

PROFESSIONAL DEVELOPMENT AND EMPLOYEE ENGAGEMENT OF THE TEACHING PERSONNEL IN A HIGHER EDUCATION INSTITUTION IN QUEZON CITY

ABSTRACT

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Professional development plays a crucial role in strengthening the skills, knowledge, and expertise of teaching personnel. This study aims to evaluate the relationship between professional development—specifically in the areas of continuous learning, classroom management, relationship building, technological proficiency, and career goal setting—and employee engagement, which is assessed through cognitive, emotional, and physical aspects. Additionally, the study seeks to identify the barriers that prevent teaching staff from fully participating in professional development initiatives. This study adopted a descriptive-correlational research design to explore the relationships among the key variables. The participants consisted of 104 teaching personnel from the College of Hospitality, Tourism, Business, Accountancy, and Management (CHTBAM). Cluster sampling was utilized to determine the sample group, and data collection was conducted through a researcher-developed survey questionnaire. For data analysis, the study employed statistical techniques including weighted mean, Pearson *r* correlation, and ranking procedures. The study found that teaching personnel strongly value professional development in all key areas, emphasizing the need for institutional support to encourage continuous learning and professional growth. Respondents also demonstrated high levels of cognitive, emotional, and physical engagement, indicating a strong commitment to their roles. A moderate positive correlation was observed between professional development and employee engagement, implying that while professional development plays a significant role, other personal and organizational factors also influence engagement levels. Financial constraints were identified as the primary barrier to participation, followed by time limitations and heavy workloads. Despite recognizing the benefits of professional development, these obstacles continue to limit full participation among teaching staff. The study underscores the critical role of institutional support in promoting professional development tailored to the needs of teaching personnel as a strategy to enhance employee engagement. Drawing from the study's findings, a set of recommended guidelines for professional development was formulated to strengthen and sustain engagement among educators.

RECOMMENDED CITATION

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