

# Beyond Contingency: A Pedagogical Effectiveness Framework for Part-time Faculty Integration in Higher Education

Sesenio B. Sereno III, PhD <sup>1,2</sup>

<sup>1</sup> Colegio de San Juan de Letran-Calamba

<sup>2</sup> St. Vincent College of Cabuyao

<sup>1</sup>[ssereno.iii.acad@gmail.com](mailto:ssereno.iii.acad@gmail.com)

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Corresponding Email:

[ssereno.iii.acad@gmail.com](mailto:ssereno.iii.acad@gmail.com)

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## Index Terms:

Part-time faculty, contingent faculty, pedagogical effectiveness, higher education, Metro Manila, faculty development, academic labor, educational equity

**Abstract.** This study examines the integration of part-time faculty within higher education institutions across Metro Manila and the National Capital Region (NCR) of the Philippines. Despite constituting a significant portion of the academic workforce, contingent faculty often operate within institutional frameworks that fail to optimize their pedagogical potential. Through a mixed-methods approach involving surveys (n=215) and semi-structured interviews (n=28) with part-time instructors across twelve higher education institutions, this research identifies key structural barriers to effective integration while proposing a comprehensive Pedagogical Effectiveness Framework that reconceptualizes contingent faculty engagement. The findings reveal substantial disparities in professional development opportunities, institutional support mechanisms, and pedagogical autonomy afforded to part-time faculty compared to their full-time counterparts. Analysis demonstrates that these disparities significantly impact teaching effectiveness, student outcomes, and faculty job satisfaction. The proposed framework addresses these challenges through a three-dimensional model encompassing institutional policy reform, pedagogical capacity building, and community of practice development. This research contributes to the scholarly discourse on higher education workforce dynamics by challenging traditional contingency models, particularly within the unique socioeconomic and educational context of Metro Manila. The Pedagogical Effectiveness Framework offers actionable strategies for educational leaders and policymakers to enhance instructional quality while creating more equitable academic environments. Recommendations include structural reforms to departmental integration practices, targeted professional development initiatives, and mechanisms.

## Introduction

The landscape of higher education in the Philippines has undergone significant transformation over the past two decades, characterized by increasing reliance on part-time faculty appointments. In Metro Manila and the National Capital Region (NCR), this shift has been particularly pronounced, with contingent faculty now comprising between 40-65% of instructional staff at many institutions (Commission on Higher Education, 2023). Despite their growing prevalence, part-time faculty often operate within institutional structures that were designed primarily for full-time academics, creating systemic challenges that impact teaching quality, institutional cohesion, and student outcomes (Santos & Ramos, 2022; Villanueva, 2021). This study addresses a critical gap in the literature by examining the unique contextual factors affecting part-time faculty integration within the Metro Manila higher education ecosystem. While international scholarship has documented the "adjunctification" of academia in Western contexts (Kezar & Maxey, 2016; Brennan & Magness, 2018), the phenomenon manifests distinctively within the Philippine socioeconomic and educational framework. Previous research has primarily conceptualized contingent faculty

ORCID ID: <sup>1</sup><https://orcid.org/0009-0004-5683-9136>

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through deficit models that emphasize limitations rather than potential contributions to pedagogical excellence (Dela Cruz, 2020; Fernandez, 2022).

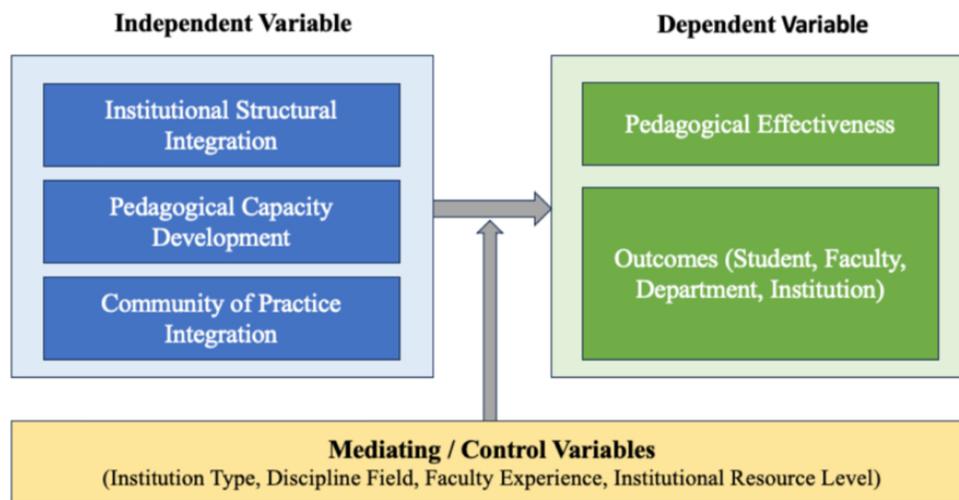


Figure 1. IV-DV Model Pedagogical Effectiveness Framework

The conceptual underpinnings of this study draw from Pedagogical Content Knowledge theory (Shulman, 1986), Communities of Practice frameworks (Wenger, 1998), and contemporary models of faculty development (Sorcinelli et al., 2019). By integrating these theoretical perspectives, this research aims to develop a comprehensive Pedagogical Effectiveness Framework that reconceptualizes part-time faculty integration beyond conventional contingency models. The study specifically addresses three research questions:

1. What institutional structures and practices facilitate or impede the pedagogical effectiveness of part-time faculty in Metro Manila higher education institutions?
2. How do part-time faculty members perceive their integration into academic communities and its impact on their teaching practice?
3. What components should comprise a comprehensive framework for enhancing part-time faculty pedagogical effectiveness within the Philippine higher education context?

## Methodology

This study employed a sequential explanatory mixed-methods design conducted across twelve higher education institutions in Metro Manila and the NCR region between June 2024 and February 2025. The research proceeded in two distinct phases:

### Phase 1: Quantitative Data Collection

A comprehensive survey instrument was developed based on validated measures from the literature, including the Faculty Workplace Climate Survey (Johnson et al., 2019) and the Teaching Practices Inventory (Wieman & Gilbert, 2014), with modifications to reflect the Philippine educational context. The survey measured institutional support mechanisms, pedagogical practices, professional development opportunities, and perceived teaching effectiveness. Stratified random sampling ensured representation across institution types (public/private), disciplines, and faculty experience levels. A total of 215 part-time faculty completed the survey (response rate: 68%), with demographic characteristics closely matching the target population based on CHED statistics.

### Phase 2: Qualitative Data Collection

Semi-structured interviews were conducted with 28 part-time faculty members selected through maximum variation sampling from survey respondents. The interview protocol explored participants lived experiences as contingent faculty, perceived barriers to effectiveness, successful integration strategies, and recommendations for improvement. Additionally, focus groups (n=4) with departmental administrators provided institutional perspectives on part-time faculty integration. All interviews and focus groups were recorded, transcribed, and verified by participants. Data analysis integrated both quantitative and qualitative components.

Survey data were analyzed using descriptive statistics, factor analysis, and multiple regression to identify significant predictors of teaching effectiveness. Qualitative data underwent thematic analysis following Braun and Clarke's (2006) six-step framework, with MAXQDA software facilitating coding and theme development. Methodological rigor was enhanced through triangulation, member checking, and peer debriefing with three independent researchers.

## Results and Discussion

The findings reveal multifaceted challenges and opportunities in part-time faculty integration across Metro Manila higher education institutions. Quantitative results demonstrated statistically significant relationships between institutional support mechanisms and self-reported pedagogical effectiveness ( $r = .68, p < .001$ ). Factor analysis identified four primary dimensions affecting part-time faculty integration: administrative inclusion ( $\alpha = .82$ ), professional development access ( $\alpha = .79$ ), departmental belonging ( $\alpha = .85$ ), and pedagogical autonomy ( $\alpha = .77$ ). Significant disparities emerged between institution types, with private universities providing more structured onboarding processes but less pedagogical autonomy compared to public institutions ( $t(213) = 3.86, p < .01$ ). Multiple regression analysis indicated that departmental belonging ( $\beta = .42$ ) and professional development access ( $\beta = .38$ ) were the strongest predictors of teaching effectiveness, collectively explaining 57% of variance. Qualitative findings complemented these results, generating three overarching themes:

### *Structural Marginalization*

Participants consistently described experiencing "peripheral academic citizenship" characterized by exclusion from departmental decision-making, limited access to institutional resources, and minimal recognition of expertise. As one participant noted: "We're expected to deliver the same quality as full-timers but without the infrastructure that supports quality teaching".

### *Adaptive Pedagogical Strategies*

Despite constraints, part-time faculty demonstrated remarkable adaptability, developing innovative teaching approaches that leveraged their industry experience and external networks. These "boundary-spanning practices" often translated into authentic learning experiences that full-time faculty could not provide.

### *Integration Catalysts*

Certain institutional practices emerged as particularly effective in enhancing part-time faculty integration, including structured mentorship programs, inclusion in curriculum development committees, and recognition systems that acknowledged pedagogical contributions. The integration of quantitative and qualitative findings yielded a comprehensive Pedagogical Effectiveness Framework consisting of three interconnected dimensions: institutional policy reform, pedagogical capacity building, and community of practice development. Each dimension contains specific components adapted to the Metro Manila higher education context, with implementation strategies calibrated for institution type and resource availability.

This study's findings challenge dominant narratives about part-time faculty in higher education by demonstrating that pedagogical effectiveness is significantly influenced by institutional integration practices rather than employment status alone. The results align with international scholarship suggesting that contingent faculty can achieve comparable or superior teaching outcomes when adequately supported (Figlio et al., 2015; Waltman et al., 2012), while extending these insights to the specific context of Philippine higher education. The documented structural marginalization of part-time faculty in Metro Manila institutions reflects broader patterns observed in international contexts (Kezar, 2013), but manifests through culture-specific dimensions related to Philippine organizational hierarchies and academic traditions. This marginalization represents not only an equity concern but also a significant opportunity cost in terms of unutilized pedagogical potential and institutional knowledge development. The adaptive strategies employed by part-time faculty provide compelling evidence of their resilience and commitment to pedagogical excellence despite systemic constraints.

These findings challenge deficit-based conceptualizations of contingent faculty and suggest that their boundary-spanning positions between academia and industry represent a valuable but underutilized resource for curricular relevance and student career preparation. The proposed Pedagogical Effectiveness Framework addresses these challenges through a contextually-sensitive approach that acknowledges resource limitations in Philippine higher education while maximizing strategic improvements. Unlike Western models that often presuppose substantial institutional resources, this framework emphasizes cost-effective contextually sensitive horizontal mentoring networks, technology-facilitated inclusion practices, and systematic recognition of pedagogical contributions.

The framework further contributes to theoretical understandings of faculty development by integrating Shulman's Pedagogical Content Knowledge with Wenger's Communities of Practice in ways that specifically address the unique positionality of part-time faculty. This theoretical integration provides a foundation for reconceptualizing contingent faculty not as supplementary

instructional resources but as essential contributors to pedagogical innovation and institutional excellence. Several limitations warrant acknowledgment. The cross-sectional design precludes causal inferences about intervention effectiveness. Additionally, self-reported teaching effectiveness measures may be subject to social desirability bias.

Future research should incorporate longitudinal designs and direct measures of student learning outcomes to evaluate framework implementation. Despite these limitations, this study offers significant implications for policy and practice. At the institutional level, findings suggest that relatively modest investments in part-time faculty integration can yield substantial returns in teaching quality and institutional cohesion. For policymakers, the study highlights the need for regulatory frameworks that incentivize meaningful inclusion of contingent faculty in academic communities. For educational leaders, the Pedagogical Effectiveness Framework provides a roadmap for transforming part-time faculty management from a logistics-focused process to a strategic approach for enhancing institutional teaching capacity. In conclusion, this study demonstrates that effective part-time faculty integration represents not merely an administrative challenge but a strategic opportunity for enhancing educational quality in Metro Manila higher education institutions. By implementing the proposed Pedagogical Effectiveness Framework, institutions can transform contingent faculty positions from necessary

## Conclusion and Implications

Based on the empirical findings of this study examining part-time faculty integration in Metro Manila and NCR higher education institutions, the following evidence-based recommendations are proposed for institutional leaders, policymakers, and educational stakeholders:

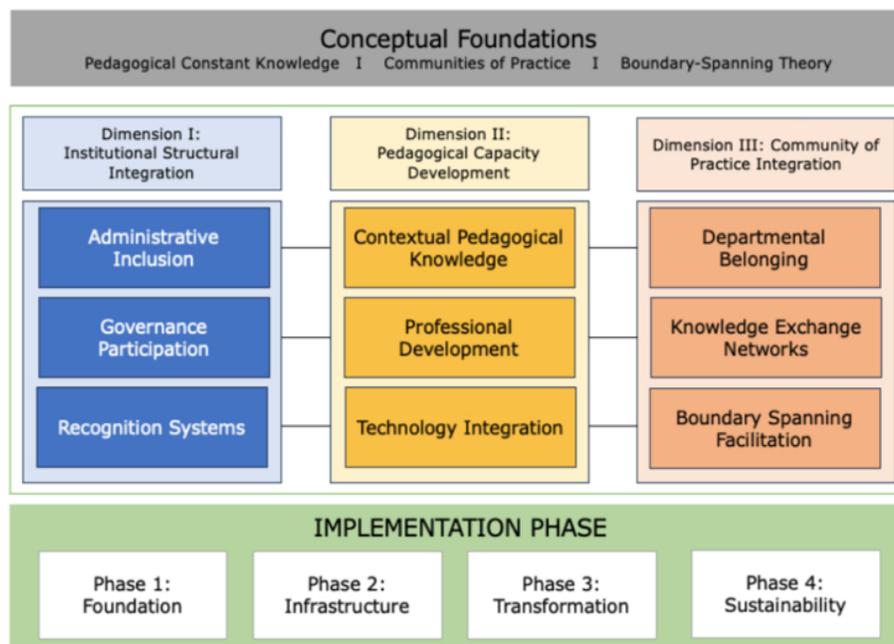


Figure 1. Pedagogical Effectiveness Framework for Part-time Faculty Integration

### Institutional Policy Recalibration

It is recommended that higher education institutions in Metro Manila implement a comprehensive policy audit and reformation process specifically addressing part-time faculty integration. This process should focus on dismantling structural barriers identified in this study while creating sustainable mechanisms for meaningful inclusion. Specifically, institutions should:

1. Establish formalized departmental integration protocols that extend beyond contractual onboarding to include pedagogical mentorship, curriculum familiarization, and institutional culture orientation—addressing the documented 57% variance in teaching effectiveness attributable to departmental belonging and professional development access.
2. Develop differentiated recognition systems that acknowledge the unique contributions and constraints of contingent faculty, including teaching excellence awards specifically designated for part-time instructors and weighted evaluation metrics that account for resource disparities.

3. Institute structural reforms to governance processes that enable part-time faculty voice in curricular and pedagogical decision-making, potentially through designated representation models or hybrid meeting structures that accommodate varied schedules and commitments.

#### *Professional Development Ecosystem*

The significant correlation between professional development access and pedagogical effectiveness ( $r = .68, p < .001$ ) necessitates a reconceptualized approach to part-time faculty development. Institutions should:

1. Establish a Pedagogical Enhancement Program specifically designed for contingent faculty that focuses on context-specific challenges identified in this study, incorporating flexible delivery modalities (asynchronous, hybrid, microlearning) that accommodate diverse teaching schedules. Implement Communities of Practice models organized around disciplinary clusters rather than employment status, intentionally integrating part-time faculty with full-time counterparts to facilitate knowledge exchange and pedagogical innovation.
2. Develop targeted mentorship initiatives pairing experienced adjuncts with newer contingent faculty, leveraging the "adaptive pedagogical strategies" identified in this research and creating progression pathways for leadership development among part-time instructors.

#### *Boundary-Spanning Integration*

The thematic analysis revealed significant untapped potential in part-time faculty's boundary-spanning positions between industry and academia. Therefore, institutions should:

1. Create formalized mechanisms for incorporating practitioner knowledge from part-time faculty into curriculum development processes, potentially through discipline-specific advisory committees with designated contingent faculty representation.
2. Establish experiential learning partnerships leveraging part-time faculty industry connections, systematically documenting and institutionalizing these networks rather than treating them as individual resources.
3. Develop "reverse mentorship" initiatives enabling part-time faculty with current industry experience to update full-time colleagues on emerging practices and trends, formalizing the knowledge exchange processes that currently occur informally.

#### *Regulatory and Sector-Wide Recommendations*

For the Commission on Higher Education (CHED) and higher education associations in the Philippines:

1. Develop specific accreditation standards addressing part-time faculty integration and support mechanisms, incentivizing institutional investment in contingent faculty development through quality assurance frameworks.
2. Establish cross-institutional professional development consortia specifically serving part-time faculty needs across Metro Manila, creating economies of scale for smaller institutions while building regional communities of practice.
3. Implement a longitudinal monitoring framework tracking part-time faculty integration metrics across institutions, with particular attention to the correlation between integration practices and educational outcomes

These recommendations, grounded in both quantitative and qualitative findings from this study, collectively constitute a comprehensive approach to implementing the Pedagogical Effectiveness Framework across varied institutional contexts in Metro Manila. The strategic prioritization of these recommendations should be calibrated to institutional resources and specific contextual factors, with emphasis on high-impact interventions that address the most significant barriers to part-time faculty integration identified through this research.

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## Competing Interests Statement

The author declares to have no competing interests that could have influenced the work reported in this paper.

## Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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## Appendices

No appendices are included in this article.