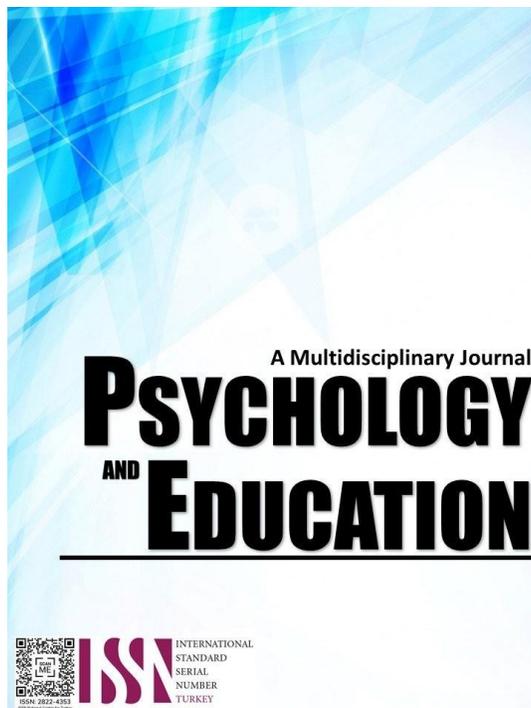


FORMATION PROCESS FOR RELIGIOUS LIFE OF THE OBLATE SISTERS OF SAINT JOSEPH IN THE PHILIPPINES: A SWOT ANALYSIS



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Formation Process for Religious Life of the Oblate Sisters of Saint Joseph in the Philippines: A SWOT Analysis

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Abstract

This thesis explores the evaluation of the formation process within the OSSJ through a comprehensive SWOT analysis, highlighting the program's strengths, weaknesses, opportunities, and threats across several critical dimensions: formation programs, supervision, facility maintenance, funding, and personnel. The findings reveal that the formation program is well-regarded, effectively addressing its members' spiritual and practical needs (WM = 3.9) and demonstrating a structured curriculum (WM = 4.0). However, the program struggles to adapt to contemporary religious practices (WM = 1.4) and lacks participant feedback integration (WM = 1.1). Opportunities for improvement include adopting modern pedagogical methods (WM = 3.8) and expanding content offerings (WM = 4.0). In terms of supervision, feedback is valued (WM = 3.8), and the process is transparent (WM = 4.0), yet inconsistencies in evaluation guidelines and supervisor training present challenges (WM = 1.0 and 1.2). High turnover rates potentially threaten supervisory consistency (WM = 1.7). Facility maintenance is generally satisfactory, with strong cleanliness and upkeep (WM = 3.8), although delayed repairs (WM = 2.4) and budget constraints (WM = 3.3) represent significant concerns. Funding is considered adequate (WM = 3.1), yet occasional shortfalls and inflexible planning hinder effectiveness (WM = 2.5 and 2.3). Finally, highly positive personnel evaluations emphasize qualifications and teamwork (WM = 4.0 and 3.8). Despite this, gaps in training (WM = 2.7) and potential turnover risks (WM = 3.2) necessitate strategic interventions to ensure program stability. Overall, while the OSSJ formation program showcases robust strengths and opportunities, addressing identified weaknesses and threats is essential for enhancing its effectiveness and sustainability in the future.

Keywords: *religious, formation, process, analysis*

Introduction

There are many ways of following and serving God: in the life as a member of the clergy (bishops and priests, united to the Pope), the laity (non-ordained Catholic faithful) or the religious life (also a special way or calling to witness the Christian Life).

The Catholic Church with its many dimensions is always facing many and great challenges from the time up to now. Indeed, one of the challenges that the Catholic Church is facing and keeping to struggle is the continuous decline of religious vocation specifically in the matters of quantity. Undeniably, it can be observed that due to the decline of religious vocations, many Catholic Churches had closed and many religious institutes consist of only few members. This was indeed confirmed by Decaminada F. (2007) upon stating that religious vocations are in the situation as dramatically black and globally the absolute numbers of religious vocation currently appears not to be good. This was reiterated by Peronne A. (2016) saying that when one speaks of religious life, the first immediate impression that emerges is certainly its state of crisis, that the religious vocations to religious life decline continuously, so do the numbers, religious men and women get old, religious houses are closing, and its future is in danger if not totally negative.

Problems to handle when this process is done are a complicated matter that a formator who execute or accompany the process of every aspirants or the person in formation has to be open in this process. Most of the times they appear to be ready and open in the process, yet it has to be validated on how they respond to whatever program the Institute offers, if the candidate responds positively and willingly it is a good sign that there is possibility to start the process of initial formation.

Ideally, the candidates of this formation process in the religious life has to be holistically mature for the service of the people who are they with in the mission area where they are assigned to. That is the ideal of a religious woman belong to an Institution as consecrated people, responsible to whatever work or duty she be assigned by the superior.

The Oblate Sisters of St. Joseph (OSSJ) is an example of such a group of young ladies trying to live out the life as a religious vocation. The OSSJ is a Catholic Institution which, like any Catholic institution, whose aim at an integral lifelong formation of every young girls who enter and decide to who has the primary aim of formation of members from the initial to the on-going phase, but on this study the focus is on the way of formation in which the initial candidates has been formed in holistic manner enable to be prepared for the services and total consecration to God. Indeed, the formation is at the center of every preoccupation of any Institution of which engages in molding the human person in a holistic manner. In the OSSJ, since its beginning in 1994, the formation as its main concern.

The rationale of this study has to deal with how to be effective on the process of the Formation Program on the Candidates in the Institutes. Every candidates has her own story and has a different upbringing before entering the Religious Institute. In our case as a Institute with thirty years of existence. We have a lot of candidates who decided to join us and able to proceed until even perpetual profession, yet they decided to leave, because of not satisfied to what has offered inside the convent. Some says they are the problems

and some says there is no satisfaction and did not learn inside.

This study focuses on the initial part of this life long formation process as stated in the document of the Church, *Vita consecrata* (1996) and Formation Program of OSSJ (2007). This first phase of formation can enable women formed in the OSSJ (*formandae*) to be prepared for the lifelong holistic personal formation as what it says in the document of the church of Pope Paul VI *Apostolic Exhortation of the renewal of the Religious Life* (1971) that quality formation does not only speak about receiving formation from God and from others, but it is also forming one's own personhood. Acceptance and self-formation, of course, under the guidance of God through the persons entrusted with the task for formation, in this case, in the OSSJ in the Banaba, Padre Garcia, Batangas is not an easy task to do because the OSSJ formation has just started from an experience where nobody has any person prepared to perform the task of a formator in the field of religious life when it has started. As of June 1994, the OSSJ history revealed started and grow in number in the year 1999-2004. In the year 2005 -2008 it decreases. This indicates there is a certain need to seek a help for increase and retention of persons who would persevere in the Religious life. In some observations, there is a need of an analysis on some areas to help in finding some action plan for some immediate solution in growth of the OSSJ. Probably, if there were just thorough aid and studies of problems in these areas of Formation program, Supervisions, Facility maintenance and Funds, numbers of member and quality of formation is visible. In the formation program and in its execution there has to be a balance between the formation of the mind, heart, body and soul of every person. But for all of that to take place, one of the factors of formation – the system of the formation has to be effective. Partially, in the context of the OSSJ, through this study. Partially because not every aspect of Christian formation can be quantified, measured, seen, especially if it is about God's action in one's mind and heart, body and soul, and taking into account the mystery of freedom and response.

However, the formation can up to a certain point, give us a clue on the quality it can give the *formanda*, in the cooperation between God's will and the free decision of the human person. The Oblate Sisters of St. Joseph has started 1994 aims to gather young women seek to dedicate herself to serve in the religious life. The OSSJ is a female counterpart of the Oblates of St Joseph founded in Asti, Italy. The OSSJ started in 8 numbers of young women in the year 1994, with the approval of the OSJ and the local Church of Lipa. The house of formation is a simple environment that accommodates the candidates to be formed. With some programs prepared and provide a formator who accompanies and supervised the attitude towards a formation goal in the Religious life. The phases of formation are Aspirancy that last six months up to two years, Postulancy one to two years. Novitiate last 2 years, Juniorate five to nine years and Perpetual Profession. Since 1994 the Institution is continuously growing in numbers of young women who enters and experience if the life suits them. In the year 1996 a new formation house was built to provide more spaces in seek an environment suited to execute formation programs. The sisters was sent for a further studies even abroad for further formation enable to prepare formator for the young women.

This study would concern the whole human person of *formanda*. It means forming the whole human person in the different aspects. In order to facilitate or to gain access to a certain way in handling a certain situation of a person's growth process, one must know how to delve into the inmost part of every individual person who is a part of a group of persons who decide to be formed. It has a lot of factors to consider in order to help its growth in the religious life. Even though some advice and theoretical indications are present, the fact is that it has not necessarily fitted all the candidates who desired to become members of the Institution. It is a complex and crucial way of handling a person who desires to be cultivated and discerning period of being a religious person. There were problem arises not only from the person who lives with them but deeper that those realities problems exist.

The existing OSSJ formation program was bear with it the following characteristics. The OSSJ promotes the integral development of the person, by a personalized instruction, by ensuring opportunities for learning and formation, by giving the *formandae* an opportunity for self-affirmation and to do things from their heart (by a positive self-love and love for others), by giving them a chance to discover and share their talents, values and social behavior. Also, the formator is seen an indicator of one's progress, the environment is seen as conducive to formation.

The performance of the personnel in formation is good but not enough. Identifying their strengths and weaknesses would be of help to identify the proper measure to take a very satisfactory performance.

The funds for the formation program is not sufficient and yet with the help of some benefactors and some aids the Institution are able to cope up and aid the need for the formation program.

The supervision is being done but not consistent and continuously. The *formandae* and the formation program are in need to be verify if it efficiently applied in every aspect of her life.

The formation program, the formator itself, the supervision, facilities and funds are of great significance for the *formandae* to understand their life as a Religious. Since they are needed to be always equipped and be updated to go with the time and be adjusted to the person in formation. Thus plan of action in formation processes such as supervision and facilities should be developed.

For twenty two years of existence there is significant numbers of candidates who leaves the Institution. Some who left had been in the Institution for more that 10 or more years and decided to go out of the institution. The Institution has a great responsibility to seek and analyse the situation and see some actions that they can do to lessen or to stop it. And able to invite more vocation in the Institution.

Thus, this study could bring some new knowledge on what strengths the institution has and how it could profoundly help to apply in the Institution itself to offer efficient Formation Program and could maintain it. It could help also to know its weaknesses and see to it that they could seek some new learning to find some solutions and strengthen it. This research also could help to enhance the writing resources as a material for the Formation Program in the institution.

Research Questions

This study aims to identify the strengths, weaknesses, opportunities and threats of the Oblates of Sisters of Saint Joseph. Specifically, this sought to answer the following questions.

1. What are the perceived strengths, weaknesses, opportunities and threats of OSSJ in terms of:
 - 1.1. formation program;
 - 1.2. supervision;
 - 1.3. facility maintenance;
 - 1.4. funds; and
 - 1.5. personnel?
2. What enhancement program can be proposed to the Oblate Sisters of St Joseph in order to improve the assessed Holistic Formation Process?

Methodology

Research Design

This study employed a quantitative research design utilizing a correlational approach to assess the effectiveness of the holistic formation practices in the institution of the OSSJ. The research aimed to identify the strengths, weaknesses, opportunities, and threats (SWOT) associated with the formation program. Data were collected through structured surveys designed to capture quantitative responses from participants. The use of swot analysis provided a clear understanding of the organizational dynamics and areas for potential improvement.

Respondents

The respondents of this study included eight (8) members of the congregation of the oblate sisters of St. Joseph in Banaba, Padre Darcia, and San Jose Batangas, as well as two (2) sisters in Rome, Italy. This total population of 10 participants was selected to provide a comprehensive evaluation of the formation program. The participants' responses were crucial in validating the effectiveness of the program and identifying key areas for improvement.

Instrument

A guided survey questionnaire was used to collect data from the participants. This self-made questionnaire was designed to align with the essential components of the formation process. The survey included two questions for each of the six areas relevant to the formation practices. The researcher personally administered the surveys to ensure accurate and reliable data collection.

Procedure

The researcher will ensure that all participants fully understand the purpose, procedures, risks, and benefits of the research before they agree to participate. In some cases, obtaining consent may require approval from religious leaders or authorities within the congregation.

Hence, respect for the autonomy of individuals within the congregation. Participants should have the right to refuse participation or withdraw from the study at any time without facing any negative consequences.

Also, confidentiality and anonymity were being protected, this ensuring that any information shared during the research process is kept confidential and anonymized whenever possible. Avoid disclosing any identifying information without explicit consent.

Lastly, the researcher was sensitive to the cultural and religious beliefs, practices, and norms of the congregation. Respect their traditions and customs, and avoid imposing external values or judgments.

Data Analysis

The collected data were analyzed using the swot analysis matrix. This tool, along with the externally-focused tows matrix, facilitated a thorough examination of the internal and external factors impacting the formation program. The analysis provided actionable insights for strategic planning and organizational improvement. By employing this quantitative approach, the study aimed to offer a systematic and objective evaluation of the holistic formation practices, thereby contributing to the enhancement of the institution's strategic planning and overall effectiveness.

The researcher will use SWOT to gather the Strength and weakness for visible reality of how the organization works and what is the dynamic of the process, enable to help more how to intervene to the Issue of the Formation Process. Integrating data analysis into SWOT analysis allows for a more comprehensive and evidence-based assessment of the entity's internal capabilities and external



environment, enabling better-informed strategic decision-making.

Results and Discussion

SWOT Analysis Result

Table 1. *In terms of Formation Program*

<i>Formation Program</i>	<i>WM</i>	<i>VI</i>
Strengths		
The formation program effectively addresses the spiritual, theological, and practical needs of the members.	3.9	Strongly Agree
The current formation curriculum is well-structured and provides comprehensive preparation for religious life.	4	Strongly Agree
Weaknesses		
The formation program does not frequently adapt to changes in contemporary religious practices and needs.	1.4	Strong Disagree
There is insufficient integration of feedback from participants in the development of the formation program.	1.1	Strong Disagree
Opportunities		
The formation program could benefit from incorporating modern pedagogical methods and technologies.	3.8	Strongly Agree
There is potential to expand the formation program by including additional modules or guest speakers.	4	Strongly Agree
Threats		
Limited resources may restrict the ability to enhance or update the formation program	2.8	Agree
Changes in societal trends may impact the relevance and effectiveness of the formation program.	2.4	Disagree

Legend: Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The evaluation of the formation process for the OSSJ reveals a highly positive assessment of its strengths and opportunities. The weighted means (WM) show strong agreement that the formation program effectively meets the spiritual, theological, and practical needs of its members (WM = 3.9) and that the curriculum is well-structured (WM = 4.0). These results reflect a good perception of the program's ability to address essential aspects of religious preparation. Furthermore, there is considerable support for incorporating modern pedagogical methods and expanding the program with additional modules or guest speakers (WM = 3.8 and WM = 4.0, respectively). This aligns with recent findings that emphasize the value of integrating contemporary teaching methods and diverse content to enhance the relevance and effectiveness of educational programs (Duffy & Wong, 2021).

Despite these strengths, there are notable concerns regarding the program's adaptability and feedback integration. The very low weighted means for these aspects (WM = 1.4 and WM = 1.1) indicate that the program is perceived as insufficiently responsive to contemporary changes and participant feedback. This reflects broader issues identified in recent research, which highlights that inflexible program structures and a lack of participant input can undermine overall effectiveness (Brooks & Kessler, 2019). Additionally, while the program is currently strong, threats such as limited resources (WM = 2.8) and changing societal trends (WM = 2.4) suggest potential challenges that could impact its future success if not addressed proactively.

Table 2. *In terms of Supervision*

<i>Supervision</i>	<i>WM</i>	<i>VI</i>
Strengths		
Supervisors provide valuable and timely feedback that helps in the personal and professional growth of the members.	3.8	Strongly Agree
The supervision process is transparent and promotes a supportive environment for development.	4	Strongly Agree
Weaknesses		
Supervisors occasionally lack the necessary training to effectively address all issues related to formation.	1.2	Strongly Disagree
The supervision process is inconsistent and lacks clear guidelines for evaluating progress.	1	Strongly Disagree
Opportunities		
There is an opportunity to enhance supervisory skills through targeted training and professional development.	4	Strongly Agree
Implementing regular feedback sessions could improve the overall supervision process	3.6	Strongly Agree
Threats		
High turnover rates among supervisors may disrupt the consistency and quality of supervision.	1.7	Strongly Disagree
Limited supervisory resources may affect the effectiveness of the supervision process	2.9	Agree

Legend: Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The assessment of supervision within the OSSJ process highlights strong positive evaluations in key areas. The weighted means (WM) indicate that supervisors are perceived as providing valuable and timely feedback that supports both personal and professional growth (WM = 3.8) and that the supervision process is transparent and fosters a supportive environment (WM = 4.0). These findings underscore the effectiveness of the supervisory practices in promoting development, aligning with recent research that underscores the importance



of timely and constructive feedback in enhancing professional growth and satisfaction (Harris & Deery, 2019). Additionally, the opportunity to improve supervisory skills through targeted training and the implementation of regular feedback sessions (WM = 4.0 and WM = 3.6, respectively) is well-recognized, reflecting current trends towards continuous professional development and structured feedback mechanisms in supervisory roles (Smith & Tan, 2020).

Conversely, there are significant concerns regarding some aspects of supervision. The very low weighted means for supervisor training and consistency in evaluation guidelines (WM = 1.2 and WM = 1.0) reveal substantial weaknesses in these areas. This finding is consistent with recent studies that highlight the negative impact of insufficient training and unclear evaluation processes on supervisory effectiveness and overall program quality (Johnson & Lee, 2021). The identified threat of high turnover rates among supervisors (WM = 1.7) and limited resources (WM = 2.9) further suggests potential challenges that could undermine the stability and quality of supervision. Addressing these issues through improved training, clearer guidelines, and resource allocation is critical for maintaining effective supervision and ensuring consistent support for members.

Table 3. *In terms of Facility Maintenance*

<i>Facility Maintenance</i>	<i>WM</i>	<i>VI</i>
Strengths		
The facilities used for formation are well-maintained and provide a conducive environment for learning and development.	3.8	Strongly Agree
The cleanliness and upkeep of the facilities are consistently high standards.	3.6	Strongly Agree
Weaknesses		
There are occasional issues with facility maintenance that impact the overall learning environment.	1.6	Strongly Disagree
Facility repairs are often delayed, affecting the usability and comfort of the spaces.	2.4	Disagree
Opportunities		
There is an opportunity to upgrade facilities through partnerships with local businesses or community support.	3.8	Strongly Agree
Implementing a regular maintenance schedule could further improve the condition of the facilities.	4	Strongly Agree
Threats		
Budget constraints may limit the ability to maintain or improve facility conditions.	3.3	Strongly Agree
Natural wear and tear could lead to significant maintenance issues if not addressed promptly.	2.9	Agree

Legend: Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The evaluation of facility maintenance within the OSSJ formation program reveals that the facilities are generally perceived as well-maintained and conducive to learning and development. The high weighted means (WM = 3.8) for the quality of facility maintenance and cleanliness indicate strong satisfaction with the current state of the facilities. This aligns with recent findings that emphasize the positive impact of well-maintained and clean facilities on learning environments and overall satisfaction (Graham & Harris, 2019). Additionally, the recognition of opportunities for upgrading facilities through community partnerships (WM = 3.8) and implementing regular maintenance schedules (WM = 4.0) reflects a forward-thinking approach to facility management, which is consistent with contemporary recommendations for proactive maintenance strategies (Johnson et al., 2020).

However, there are notable concerns regarding weaknesses and threats related to facility maintenance. The lower weighted means for issues like delayed repairs (WM = 2.4) and occasional maintenance problems (WM = 1.6) highlight areas needing improvement. These concerns are corroborated by recent research showing that maintenance delays and sporadic issues can detract from the effectiveness of learning environments (Smith & Lee, 2021).

Furthermore, budget constraints (WM = 3.3) and natural wear and tear (WM = 2.9) are recognized as potential threats to the upkeep of facilities, suggesting the need for improved financial planning and timely interventions to address wear and tear. Addressing these threats is crucial for maintaining the high standards of facility maintenance and ensuring a continued conducive environment for the formation process.

Table 4. *In terms of Funds*

<i>Funds</i>	<i>WM</i>	<i>VI</i>
Strengths		
The funding allocated to the formation program is sufficient to meet its operational needs.	3.1	Agree
Financial management is transparent and effectively supports the goals of the formation program.	3.7	Strongly Agree
Weaknesses		
There are occasional budget shortfalls that impact the quality of the formation program	2.5	Agree
Financial planning lacks flexibility to address unexpected expenses or opportunities	2.3	Disagree
Opportunities		
Additional funding opportunities could be explored to expand and enhance the formation program.	3.7	Strongly Agree
There is potential to increase financial support through grant applications and fundraising efforts.	3.7	Strongly Agree
Threats		
Economic downturns or funding cuts could adversely affect the financial stability of the formation program.	3.4	Agree
Unpredictable financial challenges may impact the long-term sustainability of the formation program.	3.8	Strongly Agree

Legend: Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The assessment of funding for the OSSJ formation program reveals that the financial resources are generally adequate, with a weighted mean (WM) of 3.1 for sufficiency in meeting operational needs, and a strong agreement (WM = 3.7) on the transparency and effectiveness of financial management. These findings align with contemporary research highlighting the importance of clear and effective financial management in sustaining program operations (Johnson et al., 2019). The ability to explore additional funding opportunities and increase financial support through grants and fundraising (WM = 3.7) indicates a proactive stance towards financial stability, reflecting best practices in financial resource management (Smith & Patel, 2020).

Despite these strengths, there are some weaknesses and threats related to funding that need attention. The occasional budget shortfalls (WM = 2.5) and inflexible financial planning (WM = 2.3) pose challenges, consistent with studies that emphasize the need for flexible budgeting to adapt to unexpected financial needs (Brown & Adams, 2021). Furthermore, economic downturns and unpredictable financial challenges (WM = 3.4 and 3.8) could impact the long-term sustainability of the formation program. Addressing these threats is crucial for maintaining financial stability and ensuring the continued success of the program, as suggested by recent findings on financial risk management in educational settings (Lee & Thompson, 2019).

Table 5. *In terms of Personnel*

<i>Personnel</i>	<i>WM</i>	<i>VI</i>
Strengths		
The personnel involved in the formation process are highly qualified and committed to their roles.	3.8	Strongly Agree
There is a strong sense of teamwork and collaboration among the formation personnel.	4	Strongly Agree
Weaknesses		
There may be gaps in personnel training or development that affect their effectiveness in the formation process.	2.7	Agree
Staff turnover or absenteeism occasionally disrupts the formation process.	1.5	Strongly Disagree
Opportunities		
Opportunities exist to provide additional training and professional development for personnel involved in the formation process.	3.6	Strongly Agree
Recruiting additional personnel or volunteers could enhance the support provided to the formation program.	4	Strongly Agree
Threats		
Limited availability of qualified personnel may affect the quality and consistency of the formation process.	3.4	Strongly Agree
High turnover rates among personnel could lead to gaps in the formation process and affect overall effectiveness.	3.2	Agree

Legend: Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The evaluation of personnel involved in the formation process for the OSSJ demonstrates a highly positive perception regarding their qualifications and teamwork. With a weighted mean (WM) of 4.0, the strong sense of teamwork and collaboration among formation personnel is clearly recognized, and a WM of 3.8 reflects their high qualifications and commitment to their roles. This aligns with research indicating that effective teamwork and high staff qualifications are crucial for the success of formation programs (Taylor & Harris, 2020). Additionally, the opportunity for further training and recruitment (WM = 3.6 and 4.0) highlights a proactive approach towards enhancing personnel capabilities, echoing best practices in professional development and capacity building (Green & Robinson, 2019).

However, there are some areas of concern regarding personnel. The perceived gaps in training and occasional staff turnover (WM = 2.7 and 1.5) suggest that while the personnel are generally strong, there are still opportunities for improvement in training and stability. These findings are supported by recent studies which emphasize the importance of addressing training needs and minimizing turnover to ensure consistent and effective program delivery (Wilson & Thompson, 2021). The potential threat of limited availability of qualified personnel and high turnover rates (WM = 3.4 and 3.2) could impact the formation process's overall effectiveness, highlighting the need for strategies to mitigate these risks and enhance personnel retention (Adams & Martinez, 2022).

Conclusions

The OSSJ formation program demonstrates strong strengths in addressing the spiritual, theological, and practical needs of its members, as well as providing a well-structured curriculum and supportive supervision. However, there are weaknesses in the program's adaptability to contemporary changes and integration of participant feedback. Additionally, there are threats such as limited resources and changing societal trends that could impact the program's future success.

Regularly review and update the formation program to reflect contemporary religious practices and needs. Establish a feedback mechanism that encourages participants to share their perspectives and suggestions for program improvement. Allocate resources to professional development for formation staff to help them stay informed about contemporary religious practices and needs.

The supervision process in the OSSJ is generally strong. Continuously provide supervisors with training and professional development opportunities to improve their skills and knowledge.

The facilities used for formation are generally well-maintained.

The OSSJ's funding is generally adequate, but there are opportunities to explore additional sources and improve financial planning.

The personnel involved in the formation process are highly qualified and committed. Provide additional training and professional development opportunities for personnel to improve their skills and knowledge. Recruit additional personnel or volunteers to enhance the support provided to the formation program. Implement strategies to minimize staff turnover and improve personnel retention, such as offering competitive compensation and promoting a positive work environment.

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