RESEARCH ARTICLE

STRATEGIC DEVELOPMENT PLAN OF SELECTED STATE UNIVERSITIES AND COLLEGES (SUC'S) IN CALABARZON: AN EMERGING PROCESS FOR FACULTY DEVELOPMENT PROGRAM

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Manuscript Info	*Abstract*

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The qualifications and the competencies of the faculty is a stronghold in bringing up the quality of education in the tertiary level. Hence, this study looks through in-depth analysis the provisions in the Strategic Development Plan (SDP), focus on Faculty Development. Thus, the result becomes an outlined process for recommendation in the formulation of an action plan in the institutional level vis-à-vis faculty development program.Descriptive survey method was employed in this study to determine the perception of the respondents on the existence of the provisions in the Strategic Development Plan of 5 SUCs in CALABARZON, Region IV-A. Results of the study showed that all the indicators of SDP-planning, finance, management intervention, leadership focus, and learning opportunities, were perceived highly observable in connection with faculty professional development and faculty skills improvement. Likewise, findings revealed highly significant relationship among the variables under consideration. Pertinent to the outcomes of the study, teachers in higher education should enhance their professional discipline, which include interpersonal and social skills, professional growth, management and leadership abilities, as well as paralegal knowledge. It is therefore necessary to strengthen SDP comprehensively with a collaborative efforts of higher school officials and faculty to achieve the targeted goals of the SUCs towards better student learnings resulting to global-quality graduates.As to the findings of the study, it was concluded that the provisions contained in the Strategic Development Plan have significant relationship with faculty professional development and faculty skills improvement. With this finding, the null hypothesis stated as there is no significant relationship between the university's SDP and faculty professional, faculty skills development is partially sustained.

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Introduction:-
The challenge for every SUC's in the region today is to establish a clear and solid evidenced-based strategic management plan that will provide variety of opportunities for stakeholders including its faculty. There is therefore a need for strategic development plan in every SUCs that will identify its vision-mission, goals, provide direction, and for proper implementation of programs in the University. It also calls for strategic leadership that covers the leader's

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ability to anticipate, envision, and maintain flexibility and to empower others to create strategic change as necessary (Hitt, et. al. 2007).

The real picture of the SUCs today is an expectation of having a continuous increase in the numbers of faculty members who will train huge number of students who will enroll due to R.A. 10931, also known as Universal Access to Quality Tertiary Education Act. Because of this law, the existing and incoming faculty members of SUCs must be prepared and equipped with instructional, personal, organizational and in research/extension capabilities.

Tyrell, (2018) a strategic plan is a blue print for challenging assumptions and promoting change within existing structures. It is a tool, that when properly leveraged, can lead to new and more viable programs. It is important to include planning, organizing and directing to come up with a strategic management that largely focus on the development of its faculty. The allocation of scarce resources which is important to gain competitive advantage, achieve an objective and capitalize on a perceived opportunity at an accept-able level of risk is also an important indicator of anystrategic plan.

Diaz, et al. (2008), faculty members are learners with needs and constraints similar to those of students. Hence, support programs must be valuable, relevant, current, and engaging. In addition, faculty development programs should address the multiple roles and needs of the faculty members as facilitators, teachers, advisors, mentors, and researchers. Institutions should therefore consider that offering a dynamic faculty development program that will serve not only full-time, but also part-time faculty-rallied on by some institutions.

Thus, the researcher assumes that every SUC's goal is to make the respective University stronger and more forceful especially as to hiring the best and most qualified faculty in order to strengthen research/extension and instruction. In addition, faculty development programs strengthen the professional development not only for the faculty members but also for the administrators because they are those who deal directly with students. The University, therefore, should formulate a comprehensive faculty developmentprogram. University, therefore, should formulate a comprehensive faculty development program.Yet, the researcher agrees that formulating a new faculty development program, and communicating its vision from organizational leadership can be a struggle. In fact, it is not an easy task. It requires supportive institutional leadership, appropriate resource allocation and recognition for teaching excellence.

It is further believed that strategic planning management plan may provide methods to communicate the vision and build a high-quality development program which will in turn improve the teaching and learning outcomes, increased faculty morale, improve course evaluation, and create a successful institution.

Methodology:-
The study used the descriptive method research. According to Manuel and Medel (2014) descriptive research describes what is. It involves the description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena.

Zulueta (2002) discourses that the descriptive research seeks to provide about one or more variables. It is used to answer the question "what exist?" This question can be answered on one or two ways: using quantitative methods or qualitative methods. Correlation research design establishes relationship among two or more variables. The element of their design includes identification of the variables of interest, the group of subject/respondents where the variables where the variables will be applied and the estimation procedure to determine the extent of relationship.

The study used purposive sampling technique. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. According to Patton (1990)inpurposive sampling, subjects are selected because of some characteristic such as being homogeneous in character. In this study the respondents which are faculty of SUCs are believed of having similar characteristics as far as awareness of Strategic Development Plan is concern.

In the administration of the questionnaires, the researcher personally went to each SUCs in the Region to briefly explain the objectives of the study. After the questionnaires were retrieved, data were organized and tabulated for statistical treatment.

The study used Mean, Standard Deviation and correlation analysis using Pearson r as statistical tools to analyze several variables. It is a quantitative method used to determine the nature of relationship between quantitative method used to determine the nature of relationship between dependent variable and one or more independent variables.

Results and Discussion:

Table 1:- State Universities and Colleges Strategic Development PlanFocus on Faculty Development in terms of Finance.

Item No.	Indicative Statement The Strategic Development Plan (SDP) of your institution has a provision regarding…	Mean	SD	Remark
1	grants and scholarships for masters and doctorate degree programs	3.95	0.94	Agree
2	incentives, rewards, and recognition for the achievements and contributions of all the faculty members	3.92	0.89	Agree
3	financial support needed in developing strategies for continuous increase in the quantity and quality of research publications, proposals, and endeavor towards artistic and creative research outputs	3.87	0.90	Agree
4	incentives to faculty members who have published their research works in national and international journals	3.95	0.86	Agree
5	financial assistance that are available in several forms and are generally awarded to faculty on the basis of academic promise and financial need	3.71	0.85	Agree
6	turning of strategic plans to constantly fit the institution's rewards and recognition system with the changing environmental, cultural, political and socio-economic circumstances	3.77	0.83	Agree
7	a wide variety of sources available for funding educational initiatives	3.56	0.89	Agree
8	allocation of adequate resources to ensure the professional exposure of faculty relevant to national needs and priorities and global competitiveness	3.72	0.90	Agree
Overall Mean		**3.81**		**Highly Observed**
Legend: 4.50 – 5.00 Strongly Agree 3.50 – 4.49 Agree 2.50 – 3.49 Uncertain 1.50 – 2.49 Disagree 1.00 – 1.49 Strongly Disagree				

As shown in the table above reveals that respondents agree that there is a provision in the Strategic Development plan (SDP) focus on faculty development that concerns grant and scholarships for advanced studies-graduate programs (Mean=3.95; SD=0.94) and incentives to faculty members who have presented and published research works in national and international journals (Mean=3.95; SD=0.86). Likewise, incentives, rewards, and recognition for the achievements and contributions of the faculty (Mean=3.92; SD=0.89); financial support needed in developing strategies for continuous increase in the quantity and quality of research publications, proposals, and endeavor financial support needed in developing strategies for continuous increase in the quantity and quality of research publications, proposals, and endeavor towards artistic and creative research outputs (Mean=3.87; SD=0.90) are also stipulated in the SDP.

Other indicators such as turning of strategic plans to constantly fit the institution's rewards and recognition system with the changing environmental, cultural, political and socio-economic circumstances (Mean=3.77; SD= 0.83), allocation of adequate resources to ensure the professional exposure of faculty relevant to (Mean=3.87; SD=0.90) are also stipulated in the SDP. Other indicators such as turning of strategic plans to constantly fit the institution's rewards and recognition system with the changing environmental, cultural, political and socio-economic circumstances (Mean=3.77; SD= 0.83), allocation of adequate resources to ensure the professional exposure of faculty relevant to national needs and priorities and global competitiveness (Mean=3.72; SD=0.90), financial assistance that are available in several forms and are generally awarded to faculty on the basis of academic promise and financial need (Mean=3.71; SD=0.85), and a wide variety of sources available for funding educational initiatives (Mean=3.56; SD=0.89) are supposed part of the SDP.

The overall mean of 3.81 indicates that respondents agreed that all the indicators of faculty development as to planning are clearly observable in the strategic development plan of their institution. Likewise, small standard deviation value is also a clear manifestation that the respondents have almost similar perception or are certain about the context of the SDP in terms of finance.

Table 2:- State Universities and Colleges Strategic Development PlanFocus on Faculty Development in terms of Planning.

Item No.	Indicative Statement The Strategic Development Plan (SDP) of your institution has a provision regarding…	Mean	SD	Remark
1	policy formulation by identifying internal and external factors focus on faculty improvement/development	3.82	0.84	Agree
2	upgrading of faculty rank and compensation by improving their academic qualifications, achievements and performance	3.79	0.86	Agree
3	immersion program with private business enterprises to update their knowledge related to their field of specialization/study	3.45	0.99	Agree
4	advancement in academics and a more in-depth and nuanced appreciation of the competencies that the real-world demands.	3.71	0.89	Agree
5	implementation of research policies and procedures and piloting of developed technologies of faculty	3.79	0.80	Agree
6	linkages with GO and NGOs that partners in facilitating research activities of faculty	3.87	0.91	Agree
7	income generation ventures and other initiatives	3.54	0.92	Agree
8	development of human resource planning that boosts team achievement and high employee achievement	3.56	0.96	Agree
9	continuous quality improvement (CQI) in the operations and management of the institution	3.88	0.87	Agree
10	documentation of organizational structures, systems, and processes that ensure sound management of operations of the institution.	3.91	0.84	Agree
Overall Mean		3.73		Highly Observed
Legend: 4.50 – 5.00 Strongly Agree 3.50 – 4.49 Agree 2.50 – 3.49 Uncertain 1.50 – 2.49 Disagree 1.00 – 1.49 Strongly Disagree				

Respondents agree that the institution' SDP has a concrete plan regarding an organized structures, systems and processes that ensure sound management of operations of the institution (M=3.91, SD=0.84); has a continuous quality improvement (CQI) in the operations and management of the institution (M=3.88, SD=0.87); and have a strong linkage with GOs and NGOs that partners in facilitating research activities of faculty (M=3.87, SD=0.91). Other indicators of planning as core component in the SDP where likewise interpreted as agree, among of which are: has a policy formulation that identify internal and external factors focus on faculty improvement/development (M=3.82, SD=0.84); implementation of research policies and procedures and piloting of developed technologies of faculty (M=3.79, SD=0.91); upgrading of faculty rank and compensation by improving their academic qualifications, achievements and performance (M=3.79, SD=0.86).

Other provisions such as advancement in academics and a more in- depth and nuanced appreciation of the competencies that the real-world demands (M=3.71, SD=0.89); development of human resource planning that boosts team achievement and high employee achievement (M=3.56, SD=0.96); income generation ventures and other initiatives (M=3.54, SD=0.92), and immersion program with private business enterprises to updatetheir knowledge related to their field of specialization / study (M=3.45, SD=0.99) were also given an agree remark. With this result, respondents clearly accepted that in the formulation of SDP, faculty improvement are given due priority and are planned accordingly based on their needs.

Furthermore, an overall mean of 3.73 concretized all the provisions existed in the SDP of SUCs. A small standard deviation value in almost all of the items also a manifestation that respondents have almost the same observation as far as planning focus on faculty development is concern

Table 3:- State Universities and Colleges Strategic Development Plan Focus on Faculty Development in terms of Management Intervention.

Item No.	Indicative Statement The Strategic Development Plan (SDP) of your institution has a provision regarding…	Mean	SD	Remark
1	management structures and systems to acquire, allocate and manage necessary resources with a sense of responsibility to fulfill the mission, goals and objectives of the institution	4.01	0.77	Agree
2	inclusion of faculty in the decision making as part of the university and convince them to accept responsibility for their own development through best leadership practices	3.81	0.88	Agree
3	quality observation, feedback and coaching and the use of fair and appropriate faculty assessment tools the results of which are used as sound basis for development for faculty programs	3.77	0.86	Agree
4	continuous workplace improvement until school goals are met through advocacy of a school culture and instructional program conducive to student learning and teachers' professional growth	3.91	0.89	Agree
5	the creation of guiding values and aspirations and an environment that stimulates ethical behavior through best management practices	3.87	0.80	Agree
6	continuous evaluation and assessment of SDP for the purpose of generating new and innovative solutions to new issues and problems by reviewing existing policies or practices	3.85	0.82	Agree
7	existence of objective assessment of the current situation (environmental scanning) based on empirical findings and actual experiences	3.86	0.78	Agree
8	annual review of SWOT leading to formulation of new objectives and identification of new measures	3.88	0.82	Agree
9	systems and structures to monitor and assess the performance of the institution against its planned strategies and operational targets as stipulated in the approved and current SDP for the purpose of continual institution improvement	3.91	0.83	Agree
Overall Mean		3.87		Highly Observed
Legend: 4.50 – 5.00 Strongly Agree 3.50 – 4.49 Agree 2.50 – 3.49 Uncertain 1.50 – 2.49 Disagree 1.00 – 1.49 Strongly Disagree				

Looking into the different provisions that concerns management intervention focus on faculty development it showed that majority of the respondents agreed that there is a management structures and systems to acquire, allocate and manage necessary resources with a sense of responsibility to fulfill the mission, goals and objectives of the institution (M=4.01, SD=0.77); has a continuous workplace improvement until school goals are met through advocacy of a school culture and instructional program conducive to student learning and teachers' professional growth (M=3.91, SD=0.91); has systems and structures to monitor and assess the performance of the institution against its planned strategies and operational targets as stipulated in the approved and current SDP for the purpose of continual institution improvement (M=3.92, SD=0.83). The mentioned results below are the top three indicative provisions that the respondents believed existed in the SDP of their institution. Other provisions, however, are also part in their SDP.

The overall mean of 3.87 verbally interpreted as agree is indicator that majority of the provisions that concern management intervention focus on faculty development are part of their strategic development plan.

Table 4:- State Universities and Colleges Strategic Development PlanFocus on Faculty Development in terms of Leadership Focus.

Item No.	Indicative Statement The Strategic Development Plan (SDP) of your institution has a provision regarding…	Mean	SD	Remark
1	managing and leveraging fiscal, materials and technological resources aimed			

	at improving teachers' performance and students' outcomes	3.89	0.87	Agree
2	culture of transparency and integrity at all levels of the institution, shown by the respect for process, knowledge of guidelines and protocols, and observance of communication channels	3.86	0.92	Agree
3	a mechanism that balances strategic actions based on ethical standards to benefit and earn trust of all stakeholders	3.84	0.85	Agree
4	a mechanism to recognize barriers/forces to provide information to faculty members and encourage them to assess current problem situations and monitor changes in the application of new strategies	3.70	0.95	Agree
5	shows respect and lead the teachers toward pre-determined goals through newly developed strategies and ideas	3.87	0.85	Agree
6	disclosure of information and take actions on matters that may hinder achievement of goals and conduct of research to support ideas and actions leading to community immersion	3.81	0.96	Agree
7	collaborative planning, implementation, support, monitoring, and evaluation of instructional programs that enhance rigorous and relevant teaching and student academic progress leading to school improvement.	3.89	0.91	Agree
Overall Mean		3.84		Highly Observed
Legend: 4.50 – 5.00 Strongly Agree 3.50 – 4.49 Agree 2.50 – 3.49 Uncertain 1.50 – 2.49 Disagree 1.00 – 1.49 Strongly Disagree				

Table 5 below shows that all the provisions that concerns leadershipfocus was all agreed by the respondents as being part of the SDP. SUCs officials and faculty in CALABARZON as respondents in the study agree that there is in their strategic development plan on faculty development program in terms of leadership-focus, a provision of managing and leveraging fiscal, materials and technological resources which aimed at improving teachers' performance and students' outcomes; and there is also a collaborative planning, implementation, support, monitoring, and evaluation of instructional programs that enhance rigorous and relevant teaching and student academic progress leading to school improvement, (M=3.89, SD=0.87) and (M=3.89, SD=0.91), respectively.

Other provisions stated as, shows respect and lead the teachers toward pre-determined goals through newly developed strategies and ideas (M=3.87, SD=0.91); there is a culture of transparency and integrity at all levels in their institution (M=3.86, SD=0.92) got an agree remarks. Still consistent to their agreement, SUCS officials and faculty believed on the existence of mechanism that balances strategic actions based on ethical standards; there is a disclosure of information on matters that hinder achievement of goals in their respective strategic development plan as shown by the respective mean of (M=3.81, SD=0.91) and (M= 3.70, SD=0.95), respectively.

These results as manifested in the overall mean of 3.84 only signifies that all of the provisions on faculty development program in terms of leadership-focus are stipulated in the SDP of SUCs.

Table 5:- State Universities and Colleges Strategic Development PlanFocus on Faculty Development in terms of Learning Opportunities.

Item No.	Indicative Statement The Strategic Development Plan (SDP) of your institution has a provision regarding…	Mean	SD	Remark
1	professional learning structures that promotes personal and professional advancement of its faculty members	3.91	0.83	Agree
2	training of teachers to update them in the use of new technology and research for learning resources	3.87	0.90	Agree
3	a healthy school atmosphere by listening to faculty and help them translate their concern about students' learning into actionable strategies	3.79	0.89	Agree
4	expansion and improvement of appropriate technology, both inside and outside the traditional setting.	3.81	0.82	Agree
5	construction of state-of-the-art infrastructure and research facilities for	3.86	0.93	Agree

	use by students and faculty.			
6	organization of personality development programs as well as inter-class seminars on topics relevant to course curriculum	3.79	0.89	Agree
7	instructional development through acquisition of ISO/ISA certification; re-accreditation and accreditation of curricular programs	4.12	0.82	Agree
8	valuing self-initiated change leading to process improvement or creative works	3.98	0.88	Agree
Overall Mean		**3.89**		**Highly Observed**

Legend:	4.50 – 5.00 Strongly Agree	3.50 – 4.49 Agree	2.50 – 3.49 Uncertain
	1.50 – 2.49 Disagree	1.00 – 1.49 Strongly Disagree	

With respect to learning opportunities as indicator to faculty development program in the SDP of SUCs in the region, it can be gleaned on the table below that provisions on instructional development through acquisition of ISO/ISA certification; reaccreditation and accreditation of curricular programs gained the fine-looking mean of 4.12 with the remark of agree. Respondents also agree that there is valuing self-initiated change leading to process improvement (M=3.98, SD= 0.88); professional learning structures that promotes personal and professional advancement of faculty members (M=3.91, SD=0.83); training to teachers to update in the use new technologies (M=3.87, SD=0.90); construction of state-of-the-art infrastructure and research facilities for use by students and faculty (M=3.86, SD=0.93); expansion and improvement of appropriate technology, both inside andoutside the traditional setting (M=3.81, SD=0.82); organization of personality development programs as well as inter-class seminars on topics relevant to course curriculum (M=3.79, SD=0.89).

Table 6:- Faculty Skills Improvement.

Item No.	Indicative Statement	Mean	SD	Remark
1	Interpersonal skills	3.48	0.54	Moderately observed
2	Leadership skills	2.54	0.43	Moderately observed
3	Communication skills	4.36	0.64	Highly observed
4	Conceptual skills	4.12	0.71	Highly observed
5	Ability to empowerment	4.07	0.75	Highly observed
6	Technological skills	4.12	0.72	Highly observed
7	Paralegal	3.97	0.72	Highly observed
Overall Mean		3.81		Highly observed

Legend: 4.50 – 5.00 Strongly Agree/Very highly observed	3.50 – 4.49 Agree/Highly Observed
2.50 – 3.49 Moderately Agree Moderately Observed	
1.50 – 2.49 Less Agree/Less Observed	1.00 – 1.49 Very Less Agree/Very Less Observed

Table 7:- Significant Relationship between SDP and Faculty Skills Improvement.

Strategic Development Plan (Component)	Interpersonal Skills	Leadership Skills	Communication Skills	Conceptual Skills	Ability to Empower	Technological Skills	Paralegal Knowledge
Finance	.283** .001	.311** .000	.176* .036	.200* .017	.180* .032	.054 .523	.129 .126
Planning	.305** .000	.320** .000	.209* .013	.308** .000	.199* .018	.136 .106	.237** .005
Management Intervention	.391** .000	.431** .000	.261** .002	.383** .000	.239** .004	.159 .058	.320** .000
Leadership Focus	.416** .000	.454** .000	.271** .001	.386** .000	.297** .000	.146 .083	.335** .000
Learning Opportunities	.274** .001	.282** .000	.129 .125	.212* .011	.172* .041	.105 .216	.229** .006

The results below showed that almost all the components of Strategic Development Plan are statistically significant with faculty skills improvement. Presented in the table, as in case of finance, shows highly significant relationship with the following faculty skills: interpersonal skills (r=.283, p=.001); leadership skills (r=0.311, p<.01); communication skills (r=.176, p=.036); conceptual skills (r=0.200, p=.017), and ability to empower (r=0.180, p=.032). The same result where found out for planning: interpersonal skills (r=0.305); Leadership skills (r=0.320, p<.01); communication skills (r=0.209, p=.013); conceptual skills (r=.308, p<.01); ability to empower (r=0.199, p=.018); paralegal knowledge (r=0.237, p=0.005).

On the other hand, components such as Management Intervention and Leadership Focus were found to have significant relationship with all the facets of faculty skills improvement except for technological skills (r=0.159, p=.058), and (r=0.146, p=.083) respectively. These is the same as the first two components previously discussed showing no significant relationship. Learning opportunities, likewise, were found not significant with communication and technological skills while significant with interpersonal skills (r=0.274, p=.001); leadership skills (r=0.282, p<.01); conceptual skills (r=0.212, p=.011); ability to empower (r=0.172, p=.041), and paralegal (r=0.229, p<.006).

Generally, therefore, the strategic development plan has significant relationship with faculty skills improvement. This can be attributed to the university's financial support, a well-planned program, interventions it has created and a focused leadership. This is in connection to Gotta (2010) have said, Interpersonal skills include the ability to communicate with, motivate, and lead employees to complete assigned activities.Hopefully, building cooperation within the manager's team. Managers without these skills will have a tough time succeeding. Interpersonal skills are greatest importance to middle managers and are somewhat less important for first-line managers.Manager in decision making with proper guidelines to select alternative course of action.

Conclusion and Recommendations:-
Based from the findings of the study, it was concluded that theprovisions contained in the Strategic Development Plan have significant relationship with faculty professional development and faculty skills improvement. With this finding, the null hypothesis stated as there is no significant relationship between the university's SDP and faculty professional, faculty skills development is partially sustained.

Based from the findings and conclusion, it is recommended for the consideration of the following:
1. The Dean of the College may conduct a local convention to discuss matters that involves faculty that may result to improvement of the college more generally the faculty.
2. The University may shape the SDP through a bigger participation of faculty belonging to rank and file, not just the by the faculty president per campus as it is believed that more concerns may be raised during the meeting.
3. Each faculty may be given a copy of the SDP for them to know what are its contents in terms of different provisions that governs and evaluates its objectives, purpose, goals, formulation of policies and plans for achieving these goals which the University or institution is to pursue.
4. The University through the office of the VPAA, HRMO and Office of the FA should conduct an annual collaborative dialogue prior to the assessment and evaluation of the university strategic plan for discussions of the common topics of interest in order to get the faculty members' perspective on what is actually needed in the faculty development program.
5. Further research on the effectiveness of strategic development plan can be conducted for study of other issues and concerns that can be supplementary to the results of this study

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