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Capturing the Training Needs of Hospitality Management Educators Towards Achieving Educational Excellence

Van Mari Barrios Buslon-Sia[1], Judy Ann Ferrater-Gimena[2], Rene D. Osorno[3]
[13] (College of Hospitality and Tourism Management, University of Cebu-Banilad, Cebu City, Philippines)
[2](Research Center, University of Cebu, Cebu City, Philippines)

ABSTRACT: Training needs analysis identifies and evaluates specific training requirements to enhance faculty productivity and educational excellence. This study identified the training needs of faculty members in the College of Hospitality Management at a higher education institution across professional skills, research, and personal and interpersonal development to update their competencies and improve overall work efficiency. Using a descriptive-survey research design, the study collected data using the institution's Research Office-modified training needs assessment tool. A purposive sampling technique was employed to survey all fifteen (15) faculty members. Statistical analysis included frequency counts, percentages, and weighted mean. Demographic findings revealed that most faculty members were aged 33 to 35, female, married, held master's degrees, possessed management field experience, and had 10 to 12 years of teaching experience. Results showed moderate training needs in professional skills, including planning, technology competence, student evaluation, instructional delivery, classroom management, and communication, alongside strong interest in legal and moral responsibilities, document management, collaboration, and professional profile enhancement. Additionally, a high need for research-related training was identified. Consequently, the faculty recognized critical training gaps across teaching, research, and interpersonal domains, providing a data-driven foundation to create a comprehensive faculty development program for the higher educational institution.

Keywords: *Training needs, hospitality management, professional skills, research, personal and interpersonal development, Cebu City, Philippines*

I. INTRODUCTION

By definition, training activities are focused on achieving change (Trutkowski, 2016). The universal goal of training activities is to help the employee develop specific skills, competencies, and abilities that can improve their present performance. Training involves a new dimension in an individual's perspective, skills, and information, resulting in behavior improvement (Sharma, 2018).

Training and professional development of faculty members have gained the attention of educational institutions worldwide (Abouelenein, 2016). It is a critical mechanism for enhancing faculty's knowledge of its learning content and teaching skills and practices to meet high educational standards (Bousersa, 2016). The Organization for Economic Co-operation and Development (2005) noted that influential faculty members' professional development is ongoing. It includes training, practice, and feedback and provides adequate time and follow-up support. Harvard University (2022) explicate that successful programs involve faculties in learning activities and encourage the development of its learning communities.

European Commission (2021) cited that since faculty plays a central role in the provision of high-quality to flourish Europe's sustainable economy of the future, it is needed to support these professionals throughout their careers to develop their competencies and opportunities to collaborate and exchange their peers through projects and networks across borders.

University faculty in Southeast Asia (SEA) is required to take on new roles and responsibilities resulting from rapid changes in higher education. Southeast Asian Higher Education (SEAHE) Institutions implemented various activities to improve their faculty's competencies and performance (Chism et al., 2010). By continuously improving the faculty's professional knowledge and skills, they can better serve as agents of change in improving the educational system (Tam et al., 2015).

The educational system in the Philippines is constantly changing from one era to another, and educators need to keep abreast of the quality of education (Oxford Business Group, 2017). Faculty are expected to know and utilize the latest innovations in teaching and effectively manage instruction that would provide a better learning atmosphere in the classroom setting. Article IV, Section 2 of the Code of Ethics of Professional Teachers adopted in 1997 states that every teacher shall uphold the highest standards of quality education, shall

make essential preparations for teaching, and shall be at his best at all times in the practice of his profession (Soliven, 2002).

The Philippine Education agencies are committed to supporting teachers and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. The Department of Education or DepEd released a DepEd Order No. 42 stating that they recognize the importance of professional standards in teachers' continuing professional development and advancement based on the principle of lifelong learning. Similarly, CHED or Commission on Higher Education held that the quality of education depends largely on the qualifications and competencies of the faculty. Given the faculty member's vital role in influencing education outcomes, they affirmed that a faculty development program is a critical factor in building a strong foundation of an educational system to ensure quality education in the country (Commission on Higher Education, 2015). Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality is essential for long-term and sustainable nation-building (Llego, 2017).

Faculty need direction as to what their options are when it comes to their professional development in order to enhance their teaching performance. An effective professional development program is needed to help faculty learn and refine the instructional strategies required to teach these skills (Darling- Hammond et al., 2017). Maryville University (2022) reported that in 2019 International Journal of Business and Management Research indicated that 90% of employees surveyed agreed or strongly agreed that training and development programs improved their job performance.

Implementing a professional development program well requires responsiveness to the specific needs of the faculty (Tooley & Connally, 2016). In the school setting, the administration should determine how faculty's work performance affects the organization's progress in reaching its goals (Maryville University, 2022). Their training should address skill gaps slowing the institution's progress.

Training Needs Assessment (TNA) determines if a training need exists and, if it does, what training is required to fill the gap. The gap between the present status and desired status may indicate problems that, in turn, can be translated into a training need (Unay, 2019). Cekada (2011) cites that the purpose of conducting training needs assessment is to seek information about optical performance or knowledge, actual or current performance, trainees' feelings, causes of the problems, and solutions to the problems from many perspectives. Furthermore, a training needs assessment is a valuable tool to determine what training needs exist in an organization and the type and scope of resources needed to support a training program. When evaluating training, one must differentiate between programs that teach skills and those that convey information (Charney & Conway, 2005).

According to Guevara and Nuiqui (2015), the educational sector requires training programs and activities that would fit the roles of the faculty. The responsibilities of education have changed radically as countries transform their educational system to prepare students to function in today's world of rapid technological change and globalization.

A trained faculty is at the core of the success of any educational institution. Appropriate and systematic approaches to training have been shown to improve skills, raising teachers' quality (Kai et al., 2008). Assessing and understanding faculty training needs ensures confidence, know-how, and a variety of new skills that bolster preparedness on an individual and team-based level in any school system (Bhattacharya & Wright, 2005).

Given the rapid advances and transformation in education, assessing the training needs of the College of Hospitality Management faculty members is vital to achieving educational excellence since the trainings they will undergo respond to their training or learning gap in their field of specialization. Likewise, conducting this training need assessment will help the Human Resource Development Office to design a comprehensive faculty development program that updates their knowledge of the current technologies and trends in hospitality management practice.

II. LITERATURE REVIEW

While several different approaches can be used to identify the training needs of an organization, McGhee and Thayer's (1961) Three-Level Analysis is the most commonly used. The model provides a systematic means of conducting a TNA at three levels: organizational, operational (or task), and individual (or person). The levels of analysis are a hierarchy that descends from the organizational level to the personal level (Change Factory, 2014).

The organizational process involves the procedure of spotting the areas within the organization where the training emphasis should be placed. The organizational-level analysis helps to identify the learner's expected competency level after completing this training based on the newly assimilated knowledge, technology, and competence skills. This analysis focuses on the organization's strategies to achieve these goals (Sharma, 2020).

More, operational analysis is the process of identifying the attitude, knowledge, and skills for a particular job that needs to be emphasized during training development. As the Training Associate (2020) mentioned, the task-level analysis helps to identify the gaps or discrepancies in the learner's current skill level

and the required skill level to carry out the future job effectively and is generally measured in terms of performance achievement indicators.

Moreover, the individual analysis identifies employees in the organization who need training and in which particular area (Learning Everest, 2022). The individual-level analysis aims at analyzing the person/employee/learner. This analysis determines which employees need this training and which do not. This level aims to prevent organizations from grouping all the employees in one bucket and then coping with the consequences later. After the organization determines the correct set of employees to target, it can focus on providing the required training and ensuring the person/employee/learner performance levels match the required performance standards and requirements (Sharma, 2020).

To support this, a Training Gap Analysis, also called a skills gap analysis, identifies the competency, knowledge, or skills that the employees lack. Often, these gaps keep the employees from performing at the highest level in their positions (Unboxed Training & Technology, 2021). This gap analysis tool was introduced by consulting firm McKinsey & Co. in the 1980s. It determines specific aspects of a company meeting expectations (Hanna, 2022). A Training Gap Analysis helps identify the skill gaps an individual or group has (Giannosa, 2020). It helps the company to identify the difference between where they need to be and where they are. When applied to team performance, a gap analysis shows areas where the team's competencies need to reach the level required to reach team goals. Filling the gaps in the team allows the team to grow. When gaps are not addressed, they tend to get bigger, eventually causing teams to collapse altogether (Ready Training Online, 2022).

Much Skills (2022) penned that Skills Gap Analysis helps organizations to build high-performing teams, which maximizes productivity, improves the person-job fit, which is defined as "the compatibility between individuals and the job or tasks that they perform at work," develop training and upskilling programs that are aligned to the organization's business objectives and plan a long-term recruitment strategy, which is also aligned to the organization's long-term business objectives.

The Nadler-Tushman Congruence Model is used to identify the problems around performance and how to address them to improve that performance. Its concept is based on the idea that a company will only be successful if its components align and work together. The Nadler- Tushman organizational congruence model, named after Columbia University professors David A. Nadler and Michael L. Tushman (the 1980s), examines how business processes work together and how gaps affect the organization's operational efficiency whole (Lucidity, 2022). It is a powerful tool for identifying the root causes of organizational performance issues and how to fix them. It is based on the principle that a team or organization can only succeed when the work, the people who do it, the organizational structure, and the culture all "fit" together – or, in other words, when they are "congruent" (Mind Tools, n.d.). According to Rouse (2014), the Nadler-Tushman model highlights how inadequate inputs and transformation functions that fail to work together cohesively can lead to gaps and how gaps in the outputs can point to problems in the inputs and transformation functions.

Bansal and Tripathi (2017) mentioned that a training needs analysis aims to close the gap between the actual and desired situations by determining discrepancies in outcomes, placing them in order of priority, and selecting the most important for closure or reduction. The training needs analysis must be carried out before training activities are organized since it guarantees the success of those activities. It ensures synergy among individual learning needs and the quest for effectiveness, job performance, and strategic organizational development (Potter et al., 2003).

The training needs analysis is a vital phase in planning training that will successfully close the gap between the actual and desired situations. It ensures that the correct remedy is applied to the right problem. Since limited budgets are available for training, the preferred areas of training must ensure that the anticipated outcome will be achieved, as well as maximum gains for the professionals and their organization (Bansal & Tripathi, 2017).

Training needs mean the changes required in university faculty's skills, knowledge, and behaviors to achieve purposes and overcome difficulties. Andronescu and Solomon (2010) define training needs as all of the changes required in the knowledge, skills, attitudes, and experiences of an individual to get him fit to fulfill the duties of his present job effectively. Needs are identified by Boon et al. (2015) as the knowledge, skills, attitudes, and behaviors that need to be changed or modified by the trainee to cope with contemporary or development aspects. Some concepts related to training needs are the knowledge, attitudes, and skills that need to be acquired, modified, or changed; it represents shortcomings in the target group and requires the identification of human and technological innovations and problems that need training. It entails a constant revision of reality to reach maturity and self-evaluation. So, training needs represent the difference between the present reality of a faculty member's performance and what this performance should be in the future to face changes and developments in knowledge, skills, attitudes, and abilities.

The process of teaching and learning at any level is a highly complex one. In order for this process to take place efficiently, all variables of the process have to be in place. These variables invariably include the ideal environment, the need-based state-of-the-art syllabus, and the availability of the latest educational

technology for the purpose of teaching. However, the most critical variable in the whole process is the teacher, who impinges heavily on the output of the educational process (Zafar & Yasmeen, 2010).

In order to achieve the aim of quality education in higher institutions, there are essential steps that must be taken. These are the support of a quality management system, establishing a culture of quality among members of the institution, developing university human resources, updating curricula, involving all faculty members in performance improvement, identifying needs of stakeholders inside and outside the educational institution, and practicing self-evaluation effectively, developing a system for data gathering to help make sound decisions and Involving all concerned staff in plans of quality achievement (Inskipp, 2004; Yunna et al., 2014).

As to Estacio et al. (2020), four dimensions of the teaching-learning process center on the teacher; one of the dimensions is the professional responsibility of the teacher to undergo pieces of training and seminars that could improve the competencies and capabilities to impart knowledge and hone the skills of their students. In this regard, the educational institution's role is to identify the academic needs of its faculty through a training needs assessment.

Kayani et al. (2011) asserted the importance of faculty training and development in the educational process and considered it unquestionable. The study further noted that organizing various training and development programs like seminars, workshops, conferences, and lectures in higher education is essential to expose faculty members to contemporary trends and develop and enhance managerial and administrative skills.

Hassan (n.d.) cited that the development of a faculty member means a set of programs and methods by the University for the transmission of a faculty member for more knowledge, skills, and abilities (KSA) related to the exercise career roles: teaching, research, and community service, to raise the level of performance so that it could be the performance of his roles very well. Further, he mentioned that it should be considered that the development of a faculty member should include the training in methods of teaching university training in theory, in practice at the beginning of his teaching university, as well as methods of university administration, and specialized training, retraining, and upgrade research skills, and training on ways to provide the required consultancy.

In the study of Attar (2012) involving faculty members of the community college in Makaah, it was concluded that most of the respondents were highly in need of being trained in matters related to educational technology. Moreover, Nedj (2003) found in his study that the degrees of Saudi universities' faculty members were highly in need of training to develop them professionally and deliver quality education. Moreover, Hadi (2011) study revealed that the quality of the professional development processes of those faculty members of the higher educational institutions in Oman Sultanate was highly in need of training in the areas of teaching, scientific research, community service, academic supervision, and students' assessment processes.

In addition, Hamadneh (2015) analyzed the training needs of faculty members to identify the appropriate training programs at Al-albayt University, Iran. The study identified that the most crucial training needs were technological skills, research skills, and teaching skills like developing thinking skills and solving students' problems.

Likewise, Hasan and Parvez (2017) asserted that in India, significantly less attention was given to educational aspects of teachers and training to the faculty members where a faculty member commences teaching without any orientation in teaching or research activity and thus ends up following the standard practices and procedure of other faculty member and therefore the urgent requirement for practical training and development programs for faculty members.

Corpuz (2019) posits that regardless of years in the teaching profession and educational background, continuing education which includes getting a certificate program on the teachers' academic discipline, pedagogical methods, and the use of digital apps and tools, should be given based on the need of the teachers as reflected in their perceived need.

The different colleges and departments should be given due consideration in enhancing provisions included in the school's professional development plan. Since this is by college/department, it would be easier for the respective head to identify what training needs should be prioritized when preparing the professional development activities for teachers. Further, there is a need to regularly conduct training needs analysis, considering that teachers always need to update their skills.

Part of the Philippine Commission of Higher Education [CHED] programs is the faculty development program to enhance teachers' professional skills. In the faculty development program (FacDev), CHED (n.d.) publicized that the quality of education depends largely on the qualifications and competencies of the faculty, and faculty has a vital role in influencing the education outcomes of the students. In fact, in the Internationalization of Higher Education in the Philippines: Needs Analysis Report (2019) issued by the Commission on Higher Education- International Affairs Staff Philippines, they found out that research opportunities, visiting faculty programs, and training programs were the top needs of the faculty to increase the academic quality of the universities in the Philippines.

Training needs analysis is often skipped in developing training activities (Pérusse, 2001). However, the needs analysis process is essential to maximize the attainment of the objectives of institutions. The final product of a training needs analysis is an accurate description of what type of training is required, adapted to the actual situation of the professionals and the environment in which they operate. Thus, the training needs analysis makes it possible to transform the identified needs into learning objectives, which can be achieved through appropriate training activities. Furthermore, training needs analyses to ensure the relevance of training activities for the target populations, consisting of professionals or types of professionals concerned with increasing work quality and performance (McConnell, 2003).

III. OBJECTIVE OF THE STUDY

This study determined the training needs of the faculty members of the College of Hospitality Management at a higher educational institution. Specifically, this study aims to present the following: 1) profile of the respondents; 2) training needs for professional skills development in the areas of planning and preparations, technology competence, student evaluation, effective instructional delivery, classroom management, and communication; 3) training needs for professional development; 4) training needs for in research methods, process, application, and techniques; and 5) training needs for personal and interpersonal development.

IV. MATERIALS AND METHODS

This section presents the research design, environment, respondents, and statistical treatment.

This study employed a descriptive-survey research method using the higher educational institution Research Office's modified training needs assessment tool to gather data on the training needs of the College of Hospitality Management of the higher educational institution.

The study focused mainly on the training gap of the faculty members who need well-targeted training in the aspect of professional skills in the areas of planning and preparation, technology competency, student evaluation, effective instructional delivery, classroom management, communication skills, professional development training and updates, research methods, processes, application and techniques, and in the aspect of personal/interpersonal development, specifically in enhancement skills and other training needs.

This study was conducted at a higher educational institution, specifically its College of Hospitality Management. The college is envisioned as a leading producer of world-class hospitality graduates and offers industry-based hospitality management education compliant with institutional and national standards. International standards, manage comprehensive, sustainable, and responsible academic and administrative endeavors, complement instruction with the appropriate and functional technological tools and equipment to support the teaching and learning process, and create a learning environment that supports instruction, research, and community extension that includes environmental protection and conservation programs geared towards developing a fully-integrated hospitality professional.

Using a purposive sampling method, this study surveyed fifteen (15) faculty members of the College of Hospitality Management of the higher educational institution.

This study used the modified training needs assessment tool of the institution's Research Center. The instrument contains items about the profile of the respondents and training needs for professional skills development in the areas of planning and preparations, technology competence, student evaluation, effective instructional delivery, classroom management, and communication, professional development, research and personal and interpersonal development.

Permission to conduct the study was sought from the Campus Director of the higher educational institution and from the Dean of the College of Hospitality Management. Together with the approved letter, the researchers sent the research instrument with an attached informed consent form (ICF) to the faculty members explaining the study's primary purpose and elucidating that participation in the research is entirely voluntary. Those who signified their willingness to participate signed the ICF.

The data obtained were analyzed through descriptive statistics. Respondents' profiles were described using frequency count and percentage, while the training needs were analyzed and identified using weighted mean.

This study adhered to the ethical principles of beneficence, non-maleficence, autonomy, and justice. The faculty training program provides a clear road map to develop the teachers' balanced professional competencies and personal management skills. Following the principle of autonomy, the College of Hospitality Management (CHM) faculty members were provided the choice of whether to participate in the study. The contents were also discussed with the target respondents before they were asked to sign. They were also asked to signify their willingness to participate in the study by signing the consent form, comprising two parts: the information sheet about the scope and methodology of the research and the data privacy agreement or certificate of consent. To adhere to the ethical principle of non-maleficence, the physical risks of COVID-19 virus disease

were avoided in data collection by observing the health and safety protocols. The responses of the participants were kept on the researchers' personal computers with the password. The results were presented in the aggregate to protect their privacy and ensure delimitation. All respondents were treated fairly. There were mechanisms employed in the equal distribution of risks and benefits.

V. RESULTS AND DISCUSSION

This section presents the demographic profile of the respondents as to age, gender, civil status, highest educational attainment, number of years in teaching, and work experience in the field of specialization. It also presents the respondents' training needs for enhancing their professional skills, professional development, research, and personal and interpersonal development. Table 1 shows the data.

Out of fifteen (15) faculty members of the College of Hospitality Management of a higher educational institution, more or 33% belonged to the age bracket 24 to 26 years, while the smaller percentage or 20% belonged to the age bracket 27-32 years. It denotes that most of the faculty members of the College of Hospitality Management (CHM) were young adults with updated knowledge, skills and attitude in the field of hospitality industry. As Alugar (2021) mentioned that millennial generation flouring the workplace today and are predicted to comprise 75% of the workforce by 2025. They are the latest generation to join the workforce and have caused changes in workplace demographic metabolism.

Nine (9; 60%) or the majority of the fifteen (15) faculty members of the College of Hospitality Management (CHM) of the higher educational institution were females, while six (6; 40%) were males. It indicates that the teaching force in the hospitality education department was female individuals. Eisenmann (2017) cited that women based on the popular belief that they were more nurturing than men, were seen as the ideal candidates to fill the need and creating a female-dominated candidate pool for new teaching positions. In addition, according to the latest Education Indicators in Focus brief, the average share of female teachers across OECD countries increased from 61% in 2005 to 65% in 2010 and to 68% in 2014 (OECD, 2016).

Table 1. Profile of the Respondents (n=15)

Age (in years)		**Frequency** (f)	**Percentage** (%)
	33-35	4	27
	30-32	3	20
	27-29	3	20
	24-26	5	33
Gender			
	Female	9	60
	Male	6	40
Civil Status			
	Single	13	87
	Married	2	13
Highest Educational Attainment			
	Doctor's Degree	1	7
	Master's Degree	9	60
	Bachelor's Degree	5	33
Number of Years in Teaching			
	12 years	4	27
	years	3	20
	years	2	13
	years	3	20
	s than 1 year	3	20
Working Experience in the Field of Specialization			
	Management	13	87
	Front Office	1	7
	Bartending	1	6

The data show that out of fifteen (15) College of Hospitality Management (CHM) faculty of the higher educational institution, the majority, or 87%, were single, while 13% were married. The figure means that the CHM faculty members were dedicated to their work and considering that most of the faculty members' age bracket belonged to young adults. Also, most observe in the society that an individual after graduating from a

degree, lands a job which is permanent then after build his/her own family. As Clea (2023) publicized that teachers in the Philippines remain single because of the family obligations and responsibilities, attitude problem, busy schedule, sexuality crisis, perfectionist and it's their choice to be single.

It was observed, that the majority, or 60% of the faculty members, had completed their master's degree, 33% of respondents had completed their bachelor's degree, while the remaining 7% had graduated doctor's degree in Business Administration. It denotes that the faculty members of the CHM were able to pursue their advanced education and earned master's degree that was relevant in their career growth. Teachers who earn their advanced degrees show a deep level of understanding and commitment to the profession, allowing them to modify curriculum goals, adjust teaching methods, and enter leadership positions to enact the system-wide changes in education they wish to see (masters-education, 2023).

Out of fifteen (15) faculty members of the College of Hospitality Management (CHM) of the higher educational institution, four (4) or 27% of them had teaching experience within the 10 to 12 years, while the smaller percentage or 20% of the faculty members of CHM had a teaching experience within the 1 to 9 years. The figure signifies that most of the faculty members prefer to continue working with the higher educational institution for a long time. Since the faculty members of the College of Hospitality Management (CHM) were seasoned teachers and reached the tenure milestone, they find teaching profession particularly in the higher educational institution as rewarding and satisfying job. As Indeed Editorial Team (2021) cited that depending on the individual's personal and professional goals, they may prefer to continue working with an employer for a long time, or they might change jobs after only a short period.

Thirteen (13; 87%) or the majority had working experience in the field of management. One (1) or 7% of respondents worked in the front office, while 6% used to work as a bartender. The data posits that the faculty members of the College of Hospitality Management (CHM) were skillful in terms of hospitality skills that includes interpersonal, conceptual and technical skills which were essential in the field of Hospitality Management. Herrity (2022) penned that in the hospitality industry, individual needs to have a strong set of soft skills and the ability to learn any technical skills that apply in a particular workplace. Even in jobs that are not focused on serving guests, hospitality skills can contribute to a positive company culture and help build business relationships.

Table 2. Training Needs for Professional Skills Enhancement in Terms of Planning and Preparations

Indicators		**Weighted Mean**	**Interpretation**
1.	Preparation & development of syllabus/guide & course modules/course outlines	2.80	Moderately Needed
2.	Presentation of the lesson objectives	**2.67**	Moderately Needed
3.	Factors to consider in choosing the appropriate teaching methods/approach (e.g., learners' profile, learning style)	3.00	Moderately Needed
4.	Planning strategies to manage students learning in a technology-enhanced environment	**3.13**	Moderately Needed
5.	Designing developmentally- appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of students	2.87	Moderately Needed
	Aggregate Mean	**2.89**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 3.13 indicates that the respondents moderately needed training in planning strategies to manage students learning in a technology-enhanced environment. These results mean that the teachers would want to learn additional techniques in devising teacher lesson design using modern technology in education and communication.

Moreover, the lowest weighted mean of 2.67 indicates that the respondents moderately needed training in presenting lesson objectives. This data denotes that the respondents would like to learn the art of presenting a lesson or topic in the class using the existing technologies in the face-to-face and online platforms of holding classes.

The aggregate mean of 2.89 indicates that the respondents moderately needed training in planning and preparations to enhance their professional skills. It can be inferred that the faculty members were eager to learn new techniques in designing lessons and presenting them in the classes either in face-to-face or online classes to entice the students' interest and learning.

As Indeed Editorial Team (2022) allude that it's important to prepare for teaching classes so that teachers can lead productive, engaging lessons for their students and maximize the effectiveness of their time and resources. While preparation for teaching can include aspects like lesson planning and creating daily activities, it can also involve the initial or ongoing training you receive to gain skills and competency as a teacher.

Table 3. Training Needs for Professional Skills Enhancement in Terms of Technology Competence

Indicators		**Weighted Mean**	**Interpretation**
1.	Basic knowledge in educational technology	2.40	Needed
2.	Usage of learning materials to enhance communication and understanding	2.67	Moderately Needed
3.	Application of the characteristics of learners and the nature of learning task to the selection and use of technology-based instructional strategies	**2.13**	Needed
4.	Management of technology resources within the context of learning activities and goals	**2.80**	Moderately Needed
5.	Development of teaching materials and tools for instruction (online/offline)	2.73	Moderately Needed
6.	Utilization of technology & multi-media in instruction for online classes	2.72	Moderately Needed
7.	Appropriate hardware, software, and peripherals for the teaching and learning tasks	2.73	Moderately Needed
8.	Basics of MS Word, MS Excel, and MS PowerPoint,	2.40	Needed
9.	Preparation of audio-visual teaching materials	2.67	Moderately Needed
	Aggregate Mean	**2.58**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 2.80 indicates that the respondents moderately needed training in managing technology resources within the context of learning activities and goals. With the advent of information, technology, and communications in education, teachers need to be trained to use current tools and techniques in handling classes for both traditional and online teaching arrangements.

In addition, the lowest weighted mean of 2.13 denotes that the respondents needed training in terms of the application of the characteristics of learners and the nature of learning tasks to the selection and use of technology-based instructional strategies. With the recognition of the difference in learning styles and abilities, the teacher needs to adjust their teaching approach and methodologies to attain optimum learning. However, in the case of hospitality management education, the teachers applied this teaching strategy to adjust to the learning capacities of the students.

The aggregate mean of 2.58 indicates that the respondents moderately needed the training to enhance their technology competence. The onslaught of the COVID-19 pandemic made the education sector realize that teachers should adopt and be adept at using modern educational technology and strategies while applying technological tools and equipment. Since the College of Hospitality Management teachers are relatively young, they are exposed to these modern technologies, and their adoption is quick.

As Purcell et al (2013) mentioned that there are notable generational differences in how teachers experience the impact of digital technologies in their professional lives. In their article, it stated that teachers under age 35 are more likely than teachers age 55 and older to describe themselves as “very confident” when it comes to using new digital technologies (64% vs. 44%). More, younger teachers are more likely to “very often” draw on colleagues for ideas about how to use new technologies in the classroom (22% of teachers under age 35 do this), when compared with teachers age 35-54 (16%) and teachers age 55 and older (13%).

Table 4. Training Needs for Professional Skills Enhancement in Terms of Student Evaluation

Indicators		Weighted Mean	Interpretation
1.	Principals involved in test construction and measurement	2.67	Moderately Needed
2.	Identification of the internal and external measures used to assess student's knowledge and skills	2.67	Moderately Needed
3.	Preparation of the table of specification	3.07	Moderately Needed
4.	Formulation of test examination/assessment tools (using Learning Management System [LMS])	2.60	Moderately Needed
5.	Formulation of test objective	**2.80**	Moderately Needed
6.	Development & utilization of various types of tests	**2.33**	Needed
7.	Development of criteria rubrics for essay and skill- based tests and activities	2.60	Moderately Needed
8.	System for giving formative feedback and for determining summative feedback	2.53	Moderately Needed
	Aggregate Mean	**2.66**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 2.80 indicates that the respondents moderately needed training in formulating test objectives. It can be gleaned from these results that the hospitality management educator would like to learn how to prepare test objectives and even the Table of Specifications (TOS) to ensure that the topics and lessons covered in the grading period are covered in the examination.

Moreover, the lowest weighted mean of 2.33 indicates that the respondents moderately needed training in developing and utilizing various tests. Since the College of Hospitality Management teachers had no formal training in teaching mechanics, they would want to learn other types of assessment depending on the topic or lesson.

The aggregate mean of 2.66 indicates that the respondents moderately needed trainings in the aspect of student evaluation. These results indicate that the faculty members in the College of Hospitality Management aspire to learn more about assessing the learning of the students in each topic covered vis-à-vis the target competencies.

In the blog of Washington (2019), it was specified that professional skill enhancement in the 21st century is important to the growth and development of the contemporary educator specially in today's educational realm where it is full of multiple perspectives, technologies, and opportunities for student's knowledge and skills. Further, the goal of enhancing professional skills for educators is to go beyond maintenance and to create sustainability and professional longevity.

Table 5. Training Needs for Professional Skills Enhancement in terms of Effective Instructional Delivery

Indicators		Weighted Mean	Interpretation
1.	Understanding of instructional services critical to the vision/mission/goals in the quest for providing quality education	**2.87**	Moderately Needed
2.	Understanding and application of learning theories and their applications in n the delivery of specific lesson and topic	2.67	Moderately Needed
3.	Understanding and consideration of students' needs and learning styles in deciding the most appropriate method to be used in instruction	**2.87**	Moderately Needed
4.	Identification of effective instructional services in training students to become successful learners.	2.86	Moderately Needed
5.	Proper usage of effective instructional strategies	2.80	Moderately Needed
6.	Use of technology-based instructional strategies and presentation techniques	**2.13**	Needed
	Aggregate Mean	**2.70**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 2.87 indicates that the respondents moderately needed training in understanding instructional services critical to the vision, mission, and goals in the quest for providing quality education. These data mean hospitality management educators intend to grasp deeper perspectives and competencies on connecting the teaching-learning services to the students to the institutional strategic direction.

Another weighted mean of 2.87 denotes that the respondents moderately needed the training to understand and consider students' needs and learning styles in deciding the most appropriate method for instruction. Also, the teachers must know how to determine students' learning styles and fit their teaching methodologies and approach.

In addition, the lowest weighted mean of 2.13 specifies that the respondents moderately needed training in using technology-based instructional strategies and presentation techniques. This data shows that the faculty members of the College of Hospitality Management had used the software, new equipment, and tools in teaching.

The aggregate mean of 2.70 indicates that the respondents moderately needed effective instructional delivery training. It can be deduced from these results that the faculty members of the College of Hospitality Management would want to know more about how educational delivery services that address the learning needs of the students using the contemporary tools, equipment, and software that are relevant to current learning arena in the hospitality industry be done.

Hatti (2009) posits that instructional competencies are essential practices that teachers must master for effectively instructing students to maximize knowledge and skill acquisition. In addition, better learning happens in dynamic settings in which teachers offer explicit active instruction that emphasizes student participation and demonstrates the content taught. An explicit approach focuses on well-designed and sequenced lessons linked to "big ideas," offers ample opportunities for students to respond and practice the lesson content, and includes mastered knowledge or skills in subsequent lessons to maintain learning.

Table 6. Training Needs for Professional Skills Enhancement in Terms of Classroom Management

Indicators		**Weighted Mean**	**Interpretation**
1.	Classroom discipline issues and management strategies	**2.60**	Moderately Needed
2.	The ground rules for teaching-learning process	2.53	Moderately Needed
3.	Initiation of contact and attention with the students	**2.47**	Needed
4.	Maintenance of an environment conducive to learning (especially online classes)	**2.60**	Moderately Needed
	Aggregate Mean	**2.55**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 2.60 indicates that the respondents moderately needed training in classroom discipline issues and management strategies. Based on experience, the students need to be disciplined so that they will focus on their studies while they are in synchronous and asynchronous classes.

Also, the weighted mean of 2.60 indicates that the respondents moderately needed training relating to maintaining an environment conducive to learning (especially online classes). This means that the teachers would want to learn the techniques to create a learning environment, whether face-to-face or online, where optimal learning is possible.

In addition, the lowest weighted mean of 2.47 indicates that the respondents moderately needed training in terms of initiating contact and attention with the students. During classes, teachers and students must have the same objectives and interests to effect learning. This data indicates that the respondents had applied specific techniques to establish a connection with their students during physical and synchronous classes.

The aggregate mean of 2.55 indicates that the respondents moderately needed classroom management training. It can be gleaned that the College of Hospitality Management faculty members were eager to learn how to arrange and instill discipline in their students in the classes and even during asynchronous activities to ensure the intended learning outcomes for each course would be achieved.

Oliver (2007) held that the ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcomes. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management is therefore needed to improve outcomes for students in general and special education.

Table 7. Training Needs for Professional Skills Enhancement in Terms of Communication

Indicators		Weighted Mean	Interpretation
1.	Review on advanced grammar	2.93	Moderately Needed
2.	Different models or rhetorical patterns to express thoughts, needs, opinions, feelings and attitudes	2.53	Moderately Needed
3.	Effective presentation and public speaking	**3.20**	Moderately Needed
4.	Presentation of lesson /topic/ideas clearly both orally and in writing	2.73	Moderately Needed
5.	Listening and feedback giving	2.73	Moderately Needed
6.	Identifying the blocks of filters to effective communication	**2.33**	Needed
	Aggregate Mean	**2.74**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 3.20 indicates that the respondents moderately needed training in effective presentation and public speaking. This result shows that the hospitality management faculty members were interested in learning how to deliver the lessons in the classes that ignite the students' interests.

In addition, the lowest weighted mean of 2.33 indicates that the respondents needed the training to identify the filter blocks for effective communication. This data denotes that the respondents expressed the need to learn the techniques for delivering a message politely and without breaking confidentiality and protocols in the educational institution.

The aggregate mean of 2.74 indicates that the respondents moderately needed trainings in communications considering that these skills are essential in the teaching profession. Also, communications skills in teaching have to continuously develop with the adoption of modern educational technology, which paved the gap in the existing knowledge of the respondents and the current standards.

Khan et al (2017) concluded that communication skills of a teacher have a significant role in the academic success of the students since students opined that they learn well from those teachers who has good communication skills or who adopt good communication skills while dealing inside and out of the institution. Therefore, it is necessary for a teacher to adopt good communication skills while teaching to the students.

Table 8. Trainings Needs for Professional Development

Indicators		Weighted Mean	Interpretation
1.	Legal responsibilities	**2.93**	Moderately Needed
2.	Ethico-moral responsibilities	2.73	Moderately Needed
3.	Quality improvement	2.73	Moderately Needed
4.	Record management and documentation	2.60	Moderately Needed
5.	Collaboration and teamwork	2.73	Moderately Needed
6.	Enhancement of academic profile	**2.33**	Needed
	Aggregate Mean	**2.68**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 2.93 indicates that the respondents moderately needed training relating to legal responsibilities. This result means that the teachers can be more knowledgeable about the core content of the course but the responsibility as the facilitator of knowledge so that holistic student development would be attained.

In addition, the lowest weighted mean of 2.33 shows that the respondents needed the training to enhance their academic profile. This data means that the Human Resource Department should proactively undertake faculty development activities to build faculty members' skills and competencies continuously.

The aggregate mean of 2.68 indicates that the respondents moderately needed training in faculty attendance on professional development training. These results indicate that the College of Hospitality Management faculty members would want to be trained about their ethical, legal, and moral responsibilities, improving the quality of work, managing documents, collaborating with work colleagues, and improving their professional profile.

Diane (2022) said that professional development keeps teachers up to date on new curriculum resources, new findings on how students learn, and new technological tools for the classroom. Professional development in education is essential since what teachers do in the classroom has a big impact on student learning.

Table 9. Training Needs in Research Methods, Process, Application and Techniques

Indicators		Weighted Mean	Interpretation
1.	Identification of a good research problem	**3.47**	Highly Needed
2.	Correct research format which is most applicable to the problem	3.28	Highly Needed
3.	Different research designs	3.27	Highly Needed
4.	Compliance of the accepted standards of technical writing	3.26	Highly Needed
5.	Usage of the primary and secondary data	3.27	Highly Needed
6.	Ethical standards/protocols in conducting research	3.27	Highly Needed
7.	Literature review	**3.20**	
8.	Acknowledgement of sources and authorities	3.33	Highly Needed
9.	Theoretical and conceptual framework	3.34	Highly Needed
10.	Appropriate data analysis/ statistical techniques	3.40	Highly Needed
11.	Data collection using online platform	3.33	Highly Needed
12.	Publication of research paper	3.27	Highly Needed
	Aggregate Mean	**3.31**	Highly Needed

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 3.47 indicates that the respondents needed training to a great extent in selecting a good research problem. This information disclosed that the faculty members of the College of Hospitality Management would want to learn the techniques in stating the statement of the problem or objectives of the society that anchors on the institutional research agenda or research priorities of funding agencies.

On the other hand, the lowest weighted mean of 3.20 shows that the respondents highly needed training in undertaking a literature review for the proposal paper. It can be gleaned from the foregoing results that the faculty members of the College of Hospitality Management expressed willingness to learn the techniques in finding literature that relates to the objectives of the study from both the collections available at the University of Cebu Library Department or through online sources.

The aggregate mean of 2.89 indicates that the respondents highly needed training related to research methods, processes, applications, and techniques. The research respondents manifested eagerness to develop their competencies in undertaking research work and writing research reports.

As Caingcoy (2020) concluded that teachers posed a high intensity of challenges in terms of the research process however, positive results were elicited that the teachers were motivated to do research, had a neutral feeling and attitude towards it, and the capacity to conduct it and develop action plan were manifested. Further, it was stressed out that the education sector should develop professional development programs and seminars focusing on the research methods, process and technique to create high esteemed and effective teachers in terms of conducting research.

Table 10. Training Needs for Personal and Interpersonal Development

Indicators		Weighted Mean	Interpretation
1.	Stress management	3.00	Moderately Needed
2.	Teamwork and workplace conflict management	2.80	Moderately Needed
3.	Time management	**2.73**	Moderately Needed
4.	Financial management and budgeting	2.93	Moderately Needed
5.	Decision-making	3.07	Moderately Needed
6.	Problem- solving	3.13	Moderately Needed
7.	Enhancement of positive self-image & spiritual growth	**3.63**	Highly Needed
8.	Increase of team spirit and positive working relationship	3.47	Highly Needed
9.	Development of assertiveness skills	2.93	Moderately Needed
	Aggregate Mean	**3.08**	**Moderately Needed**

Legend: 3.26-4.00 (Highly Needed); 1.76-2.50 (Needed); 2.51-3.25 (Moderately Needed); 1.00-1.75) Not Needed

The highest weighted mean of 3.63 indicates that the respondents highly needed the training to enhance their positive self-image and spiritual growth. This result means that the faculty members of the College of Hospitality Management expressed their need to learn the techniques or strategies to develop their desirable disposition in performing their job despite the pressures and stress. Also, they responded that they would like to learn how to attain spiritual growth to find more profound meaning and value in their profession.

Conversely, the lowest weighted mean of 2.73 indicates that the respondents moderately needed proper training on managing their time. Hence, in many instances, hospitality management education aims to teach how to allocate time with their teaching loads, personal activities, and other activities in life.

The aggregate mean of 3.08 indicates that the respondents moderately needed personal and interpersonal development training. These results communicate the message that despite the respondents' high educational achievement, they need to continuously balance their work and well-being to attain a healthy life.

Viac and Fraser (2020) cited that teachers with high levels of well-being are likely to report higher levels of self-efficacy and job satisfaction. They are also more likely to report stronger motivation at work and increased commitment to stay in the profession. Thus, it is important to acknowledge that improving working conditions can become an asset to retain and even attract teachers to the profession.

VI. CONCLUSIONS

The College of Hospitality Management faculty members identified their training gap for specific teaching methodologies, approaches, and strategies since they had yet to undergo formal training in teacher education. So they are many techniques in the teaching process that they intend to learn through training. In addition, the teachers would want to maintain and develop their personal and interpersonal skills since human behavior in an organization is an integral component of organizational success.

Likewise, to maintain their professional status as educators, they would like t undergo training in various aspects of administrative, legal, and moral work.

Furthermore, hospitality educators were interested in developing their research competence so that they would be able to undertake research related to their field of discipline and produce publications in high-impact journals.

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Van Mari Barrios Buslon-Sia[1], Judy Ann Ferrater-Gimena[2], Rene D. Osorno[3]
[13](College of Hospitality and Tourism Management, University of Cebu-Banilad, Cebu City, Philippines)
[2](Research Center, University of Cebu, Cebu City, Philippines)