

Productivity Assessment of Faculty Members of the College of Business, Economics and Accountancy, Mariano Marcos State University, Philippines



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ABSTRACT: This study employed a descriptive-correlational research design to examine the profile, job motivation, job satisfaction, work commitment, teaching competence, personal and social qualities, and productivity levels of faculty members in instruction, research, and extension. The study further analyzed the relationships between these variables, excluding faculty profile in the correlation analysis. Findings revealed that faculty members exhibited high levels of motivation, demonstrating initiative, enthusiasm, and a willingness to take on additional responsibilities. Their motivation contributed to a positive workplace environment, benefiting both colleagues and students while potentially reducing faculty turnover. Faculty members also reported high job satisfaction, indicating strong engagement in their responsibilities, which enhanced their workplace performance and interactions with colleagues. Satisfied faculty members exhibited greater dedication to achieving institutional goals and objectives. Regarding work commitment, faculty members displayed strong dedication to their tasks, fostering teamwork, transparency, open communication, and ethical practices. Their teaching competence was also found to be high, demonstrating proficiency in subject matter, effective classroom management, and the ability to plan, communicate, and assess student progress efficiently. Personal and social qualities among faculty members were rated very good, reflecting their ability to build strong professional relationships, maintain a positive attitude, and adapt to their environment. These qualities encompassed both technical and soft skills, such as communication, emotional intelligence, and leadership. In terms of productivity, faculty members were highly productive in instruction, ensuring quality education that met industry and workplace demands. They were also productive in research, demonstrating competence in conducting studies and fulfilling research responsibilities. Similarly, their productivity in extension activities indicated active community engagement, knowledge-sharing, and partnership-building with industries and stakeholders. Correlation analysis revealed that only personal and social qualities significantly influenced productivity in instruction. However, productivity in research and extension was significantly related to job motivation, job satisfaction, work commitment, teaching competence, and personal and social qualities. The study concluded that faculty productivity in research and extension was influenced by multiple factors, while productivity in instruction was primarily affected by personal and social qualities. Recommendations included participation in training, seminars, and workshops to enhance motivation, satisfaction, commitment, teaching competence, and research and extension capabilities.

KEYWORDS: Productivity assessment, job motivation, job satisfaction, work commitment, teaching competence, personal qualities, social qualities

I. INTRODUCTION

The faculty of the College of Business, Economics and Accountancy are bound to their work to be accomplished every day. Aside from their teaching responsibilities, they also spent time attending meetings, training and seminars that enhanced their skills; and conferences to widen their horizons. On the other hand, conducting research and involvement in extension and community development are also part of their functions.

Based on the performance evaluations of the faculty members from January 2018 to June 2020, all the faculty members were outstanding in their instruction functions but satisfactory in both research and extension. It also showed that only 70.00% of the faculty members were involved in research and 72.50% in extension activities. This circumstance provided avenue to conduct of the research study.

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The main objective of the study was to assess the levels of productivity of the faculty members of the College of Business, Economics and Accountancy at the Mariano Marcos State University. Specifically, the study aimed to determine the profile of the faculty members; determine the levels of job motivation, job satisfaction, work commitment and teaching competence of the faculty members; determine the personal and social qualities of the faculty members; determine levels of productivity of the faculty members along instruction, research and extension; and determine the significant relationships between the levels of job motivation, job satisfaction, work commitment, teaching competence, personal and social qualities, and levels of productivity along instruction, research and extension of the faculty members.

Every organization employee stems from the motivation that resonates within, as it greatly affects organizational performance. Motivated employees take the initiative to get things done without being micromanaged. In fact, they are willing to proactively accept extra responsibilities and are innovative go-getters. Because of this, they ensure that there is a healthy atmosphere within the workplace, that employees feel safe and content, that clients are satisfied, and that they, clients and employees alike, achieve better results than most. This is motivation in the workplace. In addition, motivation has a multifaceted role in ensuring employees are active and participative within the organization. Furthermore, a high level of motivation is directly proportional to the low level of employee turnover (Bhat, 2019).

In the study of Al Jasmi (2012), employee motivation was found to have an impact on business productivity, organizational performance, and work performance. From the moment employees join the organization, each member has certain expectations and requirements. Therefore, it is essential to select the motivation theory that is best suited for the organization.

In the study of Wijesundera (2018), it was found that employees perceived that if they have a good working condition or work environment, they are motivated to work for a longer tenure in the same organization and thereby increasing their productivity. Moreover, promotion, training, recognition, employee engagement and performance appraisal are the most important indicators affecting the employee motivation and employee performance relationship.

Employee satisfaction is a goal that most organizations aim to achieve, but not all of them can, and maintaining engaged and contented workers requires more than just competitive pay and benefits. Respectful treatment of all employees, trust between them and senior management, security through open and honest communication about the company's health and long-term viability, and a healthy work environment free from stress, morale problems, harassment, and discriminatory practices are some of the essential components of job satisfaction. Additional factors could include a career path that gives the worker a way to succeed and create an upward trajectory, as well as the chance to get paid more and assume more responsibility. Furthermore, competitive pay typically makes workers feel appreciated and reduces their motivation to hunt for other employment. Keeping workers happy helps strengthen an organization in many ways, including lower turnover, higher productivity, increased profits, and loyalty (Villanova University, 2019).

In the study of Naga et.al. (2017), it was found that the way organization communicates with employees about goals and objectives was somewhat satisfactory to the workers. In addition, majority of the respondents revealed the reason for the happiness in the workplace was good interpersonal relationships with colleagues. Moreover, majority of the respondents revealed that they were satisfied and were valued for the work they have done. Majority of the respondents were having satisfaction, and the remaining were not having the fullest satisfaction in the degree of motivation obtained from their higher authorities. Further, most of the employees were satisfied with their jobs because of the career opportunities provided by the organization. Lastly, there were employees that were stressed out more often and workloads have diverted them to job dissatisfaction. Other employees feel pressurized because of provision of less fun elements and rewards.

The degree of passion an employee has for the tasks they are given at work is known as their work commitment. It is a person's sense of accountability for the objectives, mission, and vision of the organization with which he is affiliated. Furthermore, work commitment enables an organization to fulfill its objectives and adhere to its vision. An organization risks losing everything it has accumulated over the years, including market position and respect, if its employees are not driven. Higher levels of commitment at work result in increased productivity. In order for an organization to build work commitment from their employees, it should build strong teams among the employees, let the employees know what are expected from them; promote a culture of transparency; encourage free and open communication among the members of the organization; establish strong work ethics and strong culture of trust; provide opportunities for the employees to become innovative; help the employees grow; provide incentives; and celebrate success with them (QuestionPro, 2018).

In the study of Ebikeseye and Dickson (2018), if employers wish to build commitment, they should elect an environment of fairness, trust, care and concern by acting consistently in ways that employees perceive as fair, trusting and caring. Employees' commitment to work is key to increasing productivity and performance and reduces absenteeism, lateness at work and job

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turnover. Thus, employers should be fair and trustworthy to their employees and show them concern to build employees commitment to work.

Sociability traits are qualities that help individuals build strong and effective relationships. While some people naturally exhibit traits like friendliness, adaptability, self-control, integrity, and teamwork, others develop these skills over time. Employees who demonstrate sociability traits are self-driven leaders who bring value to both their employers and colleagues (Scott, n.d.).

In the study of Karimi et.al. (2014), it was found out that sociability and organizational culture were key factors that significantly influenced personnel productivity. Sociability directly impacts productivity, meaning that as employees become more socially integrated within the organization, their performance improves. Employers can introduce new employees to organizational values to enhance their sense of sociability, thereby strengthening their commitment to the organization's goals and objectives.

Both technical and soft skills are equally vital for an employee's success. Soft skills encompass social expertise, personality traits, communication abilities, emotional intelligence, influence, and overall work approach. In contrast, hard skills refer to learned, measurable, and quantifiable abilities that enhance an employee's value to a company. An ideal employee should exhibit qualities such as understanding both the "why" and the "what," professionalism, honesty, integrity, creativity, problem-solving skills, ambition, dependability, reliability, responsibility, conflict resolution, a positive attitude, teamwork, emotional intelligence, a willingness to learn, and generosity (Getsmarter, 2020).

A positive workplace fosters long-term success by enhancing well-being and positive emotions. This strengthens relationships, boosts creativity, and enhances employees' skills. It also helps mitigate stress, improving resilience and overall health. Additionally, a positive culture attracts and retains employees, increasing their loyalty and encouraging them to perform at their best. Organizations that cultivate such environments experience greater effectiveness in key areas, including financial performance, customer satisfaction, productivity, and employee engagement (Seppälä and Cameron, 2015).

According to Nessipbayeva (2012), competence encompasses a blend of knowledge, skills, and behaviors aimed at enhancing performance. It refers to being sufficiently qualified and capable of fulfilling a specific role. Teachers must possess a diverse set of competencies to navigate the complex challenges of the modern world. Teaching competence is a crucial aspect of an effective educational process, one that seeks to contribute to the progress of a nation or even the world. Educators should exhibit skills such as effective classroom management, optimizing efficiency, maintaining discipline and motivation, fostering teamwork, strategic planning, clear communication, goal orientation, progress evaluation, and continuous adaptation. Various strategies should be implemented to cultivate positive relationships, encourage cooperation, and facilitate meaningful learning. Proper organization of time, space, and activities is essential to ensuring students' active and equitable participation in productive tasks. Additionally, educators should employ effective teaching methods that incorporate diverse perspectives, theories, epistemologies, and inquiry approaches in delivering subject matter. A variety of teaching and learning strategies should be utilized to actively engage students, fostering critical thinking, problem-solving abilities, and practical skills while encouraging them to take responsibility for identifying and utilizing learning resources.

Moreover, educators should employ effective assessment methods, including formal tests, quiz responses, evaluations of classroom assignments, student performances, projects, and standardized achievement tests to gauge student learning. They should develop assessment strategies that engage students in self-assessment activities, helping them recognize their strengths and areas for improvement while encouraging them to set personal learning goals. Additionally, educators should have technological proficiency, understanding when and how to integrate modern educational technology and selecting the appropriate type and level of technology to enhance student learning (Nessipbayeva, 2012).

Employee productivity is the balance between all factors of production that will give the maximum output with the smallest effort. It is an attitude of mind, a mentality of progress, and constant improvement (*Employee Productivity: Definition, Roles, Factors and Improvement*, 2019). According to Thorpe (2021), motivation plays a crucial role in productivity. Individuals also strive for self-esteem and self-actualization. Workers who are happy and confident are generally more productive. Productivity is influenced by various factors, including the work environment, employee engagement, and operational processes.

The conceptual framework of the study followed the Independent-Dependent (ID) model. The independent variables included the profile; level of job motivation; level of job satisfaction; level of work commitment; the level of teaching competence, and personal and social qualities while the dependent variable included the levels of productivity of faculty members along instruction, research, and extension.

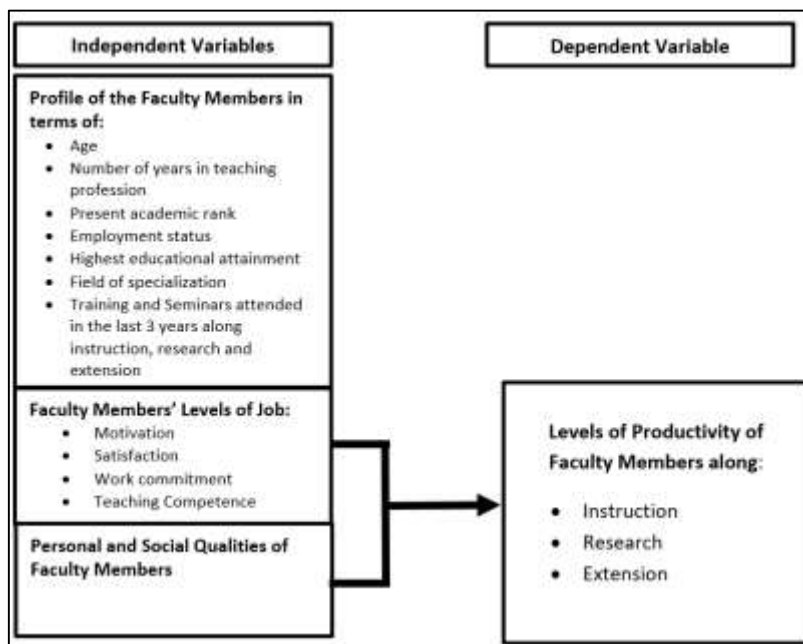


Figure 1. The Conceptual Framework of the Study

II. RESEARCH METHODS

The study used the descriptive design to determine the profile, levels of job motivation, job satisfaction, work commitment, teaching competence, personal and social qualities, and the levels of productivity of the faculty members along instruction, research, and extension. The correlational design was used to determine the relationships between the levels of job motivation, job satisfaction, work commitment, teaching competence, personal and social qualities and the levels of productivity of faculty members along instruction, research and extension. The profile of the faculty members was excluded in determining the relationships. The study included 35 faculty members who were considered as respondents of the study. Purposive random sampling was used.

The questionnaire method, both printed and online through google form, was used in the study. The research instrument was composed of three (3) parts. Part I elicited the profile of the respondents in terms of age, number of years in the teaching profession, present academic rank, employment status, highest educational attainment, field of specialization, trainings/seminars attended for the last three years, and industry experience. Part II gathered information on the levels of job motivation, job satisfaction, work commitment, teaching competence, and personal and social qualities of the respondents. Items 1, 6, 11, 16, 21, 26 and 31 measure the level of job motivation. The items were adopted from a job motivation questionnaire (*17+ Motivation Questionnaire Templates in PDF | Microsoft Word*, n.d.). Items 5,10, 15, 20, 25, 30 and 35 determined the level of job satisfaction. Items 4, 9, 14, 19, 24, 29 and 34 gathered information on the level of work commitment. The items for the level of job satisfaction and work commitment were adopted from Hayday (n.d.). Items 3, 8, 13, 18, 23, 28, and 33 determined the level of competence while items 2, 7, 12, 17, 22, 27, 32 measured the personal and social qualities of the respondents. The items were adopted from the faculty evaluation form used by the Mariano Marcos State University (n.d.). Part III elicited information on the levels of productivity of the respondents along instruction, research and extension. Items 2, 5, 8, 11 and 14 measured the level of productivity along instruction; items 3, 6, 9, 12 and 15 for the level of productivity along research; and items 1, 4, 7, 10, and 13 determined the level of productivity along extension. The items were adopted from the faculty evaluation form used by the Mariano Marcos State University (n.d.).

Upon retrieval of the questionnaires, tally sheets of the responses were prepared, and corresponding tables were constructed. Frequency table and percentages were used to present the profile of the respondents while the means was used to determine the levels of job motivation, job satisfaction, work commitment, teaching competence, personal and social qualities, and the levels of productivity along instruction, research, and extension.

The levels of job motivation, job satisfaction, work commitment along instruction, research and extension were analyzed and interpreted using the following norms:

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Mean values	Motivation	Satisfaction	Commitment
3.51 – 4.00	Very motivated	Very satisfied	Very committed
2.51 – 3.50	Motivated	Satisfied	Committed
1.51 – 2.50	Slightly motivated	Slightly satisfied	Slightly committed
1.00 – 1.50	Not motivated	Not satisfied	Not committed

The levels of teaching competence, personal and social qualities, and level of productivity of the respondents were analyzed and interpreted using the following norms

Mean values	Teaching Competence	Personal and Social Quality	Productivity
3.51 – 4.00	Highly competent	Excellent	Highly productive
2.51 – 3.50	Very competent	Very good	Very productive
1.51 – 2.50	Slightly competent	Fair	Slightly productive
1.00 – 1.50	Not competent	Poor	Not productive

The Product-Moment Correlation Coefficient (Pearson r) was used to determine the relationships between the levels of motivation, job satisfaction, work commitment, teaching competence, personal and social qualities, and the levels of productivity of faculty members along instruction, research, and extension. The 0.05 level of significance was used to determine significant relationships among the variables.

III. RESULTS AND DISCUSSIONS

Table 1. Profile of the Respondents

Profile of the Respondents	Frequency (n=35)	Percentage (%)
Age		
51 – 60	7	20.00
41 – 50	8	22.86
31 – 40	10	28.57
21 – 30	10	28.57
Length of Service as Faculty		
31 – 35 years	1	2.86
26 – 30 years	5	14.29
21 – 25 years	3	8.56
16 – 20 years	1	2.86
11 – 15 years	5	14.29
6 – 10 years	10	28.57
5 years or less	10	28.57
Present Academic Rank		
Professorial Level	2	5.71
Associate Professor Level	6	17.14
Assistant Professor Level	8	22.86
Instructor Level	19	54.29
Highest Education Attainment		
Doctorate Degree	7	20.00
Master’s Degree	22	62.86
Bachelor’s Degree	6	17.14
Employment Status		
Permanent	25	71.40
Temporary	2	5.70
Contractual	8	22.90

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Fields of Specialization*		
Accounting	9	25.70
Business Administration/Commerce	11	31.40
Development Management	2	5.70
Field of Specialization*		
Economics	5	14.30
Entrepreneurship	1	2.90
Hospitality Management	3	8.60
Human Resource Management	3	8.60
Management	2	5.70
Management Accounting	5	14.30
Marketing	2	5.70
Public Administration	4	11.40
Tourism Management	5	14.30
<i>*Multiple response</i>		
Number of Trainings Attended*		
A. Instruction		
None	6	17.14
1 – 5	17	48.57
6 – 10	6	17.14
11 – 15	2	5.71
16 or more	4	11.44
B. Research		
None	5	14.29
1 – 5	28	80.00
6 – 10	2	5.71
C. Extension		
None	23	65.71
1 – 5	12	34.29
Industry Experience		
With experience	18	48.60
Without experience	17	51.40

Table 1 presents the profile of the respondents in terms of age, length of service as faculty, present academic rank, employment status, highest educational attainment, field of specialization, training/seminars attended in the last three years along instruction, research, and extension, and industry experience. In terms of age, majority (57.14%) of the faculty members of CBEA were from 21 to 40. Majority (57.14%) of the faculty members were in the teaching profession from less than a year to ten years. In terms of the present academic rank of the faculty, majority (54.29%) of them were at the instructor level, eight (22.86%) were at the assistant professor level, six (17.14%) were at the associate professor level, while only two (5.71%) were at the professorial rank. Majority (62.86%) of the faculty members were master's degree holders. Seven (20.00%) of them were doctorate degree holders while six (17.14%) were bachelor's degree holders. Majority (71.40%) of the faculty members were permanent while eight (22.90%) of them were contractual. Only two (5.70%) have temporary status. Majority (31.40%) of the respondents were in the field of business administration or commerce, nine (25.70%) were in accounting, five (14.30%) in both economics, management accounting, and tourism management. Other fields of specialization were development management, entrepreneurship, hospitality management, human resource management, management, marketing, and public administration. Along with instruction, majority (48.57%) of the faculty members attended between 1 to 5 training sessions, six (17.14%) of them attended between six to 10 training courses, four (11.44%) attended 16 and more trainings, while two (5.71%) of them attended between 11 to 15 training courses. There were six (17.14%) faculty members who did not attend any training related to instruction. The trainings attended by the faculty members included the following: business education in the new normal, instructional materials development, choosing appropriate reading materials across age groups, continuing learning activities for human resource practitioners, digital transformation, learning technologies and change management in education, teaching techniques

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and approaches, effective module development, and employing synchronous and asynchronous learning for more effective distance education. Other capability enhancement activities attended by the faculty members along instruction were on gender and development, teacher competencies, employees feel valued at work, skills on the use of MVLE, managing personal finances, public financial management, updates on international public sector, redesigning classroom-based lessons for online learning, total quality management, software academic certification, and syllabi and content design for general education elective subjects.

Along with research, majority (80.00%) of the faculty members attended between 1 to 5 training sessions and only two (5.71%) of them have 6 to 10 training sessions. There were five (14.29%) faculty members who did not attend any training. The trainings attended by the faculty members included the following: improving survey methods and developing effective questionnaires, gender and development orientation and workshop on the use of gender analysis tools, equipping teachers to teach research, writing article for journal, technical research writing and publication, best practices in writing and publishing research paper, understanding the peer review and publication process for international and local researches, and insights on h-index, research citation and journal ranking. Other capability enhancement activities on research attended by the faculty members were lecture series on enriching quantitative research through structural equation modeling, dissertation research and writing for accounting teachers, technical writing for publications in a refereed journal, how to ace the research ethics review, and good practices in completing thesis and dissertation.

For extension, majority (65.71%) of the faculty members did not attend any training while there were 12 (34.29%) attending between 1 to 5 training courses. The trainings attended by the faculty members included the following: enhancement training-workshop on outcomes-based planning, monitoring and evaluation of programs, projects and activities (PPAs), skills training on Bolinao chicken production management and marketing, triadic role of instruction, research and extension in agriculture in 21st century higher education, International multi-sectoral development services and national multi-sectoral extension services conference, and the MMSU Online TUNNEL (Trainings Under the "New Normal" Environment Learning) training of MMSU online trainers. Majority (51.40%) of the faculty members do not have any industry experience before becoming faculty of the college while 48.60% of them have industry experience. The industry experiences of the respondents were in the field of businesses, hotels, private and public sectors, and educational institutions.

Table 2. Level of Job Motivation of the Faculty Members of the College of Business, Economics and Accountancy

Job Motivation Indicators	Mean	Descriptive Interpretation
1. I feel better when I work.	3.63	Highly Motivated
2. I can work with others easily.	3.66	Highly Motivated
3. I feel capable of working.	3.71	Highly Motivated
4. I learn things when I work.	3.86	Highly Motivated
5. Working keeps me from doing other things I'd like to do.	3.00	Motivated
6. There are more advantages to work than disadvantages.	3.51	Highly Motivated
7. I have no trouble being punctual.	3.29	Motivated
Overall Mean	3.52	Highly Motivated

Legen d:	Ranges of Values	Mean	Descriptive Interpretation
	3.51 – 4.00		Highly Motivated
	2.51 – 3.50		Motivated
	1.51 – 2.50		Slightly Motivated
	1.00 – 1.50		Not Motivated

The result shows that the faculty members were highly motivated in terms of their level of motivation as shown by the obtained overall mean of 3.52. This result signifies that the faculty members take initiatives and have the eagerness to take up additional responsibilities. In addition, the faculty members are innovative and ensure that there is a positive atmosphere in the workplace wherein their co-workers are happy and feel safe, clients are happy and achieve better results. High level of motivation of faculty members could lead to lower level of faculty turnover. Specifically, the indicator "I learn things when I work" obtained the highest mean of 3.86, described as highly motivated followed by the indicator "I feel capable of working" with a mean of 3.71, described as highly motivated. Other indicators were described as highly motivated with means that range from 3.51 to 3.66

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except for the indicators “I have no trouble of being punctual” and “working keeps me from doing other things I’d like to do” which were described as motivated with means of 3.29 and 3.00, respectively.

Table 3. Level of Job Satisfaction of the Faculty Members of the College of Business, Economics and Accountancy

Job Satisfaction Indicators	Mean	Descriptive Interpretation
1. I get full credit for the work I do.	2.97	Satisfied
2. I feel that my colleagues treat me with respect.	3.57	Highly Satisfied
3. I know the standards of work expected of me.	3.69	Highly Satisfied
4. I am satisfied with my job.	3.23	Satisfied
5. I know where to get help if I have a problem at work.	3.46	Satisfied
6. I feel my opinion counts in the organization/college.	3.20	Satisfied
7. I feel the level of responsibility I am given is acceptable.	3.54	Highly Satisfied
Overall Mean	3.38	Satisfied

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Highly Satisfied
2.51 – 3.50	Satisfied
1.51 – 2.50	Slightly Satisfied
1.00 – 1.50	Not Satisfied

The result shows that the faculty members were satisfied in terms of their level of satisfaction as shown by the obtained overall mean of 3.38. This result implies that the faculty members are engaged in their tasks and responsibilities that leads to better performance in the workplace, including how they treat their co-workers. Moreover, satisfied faculty members work harder to perform outstandingly to achieve goals and objectives. Specifically, the indicator “I know the standards of work expected of me” obtained the highest mean of 3.69 described as highly satisfied. Also, both indicators “I feel that my colleagues treat me with me with respect” and “I feel the level of responsibility I am given is acceptable” were described as highly satisfied with means of 3.57 and 3.54, respectively. The indicator “I get full credit for the work I do” obtained the lowest mean of 2.97, described as satisfied. Other indicators were also described as satisfied.

Table 4. Level of Work Commitment of the Faculty Members of the College of Business, Economics and Accountancy

Work Commitment Indicators	Mean	Descriptive Interpretation
1. I feel loyal to the organization.	3.63	Highly Committed
2. I believe that the most important thing that happens in life involves work.	3.29	Committed
3. I consider my work as central to life.	2.89	Committed
4. I live for my job.	2.57	Committed
5. I believe that working in my current profession is important to me.	3.57	Highly Committed
6. I feel that I have the necessary skills to provide quality education to my students.	3.77	Highly Committed
7. I enjoy teaching my students.	3.83	Highly Committed
Overall Mean	3.36	Committed

Legend:

Ranges of Mean Values	Descriptive Interpretation
3.51 – 4.00	Highly Committed
2.51 – 3.50	Committed
1.51 – 2.50	Slightly Committed
1.00 – 1.50	Not Committed

The result shows that the faculty members were committed in terms of their level of work commitment as shown by the obtained overall mean of 3.36. This result signifies that the faculty members of the College are enthusiastic towards their work, taking commitment to their tasks and responsibilities towards the attainment of goals and objectives, able to build strong teams

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among them, promote transparency, exercise open and free communication, and practice strong ethics. Specifically, the indicator “I enjoy teaching my students” obtained the highest mean of 3.83 described as highly committed. Three other indicators were described as highly committed with means ranging from 3.57 to 3.77 which included the following: “I believe that working in my current profession is Important to me”, “I feel loyal to the organization”, and “I feel that I have the necessary skills to provide quality education to my students.” Other indicators were described as committed with means ranging from 2.89 to 3.29.

Table 5. Level of Teaching Competence of the Faculty Members of the College of Business, Economics and Accountancy

Teaching Competencies	Mean	Descriptive Interpretation
1. I structure or restructure learning and teaching-learning context to enhance attainment of collective learning objectives.	3.71	Very Competent
2. I create opportunities for the students to contribute to the class activities.	3.77	Very Competent
3. I assume the role of a facilitator, resource person, or coach in drawing students to contribute knowledge and understanding of the concepts at hand.	3.77	Very Competent
4. I enhance student’s self-esteem and give due recognition to student’s performance.	3.77	Very Competent
5. I encourage students to learn beyond what is required and guide them how to apply the concepts learned.	3.83	Very Competent
6. I integrate the subject into practical circumstances and learning intents and purpose of the student.	3.77	Very Competent
7. I integrate sensitivity in the learning objectives with those with the students in a collaborative process.	3.69	Very Competent
Overall Mean	3.76	Very Competent

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Very Competent
2.51 – 3.50	Competent
1.51 – 2.50	Slightly Competent
1.00 – 1.50	Not Competent

The result shows that the faculty members were very competent in terms of their level of teaching competencies as shown by the obtained overall mean of 3.76. This result implies that the faculty members have skills and knowledge, including behavior to use to improve their performance. This shows that the faculty members are qualified and capable of performing their teaching roles. Moreover, the faculty members have effective classroom management, efficient and maintain discipline and morale, have the skills of planning and communicating, and can evaluate progress of students. All the indicators were described as very competent as shown by the means ranging from 3.69 to 3.83.

Table 6. Personal and Social Qualities of the Faculty Members of the College of Business, Economics and Accountancy

Personal and Social Qualities	Mean	Descriptive Interpretation
1. I am well-organized in doing things.	3.23	Good
2. I am cheerful, with pleasant personality and good sense of humor.	3.74	Very Good
3. I set good examples in social and moral behaviors.	3.66	Very Good
4. I am innovative and resourceful.	3.63	Very Good
5. I am dependable and responsible.	3.69	Very Good
6. I am approachable and quick to provide guidance and assistance.	3.91	Very Good
7. I am self-propelling and need little supervision.	3.60	Very Good
Overall Mean	3.64	Very Good

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Very Good
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2.51 – 3.50	Good
1.51 – 2.50	Fair
1.00 – 1.50	Poor

The result shows that the faculty members of the College have very good personal and social qualities as shown by the obtained overall mean of 3.64. This result implies that the faculty members were able to build effective relationships with their fellow faculty members, have friendly attitude, and were able to adapt to their environment. In addition, the faculty members possess technical and soft skills which include expertise, character and personality, communication skills, emotional intelligence, and influence, including approach to work. All the indicators were described very good with means ranging from 3.60 to 3.91. Only the indicator “I am well-organize in doing things” have the lowest mean of 3.23 described as good.

Table 7. Level of Productivity along Instruction of the Faculty Members of the College of Business, Economics and Accountancy along Instruction

Productivity Indicators	Mean	Descriptive Interpretation
1. I show mastery of the subject matter I taught.	3.74	Very Productive
2. I clearly explain the objectives of the courses/subjects taught.	3.77	Very Productive
3. I present and discuss lessons in a simple, clear and thorough manner.	3.77	Very Productive
4. I motivate and inspire students to participate actively in class activities.	3.77	Very Productive
5. I encourage my students to apply knowledge, skills and values learned in the class.	3.86	Very Productive
Overall Mean	3.78	Very Productive

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Very Productive
2.51 – 3.50	Productive
1.51 – 2.50	Slightly Productive
1.00 – 1.50	Not Productive

The result shows that the faculty members of the College were very productive based on their level of productivity in terms of instruction as shown by the obtained overall mean of 3.78. This result signifies that the faculty members can maximize their commitment and responsibilities to deliver quality education to the students to become responsive to the needs and expectations of the industries and workplaces. All the indicators were described as very productive as shown by the means ranging from 3.74 to 3.86.

Table 8. Level of Productivity of the Faculty Members of the College of Business, Economics and Accountancy along Research

Productivity Indicators	Mean	Descriptive Interpretation
1. I attend seminars and workshops on research to enhance my knowledge and capabilities to conduct research activities.	3.54	Very Productive
2. I am involved in the conduct of research study at present.	3.80	Very Productive
3. I actively participate in the research endeavors of the College.	3.49	Productive
4. I am involved in the preparation and submission of research program/project proposals.	3.49	Productive
5. I will publish research results.	2.11	Slightly Productive
Overall Mean	3.29	Productive

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Very Productive
2.51 – 3.50	Productive
1.51 – 2.50	Slightly Productive
1.00 – 1.50	Not Productive

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The result shows that the faculty members of the College were productive in terms of their level of productivity along research as shown by the obtained overall mean of 3.29. This result signifies that the faculty members were able to carry out their responsibilities in conducting research. Moreover, the faculty members were knowledgeable and competent at conducting research. Specifically, the indicator “I am involved in the conduct of research study at present” obtained the highest mean of 3.80, described as very productive followed by the indicator “I attend seminars and workshops on research, to enhance my knowledge and capabilities to conduct research activities” with a mean of 3.54, also described as very productive. The indicator “I publish research results” obtained the lowest mean of 2.11, described as slightly productive. Other indicators were described as productive with both means of 3.49.

Table 9. Level of Productivity of the Faculty Members of the College of Business, Economics and Accountancy along Extension

Productivity Indicators	Mean	Descriptive Interpretation
1. I actively participate in the development and implementation of extension projects and community outreach activities.	3.31	Productive
2. I am tapped as a resource person to provide lectures and discussions to target beneficiaries of an extension project.	3.09	Productive
3. I attend seminars and workshops on extension to enhance my knowledge and capabilities to conduct extension activities.	2.86	Productive
4. I am involved in the planning process of providing community/enterprise development.	3.00	Productive
5. I am involved in the preparation and submission of extension program/project proposals.	3.03	Productive
Overall Mean	3.06	Productive

Legend: Ranges of Mean Values Descriptive Interpretation

3.51 – 4.00	Very Productive
2.51 – 3.50	Productive
1.51 – 2.50	Slightly Productive
1.00 – 1.50	Not Productive

The result shows that the faculty members of the college were productive in their level of productivity along extension as shown by the obtained overall mean of 3.06. This result implies that the faculty members were able to share resources and expertise in the community through continuing education, capability building and volunteerism programs and establish linkages to strengthen partnerships with industries and other stakeholders. All the indicators were described as productive with means ranging from 2.86 to 3.31. The highest mean of 3.31 was obtained by the indicator “I actively participate in the development and implementation of extension projects and community outreach activities” while the lowest mean of 2.86 was obtained by the indicator “I attend seminar and workshops on extension to enhance my knowledge and capabilities to conduct extension activities.”

Table 10. Relationships between the Levels of Job Motivation, Job Satisfaction, Work Commitment, Teaching Competence, and Personal and Social Qualities of the Faculty Members and Their Levels of Productivity along Instruction, Research and Extension

Levels of:	Productivity Levels along		
	Instruction (p-value)	Research (p-value)	Extension (p-value)
Job motivation	0.129	0.000*	0.000*
Job Satisfaction	0.132	0.001*	0.002*
Work commitment	0.105	0.000*	0.000*
Teaching Competence	0.268	0.000*	0.014*
Personal and Social Qualities	0.043*	0.000*	0.001*

*p<0.05 – significant

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The results show that only the personal and social qualities and level of productivity along instruction have significant relationship at 0.05 level of significance as shown by the obtained p-value of 0.043 which signifies that having a better personal and social qualities increases the level of productivity along instruction. This result implies that faculty members with pleasant personalities and excellent working and social relationships with their students will open avenues for the students to hone their potential and accomplish their tasks. Having excellent personal and social qualities will eventually make the students conform with the instructions and orders of the faculty with respect, and not fear, thus increasing their productivity in instruction. In addition, the faculty members perceived the following that would help them achieve high productivity in their instruction function: advance technologies and equipment to conduct and perform teaching; continuing education; sufficient resources such as availability of fast internet connectivity; classrooms that are conducive for learning; good working environment; lessen teaching loads to attain course subject mastery and longer period for preparation and evaluation of student outputs; and mentoring. However, the faculty members also perceived the following that would hinder the achievement of high productivity in their instruction function: heavy workloads; classroom conditions; scarcity of resources such as supplies, equipment, and other needs; multiple designations that led to little time to prepare lectures; and too many events and webinars that are scheduled during class hours.

The levels of job motivation, job satisfaction, work commitment, teaching competence, and personal and social qualities have significant relationships with the level of productivity along research as shown by the obtained p-values with range from 0.000 to 0.001 at 0.05 level of significance. This result signifies that faculty members who are very motivated, very satisfied, very committed to work, highly competent in teaching with excellent personal and social qualities will have higher level of productivity along with research. In addition, the faculty members perceived the following that will help achieve high productivity in their research function: more available time to conduct research studies; participation in various intense training programs to strengthen research capabilities; research should be in line with the expertise and specialization of the faculty; and experts in research are ready to help other faculty members to pursue research. However, several factors that hinder the attainment of high productivity of faculty members to implement research activities included the following: lesser available time for proposal preparation and research implementation due to multiple designations; faculty members were assigned to more than one research study; limited resources; implementing research was no longer encouraging as it does not give points for promotion/recognition unless it is published in an international refereed journal; and lack of expertise in research and faculty were involved in researches that were not in line with their expertise and field of specialization.

The levels of job motivation, job satisfaction, work commitment, teaching competence, and personal and social qualities have significant relationships with the level of productivity along research as shown by the obtained p-values with range from 0.000 to 0.014 at 0.05 level of significance. This result signifies that faculty members who are very motivated, very satisfied, very committed to work, highly competent in teaching with excellent personal and social qualities will have higher level of productivity along extension. In addition, the faculty perceived the following reasons that will help them achieve high productivity in extension: participation in various intense training programs to strengthen extension capabilities; organized extension processes that are easy to understand; and experts in conducting extension programs, projects and activities are ready to help other faculty members to conduct extension programs, projects, and activities. However, the faculty members also perceived the following reasons that may hinder their attainment of high productivity in their extension function: conducting extension activities is a complex process; limited resources and lesser time for preparation and implementation of extension programs, projects and activities; multiple designations that lessen the time for preparation and implementation of extension programs, projects and activities; and lack of time for implementation of extension activities.

IV. CONCLUSION AND RECOMMENDATIONS

The study concluded that the productivity levels of the faculty members of the College along research and extension are influenced by their levels of job motivation, job satisfaction, work commitment, teaching competence and personal and social qualities while the productivity level along instruction was affected only by the personal and social qualities. The study recommends the following: the faculty members should attend to training, seminars, conference, workshops and other capability enhancement activities on self-improvement and development to improve their levels of job motivation, job satisfaction work commitment, personal and social and personal qualities and teaching competence; should undergo more capability enhancement training, seminar, conference and workshops to increase their levels of productivity along instruction to improve their capabilities in delivering quality education to students; and capacitate themselves by attending training, seminars, workshops and other capability enhancement activities specifically on the preparation of outcomes-based programs, projects, and activities (PPAs) to improve their research and extension capabilities.

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