



An Assessment of the Effectiveness of Faculty Development Program at Siena College of San Jose, Inc.: Inputs for Improvement

Article History:

Initial submission:	29 July 2025
First decision:	03 August 2025
Revision received:	15 September 2025
Accepted for publication:	18 September 2025
Online release:	22 September 2025

Ryan Jeffry M. Garcia, ORCID No. 0009-0009-9692-9714

Doctor of Philosophy in Education, St. Paul University Manila, Pedro Gil Street, Malate, Manila, Philippines

Abstract

This study evaluated the effectiveness of Siena College of San Jose, Inc.'s Faculty Development Program (FDP) to identify areas for improvement. Using document analysis, faculty feedback, stakeholder input, and evaluation surveys, the assessment applied the integrated rubric for FDP Design and Quality Standards. A 4-point Likert scale was used to measure faculty efficacy. Based on the results, FDP was rated very effective in rationale, participant profiling, content, methodology, assessment tools, workplace application, and resource expertise. However, it was rated effective in areas such as PPST alignment, learning objectives, session outputs, time allocation, learning resources, GESI integration, monitoring and evaluation, budgeting, and program management. Findings underscore the need for alignment with institutional standards, the Philippine Professional Standards for Teachers (PPST), and the Performance Management System (PMS) of the OP-Siena School System. The study contributes a theorem-based framework for enhancing faculty development tailored to institutional and contextual needs.

Keywords: assessment, effectiveness, faculty development, program, PPST, PMS, Institutional requirements, theorem of improvement



Copyright © 2025. The Author/s. Published by VMC Analytikis Multidisciplinary Journal News Publishing Services. An Assessment of the Effectiveness of Faculty Development Program at Siena College of San Jose, Inc.: Inputs for Improvement © 2025 by Ryan Jeffry M. Garcia is an open access article licensed under [Creative Commons Attribution \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/). This permits the copying, redistribution, remixing, transforming, and building upon the material in any medium or format for any purpose, even commercially, provided that appropriate credit is given to the copyright owner/s through proper and standard citation.

INTRODUCTION

Higher education institutions globally face increasing pressure to adapt to rapid technological change, diverse learner needs, and evolving pedagogical approaches. Faculty development has emerged as a strategic response to improve instructional quality, which directly influences student success. However, many institutions lack standardized evaluation procedures, risking ineffective practices and a disconnect between training and classroom application (Sorcinelli, 2020). In the Philippines, schools often contend with limited resources, weak support systems, and inconsistent faculty engagement, further hindering the impact of development programs.

To address these challenges, the Department of Education (DepEd) emphasized lifelong learning through the Philippine Professional Standards for Teachers (PPST), positioning teacher quality as a foundation for national development (DO No. 42, s. 2017). High-quality instruction was

recognized as essential for improved student outcomes, prompting schools to align faculty development with institutional goals. Accreditation bodies likewise began requiring evidence of continuous improvement in teaching and learning outcomes through effective faculty development initiatives.

Siena College of San Jose, Inc. implemented a Faculty Development Program (FDP) to enhance teaching methods, integrate technology, and support research and curriculum development. Despite these efforts, persistent challenges—including time constraints, limited funding, and uneven participation—reduced the program's overall effectiveness. To address these issues, this study evaluated the FDP for S.Y. 2024–2025 using surveys, interviews, and document analysis. The research was guided by Malcolm Knowles' Adult Learning Theory (Andragogy), which emphasizes that adult learners are self-directed, experience-rich, and motivated by relevance and internal goals. These principles

were especially vital post-pandemic, as faculty brought real-world teaching adaptations into their professional development.

The FDP was redesigned around five andragogical pillars – self-concept, experience, readiness, orientation, and motivation to learn – ensuring that training was problem-centered, autonomy-driven, and aligned with both PPST standards and the lived realities of educators. The study also employed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to guide the systematic design and delivery of the program. Thirty-four Basic Education Department faculty members participated in the evaluation, which used a 4-point Likert scale, interviews, and document analysis. While the study's scope was limited and did not control for external factors, access to institutional records enriched the analysis. Ultimately, the research aimed to propose an enhanced FDP model that ensures effectiveness, relevance, and sustainability for future faculty development initiatives.

LITERATURE REVIEW

Faculty Development Program. Faculty development plays a pivotal role in enhancing teacher quality, which is essential for national progress. In the Philippines, reforms such as the K-12 Law (R.A. 10533) and DepEd policies (DO 21, s. 2019) underscore the need for highly trained educators capable of nurturing holistic, values-driven, and future-ready learners (Crispino & Moyani, 2023). Faculty vitality – across teaching, assessment, research, and administration – directly influences student achievement and the learning environment (Bilal et al., 2019). In response to evolving global standards and learner needs, the Philippine Professional Standards for Teachers (PPST) replaced the NCBTS, offering a structured framework for continuous development and performance evaluation (Ancho & Arrieta, 2021; Tarraya, 2023). Effective faculty development requires strong institutional leadership, adequate resources, and recognition of teaching excellence (Luthra et al., 2023), while responsive programs must address diverse

educator needs to prevent stagnation and foster growth (Padillo et al., 2021). Research-based initiatives that improve teaching effectiveness often integrate varied interventions, promote community building, and align with individual and institutional goals (Rahman, 2023).

Faculty Development Programs (FDPs) serve as strategic tools for enhancing professional competencies, yet few studies offer objective evaluations of their long-term impact (Bilal et al., 2019). FDPs encompass activities that strengthen teaching practices, research skills, mentoring, and administrative capabilities (Rahman, 2023), and are most effective when integrating course, professional, and personal development components (DO 8, s. 2021). Key features include experiential learning, reflective feedback, peer collaboration, and evidence-informed design (Ahmed et al., 2022; Wijnen-Meijer, 2022). A competency-based framework supports faculty identity formation, organizational transformation, and educational scholarship (Kohan et al., 2023). Core FDP domains, such as personal attributes, professional traits, and curriculum management, significantly influence teacher performance and institutional success (Sims & Fletcher-Wood, 2021; Zhang et al., 2021). Motivation and commitment underpin effective teaching, while competencies in e-learning, assessment, and student management form the backbone of FDP content (Nor & Latif, 2022). Curriculum management, as a cross-cutting theme, highlights teachers' roles in academic leadership and instructional design (Rahman, 2023). These findings align with the PPST (Ann & Macam, n.d.), ensuring that FDPs remain relevant, strategic, and responsive to evolving educational standards.

Faculty Professional Standards. Faculty professional standards are essential to ensuring instructional quality and student success. In the Philippines, the PPST, formerly the National Competency-Based Teacher Standards (Ann & Macam, n.d.), outline seven domains that guide educators in pedagogy, assessment, and inclusive practices (DO 31, s. 2022; Ancho & Arrieta, 2021). Teachers are

expected to create safe, learner-centered environments, differentiate instruction, and integrate technology (Yadav, 2021; Manigbas et al., 2024), while fostering motivation and civic responsibility (Tobgay, 2021; Zamora & Zamora, 2022). Pedagogical competence includes reflective practice, effective communication, and designing meaningful learning experiences (Ventista & Brown, 2023), supported by inclusive and culturally responsive content. Curriculum design and assessment are central to professional competence, requiring teachers to interpret formal curricula, plan interdisciplinary lessons (Munna & Kalam, 2021), and apply valid, equitable tools (Gu, 2021). As authentic assessments like portfolios and performance tasks gain prominence, educators must build assessment literacy through rubrics, peer feedback, and digital platforms (Haleem et al., 2022), while managing behavior and promoting collaboration.

Professional engagement and personal growth further enhance teaching quality. Educators benefit from workshops, certifications, and learning communities (Jita & Munje, 2021; AbdulRab, 2023), and partnerships that connect instruction to real-world contexts (Eden et al., 2024). Action research and service learning foster reflective practice and contextual responsiveness (Imran et al., 2024; Rusticus et al., 2022; Munna & Kalam, 2021), supported by learner diversity frameworks and digital tools (Drexel University School of Education, 2020). Personal development is cultivated through SMART goals, journaling, and lifelong learning (Makhambetova et al., 2021; Prastyaningtyas et al., 2023; Noonan, 2022), with institutional support for retention and wellness (Jorilla & Bual, 2021; Padillo et al., 2021; Aindra et al., 2022; Kılıç, 2022; Aulén et al., 2021; Cabaron & Oco, 2023). Flexible platforms such as MOOCs and PLCs sustain teacher engagement and professional excellence (de Jong et al., 2022; Likovič & Rojko, 2022).

Outcomes of the Faculty Development Program.

FDPs have demonstrated positive outcomes across individual, instructional, and institutional levels. Padillo et al. (2021) reported high

satisfaction among participants, citing increased confidence, enthusiasm, and improved teaching practices. Observable changes included new educational initiatives, leadership roles, and academic productivity. However, organizational transformation remains underexplored. To sustain impact, programs must extend over time, promote workplace learning, foster community development, and secure long-term support (Munna & Kalam, 2021). Rahman (2023) highlighted a steady rise in faculty development literature over the past four decades, emphasizing traditional formats like workshops and short courses. Bilal et al. (2019) stressed the importance of integrating FDPs across institutions to enhance faculty performance and enrich student learning.

Learner-related outcomes have also improved through structured faculty development. Keshmiri (2023) identified gains in reaction, learning, behavior, and results, particularly through the Educational Scholarship Program (ESP), which prepared educators for Scholarship of Teaching and Learning (SoTL) activities. Interactive and blended approaches, including flipped classrooms and virtual platforms, were found to increase satisfaction and learning (Keshmiri, 2022). Luthra et al. (2023) noted that FDPs enhanced interdisciplinary collaboration and addressed specific developmental needs. However, Hoyt and Howard (n.d.) found that only faculty who engaged deeply with consultants showed measurable improvement, while those with minimal involvement saw limited gains. These findings underscore the need for intentional, sustained, and well-supported faculty development to maximize its impact.

Challenges and Strategies in Implementing FDP.

Implementing FDPs presents both opportunities and challenges in enhancing teaching quality and institutional growth. FDPs are widely endorsed by professional organizations to promote educational improvement, faculty engagement, and continuous learning. Scholars recommend embedding programs within theoretical frameworks, using mixed-method

approaches, and evaluating behavioral and organizational change (Dawadi et al., 2021). Kohan et al. (2023) emphasized expanding FDPs beyond teaching to include academic development, peer coaching, and communities of practice, guided by competency-based frameworks. However, motivation and participation remain critical; Kamel (2016) found that faculty improvement depends on personal initiative and access to professional support, suggesting that incentives and recognition are essential. Resistance to inclusive practices also poses a challenge, requiring intentional engagement strategies (Jin et al., 2023).

Structural limitations such as lack of mentorship, staffing, time, and resources hinder effective implementation (Rokoei et al., 2024; Bilal et al., 2019). New faculty, in particular, benefit from transitional support as they shift from graduate training to academic roles. Despite the availability of development opportunities, evidence of their direct impact on teaching practice remains limited (Doherty, 2011). To address these gaps, institutions are encouraged to collaborate across sectors, explore emerging technologies like virtual reality and gamification, and invest in ongoing research to refine FDPs (Bilal et al., 2019). Sims and Fletcher-Wood (2021) advocate for well-articulated, budget-supported programs aligned with teacher competencies and institutional goals. Ultimately, strategic design, inclusive engagement, and evidence-based evaluation are key to overcoming implementation challenges and maximizing the effectiveness of faculty development.

School Performance Management System or PMS. Performance Management Systems (PMS) are essential for aligning teacher development with institutional goals and instructional quality. In Catholic education, retaining competent educators remains a challenge (Jorilla & Bual, 2021), and the PPST provides a foundation for professional growth and career progression (Capistrano & Tamayo, 2025). At Siena College, the OP-Siena School System Personnel Performance Management System (PPMS) guides faculty development

through four structured stages: Stage 1 (Self-Assessment) promotes reflection using PPST domains to inform personalized development plans (Padillo et al., 2021; Carney et al., 2022; Ventista & Brown, 2023); Stage 2 (Performance Review) involves instructional leaders evaluating teaching practices and student outcomes with ongoing feedback (Munna & Kalam, 2021; Açıkgöz & Babadoğan, 2021); Stage 3 (Performance Appraisal) formalizes evaluations through supervisor meetings aligned with school strategies (Chowdhury & Shil, 2022); and Stage 4 (Managing Results) links individual improvement plans to institutional goals (Siraj & Hågen, 2023). Support for graduate studies, induction programs, and mentorship between master and novice teachers further strengthens pedagogical excellence and institutional coherence (Mgaiwa & Milinga, 2024).

Grounded in Catholic and Dominican educational philosophies, the OP-Siena PMS emphasizes justice, community development, and holistic formation (Davis & Franchi, 2021; Alemdar & Aytaç, 2022). Educators are expected to align their personal mission with institutional vision by articulating their philosophy, understanding their school community, and integrating values into practice (Day et al., 2020; Ammar et al., 2024). The system promotes responsible resource use, student integration, and staff development, supported by continuous evaluation and spiritual formation (Sims & Fletcher-Wood, 2021; Ismail et al., 2022; Arthur, 2024). This mission-driven approach ensures faculty development is strategic, evidence-based, and rooted in institutional values, fostering transformative learning environments and sustained educational excellence.

METHODS

Population and Sampling. The study was conducted at Siena College of San Jose, Inc., a Dominican institution offering Pre-elementary to Senior High School education and involved 34 full-time faculty members from diverse disciplines who participated in at least one faculty development activity during the 2024–

2025 academic year. These activities reflected the Dominican pillars – Study, Play, Serve, and Pray – and included workshops, mentoring, retreats, and classroom observations across in-person and online formats. Using purposive sampling, the study ensured representation across career stages, gender, tenure, and tech familiarity, with participants ranging from beginning to distinguished teachers and holding qualifications from BEED/BSE to MA/PhD levels. Data were collected through surveys, interviews, and focus group discussions, combining quantitative and qualitative insights to assess the program’s impact on professional growth and teaching practices.

Instrumentation. To evaluate the faculty development program’s effectiveness, the study employed both qualitative and quantitative tools. Qualitative instruments included interview guides, focus group protocols, open-ended survey items, and document analysis frameworks to capture faculty perceptions and assess alignment with PPST domains (DepEd Order No. 42, s. 2017), PMS Manual, and OP-SSD program. Triangulation across sources ensured credibility. Quantitative tools comprised a structured survey and an integrated rubric based on DepEd Memo No. 044, s. 2023, using a 4-point Likert scale to measure satisfaction, teaching improvements, and institutional alignment. Validity was ensured through expert review and pilot testing, while reliability was confirmed via internal consistency. Ethical protocols, including informed consent and confidentiality, were strictly followed.

Data Gathering Procedure. The study utilized a mixed-methods exploratory sequential design to assess the effectiveness of the faculty development program, beginning with qualitative exploration of faculty perceptions and experiences, followed by quantitative validation (Favre et al., 2021; Dawadi, 2020). Triangulation across interviews, focus groups, surveys, and document analysis enhanced validity and credibility (Bilal et al., 2019). Qualitative data were collected from 24 faculty and 10 administrators, informing the design of a structured questionnaire distributed via Google

Forms, which used an integrated rubric and 4-point Likert scale to measure satisfaction and perceived impact. Non-probability sampling ensured access to motivated participants, appropriate for exploratory research. Institutional documents – including FDP objectives, PPST domains (DepEd Order No. 42, s. 2017), the OP-Siena PMS Manual, and OP-SSD program – were reviewed for alignment with DepEd Memo No. 044, s. 2023 and institutional standards. This integrated approach provided a comprehensive view of the program’s effectiveness, strengths, and areas for improvement.

Data Analysis. The study employed a mixed-methods approach to data analysis. Qualitative data from interviews, focus groups, and open-ended responses were thematically analyzed to identify key constructs such as content relevance, skills enhancement, program delivery, and impact on teaching practices (Naeem et al., 2023). These themes informed the development of quantifiable variables measured through a four-point Likert scale, ranging from “Very Effective” to “Ineffective”. Quantitative data were analyzed using descriptive statistics, specifically mean scores, to summarize faculty perceptions and assess overall program effectiveness. Document analysis was also conducted to address SOPs 1 and 2, using systematic coding and pattern identification to evaluate the alignment of program content with PPST domains and institutional goals. This triangulated approach ensured a comprehensive understanding of the program’s strengths, gaps, and impact.

RESULTS

RQ1. How aligned is the faculty development program with PPST domains and their corresponding strands?

Analysis of the Alignment of the Current FDP’s Rationale with the PPST for Teachers. The findings underscore the need for implementing the FDP through competency-based needs assessments aligned with DepEd priorities and learner outcomes. Anchored in the PPST, the

FDP supports educators in acquiring updated knowledge, specialized skills, and strategic approaches to meet the evolving demands of basic education. Professional growth opportunities include further studies, seminars, in-service training, and technology-integrated strategies to enhance instructional effectiveness. Stakeholders affirmed that PPST serves as the guiding framework for planning FDP activities, with each training mapped to specific domains and standards. As Bilal et al. (2019) emphasize, faculty vitality – encompassing teaching, assessment, research, and professionalism – is critical to improving educational quality and student performance, positioning FDPs as essential tools for advancing faculty competence.

Analysis of the Alignment of the Current FDP's Condition/Objectives with the PPST for Teachers. The FDP of Siena College of San Jose for S.Y. 2023–2024 was purposefully aligned with the PPST, addressing all seven domains to support holistic teacher development. Stakeholders confirmed that training activities were mapped to specific PPST indicators, while faculty feedback noted improvements in communication, classroom management, instructional strategies, and values integration. Activities such as classroom observations, role-playing, ICT training, and community-linked experiences fostered empathy, critical thinking, and instructional effectiveness.

Emphasizing curriculum planning, learner diversity, and collaboration, the FDP included interschool visitations, mentoring, and seminars that enhanced faculty proficiency and motivation. Grounded in the Dominican pillars—Study, Serve, Play, and Pray—the program promoted lifelong learning, ethical conduct, and community engagement through professional formation, leadership development, and research initiatives aligned with institutional and DepEd goals. Additional components such as Professional Learning Communities, postgraduate studies, and conventions enriched collaboration and exposure to best practices, while specialized programs and mentoring addressed targeted PPST strands, reinforcing

the FDP's comprehensive and values-driven approach to faculty growth.

RQ2.1 How aligned is the Performance Manual of the OP-Siena School System with the PPST domains and their corresponding strands?

Alignment of the Performance Manual of the OP-Siena School System with the PPST domains and their corresponding strands. After reviewing the 2023 PMS Manual of the OP-Siena School System in relation to the PPST, the study found strong alignment across all seven domains and 37 strands, particularly Domain 7: Personal Growth and Professional Development and Strand 7.4 on professional reflection and learning to improve practice. The manual functions as a comprehensive tool for evaluating faculty performance, guiding career advancement, and promoting continuous professional growth, all in accordance with institutional and national standards. Stakeholder input emphasized its role in ensuring fairness and transparency in faculty assessment and support as effective performance management system enhances educator performance through clear expectations, regular feedback, targeted training, and recognition of excellence, contributing to improved teaching practices and learning outcomes (Siraj & Hågen, 2023).

Analysis of the Alignment of the PMS Manual's Content Stages with the PPST for Teachers. The PMS Manual of the OP-Siena School System is closely aligned with the PPST, covering all seven domains and 37 strands (DO 42, s. 2017). Its four stages – Performance Planning, Monitoring and Review, Appraisal, and Managing Results – reflect PPST principles, particularly Domains 5, 6, and 7. Faculty feedback confirmed awareness of the PMS process and access to training materials, while stakeholders emphasized its role in tailoring development programs to teacher needs (F28, F30, F31). Evaluation tools were mapped to PPST strands such as pedagogy, learner safety, ICT integration, and higher-order thinking, using instruments like the Effective Questioning Checklist, Classroom Walkthrough Form, and Values Integration Tracker to support reflective

practice and instructional improvement. Recognition and promotion forms under Stage 4 aligned with Domain 6, reinforcing school-community partnerships and engagement. The PMS promotes fairness, transparency, and institutional alignment, consistent with Franco-Santos et al. (2021) and Santi & Rahim (2021). As Tulus Harefa et al. (2024) affirm, adaptive and inclusive performance systems embedded in institutional culture enhance employee performance and long-term sustainability.

RQ2.2. How aligned is the Performance Manual of the OP-Siena School System with the Institutional Requirements?

Analysis of the Alignment of the PMS Manual of the OP-Siena School System's Introduction with the Institutional Requirements of Siena College of San Jose, Inc. The OP-Siena School System's PMS Manual is aligned with the institutional requirements of Siena College of San Jose, Inc., based on a qualitative review of documents, faculty feedback, and stakeholder input. Its objectives reflect Catholic, Dominican, and Filipino educational values, supporting administrators in understanding the school's vision and goals. Stakeholders affirmed that the manual integrates expectations rooted in service, integrity, compassion, and excellence, while faculty emphasized its alignment with the institution's mission to form individuals who are academically competent, morally upright, and spiritually grounded (F9, F11).

Analysis of the Alignment of the PMS Manual of the OP-Siena School System's Content Stages with the Institutional Requirements of Siena College of San Jose, Inc. The OP-Siena School System's PMS Manual is designed to reflect the institutional requirements of Siena College of San Jose, Inc., rooted in Catholic philosophy, Dominican values, and holistic education. Each PMS stage aligns with specific expectations: Stage 1 emphasizes educators' articulation of their life and educational philosophy and participation in spiritual formation activities such as retreats and liturgical celebrations (F23, F33); Stage 2 integrates Catholic Social Teaching—human dignity, justice, and service—into instruction and community engagement,

with performance reviews assessing alignment with the school's mission (F10, F11, F12, F25); Stage 3 evaluates how teachers embody Gospel values in pedagogy and classroom management, using appraisal tools to assess contributions to faith formation and mission-driven activities (F26, F29); and Stage 4 ensures continuous refinement of the PMS Manual to support evolving institutional goals (F17). Faculty and stakeholder feedback affirmed that the manual promotes spiritual development, values integration, and mentorship aligned with Catholic identity, reinforcing the institution's commitment to forming educators who lead with compassion, integrity, and purpose.

Analysis of the Alignment of the PMS Manual of the OP-Siena School System's Tools with the Institutional Requirements of Siena College of San Jose, Inc. The evaluation tools within the OP-Siena School System's PMS Manual are closely aligned with the institutional requirements of Siena College of San Jose, Inc., grounded in Catholic philosophy, Dominican values, and holistic education. Stage 1 tools, such as the Self-Assessment and Individual Performance and Development Plan (IPDP), help educators articulate their philosophy of education and engage in spiritual formation (F23; Noh et al., 2023). Stage 2 tools, including observation checklists and walkthrough forms, reinforce the integration of Gospel values into instruction and community engagement (Marie Vianney et al., 2020). Stage 3 appraisal tools ensure faculty performance aligns with institutional expectations, emphasizing appropriate teaching placements and mission-driven pedagogy (Sah et al., 2021). Stage 4 tools related to ranking, promotion, and recognition support continuous improvement and affirm the role of intrinsic rewards in enhancing faculty performance and institutional culture (Roman et al., 2025). Overall, the PMS Manual's tools uphold the school's Catholic identity, foster professional growth, and ensure alignment with institutional vision and goals.

RQ3. Based on an integrated rubric for professional development, what is the level effectiveness of the current faculty development program of Siena College of San Jose, Inc.?

The effectiveness of Siena College of San Jose's FDP was assessed using the integrated rubric from DepEd Memo No. 044, s. 2023, which evaluates faculty growth across dimensions such as PPST alignment, methodology, engagement, institutional coherence, and inclusivity. Faculty also rated the FDP rationale using a 4-point Likert scale, with consistently high scores – particularly a mean of 3.54 for its relevance to DepEd priorities, theoretical foundations, and legal bases (Olson & Krysiak, 2021). Feedback confirmed that the rationale clearly addressed professional needs, learner outcomes, and institutional goals, and was further validated by its integration with the OP-Siena School Performance Management System (PMS), DepEd issuances, and current literature (Rahman, 2023).

Table 1
Assessment of the Level of Effectiveness of the FDP Rationale

Criteria	Mean Score	Level of Effectiveness
A. Rationale for the FDP	(n=30)	Verbal Interpretation
1. The rationale presents the context of the current FDP and why it is important to implement it for the target participants.	3.44	Very Effective
2.1. DepEd priorities across levels, learners' learning outcomes, etc.	3.59	Very Effective
2.2. OP Siena School Performance Management System (PMS)	3.59	Very Effective
3. The rationale cites theoretical underpinning and recent literature that support the identified competency gaps and FDP content areas and/or methodologies.	3.51	Very Effective
4. The rationale cites DepEd issuances/ other legal bases for the FDP being offered (if there are any)	3.56	Very Effective
Response	3.54	Very Effective

These findings affirm that the FDP rationale provides a strong foundation for faculty development and continuous improvement.

The FDP at Siena College of San Jose was rated “very effective” in identifying and addressing the target participants' profile, with a mean score of 3.37. It clearly defines participants by career stage, role, subject area, and grade level (M=3.47), and organizes batch sizes within its absorptive capacity (M=3.30–3.35), ensuring relevance and logistical feasibility.

Table 2
Assessment of the effectiveness of the FDP Alignment to the Philippine Professional Standards for Teachers

Criteria	Mean Score	Level of Effectiveness
B. Alignment to the Philippines Professional Standards for Teachers	(n=30)	Verbal Interpretation
1. The FDP responds to at least one PPST domain, strands, indicator, and/or other emerging needs of DepEd.	3.49	Very Effective
2. Each session's target PPST domain, strand, and indicator are indicated.	2.18	Somewhat Ineffective
Response	2.60	Effective
<i>Legend: 1.00-1.75 Not at all Effective</i>		<i>1.76-2.50 Somewhat Ineffective</i>
<i>2.51-3.25 Effective</i>		<i>3.26-4.00 Very Effective</i>

Faculty feedback affirmed that the program accommodates educators across all career stages—offering foundational pedagogy for early-career teachers, advanced strategies for proficient faculty, and leadership development for distinguished educators and administrators. This structured targeting promotes differentiated learning and fosters a culture of continuous professional growth.

Table 3
Assessment of the effectiveness of the FDP Target Participants' Profile

Criteria	Mean Score	Level of Effectiveness
C. Target Participants' Profile	(n=30)	Verbal Interpretation
1. The FDP identifies the target participants' career stage/s and profile (teacher/school head/supervisor. Position, subject, and /or grade/year level taught).	3.47	Very Effective
2. The target number of participants is specified.	3.30	Very Effective
3. If the FDP is to be implemented in batches, the number of participants and batches is specified and within the program's prescribed absorptive capacity.	3.35	Very Effective
Response	3.37	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective</i>		<i>1.76-2.50 Somewhat Ineffective</i>
<i>2.51-3.25 Effective</i>		<i>3.26-4.00 Very Effective</i>

The FDP at Siena College of San Jose was rated “effective” in articulating its learning objectives, with an overall mean score of 2.77. Objectives were structured using SMART criteria and the ABCD method, with clearly defined application, terminal, enabling, and session goals (M=3.38).

While most objectives aligned with PPST domains and supported faculty development, the relevance of application goals to terminal objectives received lower ratings (M=2.46), highlighting a need and requirement for improved coherence.

Faculty feedback confirmed that the objectives provided clear guidance for program outcomes, and their measurability contributed to the FDP's effectiveness in promoting targeted professional growth.

Table 4
Assessment of the Effectiveness of the FDP Articulation of the Learning Objectives

Criteria	Mean Score	Level of Effectiveness
D. Articulation of Learning Objectives	(n=30)	Verbal Interpretation
1. The FDP applications, terminal, enabling, and session objectives are articulated according to the SMART principles and follow the Audience-Behavior-Condition-Degree method.	3.38	Very Effective
2. The FDP application, terminal, enabling, and session objectives are aligned with the target professional standard (domain, strand, and indicators) for development.	2.51	Effective
3. The application objective is relevant and sufficient to contribute towards attaining the results objectives.	2.55	Effective
4. The application objective is relevant and sufficient to contribute towards attaining the application objectives.	2.55	Effective
5. The application objective is relevant and sufficient to contribute towards attaining the terminal objectives.	2.46	Somewhat Ineffective
6. The application objective is relevant and sufficient to cover a learning unit/episode and contribute to attaining the enabling and terminal objectives.	3.20	Effective
Response	2.77	Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective</i>		
<i>2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

The FDP at Siena College of San Jose was rated "very effective" in terms of session content, with an overall mean score of 3.34. The content was appropriate for achieving learning objectives (M=3.38), targeted relevant competencies (M=3.30), and was grounded in credible sources aligned with curriculum standards (M=3.35).

Table 5
Assessment of the Effectiveness of the FDP Session Content

Criteria	Mean Score	Level of Effectiveness
E. Session Contents	(n=30)	Verbal Interpretation
1. Contents are appropriate for attaining the learning objectives and producing the outputs.	3.38	Very Effective
2. Contents adequately identify the knowledge, skills and attitude for development.	3.30	Very Effective
3. Contents are accurate and based on credible sources of information.	3.35	Very Effective
4. For subject-content-based FDP programs, the contents align with the curriculum standards.	3.35	Very Effective
5. Contents are organized according to the most appropriate sequence and structure.	3.33	Very Effective
Response	3.34	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective</i>		
<i>2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

Sessions were logically sequenced (M=3.33) and addressed key instructional areas such as active learning, differentiated instruction, assessment design, and technology integration. Faculty reported that the content supported inclusive practices, data-informed teaching, and research application, affirming Rahman's (2023) view that well-structured content is vital for enhancing instructional effectiveness and meeting diverse learner needs.

The FDP at Siena College of San Jose was rated "very effective" in its methodology, with an overall mean score of 3.41. Grounded in adult learning principles, the program employed active, experiential, and collaborative approaches that promoted self-directed and socially engaging experiences (M=3.39). Faculty rated the structured delivery by resource speakers (M=3.37), use of relevant materials (M=3.35), and integration of formative assessments and best practices (M=3.33) as highly effective. Teachers confirmed that the methodology enhanced professional growth through interactive, goal-oriented sessions.

Table 6
Assessment of the Effectiveness of the FDP Program Methodology

Criteria	Mean Score	Level of Effectiveness
F. Program Methodology	(n=30)	Verbal Interpretation
1. The methodologies (e.g., active, experiential, collaborative, etc.) employ adult learning principles and offer active, experiential, social, self-directed, and goal-oriented opportunities.	3.39	Very Effective
2. The methodologies described in detail or step-by-step how the assigned resource speaker will deliver content and engage participants.	3.37	Very Effective
3. The methodologies indicate the relevant learning resources the resource speaker and participants will use to support attaining the session objectives.	3.35	Very Effective
4. The methodologies incorporate varied formative assessments, such as multiple checks for understanding, guided practice, and independent practice.	3.33	Very Effective
5. The methodologies use recognized best learning practices such as motivational/mood-setting activities and modelling.	3.33	Very Effective
Response	3.41	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective</i>		
<i>2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

Consistent with Rahman (2023), the FDP's diverse strategies, such as peer mentoring, hands-on activities, and technology integration,

fostered meaningful and effective learning and supported ongoing instructional improvement.

Table 7
Assessment of the Effectiveness of the FDP Assessment Strategies and Tools

Criteria	Mean Score (n=30)	Level of Effectiveness
G. Assessment Strategies and Tools		Verbal Interpretation
1. The formative and summative assessment strategies are varied and sufficient to assess learners' progress and proficiency in the target competencies for development.	3.58	Very Effective
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/ demonstration-based assessment.	3.60	Very Effective
Response	3.59	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective 2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

Table 7 shows that the FDP at Siena College of San Jose was rated “very effective” in its assessment strategies and tools, with an overall mean score of 3.59. The program utilized a variety of formative and summative assessments to evaluate faculty progress in key competencies (M=3.58), supported by relevant instruments such as rubrics for performance and demonstration-based evaluations (M=3.60). Faculty feedback highlighted the value of ongoing reflection and support through tools like peer observations, self-reflection logs, and online forums (Rahman, 2023), while summative methods – including surveys, student feedback, and performance reports – provided evidence of the program’s impact on teaching practices and professional growth (Bin Mubayrik, 2020). These results confirm that the FDP’s assessment framework effectively promotes continuous improvement and instructional enhancement.

Table 8 presents the descriptive statistics assessing the effectiveness of the FDP session outputs, which received an overall mean score of 3.24 and were rated as effective. Outputs such as reflection notebooks, lesson plans, rubrics, and worksheets were found to be concrete and achievable within the session timeframe (M=3.23–3.25). These deliverables allowed participants to apply their learning in practical, classroom-relevant ways. However,

some outputs were noted to lack alignment or relevance to the program’s core objectives, suggesting the need for refinement to ensure all session products meaningfully support instructional improvement.

Table 8
Assessment of the Effectiveness of the FDP Session Outputs

Criteria	Mean Score (n=30)	Level of Effectiveness
H. Session Outputs		Verbal Interpretation
1. The session outputs are concrete, e.g., takeaway form, reflection journal, lesson plan, rubrics, and worksheets.	3.23	Effective
2. The session outputs are relevant to the session objectives and can realistically be produced by the participants within the set time.	3.25	Effective
Response	3.24	Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective 2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

Table 9 indicates that the FDP at Siena College of San Jose was rated “very effective” in workplace application, with an overall mean score of 3.31. Through Workplace Application Plans (WAPs) aligned with OP-Siena School PMS objectives (M=3.35), faculty are able to apply newly acquired competencies in realistic, resource-supported contexts within six months (M=3.28), with required approval from their office heads (M=3.33).

Table 9
Assessment of the Effectiveness of the FDP Workplace Application

Criteria	Mean Score (n=30)	Level of Effectiveness
I. Workplace Application		Verbal Interpretation
1. The FDP provides opportunities for the application of newly acquired competencies: crafting and Implementation of Workplace Application Plan (WAP)	3.28	Very Effective
2. The WAP is aligned with the OP Siena School PMS Application Objectives.	3.35	Very Effective
3. The WAP can be completed within 6 months (excluding school breaks for teachers) using available resources in the workplace.	3.28	Very Effective
4. The WAP is to be signed and approved by the head of the office where participants are based.	3.33	Very Effective
5. The rubric for evaluating WAP implementation is appropriate for measuring the participants' proficiency in applying learning.	3.30	Very Effective
Response	3.31	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective 1.76-2.50 Somewhat Ineffective 2.51-3.25 Effective 3.26-4.00 Very Effective</i>		

Evaluation criteria for WAPs were also rated highly (M=3.30), confirming their relevance in assessing applied learning. Faculty feedback emphasized the program’s success in translating training into practice, including the adoption of active learning, technology

integration, and curriculum updates (Amin et al., 2025). The FDP also strengthened communication, leadership, and collaboration skills, affirming its role in enhancing instructional quality and institutional growth.

Table 10
Assessment of the Effectiveness of the FDP Time Requirement

Criteria	Mean Score (n=30)	Level of Effectiveness
J. Time Requirement		Verbal Interpretation
1. The indicative implementation dates of the FDP do not interfere with the conduct of school-based instructional relevant activities, especially teachers' actual classroom teaching.	3.07	Effective
2. The schedule of activities is appropriately sequenced and adequately timed.	3.09	Effective
3. The time allotted per session provides adequate opportunity for the learning objectives.	3.23	Effective
Response	3.13	Effective
<i>Legend: 1.00-1.75 Not at all Effective</i>	<i>1.76-2.50 Somewhat Ineffective</i>	
<i>2.51-3.25 Effective</i>	<i>3.26-4.00 Very Effective</i>	

Table 10 shows the descriptive statistics of the assessment on the level of effectiveness of the FDP Time Requirement. The FDP's indicative implementation dates do not interfere with the conduct of school-based instructional relevant activities, particularly actual classroom teaching by instructors (M=3.07), which is assessed as effective. The activity routine is suitably sequenced and scheduled (M=3.09) and has been regarded as effective. Moreover, the time allowed per session allows ample opportunity to achieve the learning objectives (M=3.23), which are assessed as effective. In conclusion, the FDP time allotment (M=3.23) was rated effective.

Table 11
Assessment of the Effectiveness of the FDP Learning Resources

Criteria	Mean Score (n=30)	Level of Effectiveness
K. Learning Resources		Verbal Interpretation
1. All relevant learning resource materials (i.e., session guides, slide decks, modules, worksheets, audiovisual presentations, etc.) that will support the delivery of learning sessions are identified and provided.	3.20	Effective
Response	3.15	Effective
<i>Legend: 1.00-1.75 Not at all Effective</i>	<i>1.76-2.50 Somewhat Ineffective</i>	
<i>2.51-3.25 Effective</i>	<i>3.26-4.00 Very Effective</i>	

Table 11 shows the descriptive statistics of the assessment of the effectiveness of the FDP Learning Resources. All relevant learning resource materials (e.g., session guides, slide decks, modules, worksheets, audiovisual presentations, etc.) that will aid in the delivery of learning sessions are identified and given (M=3.20) and assessed as effective. Overall, FDP Learning Resources (M=3.15) were assessed as effective. The findings indicate that the existing FDP curriculum requires adequate learning tools, including reading materials, multimedia, and online resources. The teaching materials are current, high-quality, and easily accessible, and various materials are available to fit different learning styles.

Table 12 shows that the FDP at Siena College of San Jose was rated "very effective" in its use of Resource Speakers and Subject Matter Experts (SMEs), with an overall mean score of 3.28. Faculty rated the relevance and competence of speaker credentials—especially their alignment with PPST domains, strands, and indicators—as very effective (M=3.30), confirming that expert selection supported the program's goals. Feedback highlighted the value of engaging professionals with specialized knowledge in areas such as online pedagogy, research, and mentoring. These experts delivered targeted workshops, shared best practices, and provided guidance that enriched faculty learning. As Ogunsola (2023) notes, experienced mentors play a vital role in modeling effective strategies, reinforcing the FDP's emphasis on evidence-based and contextually relevant professional development.

Table 12
Assessment of the Effectiveness of the FDP Resource Speaker/Subject Matter Expert

Criteria	Mean Score (n=30)	Level of Effectiveness
L. On Resource Speaker/Subject Matter Expert		Verbal Interpretation
1. The CVS of the resource speakers and subject matter experts reflect expertise relevant to the PPST domain/s, strand/s, and indicator/s covered in their session/s.	3.30	Very Effective
Response	3.28	Very Effective
<i>Legend: 1.00-1.75 Not at all Effective</i>	<i>1.76-2.50 Somewhat Ineffective</i>	
<i>2.51-3.25 Effective</i>	<i>3.26-4.00 Very Effective</i>	

Table 13 indicates that the FDP at Siena College of San Jose was rated as “adequate” in promoting gender equality, disability inclusion, and social diversity, with an overall mean score of 3.19. Key components—such as participant selection, activities, learning materials, resource speakers, and monitoring—were found to support equitable engagement across diverse backgrounds, including disability, age, gender, and religion. Faculty feedback affirmed that the program fosters a sense of belonging and relevance for all participants, effectively promoting diversity and inclusion throughout its design and implementation.

Table 13
Assessment of the Effectiveness of the FDP Gender Equality, Disability and Social Inclusion

Criteria	Mean Score	Level of Effectiveness
M. Gender Equality, Disability and Social Inclusion	(n=30)	Verbal Interpretation
1. The FDP elements (i.e. Participants' selection criteria, activities, learning resources materials, resource speakers, monitoring and Evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religion)	3.19	Effective
Response	3.19	Effective
<i>Legend: 1:00-1.75 Not at all Effective 2.51-3.25 Effective</i>		
<i>1.76-2.50 Somewhat Ineffective 3.26-4.00 Very Effective</i>		

Table 14 shows that the FDP at Siena College of San Jose was rated “effective” in its Monitoring and Evaluation (M&E) framework, with an overall mean score of 3.16.

The M&E plan was grounded in Focus Group Discussion (FGD) results and terminal objectives (M=3.22), and applied Kirkpatrick’s four-level model—Reaction, Learning, Behavior, and Results (M=3.17). Daily evaluations (Level 1) and workplace application plans (Level 3) were rated very effective (M=3.26), while formative and summative assessments (Level 2) were also deemed effective. Faculty feedback confirmed that the system provided structured reflection and accountability, supporting both immediate feedback and long-term growth. The use of Kirkpatrick’s model helped ensure that the FDP’s impact was measurable and aligned with institutional goals.

Table 14
Assessment of the Effectiveness of the FDP Monitoring and Evaluation

Criteria	Mean Score	Level of Effectiveness
N. Monitoring and Evaluation	(n=30)	Verbal Interpretation
1. The FGD M&E plan is anchored on the FGD results, application, and terminal objectives.	3.22	Effective
2. The FDP M&E plan reflects the four levels of Evaluation according to Kirkpatrick’s Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).	3.17	Effective
3. For Level 1, a daily evaluation tool is indicated and submitted to measure how participants find the FDP <i>favourable</i> , engaging, and relevant to their jobs.	3.26	Very Effective
4. For Level 2, formative and summative assessment tools are indicated and submitted to measure participants’ acquired knowledge, skills, attitudes, confidence, and commitment based on their participation in the FDPs.	3.15	Effective
5. For Level 3, a section detailing how participants will apply what they learned from the FDP when they return to the job is indicated and submitted.	3.26	Very Effective
Response	3.16	Effective
<i>Legend: 1:00-1.75 Not at all Effective 2.51-3.25 Effective</i>		
<i>1.76-2.50 Somewhat Ineffective 3.26-4.00 Very Effective</i>		

Table 15 indicates that the FDP at Siena College of San Jose was rated “effective” in terms of budget requirements, with an overall mean score of 3.17. The projected budget per participant adhered to institutional financial guidelines (M=3.12), and the itemized expenditure aligned with authorized costs (M=3.17). Faculty feedback affirmed the practicality of the budget, emphasizing that targeted and justified allocation supports instructional improvement and responsible use of institutional or public funds. These findings suggest that the FDP’s financial planning contributes to sustainable teacher development and institutional accountability.

Table 15
Assessment of the Effectiveness of the FDP Budget Requirements

Criteria	Mean Score	Level of Effectiveness
O. Budget Requirements	(n=30)	Verbal Interpretation
1. The proposed budget per participant is within the allowable limits according to the institution’s budgeting, accounting, and auditing rules and regulations.	3.12	Effective
2. The attached itemized expenditure reflects the cost of the proposed FDP vis-à-vis the allowable expenses.	3.17	Effective
Response	3.17	Effective
<i>Legend: 1:00-1.75 Not at all Effective 2.51-3.25 Effective</i>		
<i>1.76-2.50 Somewhat Ineffective 3.26-4.00 Very Effective</i>		

Table 16 shows that the FDP Program Management Team at Siena College of San Jose was rated “effective,” with an overall mean score of 2.76. Roles such as Program Manager, Learning Manager (M=3.23), Resource Speaker/SME, Documenter, and Secretary (all M=3.26) were rated very effective, while the Measurement and Evaluation Lead (M=3.21) and Welfare Officer (M=3.18) were also considered effective.

Table 16
Assessment of the Effectiveness of the FDP Program Management Team

Criteria	Mean Score	Level of Effectiveness
P. Program Management Team. (n=30)		Verbal Interpretation
1. The FDP Management Team members for program delivery are indicated and are sufficient in number.	3.17	Effective
a. Program Manager	3.23	Effective
b. Learning Manager	3.23	Effective
c. Resource Speaker/Subject-Matter Expert	3.26	Very Effective
d. M & E In charge	3.21	Effective
e. Documenter	3.26	Very Effective
f. Secretary	3.26	Very Effective
g. Welfare Officer	3.18	Effective
h. Logistic Officer	2.63	Effective
i. Finance Officer	2.56	Effective
Response	2.76	Effective
<i>Legend: 1:00-1.75 Not at all Effective</i>	<i>1.76-2.50 Somewhat Ineffective</i>	
<i>2.51-3.25 Effective</i>	<i>3.26-4:00 Very Effective</i>	

However, lower ratings for the Logistic and Finance Officers (both M=2.56) indicate areas for improvement in administrative and financial support. Faculty feedback confirmed that the Program Management Team played a crucial role in aligning the FDP with institutional goals and facilitating its implementation (Department of Education, 2020; Rahman, 2023). Strengths included strategic leadership, curriculum design, and responsiveness to faculty needs, though refining operational systems and clarifying role contributions will be essential for enhancing future program delivery.

RQ4. What Faculty Development Program can be created to ensure effectiveness for the recipients?

The FDP at Siena College of San Jose was purposefully aligned with institutional standards, the PPST, and the PMS to ensure its

effectiveness. As an evidence-based initiative, it supported faculty growth while advancing goals in academic quality, research, and community engagement (Bilal et al., 2019). The FDP addressed all seven PPST domains, with activities mapped to specific indicators to promote holistic teacher formation. In compliance with PMS, it utilized IPCRF data for performance-based planning (Baporikar, 2022), assigned SMART objectives, and reinforced learning through assessments, portfolios, peer coaching, and recognition. Continuous refinement was informed by faculty feedback, department head input, and student evaluation of teaching results (Irons & Elkington, 2021).

Anchored in a Theorem-based framework—defined as a foundational idea accepted by recipients to drive improvement (Munna & Kalam, 2021)—the FDP followed the OP-Siena School System’s ten-part operational structure, encompassing philosophical foundations (Rationale, Condition, Mission, Vision) and functional components (Main Task, Control, Personnel, Implementation, Evaluation, Grace) (OP-Siena School Systems Development Program, Guide). It also integrated sixteen design elements, including clear objectives, inclusive practices, monitoring and evaluation, and structured program management, ensuring strategic coherence, contextual relevance, and sustained impact on faculty development.

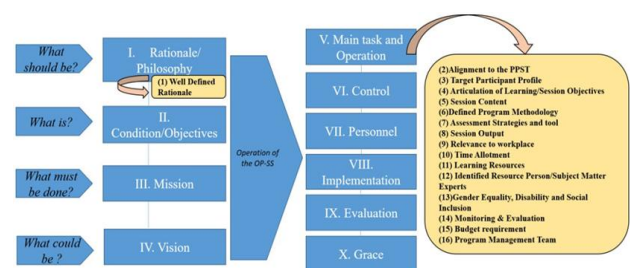


Figure 1
Theorem-based Faculty Development Program Framework

Figure 1 illustrates the comprehensive framework of a Theorem-based Faculty Development Program, structured around the ten system components of the OP-Siena School System. The first four foundational elements include: (1) Rationale—answering “What should

be?"; (2) Conditions–defining “What is”; (3) Mission–clarifying “What must be done”; and (4) Vision–envisioning “What could be.” These guide the philosophical and strategic direction of the program.

The fifth component, Main Task and Operation, integrates key design elements derived from the study’s findings to enhance FDP effectiveness: alignment with PPST, participant profiling, session objectives, content, methodology, assessment tools, workplace relevance, time allotment, learning resources, expert facilitators, inclusion principles, monitoring and evaluation, budgeting, and program management.

The remaining components ensure operational integrity: (6) Control mechanisms, (7) Personnel engagement, (8) Implementation processes, (9) Evaluation systems, and (10) Grace–symbolizing the spiritual privilege of serving within a Christ-centered academic mission. Together, these elements form a holistic and mission-aligned framework for faculty development.

DISCUSSION

The study confirms that Siena College of San Jose’s Faculty Development Program (FDP) for S.Y. 2023–2024 is strongly aligned with the Philippine Professional Standards for Teachers (PPST), particularly in its rationale, objectives, and implementation. This alignment has elevated teaching practices and fostered a culture of continuous improvement, supported by the OP-Siena PMS Manual, which reinforces PPST domains, institutional standards, and Catholic-Dominican values. Faculty rated core FDP components (rationale, profiling, content, methodology, assessment, application, and facilitation) as “very effective,” while other design elements received “effective” ratings, indicating areas for enhancement. Feedback from SOP 3 prompted the development of the Theorem-Based Faculty Development Program (TB-FDP), a responsive model that integrates PPST alignment, institutional priorities, and PMS structures to address competency gaps

and promote holistic teacher formation through prayer, study, service, and play. The TB-FDP reflects a mission-driven, sustainable approach to faculty growth and improved student outcomes.

To enhance effectiveness and sustainability, faculty should be encouraged to engage fully in all program phases. Subject Area Leaders and Coordinators are advised to establish support mechanisms such as peer mentoring and collaborative groups. Administrators should allocate sufficient time and resources to ensure participation without compromising teaching duties. The FDP should be refined by integrating the identified theorem of improvement, particularly in PPST alignment, learning objectives, session outputs, time allocation, inclusive practices, monitoring and evaluation, budgeting, and program management. Emphasis should be placed on strengthening Domain 5 (Assessment and Reporting) and adapting future programs to address evolving pedagogical needs, including technology integration and reflective teaching. Future research should explore the FDP’s applicability across diverse educational contexts to inform broader implementation strategies.

Author contributions. (Not applicable)

Conflict of interest. The author declares no conflict of interest.

Funding source. This research received no external funding.

Artificial intelligence use. AI-assisted language editing was performed; authors reviewed and approved all content.

Ethics approval statement. This study involved human respondents; however, formal ethical approval was not sought from the authors’ institution. The authors affirm that participation was voluntary, informed consent was obtained, and confidentiality of responses was strictly maintained. No procedures were undertaken that posed risk or harm to the participants.

Data availability statement. All data supporting the findings of this study are included within the manuscript and its supplementary materials.

Acknowledgement. (Not available)

Publisher's disclaimer. The views expressed in this article are those of the authors and do not necessarily reflect the views of the publisher. The publisher disclaims any responsibility for errors or omissions.

REFERENCES

- AbdulRab, H. (2023). Teacher Professional Development in the 21st Century. *African Journal of Education and Practice*, 9(4), 39–50.
<https://doi.org/10.47604/ajep.2237>
- Açıkgöz, T., & Babadoğan, M. C. (2021). COMPETENCY-BASED EDUCATION: THEORY AND PRACTICE. *Psycho-Educational Research Reviews*, 10(3).
https://doi.org/10.52963/perr_biruni_v10.n3.06
- Ahmed, S. A., Hegazy, N. N., Archana Prabu Kumar, Abouzeid, E., Wasfy, N. F., Atta, K., Doaa Wael, & Hamdy, H. (2022). A guide to best practice in faculty development for health professions schools: a qualitative analysis. *BMC Medical Education*, 22(1).
<https://doi.org/10.1186/s12909-022-03208-x>
- Aindra, A. D., Wibawa, A. P., & Nurhadi, D. (2022). Teacher's competence and performance: A systematic theoretical study. *International Journal of Education and Learning*, 4(1), 65–80.
<https://doi.org/10.31763/ijele.v4i1.397>
- Alemdar, M., & Aytaç, A. (2022). The impact of teacher's educational philosophy tendencies on their curriculum autonomy. *Journal of Pedagogical Research*, 6(1).
<https://doi.org/10.33902/jpr.2022.166>
- Ammar, M., Al-Thani, N. J., & Ahmad, Z. (2024). Role of pedagogical approaches in fostering innovation among K-12 students in STEM education. *Social Sciences & Humanities Open*, 9, 100839–100839.
<https://doi.org/10.1016/j.ssaho.2024.100839>
- Ancho, I., & Arrieta, G. (2021). Filipino Teacher Professional Development in the New Normal. *Education & Self Development*, 16(3), 25–43.
<https://doi.org/10.26907/esd.16.3.04>
- Ann, A., & Macam, F. (n.d.). What's behind a policy? Examining the ideological intents of teacher professional standards in the Philippines. *The International Education Journal: Comparative Perspectives*, 21(2), 2022.
<https://files.eric.ed.gov/fulltext/EJ1373496.pdf>
- Arthur, J. (2024). Philosophies of Catholic Education. In Directory of Open access Books (OAPEN Foundation).
<https://doi.org/10.4324/9781003486435>
- Aulén, A.-M., Pakarinen, E., Feldt, T., & Lerkkanen, M.-K. (2021). Teacher coping profiles in relation to teacher well-being: A mixed method approach. *Teaching and Teacher Education*, 102, 103323.
<https://doi.org/10.1016/j.tate.2021.10332>
- Baporikar, N. (2022). Performance Management System Implementation Challenges in State-Owned Enterprises. *International Journal of Project Management and Productivity Assessment*, 10(1), 1–17.
<https://doi.org/10.4018/ijmpa.310017>
- Bilal, G. S. Y., & Chen, S. (2019). The impact and effectiveness of faculty Development program in fostering the faculty's knowledge, skills, and professional competence: A systematic review and meta-analysis. *Saudi Journal of*

- Biological Sciences*, 26(4),688–697.
<https://doi.org/10.1016/j.sjbs.2017.10.02>
- Bin Mubayrik, H. F. (2020). New trends in formative–summative evaluations for adult education. *SAGE Open*, 10(3), 1–13.
<https://doi.org/10.1177/2158244020941006>
- Cabaron, G. J., & Oco, R. M. (2023). Teachers' Level of Motivation and Job Satisfaction. *Asian Journal of Education and Social Studies*, 45(1), 1–9.
<https://doi.org/10.9734/ajess/2023/v45i1971>
- Capistrano, E.P. and Tamayo., M.A.L. (2025). Comprehensive Literature Review of Career Progression of Teachers in the Philippines. *ERIC*.
<https://eric.ed.gov/?q=korean+panda+live+2025&pg=1268&id=ED674461>
- Carney, E., Zhang, X., Charsha, A., Taylor, J., & Hoshaw, J. (2022). Formative assessment helps students learn over time: Why aren't we paying more attention to it? *Intersection; A journal at the intersection of assessment and learning*, 4(1).
<https://files.eric.ed.gov/fulltext/EJ1386053.pdf>
- Chowdhury, A., & Shil, N. C. (2022). Understanding change management in organizational context: revisiting literature. *Management and Entrepreneurship: Trends of Development*, 1(19), 28–43.
<https://doi.org/10.26661/2522-1566/2022-1/19-03>
- Crispino, E. Y., & Moyani, G. C. (2023). Professional Developmental Needs of Teachers. *Polaris Global Journal of Scholarly Research and Trends*, 2(4), 14–24.
<https://doi.org/10.58429/pgjsrt.v2n4a89>
- Davis, R., & Franchi, L. (2021). Catholic Education and the Idea of Curriculum. *Journal of Catholic Education*, 24(2), 104–119.
<https://doi.org/10.15365/joce.2402062021>
- Dawadi, S. (2020). Thematic Analysis Approach: A Step-by-Step Guide for ELT Research Practitioners. *Journal of NELTA*, 25(1–2), 62–71.
<https://files.eric.ed.gov/fulltext/ED612353.pdf>
- Day, C., Sammons, P., & Gorgen, K. (2020). Successful school leadership (pp. 1–59).
<https://files.eric.ed.gov/fulltext/ED614324.pdf>
- de Jong, L., Meirink, J., & Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review. *International Journal of Educational Research*, 112(1), 101927.
<https://doi.org/10.1016/j.ijer.2022.101927>
- DepED. (2017). DO 42, s. 2017 – National Adaptation and Implementation of the Philippine Professional Standards for Teachers.
<http://www.deped.gov.ph/orders/do42-s-2017>
- Doherty, I. (2011). Evaluating the Impact of Professional Development on Teaching Practice: Research Findings and Future Research Directions. *US-China Education Review A*, 5, 703–714.
- Drexel University School of Education. (2020). How to Integrate Technology in the Classroom. *Drexel University School of Education*.
<https://drexel.edu/soe/resources/student-teaching/advice/how-to-use-technology-in-the-classroom/>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent and Community Involvement in Education: Strengthening Partnerships for Social Improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372–382.
<https://doi.org/10.51594/ijarss.v6i3.894>

- Favre, D. E., Bach, D. J., & Wheeler, L. B. (2021). Measuring institutional transformation: a multifaceted assessment of a new faculty development program. *Journal of Research in Innovative Teaching & Learning*, 14(3), 378–398. <https://doi.org/10.1108/jrit-04-2020-0023>
- Franco-Santos, M., Stull, D., & Bourne, M. (2021). Performance Management and Wellbeing at the Workplace. *Handbook on Management and Employment Practices*, 1–22. https://doi.org/10.1007/978-3-030-24936-6_42-1
- Gu, P. Y. (2021). An Argument-Based Framework for Validating Formative Assessment in the Classroom. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.605999>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the Role of Digital Technologies in education: a Review. *Sustainable Operations and Computers*, 3(1), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hoyt, D. P., & Howard, G. S. (n.d.). The evaluation of faculty development programs. <https://eric.ed.gov/?id=EJ173921>
- Imran, A., Shoaib, S., Amina, A., & Ambreen, S. (2024). Transforming teaching and learning: the interplay of teacher quality, innovative pedagogies, and community engagement. *Journal of Management & Educational Research Innovation*, 2(1). 1–15. <https://doi.org/10.5281/zenodo.11127942>
- Irons, A., & Elkington, S. (2021, August 25). Enhancing Learning through Formative Assessment and Feedback. *British Journal of Educational Technology*, 39(5). 957. https://doi.org/10.1111/j.1467-8535.2008.00890_9.x
- Ismail, M., Khatibi, A., & Azam, S. M. F. (2022). Impact of school culture on school effectiveness in government schools in maldives. *Participatory Educational Research*, 9(2), 261–279. <https://doi.org/10.17275/per.22.39.9.2>
- Jin, S., Longtin, K., & Palmer, M. M. (2023). Faculty development. In Routledge eBooks (pp. 153–168). <https://doi.org/10.4324/9781003440604-10>
- Jita, T., & Munje, P. N. (2021). Preservice Teachers' Mentorship Experiences during Teaching Practice in a South African Teacher Preparation Program. *International Journal of Higher Education*, 11(1), 140. <https://doi.org/10.5430/ijhe.v11n1p140>
- Jorilla, C. D., & Bual, J. M. (2021). Assessing the teachers' competence in Diocesan Catholic schools relative to the Philippine professional standards for teachers. *Philippine Social Science Journal*, 4(2). <https://doi.org/10.52006/main.v4i2.343>
- Kamel, A. (2016). Role of Faculty Development Programs in Improving Teaching and Learning. *Saudi Journal of Oral Sciences*, 3(2). <http://dx.doi.org/10.4103/1658-6816.188073>
- Keshmiri, F. (2022). The effect of blended learning approaches in faculty development programs. *Strides in Development of Medical Education*, 19(1), 116–122. <https://doi.org/10.22062/sdme.2022.197373.1102>
- Keshmiri, F. (2023). The effect of the Educational Scholar Program as a longitudinal faculty development program on the capability of educators as scholars. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04682-7>

- Kılıç, M. Y. (2022). A Study on Determining the Relationship Between Teachers' Lifelong Learning Tendencies and Their Attitudes Towards Using Technology in Education. *Malaysian Online Journal of Educational Technology*, 10(2), 125–140. <https://doi.org/10.52380/mojet.2022.10.2.278>
- Kohan, M., Tahereh Changiz, & Yamani, N. (2023). A systematic review of faculty development programs based on the Harden teacher's role framework model. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04863-4>
- Likovič, A., & Rojko, K. (2022). E-Learning and a case study of coursera and edX online platforms. *Research in Social Change*, 14(1), 94–120. <https://doi.org/10.2478/rsc-2022-0008>
- Luthra, A., Dixit, S., & Arya, V. (2023). Evaluating the impact of faculty development on employee engagement practices in higher education: analysing the mediating role of professional development. *The Learning Organization*. <https://doi.org/10.1108/tlo-01-2023-0014>
- Manigbas III, J., Noble, M., Ollet, A., Angeles, J., Cayetano, N., & Fucio, M. (2024). Teachers' Competency in Content Knowledge and Pedagogy in Buhi South District, Philippines. *International Education Trend Issues*. 2. 2024. <https://doi.org/10.56442/ieti.v2i1.365>
- Marie Vianney, S. G. J., Prudence, Dr. N., & Nathan, N. M. (2020). Monitoring and Evaluation and Institutional Performance. *International Journal of Scientific and Research Publications*, 10(11), 367–377. <https://doi.org/10.29322/ijsrp.10.11.2020.p10745>
- Wijnen–Meijer, M. (2022). Learning to teach in medical education. *Directory of Open Access Journals*, 39(1), <https://doi.org/10.3205/zma001535>
- Mgaiwa, S. J., & Milinga, J. R. (2024). Teacher preparation and continuous professional development: A review of “missing links.” *Social Sciences & Humanities Open*, 10, 100990–100990. <https://doi.org/10.1016/j.ssaho.2024.100990>
- Munna, A. S., & Kalam, A. (2021). Teaching and learning process to enhance teaching effectiveness: A literature review. *International Journal of Humanities and Innovation*, 4(1), 1–4. <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- Naeem, M., Ozuem, W., Howell, K. E., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22(1), 1–18. <https://doi.org/10.1177/16094069231205789>
- Noh, Ibrahim, N., Mohd, Hamdi, Juriah Mohd Amin, & Rozaini, A. (2023). The Concept and Purpose of Education According to John Dewey. *International Journal of Academic Research in Business & Social Sciences*, 13(3). <https://doi.org/10.6007/ijarbss/v13-i3/16735>
- Noonan, J. (2022). “Regard me”: a case study of learner engagement and the satisfaction of basic needs in continuing professional development. *Professional Development in Education*, 1–15. <https://doi.org/10.1080/19415257.2022.2065515>
- Nor, M. Z. M., & Latif, R. A. (2022). Exploring the Domains of Faculty Development Programmes for Malaysian medical

- School lecturers: A Qualitative study. *Education in Medicine Journal*, 14(2), 25–37.
<https://doi.org/10.21315/eimj2022.14.2.2>
- Olson, J. M., & Krysiak, R. (2021). Rubrics as Tools for Effective Assessment of Student Learning and Program Quality. *Curriculum Development and Online Instruction for the 21st Century*, 173–200.
<https://doi.org/10.4018/978-1-7998-7653-3.ch010>
- Ogunsola, O., Adebayo, Y.A., Dienagha, I.N., Nindugezuor-Ehiobu, N., Nwokediegwu, Z.S. (2023). Mentorship and Knowledge Transfer: Developing Conceptual Models for Enhancing Employee Performance in Financial and Energy Sectors. *Iconic Research and Engineering Journals*, 7(1). 669–678.
- OP Siena School System Personnel Performance Management System Manual. (n.d.). Oracion, E., & Madrigal, D. (2019). Catholic Identity and Spiritual Well-Being of Students in a Philippine Catholic University. *Recoletos Multidisciplinary Research Journal*, 7(2), 47–60.
<https://doi.org/10.32871/rmrj1907.02.04>
- Padillo, G. G., Manguilimotan, R. P., Capuno, R. G., & Espina, R. C. (2021). Professional Development Activities and Teacher Performance. *International Journal of Education and Practice*, 9(3), 497–506. <https://eric.ed.gov/?id=EJ1328399>
- Prastyaningtyas, E. W., Sutrisno, S., Soeprajitno, E. D., Ausat, A. M. A., Ausat, A. M. A., & Suherlan, S. (2023). Analysing the Role of Mentors in Entrepreneurship Education: Effective Support and Assistance. *Journal on Education*, 5(4), 14571–14577.
<https://doi.org/10.31004/joe.v5i4.2511>
- Rahman, Md. H. A. (2023). Faculty development programs (FDP) in developing professional efficacy: A comparative study among participants and non-participants of FDP in Bangladesh. *Social Sciences & Humanities Open*, 7(1), 100499.
<https://doi.org/10.1016/j.ssaho.2023.100499>
- Rokoei, S., Shojaei, A., & Ly, R. (2024). Faculty development program to enhance teaching quality in construction. *International Journal of Construction Management*, 1–10.
<https://doi.org/10.1080/15623599.2024.2304475>
- Roman, A. G., Roman, J. A., & Valverde, O. T. (2025). Performance Management, Rewards and Recognition, and Satisfaction of Employees on the Implementation of PRIME-HRM: A Partial Mediation Analysis. *International Journal of Multidisciplinary Applied Business and Education Research*, 6(2), 753–769.
<https://doi.org/10.11594/ijmaber.06.02.24>
- Rusticus, S. A., Pashootan, T., & Mah, A. (2022). What Are the Key Elements of a Positive Learning environment? Perspectives from Students and Faculty. *Learning Environments Research*, 26(1), 161–175.
<https://doi.org/10.1007/s10984-022-09410-4>
- Sah, S., Srivastava, N., & Paschal, S. (2021). Review of Related Literature on Performance Appraisal, Self-Efficacy and Job-Satisfaction of Teachers. 8(9), 1742–1747.
- Santi, Md. A., & Rahim, A. (2021). The Effects of Performance Management System on Employee Performance.: A Study. *International Journal of Scientific and Research Publications*, 11(8), 491–501.
<https://doi.org/10.29322/ijsrp.11.08.2021.p11661>

- Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: a critical review. *School Effectiveness and School Improvement*, 32(1), 47–63. <https://doi.org/10.1080/09243453.2020.1772841>
- Siraj, N., & Hågen, I. (2023). Performance Management System and Its Role for Employee performance: Evidence from Ethiopian SMEs. *Heliyon*, 9(11), e21819. <https://doi.org/10.1016/j.heliyon.2023.e21819>
- Sorcinelli, M. D. (2020). The evaluation of faculty development programs in the United States. A fifty-year retrospective (1970s–2020). *Excellence and Innovation in Teaching and Learning*, 2. <https://doi.org/10.3280/exioa2-2020oa10801>
- Tarraya, H. O. (2023, June 24). Teachers' Workload Policy: Its Impact on Philippine Public School Teachers (Public Policy Analysis and Review). ERIC. <https://eric.ed.gov/?id=ED629465>
- Tobgay, K. (2021). Effectiveness of Teachers' use of Motivational Skills to enhance Student's Academic Learning outcome. *Journal of Humanities and Education Development*, 3(4), 83–89. <https://doi.org/10.22161/jhed.3.4.12>
- Harefa, T., Santoso, R.A., & Fuadah, L.L. (2024). Literature Review of Performance Management Systems and Their Impact on Employee Performance. *International Journal of Economics, Accounting and Management*, 1(4), 251–259. <https://doi.org/10.60076/ijeam.v1i4.892>
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565–100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- Yadav, N. (2021). Acknowledging diversity: Need of hour in education. *Türk Bilgisayar Ve Matematik Eğitimi Dergisi*, 12(3), 3332–3337. <https://doi.org/10.17762/turcomat.v12i3.1588>
- Zamora, J. T., & Zamora, J. J. M. (2022). 21st Century Teaching Skills and Teaching Standards Competence Level of Teacher. *International Journal of Learning, Teaching and Educational Research*, 2(5), 220–238. <https://doi.org/10.26803/ijlter.21.5.12>
- Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *Journal of Education for Teaching*, 47(5), 714–731.