

Professional development as correlates with performance commitment among faculty members of a state university in Cagayan Valley

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Abstract

This quantitative study delved on how professional development of faculty members of a state university in Cagayan Valley, Philippines, correlated with their performance commitment through the use of validated questionnaires and archived performance data extracted from randomly picked faculty members of the institution. The data were treated using frequency, percentage, mean, ANOVA, and Spearman Rho at 0.05 level. It was unveiled that the respondents who represented all four academic units of the university had a high level of professional development specifically in terms of personality development and advanced education while moderate in capacity building, community extension, and leadership. Moreover, their level of performance commitment is very satisfactory in terms of instruction, designation, research, extension, and production though majority of them have no evaluation in research, extension, and production. It was also found out that there are significant differences in their professional development in terms of community extension and personality development, but no significant differences in their professional development in terms of advanced education, capacity building, and leadership when they are grouped according to academic units, and there is no significant difference in their performance commitment when they are grouped according to the same profile construct. Lastly, there is a significant relationship between their professional development and performance commitment particularly in terms of production, but no significant correlations were noted in terms of instruction, designation, research, and extension. These findings prompted the development of a training design geared toward capacitating the faculty members in the areas of instruction and research.

Keywords: correlates, faculty members, performance commitment, professional development, state university

Professional development as correlates with performance commitment among faculty members of a state university in Cagayan Valley

1. Introduction

Educators are the representatives of both their content areas and their schools. How educators present themselves makes an impression on administrators, colleagues, parents, students, and other stakeholders of the school. Often a learner links the preference for a particular subject to an educator and the way the subject was taught. An educator who exudes enthusiasm and competence for a content area may transfer those feelings to the learners. In addition, how the educator relates to the learners has an impact on their experience in the class. Many other aspects of an effective professional can be cultivated. Among these aspects is their competence and dedication in their instructional tasks as well as in their designations, research and extension activities, and social responsibilities in the campus and community, as encapsulated by their performance commitment. Improving the performance of the educator hence inevitably renders substantial benefits to the stakeholders of education.

Another aspect deemed considerable for the educators' improved performance commitment is their professional development. Effective professional development is continual. It includes training, practice, and feedback, and provides adequate time and follow-up support. Successful programs involve educators in learning and development activities that are similar to ones they will use with their learners and encourage the development of educators' learning communities. There is growing interest in developing schools as learning organizations, and in ways, for teachers to share their expertise and experience more systematically.

The development of educators beyond their initial training can serve a number of objectives, including the updating of their knowledge of a subject in light of recent advances in the area, updating their skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research, enabling of individuals to apply changes made to curricula or other aspects of teaching practice, enabling of schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice, exchanging of information and expertise among teachers and others, e.g. academics, industrialists, and helping weaker teachers become more effective.

All rewarding careers should encompass both personal and professional growth and satisfaction. Professional training and development resources are indeed imperative to help every employee engage, learn and grow. To support personal and organizational development through the outlay of time and finances in applicable training can not only benefit workforce staffing and preservation but essentially pay for itself in a very short period of time. Some educational organizations are able to offer an unrivaled suite of opportunities braced by strong, recognized expertise and the choice of using steadfast education and training amenities in their in-house provisions.

To address the needs of the faculty members of Nueva Vizcaya State University - Bambang Campus, Bambang, Nueva Vizcaya, along with their professional development and performance commitment, this study was conceptualized. Improving their personal and professional attributes along the selected constructs will be a very essential and substantial measure through which the university may attain its thrusts for instruction, research, extension, and production. Hence this study entitled "*Professional Development as Correlates with Performance Commitment among Faculty Members of a State University in Cagayan Valley.*" This study could provide a rich source of information from which the output was dovetailed. Specifically, this study eyed on coming up with an enriched learning and development activity for faculty members as captured in an activity design to enhance the professional development and performance commitment of faculty members.

It is in this light that this study emerged with its research framework displayed in figure 1.

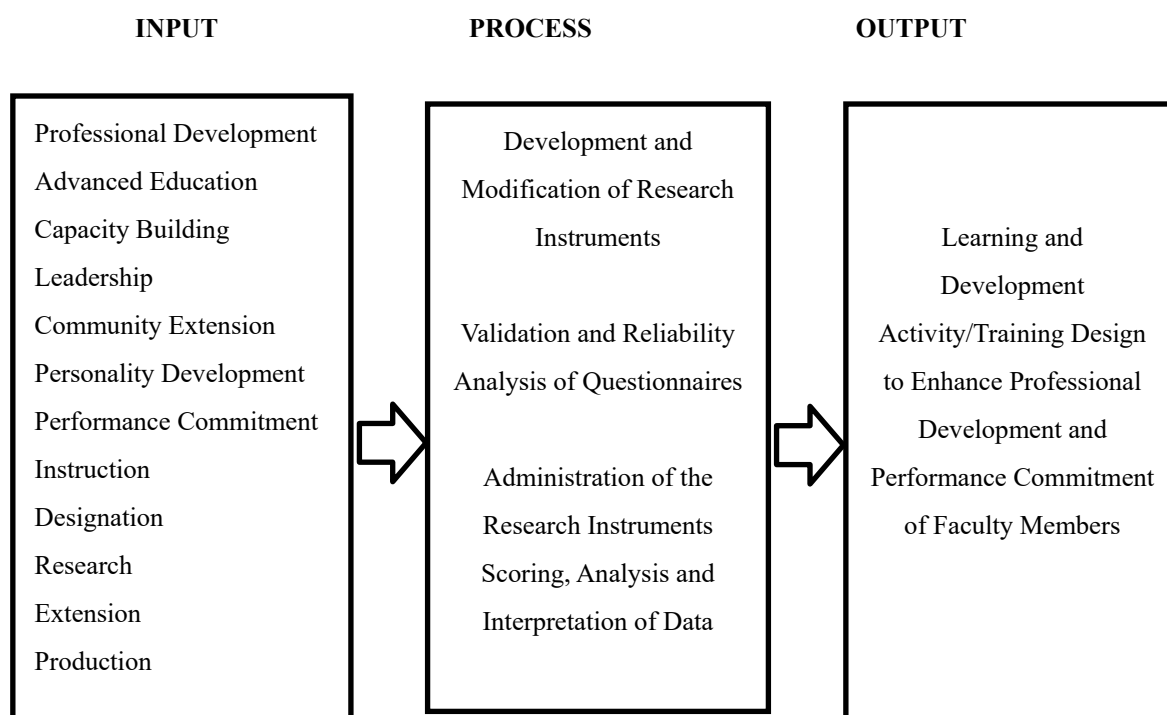


Figure 1. *Research Paradigm of the Study*

Objectives - The study was designed to assess the level of professional development among randomly selected faculty members of Nueva Vizcaya State University - Bambang Campus, Bambang, Nueva Vizcaya, and its relationship with their performance commitment in the academic year 2020-2021. Specifically, this study aimed to: 1. determine the profile of the respondents (faculty members of Nueva Vizcaya State University - Bambang Campus) in terms of their academic units; 2. determine the respondents' level of professional development along with advanced education, capacity building, leadership, community extension, and personality development; 3. determine the respondents' level of performance commitment; 4. find out if there is a significant difference in the respondents' level of professional development and their level of performance commitment when grouped according to academic units; and 5. find out if there is a significant relationship between the respondents' level of professional development and their level of performance commitment.

2. Methodology

This quantitative study which was conducted in the academic year 2020-2021 employed a descriptive-correlational survey method of research. This design aptly drew out answers to the problems of this study since the research focused on the current status of a human resource management program component. A descriptive survey approach was employed with the aid of a survey questionnaire which elicited the status of professional development and performance commitment of the sixty (60) randomly selected faculty members of Nueva Vizcaya State University - Bambang Campus, Bambang, Nueva Vizcaya. In terms of the respondents' profile as to academic unit, the researchers used a Personal Data Sheet (PDS) as Part I to solicit the data listed in the first specific problem of the study. The responses derived from this instrument were treated as nominal variables which were the bases of grouping as used in problem 4.

The researchers used an adapted questionnaire checklist developed and validated by Tallungan (2017) to extract the respondents' perceptions of their professional development in Part II which was designed to identify the professional development level of the respondents in terms of advanced education, capacity building, leadership, community extension, and personality development. There were 25 indicators that were self-rated by the randomly selected respondents using a 5-point scale as follows: 1- Strongly Disagree; 2- Disagree; 3-

Partly Agree; 4- Agree, and 5- Strongly Agree, which were converted into ranges to ascertain their level of professional development as follows: 4.50-5.00 (very high), 3.50-4.49 (high), 2.50-3.49 (moderate), 1.50-2.49 (low), and 1.00-1.49 (very low). The responses derived from this instrument were treated as scale variables.

To determine the level of performance commitment of the respondents, a checklist was designed whose inputs were based on the Individual Performance Commitment Review (IPCR) ratings of the respondents during the second semester of the academic year 2020-2021, in terms of instruction, designation, research, extension, and production. The following scale was used: 4.50-5.00 (outstanding), 3.50-4.49 (very satisfactory), 2.50-3.49 (satisfactory), 1.50-2.49 (fair), and 1.00-1.49 (poor). In cases the respondents were not involved in an underpinning of the IPCR rating like designation, research, extension, and production, the qualitative description used was “Not Involved” or NI. The responses derived from this instrument were treated as ordinal variables.

To ensure clarity, validity, reliability, and appropriateness of the adapted instrument used in gathering information, the questionnaire was expert validated and subjected to analysis of internal consistency under the Classical Test Theory using Cronbach Alpha (α). After having subjected the above-cited questionnaire to pilot testing, the computed reliability index is 0.863 which is qualitatively described as a good level of internal consistency (Cudia & Tallungan, 2015). The data gathered from the respondents were organized, categorized, tallied, and treated statistically using frequency and percentage distribution, means, ANOVA, and Spearman Rho correlation coefficient. All statistical inferences were based on the 0.05 level of significance.

3. Discussion of Results

After thorough handling of data collected in the research process, they were organized and presented in tabular and textual forms as follows to facilitate optimal understanding of how the research objectives were attained through this endeavor.

3.1 Profile of the respondents in terms of their academic unit

In terms of the respondents’ profile as to academic unit, the researchers used a Personal Data Sheet (PDS) to solicit the data needed and they are divulged in Table 1 through frequency and percentage distribution.

Table 1

Frequency and Percentage Distribution of Respondents in Terms of Academic Unit

Academic Unit	Frequency	Percentage (%)
CAS	10	16.67
CIT	13	21.67
COE	16	26.67
CTEd	21	35.00
Total	60	100.00

Sixty (60) respondents were randomly selected from a roster of 158 faculty members of the NVSU-Bambang teaching force representing 38.00% of the total population. This sample size necessitates the requisite of 10% for a large population for a descriptive study, as well as 30 respondents for a correlational study as claimed by Gay in Cudia et al. (2015). Most of the respondents of this study or twenty-one (21) of them representing 35.00% of the sample size, come from the College of Teacher Education (CTEd), 16 (26.67%) come from the College of Engineering (COE), 13 (21.67%) from the College of Industrial Technology (CIT), and 10 (16.67%) from the College of Arts and Sciences (CAS). The set of respondents selected hence represents fully all four academic units of NVSU-Bambang Campus.

3.2 Respondents’ assessment of their level of professional development

To ascertain the respondents’ level of professional development which is underpinned specifically by advanced education, capacity building, leadership, community extension, and personality development, a

validated questionnaire was used, and the data collected are unveiled in Table 2. The table shows that the overall mean of 3.51, qualitatively described as high, was obtained to describe the respondents' level of professional development in general. High levels are reported along with areas of personality development, 3.88, and, advanced education, 3.54, while moderate levels along with capacity building, 3.40, community extension, 3.38, and least but classified still under moderate level, is leadership, 3.33.

Table 2

Respondents' Level of Professional Development

Area of Development	Mean	Qualitative Description
Advanced Education	3.54	High
Capacity Building	3.40	Moderate
Leadership	3.33	Moderate
Community Extension	3.38	Moderate
Personality Development	3.88	High
Overall Mean	3.51	High

Advanced Education. The respondents were assessed as having a high level of professional development in terms of this domain with a mean of 3.54. This is attributed primarily to the efforts of the university to encourage faculty members to pursue advanced educational programs to earn a master's or doctorate degree, as well as the existence of the incentive for availing thesis or dissertation allowances for their advanced education. In addition, the faculty are also urged to undergo career guidance activities or orientation to become knowledgeable of advanced education opportunities. Those who would like to pursue their graduate education are given scholarships or grants, and they are given incentives for units taken leading to an advanced academic degree.

Capacity Building. The respondents' level of professional development along with capacity building is qualitatively described as moderate with a mean of 3.40. This is accounted for notable efforts of the university to allow faculty members to attend seminars and/or workshops designed and conducted regularly to hone specific teaching skills and attend seminars and conferences which are relevant to their own specialization. On the other hand, the faculty members assessed their level of professional development in terms of capacity building as moderate due to fewer opportunities to be involved in discussions, surveys, or interviews to gauge their training needs, to be informed properly and promptly of seminars and conferences they could attend, and to be financially supported whenever they participate in various seminars, training, and workshops.

Leadership. The respondents' level of professional development in terms of leadership is qualitatively described as moderate with a mean of 3.33, which is the least assessed among the areas of this construct. This could be attributed to fewer than other regular instances that the faculty members are given designations or special assignments to develop their management skills. Further, when given positions they delegate tasks to their colleagues to facilitate the successful conduct of a project or program. As well, they are moderately given opportunities to attend fora and conferences on management, organization, and development, and given leadership opportunities by designing and implementing school or other related activities. In the same manner, they moderately participate in the planning and carrying out of school functions as committee chair or co-chair.

Community Extension. The respondents' level of professional development in terms of community extension is qualitatively described as moderate with a mean of 3.38, which is the second least assessed among the areas of this domain. It could be noted that the respondents often perform practices like welcoming parents, teachers, and local officials as well as various stakeholders in the school as a gesture of thoughtfulness about their concerns, participating in projects and activities which respond to the needs and problems of the people in the community, involving community representatives or stakeholders in the pre-and post-assessment of the school-based management practices of the school. However, their level of professional development in terms of community extension is moderate due to fewer opportunities to create and maintain linkages with Non-Government Organizations (NGOs), alumni associations, Local Government Units (LGUs), Parents and Teachers Association (PTA), students, teaching and non-teaching staff, and create programs and projects

beneficial to the stakeholders, and to seek financial support from any entities or group of stakeholders to support students' development, teachers' professional growth, and school improvement.

Personality Development. The respondents' level of professional development in terms of personality development is qualitatively described as high with a mean of 3.88, which gets the best regard among the areas of this underpinning. This is attributed to greater opportunities for the faculty members to attend spiritual activities that strengthen their faith and become more sensitive to the needs of their fellowmen, learn from their colleagues and superiors how to maintain good grooming and social grace, maintain a good personality through proper dressing and tidiness, and attend activities that may develop their personal values like self-esteem, confidence, respect to other cultures, love of fellowmen and nation, and the like. Despite the above-stated indicators, the faculty members feel that they are exposed to fewer opportunities to attend activities that may develop their social skills as well as their ability to understand the attitudes of other people. To offer the data collected that addressed this research problem in another comprehensible perspective, table 3 is created to show the respondents' level of professional development according to the academic unit to which they belong.

Table 3

Respondents' Level of Professional Development according to Academic Unit

Area of Professional Development	CAS	CIT	COE	CTE	Overall
Advanced Education	3.04	3.55	3.85	3.70	3.54
Qualitative Description	Moderate	High	High	High	High
Capacity Building	2.90	3.52	3.64	3.53	3.40
Qualitative Description	Moderate	High	High	High	Moderate
Leadership	3.02	3.48	3.43	3.38	3.33
Qualitative Description	Moderate	Moderate	Moderate	Moderate	Moderate
Community Extension	2.86	3.63	3.48	3.56	3.38
Qualitative Description	Moderate	High	Moderate	High	Moderate
Personality Development	3.46	3.88	4.01	4.17	3.88
Qualitative Description	Moderate	High	High	High	High
Overall	3.06	3.61	3.68	3.67	3.51
Qualitative Description	Moderate	High	High	High	High

It could be gleaned from the table that only CAS obtained a qualitative description of moderate for its faculty members' professional development with a mean of 3.06, while the other faculty members coming from other academic units registered a high level of professional development: COE with 3.68, CTE with 3.67, and CIT with 3.61. The CAS respondents assessed their professional development in terms of all the domains as moderate with an overall mean of 3.06. Details show that CAS respondents rated their professional development along with advanced education with a mean of 3.04 (moderate), capacity building with 2.90 (moderate), leadership with 3.02 (moderate), community extension with 2.86 (moderate), and personality development with 3.46 (moderate).

On the other hand, COE, CTE, and CIT respondents assessed their professional development as high with specific high attributions along with advanced education, capacity building, and personality development as their common denominators. This finding affirms the contention of Mwesigwa (2010) as to the importance of training and development which are highly engaged in by the respondents of the study. Mwesigwa averred that the value of employees is determined by their methods of delivery, forwarding arguments, or choosing a more informed way and respect by others for their ideas gained through training and development. Further, it is supported by the standpoint of Maximiano (2006) that training and development are both useful for the present and preparation for the future.

3.3 Respondents' level of performance commitment

Utilizing the IPCR ratings as the source of information to address this research objective, the respondents' level of performance commitment is displayed in Table 4. The overall mean of the IPCR ratings of the respondents is 4.10 which is qualitatively described as very satisfactory. This could be attributed to the same

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qualitative description in the evaluation of the performance commitment of the respondents in terms of instruction (4.12 or very satisfactory), designation (4.11 or very satisfactory), research (3.92 or very satisfactory), extension (3.83 or very satisfactory), and production (3.88 or very satisfactory). Out of the sixty respondents, only 8, or 13.33% were evaluated as outstanding, and 52 or 86.67% as very satisfactory. Moreover, there were respondents who were qualitatively described as satisfactory and even fair in terms of designation, research, extension, and production.

Table 4

Respondents' Level of Performance Commitment

Area	O	VS	S	F	NI	Total	Mean	QD
Instruction	10	50				60	4.12	VS
%	16.67	83.33				100.00		
Designation	9	39	1		11	60	4.11	VS
%	15.00	65.00	1.67		18.33	100.00		
Research	2	15	1	1	41	60	3.92	VS
%	3.33	25.00	1.67	1.67	68.33	100.00		
Extension	1	17		2	40	60	3.83	VS
%	1.67	28.33		3.33	66.67	100.00		
Production		8	1		51	60	3.88	VS
%		13.33	1.67		85.00	100.00		
Overall	8	52				60	4.10	VS
%	13.33	86.67				100.00		

Legend: O=Outstanding; VS=Very Satisfactory; S=Satisfactory; F=Fair; NI=Not Involved; QD=Qualitative Description

It could be noted however that there were faculty members who were not evaluated in some areas of the IPCR rating. Eleven respondents (18.33%) were not rated along with designation because they were not given any college, campus, or university-based designation. Furthermore, forty-one (41 or 68.33%) did not perform in terms of research while forty (40) or 66.67% were not involved in extension and 51 or 85.00% in production. The data imply that the majority of the faculty members cannot catch up with the rigors of research, extension, and production, which are actually three of the foremost thrusts of the university.

In support of the contention above, the IPCR form of NVSU includes the major final outputs for research and extension as resource generation, research and development implementation, technology or information generation, publications or paper presentations, and forging linkages with external institutions. On the other hand, the major final outputs for production are involvement in income-generating projects (IGPs) and sustainability of the IGP to support the development programs of the university. Because of these challenging outputs expected of the faculty members, they could hardly partake in research, extension, and production programs, projects, and activities. Improved performance commitment of employees renders a competitive advantage to the university which is the thrust of this study. According to Mwesi (2010), the value of employees is gauged through their performance which renders a competitive advantage over others because human capital gained through training and development in various areas of a profession can be the source of competitive advantage.

3.4 Analysis of differences in the respondents' level of professional development and their level of performance commitment when grouped according to their academic units

One of the objectives of this study is to compare the levels of professional development and performance commitment of faculty members coming from the four involved academic units, to consider the proximity and relevance of details considered in the output of this research which is a training design. Table 5 shows the results of the analysis of differences in the respondents' level of professional development when they are grouped according to their academic units. In terms of advanced education, capacity building, and leadership, no significant differences were observed with the computed F-values of 2.46 (p=0.07), 2.41 (p=0.08), and 0.78 (p=0.51) respectively. This means that all respondents have a similar level of professional development along with advanced education, capacity building, and leadership regardless of their academic units.

Table 5*Differences in the Respondents' Level of Professional Development when Grouped according to Academic Units*

Area of Development	Computed F	p-value	Remark	Posthoc
Advanced Education	2.46	0.07	Not Significant	
Capacity Building	2.41	0.08	Not Significant	
Leadership	0.78	0.51	Not Significant	
Community Extension	2.80	0.05	Significant	CAS&CIT; CAS&CTEd
Personality Development	4.69	0.01	Significant	CAS&COE; CAS&CTEd
Overall Professional Development (df:3,56)	3.64	0.02	Significant	CAS&COE; CAS&CTEd

However, significant differences transpired in terms of community extension, and personality development, with computed F-values of 2.80 ($p=0.05$) and 4.69 ($p=0.01$), signifying that the respondents have dissimilar levels of professional development along with community extension and personality development when grouped according to academic units. Post-hoc analysis was carried out and it was observed that specific differences occurred between CAS and CIT, as well as between CAS and CTED, with the respondents coming from the latter academic units having significantly higher levels of professional development in terms of community extension. In the same manner, posthoc analysis was carried out and it was observed that specific differences occurred between CAS and COE, as well as between CAS and CTED, with the respondents coming from the latter academic units having significantly higher levels of professional development in terms of personality development.

In general, the analysis of differences in the respondents' level of professional development when grouped according to academic units yielded a computed F-value of 3.64 with a corresponding p-value of 0.02 which is less than the level of significance of 0.05. In this case, the null hypothesis is accepted. Hence, there is a significant difference in the level of professional development of the respondents when grouped according to their academic units. Post-hoc analysis was carried out and it was observed that specific differences occurred between CAS and COE, as well as between CAS and CTED, with the respondents coming from the latter colleges having significantly higher levels of professional development in general.

Table 6 shows the results of the analysis of differences in the respondents' level of performance commitment when they are grouped according to their academic units. After using ANOVA as a tool to realize this research objective by comparing the means of CAS with 4.00, CIT with 4.00, COE with 4.14, and CTED with 4.17, the computed F-value was 2.05 with a corresponding p-value of 0.12 which is greater than the pegged level of significance of 0.05. This means that the null hypothesis along with this inferential problem is accepted.

Table 6*Differences in the Respondents' Level of Performance Commitment when Grouped according to Academic Units*

College	Mean	Computed F	p-value	Remark
CAS	4.00			
CIT	4.00	2.05	0.12	Not Significant
COE	4.14			
CTEd	4.17			

(df:3,56)

Hence, there is no significant difference in the respondents' level of performance commitment when they are grouped according to their academic units. This signifies that the respondents have a similar level of performance commitment in general consideration in terms of instruction, designation, research, extension, and production.

3.5 Analysis of the significant relationship between the respondents' level of professional development and their level of performance commitment

The last problem posted in this study concerns the correlation between the two selected constructs, professional development, and performance commitment of the respondents to ascertain if the former may yield significant correlations with the specific underpinnings of the latter. Since performance commitment was treated as an ordinal variable the correlation coefficients considered in the analysis were derived from the Spearman Rho formula. Observing the outcomes of the correlational procedures carried out, the analysis of professional development with performance commitment in terms of instruction resulted to a correlation coefficient of 0.14 at $p=0.30$, designation with 0.06 at $p=0.64$, research with 0.06 at $p=0.67$, and extension with 0.01 at $p=0.97$, all p -values higher than the set level of significance of 0.05. These values mean that the null hypotheses along with this problem are accepted correspondingly. Hence, professional development is not significantly correlated with performance commitment in terms of instruction, designation, research, and extension.

Table 6

Relationship between the Respondents' Level of Professional Development and Performance Commitment

Area of Performance Commitment	Correlation Coefficient	p-value	Remark
Instruction	0.14	0.30	Not Significant
Designation	0.06	0.64	Not Significant
Research	0.06	0.67	Not Significant
Extension	0.01	0.97	Not Significant
Production	0.27	0.04	Significant

This finding further implies that the professional development that the respondents may have acquired in terms of their advanced education, capacity building, leadership, community extension, and personality development, does not relate meaningfully with their performance commitment. This further suggests that there may be other constructs that affect the performance commitment of the respondents.

On the other hand, observing the result of the correlational procedure carried out between professional development and performance commitment in terms of production, a correlation coefficient of 0.27 was computed with $p=0.04$ which is lower than the set level of significance of 0.05. This means that the null hypothesis along with this problem is rejected. Hence, professional development is significantly correlated with performance commitment in terms of production.

This finding further suggests that the professional development that the respondents may have acquired in terms of their advanced education, capacity building, leadership, community extension, and personality development, relates substantially to their performance commitment in terms of production. This further implies that the better level of professional development of the respondents may result in better performance commitment along with production.

As well, this runs parallel with Day's (1999) assertion that best highlights teachers' continuous professional learning within the broader context of change and its interconnected elements, one of which is performance. Further, professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school.

4. Conclusions and Recommendations

After adhering to proper processes that substantiated the findings of this study to materialize the research objectives, the researcher derived the following conclusions.

1. The set of respondents selected in this study represents fully all four academic units of NVSU-Bambang Campus, most of whom come from the College of Teacher Education while the least come from the College of

Arts and Sciences.

2. The respondents' level of professional development is high specifically in terms of personality development and advanced education while moderate in terms of capacity building, community extension, and leadership.

3. The respondents' level of performance commitment is very satisfactory in terms of instruction, designation, research, extension, and production though the majority of the respondents have no evaluation along with research, extension, and production.

4. There are significant differences in the respondents' professional development in terms of community extension and personality development, but no significant differences in their professional development in terms of advanced education, capacity building, and leadership when they are grouped according to their academic units. Moreover, there is no significant difference in the respondents' level of performance commitment when they are grouped according to the same profile construct.

5. There is a significant relationship between the respondents' level of professional development and their level of performance commitment, particularly in terms of production, but no significant correlations were noted in terms of instruction, designation, research, and extension.

With the foregoing conclusions, the following recommendations are offered.

1. Since faculty members of the said university rated professional development in terms of capacity building, community extension, and leadership as moderate, the following are recommended:

1.1. They may be given opportunities to be involved in discussions, surveys, or interviews to gauge their training needs, to be informed properly and promptly of seminars and conferences they could attend, and to be financially supported whenever they participate in various seminars, training, and workshops.

1.2. They may be given opportunities to attend fora and conferences on management, given leadership opportunities by designing and implementing school or other related activities, and participate in the planning and carrying out school functions as designees.

1.3. They may be given opportunities to create and maintain linkages with Non-Government Organizations (NGOs), alumni associations, Local Government Units (LGUs), Parents and Teachers Association (PTA), students, teaching and non-teaching staff, and create programs and projects beneficial to the stakeholders, and to seek financial support from any entities or group of stakeholders to support students' development, teachers' professional growth, and school improvement.

2. Faculty members from academic units with relatively lower regard for their professional development may be urged to participate in projects, programs, and activities of the college, campus, or university to optimize their professional growth.

3. The training design here appended may be submitted for review and approval by the administration considering that the training or activity is geared toward capacitating the faculty members in the areas of instruction and research. Its implementation may help address the needs of the faculty members in at least two of the five areas of performance commitment regarded as challenging by the respondents.

4. The research may be expanded to involve a broader scope in terms of sampling to include research participants from both campuses of the university.

5. Other researchers may venture into other constructs that may affect and eventually enhance the performance commitment of the respondents.

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