinations to deepen the analysis and discussion.

Documentary analysis was used to gather additional secondary data to supplement primary data gathered from the survey and focus group discussions.

Data Gathering 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 HTCGSC, MPC, and GSDMSFI faculty members. A desk review was also done to gather secondary data needed in the study from various school respondents.

Statistical Treatment

Descriptive statistics was used to describe the profile of the respondents; mean scores to determine the impact of FDP to student performance in licensure examination interpreted as follows, to wit:

Numerical Rating	*Mean Range*	*Interpretation*
5	4.50-5.00	Always
4	3.50-4.49	Often
3	2.50-3.49	Sometimes
2	1.50-2.49	Seldom
1	Below 1.49	Never

Correlation analysis was used to analyze and establish whether FDP has implications on students' licensure examinations. Graphical representations were employed to further discuss the data being presented. Moreover, qualitative data were summarized in thematic areas. Secondary data were subjected to documentary analysis.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Degree programs with licensure examination offered

Private Colleges vary from each other as to the degree programs offered with licensure examination. As to its numbers, it has shown that, GSDMSFI has the most number of programs offered with licensure examination followed by MPC and HTCGSC respectively.

Specifically, GSDMSFI has five (5) degree programs with licensure examinations out of six (6) degree programs offered by the school. Followed by MPC with four (4) degree programs out of seven (7) degree programs. The HTCGSC has the least number with only three (3) degree programs with licensure examinations out of 18 degree programs.

Student Population per Degree Program

In HTCGSC, Bachelor of Science in Criminology got the highest number of population at 877 followed by Bachelor of Elementary Education at 486 and Bachelor of Secondary Education at 456 respectively.

HTCGSC has 18 offered programs including the three (3) programs mentioned above. The 15 other programs include Bachelor of Physical

Education with student population of 255, Bachelor of Science in Accountancy with 143 population, Bachelor of Science in Business Administration with 421 population, Bachelor of Science in Accounting Technology with seven (7) population, Bachelor of Science in Hotel and Restaurant Management with 113 population, Bachelor of Science in Office Administration with 98 population, Bachelor of Arts with 197 population, Bachelor of Science in Computer Engineering with 92 population, Bachelor of Science in Computer Science with 39 population, Bachelor of Science in Information Technology with 161 population, Associate in Computer Technology with 21 population, Associate in Office Administration with 23 population, Bachelor of Science in Criminology – Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) with 2 population and Bachelor of Secondary Education – Earning Units with 38 population.

HTCGSC offered five (5) programs with licensure examinations, however the other two (2) which is the Bachelor of Science in Accountancy and Bachelor of Physical Education were not included in the study since the programs only produced graduates last 2014 and 2016 respectively. Thus, the five (5) year result of the licensure examination is not available for the above-mentioned programs.

With a total population of 3,433, BS Criminology dominated the total population at 25.55% followed by BEEd at 14.16% and BSEd at 13.28%. BS Business Administration got 12.26%, BPE at 7.43%, AB at 5.74%, BSIT at 4.69%, BSA at 4.17%, BSHRM at 3.29%, BSOAd at 2.85%, BSCpE at 2.68%, BSCS at 1.14%, BSEd – Earning Units at 1.11%, AssOAd at 0.67%, AssComTech at 0.61%, BSAT at 0.20%, BPA at 0.12% and BSCrim-ETEAAP at 0.05%.

Statistics revealed that in HTCGSC, the most number of population is within the programs with licensure examinations at 52.99%.

Bachelor of Science in Marine Engineering got the highest population in MPC at 942 followed by Bachelor of Science in Marine Transportation at 812, Bachelor of Science in Custom Administration at 217 and Bachelor of Science in Mechanical Engineering at 174 respectively.

MPC has seven (7) program offerings. The other two (2) programs were Bachelor of Science in Hotel and Restaurant Management with 223 population and Bachelor of Science in Information Technology with 60 population.

With a total student population 2,428, BS Marine Engineering is 38.80%, BS Marine Transportation is 33.44%, BS Custom Administration is 8.94%, BS Mechanical Engineering is 7.17%, BS Hotel and Restaurant Management is 9.18% and BS Information Technology is 2.47%.

With the given data, it shows that majority of the programs with licensure examinations shared the majority number of population at 88.35% as compared to other programs with no licensure examinations at 11.65%.

Bachelor of Science in Medical Technology got the highest number of population in GSDMSFI at 316, followed by Bachelor of Science in Radiologic Technology at 164, Bachelor of Science in Nursing 129, Bachelor of Science in Psychology 58 and Diploma in Midwifery at 22 respectively.

With a total population of 1,209, BS Medical Technology is 26.14% of the total population, BS Radiologic Technology is 13.56%, BS Nursing is 10.67%, BS Psychology is 4.80%, Midwifery is 1.82% and BS Pharmacy is 43.01%.

Data show that the five (5) programs under study ranked second, third, fourth, fifth and sixth, respectively in the total population since the majority or rank one was of the BS Pharmacy.

Licensure Examination Passing Rate per Degree Program

In HTCGSC, for Bachelor of Science in Criminology Program, for its first batch of exam in 2011, it yielded 30.61% passing rate at 21.58% national passing rate and 46.38% for its second batch at 43.37% national passing rate respectively. Results show for the year 2011 that the BSCriminology Program garnered an average of 38.50% in the passing rate; 6.03% higher than the national passing rate at average of 32.48%.

In 2012, it yielded 38.54% at 32.56% national passing rate and 34.69% at 32.17% national passing rate respectively. Data show that it earned an average of 36.62% passing rate at 32.37% average national passing rate; 4.26% higher than the national passing rate.

For the year 2013, it brought a record of 58.21% at 42.28% national passing rate and 59.46% at 45.27% national passing rate. Results show that it reaped an average of 58.83% passing rate at 43.78% average national passing rate; 15.06% higher than the national passing rate.

In 2014, it produced a passing rate of 32.89% at 33.79% national passing rate and 48.92% at 43.44% national passing rate. Data revealed that an average of 40.91% passing rate were garnered at 38.62% average national passing rate; 2.30% higher than the national passing rate.

In 2015, it earned a record of 24.71% passing rate at 29.51% national passing rate and 43.55% passing rate at 32.68% national passing rate. Results manifest an average of 34.13% passing rate at 31.10% national passing rate average; 3.03% higher than the national passing rate.

For five (5) years, 2014 earned the lowest average of passing percentage rate of the program at 2.30% while the year 2013 is the highest passing percentage rate earned at 15.06%. The Criminology Board Examination happened twice a year which fall on the month of April and October or depending on

the scheduled month set by the Professional Regulatory Commission (PRC).

The Bachelor of Secondary Education Program of HTCGSC, year 2011 got a passing rate of 25.81% at 26.28% national passing rate and 38.64% passing rate at 31.45% national passing rate. Data show that it has an average passing rate of 32.23% at 28.87% national passing rate average; 3.37% higher than the national passing rate.

For 2012, it produced a passing rate of 13.89% at 24.85% national passing rate and 44.68% passing rate at 43.50% national passing rate. Data show that an average passing rate of 29.29% was earned at 34.18% national passing rate average; 4.89% lower than the national passing rate.

In 2013, it acquired a passing rate of 34.69% at 39.61% national passing rate and 35.21% passing rate at 39.75% national passing rate. Figures show that it earned an average passing rate of 34.95% at 39.68% national passing rate average; 4.73% lower than the national passing rate.

Year 2014 revealed a passing rate of 24.39% at 28.41% national passing rate and 30.53% passing rate at 34.40% national passing rate. Statistics show that an average of 27.46% was acquired at 31.41% average of national passing rate; 3.95% lower than the national passing rate.

Year 2015 showed a passing rate of 27.87% at 31.63% national passing rate and 44.55% passing rate at 41.75% national passing rate. Result show that an average of 36.21% was produced at 36.69% national passing rate average, 0.48% lower than the national passing rate.

The five (5) year data disclosed that year 2012 has the lowest passing percentage rate at 4.89% lower than the national passing while year 2011 got the highest passing percentage at 3.37% average higher than the national passing rate. The Licensure Examination for Teachers happened twice a year as scheduled by the PRC.

For Bachelor of Elementary Education Program as shown in Figure 3B.3, year 2011 got a passing rate of 22.50% at 15.81% national passing rate and 11.76% passing rate at 22.68% national passing rate. Results show that it garnered an average of 17.13% passing at 19.25% average of national passing rate; 2.16% lower than the national passing rate.

For 2012, it earned a passing rate of 47.83% at 42.46% national passing rate and 52.31% passing rate at 49.29% national passing rate. Figures show that an average of 50.07% passing rate was garnered at 45.86% average of national passing rate, 4.20% higher than the national passing rate.

In 2013, it produced 31.37% passing rate at 27.78% national passing rate and 26.74% passing rate at 31.18% national passing rate. Statistics revealed that it produced an average of 29.06% passing rate at 29.48% national passing rate average, 0.42% lower than the national passing rate.

Year 2014 got a passing rate of 25% at 29.98% national passing rate and 30.65% passing rate at 35.74% national passing rate. Data show that an average of 27.82% was produced at 32.86% national passing rate average, 5.04% lower than the national passing rate.

For 2015, data revealed a passing rate of 29.11% at 27.42% national passing rate and 41.61% passing rate at 31.36% national passing rate. It showed an average passing rate of 35.36% at 29.39% national passing rate average, 5.97% higher than the national passing rate.

Five (5) years data disclosed that year 2014 has the lowest passing percentage rate 5.04% lower than the national passing rate while year 2015 garnered the highest passing rate at 5.97% higher than the national passing rate. The Licensure Examination for Teachers happened twice a year as scheduled by the PRC.

For MPC, under its Bachelor of Science in Custom Administration as shown in Figure 3B.4, year 2011 yielded a passing rate of 44.44% at 36.76% national passing rate. Data show that the school's passing rate is higher at 7.68% in the national passing rate.

For 2012, it garnered a passing rate of 11.11% at 40.76% national passing rate. Data revealed that the passing rate is 29.65% lower in the national passing rate.

Year 2013, it produced a passing rate of 41.67% at 41.71% national passing rate. Figures show that the passing rate of the school is lower than the national passing rate at 0.04%.

In 2014, the school got a passing rate of 11.11% at 43.51% national passing rate. Statistics revealed that the passing rate is lower at 32.4% in the national passing rate.

Lastly in 2015, the school got a passing rate of 25% at 40.87% national passing rate. Data show that the passing rate is lower at 15.87% in the national passing rate.

The five (5) year result disclosed that year 2014 is the lowest passing rate acquired by the program at 32.4% lower than the national passing rate. The Licensure Examination for Custom Broker happened once a year.

Bachelor of Science in Marine Engineering, yielded a passing rate of 37.50% for its Second Marine Engineer (SME) and 75% passing for the Officer In-charge (OIC) against 56.27% national passing rate for the year 2011. Data show that it has an average passing rate of 56.25%, 0.02% lower than the national passing rate.

For 2012, it yielded a passing rate of 100% for Chief Marine Engineer (CME), 71.43% for SME and 100% for OIC in the first schedule of exam. In the second schedule of exam, a passing rate of 80% was garnered for OIC and in the third schedule it produced a passing rate of 100% for SME and 50% for OIC respectively.

The national passing rate in 2012 were 61.70% for the first, 65% for CME, 66.49% for SME and 58.35% for OIC for the second schedule. For the second schedule, the passing rate are 77.78% for the CME, 63.68% for SME and 64.08% for OIC. Statistics show that it garnered an average passing rate of 83.57% at 65.30% national passing rate, 18.27% higher than the national passing rate.

In 2013, it generated a passing rate of 75% for SME and 42.86% for OIC in the first schedule of examination. In the second schedule of exam, it reaped a passing rate of 50% for SME and 50% for OIC. The passing rate for the year are, 60.47% for CME, 58.43% for SME, and 63.73% for OIC in the first schedule, and 54.10% for CME, 59.00% for SME, and 62.37 for OIC in the second schedule. Data show that 54.47% was earned an average passing rate of 59.68% national passing rate; 5.21% lower in the national passing rate.

Year 2014, reaped a passing rate of 33.33% for SME in the first schedule, 66.67% for SME in the second, and 20% for SME and 50% for OIC in the third. The national passing rate of the year are, 60% for CME, 61.18% for SME, and 61.45% for OIC in the first; 70.27% for CME, 60.29 for SME, and 56.77% for OIC in the second, 58.62% for CME, 53.87% for SME, and 54.81% for OIC in the third. Data revealed that an average passing rate of 42.50% was garnered at 59.70% national passing rate average, which is 17.20% lower than the national passing rate.

The four (4) year results disclosed that year 2012 garnered the highest passing rate of the program at 18.27% higher than the national passing rate while the year 2014 was the lowest passing rate average of 17.20% lower than the national passing rate. The licensure exam for BS Marine Engineering happened twice or thrice a year with three (3) rank namely Chief Marine Engineer, Second Marine Engineer and Officer In-charge.

In year 2011, Bachelor of Science in Mechanical Engineering reaped a passing rate of 75% at 53.93% national passing rate for its first schedule of exam and 23.08% passing rate at 67.09% national passing rate for its second schedule. Data revealed that the school garnered an average passing rate of 49.04% at 60.51% national passing rate average, which is 11.47% lower than the national passing rate. In 2012, it produced a passing rate of 40% and 100% for the first and second schedule of exams respectively at national passing rate of 69.86% and 34.15%. Statistics show that the program has an average of 70% passing rate at 52.01% national passing rate average. Meaning, it is higher than the national passing rate at 18.00%.

In year 2013, the passing rates are 42.86% and 41.67% at 68.87% and 33.65% national passing rate. Results show that it got an average passing rate of 42.27% at 51.26% average national passing rate. This means that it is 8.99% lower than the national passing rate.

Year 2014 revealed that the program got a passing rate of 38.1% at 60.53% national passing rate. It means that the passing rate is 22.43% lower than the national passing rate.

For 2015, the program reaped a passing rate of 14.29% at 59.26% national passing rate. This means that the passing rate earned is 44.97% lower than the national passing rate.

The five (5) year result revealed that year 2015 has the lowest passing rate at 44.97% lower than the national passing rate while the year 2012 garnered the highest passing rate percentage at 18.00% higher than the national passing rate.

Bachelor of Science in Marine Transportation, year 2011 revealed a passing rate of 36.36% for Chief Mate (CM) and 40.91% for Officer In-charge (OIC) for first schedule of exam at 48.42% national passing rate and a passing rate of 33.33% for CM and 47.37% for OIC in the second schedule of exam at national passing rate of 45.98% for CM and 49.78% for OIC. Statistics revealed that it garnered an average passing rate of 39.49% at 48.06%. This means that the passing rate is 8.57% lower than the national passing rate.

For 2012, it earned a passing rate of 75% for CM, 52.38% for OIC for its first schedule of exam and a 100% passing rate for Master Mariner (MM) for its second schedule of exam and 66.67% for CM and 76.47% for OIC in the third schedule of exam. The national passing rates are; first schedule – 65% for MM, 54.19% for CM, and 52.06% for OIC. Second schedule – 58.33% for MM, 48.94% for CM and 61.73% for OIC. Third schedule – 46.38% for MM, 55.23% for CM and 56.68% for OIC. Data revealed that the program garnered an average passing rate of 74.10% at 55.39% national passing rate average. This means that the passing rate was higher at 18.71% than the national passing rate.

For 2013, the program earned a passing rates of: first schedule – 25% for CM, 48.15% for OIC; second schedule – 33.33% for CM and 36.36% for OIC. The national passing rates were: first schedule – 48.94% for MM, 38.14% for CM and 55.09% for OIC; second schedule – 55.44% for MM, 44.10% for CM and 54.89% for OIC. Statistics revealed that the program garnered an average passing rate of 35.71% at 49.43% national passing rate average. This means that the passing rate was 13.72% lower than the national passing rate.

Year 2014, the passing rates were: first schedule – 12.5% for CM, 42.86% for OIC; second schedule – 100% for MM, 25% for CM, and 77.27% for OIC; third schedule – 0% for MM, 53.33% for CM and 45.65% for OIC. The national passing rates were: first schedule – 54.05% for MM, 52.16% for CM and 52.46% for OIC; second schedule – 35.09% for MM, 38.79% for CM and 52.55% for OIC. The data show that the average passing rate was 44.58% at 47.52% national passing rate average. This means

that the passing rate was lower than the national passing rate by 2.94%.

The four (4) results revealed that, in 2012 the program got the highest passing rate at 18.71% higher in the national passing rate while its lowest passing rate was in year 2013 at 13.72% lower in the national passing rate. The licensure examination for Bachelor of Science in Marine Transportation usually happened thrice a year which fall under three (3) rank namely, Master Mariner, Chief Mate and Officer In-charge.

Bachelor of Science in Nursing of GSDMSFI. For 2011, it garnered a passing rate of 57.75% and 46.30% for its first and second schedule of exam respectively at 48.01% and 33.92% national passing rates. Data show that the program got an average passing rate of 52.03% at 40.97% national passing rate average. It means that the passing rate was higher than the national passing rate for 11.06%.

In 2012, it earned a passing rate of 38.71% and 29.23% for the first and second schedules respectively at 45.69% and 34.46% national passing rates. For this year, the program got an average passing rate of 33.97% at 40.08% national passing rate average. This means that the passing rate was lower than the national passing rate for 6.11%.

In 2013, the program produced a passing rate of 45.74% and 33.33% for its first and second schedules at 42.81% and 30.94% national passing rates. It garnered an average passing rate of 39.54% at 36.88% average for national passing rate. This means that the passing rate was higher than the national passing rate by 2.67%.

For 2014, it yielded a passing rate of 46.94% and 61.29% for its first and second schedule at 38.46% and 57.29% national passing rates. Data revealed that the program got an average passing rate of 54.12% at 47.88% national passing rate average. This means that the passing rate was higher than the national passing rate for 6.25%.

In 2015, it earned a passing rate of 61.11% and 75% respectively for its first and second schedules at 54.26% and 49.26% national passing rates. An average passing rate of 68.06% was garnered at 51.76% national passing rate average. It means that the passing rate was 16.3% higher than the national passing rate.

The five (5) year results show that the program produced its highest passing rate for the year 2015 at 16.3% and have its lowest in the year 2013 for 2.67%. The Nursing Licensure Examination happens twice a year depending on the schedule set by the PRC.

Bachelor of Science in Radiologic Technology Program of GSDMSFI got a 100% passing rate in 2012 at 47.03% national passing rate. Data revealed that the program passing rate was higher at 52.97% than the national passing rate.

In 2013, the program earned a passing rate of 55.56% at 56.77% national passing rate. This means that the passing rate for the year was lower at 1.21% than the national passing rate.

In 2014, it garnered a passing rate of 55% at 58.51% national passing rate. Data show that the passing rate was lower at 3.51% in the national passing rate. Year 2015 revealed that the program produced a passing rate of 28.57% at 43.54% national passing rate. Meaning, the passing rate was lower at 14.97% in the national passing rate.

The four (4) year results disclosed that BS RadTech program got its highest passing rate in the year 2012 at 52.97% higher in the national passing rate and had its lowest in the year 2015 at 14.97% lower in the national passing rate. The BS RadTech Program has its first batch of graduates in 2012.

Medical Technology Program of GSDMSFI earned a passing rate of 66.67% for the year 2014 at 82.60% national passing rate. The result shows that the passing rate is lower at 15.93% in the national passing rate.

In 2015, it yielded passing rates of 66.67% at 73.07% during its first schedule and garnered 82.98% passing rate for the second schedule at 83.64% national passing rate. This means that the program earned an average passing rate of 74.83% at 78.36% national passing rate average. Statistics revealed that the passing rate was lower at 3.53% in the national passing rate. The program produced graduates in 2014.

Bachelor of Science in Psychology program earned a passing rate of 33.33% at 47.37% national passing rate. This means that the result was lower at 14.04% in the national passing rate. The program produced graduates in March 2015.

The Diploma in Midwifery Program got a passing rate of 33.33% at 45.29% national passing rate in 2011. This means that the passing rate was lower at 11.96% in the national passing rate.

In 2012, it yielded a passing rate of 50% at 49.76% national passing rate. Data show that the passing rate was higher at 0.24% in the national passing rate.

In 2013, the program got passing rates of 66.67% and 80% for its first and second schedule of exam at 50.50% and 46.04% national passing rate. It garnered an average passing rate of 73.34% at 48.27% national passing rate average. This means that the passing rate was higher at 25.07% in the national passing rate.

For 2014, the program produced a passing rate of 75% at 50.61% national passing rate. This means that the passing rate was higher at 24.39% in the national passing rate.

Lastly in 2015, it garnered a passing rates of 75% and 50% for its first and second schedule at 44.82% and 44.40% national passing rate. The program got an average passing rate of 62.50% at 44.61% national passing rate. Data show that the passing rate was higher at 17.89% in the national passing rate.

The five (5) year results show that the program got its highest passing rate in the year 2013 at 25.07% higher in the national passing rate and had its lowest passing rate in the year 2011 at 11.96% lower in the national passing rate.

Faculty Members with Baccalaureate, Masters' and Doctorate Degrees per Degree Program

Faculty members with Baccalaureate degree got the most number at 54 followed by Masters at 28 and Doctorate at two (2). The data revealed that MPC has the most number of faculty teaching programs with licensure examination at 37 followed by GSDMSFI at 26 and HTCGSC at 21, respectively. The data also manifested that HTCGSC got the highest number of faculty with Doctorate degree at two (2) compared to MPC and GSDMSFI who got zero (0). MPC and HTCGSC tied in number as to its number of faculty with Masters' degree at ten (10) compared with GSDMSFI with eight (8). As to Baccalaureate degree MPC has the most number at 29 followed by GSDMSFI at sixteen (16) and HTCGSC at nine (9) respectively.

In MPC, four (4) of its faculty members have undergone sabbatical leave to complete their graduate studies for two (2) years. On the other hand, in HTCGSC all of the faculty members who have undergone graduate and post graduate studies are all working students which means that they are studying at the same time working in the institution.

Profile of the FDP Offered By the Institution

HTCGSC offered the most number of FDP at ten (10) compared to MPC and GSDMSFI with seven (7) and one (1) respectively. The common programs offered by the two (2) institutions, 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 three (3) institutions are; 1) Support for Participation in Local Trainings, Seminars and Workshops (In-Service Training Programs, Support for Participation in Local Conferences).

Profile of the Faculty Members who have availed the FDP

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.

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 197 faculty members already availed in the FDP offered by the three private colleges.

Relationship between FDP and Faculty Members' Performance

The result in Table 5A showed that faculty members were developed professionally and were able to upgrade their qualifications, skills and competencies always through the faculty development programs availed with a mean of 4.51 and 4.52, respectively. However, in terms of building networks with faculty members from other institutions (mean = 4.30), establishing linkages with other stakeholders (mean = 3.94), enhancing teaching strategies (mean = 4.46), and acquiring new and additional teaching skills and strategies (mean = 4.42), the results showed a qualitative description of "often". This means that these usually happen as a result of FDPs availment by the faculty members.

Table 5A
Professional Development and Teaching Skills of Faculty as Area of FDP

Factor	Mean	Standard Deviation	Qualitative Description
I am able to develop myself professionally	4.51	.592	Always
I am able to upgrade my qualifications, skills and competencies	4.52	.592	Always
I am to build networks with faculty member from other institutions	4.30	.728	Often
I am able to establish linkages with other stakeholders	3.94	.755	Often
I am able to enhance my teaching strategies	4.46	.570	Often
I am able to acquire new and additional teaching skills and strategies	4.42	.566	Often

Table 5B
Leadership and Classroom Management of Faculty as Area of FDP

Factor	Mean	Standard Deviation	Qualitative Description
My leadership skills are enhanced	4.40	.624	Often
My classroom management skill is improved	4.41	.564	Often
I know better how to deal with my students	4.46	.591	Often

Table 5B disclosed that in terms of enhancing their leadership skills (mean = 4.40), improving their classroom management skill (mean = 4.41), dealing with students (mean = 4.46), the result show a qualitative description of "often". This means that, faculty members often develop their skills in dealing with students with different characteristics and behavior.

Table 5C divulged that faculty members who benefited the FDPs were able to always improve and enhance their teaching knowledge and skills (mean = 4.54). However, in terms of teaching strategies and approaches of faculty members (mean = 4.48), gaining knowledge on the different methods of research (mean = 4.36), better understanding on the research process (mean = 4.33), engagement in community extension (mean = 4.34), and participation in the community extension programs of the school (mean = 4.24). The results show a qualitative description of "often".

Table 5C
Knowledge and Skills of Faculty as Area of FDP

Factor	Mean	Standard Deviation	Verbal Description
My teaching knowledge and skills are improved and enhanced	4.54	.548	Always
My teaching strategies and approaches are enhanced	4.48	.549	Often
I gain more knowledge on the different methods of research	4.36	.616	Often
I have a better understanding of the research process	4.33	.607	Often
I become more aware of the value of engaging in community extension	4.34	.610	Often
I am encouraged to participate in the community extension programs of the school	4.24	.691	Often

Table 5D
Participation of Faculty in Organization's Activities as Area of FDP

Factor	Mean	Standard Deviation	Verbal Description
I am able to contribute to the development and improvement of institutional policies and guidelines	4.29	.672	Often
I am able to take part in the implementation of the institutional policies	4.27	.664	Often
I support the curricular and non-curricular activities of the institution	4.43	.609	Often

The result in Table 5D shows that faculty members support the curricular and non-curricular activities of the institution where they are teaching (mean = 4.43), contribute to the development and improvement of institutional policies and guidelines (mean = 4.29) and take part in the implementation of the institutional policies (mean = 4.27).

The result manifested that faculty members often contributed to the success of every activity of the institution.

Table 5E
Relationships between FDP & Faculty Members' Performances

Faculty Members' Performance	Faculty Development Program	
	Correlation Coeffecient (r)	P-value
Professional Development and Teaching Skills	.077	.490
Leadership and Classroom Management	.281	.010*
Knowledge and Skills	.202	.066
Organization	.185	.095

**Significant at .010*

As shown in Table 5E, the result of the correlation showed that among the four indicators of faculty performance, there is only one which has significant relationship to FDPs. This is leadership and classroom management ($r = .281$, $p = .010$). Its relationship is significant since $p < .05$.

This result indicates that faculty development program significantly improve the faculty leadership skills and classroom management.

The result revealed that FDP have an implication on student licensure examination since faculty members leadership and classroom management is developed and enhanced as a result of his/her availment of the various FDP of his/her institution.

The result also implies that development will encourage instructors in questioning their existing educational practices and experiment with new and innovative approaches that would be helpful on student quality learning.

The result also disclosed that leadership quality of faculty can be used to enhance the curriculum needed for better student learning that could have a positive implication on his/her performance in licensure examination.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. GSDMSFI offered the most degree programs with licensure examinations with five (5) out of six (6). Followed by MPC with four (4) out of seven (7) degree programs and HTCGSC with three (3) out of 18 degree programs.
2. In HTCGSC, the most number of population is within the programs with licensure examinations. In MPC, majority of the programs with licensure examinations shared the majority number of population as compared to other programs with no licensure examinations while in GSDMSFI, the five (5) programs under study ranked second, third, fourth, fifth and sixth respectively in the total population since the majority or rank one was of the BS Pharmacy.
3. BS Criminology program earned the highest average passing rate in 2013 and lowest in 2014. BSEd program garnered a highest average passing rate in 2011 and lowest in 2012. BEEd program yielded the highest passing rate in 2015 and lowest in 2014. BS Custom Administration produced the highest passing average in 2011 and lowest in 2014. BS Marine Engineering program got the highest passing average in 2012 and lowest 2014. BS Mechanical Engineering program earned the highest passing average in 2012 and lowest in 2015. BS Marine Transportation earned the highest passing average in 2012 and lowest in 2013. BS Nursing garnered the highest passing average in 2015 and lowest in 2013. BS RadTech program got the highest passing average in 2012 and lowest in 2015. BS MedTech program produced the highest passing average in 2015 and lowest in 2014. BS Psychology program earned the lowest passing average in 2015. Diploma in Midwifery garnered the highest passing average in 2013 and lowest in 2011.
4. In MPC, four (4) of its faculty members underwent sabbatical leave to complete their graduate studies for two (2) years. In HTCGSC and GSDMSFI all of the faculty members who have undergone graduate and post graduate studies are all working students.
5. Faculty members availed the programs on participation in local trainings, seminars and workshops, study grant leading towards a master's and doctorate degree, membership in professional organizations, faculty research leave and paper presentations in conferences. A total of 197 faculty members already availed the FDP offered by the three private colleges.
6. Faculty members who availed the FDP become professionally developed and become upgraded when it comes to their qualifications, skills and competencies. However they often build network and establish linkages with other stakeholders, enhance teaching strategies, acquire new and additional teaching skills and strategies, develop their skills in dealing with students with different characteristics and behaviors and contributed to the success of every activity of the institution.
7. Faculty development program significantly improves the faculty leadership skills and classroom management.

Conclusions

Based on the findings, the following conclusions were drawn:

1. GSDMSFI offers the most number of programs with licensure examinations.
2. Population of students enrolled in the programs with licensure examinations is much higher compared to other programs with no licensure examinations in the three private colleges.
3. The results of passing rate in licensure examinations disclosed that BS Criminology got the highest passing rate in 2011 to 2015. BSEd got the highest passing rate in 2011 and lowest passing rate in 2012, 2013, 2014 and 2015. BEEd got the highest passing rate in 2012 and 2015 and lowest passing rate in 2011, 2013 and 2014, respectively. BS Custom Administration got the highest passing rate in 2011 and lowest passing rate in 2012, 2013, 2014 and 2015. BS Marine Engineering got the highest passing rate in 2012, lowest passing rate in 2011, 2013 and 2014. BS Mechanical Engineering got the highest passing rate in 2012 and lowest passing rate in 2011, 2013, 2014 and 2015. BS Marine Transportation got the highest passing rate in 2012 and lowest passing rate in 2011, 2013 and 2014. BS Nursing got the highest passing rate in 2011, 2013, 2014 and 2015 and lowest passing rate in 2012. BS RadTech got the highest passing rate in 2012 and lowest passing rate in 2013, 2014

and 2015. BS MedTech got the lowest passing rate in 2014 and 2015. BS Psychology got the lowest passing rate in 2015. Diploma in Midwifery got the highest passing rate in 2012, 2013, 2014 and 2015 and lowest passing rate in 2011.

4. Most of the faculty members who availed the FDP were working students.
5. Most of the institutions supported their faculty members to avail the programs on participation in local trainings, seminars and workshops, study grant leading towards a master's and doctorate degree, membership in professional organizations, faculty research leave and paper presentations in conferences. A total of 197 faculty members already availed in the FDP offered by the three private colleges.
6. Through FDPs, faculty members become professionally developed and become upgraded when it comes to their qualifications, skills and competencies and made FDPs as a venue for improvement and enhancement of their teaching knowledge and skills that they found beneficial to their profession and to their students. However, they often build network and establish linkages with other stakeholders; often ehance teaching strategies and acquire new and additional teaching skills and strategies; often develop their skills in dealing with students with different characteristics and behaviors; and often contributed to the success of every activity of the institution.
7. Faculty development program significantly improves the faculty leadership skills and classroom management. Thus, it has a significant relationship to the performance of faculty in teaching the students which is necessary in licensure examination.

Recommendations

This study recommends that in every institution, Faculty Development Program should be implemented as found necessary and important. Moreover, the researcher would like to give the following recommendations:

1. The institution should strengthen its implementation of FDP by ensuring that policies and guidelines are strictly observed for the enhancement and development of Faculty members' leadership and classroom management for better learning outcomes.
2. The school administrators should encourage faculty members to build network and linkages to open opportunities for future partnership and alliances among institutions and other business establishments.
3. The school administrators should encourage faculty members to avail FDP that institution offers for personal and academic advancement that will eventually contribute to better teaching/learning process.

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