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RELATIONSHIP BETWEEN FACULTY SATISFACTION AND PERCEIVED EFFECTIVENESS OF THE FACULTY DEVELOPMENT PROGRAM AT ESSU MAIN CAMPUS

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CHAPTER 1

Background of the Study

Higher education institutions serve as the main venues where academic excellence, professional growth and innovation are nurtured. The standard of education rests chiefly on the knowledge, dedication plus morale of the teaching staff who conduct every class. To keep teachers capable and current, universities and colleges run Faculty Development Programs. Those programs strengthen teaching methods, expand research skills but also reinforce professional values, which in turn lifts institutional performance and student results.

At Eastern Samar State University Main Campus, the Faculty Development Program counts among the university's key plans for advancing its teachers. The university offers seminars, workshops training grants, scholarships and research-building events so that teachers gain the tools required by fast changing higher education. Yet the value of those efforts hinges on how content the teachers are with the program as well as on whether they judge that it truly sharpens their skills.

Faculty satisfaction shows how closely the program meets participant needs, interests and expectations. When teachers feel that the program supports them, they gain motivation, work productively or stay committed to university goals. When dissatisfaction appears, it signals possible flaws in program design, relevance, delivery or access.

Perceived effectiveness carries equal weight - it records the faculty's own verdict on whether the program has reached its targets - better classroom performance, higher research output, and clearer career paths. By learning how teachers view the results, administrators discover whether the Faculty Development Program's stated aims become real accomplishments.

Rationale of the Study

This study is conducted to assess the current state of faculty satisfaction and perceived effectiveness of the Faculty Development Program at ESSU Main Campus. By determining how satisfied the faculty members are and how effective they perceive the program to be, university administrators can make informed decisions in enhancing the FDP's structure, implementation, and impact. The findings will serve as a basis for developing responsive policies and interventions that will foster professional growth, strengthen academic performance, and ultimately improve the quality of instruction at ESSU. The study also contributes to the growing body of literature on faculty development and satisfaction in Philippine higher education institutions.

Theoretical Framework

This study is anchored on Herzberg's Two-Factor Theory of Motivation (1959) and Kirkpatrick's Four-Level Training Evaluation Model (1994).

Herzberg's theory explains that job satisfaction is influenced by two factors: **motivators** (such as achievement, recognition, and growth) and **hygiene factors** (such as policies, supervision, and working conditions). In the context of faculty development, motivators may include professional advancement opportunities, while hygiene factors relate to program administration and support. The theory suggests that higher satisfaction can lead to improved motivation and performance.

Kirkpatrick's model, on the other hand, evaluates training effectiveness at four levels: **reaction, learning, behavior, and results.** The perceived effectiveness of the FDP can be examined in these dimensions—how faculty react to the program, what they learn, how their teaching behavior changes, and what institutional outcomes result from participation.

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Together, these theories provide a framework for understanding the link between faculty satisfaction and the perceived effectiveness of the FDP.

Conceptual Framework

This study assumes that faculty satisfaction (independent variable) may influence the perceived effectiveness of the Faculty Development Program (dependent variable). Based on the results, measures for improvement (output variable) will be proposed.

Figure 1. Conceptual Paradigm of the Study

Independent Variable		Dependent Variable		Output
Faculty Satisfaction	→	Perceived Effectiveness of the FDP	→	Proposed Measure

Statement of the Problem and Objectives

This study aims to determine the relationship between faculty satisfaction and the perceived effectiveness of the Faculty Development Program at Eastern Samar State University Main Campus. Specifically, it seeks to answer the following questions:

1. What is the level of faculty satisfaction with the Faculty Development Program at ESSU Main Campus?
2. What is the perceived effectiveness of the Faculty Development Program as assessed by the faculty members?
3. Is there a significant relationship between faculty satisfaction and the perceived effectiveness of the Faculty Development Program?
4. What measures can be proposed to improve the Faculty Development Program based on the findings of the study?

Significance of the Study

The results of this study will be beneficial to the following:

- **University Administrators:** The findings will guide them in enhancing policies, management practices, and resource allocation for faculty development initiatives.
- **Faculty Members:** The study will provide a platform for their voices to be heard regarding their satisfaction and perceptions, ensuring that future programs align with their professional needs.
- **Students:** Indirectly, improved faculty competence resulting from effective development programs will enhance the quality of instruction and learning.
- **Future Researchers:** The study will serve as a reference for further research on faculty satisfaction and development in higher education institutions.

Scope and Delimitation of the Study

This study will focus on the Faculty Development Program of Eastern Samar State University Main Campus. The respondents will include full-time and part-time faculty members who have participated in the FDP during the last three academic years. The study will assess the level of satisfaction and perceived effectiveness of the program and determine the relationship between the two variables. It will not include administrative staff or programs implemented outside the FDP framework.

The study's results will serve as a basis for proposing measures to improve the implementation and impact of the Faculty Development Program.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of literature and studies relevant to the present research on the relationship between faculty satisfaction and the perceived effectiveness of the Faculty Development Program (FDP) at Eastern Samar State University (ESSU) Main Campus. The review is organized into several themes: (1) the concept and importance of faculty development programs, (2) faculty satisfaction and its determinants, (3) perceived effectiveness of faculty development programs, (4) the relationship between satisfaction and perceived effectiveness, and (5) measures for improving faculty development. Both foreign and local studies are included to provide a balanced understanding of the topic.

Faculty Development Programs: Concept and Importance

Faculty development programs (FDPs) are vital initiatives in higher education institutions, focusing on improving the professional, academic, technical, and leadership skills of its employees in areas such as teaching, research, leadership, and service. Broadly defined, FDPs include both structured and informal activities aimed at enhancing faculty members' teaching abilities, research output, and

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engagement with their institutions (Steinert et al., 2006; Welch & Plaxton-Moore, 2017). These programs are increasingly seen as vital for maintaining academic vitality and promoting excellence within organizations (Kohan et al., 2023; Bilal et al., 2017). The foundation of FDPs is based on the changing roles of faculty in modern educational environments. Harden and Lilley (2018) introduced a comprehensive framework that categorizes faculty members as information providers, learning facilitators, curriculum developers, assessors, role models, leaders, scholars, and professionals. This model is determined to be prevalent across all sectors of academia, even in medical education, and serves as a reference for creating effective faculty development programs (Kohan et al., 2023; El-Ashkar et al., 2021). Faculty development goes beyond just delivering content; it also involves mentoring, reflective practices, and leadership development, all of which enhance teaching effectiveness and student success (Steinert et al., 2012; Espartero et al., 2025). Research highlights the significance of FDPs in boosting faculty confidence. For example, Rahman (2023) found that faculty who engaged in FDPs reported much higher self-efficacy in areas like course design, teaching methods, student assessment, research, and technology use compared to those who did not participate. Additionally, El-Ashkar et al. (2021) noted that faculty valued FDPs for improving their academic performance, especially in teaching, leadership, and student evaluation. However, some studies pointed out that the research and publication aspects of FDPs are still lacking, indicating a need for more focused efforts in these areas (El-Ashkar et al., 2021; Vela et al., 2023). FDPs also play a crucial role in promoting cultural competence and inclusivity. Montayre and Skaria (2025) highlighted how FDPs can enhance nurse educators' intercultural skills, particularly in adapting behavior and managing interactions. While the improvements in cultural intelligence were modest, the study illustrated the potential of FDPs to tackle diversity-related challenges in education. Furthermore, Kohan et al. (2023) called for competency-based and personalized FDPs that align with faculty roles and institutional goals, emphasizing the need for flexible and context-aware program designs.

FDPs are essential for faculty development and institutional progress. Their success is rooted in their ability to adapt to the evolving demands of higher education, support faculty at various career stages, and foster a culture of ongoing improvement. As institutions aim for academic excellence, prioritizing well-structured, evidence-based faculty development programs is crucial (Bilal et al., 2017; Espartero et al., 2025; Kohan et al., 2023). In the Philippines, the Commission on Higher Education (CHED) has consistently highlighted the importance of faculty development as part of quality assurance in higher education institutions. CHED Memorandum Order No. 46, series of 2012, emphasizes the necessity for outcome-based and learner-centered education, which requires faculty members to continually enhance their teaching and professional skills. Through FDPs, universities like ESSU ensure that faculty members are well-equipped to meet institutional standards and national development goals.

Faculty Satisfaction and Its Determinants

Faculty satisfaction is one of the key areas defining the effectiveness of Faculty Development Programs in context of faculty members' academic success. A common trend determined from various faculty members from different universities is their high level of satisfaction with FDPs, especially if the FDP stands to be efficient in catering to their professional and organizational needs (El-Ashkar et al., 2021; Espartero et al., 2025). For instance, the study conducted on the University of Bisha revealed that 95% of the faculty members believed the FDP to be valuable, identifying improvements in their teaching, leadership, or student evaluations capabilities (El-Ashkar et al., 2021). Other faculty members from a local Philippine university also strongly agreed that the FDP had a strong, positive effect on their teaching, research, or other academic-related activities irrespective of their age, gender, or other demographics in a study conducted by Espartero et al. in 2025.

Several factors influence faculty satisfaction, including the relevance of the content, the format of delivery, the frequency of sessions, and opportunities for active involvement. Faculty members generally prefer interactive, workshop-style formats over traditional lectures, as these foster engagement and practical skill acquisition (El-Ashkar et al., 2021). Satisfaction tends to rise when FDPs are customized to meet specific disciplinary needs and when faculty participate in planning and facilitating the sessions. In a study by Vela et al. (2023), faculty emphasized the importance of networking, collaboration, and access to resources as significant factors contributing to their positive experiences with professional development. However, they also pointed out that some sessions lacked depth or did not address specific challenges in their disciplines, highlighting the need for content customization to enhance satisfaction.

Another factor affecting satisfaction is the perceived influence of FDPs on faculty roles beyond teaching. Kohan et al. (2023) discovered that while many FDPs concentrated on roles like information provider and coach, fewer addressed roles such as curriculum developer, leader, or researcher. This imbalance could limit satisfaction for faculty seeking broader professional development. Similarly, Montayre and Skaria (2025) found that nurse educators appreciated FDPs that focused on intercultural effectiveness and cultural intelligence, especially when they included real-world scenarios and reflective practices. These insights highlight the necessity of aligning FDP content with the evolving roles of faculty and the diversity objectives of institutions. Despite the generally positive feedback, some areas still need improvement. For instance, El-Ashkar et al. (2021) reported that less than half of the faculty surveyed believed FDPs sufficiently covered research and publication skills. This concern was echoed by Rahman (2023), who found that while FDP participants

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felt more effective in teaching and using technology, their satisfaction with research-related support was notably lower. These findings suggest that comprehensive FDPs should balance teaching-focused content with strong support for research and scholarly productivity to maintain faculty engagement and satisfaction.

Overall, faculty satisfaction with development programs is influenced by various interconnected factors, including the relevance of the content, delivery methods, faculty involvement, and the range of professional roles addressed. To improve faculty satisfaction, institutions should focus on creating needs-based, inclusive, and context-sensitive FDPs that promote both teaching excellence and scholarly growth (Bilal et al., 2017; Kohan et al., 2023; Vela et al., 2023).

Perceived Effectiveness of Faculty Development Programs

Perceived effectiveness refers to how participants evaluate the success of a program in achieving its intended objectives. In the context of FDPs, this perception encompasses how faculty members judge the impact of training on their knowledge, teaching practices, and professional growth. Kirkpatrick's (1994) Four-Level Evaluation Model offers a widely accepted framework for assessing training programs, including FDPs. The model evaluates (1) participants' reactions, (2) learning outcomes, (3) behavioral changes, and (4) institutional results. When applied to FDPs, this framework enables institutions to assess not only satisfaction and knowledge gains but also the extent to which faculty apply new skills and contribute to broader organizational goals.

Faculty members generally perceive FDPs as effective when they are well-structured, relevant, and aligned with institutional priorities. According to Brown and Gerhardt (2002), effective development programs are characterized by clear objectives, active participation, and strategic alignment with organizational goals. Stewart (2014) further emphasized that universities offering continuous, structured, and needs-based FDPs tend to foster more positive faculty perceptions of program effectiveness. This is echoed in the Philippine context by Bautista (2018), who found that the perceived effectiveness of FDPs in state universities is closely linked to the availability of institutional resources, administrative support, and the relevance of training content to faculty roles.

Empirical studies reinforce these findings. El-Ashkar et al. (2021) reported that over 90% of faculty participants at the University of Bisha found their FDP sessions valuable, particularly in enhancing teaching, leadership, and student assessment competencies. Similarly, Espartero et al. (2025) observed that faculty members in a Philippine university perceived FDPs as highly beneficial across teaching, learning, and research domains, with those teaching pedagogical courses reporting greater perceived gains. These perceptions were further supported by Rahman (2023), who found that faculty members who participated in FDPs demonstrated significantly higher self-efficacy in course design, instructional strategies, student assessment, research, and technology adoption compared to their non-participating peers.

The structure and delivery of FDPs also influence perceived effectiveness. Programs that incorporate interactive workshops, mentoring, and scenario-based learning tend to yield higher engagement and satisfaction (El-Ashkar et al., 2021; Montayre & Skaria, 2025). In their study on cultural intelligence and intercultural effectiveness, Montayre and Skaria (2025) found that while overall cultural intelligence scores did not significantly improve, participants reported behavioral gains in adapting communication styles and managing intercultural interactions—suggesting that experiential components of FDPs may be more impactful than didactic ones. Kohan et al. (2023), in a systematic review based on Harden's teacher role framework, noted that most FDPs focused on traditional roles such as information provider and coach, while fewer addressed roles like curriculum developer, leader, or scholar. This imbalance may affect how faculty perceive the comprehensiveness and utility of such programs.

Although most studies affirm the perceived effectiveness of FDPs, some areas remain underdeveloped. El-Ashkar et al. (2021) noted that fewer than half of the surveyed faculty felt that FDPs adequately addressed research and publication skills. This gap was echoed by Vela et al. (2023), who found mixed faculty perceptions regarding the depth and applicability of research-focused sessions. Kohan et al. (2023) similarly highlighted the limited coverage of roles such as scholar and researcher in existing FDPs, suggesting a need for more balanced and role-responsive program designs.

Taken together, these findings suggest that faculty perceive FDPs as most effective when they are contextually relevant, interactive, and aligned with both individual and institutional goals. Programs that integrate reflective practice, interdisciplinary collaboration, and targeted skill development foster greater faculty engagement and self-efficacy. As institutions continue to invest in faculty development, attention to program design, role coverage, and outcome evaluation—guided by models such as Kirkpatrick's—will be critical in sustaining their effectiveness and long-term impact (Bilal et al., 2017; Kohan et al., 2023; Stewart, 2014).

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Relationship Between Faculty Satisfaction and Perceived Effectiveness

The relationship between faculty satisfaction and perceived effectiveness has been widely explored in the context of educational and professional development. Numerous studies suggest that satisfaction is not merely a passive outcome but a critical determinant of how faculty members evaluate and engage with development programs. Guskey (2002) emphasized that educators who find professional development programs satisfying are more likely to perceive them as effective, which in turn enhances the implementation of learned strategies. Desimone and Garet (2015) further argued that satisfaction serves as a mediating factor, strengthening faculty engagement and amplifying the impact of training initiatives.

This dynamic is evident in FDPs across various institutional settings. El-Ashkar et al. (2021) found that faculty members at the University of Bisha who rated FDP sessions as "very valuable" also reported improvements in teaching, leadership, and student assessment competencies. The high satisfaction levels were attributed to interactive formats, relevant content, and opportunities for faculty involvement in session planning. Similarly, Espartero et al. (2025) observed that faculty in a Philippine university perceived FDPs as highly effective when they addressed subject-specific needs and were delivered in formats that encouraged active participation. These findings align with Rivera and Santos (2020), who reported a strong positive correlation between satisfaction and perceived effectiveness in state universities. Faculty members who felt supported and valued by their institutions were more likely to view FDPs as impactful and to apply newly acquired knowledge in their teaching practice.

Program structure and content relevance also play a pivotal role in shaping satisfaction and perceived effectiveness. Kohan et al. (2023), in their systematic review based on Harden's teacher role framework, noted that FDPs focusing on traditional roles such as information provider and coach were generally well-received, while those neglecting roles like scholar, leader, or curriculum developer were perceived as less comprehensive. Faculty satisfaction was highest when programs were aligned with institutional goals and addressed diverse professional roles. Vela et al. (2023) similarly found that faculty members valued development programs that offered networking opportunities, access to resources, and content tailored to their career stage and discipline. However, they also noted that satisfaction declined when sessions lacked depth or failed to reflect faculty concerns, suggesting that responsiveness to faculty feedback is essential for sustained program effectiveness.

The interplay between satisfaction and perceived effectiveness is further illustrated in studies emphasizing experiential learning and cultural competence. Montayre and Skaria (2025) reported that nurse educators appreciated FDPs that incorporated real-world scenarios and reflective practice, which enhanced their intercultural effectiveness. Although gains in cultural intelligence were modest, the behavioral improvements reported by participants were closely tied to their satisfaction with the program's relevance and delivery. This reinforces the notion that faculty satisfaction is not only a measure of program quality but also a catalyst for meaningful professional growth.

To rationalize, the literature underscores that faculty satisfaction is a foundational element in the perceived effectiveness of development programs. When institutions prioritize faculty needs, foster inclusive and interactive learning environments, and align program content with evolving professional roles, they enhance both satisfaction and the likelihood that faculty will translate training into practice. Institutional commitment to addressing faculty concerns and promoting satisfaction thus emerges as a key driver of successful faculty development initiatives (Guskey, 2002; Rivera & Santos, 2020; Kohan et al., 2023).

Measures to Improve Faculty Development Programs

Improving FDPs requires a responsive and iterative approach that integrates faculty feedback, institutional priorities, and evidence-based evaluation. According to Murray (2017), effective faculty development is best achieved through a cyclical process of planning, implementation, evaluation, and refinement. This model encourages continuous improvement and ensures that program activities remain relevant and impactful. Universities are thus encouraged to adopt data-driven strategies in designing FDPs, aligning content and delivery formats with the evolving needs of faculty and the strategic goals of the institution.

Faculty feedback has consistently emerged as a valuable source for identifying areas of improvement in FDPs. El-Ashkar et al. (2021) emphasized that faculty members at the University of Bisha recommended more interactive, workshop-style sessions, greater focus on research and publication, and the inclusion of external experts to enrich content delivery. Similarly, Espartero et al. (2025) noted that faculty in a Philippine university advocated for subject-specific training and more flexible scheduling to accommodate diverse teaching loads. These suggestions reflect a broader call for contextualized and inclusive program designs that recognize the varied roles and responsibilities of academic staff.

In the Philippine context, De la Cruz (2021) proposed several enhancement strategies for FDPs, including the integration of mentoring systems, promotion of collaborative research, and increased funding for advanced studies. These measures aim to foster long-term professional growth and scholarly engagement among faculty members. Catapang (2019) added that providing equitable access to training opportunities, flexible schedules, and formal recognition for participation can significantly boost faculty satisfaction and

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engagement. These recommendations align with findings from Vela et al. (2023), who observed that faculty members responded positively to programs that offered networking opportunities, access to resources, and recognition of their contributions.

Institutional commitment to regular evaluation and participatory planning is also critical. Kohan et al. (2023) highlighted the importance of aligning FDP content with Harden's teacher role framework to ensure comprehensive coverage of faculty responsibilities. Their review revealed that most programs focused on traditional roles such as information provider and coach, while roles like scholar, leader, and curriculum developer were often underrepresented. Addressing this gap requires institutions to involve faculty in program design and to implement structured evaluation mechanisms that capture both satisfaction and perceived effectiveness. For Eastern Samar State University (ESSU), such measures—particularly regular feedback loops and faculty-led planning—could strengthen the relevance and impact of FDPs across departments.

Across studies, the most effective improvement strategies appear to be those that prioritize faculty agency, institutional responsiveness, and sustained evaluation. When faculty are actively involved in shaping program content and delivery, and when institutions commit to refining programs based on empirical data and stakeholder input, FDPs are more likely to achieve their intended outcomes. These measures not only enhance satisfaction and engagement but also contribute to the long-term success and credibility of faculty development initiatives (Bilal et al., 2017; Kohan et al., 2023; Murray, 2017).

Synthesis of the Reviewed Literature

The reviewed literature and studies highlight that faculty development programs are essential mechanisms for ensuring academic excellence and institutional growth. Faculty satisfaction plays a pivotal role in determining the success of these programs, while perceived effectiveness reflects the faculty's evaluation of program impact. Previous research consistently shows a positive relationship between satisfaction and perceived effectiveness, indicating that improving faculty satisfaction can enhance program outcomes.

However, contextual differences—such as institutional culture, resources, and administrative support—require localized studies to guide specific interventions. Hence, this study focuses on the case of ESSU Main Campus to examine these dynamics and propose data-based measures for improvement.

CHAPTER 3
RESEARCH METHODOLOGY

Research Design

This study will utilize a descriptive-correlational research design to determine the relationship between faculty satisfaction and the perceived effectiveness of the Faculty Development Program (FDP) at Eastern Samar State University (ESSU) Main Campus. The descriptive aspect of the study will be used to determine the levels of faculty satisfaction and perceived effectiveness of the FDP as assessed by the respondents. Meanwhile, the correlational aspect will examine the significant relationship between the two variables. This design is appropriate since it allows the researcher to describe existing conditions and relationships without manipulating variables, thereby providing an accurate picture of faculty experiences and perceptions.

Research Locale

The study will be conducted at the **Eastern Samar State University (ESSU) Main Campus**, located in Borongan City, Eastern Samar. ESSU is a state university that provides higher education in various fields including education, engineering, business, and the sciences. The campus regularly implements faculty development activities such as seminars, workshops, scholarship grants, and research capability-building programs under the Faculty Development Program (FDP). This makes ESSU Main Campus an ideal setting for assessing faculty satisfaction and perceived effectiveness of the FDP.

Respondents of the Study

The respondents of this study will be faculty members of ESSU Main Campus who have participated in any component of the Faculty Development Program during the last three academic years (SY 2022–2023 to SY 2024–2025). This includes both permanent and contractual faculty members across all colleges and departments.

Research Instrument

The main instrument for data gathering will be a **researcher-made questionnaire**, which will be divided into three parts:

Part I: Profile of Respondents – This section will gather demographic information such as age, sex, educational attainment, academic rank, length of service, and participation in FDP activities.

Part II: Faculty Satisfaction with the FDP – This section will contain statements measuring satisfaction across several dimensions such as program content, relevance, implementation, support, and opportunities for growth.

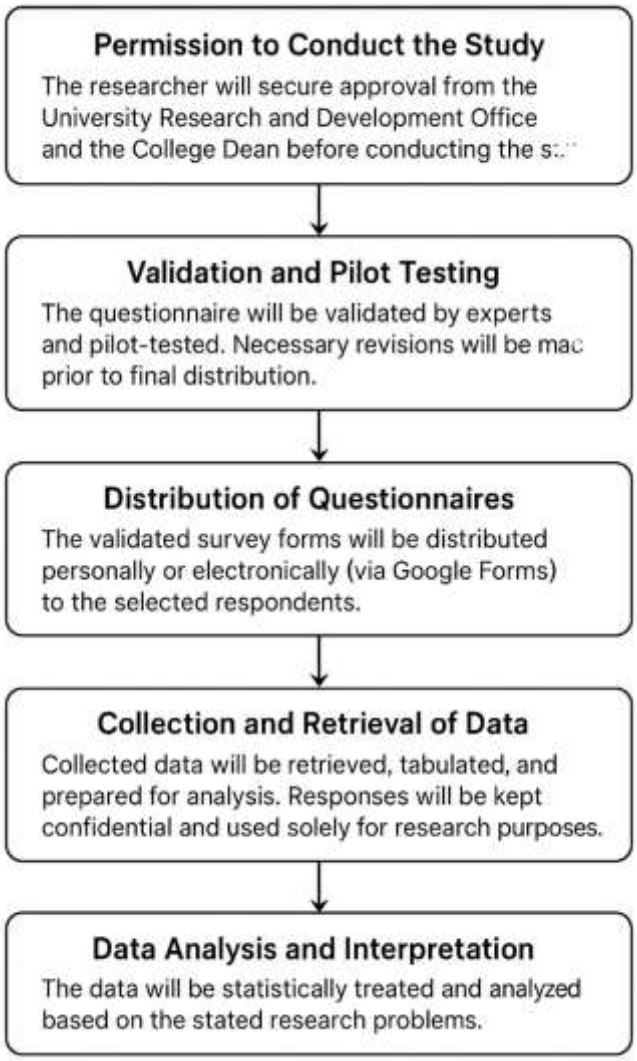
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Part III: Perceived Effectiveness of the FDP – This section will assess how the respondents perceive the FDP's effectiveness in improving teaching competence, research skills, and professional development.
Each item will be rated using a **five-point Likert scale**, with the following interpretation:

Scale	Descriptive Rating	Interpretation
4.21 – 5.00	Very High	Highly Satisfied / Highly Effective
3.41 – 4.20	High	Satisfied / Effective
2.61 – 3.40	Moderate	Moderately Satisfied / Moderately Effective
1.81 – 2.60	Low	Slightly Satisfied / Slightly Effective
1.00 – 1.80	Very Low	Not Satisfied / Not Effective

The questionnaire will be reviewed and validated by a panel of experts composed of faculty development coordinators, research advisers, and statistical consultants to ensure content validity.

Data Gathering Procedure



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Statistical Treatment of Data

The following statistical tools will be used to analyze the data:

1. **Mean** – To determine the level of faculty satisfaction and the perceived effectiveness of the FDP.
   $\mu = \frac{\Sigma x}{n}$, where x refers to the individual rating and n corresponds to the number of respondents.
2. **Spearman's Rank Correlation Coefficient (ρ)** – To determine the significant relationship between faculty satisfaction and the perceived effectiveness of the FDP.
   The interpretation of correlation strength will follow Evans' (1996) scale:
   - 0.00–0.19 = Very Weak
   - 0.20–0.39 = Weak
   - 0.40–0.59 = Moderate
   - 0.60–0.79 = Strong
   - 0.80–1.00 = Very Strong

All statistical computations will be carried out using the Open Statistical Tool **Jamovi** or any equivalent reputable software.

Ethical Considerations

This study will adhere to ethical research standards to ensure the protection of participants' rights and the integrity of the study. The following measures will be observed:

- **Informed Consent:** All participants will be provided with a consent form stating the purpose of the study, their voluntary participation, and their right to withdraw at any time.
- **Confidentiality:** Responses will be treated with strict confidentiality, and no personal identifiers will be disclosed in the report.
- **Anonymity:** The identity of respondents will remain anonymous throughout the research process.
- **Integrity:** Data will be accurately collected, analyzed, and reported without fabrication or misrepresentation.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results of the data collected from the faculty respondents of Eastern Samar State University (ESSU) Main Campus regarding their satisfaction with and perceived effectiveness of the Faculty Development Program (FDP). The analysis follows the order of the study's statement of the problem, namely:

1. The level of faculty satisfaction with the FDP;
2. The perceived effectiveness of the FDP;
3. The relationship between faculty satisfaction and perceived effectiveness; and
4. Proposed measures to improve the FDP based on the findings.

The statistical tools used weighted mean and Spearman Rank Correlation Coefficient (ρ). The interpretations are anchored on the descriptive rating scales presented in Chapter 3.

Level of Faculty Satisfaction with the Faculty Development Program

Table 1 presents the computed weighted means of faculty satisfaction across five dimensions: program content, implementation, administrative support, relevance, and professional growth opportunities.

Table 1. Level of Faculty Satisfaction with the FDP (n = 17)

Indicators	Weighted Mean	Descriptive Rating
1. The FDPs content was relevant to my professional needs.	4.29	Highly Satisfied
2. The FDPs objectives were clearly defined.	4.29	Highly Satisfied
3. The FDPs were well-organized.	4.18	Satisfied
4. The duration of the FPDs were appropriate.	4.18	Satisfied
5. The FDPs were delivered in an engaging and interactive manner.	4.12	Satisfied
6. I received adequate support from the program organizers.	4.35	Highly Satisfied
7. The resources provided (e.g., materials, technology) were sufficient.	4.00	Satisfied
8. I felt motivated to participate actively in the FDPs.	4.24	Highly Satisfied

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Indicators	Weighted Mean	Descriptive Rating
9. The FDPs provided a conducive environment for learning.	4.12	Satisfied
10. The facilitator/s for the FDPs was/were knowledgeable and skilled.	4.29	Highly Satisfied
11. The facilitator/s for the FDPs was/were responsive to my queries.	4.35	Highly Satisfied
12. I felt confident that my needs were understood by the facilitator/supervisor.	4.18	Satisfied

Mean: 4.22 — **Highly Satisfied**

The faculty members reported being highly satisfied with the FDPs, as reflected in the overall mean rating of 4.22 (Highly Satisfied). The highest-rated indicators were adequate support from program organizers ($\bar{x}$ = 4.35) and responsiveness of facilitators to queries ($\bar{x}$ = 4.35), followed closely by relevance of content, clarity of objectives, and facilitators' knowledge and skills (each $\bar{x}$ = 4.29).

These results indicate that participants valued the program's organization, facilitation, and alignment with their professional needs. Meanwhile, aspects such as organization, duration, resources provided, and learning environment received slightly lower but still positive ratings ($\bar{x}$ = 4.00–4.18), signifying overall satisfaction.

The FDPs were perceived as well-structured, relevant, and effectively delivered, fostering strong engagement and satisfaction among faculty participants.

Perceived Effectiveness of the Faculty Development Program

Table 2 shows the respondents' perceptions of how effective the FDP has been in improving their teaching performance, research engagement, and professional competence.

Table 2. Perceived Effectiveness of the FDP (n = 17)

Indicators	Weighted Mean	Descriptive Rating
1. My ability to design and deliver effective lesson plans have improved.	4.12	Effective
2. My skills in classroom management have improved.	4.29	Highly Effective
3. My ability to develop and use new assessment methods have improved.	4.24	Highly Effective
4. My knowledge and skills in conducting research have improved.	3.94	Effective
5. My ability to write and publish research have improved.	3.71	Effective
6. My skills in seeking research grants have improved.	3.76	Effective
7. My overall professional growth has been enhanced.	4.29	Highly Effective
8. The FDP has contributed to my career development.	4.24	Highly Effective
9. My confidence in my professional abilities has increased.	4.24	Highly Effective
10. I have been able to apply the knowledge and skills gained from the FDPs in my daily work.	4.12	Effective
11. The FDP has had a positive impact on my performance.	4.18	Effective
12. I believe the FDP has improved the quality of education at my institution.	4.12	Effective

Mean: 4.10 — **Effective**

The FDPs were perceived as effective to highly effective in enhancing participants' professional competencies. Among the indicators, the highest-rated aspects were classroom management skills ($\bar{x}$ = 4.29), overall professional growth ($\bar{x}$ = 4.29), and career development contribution ($\bar{x}$ = 4.24), all described as Highly Effective. The program also significantly improved participants' confidence, ability to apply FDP learnings in daily work, and perceived impact on institutional educational quality.

While research-related skills such as writing, publishing, and seeking research grants received slightly lower ratings (ranging from 3.71 to 3.94), they still fall within the Effective category.

In summary, with an average weighted mean of approximately 4.10, the FDPs demonstrate a high level of effectiveness in promoting professional growth, skill enhancement, and educational quality improvement among faculty members.

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Relationship Between Faculty Satisfaction and Perceived Effectiveness

To determine whether a significant relationship exists between faculty satisfaction and perceived effectiveness of the FDPs, Spearman's Rank Correlation Coefficient was computed.

Table 3. Correlation Between Faculty Satisfaction and Perceived Effectiveness (*ρ*)

	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12
S1	0.275	0.074	0.102	0.022	-0.032	0.235	0.205	0.255	0.255	0.500	0.428	0.399
S2	0.241	0.241	0.364	0.166	0.097	0.376	0.358	0.255	0.407	0.500	0.428	0.259
S3	0.406	0.207	0.411	0.309	0.266	0.478	0.443	0.479	0.479	0.609	0.478	0.360
S4	0.103	-0.148	0.017	-0.148	-0.124	0.100	0.041	0.070	0.070	0.353	0.202	0.113
S5	0.405	0.103	0.222	0.024	-0.014	0.315	0.090	0.105	0.105	0.351	0.313	0.232
S6	0.015	-0.145	0.030	-0.133	-0.140	0.049	0.014	0.078	0.078	0.349	0.197	0.180
S7	-0.116	-0.192	0.000	-0.258	-0.233	-0.075	-0.304	-0.321	-0.189	-0.028	-0.245	-0.327
S8	-0.060	0.015	0.150	-0.123	-0.190	-0.015	0.001	-0.115	0.153	0.240	-0.004	-0.039
S9	0.113	0.103	0.323	-0.131	-0.021	0.187	0.090	-0.059	0.105	0.186	0.058	-0.029
S10	0.390	0.291	0.423	0.185	0.228	0.435	0.250	0.131	0.302	0.402	0.252	0.209
S11	0.357	0.221	0.245	0.182	-0.010	0.180	0.182	0.245	0.245	0.517	0.364	0.180
S12	0.550	0.406	0.495	0.281	0.279	0.560	0.362	0.395	0.395	0.636	0.581	0.507

Table 4. Interpretation for the *ρ* value

Spearman *ρ* value	Correlation Interpretation
≥ 0.70	Very strong relationship
0.40 – 0.69	Strong relationship
0.30 – 0.39	Moderate relationship
0.20 – 0.29	Weak relationship
0.01 – 0.19	No or negligible relationship

Based on Table 3: Correlation Between Faculty Satisfaction and Perceived Effectiveness (ρ), the results of the Spearman's Rank Correlation Coefficient analysis reveal that the relationships between satisfaction indicators (S1–S12) and perceived effectiveness indicators (E1–E12) range from –0.327 to 0.636, indicating varying degrees and directions of association. According to the interpretation in Table 4, most coefficients fall within the moderate (0.30–0.39) to strong (0.40–0.69) range, suggesting that higher satisfaction is generally associated with higher perceived effectiveness. The strongest positive correlations were observed between S12 (confidence that needs were understood) and E10 (application of knowledge and skills gained) with ρ = 0.636, and between S10 (knowledgeable and skilled facilitators) and E11 (positive impact on performance) with ρ = 0.517, indicating that faculty satisfaction with facilitation and support strongly enhances their perception of program effectiveness.

Meanwhile, several indicators yielded moderate correlations (ρ = 0.30–0.39), showing a modest but consistent positive relationship between satisfaction and effectiveness. A few correlations were weak (ρ = 0.20–0.29) or negligible (ρ < 0.20), implying that certain aspects such as logistical or material support had less influence on perceived effectiveness. Negative correlation values, though fewer, indicate an inverse relationship, meaning that as satisfaction with certain aspects increased, perceived effectiveness in others tended to decrease. The most notable is between S7 (provision of sufficient resources) and E12 (Improvement of quality of Education) have a moderate negative correlation. It can be inferred that a higher investment in terms of funding and resources to FDPs do not necessarily translate to an improved quality of education in the host institution which sent the faculty members for the availment of FDPs.

The results demonstrated that the FDPs generated predominantly positive and meaningful associations between satisfaction and perceived effectiveness. This implied that greater satisfaction with the program's content, organization, facilitation, and responsiveness corresponded to enhanced perceptions of professional growth and effectiveness among faculty members of Eastern Samar State University.

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CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the level of faculty satisfaction with the Faculty Development Program (FDP) at Eastern Samar State University – Main Campus was found to be high, with an overall mean rating of 4.22 (Highly Satisfied). Faculty members expressed strong approval of the program's relevance to their professional needs, the clarity of its objectives, and the competence and responsiveness of its facilitators. These results indicate that the FDP was well-implemented, providing an engaging and supportive learning environment that met the expectations of the participants.

In terms of perceived effectiveness, the program obtained an overall weighted mean of 4.16 (Highly Effective). The FDP was regarded as instrumental in enhancing faculty members' teaching skills, classroom management, and overall professional growth. Participants also acknowledged that it contributed positively to their confidence, career development, and ability to apply new knowledge and strategies in their teaching practice. However, areas related to research skills—such as writing, publishing, and seeking research grants—were rated slightly lower, suggesting opportunities for further improvement in this aspect.

The Spearman's Rank Correlation Coefficient analysis revealed a positive and meaningful relationship between faculty satisfaction and perceived effectiveness, with correlation values ranging from –0.327 to 0.636. Most coefficients indicated moderate to strong positive correlations, signifying that higher satisfaction with the FDP's structure, facilitation, and support is associated with greater perceived improvement in professional competence. The strongest relationships were observed between faculty confidence that their needs were understood and their ability to apply FDP-acquired knowledge and skills ($\rho = 0.636$), as well as between facilitators' expertise and positive impact on performance ($\rho = 0.517$).

Based on these findings, it is recommended that the University continue strengthening its Faculty Development Program by sustaining effective facilitation, maintaining relevant and interactive content, and providing adequate logistical and administrative support. Furthermore, specialized training and mentoring sessions focused on research writing, publication, and grant acquisition should be integrated to address identified gaps in research-related competencies. By implementing these measures, the FDP can further enhance faculty capability, professional satisfaction, and overall institutional effectiveness.

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