THE SOCIALIZATION PROCESS OF NEW COLLEGE FACULTY IN UNIVERSITY OF THE PHILIPPINES VISAYAS – MIAGAO CAMPUS

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ABSTRACT

This study sought to examine the socialization experiences of new college faculty who began their teaching career in the academic institution. Twenty (20) new faculty from several divisions, department and college of the university served as the respondents of the study. Results of the structured interviews showed that new faculty who have not earned any master's degree nor any graduate units, predominantly relied on their socialization experiences during college in preparation for the teaching profession. Prior to entry, new faculty formed expectations towards their new job, new work environment and to the members of the academe. Results also revealed that new faculty often experienced incongruences between their expectations and realities of the job as well as periods of stress and confusion related to the intensity of their job. Nevertheless, the succeeding years and/or months of socialization were characterized with periods of adjustment as they became familiar with their roles as teacher educators. All new faculty have not received any formal mentoring both in teaching and research. Nevertheless, most of them were satisfied with their teaching career and reported greater commitment to the academe as a whole. They also insisted that the academic environment was indeed conducive for faculty development.