

MAPPING ACADEMIC PRACTICE IN COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION: FACULTY PROFILE ON INSTRUCTION, RESEARCH, AND COMMUNITY EXTENSION

MAPEAMENTO DA PRÁTICA ACADÊMICA NA FACULDADE DE NEGÓCIOS E ADMINISTRAÇÃO PÚBLICA: PERFIL DO CORPO DOCENTE EM ENSINO, PESQUISA E EXTENSÃO COMUNITÁRIA

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Abstract

This study examined the relationship among faculty profiles, performance, and teaching effectiveness at Eulogio “Amang” Rodriguez

Resumo

Este estudo examinou a relação entre perfis docentes, desempenho e eficácia do ensino no Instituto de Ciência e Tecnologia Eulogio



Institute of Science and Technology. Using a quantitative descriptive design, data from 44 full-time faculty members were analyzed through IPCR records and evaluation results. Findings revealed that most faculty hold graduate degrees and civil service eligibility but occupy lower academic ranks. High performance in instruction and community extension contrasted with moderate research engagement. Significant correlations emerged among faculty profiles, performance, and teaching effectiveness, indicating that academic qualifications and experience influence instructional quality. The proposed developmental plan, CBPA Faculty Excellence Through Connect, Cooperate, and Collaborate (FEC³), aims to strengthen faculty competence, research productivity, and institutional alignment with quality education standards.

Keywords: Faculty Development. Faculty Profile. Instruction. Research. Community Extension.

“Amang” Rodriguez. Utilizando um delineamento descritivo quantitativo, dados de 44 docentes em tempo integral foram analisados por meio de registros do IPCR e resultados de avaliações. Os resultados revelaram que a maioria dos docentes possui pós-graduação e elegibilidade para o serviço público, mas ocupa cargos acadêmicos mais baixos. Alto desempenho em ensino e extensão comunitária contrastou com engajamento moderado em pesquisa. Correlações significativas emergiram entre perfis docentes, desempenho e eficácia do ensino, indicando que qualificações acadêmicas e experiência influenciam a qualidade do ensino. O plano de desenvolvimento proposto, Excelência Docente do CBPA por meio da Conexão, Cooperação e Colaboração (FEC³), visa fortalecer a competência docente, a produtividade em pesquisa e o alinhamento institucional com os padrões de qualidade da educação.

Palavras-chave: Desenvolvimento Docente. Perfil Docente. Ensino. Pesquisa. Extensão Comunitária.

1 INTRODUCTION

Higher education serves as a vital catalyst for national progress by developing human capital, advancing research and innovation, and fostering community engagement. Around the world, higher education institutions (HEIs) are mandated to perform a tripartite function—instruction, research, and extension—that collectively drives knowledge creation and dissemination, enhances societal well-being, and supports sustainable development. These functions align with global imperatives such as United Nations’ Sustainable Development Goal 4, which calls for inclusive and equitable quality education. In this context, mapping academic practices has become crucial to ensure that institutional goals, faculty performance, and public expectations are harmonized to sustain educational excellence and relevance.

The higher education sector is governed by Republic Act No. 7722, which created the Commission on Higher Education (CHED). This legislation mandates HEIs to promote quality instruction, research productivity, and community service, especially in state universities and colleges (SUCs). CHED policies and the Philippine Development Plan emphasize outcomes-based education (OBE), performance accountability, and

institutional transparency to achieve national development goals. Accordingly, public HEIs must continuously assess and improve faculty performance in line with CHED standards and institutional mandates. Faculty performance is typically measured through mechanisms such as the Individual Performance Commitment and Review (IPCR) system, which evaluates core functions and their contribution to institutional effectiveness.

The College of Business and Public Administration (CBPA), as part of a public higher education institution, operates within this framework of performance-based accountability. Faculty members are expected to deliver quality instruction, engage in relevant research, and implement community extension programs. However, variations in academic rank, qualifications, workload distribution, and output levels pose challenges to ensuring consistent performance across departments. While the IPCR system captures performance indicators, its integration with strategic planning and faculty development initiatives remains limited, creating gaps in aligning academic practice with institutional objectives.

Despite the significance of these functions, empirical studies examining the relationship between faculty profiles, performance outcomes, and teaching effectiveness in Philippine HEIs remain limited. Issues such as uneven research productivity, inconsistent community engagement, and discrepancies in student and administrative evaluations further underscore the need for systematic mapping. This study is grounded in Boyer's Model of Scholarship, which broadens the concept of faculty work to include the scholarship of discovery, teaching, integration, and application (Boyer, 1990). This model provides a multidimensional lens for understanding and assessing faculty contributions beyond traditional instruction.

This study aims to map the academic practices of CBPA faculty members by examining their profile, IPCR performance in instruction, research, and community extension, as well as the quality and effectiveness of their teaching based on student and chairperson evaluations. It further investigates significant differences and relationships among faculty profiles, performances, and evaluations to inform strategic development. Ultimately, the research seeks to provide data-driven insights that will guide the formulation of targeted intervention plans to strengthen faculty development, enhance academic excellence, and align CBPA's institutional performance with national and global standards in higher education.

2 METHODOLOGY

This study employed a quantitative descriptive research design to systematically describe and quantify relationships among faculty profile variables and their performance in instruction, research, and community engagement. This approach allowed for identifying trends, patterns, and correlations across the departments of the College of Business and Public Administration (CBPA) at Eulogio 'Amang' Rodriguez Institute of Science and Technology (EARIST), providing data-driven insights for institutional planning and development.

The study population comprised all full-time CBPA faculty members during the Academic Year 2024–2025, assigned to Marketing Management, Office Administration, Public Administration, and Human Resource Management. Purposive sampling was used to include only those with complete and validated Individual Performance Commitment and Review (IPCR) reports for 2024, as well as available student and chairperson evaluation results. This ensured accurate, comparable performance data. A total of 44 faculty members participated, and their academic profiles and performance records formed the basis for mapping faculty engagement.

Data were collected through documentary analysis of official institutional records, including IPCR forms for instruction, research, community extension, and support services, faculty profiles (academic rank, educational attainment, field of specialization, employment status, and eligibility), and evaluation results from students and department chairpersons. Faculty information was obtained from the Dean's Office, while all documents were systematically organized by department for comparative and relational analysis. Triangulation of multiple sources ensured data validity, and findings were presented using tables, figures, and narrative descriptions.

For analysis, frequency and percentage described categorical faculty profile variables. Weighted mean was applied to assess average IPCR performance and teaching evaluations. One-way Analysis of Variance (ANOVA) examined significant differences in performance across departments, while Pearson Product-Moment Correlation Coefficient measured relationships between faculty profile variables and their performance in instruction, research, and community engagement.

3 RESULTS AND DISCUSSION

The study revealed significant insights into the academic practices of the College of Business and Public Administration (CBPA). It examined faculty profile, performance, and teaching effectiveness. Results showed notable departmental differences and strong correlations among these variables. These findings support the Proposed Developmental Intervention Plan: “*CBPA Faculty Excellence Through Connect, Cooperate, and Collaborate (FEC³)*” to enhance faculty capacity and academic excellence.

3.1 The profile of the CBPA faculty members in terms of:

3.1.1 Academic rank

Table 1

Profile of CBPA Faculty as to Academic Rank

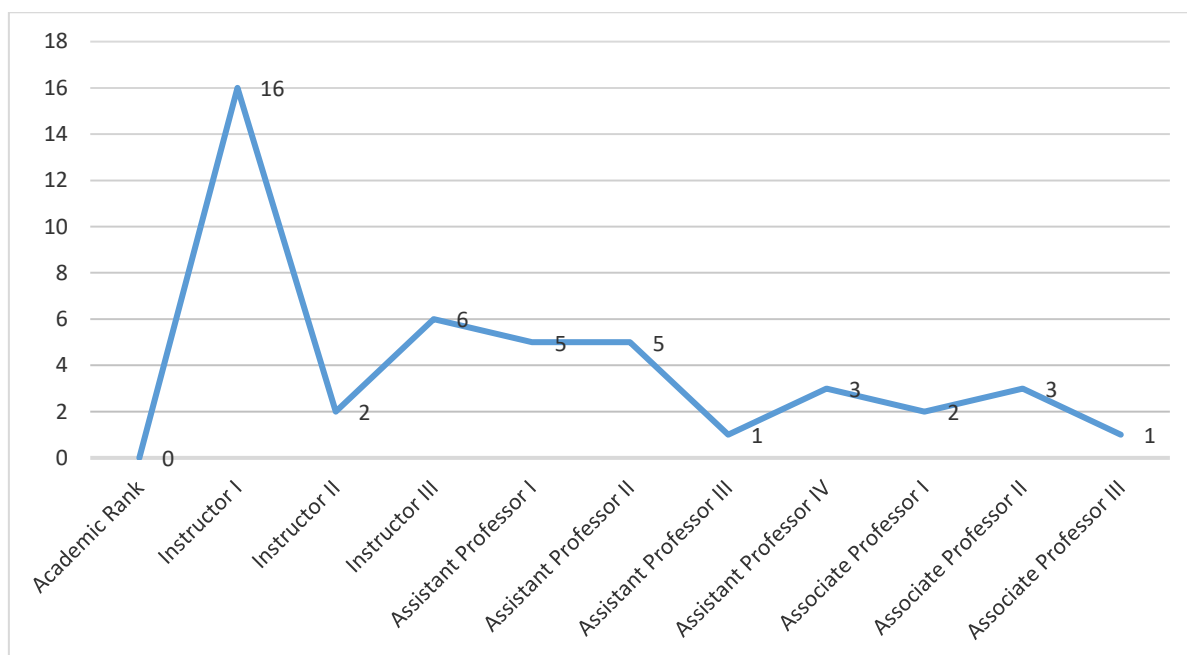


Table 1 illustrates the distribution of faculty members in the College of Business and Public Administration (CBPA) according to their academic rank. The results reveal that the majority of faculty members are classified under the rank of Instructor I (36%), followed by Assistant Professors (I to IV) at 32%, and Associate Professors (I to III) at 14%. Only a small percentage hold senior academic positions such as Professor and

administrative faculty with teaching loads. This distribution reflects a workforce primarily composed of early-career faculty members, with a relatively smaller pool of senior academics who typically lead advanced research initiatives and institutional development programs.

The concentration of faculty members at the entry-level rank underscores several important considerations for academic planning and leadership. First, this profile suggests a developing academic workforce that may require sustained capacity-building interventions to ensure alignment with institutional goals and national higher education standards. As Refuncion (2024) emphasized, the academic career trajectory in State Universities and Colleges (SUCs) is influenced by institutional support systems, professional development programs, and research engagement opportunities. Faculty members often face challenges in progressing through academic ranks due to limited access to postgraduate education, research funding, and publication opportunities.

Furthermore, the predominance of lower-ranked faculty emphasizes the need to strengthen academic career pathways and professional development programs. Lee (2024) highlights that faculty professionalism and commitment are crucial drivers of teaching performance and career progression. Without structured development interventions—such as scholarship grants, research mentoring, and faculty evaluation systems—career advancement may stagnate, ultimately affecting institutional quality outcomes.

Leadership and succession planning are also critical considerations in interpreting this profile. A low number of senior-ranked faculty may indicate limited leadership bench strength, potentially constraining effective academic governance. As Mishra and Aithal (2023) note, strong academic leadership is essential in setting institutional directions, mentoring junior faculty, and sustaining organizational performance. Similarly, Vargas (2024) emphasizes that leadership style is closely linked to faculty motivation and organizational commitment—factors that influence faculty members' decision to remain in the institution and pursue higher ranks.

Moreover, effective succession planning is a strategic response to the current faculty rank distribution. Hoque and Zheng (2024) assert that higher education institutions must proactively plan for leadership continuity, especially in contexts with a limited pool of senior faculty. Succession strategies help ensure that leadership roles are filled by well-prepared individuals, mitigating the risks associated with turnover and

capacity gaps. This is further supported by Ahmad *et al.* (2020), who emphasize that effective succession planning enhances institutional resilience and ensures academic excellence through leadership continuity.

Finally, the faculty profile points to broader institutional leadership and management issues. Uy *et al.* (2025) argue that contemporary educational leadership in the 21st century requires adaptive and strategic approaches to faculty development, especially in dynamic academic environments. Addressing the imbalance in faculty ranks should therefore involve both short-term interventions—such as targeted professional development—and long-term strategies like leadership grooming and promotion system enhancement.

The CBPA's faculty rank distribution highlights both opportunities and challenges. While a young academic workforce provides potential for growth and innovation, the scarcity of senior faculty necessitates a comprehensive strategy for academic career development, leadership succession, and capacity building to ensure institutional sustainability and quality outcomes.

3.2 Employment status

Table 2

Profile of CBPA Faculty as to Employment Status

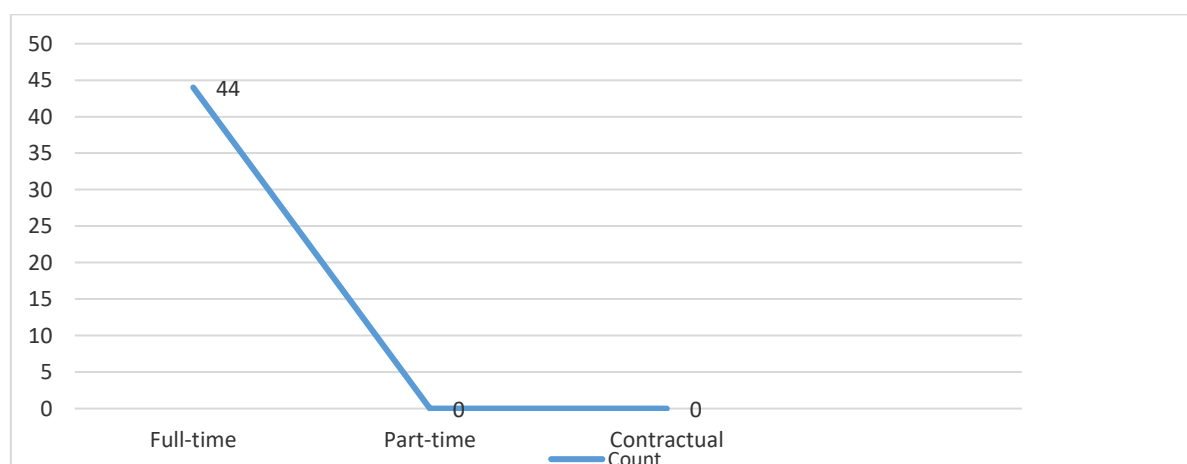


Table 2 shows that all 44 faculty members in the College of Business and Public Administration (CBPA) hold full-time employment status. There are no part-time, temporary, or contractual appointments across the different programs, namely Marketing

Management, Human Resource Management, Public Administration, Office Administration, Entrepreneurship, and General Education. This 100% full-time employment structure underscores the college's commitment to maintaining instructional stability, fostering academic engagement, and supporting long-term institutional goals.

The prevalence of full-time appointments reflects the strategic intent of higher education institutions to strengthen faculty participation in instruction, research, and community engagement. Sustained engagement of full-time faculty allows for consistent delivery of quality education, enhanced student mentoring, and active involvement in institutional development initiatives. As discussed in the literature, job satisfaction and faculty retention are strongly influenced by employment stability, institutional support, and professional growth opportunities (Bozeman & Gaughan, 2011).

A stable and committed full-time faculty workforce also aligns with broader trends in higher education, where institutional capacity and faculty capability serve as core enablers of research productivity and academic excellence (Malaga, 2025). With faculty members employed full-time, the institution can better facilitate capacity-building initiatives, research collaborations, and community extension programs. This structure enhances not only institutional performance but also faculty engagement in quality assurance mechanisms, as highlighted in recent scholarship (Pham, 2022).

In addition, retaining faculty through full-time employment arrangements contributes to institutional sustainability and resilience amid evolving higher education landscapes. Global higher education systems face pressures related to internationalization, innovation, and competition, requiring institutions to secure a stable academic workforce (Altbach & de Wit, 2018). Faculty stability supports the implementation of institutional reforms, integration of new pedagogical approaches, and adaptation to shifting academic roles in innovative education settings (Duan, 2025).

Moreover, employment security positively correlates with faculty satisfaction, commitment, and willingness to participate in organizational development (Mather & Bam, 2025). Full-time employment fosters a stronger sense of belonging and responsibility, enabling faculty to contribute meaningfully to curriculum enhancement, student learning outcomes, and institutional strategic goals. Professional development opportunities, particularly in distance and flexible learning modalities, are more effectively integrated when faculty members are fully engaged and institutionally supported (Taga, 2025).

The 100% full-time employment status of CBPA faculty represents a critical institutional strength. It enhances instructional quality, fosters faculty engagement in research and community service, and ensures organizational stability in the face of emerging challenges in the higher education sector. This structure provides a strong foundation for sustaining academic excellence and supporting institutional innovation.

3.3 Highest educational attainment

Table 3

Profile of CBPA Faculty as to Highest Educational Attainment

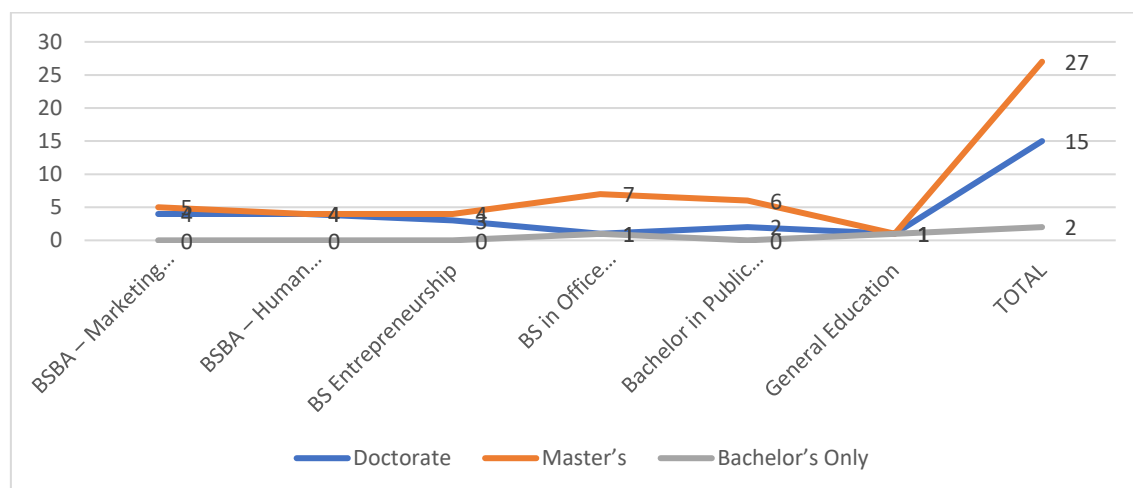


Table 3 illustrates the highest educational attainment of 44 faculty members in the College of Business and Public Administration, distributed across various academic departments. The data reveal that a majority of the faculty members—27 individuals, or approximately 61.36%—possess a master’s degree. This aligns with the minimum qualification requirements set by the Commission on Higher Education (CHED) for higher education faculty, reflecting a baseline standard for academic preparation and instructional competence. Moreover, 15 faculty members, or about 34.09%, have completed doctoral studies, underscoring the college’s growing emphasis on advanced qualifications and research engagement. Notably, the BSBA in Marketing Management, BSBA in Human Resource Management, and BS Entrepreneurship departments have a higher concentration of doctorate holders, indicating their commitment to academic leadership and specialized expertise. Only two faculty members (4.55%) hold a bachelor’s degree as their highest qualification, both from the General Education and BS

in Office Administration departments, which suggests areas where faculty development support may be most needed.

The prominence of graduate degree holders among faculty is a critical indicator of institutional capacity to uphold academic quality. Faculty with advanced degrees often demonstrate greater proficiency in research-informed pedagogy, critical inquiry, and curriculum innovation (Darling-Hammond, 2017). Such qualifications equip educators to integrate scholarly perspectives into classroom instruction and strengthen students' higher-order thinking skills. In addition, higher qualifications are strongly linked to professional commitment, job satisfaction, and retention in the academic profession (Rao, 2025), factors that are crucial for sustaining institutional excellence.

The presence of doctorate degree holders in strategic program areas enhances the institution's research productivity and innovation capacity. As higher education systems increasingly demand both teaching excellence and research outputs, faculty qualifications directly influence the ability of institutions to contribute to knowledge generation and community development (Shin *et al.*, 2014). Faculty with doctoral training typically exhibit stronger research capabilities and are more likely to engage in collaborative projects, publish scholarly work, and mentor early-career educators, thereby contributing to a culture of academic rigor and innovation.

Moreover, advanced qualifications have been associated with higher levels of engagement and organizational commitment (Rajput & Sharma, 2022). These qualities are essential in sustaining effective instructional practices and enhancing institutional reputation. Innovation in teaching, often driven by highly qualified faculty, promotes pedagogical transformation and curriculum responsiveness to evolving educational and industry needs (Wei, 2024). These innovations can manifest in the adoption of experiential learning, educational technologies, and interdisciplinary approaches that enhance student learning outcomes.

Conversely, the presence of faculty members whose highest educational attainment remains at the baccalaureate level highlights the need for structured professional development initiatives. Institutional policies that provide incentives for faculty to pursue graduate education, such as scholarship grants, study leaves, or partnerships with graduate institutions, can help bridge this qualification gap (Tawasil, 2023). Such initiatives are vital to ensuring a more balanced and qualified faculty

composition across departments, which in turn supports equitable delivery of quality education to students.

The educational attainment profile of the CBPA faculty reflects a strong academic foundation with significant potential for enhanced research productivity, pedagogical innovation, and institutional leadership. This finding aligns with the broader literature emphasizing that faculty qualifications are integral to maintaining quality assurance and fostering a dynamic, research-driven academic environment (Garcia, 2025). Strengthening the academic qualifications of the remaining bachelor’s degree holders will be essential for sustaining and expanding the college’s academic and research excellence.

3.4 Field of specialization

Table 4

Profile of CBPA Faculty as to Field of Specialization

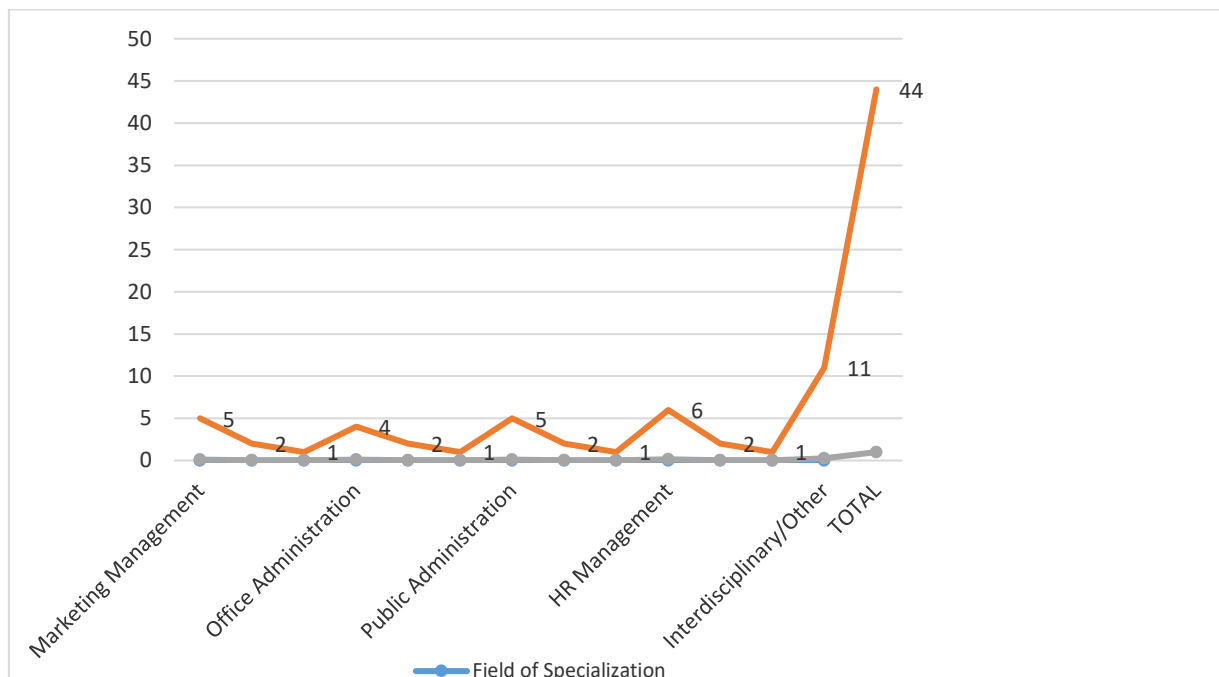


Table 4 presents the distribution of CBPA faculty members according to their respective fields of specialization across six academic departments: Marketing Management, Office Administration, Public Administration, Human Resource Management, Entrepreneurship, and General Education. This profile provides critical

insight into the alignment between faculty qualifications and the curricular priorities of each program.

In the Marketing Management Department (10 faculty members), the majority have specializations in Marketing and Business Administration. Specifically, 6 faculty members hold degrees directly related to Marketing, while the others have qualifications in Business Management, Communication, or related disciplines. This alignment underscores the department's capacity to deliver specialized marketing instruction supported by applied business strategies. In line with the outcomes-based education framework mandated by Commission on Higher Education, such disciplinary alignment ensures that teaching strategies reflect current industry practices and competency standards (Commission on Higher Education, 2017).

In the Office Administration Department (9 faculty members), 5 have direct specializations in Office Administration, Secretarial Education, or Office Management, while 4 possess backgrounds in Business Education, Management, or Information Technology. This interdisciplinary faculty profile strengthens the department's capacity to deliver competencies in administrative systems, digital productivity, and organizational communication. As highlighted by Brennan and Shah (2000), the integration of interdisciplinary knowledge within higher education fosters curriculum flexibility and improves institutional quality.

In Public Administration (8 faculty members), 6 faculty members have core qualifications in Public Administration or Political Science, while the remaining 2 specialize in Development Studies and Governance. This composition provides students with exposure to both administrative structures and socio-political contexts, which is essential in cultivating governance competencies. A specialized and diversified faculty structure has been shown to enhance student preparedness for real-world administrative challenges (Bachicha & Garcia, 2025).

The Human Resource Management Department (7 faculty members) also exhibits strong specialization, with 5 faculty members holding qualifications in Human Resource Development, Organizational Behavior, or Industrial Psychology. The remaining 2 faculty members specialize in Business Management and Labor Relations. This blend of technical and behavioral expertise equips the department to address evolving industry needs and enhance students' work-readiness perceptions. A strong academic–industry

alignment has been observed to significantly influence graduate employability (Chigbu & Nekhwevha, 2022).

The Entrepreneurship Department (8 faculty members) shows similarly high alignment, with 6 faculty members specializing in Entrepreneurship, Innovation Management, or Enterprise Development, while 2 others have backgrounds in Finance and Business Administration. Faculty specialization in entrepreneurial education plays a critical role in fostering innovation and adaptive learning environments in higher education (Blass & Hayward, 2014). This strong alignment enhances the department's capacity to provide practical and strategic learning experiences for students aspiring to establish and manage business ventures.

The General Education Cluster (3 faculty members) consists of educators with master's or doctoral degrees in English, Social Science, and Mathematics. Although these fields are not directly tied to business disciplines, they play a crucial role in supporting foundational competencies across all programs. Core general education contributes to holistic student development and improves their engagement and overall academic performance (Sutapa *et al.* 2022).

Overall, of the 45 faculty members in CBPA, 35 (78%) possess specializations that are directly aligned with their departmental assignments. The remaining 10 faculty members come from related fields that contribute valuable interdisciplinary perspectives. This level of alignment reflects the college's strategic efforts to match faculty qualifications with program outcomes, which supports both instructional quality and institutional accreditation requirements.

Moreover, this specialization structure underscores the value of continuous faculty development. As Postareff *et al.*, (2007) found, pedagogical training and specialization significantly influence teaching effectiveness and student engagement in higher education. To sustain alignment with rapidly changing academic and industry landscapes, the college may consider further encouraging faculty members to pursue discipline-specific graduate studies and research engagements.

This is particularly relevant as higher education institutions increasingly face pressures to adapt to innovation-driven learning environments (Blass & Hayward, 2014). Ensuring faculty specialization and continuous professional growth will be crucial in meeting evolving curricular standards, improving program outcomes, and reinforcing academic excellence.

3.5 Professional licensure or eligibility

Table 5

Profile of CBPA Faculty as to Professional Licensure or Eligibility

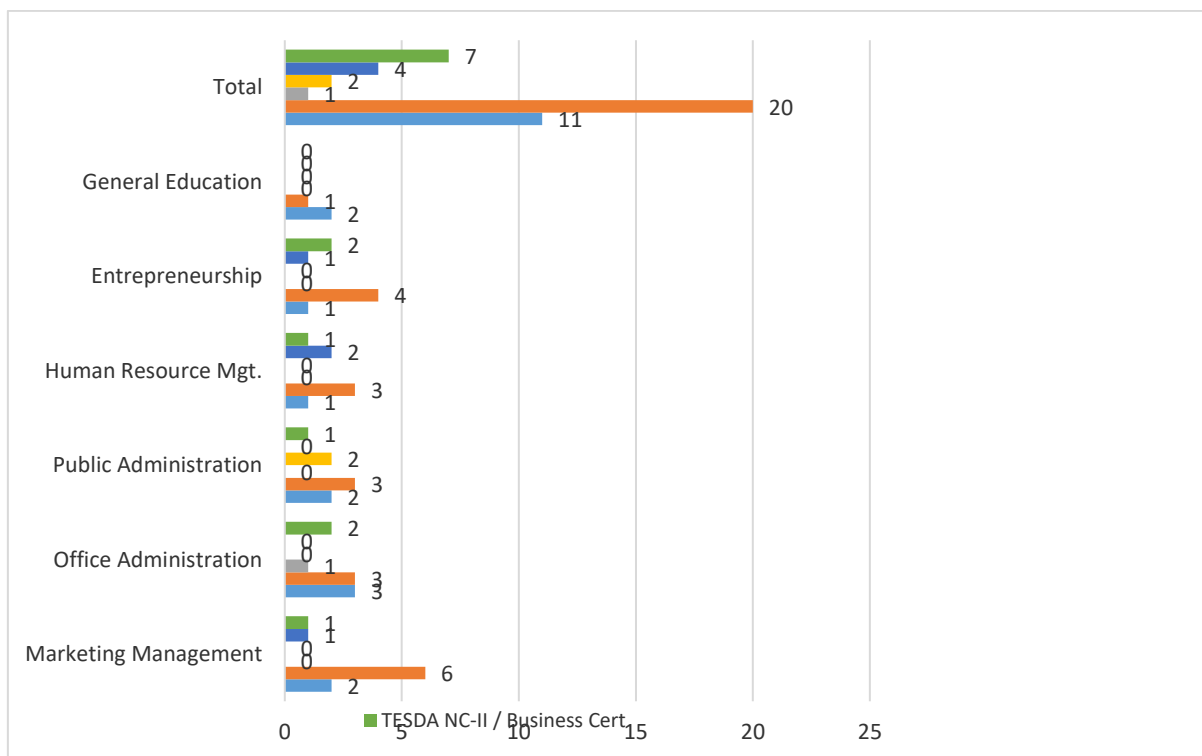


Table 5 presents the profile of the College of Business and Public Administration (CBPA) faculty members as to their professional licensure or eligibility, with a total of 44 faculty members across six departments. The findings reveal that the majority (28 out of 44) possess Civil Service Commission (CSC) Professional eligibility, which serves as a minimum qualification standard for many public higher education teaching positions in the Philippines. The presence of CSC eligibility aligns with the regulatory framework set by Civil Service Commission (2016), which mandates appropriate eligibility and qualification standards for faculty appointment in government-recognized institutions.

Furthermore, 7 faculty members are Licensed Professional Teachers (LPTs), signifying compliance with national standards for instructional competence. Additionally, 4 faculty members hold Technical Education and Skills Development Authority National Certificate II (NC II) qualifications, which reflect their technical and skills-based competencies. Another 6 faculty members possess other specialized eligibilities, including Real Estate Broker Licensure, BAR Examination Passer status,

Career Executive Service Eligibility, and entrepreneurial or HR-related certifications. These diverse credentials highlight the faculty's capacity to integrate both theoretical and applied knowledge in their respective disciplines.

Across departments, the BSBA in Marketing Management program has 10 faculty members, 6 of whom are CSC eligible, with 2 LPTs, 1 TESDA-certified, and 1 licensed Real Estate Broker. This distribution indicates the program's emphasis on both academic preparation and practical industry engagement. In the Office Administration department, 9 faculty members include 5 CSC eligible, 2 LPTs, 1 TESDA NC II holder, and 1 sub-professional eligibility, aligning with the department's focus on administrative competencies and technical proficiency.

Similarly, the Public Administration faculty (8 members) is composed mostly of CSC professionals (6), with 2 holding executive-level eligibility—an indication of alignment with public service leadership standards. The Human Resource Management department (7 members) includes 4 CSC eligible faculty, 1 LPT, 1 TESDA-certified instructor, and 1 with HR-specific professional certification, demonstrating an integration of regulatory compliance and industry specialization. Meanwhile, the BS Entrepreneurship program (8 faculty) includes 5 CSC eligible, 1 LPT, 1 TESDA-certified, and 1 with entrepreneurial certification, underscoring the interdisciplinary and innovative nature of entrepreneurship education. Lastly, the General Education department has 3 faculty members, 2 of whom are CSC eligible and 1 an LPT, reflecting foundational academic qualifications.

The presence of varied eligibility types across the CBPA reflects a deliberate institutional strategy to ensure faculty meet minimum government standards while also holding credentials that enhance employability and instructional quality. As Technical Education and Skills Development Authority (2023) emphasizes in the National Technical Education and Skills Development Plan (NTESDP) 2023–2028, technical qualifications are crucial in ensuring education and training align with national workforce development goals. In parallel, Civil Service Commission (2016) underscores the significance of professional eligibility in fostering a merit-based and competent public service education system.

Embedding both academic and professional credentials in faculty profiles contributes to the implementation of outcomes-based education, ensuring graduates are industry-ready and globally competitive. This approach reflects the call to “begin with

the ends in mind,” where instructional goals are aligned with intended graduate outcomes and national development priorities (E. Sana, 2024). Moreover, faculty possessing diverse professional certifications are better positioned to adapt to innovative teaching and learning practices, a critical factor in sustaining educational quality in higher education institutions (Stevens *et al.*, 2023).

Finally, professional licenses and industry certifications enhance faculty members’ marketability and pedagogical relevance, bridging the gap between academic preparation and real-world applications. As Cole *et al.* (2023) explain, industry-recognized certifications contribute to graduates’ employability and strengthen institutional linkages with industry partners. Consequently, the CBPA’s faculty profile demonstrates a balanced blend of academic qualifications, professional licensure, and industry-aligned credentials that support institutional goals for excellence in instruction, research, and community engagement.

3.6 The performances of CBPA faculty members based on their IPCR 2024 in the following areas:

3.6.1 Instruction

Table 6

Performance of CBPA Faculty Members as to Instruction

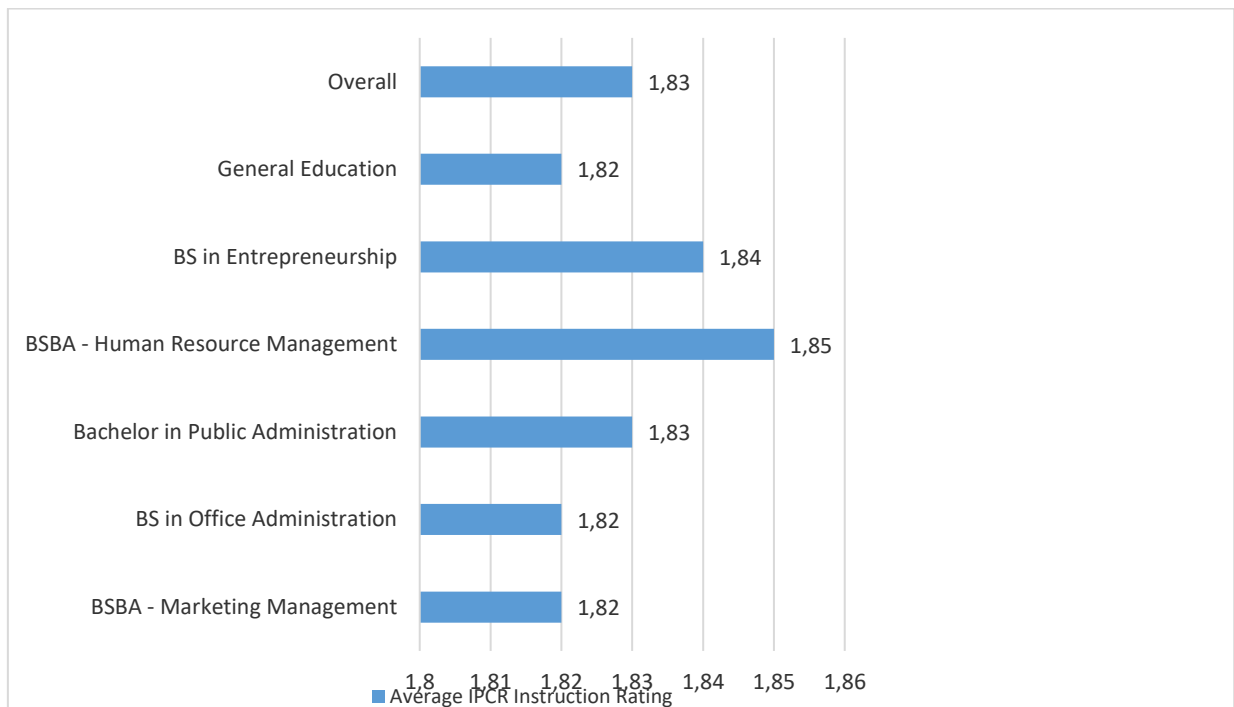


Table 6 presents the performance ratings of faculty members of the College of Business and Public Administration (CBPA) based on their Individual Performance Commitment Review (IPCR) for the year 2024, particularly in the area of instruction. The overall average instructional performance rating across all academic departments is 1.83, which signifies a very satisfactory to outstanding level of performance, approaching the exemplary benchmark of 2.00.

Among the departments, the BSBA in Human Resource Management posted the highest average rating of 1.85, highlighting its strong instructional delivery and alignment with contemporary human capital development frameworks. This was closely followed by the BS in Entrepreneurship faculty with an average rating of 1.84, reflecting innovative and opportunity-oriented pedagogy. The Public Administration department also demonstrated strong performance with an average rating of 1.83, consistent with its focus

on governance and leadership competencies. Meanwhile, the BSBA in Marketing Management, Office Administration, and General Education departments recorded average ratings of 1.82, indicating consistently high-quality instruction and student engagement.

The consistency of these performance ratings underscores the college's commitment to maintaining a uniform culture of instructional excellence. This aligns with contemporary frameworks in higher education that emphasize the integration of active learning, educational innovation, and outcomes-based education (OBE) to achieve high levels of student learning outcomes. The adoption of innovative instructional strategies such as role-playing, educational video integration, and experiential learning contributes to improving instructional effectiveness (Moreno-Guerrero *et al.*, 2020). These approaches foster deeper student engagement, critical thinking, and skill acquisition, which are essential in preparing graduates for industry demands.

Furthermore, the emphasis on OBE implementation within the CBPA reflects broader reforms in Philippine higher education aimed at ensuring student competency and program relevance. Recent studies highlight that OBE significantly enhances instructional design, assessment alignment, and learner-centered outcomes, ultimately improving academic performance (Evarado, 2024). Faculty members who integrate these approaches tend to deliver more structured, measurable, and effective instruction, contributing to high IPCR ratings.

The college's commitment to faculty development and performance enhancement is also crucial in sustaining high instructional quality. Seminars, training, and continuous professional development have been shown to improve teacher effectiveness in higher education (Ortega-Dela Cruz & Perez, 2024). Faculty performance management systems—such as the use of electronic IPCR platforms—help streamline evaluation processes, provide timely feedback, and support professional growth (Dela Cruz, 2018).

These findings resonate with broader institutional trends observed in other state universities. A comparative analysis revealed consistent growth in faculty performance in instruction, research, and extension services, driven by performance monitoring systems and professional development initiatives (Casillano *et al.*, 2021). Within the CBPA, the minimal variance across departmental ratings suggests an established and shared institutional culture of instructional excellence, which strengthens the college's capacity to deliver relevant and responsive education.

Moreover, faculty members' strong instructional performance is also associated with positive work values and high levels of work engagement, which contribute to sustainable instructional quality (Aquino *et al.*, 2024). These intrinsic factors, combined with strategic academic initiatives, play a pivotal role in sustaining instructional performance in line with institutional and national educational goals. The integration of entrepreneurial and innovative strategies in teaching likewise supports the development of future-ready graduates (Aquino *et al.*, 2025).

The results affirm that the CBPA faculty maintains a strong instructional foundation, effectively implementing OBE and innovative teaching approaches. This ensures alignment with national higher education objectives, emphasizing quality, inclusivity, and innovation as central pillars of academic delivery.

3.7 Research

Table 7

Performance of CBPA Faculty Members as to Research

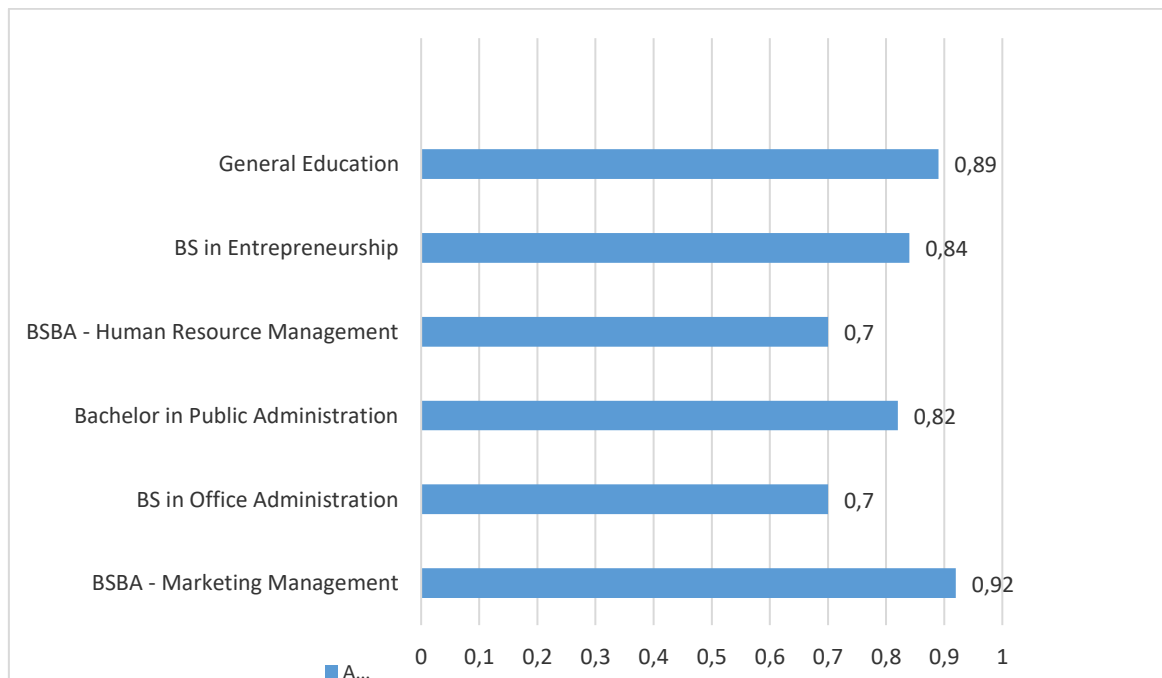


Table 7 illustrates the performance of the College of Business and Public Administration (CBPA) faculty members in the research area, as assessed under the Individual Performance Commitment and Review (IPCR) indicator: “*Higher education*

research improved to promote economic productivity and innovation.” The findings reveal varying degrees of research productivity across academic departments.

Faculty from the BSBA in Marketing Management program achieved the highest departmental average research score of 0.92, followed closely by the General Education faculty with 0.89. These figures indicate a relatively high level of engagement in scholarly activities, which may be attributed to their participation in research collaborations, stronger linkages with academic journals, and involvement in interdisciplinary projects. In contrast, faculty from BSBA in Human Resource Management and BS in Office Administration posted the lowest averages of 0.70, signifying the need for targeted strategies to strengthen their research engagement. The Bachelor in Public Administration and BS in Entrepreneurship faculty exhibited moderate research performance scores of 0.82 and 0.84, respectively, reflecting growing but still developing research participation in their fields.

This uneven pattern of research productivity aligns with broader trends in higher education research. According to Palmiano (2024), research productivity among faculty members is often influenced by institutional support, access to research funding, and academic culture. Departments with established networks and research traditions tend to outperform those with limited access to such resources. Similarly, Sayao *et al.* (2023) emphasize that faculty research engagement is frequently hindered by structural barriers such as heavy teaching loads, insufficient funding, and lack of research incentives, all of which can explain the lower scores in certain CBPA programs.

Moreover, research engagement is not merely a matter of individual motivation but is shaped by institutional mechanisms. Orfan *et al.* (2024) found that the existence of supportive research environments—such as mentoring systems, training programs, and publication opportunities—significantly enhances faculty research productivity. This is further supported by Sarabipour *et al.* (2023), who highlight the value of faculty-to-faculty mentorship in improving research capacity, noting that mentorship programs reduce barriers to publishing and increase confidence among early- and mid-career faculty researchers.

The implication of these findings is that while a research culture is emerging within the CBPA, it remains uneven across departments. To achieve balanced growth, the college should implement capacity-building initiatives such as research writing clinics, mentoring programs, and financial incentives. Institutionalizing research support—such

as integrating research activities into teaching loads, performance appraisals, and promotion criteria—can enhance faculty motivation and performance. By doing so, CBPA can foster a more inclusive and productive research environment, positioning the college as a stronger contributor to knowledge generation, economic development, and policy innovation.

3.8 Community Extension

Table 8

Performance of CBPA Faculty Members as to Community Extension

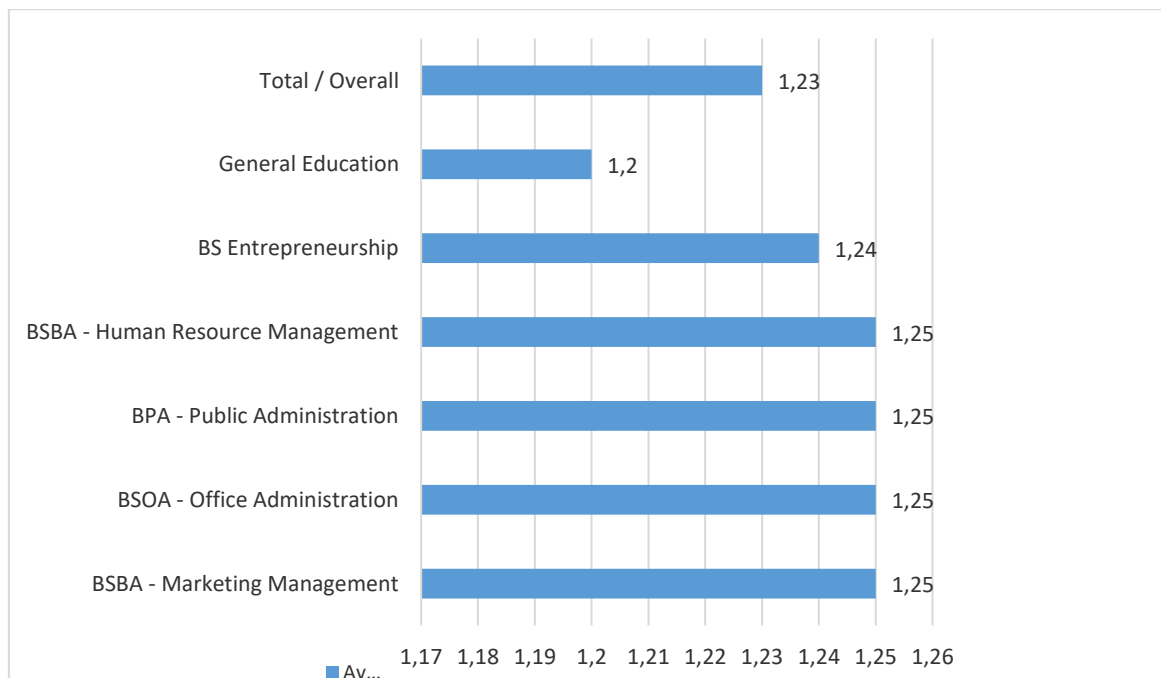


Table 8 reveals that faculty members across the College of Business and Public Administration (CBPA) demonstrated commendable performance in community extension activities. Notably, the departments of Marketing Management, Office Administration, Public Administration, and Human Resource Management each achieved a perfect average rating of 1.25, indicating a high level of commitment and consistent excellence in civic and service-oriented engagements. This uniformity suggests that these departments have well-coordinated outreach programs and have effectively integrated extension initiatives into their performance targets.

The Entrepreneurship department followed closely with a 1.24 average rating, still within the “Excellent” range. This marginal difference may be attributed to variations in

resource allocation, community linkages, or faculty workload distribution between instructional responsibilities and enterprise-based extension initiatives. Nevertheless, this result signifies active faculty participation in promoting inclusive livelihood programs and enterprise development, aligning with the national agenda on community empowerment and local economic development.

Meanwhile, the General Education department recorded a slightly lower average of 1.20. Although still categorized as “Very Satisfactory,” this performance suggests potential areas for enhancement. Given that General Education faculty often support multiple programs, their extension involvement may be more dispersed or supplementary. Implementing structured interventions—such as team-led extension projects, faculty training programs, and the integration of community-based research—could further enhance their engagement and impact.

These findings underscore that CBPA has successfully institutionalized community extension as a strategic and integral function of higher education rather than a mere compliance activity. This reflects broader trends in higher education institutions (HEIs) that recognize extension work as a pillar of academic practice alongside instruction and research. According to Abenir *et al.* (2020), capacity-building initiatives and institutionalized extension programs empower faculty members to become active change agents in their communities. Similarly, Jaron and Malaga (2025) emphasize that faculty engagement in extension is influenced by personal motivation, institutional support, and collaborative partnerships with stakeholders—factors that appear to be effectively operationalized within CBPA.

Moreover, the strong performance ratings align with findings from Guanlao *et al.* (2025), who highlight that community-engaged learning significantly enhances faculty and student thriving in higher education by fostering civic responsibility, leadership, and applied knowledge. Extension programs not only build community capacity but also strengthen institutional reputation and relevance. Corpuz *et al.* (2022) further affirm that extension services empower communities through sustained partnerships, skills training, and knowledge transfer, creating measurable socio-economic impact.

For continuous improvement, it is recommended that CBPA benchmark its best practices across departments, expand interdisciplinary outreach, and systematize the monitoring and evaluation of extension impacts. This approach echoes the insights of Dela Cruz (2022), who underscores the importance of aligning extension outcomes with

graduate attributes and institutional mandates to sustain community partnerships and ensure long-term impact.

CBPA's exemplary extension performance reflects a strategic commitment to inclusive community development, aligning with the vision of Philippine higher education to serve as a transformative force for social progress and nation-building.

3.9 The quality and effectiveness of teaching of CBPA faculty members as to

3.9.1 Student evaluation

Table 9

Quality and Effectiveness of Teaching of CBPA Faculty Members as to Student Evaluation

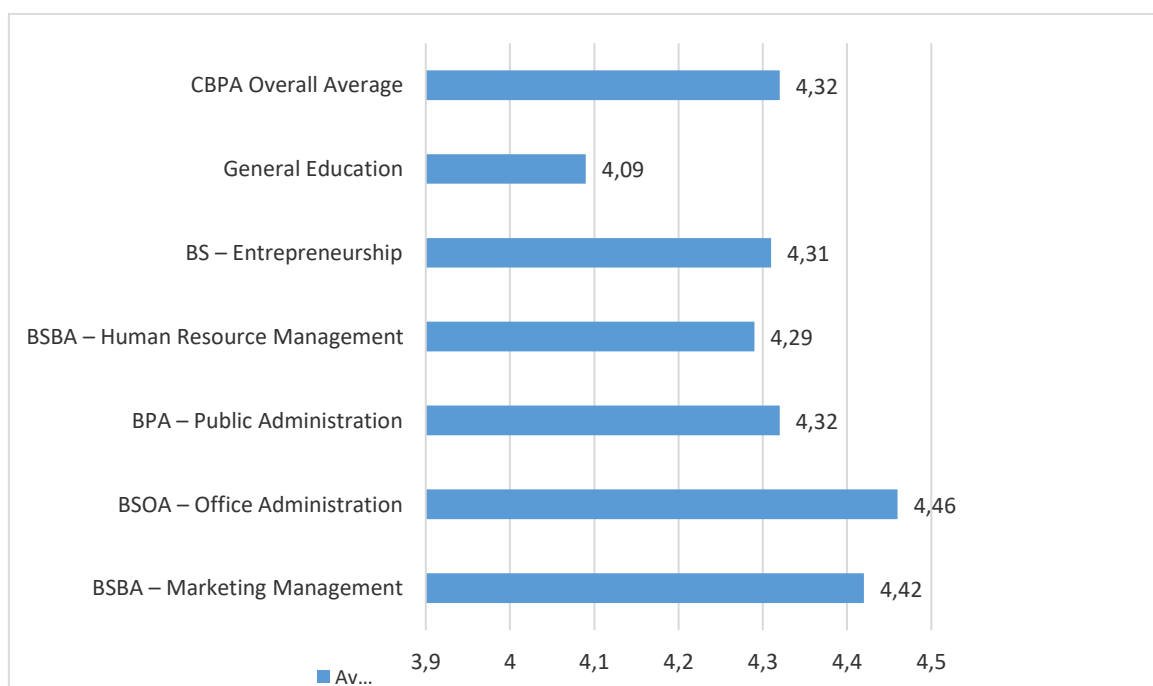


Table 9 presents the student evaluation results on the quality and effectiveness of teaching across various departments in the College of Business and Public Administration (CBPA). This evaluation provides valuable insights into how students perceive their instructors' teaching competencies, particularly in terms of clarity of instruction, engagement strategies, classroom management, and alignment of teaching with intended learning outcomes. Student evaluations of teaching (SET) are widely recognized as an

essential mechanism for ensuring academic quality and guiding faculty development (Zhao *et al.*, 2022).

The overall average rating for CBPA faculty is 4.32, which corresponds to a “Very Satisfactory” performance level. This indicates a generally high degree of student satisfaction and affirms that most faculty members meet or exceed institutional expectations for effective teaching. Notably, the BS in Office Administration (BSOA) department achieved the highest rating at 4.46, reflecting exemplary performance in skills-based and practical instruction. This aligns with findings that teaching effectiveness often correlates with clear instructional delivery and relevant, applied learning experiences (Constantinou & Wijnen-Meijer, 2022).

The BSBA in Marketing Management department followed closely with a rating of 4.42, suggesting that innovative and dynamic teaching methods—particularly those linked to real-world business applications—can enhance student engagement and perceived teaching quality (O’Donovan, 2023). The Bachelor in Public Administration (BPA) program recorded a 4.32 average rating, aligning with the overall CBPA mean, indicating consistent instructional performance across its courses. Meanwhile, the BSBA in Human Resource Management (HRM) department received 4.29, slightly below the college-wide average, which may be attributed to the complex integration of soft skills and behavioral competencies into traditional classroom instruction. The BS in Entrepreneurship department posted 4.31, suggesting that project-based and enterprise-driven learning strategies effectively support student learning experiences.

The General Education Department, though still within the “Satisfactory” range, garnered the lowest mean rating of 4.09. This may be explained by the breadth and perceived lack of direct relevance of general education subjects to students’ chosen specializations. According to Aragón *et al.* (2023), differences in student evaluation scores may also be influenced by contextual and structural factors such as department culture and gender composition, which can affect perceptions of teaching performance.

These findings are consistent with broader research showing that student evaluations can reflect not only instructional quality but also factors external to actual teaching effectiveness, including disciplinary differences and class composition (Prieto *et al.*, 2023; Snow *et al.*, 2022). In fact, Uttl *et al.* (2017) emphasize that while SETs are valuable for capturing student perceptions, they are not necessarily reliable predictors of actual learning outcomes, and should therefore be complemented with other performance

measures. As Zhao *et al.* (2022) argue, a more holistic evaluation framework that integrates peer reviews, teaching portfolios, and student learning evidence can provide a more accurate and comprehensive measure of teaching effectiveness.

The “Very Satisfactory” average rating suggests that faculty members generally excel in instructional clarity, student engagement, and course alignment. However, there remains a need for targeted interventions and professional development, particularly in departments with relatively lower ratings, to ensure consistent quality of teaching across all programs. These may include adopting best practices in student-centered pedagogy, diversifying assessment strategies, and enhancing faculty support systems as recommended by Snow *et al.* (2022).

3.10 Chairperson Evaluation

Table 10

Quality and Effectiveness of Teaching of CBPA Faculty Members as to Chairperson Evaluation

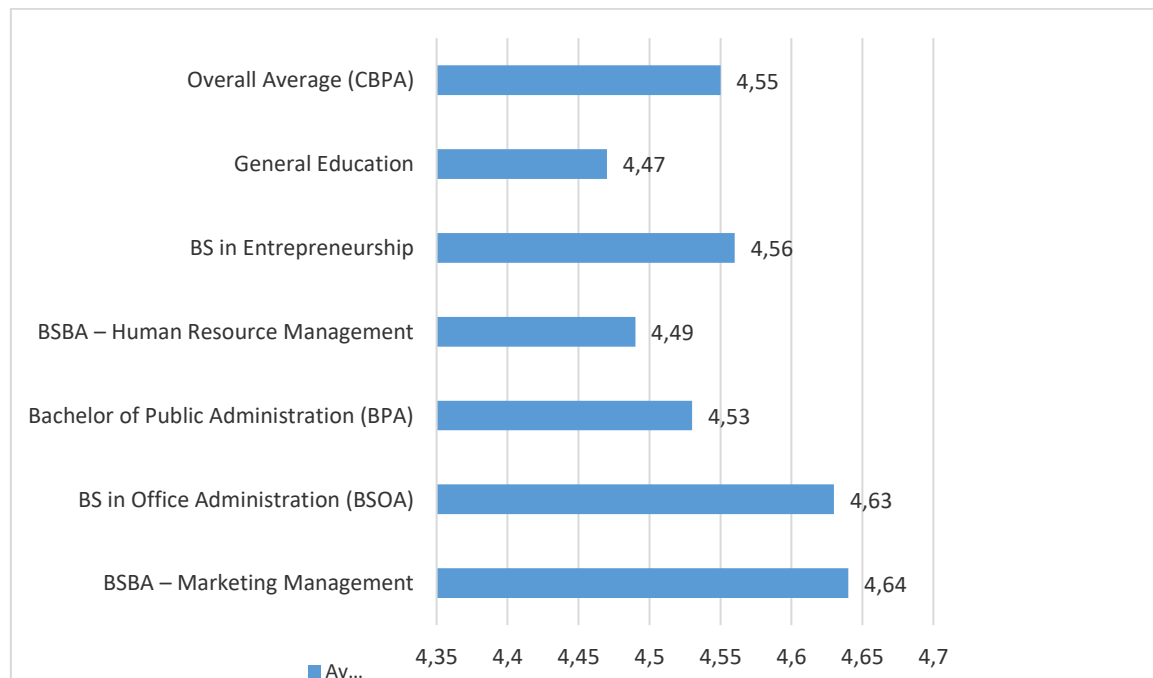


Table 10 presents the Chairperson Evaluation ratings on the quality and effectiveness of teaching among faculty members of the College of Business and Public Administration (CBPA). The findings reveal that all academic departments consistently

obtained high ratings, reflecting strong instructional performance across the college. Specifically, the BSBA Marketing Management department achieved the highest average rating of 4.64, indicating an exceptional level of teaching effectiveness. This suggests that faculty members in this department exhibit strong mastery of subject matter, employ effective instructional strategies, and maintain a high degree of student engagement.

Similarly, the BS in Office Administration (BSOA) department garnered an average rating of 4.63, underscoring the faculty's sustained excellence in skill-based instruction and alignment with administrative competencies. The BS in Entrepreneurship department followed with a 4.56 average, signifying effective pedagogical practices that bridge theoretical frameworks with practical entrepreneurial applications. The Bachelor of Public Administration (BPA) program posted a solid 4.53 rating, which reflects faculty effectiveness in delivering public governance education and fostering civic leadership and policy literacy.

The BSBA Human Resource Management department scored 4.49, indicating consistent instructional quality in areas related to organizational behavior and workforce development. Meanwhile, the General Education faculty earned an average of 4.47, slightly lower than specialized departments but still commendable, reflecting their versatile teaching roles across multiple programs. Overall, the college-wide mean of 4.55 classifies CBPA's teaching performance as *Outstanding* under institutional evaluation guidelines. This denotes that faculty members not only meet but often exceed the expected standards of teaching effectiveness.

The high ratings may be attributed to several factors. First, faculty development initiatives and structured performance evaluation systems have been found to play a critical role in enhancing instructional quality (Padillo *et al.*, 2021). Regular training, mentoring, and professional learning activities help faculty members integrate innovative pedagogical approaches into their teaching practices. Moreover, an effective framework for assessing teaching, when properly implemented, provides reliable indicators of faculty performance and ensures accountability (Simonson *et al.*, 2021).

In addition, the integration of formative feedback and continuous improvement mechanisms has been identified as a key driver of effective teaching in higher education (Aliazas *et al.*, 2024). Department chairpersons' evaluations serve not merely as administrative compliance but as a critical feedback tool that guides faculty in refining instructional strategies and aligning them with program outcomes.

It is also important to recognize that while student evaluations are widely used in higher education, they are often criticized for validity and reliability concerns, especially when used as the sole measure of teaching effectiveness (Stroebe, 2020). In contrast, chairperson evaluations are generally considered more objective, as they are grounded in direct observations, academic standards, and peer-informed performance expectations (Simonson *et al.*, 2021).

Furthermore, recent research emphasizes the importance of structured evaluation instruments, including content-validated teaching effectiveness scales, to ensure fair and comprehensive assessment of instructional performance (Chen *et al.*, 2024). The consistency of high chairperson ratings suggests the existence of a robust performance evaluation framework that values instructional competence, academic integrity, and responsiveness to learner diversity.

In summary, the consistently high teaching effectiveness ratings across CBPA departments highlight a strong culture of instructional excellence, faculty accountability, and institutional commitment to quality assurance. This aligns with the findings of Gutierrez (2023), who noted that well-designed performance evaluation practices can significantly enhance faculty performance. It also echoes Simonson *et al.* (2021), who argue that structured and multidimensional assessments foster continuous professional growth among educators.

3.11 Significant difference in the profile, performance, quality and effectiveness of teaching of CBPA faculty members among departments

Table 11

Comparative Assessment of the Profile Among Departments

<i>Areas of Concern</i>	<i>Critical value</i>	<i>Df</i>	<i>F-value</i>	<i>Decision</i>	<i>Interpretation</i>
<i>Faculty Profile</i>	11.07	5,48	6.23	<i>Fail to Reject Ho</i>	<i>Not Significant</i>
<i>IPCR Performance</i>	2.37	5,48	1.38	<i>Fail to Reject Ho</i>	<i>Not Significant</i>
<i>Quality and Teaching Effectiveness</i>	2.37	5,48	3.56	<i>Reject Ho</i>	<i>Significant</i>

Legend: 0.05 level of significance

Table 11 presents the comparative assessment of faculty members' profile, IPCR performance, and teaching quality and effectiveness across departments within the College of Business and Public Administration (CBPA). Using Analysis of Variance

(ANOVA) at a 0.05 level of significance, critical values and F-values were analyzed for each variable.

For faculty profile, the computed F-value of 6.23 was compared with the critical value of 11.07 ($df = 5, 48$). Since the computed F-value did not exceed the critical value, the decision was to fail to reject the null hypothesis, indicating no statistically significant difference in the faculty profile among the departments. This finding suggests that faculty members across the college share relatively similar demographic and professional characteristics such as age, academic rank, highest educational attainment, and length of service. This homogeneity in faculty profile may reflect standardized recruitment and promotion policies, ensuring equitable qualifications and professional backgrounds across academic units (Simonson *et al.*, 2021).

For IPCR performance, the computed F-value of 1.38 was also less than the critical value of 2.37, leading to the same decision to fail to reject the null hypothesis. This means there are no significant differences in the performance ratings of faculty members based on their Individual Performance Commitment and Review (IPCR). The result implies that performance monitoring and evaluation mechanisms are implemented consistently across the different departments. According to Khtere (2020), performance uniformity in higher education institutions often results from centralized administrative systems and standard performance appraisal frameworks that align with institutional objectives.

However, a different pattern emerged in the quality and effectiveness of teaching, where the computed F-value of 3.56 exceeded the critical value of 2.37. This led to the rejection of the null hypothesis, indicating a statistically significant difference in teaching quality and effectiveness among departments. This variation could be attributed to differences in instructional strategies, student engagement techniques, pedagogical innovation, or departmental academic support. Previous studies have noted that teaching effectiveness can differ significantly even among faculty with similar profiles, as it is influenced by factors such as departmental culture, leadership, and pedagogical practices (Aragón *et al.*, 2023).

These results highlight that while faculty profile and IPCR performance are relatively consistent, teaching quality and effectiveness exhibit departmental disparities. This implies that institutional mechanisms for hiring, faculty development, and performance monitoring have been successful in ensuring uniformity in qualifications

and performance outcomes. However, the observed differences in teaching effectiveness underscore the need for department-specific instructional enhancement strategies.

This finding aligns with the assertion of Constantinou and Wijnen-Meijer (2023) that teaching effectiveness is context-dependent and may vary across departments due to differences in leadership support, faculty collaboration, and student learning environments. To address this, the CBPA may consider implementing targeted interventions such as faculty development programs, mentoring initiatives, peer observation and evaluation systems, and the promotion of evidence-based instructional strategies. These strategies can help strengthen teaching competencies and promote a more cohesive academic culture that prioritizes instructional excellence.

The absence of significant differences in faculty profile and IPCR performance reflects effective institutional management, while the significant differences in teaching quality highlight an area for improvement. Strengthening faculty support systems and pedagogical capacity-building initiatives across departments can foster a more equitable and high-quality instructional environment, thereby enhancing the overall academic practice in the CBPA.

3.12 Significant relationship among the profile, performance, quality and effectiveness of teaching of CBPA faculty members

Table 12

Correlation Among Faculty Profile, Performances, and Quality and Effectiveness of Teaching of CBPA Faculty Members

<i>Areas of Concern</i>	<i>Critical value</i>	<i>df</i>	<i>r-value</i>	<i>Decision</i>	<i>Interpretation</i>
<i>Faculty Profile and IPCR Performance</i>	0.297	42	0.41	<i>Reject Ho</i>	<i>Significant</i>
<i>Faculty Profile and Quality of Teaching and Effectiveness</i>	0.297	42	0.38	<i>Reject Ho</i>	<i>Significant</i>
<i>IPCR Performance and Quality and Teaching Effectiveness</i>	0.297	42	0.45	<i>Reject Ho</i>	<i>Significant</i>

Legend: 0.05 level of significance

Table 12 presents the correlation among the faculty profile, IPCR performance, and the quality and effectiveness of teaching of faculty members in the College of Business and Public Administration (CBPA). The results reveal a significant relationship between faculty profile and IPCR performance, with an r-value of 0.41, exceeding the

critical value of 0.297 at 42 degrees of freedom and a 0.05 level of significance. This suggests a moderate positive relationship, indicating that variations in faculty profile—such as academic rank, educational attainment, and years of teaching experience—are associated with individual performance ratings.

Similarly, a significant correlation was observed between faculty profile and the quality and effectiveness of teaching ($r = 0.38$). This implies that faculty characteristics directly influence their instructional competence, engagement strategies, and adherence to pedagogical standards. Faculty members with higher qualifications and longer teaching experience tend to demonstrate better classroom management, employ more effective instructional strategies, and produce improved student outcomes. These findings align with the view that faculty characteristics significantly shape teaching practices and student engagement (Simonson *et al.* 2021).

The strongest correlation was recorded between IPCR performance and the quality and effectiveness of teaching ($r = 0.45$), indicating that higher IPCR ratings are strongly associated with superior teaching outcomes. This highlights the value of performance management systems as reliable indicators of teaching quality. As noted by Aragón *et al.* (2023), structured evaluation mechanisms help ensure accountability and foster continuous instructional improvement. Similarly, Constantinou and Wijnen-Meijer (2023) emphasized that performance indicators provide measurable evidence of faculty contributions to academic excellence.

The significant correlations across all three variables suggest that faculty profile, performance, and teaching effectiveness are interdependent and mutually reinforcing constructs. This finding underscores the importance of strategically integrating human resource development initiatives with performance appraisal systems. Supporting faculty through continuous professional development, opportunities for academic advancement, and incentives for research and community engagement may lead to enhanced teaching quality and institutional outcomes (Padillo *et al.*, 2021).

Moreover, strengthening the alignment between hiring, promotion, and professional development policies with performance metrics can enhance instructional quality and institutional effectiveness. This is consistent with current trends in higher education where evidence-based faculty development programs are linked to improved teaching performance and student learning outcomes (Aragón *et al.*, 2023).

3.13 proposed developmental intervention plan entitled “cbpa faculty excellence through connect, cooperate, and collaborate (FEC³)”

The findings of the study, as presented in Table 13, reveal a significant relationship among the faculty profile, IPCR performance, and the quality and effectiveness of teaching. Although no major differences were noted across departments in terms of faculty profile and performance, the variations observed in teaching effectiveness underscore the need for a unified and structured developmental intervention. To respond to this, the College of Business and Public Administration (CBPA) commits to implementing a comprehensive faculty development program anchored in its institutional values of **Connect, Cooperate, and Collaborate**. This strategic approach is guided by the belief that institutional growth and academic excellence are best achieved through shared goals, collective action, and sustained engagement.

Table 13

Faculty Excellence Through Connect, Cooperate, and Collaborate (FEC³): A CBPA Developmental Intervention Plan

Key Area	Objective	Strategy	Activity	Person Responsible	Time Frame	Budget and Source	Success Indicator
1. Faculty Development	Strengthening faculty competence through continuous learning and exposure	Implement structured training and mentoring initiatives	- Faculty Connect Training Series (per semester)	CBPA Dean, HRMS, External Experts	Jun 2026 – Dec 2029	₱15,000	90% of faculty attend at least 3 learning events yearly
			- Teaching Clinics & Demo Sessions	CBPA Dean, Department Heads	Jul 2026 – Dec 2029	₱10,000	85% of faculty participate annually
			- Annual Learning Circles	HRMS	Oct 2026 – Oct 2029	₱5,000	90% of faculty reflect on practice yearly

			- Faculty Mentoring Match-Up	CBPA Dean, Assigned Mentors	Aug 2026 – Dec 2029	₱10,000	80% of the faculty matched with mentors
			- Inter-school Benchmarking Activities	HRMS, QA Office	Sep 2026 – Nov 2029	₱10,000	3 benchmarking visits completed yearly
2. Performance Coaching	Enhance faculty performance based on IPCR targets	Institutionalize coaching and support programs	- IPCR Coaching Seminars	QA, HRMS	Jul 2026 – Dec 2029	-	85% of faculty improve IPCR score
			- One-on-One Performance Reviews	Department Heads	Aug 2026 – Nov 2029	-	All full-time faculty reviewed annually
			- Monthly Peer Reflection Circles	QA, Assigned Facilitators	Sept 2026 – Dec 2029	-	10 per session conducted annually
			- Annual Self-Assessment Workshops	QA, HRMS	Oct 2026 – Oct 2029	₱25,000	100% of faculty submit self-evaluation yearly
			- Midyear IPCR Clinics	Department Heads	Mar 2027 – Mar 2029		100% IPCR reviewed midyear
3. Instructional Innovation	Improve teaching effectiveness through innovative methods	Foster collaborative teaching innovations and digital integration	- Collaborative Course Redesigns	OVPAA, Department Heads	Aug 2026 – Nov 2028	₱10,000	80% redesigned courses implemented
			- Blended Learning Design Training	CBPA IMDEC Committee	Sept 2026 – Dec 2028	₱10,000	75% use blended modules
				- Curriculum Hackathons	OVPAA, Department Heads	Nov 2026 – Nov 2028	₱50,000

			- Teaching Innovation Showcases	CBPA Dean, Instruction, QA Office	Oct 2026 – Nov 2028	₱20,000	2 innovative events conducted per year
			- E-Learning Module Development Support	CBPA IMDEC Committee	Jan 2027 – May 2028		80% of courses with e-content
4. Research and Extension	Promote productivity in research and community engagement	Establish cross-unit collaboration hubs and support systems	- Faculty Research and Extension Collaboration Hub (FRECH)	Research & Extension Coordinators, Faculty Mentors	Sept 2026 – Oct 2029	₱150,000	75% of faculty engaged in output
			- Research Bootcamps	Research Unit, External Experts	Nov 2026 – Nov 2029	₱80,000 (Research Fund)	At least 2 bootcamps are held per year
			- Extension Proposal Workshops	Extension Coordinators	Oct 2026 – Oct 2029	₱40,000 (Extension Fund)	85% of proposals submitted yearly
			- Collaborative Writing Retreats	Research Office	Dec 2026 – Dec 2029	₱80,000 (Research Fund)	10 articles produced per year
			- Community Engagement Forums	Extension Office	Sept 2026 – Nov 2029	₱50,000 (Extension Fund)	3 forums per year conducted
5. Quality Assurance			Standardizing academic quality across departments	Conduct cross-audits and align QA implementation	- QA Framework Orientation Sessions	QA, Department Heads	Oct 2026 – Dec 2029
	- QA Audit Simulation Exercises	QA, Department Heads			Nov 2026 – Dec 2029		3 simulation rounds per year
	- Departmental Review Conferences	QA, Academic Council			Dec 2026 – Dec 2029		Annual review per department completed

			- Alignment of Course Outcomes with QA Standards	QA, Instruction, Faculty Members	Jan 2027 – Dec 2029		100% of syllabi aligned with QA
			- Interdepartmental QA Benchmarking	QA Internal Auditors	Aug 2027 – Dec 2029		90% of departments meet benchmark criteria

Effective teaching and faculty performance are interrelated and influenced by both individual faculty characteristics and institutional support systems. Departments that exhibit high levels of teaching effectiveness are often those that cultivate a strong culture of synergy, collegiality, and shared accountability. Thus, the proposed **Faculty Excellence Through Connect, Cooperate, and Collaborate (FEC³)** plan seeks to leverage these strengths by fostering meaningful faculty connections through professional learning communities, peer mentoring, and team-based activities. It further promotes cooperation through interdepartmental initiatives, resource sharing, and performance enhancement strategies that align with institutional objectives. Moreover, it emphasizes collaboration through joint research endeavors, extension programs, and innovative pedagogical practices designed to uplift both individual and collective faculty performance.

This developmental intervention is envisioned to be inclusive, sustainable, and evidence-based. It aims to ensure that faculty improvement is not isolated within departments but instead built upon data-driven strategies, capacity-building initiatives, and institutional support mechanisms. By operationalizing the values of Connect, Cooperate, and Collaborate, the CBPA aims to strengthen its faculty culture, enhancing collegiality, accountability, and excellence. Ultimately, this plan seeks to improve the overall quality of instruction, research productivity, and community engagement, thereby contributing to the institution's mission of fostering academic and professional excellence.

4 CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. The faculty profile of the CBPA reflects a committed academic workforce, with the majority possessing graduate-level qualifications and appropriate eligibility credentials. However, the prevalence of lower academic ranks and some misalignments in field specialization, particularly in Office Administration and General Education, underscore the need for targeted interventions.
2. The performance evaluation of CBPA faculty members demonstrates a consistently strong commitment to quality instruction and professional excellence across all departments. Faculty members have shown effectiveness in delivering academic content, engaging in students, and supporting institutional goals, which collectively foster a dynamic and student-centered learning environment.
3. There is a strong institutional culture of academic excellence, faculty competence, and learner-centered pedagogy supported by effective administrative oversight and professional development.
4. Faculty members across CBPA departments exhibit similar profiles and consistent performance as reflected in IPCR ratings, a significant difference exists in the quality and effectiveness of their teaching. This indicates that despite uniform qualifications and administrative outputs, instructional practices and engagement strategies differ among departments.
5. Faculty characteristics such as academic rank, educational attainment, and years of service play a vital role in shaping both performance metrics and teaching quality. Moreover, strong correlations between performance ratings and instructional effectiveness confirm that IPCR can be a reliable indicator of how well faculty deliver academic content. These insights validate that effective teaching is not an isolated function but is influenced by an educator's background and institutional performance evaluation systems, highlighting the strategic role of faculty development in achieving academic excellence.
6. The proposed Faculty Excellence Through Connect, Cooperate, and Collaborate (FEC³) intervention plan is a strategic response to the study's findings that revealed a significant correlation among faculty profiles, IPCR performance, and teaching effectiveness. While faculty profiles and performance are consistent

across departments, the variation in teaching effectiveness underscores the need for a more unified, inclusive, and collaborative developmental framework. By focusing on five key areas—faculty development, performance coaching, instructional innovation, research and extension, and quality assurance—the plan aims to elevate academic standards, foster professional growth, and ensure excellence through synergy among faculty, administrators, and institutional partners.

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Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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