

Organizational Dilemma: Dental Faculty Acquisition In The Philippines

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Abstract: *In the dental academe, much like in every field of work and expertise, the need for adequate manpower has been a key to function. In a third-world country like the Philippines, there are underlying factors that make it even more difficult to acquire manpower in an organization. There are challenges in meeting the demands for future dental faculty. In October 2016, a cross-sectional survey was utilized to evaluate the perception of the respondents' regarding the challenges in hiring new dental faculty members in a dental college in the Philippines. A standardized survey form was used to gauge the different domains of the challenges in meeting the demands for future dental faculty. A negative connotation on the overall appearance of the university, research grants, research assistance, and research resources, suggest that improvements should be done to make the teaching jobs in the dental college more appealing to prospective applicants.*

Keywords: *Challenges, Future Dental Faculty, Meeting Demands, Philippines*

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I. Introduction

There hasn't been an account of any research pertaining to the evidence of challenges in hiring faculty members in the 31 dental colleges of the Philippines. All of these schools are maintaining and developing teachers for the continued education-related processes, but until recently there has been diminutive dialogue on the perceptions of the hiring practices of these universities.

For over millennia, education has been the instigator of solutions to problems pertaining to global economic deficits. Although it has been often pointed out that experience is the best teacher, the teaching workforce still fuels the everyday processes in schools. [1]

In the field of Dentistry, most if not all of the dental schools are fueled by teachers who are also dentists in their senior years. They have brought brilliance and built every strong foundation for the glory of the profession. [2]

In every field of work and expertise, the need for adequate manpower has been a key for a functional system. But due to certain factors that played as barriers for this to happen, most if not all institutions have failed to fill the gap. [3]

A study by Lanzon et al. in 2012 [4], aimed to recognize the different deterrents for starting a dental academic career and found solutions to such problems. They observed that most of the younger dental faculty members resigned after just five years of service. Their main challenge was to know how to fill the lack of faculty in the near future and what strategy to adopt to lure in applicants for the vacant positions.

The faculty is the backbone of the university. They are essential in promoting good education to the student. Maintaining a comfortable environment within to ensure their efficiency in making the four-cornered classroom a place conducive for learning and development is a vital role of the school management. [5]

Retention of dental professors in the academe and enticing dental practitioners to enter into teaching in the dental college have been a challenge due to several factors. The availability of faculty members possessing content knowledge, pedagogical expertise, sensitivity and commitment determined to the quality of a student's educational experience is scarce. These changes adversely influenced the decision of potential dental faculty to embark on an academic career. [6]

II. Methods

1.1. Study Design

Using a cross-sectional survey design, the perceptions of the challenges in hiring new dental faculty members were gathered. Faculty members from the Southwestern University PHINMA, College of Dentistry in the Philippines were the target respondents in the study. The current roster of the faculty consisted of 20 professors.

1.2. Sample Size and Sample Selection

Utilizing convenience sampling, a total of 20 faculty members, part-time or full-time, in the tenured or non-tenured track, teaching faculty member or clinical instructor, holding a doctor of dental medicine degree, and has passed the licensure exam for dentists were the respondents.

1.3. Data Collection Procedures

The recruitment challenge assessment for dental faculty questionnaire (RCADFQ), a standardized questionnaire [7] was used to gauge the respondent's satisfaction with day-to-day activities, availability of professional development activities, services, or resources at the respondent's dental school, satisfaction with the professional development support and resources at the respondent's dental school.

In October 2016, data was gathered using the RCADFQ. The assessment tool was comprised of 49 multiple choice questions, that was scored using a 5-point Likert scale.

1.4. Data Analysis Plan

From the questionnaires, numeric data recorded in Microsoft Excel and was transmitted to IBM SPSS statistics, version 19 [8] for the statistical analyses. Pearson R was used for correlation with a significance level set at 0.5, to determine the difference between age versus the different domains of the challenges in meeting the demands for future dental faculty. While chi-square test for independence determined the difference between gender and the different domains of the challenges in meeting the demands for future dental faculty.

III. Results

a. Demographics of the Respondents

A greater portion of the faculty are still young (35%), while a handful nearing the age of retirement, and a teacher who should be retired already (5%) completed the roster of faculty. Only 2 (10%) of the respondents are doctorate degree holders, 3 (15%) are master's degree holders and 15 (75%) are bachelor's degree holders (Table 1).

Table 1: Profile of the Respondents (n=20)

Profile		Frequency	Percentage
Age	21 – 30	7	35%
	31 – 40	3	15%
	41 – 50	4	20%
	51 – 60	5	25%
	61 – 70	0	0
	71 – 80	1	5%
Gender	Male	9	45%
	Female	11	55%
Educational Attainment	Bachelor's Degree	15	75%
	Master's Degree	3	15%
	Doctorate Degree	2	10%

b. Satisfaction with the Faculty Environment

The first domain that was assessed pertained to the challenges in meeting the demands for future faculty, was satisfaction with the faculty environment. According to the general weighted mean (GWM) of 3.88, the results conveyed that the respondents were very satisfied generally. This was supported with a level of dissatisfaction (GWM=1.60) when asked about a feeling of "us against them" with the students (Table 2).

Table 2: Domain I: Satisfaction with the Faculty Environment (n=20)

DOMAIN I	GWM	Description
1.1 Overall, I enjoy my interactions with colleagues	4.60	Very Much Satisfied
1.2 I have a comfortable niche in my department in terms of being a part of the team.	4.35	Very Much Satisfied
1.3 My colleagues are eager to help me with projects.	4.20	Very Much Satisfied
1.4 Expectations in my department about attire/dress, grooming, communication style, and behavior.	4.15	Very Satisfied
1.5 Faculty relations with students can be characterized as “us against them”.	1.60	Not Satisfied
1.6 My college dean/division director/supervisor treats me fairly when I compare myself to other faculty.	4.15	Very Satisfied
1.7 My contributions to the department are recognized by my colleagues.	4.20	Very Much Satisfied
1.8 The overall physical appearance of my dental school makes a good impression.	3.25	Satisfied
1.9 The overall culture in the dental school is characterized by openness to new ideas.	4.05	Very Satisfied
1.10 The decision-making process in the school about issues that face the whole faculty is reasonable.	3.75	Very Satisfied
1.11 I am satisfied with the diversity of the dental faculty, including age, gender, and race/ethnicity.	4.40	Very Much Satisfied
Overall Average	3.88	Very Satisfied

c. Satisfaction with Day-to-Day as a Dental School Faculty Member (n=20)

Table 3 shows the second domain or satisfaction with day-to-day as a dental school faculty member. This also generated a very satisfied (GWM=3.89) remark. The highest satisfaction ratings were recorded in the subdomains pertaining to opportunities to work closely with students (GWM=4.55), colleagues’ quality of teaching (GWM=4.30), support and recognition for quality teaching (GWM=4.20), and the extent of interactions with colleagues (GWM=4.35).

Table 3 : Domain II: Satisfaction with day-to-day as a Dental School Faculty Member (n=20)

DOMAIN II	GWM	Description
2.1 The overall way I spend my time as a faculty member	4.15	Very Satisfied
2.2 The nature of my teaching assignments	4.15	Very Satisfied
2.3 My overall teaching workload, including classrooms, labs, and clinics	3.90	Very Satisfied
2.4 Opportunities to work closely with students and really get to know their capabilities and needs	4.55	Very Much Satisfied
2.5 The overall quality of students I teach	3.55	Very Satisfied
2.6 The intellectual challenge associated with my teaching responsibilities	4.10	Very Satisfied
2.7 The quality of teaching provided by my faculty colleagues	4.30	Very Much Satisfied
2.8 The support and recognition for quality teaching at this university	4.20	Very Much Satisfied
2.9 The extent and quality of the intramural private practice program (e.g., faculty practice)	3.75	Very Satisfied
2.10 The amount of research I am expected to do	3.50	Very Satisfied
2.11 The type of research I am expected to do	3.65	Very Satisfied
2.12 The amount of time I have for research	3.20	Satisfied
1.13 The amount of time I have to write papers or prepare presentations for professional meetings	3.40	Very Satisfied
2.14 The amount of time I have for service to the school, such as committee work or directing projects	3.60	Very Satisfied
2.15 The extent and nature of interactions with faculty colleagues	4.35	Very Much Satisfied
Overall Average	3.89	Very Satisfied

d. Availability of Professional Development Activities, Services, or Resources

The third domain on availability of professional development activities, services, or resources returned a GWM value of 3.72, which still conveys extreme satisfaction according to the Likert scale. Although, the lowest subdomain recorded was on Professional assistance is available to enhance writing grant proposals and manuscripts and preparing CVs (3.30). Regardless, this still reflects a modest degree of satisfaction (Table 4).

Table 4: Domain III: Availability of Professional Development Activities, Services, or Resources (n=20)

DOMAIN III	GWM	Description
3.1 Formal mentoring program for junior faculty who are not tenured.	3.40	Very Satisfied
3.2 There is a formal mentoring program for faculty who are new to the dental school regardless of academic rank.	3.50	Very Satisfied
3.3 There is an orientation program for first-year faculty to help them learn about the school and meet other faculty.	3.80	Very Satisfied
3.4 I meet with my department chair/division director/supervisor annually for a review of my performance in the preceding year.	4.05	Very Satisfied
3.5 I receive a written evaluation of my performance each year from my department chair/division director/supervisor.	4.50	Very Much Satisfied
3.6 Faculty members in my department develop career growth plans and meet with our department chair/division director/supervisor to set goals and plan professional enrichment activities.	3.90	Very Satisfied
3.7 The Promotion and Tenure Committee conducts progress reviews of tenure-track faculty during years 3-4 of the probationary period and provides feedback.	3.65	Very Satisfied
3.8 Professional assistance such as workshops, consultations, or mentoring by experienced investigators is available to enhance research skills.	3.85	Very Satisfied
3.9 Professional assistance is available to enhance writing grant proposals and manuscripts and preparing CVs.	3.30	Satisfied
3.10 Workshops on the promotion and tenure process are routinely conducted.	3.40	Very Satisfied
3.11 The dental school conducts an annual school-wide faculty development day.	3.55	Very Satisfied
3.12 The dental school routinely brings in speakers and consultants to conduct faculty development on oral health topics and clinical skills.	3.80	Very Satisfied
3.13 The dental school has a regularly scheduled in-service program designed to keep the faculty abreast of new scientific developments.	3.75	Very Satisfied
3.14 Travel funds are available for sabbaticals and fellowships.	3.55	Very Satisfied
3.15 A dedicated percentage of my weekly time is reserved for my professional development.	3.75	Very Satisfied
Overall Average	3.72	Very Satisfied

e. Satisfaction with the Professional Development Support and Resources

Table 5 shows domain four or satisfaction pertaining to the professional development support and resources yielded a GWM of 3.68 or a grade of “very satisfied” on the Likert scale. The subdomains that reported the lowest ratings are with the physical environment of the workplace (GWM=2.95) and resources available for research (3.15). Although these suggested the lowest results, the numeric value still equals a grade of “satisfied” according to the Likert scale.

Table 5: Domain IV: Satisfaction with the Professional Development Support and Resources (n=20)

DOMAIN IV	GWM	Description
4.1 The commitment of my department chair/division director/supervisor helps me to succeed as a faculty member.	4.25	Very Much Satisfied
4.2 The mentoring I have received from senior faculty in my department to assist in my professional growth.	3.90	Very Satisfied
4.3 The physical environment in which I work, including my office, computer, labs, clinics, classrooms, departmental facilities, shared common space in the dental school.	2.95	Satisfied
4.4 The institutional resources available to support my work (clerical support, library, information technology).	3.55	Very Satisfied
4.5 Dissemination of information about upcoming professional development programs and opportunities.	4.05	Very Satisfied
4.6 Opportunities to collaborate with other faculty on teaching, research, or service.	3.80	Very Satisfied
4.7 Resources available to support research (labs, equipment, statistical support, research coordinators, technicians, clinical research facilities).	3.15	Satisfied
4.8 Quality of the professional development programs I have attended at this dental school.	3.75	Very Satisfied
Overall Average	3.68	Very Satisfied

f. Age and the Challenges in Meeting the Demands for Future Dental Faculty

Through Pearson R test for correlation, age was found not significant in predicting the challenges in meeting the demands for future dental faculty with Domain I (p=0.196), Domain II (p=0.296), Domain III (p=0.110), and Domain IV (p=0.209) (Table 6).

Table 6: Relationship Between Age and the Challenges in Meeting the Demands for Future Dental Faculty

Age and Domains	Pearson R	P	Decision	Interpretation
Domain I	.196	.422	Fail to Reject Ho	Not Significant
Domain II	.296	.218	Fail to Reject Ho	Not Significant
Domain III	.110	.653	Fail to Reject Ho	Not Significant
Domain IV	.209	.390	Fail to Reject Ho	Not Significant

g. Gender and the Challenges in Meeting the Demands for Future Dental Faculty

Likewise, the chi-square test for significant difference yielded gender to be insignificant in predicting the challenges in meeting the demands for future dental faculty with Domain I (p=0.451), Domain II (p=0.057), Domain III (p=0.475), and Domain IV (p=0.514) (Table 7).

Table 7 : Significant Difference between the Gender of the Respondents and the Challenges in Meeting the Demands for Future Dental Faculty in Four Domains

Gender and Domains	X ² value	Df	P	Decision	Interpretation
Domain I	2.639 ^a	3	.451	Fail to Reject Ho	Not Significant
Domain II	5.714 ^a	2	.057	Fail to Reject Ho	Not Significant
Domain III	2.500 ^a	3	.475	Fail to Reject Ho	Not Significant
Domain IV	2.292 ^a	3	.514	Fail to Reject Ho	Not Significant

IV. Discussion

This cross-sectional survey was designed to explore the predictors or challenges in meeting the demands for future dental faculty in the Philippine setting. There is an absence of study or database in terms of dental faculty employment practices in the Philippines. In concurrence with the RCADFQ, the four domains that predict the dental faculty employment trend are satisfaction with the faculty environment, satisfaction with day-to-day as a dental school faculty member, availability of professional development activities, services, or resources, and satisfaction with the professional development support and resources. Moreover, this study delved in to the relationship of age and gender with the aforementioned domains.

a. Satisfaction with the Faculty Environment

In general, the satisfaction rating of the respondents in terms of faculty environment was high (GWM=3.88). This result was supported by a high level of dissatisfaction (GWM=1.60) when asked about a feeling of “us against them” with the students. This is in contrast with a study done in the US [9, 10] and Iranian [11] dental schools, where they still need to seek better relationships within the school and expressed dissatisfaction (44% faculty, 39% staff, 68% students) with their learning environment. In the current study, a harmonious relationship already exists between the students and the faculty.

b. Satisfaction with Day-to-Day as a Dental School Faculty Member

In terms of satisfaction with day-to-day as a dental school faculty member, the general score was also high (GWM=3.89). To validate the outcome, high satisfaction ratings were also recorded in the subdomains pertaining to opportunities to work closely with students (GWM=4.55), colleagues’ quality of teaching (GWM=4.30), support and recognition for quality teaching (GWM=4.20), and the extent of interactions with colleagues (GWM=4.35). While the results of this survey yielded this domain to be an insignificant predictor in the challenge of hiring a dental faculty, Froeschle and Sinkford[10] stated in their study that working relationships with colleagues is indeed significant.

c. Availability of Professional Development Activities, Services, or Resources at the Respondents’ Dental School

Progressive stimuli on the quality of the career satisfaction include prospects for scholarship through research and discovery. [12] Developed as an area needing significantly more attention from dental colleges are chances for and provision of professional development. [13] With a GWM value of 3.72, the domain availability of professional development activities, services, or resources scored a high level of satisfaction. Although, the

bottommost subdomain recorded was on professional assistance availability to enhance writing grant proposals and manuscripts and preparing CVs (3.30).

d. Satisfaction with the Professional Development Support and Resources at the Respondents' Dental School

The respondents also expressed a high level of satisfaction (3.68) on domain four or satisfaction pertaining to the professional development support and resources. In contrast, satisfaction scores on the subdomains of physical environment (GWM=2.95) and resources available for research (3.15) were lower. Dental universities and colleges should deem it essential to offer continuing dental education intended to consolidate the teaching, research propagation and management skill demands of their dental faculty. Furthermore, dental institutions might contemplate on a continuing development track to further enhance their knowledge and skills. [14]

e. Age and the Challenges in Meeting the Demands for Future Dental Faculty

A study by Balasubramanian et al. [15] on migrant dentists in Australia reported a trend towards greater satisfaction amongst older age groups, while age was found not significant in predicting the challenges in meeting the demands for future dental faculty in this study with Domain I ($p=0.196$), Domain II ($p=0.296$), Domain III ($p=0.110$), and Domain IV ($p=0.209$) (Table 6). In another study, tenured dentists also reported the most rate of dissatisfaction. [13]

f. Gender and the Challenges in Meeting the Demands for Future Dental Faculty

Froeschle and Sinkford [10] postulated that slightly fewer male faculty members intend to remain in dental education for five to eight years than do their female counterparts, while the chi-square test for significant difference in this study yielded gender to be insignificant in predicting the challenges in meeting the demands for future dental faculty with Domain I ($p=0.451$), Domain II ($p=0.057$), Domain III ($p=0.475$), and Domain IV ($p=0.514$).

The addition of automated devices can also hasten the organizational processes and improve the desirability in working within the dental school. [16] It is also important to note that the dental practice in the Philippines has ceased to develop in correlation to its ASEAN neighbors and in Asia in general. [17] This is also true in the basic education organization, where the administrators are relying on self-efficacy beliefs and less with actual qualifications of their employees. [18, 19] In another context, the satisfaction of the employees has great bearing on the prestige of the workplace. [20]

V. Conclusion

The findings of the study suggest that although the domains pertaining to the challenges in meeting the demands for future dental faculty in the Philippines are satisfactorily satisfied, they are not significant in predicting the challenges in meetings the demands for future dental faculty. However, there are sub-domains that generated a low or sub-par result. A negative connotation on overall appearance of the university, research grants, research assistance, and research resources, suggest that improvements should be done to make the teaching jobs in the dental college more appealing to prospective applicants.

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Disclosure of ethical approval

This study has been found exempt from ethics review by the Institutional Review Board (IRB) of Southwestern University PHINMA. The IRB granted exemption on the basis of the ethical guidelines of the Declaration of Helsinki.

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