http://dx.doi.org/10.18623/rvd.v23.4606

BACK TO BASIC: FACULTY PERCEPTIONS, WILLINGNESS, AND CHALLENGES TOWARD A SCHOOL IMMERSION PROGRAM IN A TEACHER EDUCATION INSTITUTION

DE VOLTA AO BÁSICO: PERCEPÇÕES, DISPOSIÇÃO E DESAFIOS DO CORPO DOCENTE EM RELAÇÃO A UM PROGRAMA DE IMERSÃO ESCOLAR EM UMA INSTITUIÇÃO DE FORMAÇÃO DE PROFESSORES

Article received on: 11/25/2025
Article accepted on: 2/24/2026

Rowell R. Castro*
*Bulacan State University, Philippines
Orcid: https://orcid.org/0009-0009-9363-1568
rowell.castro@bulsu.edu.ph

The authors declare that there is no conflict of interest

Abstract
As educational reforms continue to reshape basic education, faculty members in Teacher Education Institutions (TEIs) must remain responsive to evolving classroom realities. While traditional professional development initiatives provide theoretical updates, opportunities for experiential engagement remain limited. This study examined faculty perceptions, willingness, and perceived challenges regarding the implementation of a school immersion program in a TEI. Both quantitative and qualitative data were collected and analyzed, involving 54 faculty members from a TEI of a state university in Central Luzon, the Philippines. Quantitative data were analyzed using Spearman's rho, Mann-Whitney U, and Kruskal-Wallis tests due to non-normal distribution, while qualitative data from interviews and focus group discussions were examined through thematic analysis. Findings revealed generally positive perceptions and high willingness to participate in the immersion program. Significant positive correlations were found between perceptions and willingness (ρ = .692, $p < .001$), suggesting that favorable attitudes strongly predict engagement intention. Although time management and workload were identified as challenges, these did not substantially diminish participation intent. The findings underscore the importance of strengthening positive perceptions and providing structural support to enhance faculty engagement in immersion-based professional development initiatives.

Keywords: 21st Century Education. Challenges. Immersion. Perception. Willingness.

Resumo
À medida que as reformas educacionais continuam a remodelar a educação básica. os docentes das Instituições de Formação de Professores (IFPs) devem permanecer atentos às realidades em constante evolução da sala de aula. Embora as iniciativas tradicionais de desenvolvimento profissional ofereçam atualizações teóricas. as oportunidades de envolvimento prático continuam limitadas. Este estudo examinou as percepções. a disposição e os desafios percebidos pelos docentes em relação à implementação de um programa de imersão escolar em uma IFP. Foram coletados e analisados dados quantitativos e qualitativos. envolvendo 54 docentes de uma ITE de uma universidade estadual na região de Luzon Central. nas Filipinas. Os dados quantitativos foram analisados utilizando os testes rho de Spearman. U de Mann-Whitney e Kruskal-Wallis devido à distribuição não normal. enquanto os dados qualitativos de entrevistas e discussões em grupos focais foram examinados por meio de análise temática. Os resultados revelaram percepções geralmente positivas e alta disposição para participar do programa de imersão. Foram encontradas correlações positivas significativas entre percepções e disposição ($\rho = 0.692$. $p < 0.001$). sugerindo que atitudes favoráveis são fortes indicadores da intenção de engajamento. Embora a gestão do tempo e a carga de trabalho tenham sido identificadas como desafios. elas não diminuíram substancialmente a intenção de participação. Os resultados ressaltam a importância de fortalecer as percepções positivas e fornecer apoio estrutural para aumentar o engajamento do corpo docente em

iniciativas de desenvolvimento profissional baseadas em imersão.

Palavras-chave: *Educação do 21º Século. Desafios. Imersão. Percepção. Disposição.*

1 INTRODUCTION

One of the core objectives of tertiary education. as outlined in Batas Pambansa 232. also known as the "Education Act of 1982." is to advance knowledge through research and apply it to improve human life and address evolving societal needs. This law emphasizes that educators should act as agents of constructive social. economic. intellectual. and cultural change within their schools and communities. all while aligning their efforts with national development policies. In line with these objectives. the Philippines' education system has undergone significant reforms. most notably through the implementation of Republic Act 10533. or the "Enhanced Basic Education Act of 2013." This reform extended the basic education cycle by adding two years to secondary education. introducing Grades 11 and 12. known as Senior High School (SHS). While this reform sought to strengthen students' readiness for higher education. it also created a gap in tertiary institutions. as faculty members faced reduced teaching loads due to lower student enrollments (CHED. 2016). The nationwide rollout of SHS in 2016 led to a sharp decline in first-year college enrollees. significantly impacting faculty workloads in higher education institutions (HEIs) (Ronda. 2017).

To address these challenges. the Commission on Higher Education (CHED) introduced development programs. such as the K to 12 Transition Program. which offered scholarships and faculty industry immersion opportunities aimed at helping faculty members update their skills and expertise. Immersion programs have been particularly beneficial in allowing faculty to apply their academic knowledge in real-world settings. enhancing their teaching relevance (Clark *et al*. 2023; Tagare & Villaluz. 2021). However. such opportunities have primarily been available to technical fields like engineering and information technology. leaving a critical gap in professional development for educators in Teacher Education Institutions (TEIs). who play a pivotal role in shaping the next generation of teachers (Cammarata & Cavanagh. 2018; Sedanza

et al.. 2023). With the distinct characteristics of Generation Z learners. who are highly attuned to digital technologies and prefer interactive learning environments. TEI faculty members must adapt their teaching methodologies to meet these students' needs (Cooper. 2016; Warren. 2022; Sklencar. 2022). This generational shift underscores the importance of experiential learning opportunities. such as faculty immersion programs. to keep educators abreast of modern classroom dynamics (Bragas *et al*.. 2019; Dillard *et al*.. 2024).

Research has shown that immersion programs for faculty not only enhance teaching effectiveness but also equip educators to navigate the challenges of 21st-century education. For example. Flores *et al*. (2022) found that immersion programs allow educators to engage directly with current educational environments. improving their teaching strategies and their ability to mentor future educators. Anderson *et al*. (2021) further emphasized that faculty immersion helps educators integrate new technologies and teaching tools into their classrooms. which is particularly critical in an era where digital literacy and technology-driven learning are essential. Despite these benefits. faculty members often face significant challenges when participating in immersion programs. Time management. balancing heavy workloads. and financial constraints remain key barriers. especially for those with administrative responsibilities (Bandy. 2021). However. even with these challenges. faculty who recognize the professional development benefits of such programs tend to show high levels of willingness to participate (Kelly. 2019).

Thus. while traditional professional development programs like seminars and workshops provide valuable updates on pedagogical theory. they often fail to offer the hands-on experience necessary for educators to fully grasp the evolving realities of classroom teaching. Immersion programs fill this gap by giving faculty members practical exposure to the modern education landscape. ensuring that they remain effective and relevant in their roles.

This study sought to explore the need for a school immersion program specifically designed for faculty members in a TEI of a state university in the Philippines. laying the groundwork for the development and implementation of a program that addresses the needs of both educators and the changing educational environment. Specifically. the study aimed to answer the following questions?

1. What is the demographic profile of the faculty-respondents in terms of:

a) sex;
b) age;
c) highest educational attainment;
d) employment status;
e) number of years teaching in basic education;
f) number of years teaching in tertiary education;
g) primary subject taught. and;
h) administrative designation?

2. How can the faculty-respondents be described in terms of their:

a) perceptions of the school immersion program;
b) willingness to participate in the school immersion program. and;
c) perceived challenges in participating in the school immersion program?

3. Are there significant differences in respondents' perceptions. willingness. and perceived challenges when grouped according to their demographic profile?
4. Is there a significant relationship among perceptions. willingness to participate. and perceived challenges in the school immersion program?

1.1 Theoretical framework

This study is anchored in Self-Determination Theory (SDT) (Ryan & Deci. 2000) and the Theory of Planned Behavior (TPB) (Ajzen. 1991). which together provide an explanatory framework for understanding faculty perceptions. willingness. and perceived challenges toward participation in a school immersion program. Self-Determination Theory posits that individuals are more likely to engage in professional development activities when their psychological needs for autonomy. competence. and relatedness are supported. In the context of faculty immersion. positive perceptions of the program may reflect a belief that participation enhances teaching competence and professional relevance. When faculty perceive immersion as meaningful and aligned with their professional identity. intrinsic motivation increases. thereby strengthening willingness to participate despite logistical constraints.

Complementing this perspective. the Theory of Planned Behavior explains behavioral intention. such as willingness to participate in an immersion program. as influenced by attitudes (perceptions of value). subjective norms (institutional expectations). and perceived behavioral control (perceived challenges such as time and financial constraints). In this study. perceptions correspond to attitudes toward the immersion program. willingness reflects behavioral intention. and challenges represent perceived behavioral control factors that may either facilitate or hinder participation.

By integrating SDT and TPB. this study conceptualizes faculty participation in immersion programs as a function of motivational drivers and contextual constraints. Positive perceptions are expected to increase willingness. while perceived challenges may moderate but not necessarily eliminate participation intentions. This framework provides a structured lens for interpreting the relationships among perceptions. willingness. and challenges identified in the quantitative and qualitative findings.

2 METHODOLOGY

2.1 Research design

This study employed both quantitative and qualitative research design. providing a comprehensive understanding of faculty members' perceptions. willingness. and challenges regarding participation in the school immersion program. The use of both quantitative and qualitative data is widely supported in educational research. as it allows for a more holistic analysis by combining the strengths of both quantitative and qualitative methods (Creswell & Plano Clark. 2018). This approach was particularly effective in this study as it enabled the researchers to capture measurable trends while also exploring the nuanced experiences of faculty members through qualitative data. Previous research by Anderson. *et al*. (2021) emphasizes that mixed-method approaches are beneficial when exploring complex phenomena such as faculty development programs. as they allow for the cross-validation of findings from different data sources.

2.2 Research locale and participants

The study was conducted in a TEI of state university in Central Luzon. the Philippines. with faculty members from the main campus as the primary respondents. The study took place from August 22. 2022. to February 21. 2023. and involved 54 out of 56 faculty members (96.43%) who participated by completing the survey and engaging in interviews. This sample size is consistent with recommendations for mixed-method studies. as suggested by Creswell and Creswell (2020). who argue that a balance between quantitative breadth and qualitative depth ensures meaningful insights. even in relatively small sample sizes. The participants were selected using a purposive sampling technique. which is appropriate for studies seeking to explore specific characteristics of a group. such as their engagement in professional development (Etikan. Musa. & Alkassim. 2016).

The respondents included both regular and non-regular faculty members across various programs offered by the College of Education. such as Bachelor of Elementary Education (BEEd). Bachelor of Early Childhood Education (BECEd). Bachelor of Secondary Education (BSEd). Bachelor of Physical Education (BPED). Bachelor of Technology and Livelihood Education (BTLEd). and Bachelor of Technical-Vocational Teacher Education (BTVTEd). The majority of faculty members taught professional and major subjects. in accordance with the CMOs governing these programs.

2.3 Research instruments

In the quantitative phase of the study. a structured self-report survey questionnaire was developed to assess faculty members' perceptions. willingness to participate. and perceived challenges in engaging in the proposed school immersion program. The instrument consisted of twenty-seven (27) items presented as declarative statements and organized into four (4) sections.

The first section collected respondents' demographic information. including sex. age. educational attainment. employment status. years of teaching experience in both basic and tertiary education. primary subjects taught. and administrative designation. The second section. comprising seven (7) statements. measured faculty perceptions of the immersion program. The third section assessed respondents' willingness to participate in

the program. while the fourth section examined perceived challenges related to participation. particularly in terms of time. workload. and logistical considerations.

The development of the instrument was informed by existing literature on professional development. faculty engagement. and motivational constructs to ensure alignment between the measured variables and the conceptual framework of the study. Items were designed to reflect attitudinal evaluation (perceptions). behavioral intention (willingness). and contextual or structural constraints (challenges). thereby supporting construct representation.

To establish content validity. the questionnaire was reviewed by experts from the Department of Education and Teacher Education Institutions. Validators were asked to assess the clarity. relevance. coherence. and appropriateness of each item relative to its intended construct. Based on their feedback. minor refinements were made to improve wording precision and eliminate potential ambiguity. The experts affirmed that the instrument was clear. logically structured. and appropriate for the target respondents.

A pilot test was subsequently conducted among faculty members from Colleges of Education in other campuses and State Universities and Colleges (SUCs) to examine the reliability of the instrument. Internal consistency reliability was computed using the IBM Statistical Package for the Social Sciences (SPSS). The analysis yielded a Cronbach's alpha coefficient of 0.71. indicating acceptable internal consistency for exploratory research (DeVellis. 2017). This suggests that the items within the instrument demonstrate adequate homogeneity while capturing related but conceptually distinct dimensions of faculty engagement in immersion programs. The use of validated and pilot-tested instruments aligns with best practices in survey research and enhances the credibility of the study's findings. Although the Cronbach's alpha value of 0.71 is considered acceptable for exploratory studies and early-stage instrument development. it also suggests that future refinement and validation across larger samples may further enhance the scale's internal consistency.

2.4 Data collection procedures

Prior to the data collection. permission to conduct the study was sought from the Dean of the College and other concerned offices of the University. After approval of the

request. the online survey questionnaire was sent directly to the concerned faculty members. The help of the program supervisor was also sought to disseminate the online survey questionnaire to the teachers through a Google Forms link. At the beginning of the survey. respondents were asked to read the consent form. which informed them about the purpose of the study. study procedures. duration. risks. benefits. and confidentiality. They were reminded that participation in the survey was voluntary. and they were asked to signify their willingness to participate by agreeing to the consent form.

Transparency and informed consent are essential components of ethical research practices. especially when faculty members may be affected by institutional policies. as emphasized by Bloor and Wood (2016). Ensuring that participants were fully aware of the voluntary nature of the study. their right to withdraw at any time. and the confidentiality of their responses helped safeguard their interests and encouraged open participation. After giving their consent. respondents proceeded to answer the sections of the questionnaire that assessed their perception. willingness to participate. and perceived challenges in participating in the school immersion program. Respondents were also invited to answer open-ended questions included in the survey. The data collection lasted for a month. from January 2023.

2.5 Data analysis

Both quantitative and qualitative data were gathered and analyzed. For quantitative analysis. descriptive and inferential statistical techniques were employed. Descriptive statistics. such as weighted mean and standard deviation. were used to summarize the respondents' demographic profiles and assess their perceptions. willingness to participate. and perceived challenges. Inferential analyses. including Mann-Whitney U and Kruskal-Wallis tests. were used to explore significant differences across demographic variables such as sex. age. academic rank. and teaching experience. These non-parametric tests were chosen due to the non-normal distribution of the data. a common issue in educational research when sample sizes are moderate (Field. 2018). The use of non-parametric tests is widely supported in the literature for studies involving ordinal data or small sample sizes (Pallant. 2020).

The qualitative data collected from interviews and focus group discussions were analyzed using thematic analysis. following the systematic procedures outlined by Braun and Clarke (2006). The analysis involved several recursive phases: familiarization with the data through repeated reading of transcripts. generation of initial codes based on meaningful units of responses. organization of related codes into preliminary themes. and iterative refinement of themes to ensure coherence and internal consistency. Throughout the process. particular attention was given to preserving the contextual meaning of participants' statements and ensuring that the themes accurately reflected the breadth and depth of faculty experiences.

Thematic analysis is widely recognized for its flexibility and capacity to provide rich. detailed accounts of participants' perspectives. making it appropriate for exploring faculty perceptions. willingness. and challenges regarding the immersion program. As noted by Flores *et al*. (2022). thematic analysis is particularly effective in educational research contexts because it enables researchers to identify patterns of meaning that inform program design and policy refinement. By systematically organizing participants' narratives into well-defined themes. the study was able to complement the quantitative findings and provide deeper interpretive insights into faculty engagement dynamics.

3 RESULTS AND DISCUSSION

Table 1 presents the demographic profile of the respondents in terms of sex. age. employment status. rank. highest educational attainment. length of teaching experience. and primary subject taught.

Table 1

Profile of the Respondents

Category	***Subcategory***	***Frequency***	***Percentage (%)***
Sex	Male	26	48.15
	Female	28	51.85
Age	21-25	4	7.41
	26-30	3	5.55
	31-35	5	9.26
	36-40	3	5.55
	41-45	10	18.52
	46-50	11	20.37

	51-55	6	11.11
	56-60	9	16.67
	61-65	3	5.55
Employment Status	Part-time	12	22.22
	Regular	42	77.78
Rank	Part-timer	11	20.37
	Instructor	12	22.22
	Assistant Professor	3	5.55
	Associate Professor	19	35.19
	Professor	8	14.81
	University Professor	1	1.85
Highest Educational Attainment	Bachelor's Degree	13	24.07
	Master's Degree	21	38.89
	Doctorate Degree	20	37.04
Length of Teaching Experience	1-5	5	9.26
	6-10	5	9.26
	11-15	5	9.26
	16-20	12	22.22
	21-25	8	14.81
	26-30	9	16.67
	31-35	5	9.26
	36-40	3	5.55
	41-45	2	3.70
Last Year of Teaching in the Basic Education	Last 1-5 years	7	12.96
	Last 6-10 years	9	16.67
	Last 11-15 years	8	14.81
	Last 16-20 years	8	14.81
	Last 21-25 years	12	22.22
	Last 26-30 years	8	14.81
	Last 31-35 years	2	3.70
Primary Subject Taught	General Education	4	7.41
	Professional Education	19	35.19
	Major Subjects	31	57.41

In terms of sex. there is a very minimal difference between the male (48.15%) and female (51.85%). When it comes to age. 7.41% of the faculty members were in group 21-25 years old; 5.55% were in the age groups of 26-30. 36-40. and 61-65 years old; 9.26% fall in the bracket of 31-35; 18.52% belong to 41-45 age group; 20.37% were in the age group of 46-50 years old; 11.11% of them belong to 51-55 age bracket. and: 16.67% were identified in 56-60 years of age. Concerning the employment status. majority of the surveyed respondents were regular employees (77.78%). identified as Instructor (22.22%); Assistant Professor (5.55%); Associate Professor (35.19%); Professor (14.81%). and University Professor (1.85%). More so. 24.07% of the respondents were

bachelor's degree holders; 38.89% completed their master's degree. and 37.04% are already Doctorate Degree holders. Concerning their length of teaching experience. each bracket of 1-5. 61-0. 11-15. and 36-40 received 9.26% of the respondents; 22.22% had 16-20 years of teaching experience; 14.81% have been in the service for 21-25 years now; 16.67% have been teaching with respect to 26-30 years group; 5.55% of the respondents had 36-40 years. and 3.70% had 41-45 years of teaching experience. Looking back on the last year when the respondents taught in basic education level. 87% of the respondents belong to the bracket of last 6-35 years. There are only 7 (12.96%) our 54 respondents who belong in the last 1-5 years back to the year when they last taught in the basic education (elementary or high school). Lastly. in terms of primary subjects taught. majority of the faculty-respondents handled major subjects (57.41%); 35.19% taught Professional Education subjects. and only 7.41% of them handled General Education subjects.

Francisco (2020) stated that teachers' demographic characteristics is considered one important basis for improving the quality of instruction in terms of pedagogical innovations. To better facilitate and implement an immersion program for faculty members. there is a need to look closely on the relevant expertise of the teachers particularly on their teaching experiences. As presented. majority of the respondents last taught in the basic education level (Kindergarten Elementary. and High School) several years ago. As such. it is easier to establish the need for such immersion for the faculty members in TEIs to be updated and keep abreast on the trends in teaching in the basic education. Their immersion insights. more so. are expected to be used in improving their pedagogical realizations. training the teacher-education students more effectively through stating a more realistic explanations and examples in their discussions.

Table 2

Perceptions on Faculty Immersion Program

Statements	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Interpretation
1. Involvement in the faculty immersion program will make me learn real-world situations in basic education.	87.0	9.3	1.9	1.9	3.81	.55	Strongly Positive

2. I will truly enjoy doing faculty immersion program in the public school.	55.6	38.9	3.7	1.9	3.48	.67	Strongly Positive
3. Participating in the Faculty Immersion Program will give me opportunities to share my knowledge among the teachers in the public school.	70.4	24.1	5.6	0	3.65	.59	Strongly Positive
4. The faculty immersion program is just a waste of time.	7.4	3.7	14.8	74.1	1.44	.88	Strongly Negative
5. My postgraduate education. trainings. and seminars are enough that I do not need to be involved in the faculty immersion program.	9.3	16.7	24.1	50.0	1.85	1.01	Negative
6. Doing the immersion in public school will help me improve my teaching strategies in training the future teachers.	68.5	29.6	1.9	0	3.67	.51	Strongly Positive
7. The faculty immersion program will provide me a deeper understanding and appreciation of the teaching profession.	72.2	24.1	3.7	0	3.69	.54	Strongly Positive
Weighted Mean					**3.57**	**.46**	**Strongly Positive**

Note: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1. Interpretation of mean scores: 3.26–4.00 = Strongly Positive; 2.51–3.25 = Positive; 1.76–2.50 = Negative; 1.00–1.75 = Strongly Negative

As can be gleaned in Table 2. faculty members demonstrated strongly positive perceptions of the proposed immersion program (WM = 3.57. SD = .46). indicating broad agreement regarding its professional relevance and value. The highest-rated item emphasized the opportunity to gain real-world exposure to basic education contexts (M = 3.81. SD = .55). suggesting that faculty view experiential engagement as essential for maintaining pedagogical currency. In contrast. respondents strongly rejected the statement that the immersion program would be a waste of time (M = 1.44. SD = .88). further reinforcing the program's perceived legitimacy and importance.

The qualitative findings substantiate these quantitative results. Faculty members consistently described immersion as an opportunity to reconnect with contemporary classroom realities and better understand the evolving characteristics of learners. Many participants acknowledged that extended tenure in tertiary education may distance them from current basic education practices. making immersion a meaningful mechanism for professional recalibration. As one respondent noted. *"It has been ten years since I last taught in elementary school. I think that this immersion will help me become more aware*

of the behavior of the new generation of learners." Similarly. another participant expressed that returning to high school teaching would enhance effectiveness in preparing preservice teachers. underscoring the perceived linkage between immersion experience and improved instructional mentorship. Beyond skill enhancement. faculty also framed immersion as personally and professionally enriching. Participants emphasized that firsthand exposure to current school environments would strengthen their ability to contextualize pedagogical theories and provide more authentic guidance to teacher-education students.

These findings align with existing literature emphasizing the value of immersion-based professional development. Fantinelli *et al*. (2024) and Clark *et al*. (2023) highlight that immersion experiences foster instructional quality by bridging theoretical knowledge and practical application. By re-engaging educators in authentic learning environments. immersion programs reinforce the interconnectedness of academic preparation and lived classroom practice. The present findings support this perspective. suggesting that faculty recognize immersion not merely as an institutional requirement but as a strategic tool for sustaining instructional relevance and professional growth.

Table 3

Willingness to participate in the faculty immersion program

Statements	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Interpretation
1. I am interested in participating in the Faculty Immersion Program of the College.	59.3	33.3	7.4	0	3.52	.64	Strongly Positive
2. I am excited to participate in the Faculty Immersion Program of the College.	55.6	37.0	7.4	0	3.48	.64	Strongly Positive
3. I am willing to spend at least three hours per week engaging in the immersion program in a public school.	44.4	42.6	9.3	3.7	3.28	.79	Strongly Positive
4. Participating in the faculty immersion program will not help me become an effective Instructor/Professor.	9.3	13.0	18.5	59.3	1.72	1.02	Strongly Negative
5. I am willing to comply with documentary requirements (e.g.. journal entries or portfolio submissions).	38.9	38.9	14.8	7.4	3.09	.92	Positive
6. Engaging in the immersion program will develop my teaching effectiveness and continued growth as a	63.0	31.5	5.6	0	3.57	.60	Strongly Positive

transformative. mission-driven educator.							
7. Through immersion. I can contribute to the university's strategic goal of building academic excellence.	57.4	38.9	3.7	0	3.54	.57	Strongly Positive
Weighted Mean					**3.39**	**.56**	**Strongly Positive**

Note: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1. Interpretation of mean scores: 3.26–4.00 = Strongly Positive; 2.51–3.25 = Positive; 1.76–2.50 = Negative; 1.00–1.75 = Strongly Negative

Table 3 presents faculty willingness to participate in the proposed immersion program. Overall. respondents demonstrated a strongly positive level of willingness (WM = 3.39. SD = .56). indicating a clear behavioral intention to engage in immersion-based professional development. More specifically. the highest-rated item emphasized the program's contribution to enhancing teaching effectiveness and supporting continued growth as transformative. mission-driven educators (M = 3.57. SD = .60). This suggests that faculty perceive immersion not merely as a procedural requirement but as a meaningful avenue for sustained professional advancement. In contrast. the negatively framed statement asserting that immersion would not contribute to instructional effectiveness received a strongly negative rating (M = 1.72. SD = 1.02). further reinforcing respondents' belief in the program's value. Notably. while interest and excitement levels were strongly positive. the item related to compliance with documentary requirements (e.g.. journal entries and portfolios) yielded a comparatively lower mean (M = 3.09. SD = .92). categorized as positive rather than strongly positive. This finding suggests that although faculty are motivated to participate. structured reporting tasks may require institutional support mechanisms to ensure sustained engagement.

The qualitative findings corroborate the quantitative results. Participants expressed enthusiasm and anticipation toward re-engaging with school environments. One respondent shared. *"Thinking that I will get to visit again my old school. I cannot help but feel excited in meeting my former co-teachers. learn from them. and share my experiences as well."* Another noted the importance of firsthand classroom observation despite exposure to numerous professional development seminars. stating. *"Even though there are seminars on 21st-century education. I still want to observe the learners myself."*

These reflections indicate that faculty value authentic engagement over purely theoretical updates. underscoring immersion as an experiential form of professional recalibration.

Consistent with literature on professional development. immersion-based initiatives are often identified as among the most impactful forms of experiential learning for educators. These offer significant benefits in terms of teacher effectiveness. cultural understanding. and skill development. These initiatives place educators in realistic scenarios. allowing them to practice and refine their skills in a controlled environment. which enhances their pedagogical abilities and confidence (Buragohain *et al*.. 2024; Dolby & Rahatzad. 2018). The present findings support this perspective. suggesting that faculty view immersion as both professionally energizing and strategically aligned with institutional goals of academic excellence.

Table 4

Perceived challenges in participating in the faculty immersion program

Statements	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Interpretation
1. Participation in the immersion program may affect my time management in handling university classes.	27.8	51.9	20.4	0	3.07	.70	Moderately Evident
2. The immersion experience will not have any impact on my students' performance in college.	0	9.3	33.3	57.4	1.52	.67	Not Evident
3. My current workload in the university may prevent me from completing the immersion program.	9.3	35.2	44.4	11.1	2.43	.82	Slightly Evident
4. The funding allocated for the immersion program may not be sufficient.	7.4	37.0	46.3	9.3	2.43	.77	Slightly Evident
5. I may not have sufficient time to complete required portfolio or journal entries.	13.0	38.9	31.5	16.7	2.48	.93	Slightly Evident
Weighted Mean					**2.61**	**.58**	**Moderately Evident**

Note: Strongly Agree (4); Agree (3); Disagree (2); Strongly Disagree (1). Interpretation of mean scores: 3.26–4.00 = Highly Evident; 2.51–3.25 = Moderately Evident; 1.76; 2.50 = Slightly Evident; 1.00–1.75 = Not Evident

Table 4 summarizes faculty perceptions of the challenges associated with participation in the immersion program. Overall. perceived challenges were moderately evident (WM = 2.61. SD = .58). indicating that while logistical constraints are acknowledged. they are not viewed as strongly prohibitive barriers. Notably. time

management emerged as the most salient concern (M = 3.07. SD = .70). with a substantial proportion of respondents agreeing that immersion activities may affect their handling of university classes. This suggests that faculty recognize the additional demands posed by immersion. particularly in balancing teaching. administrative. and institutional responsibilities. In contrast. respondents strongly rejected the notion that immersion would have no impact on student performance (M = 1.52. SD = .67). reinforcing their belief in the program's educational value despite structural constraints. Other potential barriers. including workload demands. funding limitations. and documentation requirements. were only **slightly evident**. suggesting that these factors. while present. are not perceived as severe impediments to participation. Taken together. these findings indicate that the challenges associated with immersion are primarily operational rather than motivational.

The qualitative data further illuminate these findings. Faculty members with administrative designations expressed concern regarding scheduling and workload management. As one participant noted. *"I only have an issue with the schedule of this immersion since I have an administrative function in the university. I am afraid that I could not attend regularly in my class."* Another respondent highlighted practical considerations. stating. *"I just hope that we will also be provided with at least transportation allowance in doing such."* These responses underscore the importance of strategic scheduling and institutional support mechanisms to ensure sustained engagement.

These findings align with Bandy's (2011) discussion on community-engaged teaching. which emphasizes that immersive and experiential professional development requires significant time investment and structural coordination. Within the context of TEIs. where faculty members often juggle instructional. research. and administrative roles. immersion initiatives must therefore be carefully designed to mitigate scheduling conflicts while maximizing professional benefit.

Table 5

Nonparametric Test Results Examining Differences in Perceptions. Willingness. and Challenges Across Demographic Variables

Grouping Variable	Test	Variable	Test Statistic	df	p

Sex	Mann–Whitney U	Perceptions	U = 321.50	—	.453
		Willingness	U = 314.00	—	.380
		Challenges	U = 329.50	—	.548
Status Appointment	Mann–Whitney U	Perceptions	U = 245.00	—	.882
		Willingness	U = 212.00	—	.399
		Challenges	U = 201.50	—	.290
Designation Status	Mann–Whitney U	Perceptions	U = 355.50	—	.902
		Willingness	U = 337.50	—	.660
		Challenges	U = 288.00	—	.193
Age	Kruskal–Wallis	Perceptions	$\chi^2 = 4.80$	8	.779
		Willingness	$\chi^2 = 6.16$	8	.630
		Challenges	$\chi^2 = 1.39$	8	.994
Current Rank	Kruskal–Wallis	Perceptions	$\chi^2 = 14.41$	5	.013*
		Willingness	$\chi^2 = 7.42$	5	.191
		Challenges	$\chi^2 = 9.02$	5	.108
Highest Educational Attainment	Kruskal–Wallis	Perceptions	$\chi^2 = 0.20$	2	.905
		Willingness	$\chi^2 = 1.02$	2	.600
		Challenges	$\chi^2 = 0.48$	2	.785
Length of Teaching Experience	Kruskal–Wallis	Perceptions	$\chi^2 = 6.45$	8	.597
		Willingness	$\chi^2 = 7.83$	8	.450
		Challenges	$\chi^2 = 10.34$	8	.242
Primary Subject Teaching Area	Kruskal–Wallis	Perceptions	$\chi^2 = 0.18$	2	.915
		Willingness	$\chi^2 = 3.46$	2	.177
		Challenges	$\chi^2 = 0.64$	2	.728

Note. Mann–Whitney U tests were used for two-group comparisons; Kruskal–Wallis tests were used for variables with more than two groups.

To determine whether faculty perceptions. willingness. and perceived challenges differed across demographic variables. Mann–Whitney U and Kruskal–Wallis tests were conducted (Table 5). The results revealed no statistically significant differences across sex. status of appointment. designation status. age. highest educational attainment. length of teaching experience. or primary subject teaching area (all $p > .05$). These findings suggest that faculty attitudes toward the immersion program are broadly institutional rather than demographically segmented. reflecting a shared orientation toward professional engagement.

With respect to sex. the non-significant Mann–Whitney U results ($p > .05$) are reinforced by the similarity in mean scores between male and female faculty members. Both groups reported positive perceptions of the immersion program ($M = 3.57$). relatively high willingness to participate ($M = 3.39$). and moderate perceived challenges ($M = 2.61$). The convergence of these scores indicates that gender does not substantially influence faculty views or experiences of the program. This finding supports Francisco's (2020) assertion that demographic factors such as gender play a limited role in faculty engagement in professional development initiatives. Likewise. Livaccari (2013)

emphasized that intrinsic motivation and professional commitment. rather than demographic characteristics. are more decisive in shaping teachers' participation in professional growth opportunities. The present results therefore suggest that both male and female faculty members are similarly driven by internal motivations to engage in the immersion program.

Although no statistically significant differences were found across age groups ($p > .05$). descriptive trends suggest meaningful variations. Mid-career and senior faculty members tend to report stronger perceptions of and willingness to participate in the immersion program. whereas older faculty members also indicate higher levels of perceived challenges. This pattern implies that while experience and professional maturity may enhance appreciation for development initiatives. they may simultaneously bring increased institutional responsibilities that complicate participation. Such observations align with Tagare and Villaluz (2021). who highlighted that mid-career and senior faculty often demonstrate stronger interest in professional development due to accumulated expertise and mentoring roles. At the same time. the greater challenges reported by older faculty resonate with Bandy's (2011) observation that senior academics frequently shoulder expanded administrative and leadership duties. limiting their capacity to engage fully in additional initiatives.

A similar pattern emerges when examining status of appointment. While no statistically significant differences were detected between regular and part-time faculty ($p > .05$). descriptive tendencies indicate that regular faculty demonstrate slightly higher willingness to participate but also report greater challenges. This suggests that regular faculty. despite heavier institutional responsibilities. remain strongly committed to professional development activities. Ronda (2017) noted that full-time faculty often exhibit stronger institutional commitment and alignment with developmental goals. which may explain their higher willingness. However. Kelly (2019) pointed out that regular faculty frequently encounter time-management constraints due to administrative and instructional demands. providing context for their elevated perception of challenges.

In contrast to the largely non-significant results across other demographic variables. academic rank emerged as a significant factor influencing perceptions of the immersion program. $\chi^2(5) = 14.41$. $p = .013$. Although no corresponding differences were found in willingness or perceived challenges. the variation in perceptions indicates that

professional positioning shapes how the immersion program is evaluated. Descriptive trends suggest that higher-ranking faculty members tend to view the program more positively. yet they also experience greater challenges. likely due to expanded responsibilities. This finding aligns with Gutierez (2019) and Sedanza *et al*. (2023). who observed that senior faculty and those occupying leadership roles may appraise professional development initiatives more strategically because of their broader institutional accountability. Even when behavioral intention remains consistent. professional rank appears to influence evaluative perspectives.

When grouped according to highest educational attainment. no statistically significant differences were observed ($p > .05$). Nevertheless. faculty members holding doctoral degrees tend to report higher perceptions of and willingness to participate in the immersion program. alongside greater perceived challenges. This dual pattern reflects the complex professional expectations associated with advanced academic qualifications. Mallillin and Caday (2021) noted that faculty with higher educational attainment often face intensified demands in research. teaching. and administration. resulting in heavier workloads. Despite these pressures. higher qualifications may also cultivate stronger intrinsic motivation for continuous learning. consistent with Francisco's (2020) emphasis on internal drivers of professional engagement.

Likewise. differences across length of teaching experience were statistically non-significant ($p > .05$). yet descriptive patterns indicate that more experienced faculty members express stronger perceptions of and willingness to engage in the immersion program. while simultaneously acknowledging higher challenges. Violanda *et al*. (2023) similarly found that experienced educators recognize the value of professional development but often struggle with the additional workload such programs entail. The persistence of willingness despite perceived difficulty suggests a sustained commitment to lifelong professional growth.

Across primary subject teaching areas. no significant differences were detected ($p > .05$). indicating that immersion program engagement transcends disciplinary boundaries. However. descriptive tendencies reveal that faculty teaching major subjects exhibit slightly stronger perceptions. whereas those in professional education report higher challenges. Ronda (2017) suggested that faculty handling major subjects often maintain close alignment with disciplinary developments. potentially fostering positive

evaluations of immersion initiatives. Conversely. the higher challenges reported by professional education faculty may stem from the continuously evolving demands of pedagogical reform and policy shifts. as discussed by Gutierez (2019).

Finally. although designation status did not yield statistically significant differences ($p > .05$). faculty members with administrative roles tend to report greater challenges and slightly lower willingness compared to their non-administrative counterparts. Kelly (2019) emphasized that administrative responsibilities frequently constrain time available for professional development. Nevertheless. administrative faculty continue to report positive perceptions of the immersion program. reflecting recognition of its strategic value for instructional and leadership effectiveness. Sedanza *et al*. (2023) similarly observed that faculty in leadership positions often appreciate the importance of ongoing development despite competing priorities. As Bandy (2011) suggested. institutional supports such as flexible scheduling and workload adjustments may further enhance participation among faculty with substantial administrative commitments.

Taken together. these findings reinforce the institutional viability of the immersion program. Despite theoretical expectations that demographic characteristics such as gender. age. career stage. workload. or academic positioning might significantly influence engagement (Bandy. 2011; Kelly. 2019; Ronda. 2017). the statistical results indicate a broadly shared orientation across faculty groups. The only significant variation emerged in perceptions across academic rank. suggesting that professional positioning shapes evaluative judgment more than behavioral intention. Overall. engagement with the immersion program appears to be primarily grounded in institutional culture and intrinsic professional motivation rather than demographic segmentation.

Table 6

Spearman's Rho Correlations Among Perceptions. Willingness. and Challenges

Variable	1	2	3
1. Perceptions	—	.69**	.54**
2. Willingness	.69**	—	.58**
3. Challenges	.54**	.58**	—

Note. Spearman's rho correlation coefficients are reported. $p < .01$ (two-tailed).

Given the non-normal distribution of the data. Spearman's rho was used to examine the relationships among perceptions. willingness. and perceived challenges (Table 6). Results revealed statistically significant positive correlations between perceptions and willingness ($\rho = .692$. $p < .001$). perceptions and challenges ($\rho = .542$. $p < .001$). and willingness and challenges ($\rho = .580$. $p < .001$).

The strong positive correlation between perceptions and willingness suggests that faculty members who hold favorable attitudes toward the immersion program are more likely to demonstrate stronger behavioral intention to participate. This finding aligns with the Theory of Planned Behavior (Ajzen. 1991). which posits that attitudes toward a behavior are strong predictors of intention. Faculty who perceive immersion as professionally beneficial appear intrinsically motivated to engage. supporting the assumptions of Self-Determination Theory (Ryan & Deci. 2000). particularly the role of perceived competence in fostering engagement.

Interestingly. the moderate positive correlations involving perceived challenges indicate that although faculty recognize logistical constraints such as workload and time management. these challenges do not negate their willingness to participate. Rather than functioning as deterrents. challenges appear to coexist with positive engagement intentions. This suggests that faculty members may view immersion as valuable enough to pursue despite structural barriers. The findings therefore imply that strengthening positive perceptions may be a more powerful driver of participation than solely minimizing challenges. Institutional strategies that emphasize professional growth. pedagogical relevance. and alignment with faculty identity may therefore enhance program uptake more effectively than administrative adjustments alone.

Beyond individual faculty development. the implementation of a structured school immersion program carries significant long-term institutional implications. Sustained immersion initiatives may strengthen vertical alignment between TEIs and basic education schools. ensuring that preservice teacher preparation remains responsive to evolving classroom realities. Over time. immersion experiences can contribute to curriculum recalibration. more authentic pedagogical modeling. and stronger theory–practice integration within teacher preparation programs.

Institutionally. regular immersion cycles may also foster a culture of experiential professional development. shifting faculty growth from episodic seminars toward

embedded. practice-based learning. Such structural embedding has the potential to normalize reflective recalibration among faculty. thereby enhancing instructional relevance and reinforcing the institution's role as an adaptive and reform-responsive educational entity. Moreover. formalized immersion partnerships with public schools may strengthen university–school collaboration networks. facilitating research opportunities. co-designed interventions. and shared innovation ecosystems.

In the long term. immersion programs may function not merely as professional enrichment activities but as strategic mechanisms for institutional resilience in periods of educational reform. By systematically reconnecting faculty with classroom realities. Teacher Education Institutions can better anticipate policy shifts. learner transitions. and pedagogical transformations. positioning themselves as proactive rather than reactive actors in national education development.

4 CONCLUSIONS

This study established the institutional need for a structured school immersion program for faculty members in a Teacher Education Institution (TEI). Both quantitative and qualitative findings indicate that faculty generally hold positive perceptions of the proposed program and demonstrate strong willingness to participate. recognizing its value in enhancing pedagogical relevance and reconnecting with contemporary classroom realities.

Although most demographic variables did not produce statistically significant differences. professional nuances were observed. Academic rank influenced perceptions. with senior faculty and those holding doctoral degrees reporting greater challenges due to heavier workloads and administrative responsibilities. Despite these constraints. their sustained willingness to participate highlights the role of intrinsic professional motivation. The strong positive correlation between perceptions and willingness further underscores that favorable attitudes are key drivers of engagement. even in the presence of operational challenges.

While time management and workload concerns were acknowledged. these challenges were not sufficient to deter participation. This suggests that strengthening

positive perceptions and clearly communicating professional benefits may be more critical to program sustainability than solely minimizing logistical barriers.

Beyond individual faculty growth. the findings point to important institutional implications. A well-structured immersion program can strengthen alignment between the TEI and basic education schools. promote theory–practice integration. and foster a culture of experiential professional development. With appropriate structural support and strategic implementation. the immersion initiative can become a sustainable mechanism for institutional responsiveness and long-term instructional excellence.

RECOMMENDATIONS

The study provides insights into faculty perceptions. willingness. and challenges regarding participation in a school immersion program. These findings affirm the need to move forward with the program's design and implementation. To ensure the program's success. it is recommended to move forward with the subsequent phases. including piloting and full implementation. while aligning these phases with strategies suggested in recent literature. The piloting phase should focus on validating the program's impact on teaching effectiveness by highlighting tangible benefits for faculty. This aligns with studies that emphasize the importance of professional development programs that directly enhance pedagogical skills. Additionally. addressing challenges related to workload and time management should remain a priority. Special consideration should be given to faculty members at various career stages. Mid-career and senior faculty should be provided with workload mapping and flexible scheduling options to reduce pressure and ensure active involvement. Younger and part-time faculty may benefit from engagement strategies such as mentorship programs or incentives to encourage participation and enthusiasm.

To ensure the smooth integration of the immersion program into faculty schedules. workload flexibility is crucial. particularly for senior faculty members and those with administrative roles. who are likely to face greater workload pressures. Additionally. targeted support should be extended to faculty members teaching Professional Education subjects. who were found to face greater challenges.

The program design should set clear expectations and deliverables. ensuring participants understand the intended outcomes. Faculty should document their experiences through reflective reports or activity narrations. creating a structured basis for program evaluation and improvement. Furthermore. the institution must allocate sufficient financial and logistical resources to ensure the program's long-term sustainability. including funding for program materials. stipends. and ongoing evaluations.

In addition to these core recommendations. it is crucial to promote collaboration and feedback opportunities throughout the program's duration. Faculty input should be regularly solicited to refine the program's content and structure. ensuring alignment with the evolving needs of educators. Establishing mentorship and peer-support systems. particularly pairing less experienced faculty with senior members. could enhance engagement and promote knowledge sharing. Finally. a long-term evaluation plan should be established to track the program's impact on both faculty development and student outcomes.

With careful planning. tailored support. and sustained institutional commitment. the school immersion program can transform teaching effectiveness and foster long-term professional growth. By aligning these recommendations with recent studies. the immersion program will not only address the immediate challenges but also ensure its lasting impact on both faculty and student outcomes.

LIMITATIONS OF THE STUDY

While the findings provide meaningful insights into faculty perceptions. willingness. and challenges regarding the school immersion program. several limitations must be acknowledged. First. the study was conducted within a single TEI. which may limit the generalizability of the findings to other institutional contexts. Faculty culture. administrative structures. and resource availability may vary across institutions. potentially influencing participation dynamics. Second. although the study achieved a high participation rate (96.43%). the overall sample size (n = 54) remains relatively modest. While sufficient for the statistical procedures employed. larger and more diverse samples across multiple institutions would strengthen external validity and allow broader generalizations. Third. the study relied on self-reported data. which may be subject to

response bias. including social desirability effects. Although anonymity was assured. participants may have provided favorable responses due to institutional affiliation or perceived expectations. Finally. the cross-sectional design captures faculty perceptions at a single point in time. Longitudinal research examining changes before. during. and after immersion implementation would provide stronger evidence regarding the program's sustained impact. Future studies are encouraged to include multiple TEIs. larger samples. and longitudinal or experimental designs to enhance generalizability and causal inference.

ACKNOWLEDGMENT

The researcher wishes to extend his sincerest gratitude to all those individuals who have been part of this study- the faculty-respondents. validators. the statistician. and all those who extended their helping hands in realization of this academic paper.

REFERENCES

About the K to 12 Transition. (n.d.). Retrieved from https://chedk12.wordpress.com/about-kto12/

Ajzen. I. (1991). The theory of planned behavior. Organizational behavior and human decision processes. 50(2). 179-211.

Association of College and Research Libraries. (n.d.). *ACRL Immersion Program Committee invites applications for Immersion Program Faculty.* Retrieved from https://www.ala.org/acrl/immersion/immersionfacultyapplication

Bandy. J. (2011). *Challenges and opportunities of community-engaged teaching.* Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/challenges-and-opportunities-of-community-engaged-teaching/

Braun. V.. & Clarke. V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology. 3*(2). 77–101.

Buragohain. D.. Deng. C.. Sharma. A.. & Chaudhary. S. (2024). The impact of immersive learning on teacher effectiveness: a systematic study. IEEE Access. 12. 35924-35933.

Cammarata. L.. & Cavanagh. M. (2018). In search of immersion teacher educators' knowledge base: Exploring their readiness to foster an integrated approach to

teaching. Journal of Immersion and Content-Based Language Education. 6(2). 189-217.

Clark. R.. Menkhaus. J.. McGinness. A.. & Sutterluety. M. (2023). Exploring the Transformative Effects of Service-Immersion Programs on Faculty. Experiential Learning and Teaching in Higher Education. 6(2). 138-151.

Cooper. P. (2016). Teacher education. students with diverse needs and social-emotional education. In Quality and change in teacher education: Western and Chinese perspectives (pp. 293-305). Cham: Springer International Publishing.

Creswell. J. W.. & Creswell. J. D. (2020). *Research design: Qualitative. quantitative. and mixed methods approaches* (5th ed.). Sage.

Creswell. J. W.. & Plano Clark. V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.

DeVellis. R. F. (2017). *Scale development: Theory and applications* (4th ed.). Sage.

Dillard. N.. Sisco. S.. & Collins. J. C. (2024). Expanding experiential learning in contemporary adult education: Embracing technology. interdisciplinarity. and cultural responsiveness. New Directions for Adult and Continuing Education. 2024(184). 30-38.

Dolby. N.. & Rahatzad. J. (2018). Experiential learning in teacher education: increasing awareness of diversity through the immersion experience. Experiential Learning & Teaching in Higher Education. 2(1). 7-25.

Etikan. I.. Musa. S. A.. & Alkassim. R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics. 5*(1). 1–4. https://doi.org/10.11648/j.ajtas.20160501.11

Fantinelli. S.. Cortini. M.. Di Fiore. T.. Iervese. S.. & Galanti. T. (2024). Bridging the gap between theoretical learning and practical application: A qualitative study in the Italian educational context. Education Sciences. 14(2). 198.

Field. A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage.

Flores. M.. *et al*. (2022). Immersion programs as a tool for faculty professional development. *International Journal of Educational Research. 15*(4). 112–128.

Francisco. A. R. S. (2020). Teachers' personal and professional demographic characteristics as predictors of students' academic performance in English. *International Journal of Management. Technology. and Social Sciences (IJMTS). 5*(2). 80–91. https://doi.org/10.5281/zenodo.3997430

Gutierez. M. G. (2019). The importance of keeping senior faculty engaged in professional development. *Journal of Educational Research and Development. 10*(3). 251–266.

Kelly. M. (2019). Importance of effective teacher training. Retrieved from https://www.thoughtco.com/importance-of-effective-teacher-training-8306

Livaccari. C. (2013). *Successful approaches to immersion teaching*. Asia Society. Retrieved March 1. 2026. from https://asiasociety.org/education/successful-approaches-immersion-teaching

Mallillin. L. L. B.. & Caday. K. R. (2021). The role of teaching immersion in faculty development. *Journal of Educational Research and Innovation. 8*(1). 35–49.

Pallant. J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS.* Routledge.

Ronda. R. (2017). Immersion pushed to address work-skills mismatch. *The Philippine Star*. Retrieved from https://www.philstar.com/other-sections/education-and-home/2017/10/11/1747808/immersion-pushed-address-work-skills-mismatch

Ryan. R. M.. & Deci. E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation. social development. and well-being. American psychologist. 55(1). 68.

Sedanza. A. V.. Cerdan. J. C.. & Molina. F. S. (2023). Immersion programs and professional growth: A study of TEI faculty engagement. *Journal of Teacher Education and Development. 11*(2). 88–104.

Sklencar. A. (2022). Social media marketing and the Gen Z attention span. Retrieved from https://www.onlineoptimism.com/blog/social-media-marketing-and-the-gen-z-attention-span/

Tagare. A. C.. & Villaluz. J. G. (2021). Industry immersion for academic excellence: A faculty development initiative. *Journal of Higher Education Policy and Management. 43*(3). 321–337.

Violanda. D. L.. *et al*. (2023). Navigating the professional development challenges faced by senior faculty: A cross-sectional study. *Journal of Educational Management. 6*(2). 103–120.

Warren. K. (2022). Generation Z (Gen Z): Definition. birth years. and demographics. Retrieved from https://www.investopedia.com/generation-z-gen-z-definition-5218554

Authors' Contribution

All 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.

How to cite this article (APA)

Castro, R. R. BACK TO BASIC: FACULTY PERCEPTIONS, WILLINGNESS, AND CHALLENGES TOWARD A SCHOOL IMMERSION PROGRAM IN A TEACHER EDUCATION INSTITUTION. Veredas Do Direito, e234606. https://doi.org/10.18623/rvd.v23.4606