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EDUCATION AND WORK-RELATED VARIABLES AND ROLE
PERFORMANCE OF FACULTY MEMBERS IN A STATE UNIVERSITY,
PHILIPPINES

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ABSTRACT

The study sought to evaluate the relationship between the variables related to education and work and the output of faculty members' positions at the University of Rizal System. The average instructional performance of the faculty members was 4.32, viewed as Very Satisfactory. Success in the production of instructional materials/creative works was related to the highest educational achievement. The analysis also showed that the length of service in college teaching was correlated significantly with the research's conduct. The exam passed by the professional board was not related to success in study, production, and extension. The highest educational attainment and awards were linked to their teaching results, faculty rank, college teaching length of service, classification, and seminars/training.

INTRODUCTION

Of the 151,252 members of the higher education faculty, 70,039 or 46.31 percent are bachelor's graduates. This data highlights the need for a more trained faculty member who can fulfill a college or university's four-fold functions (Licuanan, 2017). These functions include research, instruction, extension, and production. They are expected to follow this mandate as faculty members and to be eligible to do so. Higher education in the Philippines is the "quality deterioration which leads to a lack of ability." (Member et al., n.d.; Marmion, McWhorter, & Delello, 2017).

Moreover, it is the faculty members' responsibility to provide the students with the knowledge, skills, and a correct attitude in preparing them for the workplace (Castano & Tomas, 2007). More priorities have to be given to research, extension, and production. In Ilupa's (2009) study, it was revealed that MSU System's performance in the four-fold functions is only fine. The performance is highly observed in the University of Rizal System for a state university.

The educational variables apply to educational achievement and board review taken in this current analysis. In contrast, the work-related variables relate to rank, grade, seminars, and training attended, service duration in college teaching, and awards earned. Numerous research was undertaken that support education and variables related to work are factors to be considered in evaluating teacher performance.

The college faculty's teaching success is partly related to their educational attainment (Galeon, 2015). Also, the faculty performed in all facets of instruction has a positive effect on the student's interest and motivation in learning (Johansen Caluza et al., 2017). The leadership style of principals affects teachers' performance (Jay, 2014). A significant factor that may influence is the organizational environment. The students' research funding and intellectual capacity can influence research faculty members (Yang, 2017). It is interesting to note that professional growth and advancement and appreciation of their accomplishments impact faculty members' professional development and acknowledgment (Aguado, Garcia, Laguador, Cezar, & Deligero, 2015).

This study was conducted to resolve the difference between the faculty members' level of education, work-related, and position performance. The research is very significant for the University since variables related to education and work are considered the most potent factors in faculty members' success, the study says. It is effortless to make programs and initiatives for the administration to upgrade the teachers' education.

Objectives of the study

The research sought to evaluate the relationship between the variables related to education and work and the position performance of faculty members of the University of Rizal System during the 2017-2018 school year. Find out can variables influence the understanding of the faculty members and their role in the conduct of research, teaching, and extension activities. The main goal of the analysis is to assess the current status of the members of the faculty.

Literature review

Performance of faculty members

The study sought to establish the relationship between the variables related to education and function, and the position performance of members of the University of Rizal System faculty.

The following discussions are information from related materials that helped a lot in identifying the gap addressed by the study.

The analysis of college faculty members' success has become a very significant component of higher education activities. Members of the faculty are prepared to deal with the subjects they treat, representing their student observations. This level of success was correlated with variables relative to the confidence of members of the faculty. Although the subject mastery factor of teachers' professional performance at the highest level in the report, teachers can continue their attention and develop their command of the material by self-study and, according to the research, by attending in-service refresher courses. State Universities and Colleges' success in performing triple functions, which are instruction, analysis, and extension, was considered the lowest level in a study (Ontoy & Paspasan, 2016). Similarly, the students' attitude was seen as the least significant factor in the teachers' success. Among the four factors of teachers' professional success, the teaching technique and teachers' characteristics were considered to be present in intermediate level teacher performance (Ahmed, 2012).

Johansen Caluza et al. (2017) demonstrated that the faculty performed very satisfactorily in professionalism, participation, topic awareness, and teaching for independent learning and learning management. In a study on the effectiveness of the Mindanao State University System (MSUS) and its Agriculture Colleges, as an educational institution, it is important to boost to a very good level the performance of the MSU system in the four-fold functions (Ilupa, 2009). Moreover, contributions to science are most frequently made by research publications and research presentations. Initial and artistic work includes novels, short stories, poetry, script and screenplay, musical composition, etc. (Sampson et al., 2010).

Variables influencing the role performance of faculty members

Studies are reviewed according to the impact of such factors affecting faculty members' performance (Abarro, 2018). Factors influencing teachers include civil status, highest educational achievement, academic success, and local seminars attended. Sex, age, family groups, religion, type of high school attended, the performance of LET, length of service, annual salary, number of teaching preparations do not influence the performance of teachers.

Assemi, Hudmon, Sowinski, & Corelli (2016) conducted a review of faculty members within the US Schools of Pharmacy on educational history and academic rank. The research revealed that educational achievement is considered significant in a specific college's destination.

Galeon (2015) published a study on "Correlates of the teaching performance of the college faculty members". The rating of university faculty members' teaching performance varies from 3.41, interpreted as good, to 4.83, interpreted as "very good," with an overall average of 4.21 interpreted as very good. The faculty's teaching success has a portion to do with their educational achievement.

Jamison & Enrera (2015) carried out a study on "Factors affecting work Efficiency among the University of Hail, Saudi Arabia's Female Faculty of Allied Medical Health Colleges." The study found that faculty members' performance was "Satisfactory," which is due to tension in the family's financial and biological variables. Aguado et al. (2015) carried out a study on "Teaching performance and extent of work values in one Asian Maritime Academy among faculty members." The result showed more faculty than those who did not achieve the average mean with above-average results. In addition, factors such as professional growth and development and recognition for their achievement influence faculty members' teaching performance.

Job satisfaction affects faculty members' productivity and effectiveness, which affects their professional success (Al-Smadi & Qblan, 2015). Factors influencing job satisfaction are social status, academic ranking, scientific qualification, and academic climate. A study conducted by Jay (2014) found a link between the leadership styles of principals and teacher performance.

Tehseen & Ul Hadi (2015) carried out a report on "Factors affecting the success and retention of teachers." The research found that there are two types of inspiration that can make a teacher happy and perform better. There are motivations that are intrinsic and extrinsic. Recognition, enjoyment of teaching, career growth, the demanding and competitive essence of teaching, teaching as one aim in life and control over others are part of the intrinsic motivation. Extrinsic incentive, on the other hand, primarily involves the award that is applied externally as a wage or salary, free housing, educational advancement in paying premiums, meals, extra payments in the event of financial difficulties, paid leave and free medical assistance. Apart from this, faculty members require seminars and conferences to enhance their job performance (Laguador, Cezar, Deligero, & Cueto, 2015).

Salamat et al. (2013) Research were on the effect of the organizational environment on teachers' job performance. The results revealed that teachers were unable to carry out their duties in a secondary school. Research has also shown that a significant aspect is an organizational environment.

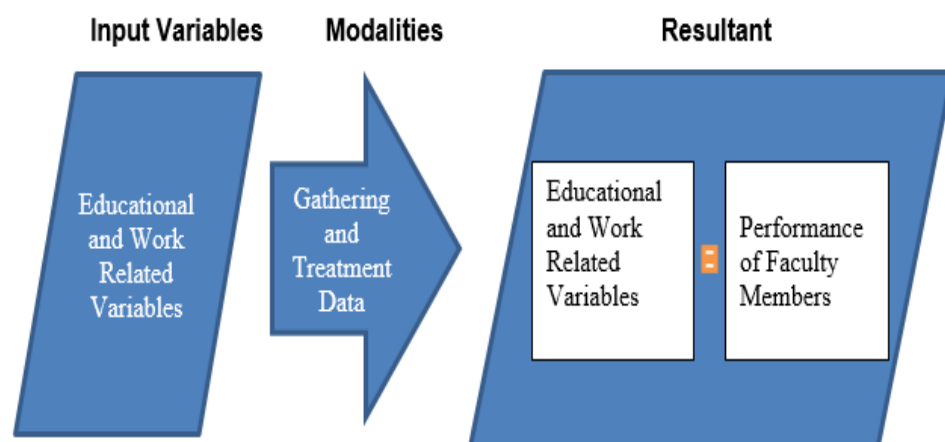
Excessive political interference also influences the instructor's performance. A positive relationship was noticed between most of the variables and female teachers (Nadeem et al., 2011). Efficient teaching was closely related to training for teachers (Rahman & Akhter, 2011). According to a 2007 study, there is no connection between the Grade Point Average of faculty members and members of the Blue Ridge Community College performance faculty (Nicely, 2007).

The previous study failed to link faculty members' education and work-related variables and position performance in research and extension. This is the void the current research tackles.

Conceptual framework

The model shown below served as the basis of this research. The model is made up of three key components. Input variables, modalities, and resultant features are these elements.

Figure 1: A Model Depicting the Total Picture of the Study



The input variables are variables related to education that include the highest academic achievement, and the Board Evaluation passed. The work-related variables are the faculty's rank, duration of service in college teaching, designation, attended seminars/training, and awards earned by faculty members.

The analysis's key activities, which are the processing and treatment of data to obtain the result, constitute the modalities.

The outcome of the analysis is that the relationships of the variables related to education and work and the faculty members' success are divided by an equal sign that says the relationships of the sample. The position's performance relates to faculty members' performance in the teaching, conduct, presentation, and publication of research, creation and copyrighting of teaching materials/creative works, and conduct and presentation in local and national forums and conferences of extension projects.

METHODOLOGY

Research methods

The study used descriptive-correlational study methods using the Survey Checklist developed for the collection of data. The checklist was duly assisted by a documentary review of the official documents of the University Human Resource Management Offices and Ten (10) Campus and reports of the research, extension, and development programs of the Office of the Vice-President for Research, Development, Extension, and Production (OVP-RDEP), the Office of the Director of Research (ODR) and the Office of the Vice-President for Research, Development, Extension, and Production (OVP-RDEP).

Setting of the study

The analysis was carried out at ten (10) campuses of the University of Rizal System, Rizal Province. These campuses are located in Angono, Antipolo, Binangonan, Cainta, Cardona, Morong, Pililla, Rodriguez, Tanay, and Taytay in 10 municipalities of the province.

Subject of the study

The two hundred and eighteen (218) faculty members determined by the use of Slovin 's Formula were the study respondents. They were selected from a total of four hundred seventy-nine (479) faculty members across campuses of the University of Rizal System who were permanent via a stratified random sampling method using fish bowl technique.

Sources of data

The data sources were the survey checklist and the faculty members' performance records sampled, the annual reports, and the Research, Development, Extension, and Production (RDEP Office) reports. The survey checklist consists of items such as the highest educational achievement and board exam passers, including educational-related variables. The work-related variables include the faculty's rank, duration of service in college teaching, seminars/training classification, and awards earned by the faculty members.

Procedure of the study

The following tasks were conducted to achieve the objectives of the study:

Three (3) faculty members, who were not participants in the research, created and reviewed a questionnaire. In accordance with the number of samples, the questionnaire was repeated.

The questionnaire was conducted through the assistance of the Campus HRMO on each campus. Documents such as the performance rating were secured from the University's Human Resource Management Office and the various campuses for the respondents' performance in instruction. However, to ensure the respondents' confidentiality and privacy, the names of the samples were replaced by a code. A list of faculty members who performed research was obtained from the Office of the Vice President for Research, Development Extension, and Production, and a list of those who performed extension was obtained from the Office of the Director of Extension to ensure the validity of the success of faculty members in research. The University's Annual Report was another source of information. Data administration and compilation lasted for six (6) months.

Based on the advice of statisticians, the data was tabulated. The results of the statistical calculations were analyzed, and a study report was written.

Statistical treatment

Frequency distribution was used to assess faculty members' status about educational and job-related variables. Mean was used to assess faculty members' position performance in teaching, and a t-test was used to test the significance of r .

RESULTS AND DISCUSSIONS

Educational and work related variables

Table 1: Frequency and percentage distribution on educational-related variables

Educational Related Variables	Frequency	Percent
Educational Attainment		
Bachelor Degree	33	15
Masters' Degree	145	67
Doctorate Degree	40	18
Total	218	100
Board Examination Passed		
Professional Board Examination for Teachers	82	38
Licensure Examination for Teachers	50	23
Licensure Examination for Electrical Engineers	2	1
Licensure Examination for Civil Engineers & Licensure Examination for Teachers	1	0.5
Licensure Examination for Electronics Communication Engineers	2	1
Licensure Examination for Social Workers	1	0.5
Licensure Examination for Electrical Engineers & Professional Board Examination for Teachers	1	0.5
Career Executive Service Written Examination & Licensure Examination for Teachers	1	0.5
Licensure Examination for Guidance Counselors & Licensure Examination for Teachers	1	0.5
Licensure examination for Agriculturist	1	0.5
Licensure Examination for Nurses	1	0.5
Licensure Examination for Agricultural Engineers	3	1
No License	71	33
Total	218	100

Table 1 indicates that most faculty members, 145 or 67 percent, are holders of master's degrees, and only a handful, 33 or 15 percent, are holders of bachelor's degrees. Most of the teachers, 82 or 38 percent, are holders of the Professional Board Review for Teachers regarding eligibility. In any discipline, 71 or 33 percent have no license.

Table 2: Frequency and percentage distribution of work related-variables

Work-Related Variable	Frequency	Percent
Rank		
Professor VI	2	1
Professor IV	1	.5
Professor III	1	.5
Professor II	1	.5
Professor I	1	.5
Associate Professor V	7	3
Associate Professor IV	6	3
Associate Professor III	8	4
Associate Professor II	5	2
Associate Professor I	7	3
Assistant Professor IV	13	6
Assistant Professor III	28	13
Assistant Professor II	25	12
Assistant Professor I	40	18
Instructor III	26	12
Instructor II	14	6
Instructor I	34	16
Total	218	100
Length of Service in College Teaching		
16 years and above	154	70
11-15 years	47	22
6 – 10 years	9	4
5 years and below	8	4
Total	218	100
Designation		
4	1	1
3	37	17
2	11	5
1	62	28
0	107	49
Total	218	100
Seminars/Trainings Attended		
5	1	.5
4	3	1
3	8	4
2	23	11
1	80	37
0	103	47
Total	218	100
Awards Received		
7	3	1
6	13	6
5	22	10
4	29	13
3	57	26
2	44	20
1	36	17
0	14	6
Total	218	100

*Performance of Faculty Members in Instruction, Research, Extension and Production***Table 3:** Mean performance of faculty members in instruction

Numerical Rating	Verbal Rating	Frequency	Percent
4.50 – 5.00	Excellent	59	27
3.50 – 4.50	Very Satisfactory	156	72
2.50 – 3.40	Satisfactory	2	1
1.50 – 2.40	Unsatisfactory	0	0
1.00 – 1.40	Poor	0	0
Average: 4.32	Very Satisfactory		
	Total	218	100

The majority, 156 or 72% of faculty members, have the highest ranking, with a verbal ranking of Very Satisfactory, ranging from 3.50 to 4.50. No faculty members received poor or very satisfactory grades. With a very satisfying ranking, the average performance of faculty members was 4.32.

Table 4: Frequency and percentage distribution of faculty members involved in the conduct of research, development and extension

Research Conducted	Frequency	Percent	Frequency	Percent
3	3	1		
2	18	8		
1	75	35	96	44
0			122	56
Total			218	100
Research Presented				
2	6	3		
1	50	23	56	26
0			162	74
Total			218	100
Research Published				
1	16	7	16	7
0			202	93
Total			218	100
Instructional Materials/Creative Works Copyrighted				
3	1	0.5		
2	4	2		
1	44	20	49	22.5
0			169	78
Total			218	100
Extension Conducted				
4	1	0.5		
3	4	2		
2	6	3		
1	47	22	58	25.5
0			160	73
Total			218	100
Extension Presented				
3	3	2		
2	5	2		
1	11	5	19	9
0			199	91
Total			218	100

The majority of faculty members, 40 or 18 percent, are Assistant Professors I. Most of them do not attend seminars/training, 103 or 47 percent. There are three (3) awards for

the largest number of faculty members and seven (7) awards for the lowest number, 3 or 1 percent. Loyalty, best administrators, faculty, and research and extension awards are the awards given to them. The findings underline that the university recognizes the members of the faculty.

Of the 218 faculty members used in the report, 122 or 56 percent of them did not have any research performed. The smaller number of research presentations was due to the financial constraints necessary for conferences in faculty members' travel and registration. It is understandable because publishing, mainly when published in most reputable journals such as Elsevier, ISI or Scopus journals, is a very complicated process, says the author.

Out of 218 faculty members, 169 or 78 percent of faculty members had no materials / creative works created and patented, and 49 or 22.5 percent produced materials / creative works. There were no extension projects for most workers, and few, 58 or 25.5 percent, did extensive work. It is common knowledge that effective research, growth, extension and production programs, projects, and activities are the essence of a university.

Relationships between education and work related variables, and performance of faculty members in instruction

Table 5: P-values on the significant influence of educational and work related variables on the performance of faculty members in instruction

Variables	t-value	p-value
Educational Related Variables		
Educational Attainment	2.203	0.029*
Board Examinations Passed	0.319	0.750
Work Related Variables		
Faculty Rank	0.084	0.933
Length of Service in College Teaching	1.061	0.290
Designation	1.480	0.140
Seminars/Training Attended	0.399	0.690
Awards	3.337	0.001*

Note: Legend: *significant at .05 level

Table 5 indicates that faculty members' educational achievement is a factor in their teaching success (Rahman & Akhter, 2011). The passing of board exams is an assurance of high results. Academic preparations in college predict the performance of the graduates in the licensing exams. The importance of this reality lies in the sense that it is the academic preparations that forecast the graduates' success in the exams (Visco, 2015).

Awards are a means of gratitude and influence the success of educators. Awards are styles of school organizational settings. Selamat et al. (2013) discovered that a major factor that could influence teachers' job performance was found to be the organizational environment. The result implies that the university has given due acknowledgment to the results.

On the other hand, a p-value of .933 interpreted as not important was obtained by work-related variables such as rank and output of faculty members. This demonstrates that the faculty's rank does not impact the performance of the faculty members in instruction. The results are contradictory to Al-Smadi & Qblan (2015) results that indicate that success is influenced by academic level. The p-value obtained was .290, interpreted as not significant in terms of the length of college teaching. The length of service of faculty members does not impact their instructional performance (Kini & Podolsky, 2016).

The p-value of the classification and success of faculty members in instruction was interpreted as not important by .140. It demonstrates that their success was not affected by the number of designations (Al-Smadi & Qblan (2015). This negates the results of Rahman & Akhter (2011), who found out that successful teaching was positively connected to teacher training.

The variables that have a major effect on faculty members' success have usually been the highest education and awards. However, the faculty's rank, college teaching duration, classification, seminars, and training attended were not related to instructional success.

Table 6: P-values on the relationships between educational and performance of faculty members in the conduct of research, development and extension.

Education Related Variables	Performance	t-value	p-value
Educational Attainment	Conduct of Research	0.519	0.604
	Presentation of Research	0.903	0.368
	Publication of Research	0.489	0.625
	Development & Copyrighting of Instructional Materials/ Creative Works	1.970	0.040*
	Conduct of Extension	0.131	0.896
	Presentation of Extension	1.171	0.243
Board Examination	Research Conducted	0.219	0.827
	Presentation of Research	1.104	0.271
	Publication of Research	1.677	0.095
	Development & Copyrighting of Instructional Materials/ Creative Works	0.844	0.400
	Conduct of Extension	1.053	0.293
	Presentation of Extension	0.988	0.324

Table 6 shows that 0.040 is viewed as significant as the p-value on the relationship between educational achievement and creation and copyright of educational materials / creative works. In the conduct and presentation of research and extension and publishing of research, the highest educational qualification is not an influential factor in the faculty members' success. The motivation and willingness of faculty members depend on everything.

The examination of the Board passed by faculty members did not affect faculty members' involvement in the conduct, presentation, and publication of research and extension activities of conduct and presentation. The value of this fact lies in the sense that the board exam's performance depends on the faculty members' academic preparations. The powerful factors in these areas of university operations are considered to be the highest educational achievement.

Table 7 indicates that faculty members' rank is substantially correlated with the success of the research publication. However, the rank is not linked to the success of faculty in behavior, presentation of research and development, and copyrighting of educational materials and artistic works. The result is influenced by the low performance of the members of the faculty in these areas listed.

It showed no connection to the performance in the conduct, presentation, and publication of research, creation, and copyrighting of instructional material / creative works on the length of service in college teaching. This stresses that the behavior and publication will not rise or fall, whether a faculty member is experienced or not (Addison, 2010).

The designation is related to success in all of the areas cited above, as seen by the high p-values relative to the significance level of 0.05. Positive or negative can be the result of the classification. It became optimistic because it would inspire a specific person, and when it gets a teacher's time to do the works, it became negative (Jamison & Enrera (2015).

Table 7: P-values on the relationships between work related variables and performance of faculty members in research, development and extension

Work-Related Variables	Performance	t-value	p-value
Faculty Rank	Conduct of Research	1.573	0.117
	Presentation of Research	0.903	0.368
	Publication of Research	3.562	0.000*
	Development & Copyrighting of Instructional Materials/ Creative Works	0.805	0.421
	Conduct of Extension	2.092	0.038*
	Presentation of Extension	1.244	0.215
Length of Service in College Teaching	Research Conducted	1.976	0.049*
	Presentation of Research	0.635	0.526
	Publication of Research	1.916	0.057
	Development & Copyrighting of Instructional Materials/ Creative Works	1.472	0.142
	Conduct of Extension	0.158	0.875
	Presentation of Extension	0.990	0.323
Designation	Research Conducted	1.344	0.180
	Presentation of Research	1.960	0.051
	Publication of Research	1.277	0.203
	Development & Copyrighting of Instructional Materials/ Creative Works	0.089	0.929
	Conduct of Extension	1.236	0.218
	Presentation of Extension	1.247	0.214
Seminars & Trainings Attended	Research Conducted	1.494	0.137
	Presentation of Research	4.959	0.000*
	Publication of Research	2.824	0.005*
	Development & Copyrighting of Instructional Materials/ Creative Works	1.450	0.149
	Conduct of Extension	3.072	0.002*
	Presentation of Extension	4.315	0.000*
Awards Received	Research Conducted	0.419	0.676
	Presentation of Research	0.782	0.435
	Publication of Research	1.726	0.086
	Development & Copyrighting of Instructional Materials/ Creative Works	1.259	0.209
	Conduct of Extension	0.024	0.981
	Presentation of Extension	3.498	0.001*

In the presentation and publication of research and conduct and presentation of extension, the seminars/training attended is strongly linked to the faculty members' success. Aguado et al. (2015) found that one of the teachers' professional growth and development practices is seminars/training. The creation and copyrighting of educational materials and artistic works and research conduct received a low p-value relative to the significance level of .05.

The awards won by members of the faculty are related to the faculty's success during the extension presentation. There are several types of prizes, and they may be in monetary and non-monetary ways. This serves as a motivating factor for faculty members to present conference studies (Tehseen & UI Hadi, 2015).

SUMMARY AND CONCLUSIONS

Summary of findings

Those with master's degree holders in different disciplines dominate the University of Rizal System's faculty members. The ranks of the faculty range from Teacher I to Assistant Professor IV. The mean performance of instructional faculty members was 4.32, viewed as Very Satisfactory. Out of the 218 study participants, 96 or 44% were interested in research by faculty members.

Educational achievement was significantly associated with instruction regarding the relationship between variables related to education and training performance. There was no important association between the passer board review and faculty success in instruction. There was no important connection between the passing of the board exam and faculty members' success in research, development, and extension. The production of instructional materials was substantially correlated with the highest educational achievement. The faculty's rank was significantly linked to the success in the study's publication, but not relevant in the conduct and presentation of the study, creation of educational materials / creative works, and behavior. The period of service in college teaching was connected to research results. The faculty members' awards were not related to the conduct, presentation, and publication of research or material production.

Conclusion

The performance of the faculty members was above the average level in the field of instruction. Improvement is required in the performance of research and extension, publication and development, and copyrighting of instructional materials and creative works. The seminars/training attended are connected to the faculty members' success in conducting and publishing studies, designing and copyrighting instructional materials / creative works, and carrying out extension projects. Faculty rank and awards are not linked to the production or copyrighting of research publications.

IMPLICATIONS AND RECOMMENDATIONS

Implication

In the area of study, extension, instructional/creative works publishing, faculty members' success in instruction is commendable, yet improvable. There was no clear process for sending faculty members to seminars/training and no publishing office working on the publication of instructional materials / creative works and used to send faculty members to seminars/training, it was important to enhance the assistance of faculty members in research and publication of instructional materials /creative works.

Recommendation

Based on the study results, the following are recommended hereby. In conjunction with the Campus Directors and Deans of colleges, the University Human Resource Management Office can establish a Faculty Development Program. Maybe a program enforced by the University for the establishment of a publishing office. The office will build the RDEP mentoring program. Deans might encourage members of the faculty to conduct group research. Similar research can be carried out.

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