JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 2, No. 7, pp. 535-542, July 2024

Academic Career Development among State Universities and Colleges (SUCs) in Samar

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Date received: May 15, 2024
Date revised: May 27, 2024
Date accepted: June 1, 2024

Originality: 98%
Grammarly Score: 99%
Similarity: 2%

Recommended citation:
Refuncion, J.M. (2024). Academic career development among state universities and colleges (SUCs) in Samar. *Journal of Interdisciplinary Perspectives*, 2(7), 535-542. https://doi.org/10.69569/jip.2024.0214

Abstract. The study sought to answer the extent of implementation of the career development program and the significant relationship between the faculty profiles and the career development programs and processes. The study also wanted to know the challenges and strategies of career development by using a mixed-method research design and randomly picking 125 faculty respondents from different State Universities and Colleges on Samar Island. It was revealed that the lowest career development program extent of implementation was career development counseling and career development coaching and mentoring which both indicated "Moderately Implemented". It was also shown in the study that there is a significant correlation between career advancement educational background, academic rank, and the number of published research of the faculty. There is also a significant relationship between career development training to international, national, and local training provided and attended. The career development support process has also a significant relationship with the training of faculty internationally and lastly, career development counseling is significantly related to the number of published research. Thematic analysis was also used for providing career development challenges and strategies and it was discovered that the faculty were challenged with three reasons as follows: (1) there are many tasks in Publishing Research; (2) Financial struggle in finishing a Doctorate Degree; and (3) Time constraints because of designation. Subsequently, the career development strategies also revealed the following: (1) Faculty must finish a doctorate to meet the educational requirement; (2) Conduct and publish research to maximize higher possible points; and (3) Study the guidelines of NBC 461 to achieve higher academic rank. Faculty facing challenges in career development makes them initiate self-development in keeping up points in consonance with the NBC provisions and policies, some are still in adjustment to have a culture of research, challenged by finances both education and personal, a problem of which balancing is tough. Encouraging SUC to help faculty career growth and develop a model that effectively does both individual and institutional support. With the results from the research conducted, quantitative and qualitative approaches, and recommendations the researcher generated a model of academic career development which is called "Refuncion's Academic Career Development Model."

Keywords: Career development; Career development coaching and mentoring; Career development counseling, Career development trainings; Career advancement; Academic rank; Strategies; Challenges.

1.0 Introduction

Challenges in the academic profession globally are deemed critical to provide strategic ways to improve academic careers as acknowledged by the universities. A deterrent factor is that employees are not eager to plan themselves for they still believe that the management must handle their career development (Quast, 2014). Even some managers, according to Jackson (2014) do not know how to help their employees under them and do not have time to guide them in their growth and even organizations may be reluctant investing career development. SUCs are also challenged when it comes to academic performance due to a lack of training and lack of support from the seniors (Aslam et al., 2010). Esponilla et.al (2020) also identified concerns and challenges that

incline faculty promotion, the following is the dissemination of information, engagement of faculty, document appreciation, implementation schedule, and NBC 461 focal person responsiveness concerning the promotion of faculty, stakeholder's engagement to promotion, and faculty engagement to promotion.

In response to SUCs in Samar Island data was provided in different universities. Available data have shown in CHED Statistics that in the year 2018, there were 19 percent Ph.D. holders in SUC Samar Island, 2019 garnered Ph.D. holders at 19 percent, and in 2020 a percentage of 23 percent (CHED, n.d.). SUCs in Samar Island must be aware of the target and KRAs to achieve a productive outcome in faculty career development contributing to institutional SUC performance.

This study aimed to provide and develop an academic career development model for State Universities and Colleges (SUCs) in Samar Island. In this context, the researcher conducted this study to develop a career development model for SUCs with the hope that this will serve as a guide for human resources development. Thus, the researcher wanted to determine the universities' career development programs and support among SUCs in which the result would aid the SUC administrators to manage faculty development and strategize some interventions for the improvement of human resources within the university. The improved academic career development program will help the SUCs to achieve and accomplish faculty advancement by nurturing themselves through building expertise in their fields of specialization.

2.0 Methodology

2.1 Research Design

The study used a mixed-method research design that addressed research queries in an applicable manner which comprises collecting, analyzing, interpreting, and reporting both qualitative and quantitative data. The quantitative data described and correlated were taken from the respondent's profile and the extent of implementation of the academic career development program. The qualitative data described were taken from the results of the in-depth interview that will focus more on the challenges and strategies for academic career development. According to Braun and Clarke (2006) when data saturation is used, it must be accompanied by thematic analysis. The interviews conducted relied upon the procedures of career development of academic employees in which the researcher conducts several interviews, and attains saturation until no new facts and evidence are revealed. Data voluntarily given by the respondents through the process of data saturation will form part of a thematic analysis probing homogenous views on the career development of faculty or groups and mobilize accumulated knowledge leading to a Career Development Model.

2.2 Research Participants

The researcher used random sampling among faculty in SUCs of Samar Island. The researcher randomly selected a subset of participants from a population (Thomas, 2020) and decided to pick 125 samples among the faculty respondents from a sampling frame and used a random number generation explained by Zikmund (2002). The sampling was randomly selected faculty-respondents taken from SUC with the inclusion of assistant professors to professorial ranks and responded to all the parts of the questionnaire using the Google form link given by the researcher.

In the qualitative method, the researcher used purposive sampling that enabled a model that identifies participants as selective among participants in a form of nonprobability sampling as they come along the way. The researcher filtered respondents in the conduct of interviews that qualify the following criteria: respondents who have answered 2.70 to 5.00 level of implementation rating and respondents who have a low result bracket from 0 to 2 computed by the years in service divided by the number of academic ranks. Chosen participants based on whether or not join voluntarily in the study.

2.3 Research Instrument

In data gathering, a survey questionnaire was used and accomplished by the academic employees of HEIs in Samar Island, Part I of the questionnaire entails respondents' demographics or profiles. Part II was the extent of implementation in Academic Career Development support and programs if there was a presence of a program or is it practiced in the University as part of fostering the progress of every academic workforce taken from Alice

Waithiegeni Kibui's (2015) role of talent management study as to career development process and effect of career development programs by Mark and Nzulwa (2018) with minor modifications and the instrument is reliably proven, therefore valid to conduct further data gathering procedure and result is acceptable when Cronbach's Alpha results 0.7 and above according (Cooper & Schindler, 2003).

2.4 Data Gathering Procedure

A formal letter was sent to the faculty respondents together with the Survey Questionnaire. Distribution and retrieval were facilitated by the researcher through Google form with the approval of the University Presidents, with the aid of the different deans and directors from the University after which gathered data were summarized, analyzed, and interpreted with the use of appropriate statistical tools.

2.5 Data Analysis

Collected data results from the questionnaire given were cleaned checking the precision and accomplishment of answers. The processes were carefully checked for errors. The research samples must answer all the questions legibly and honestly. A few problems from the questionnaire were aligned and reviewed, making sure that it was useful to the study. Data were analyzed quantitatively (frequencies, standard deviation, averages, and percentages) and arranged in tabular form to achieve easy analysis and interpretation conforming to the definition of Kothari (2008) that data must be concise and arranged in logical order. Statistical tools used specifically in the study were Descriptive statistics, in correlation was the Chi-square formula. For statistical calculations, SPSS was used to get the results.

For career development implementation, the extent of implementation was used to determine if the institution was practicing Academic Career Development as to process. Extent of implementation is also used in Academic Career Development as to program, which includes employee training, career counseling, career coaching and mentoring, and career advancement, to enable to evaluation of the career development program used in career systems about human resource development among SUCs. The following criteria were based on the Likert scale came from Eustaquio (2015).

In-depth interview was used in the qualitative approach by interviewing individual faculty in different SUCs using cellular phones automatically recorded confidentially, logs, and notes that are secured and with consent from the interviewee. According to Goulding (1999) data saturation, a theory/model is only considered valid if the researcher has reached the point of saturation. The interviews to be conducted will rely upon the procedures of career development of faculty in SUCs, Samar Island, conducting several interviews, and attaining saturation until no new facts and evidence are revealed. The study utilizes Glaserian theory by generating through an inductive method also called a bottom-up process for model generation.

The researcher coded interviews through the process of open coding, axial coding, and selective coding to formulate themes (Corbin & Straus, 2008) and which "data are fractured, conceptualized, and integrated to form theory" (Strauss & Corbin, 1998) and constant comparisons will determine emergent theory or the assumptions leading to knowledge in Career Development Model.

2.6 Ethical Considerations

Conduct of the study will emphasize the confidentiality of information and details, especially the critical ones, the language used must be clearly instructed to the respondents. They are also informed about the survey purpose and confidentiality clause and it is integrated into the research instrument.

In the qualitative methods of gathering data, in-depth interviews with the respondents by sending a text message as a form of invitation and including a clear description if they like to be interviewed as consent, stating also the rights and expected time finished, the current study, and the purpose. The participants are fully informed that they may have an option to voluntarily participate or withdraw their participation once the data on the analyses phase, but when analyses are done and they are included as the respondents, they are not allowed to withdraw anymore, since it would be hard for the researcher to repeat the analyses. Utmost privacy to protect their rights during in-depth interviews and surveys.

Consent from the participating SUCs is approved by the University Presidents of each HEI and respondents' consents are established before the start of the data-gathering procedure considering the respondents are coded and for compliance with the Data Privacy Act. The data results will be deleted after utilization, analysis, and implementation and solely used for the study.

3.0 Results and Discussion

3.1 Level of Implementation on Career Development Process and Programs of HEIs

The Level of Implementation of Career Development as to Support Process and as to Program in SUCs resulted and presented the data on the level of implementation of Career Development Program. The overall implementation of the Career Development Program in the HEIs garnered (3.36) and it is described as Moderately Implemented. This is an indicator that SUCs have not provided full implementation of the career development program and its processes. Jehanzeb and Bashir (2013) recommended that the organization must promptly evaluate the success of the employee development program for it is very important and beneficial.

It was revealed in the Table 1 that the lowest career development program extent of implementation was career development counseling and career development coaching and mentoring which both indicated "Moderately Implemented" with a general weighted mean of 2.63 and 2.53, respectively.

Table 1. Overall level of implementation on career development process and programs of HEIs

Parameters	Mean	Description
Career Development Support Process	4.16	Significantly Implemented
Career Development Training Program	3.61	Significantly Implemented
Career Development Counseling Program	2.63	Moderately Implemented
Career Development Coaching & Mentoring Program	2.53	Moderately Implemented
Career Advancement Program	3.86	Significantly Implemented
Overall Weighted Mean	**3.36**	Moderately Implemented

3.2 Relationship between Faculty Profiles and Career Development Variables

It was also shown (Table 2) in the study that there is a significant correlation between career advancement educational background, academic rank, and the number of published research of the faculty. The study of Nezhad et al. (2020) a faculty must have a superior level of education to be promoted to a higher level position and career advancement comprises development, upgrading, growth, and exposure to a new working environment (Noori et al.,2015) and in terms research, many universities placed a great priority on research performance of the academe (Bai, 2011).

Table 2. Correlation between faculty profiles and career development variables

Variable 1	Variables 2	χ^2 value	p-value	df	Decision	Interpretation
Educational Background	Career Advancement	38.51	0.001	16	Reject H	Significant
Academic Rank	Career Advancement	71.26	0.006	44	Reject H	Significant
No. of International Trainings (Relevant)	Career Development Support Process	19.22	0.014	16	Reject H	Significant
	Career Development Training	32.83	0.008	16	Reject H	Significant
No. National Trainings (Relevant)	Career Development Training	39.58	0.001	16	Reject H	Significant
No. of Local Trainings (Relevant)	Career Development Training	35.36	0.004	16	Reject H	Significant
No. of Published Research	Career Development Counseling	22.94	0.028	16	Reject H	Significant
	Career Advancement	29.52	0.003	16	Reject H	Significant

There is also a significant relationship between career development training to international, national, and local training provided and attended Kiima (2015) confirms that employee training develops career projections as it heightens the opportunities for careers. The career development support process has also a significant relationship with the training of faculty internationally and lastly, career development counseling is significantly related to the number of published research.

Figure 1. Thematic analysis on challenges and strategies of academic career development

3.3 Career Development Challenges

Thematic analysis was also used for providing career development challenges and strategies and it was discovered that the faculty were challenged with three reasons as follows: (1) there are many tasks in Publishing Research; (2) Financial struggle in finishing a Doctorate Degree; and (3) Time constraints because of designation.

Theme 1: There are many tasks in Publishing Research

Studies have shown that faculty have more workload and that could impede challenges in publishing journals by themselves. Faculty are also highly involved in teaching and work or course load (Oermann & Hays, 2011). To further study this challenge the university must provide career development interventions on how to boost research publication track publication processes and balance out priorities according to the faculty performance and priorities.

Theme 2: Financial Struggle in Finishing a Doctorate Degree

It has been proven that lack of financial support was the major trial of the faculty in completing their doctoral degrees (Nerad & Miller, 1996). It is necessary to enhance and revisit the faculty's financial support system to enhance motivation among faculty.

Theme 3: Time Constraints because of the Designation

Respondents' another challenge that they have encountered in career development is the time constraints because of designation as compared to the study by Melnick and Meister (2008) with the bulk load in designation resulting in scarce time. To overcome this challenge, the university must limit assignment and designation, and the weight of the work of the faculty and assign them to a place where the major functions of academe are instruction, research, extension, and production.

3.4 Career Development Strategies

Subsequently, the career development strategies also revealed the following: (1) Faculty must finish a doctorate to meet the educational requirement; (2) Conduct and publish research to maximize higher possible points; and (3) Study the guidelines of NBC 461 to achieve higher academic rank.

Theme 1: Faculty must Finish a Doctorate to Meet the Educational Requirement

In NBC 461, a faculty must finish his/her doctorate to enable him to get large points in the Promotional Scheme (NBC 461, Manual on Position Classification and Compensation, 2012). A study revealed that doctoral degree completion is a very challenging trip yet a fulfilling accomplishment. The Scholarship and Support Faculty Development Plan needs to be revisited for possible revisions and harmonization for performance for future changes in the promotional scheme.

Theme 2: Conduct and Publish Research to Maximize Higher Possible Points

SUCs must take a closer look at faculty that serves well, especially those who are indulging in research (Gentry & Stokes, 2015). Motivation and encouragement to faculty in conducting and publishing research are essential for

research productivity to be high, by all means, help faculty engage in research and help publish their research outputs to be counted in their career development and progress.

Theme 3: Study the Guidelines of NBC 461 to Achieve a Higher Academic Rank
Careful review of institutional policies is essential related to the promotion guidelines of the committee for the practices consistent with the implementation leading to individual development and organizational goals (Freeman et al., 2020). A careful study and review of national and institutional guidelines for career promotion in synchronization with faculty performance and orient them thoroughly.

3.5 Proposed Model
The researcher generated a model of academic career development resulting from the quantitative and qualitative approaches and recommendations which is called "Refuncion's Academic Career Development Model."

Objectives
To invest in career development among SUC faculty and to provide support and guidance through career paths by analyzing the career needs and measuring and evaluating career progress.

Specific Objectives
1. To enhance participation of SUC faculty needs assessment and construct real and measurable career development level of progress.
2. To educate SUC faculty on the career strategies for them to work on performance and productivity fitting the criteria set in promotion guidelines.
3. To provide international training and strong collaboration among other Universities from around the world - their teaching, curriculum, and University practices as a benchmark and exposure to actual real and field experience.
4. To establish the culture of research and publication among SUC faculty as a normal habit that provides knowledge and facts providing a series of research-enhancing training and workshops and providing more methodology that fits the study.
5. To encourage educational progress as it's a way to career development and must be prioritized.

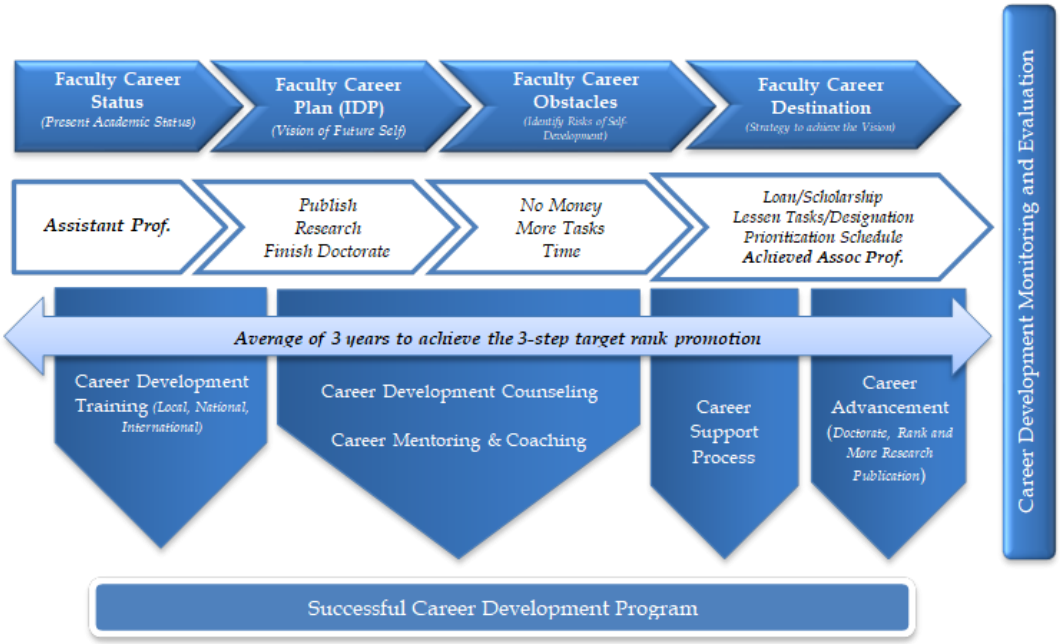

Figure 2. Refuncion's academic career development model

The generated Model was made because of the propositions formed and will be called "Refuncion's Academic Career Development Model" and it exemplifies both strategies of faculty and management support to achieve a successful Academic Career Development Program among SUCs in Samar Island as shown in Figure 2. The figure has 4 phases: Phase 1 describes the faculty career status which states the present rank of the faculty; Phase 2 indicates the vision of what would be the vision or preferable rank as individually planned; Phase 3 requires the faculty to identify career development obstacles or risks that can occur to hamper advancement or development of one's career; and lastly, Phase 4 in which career destination can be achieved by strategizing by addressing gaps, problems. The second level of the figure provides specific plans, obstacles, and strategies that are practically provided from the results of the qualitative approach using thematic analysis. The Arrow timeline provides the ideal rank step for a faculty for 3 years if problems have been identified and strategies have been practiced. Quantitatively provided by the study career development training of faculty must be continuously programmed by the SUCs mostly from the international arena. Career Individual Plans and Career Obstacles are mainly accommodated by Career development mentoring and coaching and career development counseling so that plans must be aligned properly and awareness of strategies. Career obstacles might be a problem for the mental health of the faculty as it negatively affects the minds and might cause failure in continuing career development plans. With these obstacles and problems, career development support by the SUCs is essential to educators as they are the primary front liners for higher education and universities must invest in them. Attaining doctorate education, more research publication relates to career advancement as it boosts academic rank and is closely significantly related to the variables provided by the study.

For future studies and research, these findings can produce more research and create academic developmental solutions. Future researchers can also validate the results as to new study that addresses faculty career development and progress.

4.0 Conclusion

Level of Implementation of Career Development as to Support Process and as to Program in SUCs resulted and presented the data on the level of implementation of Career Development Program. The overall implementation of the Career Development Program in the HEIs garnered (3.36) and it is described as Moderately Implemented. It was also revealed that the lowest career development program extent of implementation was career development counseling and career development coaching and mentoring which both indicated "Moderately Implemented" with a general weighted mean of 2.63 and 2.53, respectively. The study also shows that there is a significant correlation between career advancement to educational background, academic rank, and the number of published research of the faculty. Another is that there is also a significant relationship between career development training to international, national, and local training provided and attended. The career development support process has also a significant relationship with the training of faculty internationally and lastly, career development counseling is significantly related to the number of published research.

5.0 Contributions of Authors

The author is the sole contributor to the research.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

It is my huge appreciation to our Almighty God, who has given me this light of knowledge, thank you to my family, and special thanks to these people behind the study 'the SSU People' for their never-ending support.

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