

Training Needs Assessment: Identifying the Professional Aptitudes of Academic and Administrative Employees in Higher Education Institutions

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Abstract

This study delved with the Trainers' Needs Assessment (TNA) of academic and administrative employees of selected Higher Education Institutions (HEIs), identifying that it is indeed needed to know what adjustments must be made regarding faculty competencies for them to align their abilities based on today's industry standards. The objective of this study is to improve faculty development initiatives by analyzing professional profiles, locating areas for improvement, and assessing access barriers. The study falls under the framework of quantitative-descriptive correlational design and will be conducted with data collected from PCU business educators, particularly focusing core competencies on digital tools, innovative pedagogy practices as well industry-relevant knowledge. The results showed a high level of need for professional development relating to digital integration and new pedagogies, both important aspects within 21st Century Learning Principles. Our study likewise points to a number of barriers that prevent instructors from accessing learning opportunities, many mapped onto those identified in the literature but adapted here for post-secondary contexts, including limited resources within their institutions; time demands placed on them elsewhere at work and outside it (in particular slots); and travel/route accessibility issues which all contribute toward suggesting why supporting professional development pathways concurrently adopting methods involving flexible structures is vital. Motivated by the Professional Development Theory and Needs Assessment Theory, a customized Faculty Development Plan (FDP) is recommended with an initial focus on digital literacy followed by sectorial instruction and leadership competencies. Those results lend evidence-based guidance for faculty development, which helps educators better serve their students and the institution by ensuring that teaching practices match both institutional expectations as well as industry statistics. This TNA provides evidence for the value of targeted professional development in enhancing teaching performance and improving academic standards, within higher education.

Keywords: Training Needs Assessment, Professional Aptitudes, training needs of faculty and staff