Vol. 8 · October 2016
Print ISSN 2244-1824 · Online ISSN 2244-1816
doi:http://dx.doi.org/10.7719/irj.v8i1.421

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by AJA Registrars, Inc.

Faculty Qualification as Predictor of Faculty Performance of Two State Universities in Mindanao, Philippines

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ABSTRACT

Competent faculty members in an institution play a vital role in attaining success to students, giving them the best training and education. The study aimed to review the faculty profile of the faculty members in the satellite campuses of the Mindanao University of Science and Technology (MUST) and the Jose Rizal Memorial State Universities (JRMSU) as of 2015. A descriptive survey method with a purposive sampling technique was employed. The data were collected from 90 respondents from the satellite campuses of which 14 came from MUST and 76 from JRMSU, Philippines. Researcher-made questionnaires were distributed to the faculty members. The results reveal that both institutions are female-dominated and that majority of the respondents are married. Most of them have obtained teaching experience for more than five years in teaching, 40 years old and above on the average. Research and extension works culture were not given priority among the faculty members. Majority of the satellite faculty members do not possess academic qualifications in teaching. The study suggested ways to improve the faculty profile by providing adequate support and assistance and to ensure that their existing faculty members in the satellite campuses become competitive at par with the leading universities in the Philippines and abroad.

Keywords - Higher Education, Faculty Profile, Educational Qualification, Descriptive Research, Philippines

INTRODUCTION

In recent decades, the growth in scale, its complexity and demands for educational internationalization is often attributed to the encompassing phenomenon of globalization. According to Zeleza (2012), the internationalization of Higher Education is now a global issue. The complexity and rapidly changing dynamics of internationalization emerged as a challenged by individual countries to let their HEI's to maintain control especially in most developed countries (van der Wende, 2007). Some scholars seek to differentiate between globalization as a process that eliminates national boundaries from internationalization that recognizes and re-inscribes them (Scott, 2000; Kreber, 2009; Altbach, 2007). Distinctions are also drawn between globalization and internationalization as historical processes and globalism and internationalism as ideological projects (Turpin, Iredale, & Crinnion, 2002: 328).

Likewise, the integration among the ASEAN nations resulted to a borderless competition which prompted the HEIs in the Philippines to come up with the demands and challenges to produce quality higher education outcome particularly the State College and Universities (SUCs) as well as satellite campuses. In this way, the institution would be best recognized and would attract highly qualified students to enroll, thus, producing globally competitive graduates.

The Accrediting Agency of Chartered Colleges and Universities in the Philippines (2015) defined that the standard or quality institution or program is greatly measured by the qualification of its faculty members. With this, they should be competent in terms of academic qualifications, experience and professional expertise. Similarly, the Commission on Higher Education (CHED, 2008) emphasized that the quality of education depends largely on the qualifications and competencies of the faculty. To sum it all, the faculty plays a vital role in influencing education outcomes.

The role of every faculty member is to make sure that the mission and vision of the institution will be attained. Inadequate learning experience and qualification of a faculty is a threat to low standards of learning and achievements among students. As faculty members, they must disseminate updated information to continue developing their craft as a professional challenge to facilitate learning effectively. Furthermore, faculty members face many challenges such as increased public accountability, higher student expectations, and increased student

diversity, as well as the impact of technological advances, and changing paradigms in teaching and learning (O'Sullivan, 2009).

It is imperative then that MUST and JRMSU as well as other state universities recognize teaching competence among the faculty members working as a team in their institution and in satellite campuses. The educational qualification of a faculty member is a great factor for the success of his teaching skills and capabilities for an effective teaching and learning process. Hence, the study provides a detailed demographic, academic and professional profile of MUST and JRMSU satellite campuses faculty members.

FRAMEWORK

The independent variable is the faculty qualification with three sub-variables, namely, academic qualification, teaching experience and professional expertise, while the dependent variable is faculty performance. Faculty performance refers to the ability of the faculty to perform the tri functions of higher education institutions namely, instruction (teaching), research and extension services as required by the Commission on Higher Education (CHED). It shows that the better the faculty qualifications such as academic qualification, teaching experience and professional expertise, the greater the faculty performance. It further implies that if the faculty possess the right qualifications, they are more likely to perform better in the higher institutions. This explanation is in line with assertion of previous studies that faculty qualifications aside from characteristic and competence influence faculty performance (Kingdom, 2006; Koledoye, 2000; Lucky & Yusoff, 2013).

OBJECTIVE OF THE STUDY

The study aimed to review the profile of the faculty members in the satellite campuses of the Mindanao University of Science and Technology (MUST) and the Jose Rizal Memorial State Universities (JRMSU) as of the calendar year 2015.

METHODOLOGY

Research Design

A quantitative descriptive design survey methodology was used to create a profile of faculty qualifications at the satellite campuses of Mindanao University

of Science and Technology (MUST) and Jose Rizal Memorial State University (JRMSU).

Research Settings

The Mindanao University of Science and Technology commonly known as MUST is a higher education institution in the Philippines and one of the 14 SUCs categorized as SUC level VI by the Commission on Higher Education (CHED) and the Department of Budget (DBM). MUST is composed of the main campus and four (4) satellite campuses. The main campus is located at the center of Cagayan de Oro City. The four (4) satellite campuses namely:

1. The MUST Jasaan Campus is located in the Eastern part of Misamis Oriental about 45km from the main campus. The Campus offers three-degree programs, namely: The BS Electrical Technology Management, BS in Information Technology and the BS Auto-Mechanical Technology;
2. The MUST Oroquieta is located in Mobod in Oroquieta City, Misamis Occidental about a hundred kilometers from the main campus. The campus offers Bachelor in Secondary Education major in TLE and Diploma in Information Technology;
3. The MUST Panaon Campus is located at Punta in the municipality of Panaon, Misamis Occidental almost a hundred kilometers from the main campus. The Campus offers BS in Marine Biology, Bachelor in Secondary Education major in TLE; and
4. The MUST Alubijid Campus located at Lourdes in the municipality of Alubijid, in the western part of Misamis Oriental about 35 kilometers from the main campus. The campus is reserved for the future University of Science and Technology of the Philippines (USTP). It does not offer any academic programs.

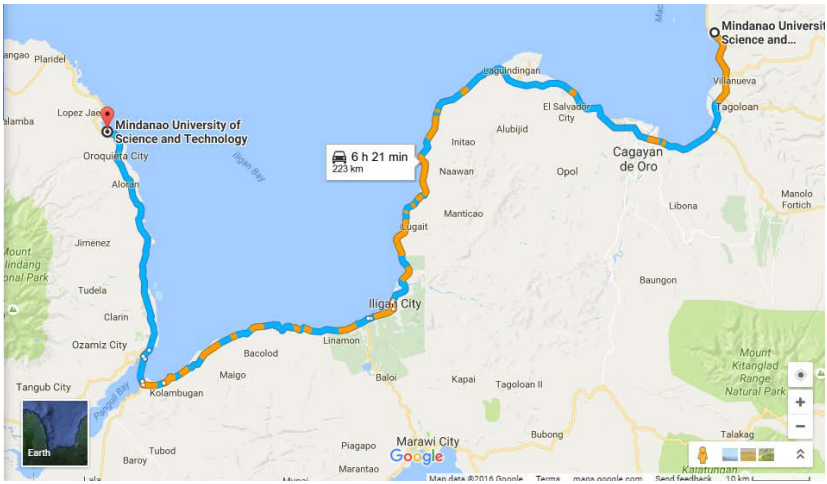

Figure 1. GPS coordinates of MUST Oroquieta and MUST Jasaan

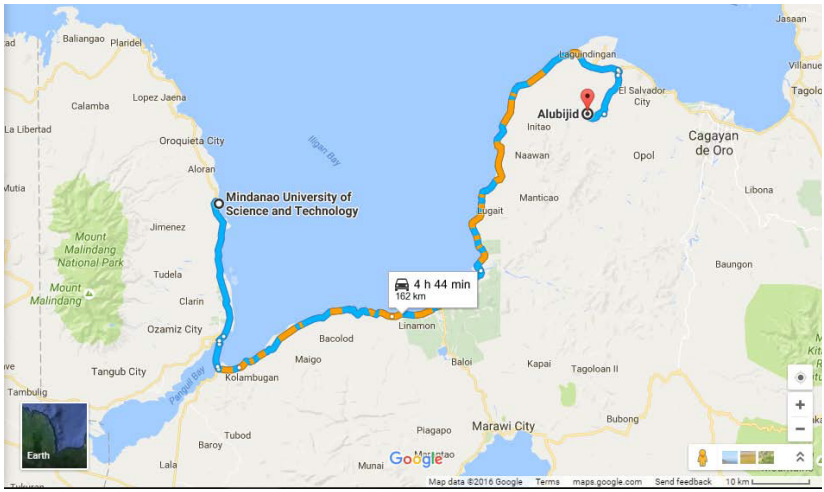

Figure 2. GPS coordinates of MUST Panaon and MUST Alubijid

The JRMSU satellite campuses were formerly an agricultural and trade schools located in the province of Zamboanga del Norte duly recognized by the Philippines Government through its own charters, these are:

1. The JRMSU Dipolog Campus was formerly known as the Zamboanga del Norte School of Arts and Trades by virtue of RA No. 3002 that authorized the Secretary of Education to establish, organize and maintain a regional national secondary school of arts and trades in the Municipality of Dipolog, Province of Zamboanga del Norte on June 13, 1960. As an institution, its operation is subsidized by the government with full administrative staff to carry the different functions of the school. Figure 1 sows the GPS coordinate of JRMSU Dipolog.

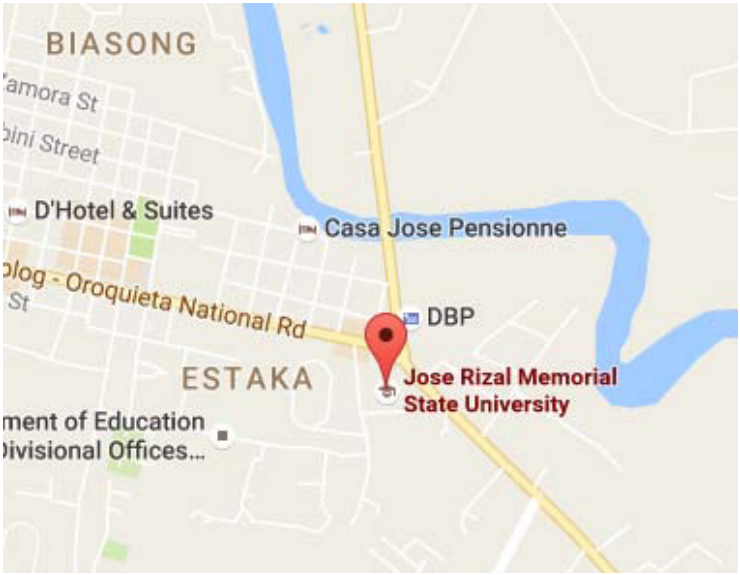

Figure 3. GPS coordinates of JRMSU Dipolog

2. The JRMSU Siocon Campus was formerly known as the Siocon National Vocational High School (SNVHS) in the Municipality of Siocon, Province of Zamboanga del Norte by virtue of RA No. 2403 enacted into law on June 21, 1959. As an institution, its operation is subsidized by the government with full administrative staff to carry the different functions of the school. Figure 2 shows the GPS coordinate of JRMSU Siocon

Figure 4. GPS coordinates of JRMSU Siocon

3. The JRMSU Katipunan Campus, formerly known as the Katipunan National Agricultural School (KNAS) in the municipality of Katipunan, Province of Zamboanga del Norte. As an institution, its operation is subsidized by the government with full administrative staff to carry the different functions of the school. Figure 3 shows the GPS coordinates of JRMSU Katipunan.

Figure 5. GPS coordinates of JRMSU Katipunan

4. The JRMSU Tampilisan Campus, formerly known as the Zamboanga del Norte Agricultural College (ZNAC) in the Municipality of Tampilisan, Province of Zamboanga del Norte by virtue of RA 3889 was approved by Congress on June 18, 1964. As an institution, its operation is subsidized by the government with full administrative staff to carry the different functions of the college. Figure 4 shows the GPS coordinates of JRMSU Tampilisan

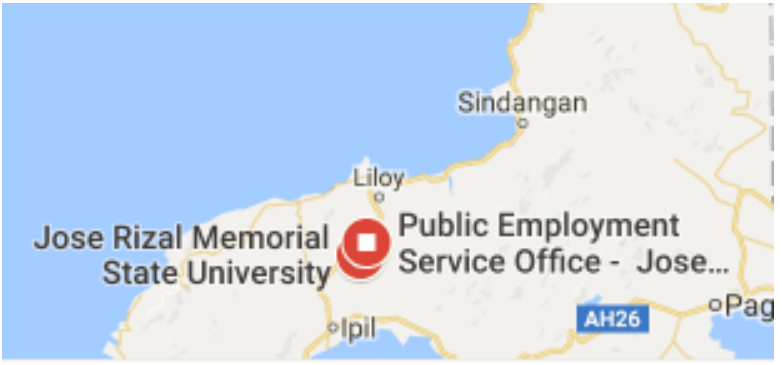

Figure 6. GPS coordinates of JRMSU Tampilisan

Participants

The study considered a sample of 90 respondents of which 76 (84%) full-time faculty members came from the four satellite campuses of Jose Rizal Memorial State Universities (JRMSU) while 16 (16%) full-time faculty members from the three satellite campuses of MUST. The respondent's profile is found in Table 1 and Table 2. There were more females in MUST (57%) and JRMSU (54%) than males MUST (43%) and JRMSU (40%) that participated in the survey. About 7% of the respondents from JRMSU did not indicate their gender reference. The civil status of the respondents indicated that majority from MUST (86%) and JRMSU (79%) were married and few from MUST (14%) and JRMSU (16%) were single. About two (3%) were widowed and 3% did not indicate their civil status from JRMSU as shown in Table 1.

Table 1. Comparative profile of respondents according to gender and civil status

Variable	MUST		JRMSU	
	n	%	n	%
Gender:				
Male	6	43%	30	40%
Female	8	57%	41	54%
No response	5	7%		
Civil Status:				
Single	2	14%	12	16%
Married	12	86%	60	79%
Widowed	2	3%		
No response	2	3%		

The mean ages of the respondents at the satellite campuses of MUST and JRMSU were 47.64 and 42.95, respectively. Likewise, the respondents were in the government service for over 15 years (See Table 2).

Table 2. Comparative respondent's profile according to age and length of service in the government

Variable		MUST				JRMSU				
	n	Mean	Min	Max	StdE	n	Mean	Min	Max	StdE
Age	14	47.64	33	58	2.25	65	42.95	22	64	1.40
	No response						11			
Length of Service	14	24.57	12	35	2.06	63	15.22	1	40	1.45
	No response						13			

Instrumentation

The study used a researcher-made questionnaire and the items used in the instrument were formulated based on the objectives and drawn after a review of the literature of the study.

Research Ethics Protocol

The researcher visited the three satellite campuses and administered the survey questionnaires to the respondents after seeking the approval of the Presidents of the two state universities through their respective Vice Presidents for Academic Affairs (VPAA).

Statistical Techniques

Descriptive statistical tools such as frequency count and percentage were used in the study.

RESULTS AND DISCUSSION

Teaching Experience

The data (Table 3) showed that majority (93%) of the MUST and JRMSU (76%) satellite campuses faculty members have more than five years teaching experience. There were three to five years teaching experience from the MUST and JRMSU that comprised 7% and 11% respectively. JRMSU showed less than three years of teaching experience, 11% and none from MUST. Likewise, 3% of JRMSU satellite campuses did not provide responses. The results show that there are more senior faculty members in the satellite campuses compared with the faculty members who have just started their teaching career. This means that majority of the faculty members at the satellite campuses had accumulated enough teaching experience in their respective field of specialization. According to Pil & Lean (2009, p. 1103), the year of teaching experience is an indicator of the teacher's human capital such as the individual cumulative abilities, knowledge and skills developed through formal and informal education and experience. Likewise, teaching experience is also an important predictor of students' achievement in school (Daly, Der Martisorian & Chrispeels, n.d.; Pil & Leana, 2009). The finding implies that faculty members with enough teaching experience are most likely to improve their teaching performance.

Table 3. Comparative profile of the respondents according to teaching experience

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Teaching Experience:				
Less than 3 years			8	11
3 to 5 years	1	7	8	11
More than 5 years	13	93	58	76
No response			2	3
Total	14	100	76	100

Academic Ranks

The data (Table 4) revealed that majority of MUST (64%) are assistant professors while most of JRMSU (53%) faculty members at the satellite campuses are instructors. It was noted that few (21%) of the faculty members of MUST were academically professional indicating Associate Professors as the highest academic rank among their faculty members compared with JRMSU with two (3%) as Professors. The result means that JRMSU has faculty members who have higher academic rank compared with MUST. According to Oshagbemi (1997) the relationship of academic rank indicates a progressive increase in job satisfaction. The faculty members with full professors displayed higher levels of productivity and satisfaction when compared to associate professors and assistant professors. Likewise, Imran, Arif, Cheema, and Azeem (2014) assert that job/faculty performance is strongly associated with job satisfaction and these two variables are coherent or in harmony. The finding implies that faculty members with higher academic ranks displayed more job satisfaction, thus, increasing their faculty performance.

Table 4. Comparative profile of the respondents according to academic rank

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Faculty Rank:				
Instructor	2	14	40	53
Assistant professor	9	64	18	24
Associate professor	3	21	8	11
Professor			2	3
No response			8	11
Total	14	100	76	100

Academic Achievement

The result (see Table 5) showed that faculty members at the satellite campuses were not academically qualified to teach in higher education institutions. According to the Higher Learning Commission (2014), a commission of the North Central Association, undergraduate programs offering of HEIs, the faculty should hold a degree at least one level above the program she/he is teaching. In a similar way, the Association for Advanced Collegiate Schools (AACSB, 2003) required all their member institutions to ensure that the faculty deployed to

teaching undergraduate must establish both relevant academic preparation with a master's degree in a field related to the area of the teaching assignment.

On the other hand, the Commission on Higher Education (CHED) issued CHED Memorandum Order No. 52, s 2007 section 3. As a general rule, a master's degree is required in teaching tertiary level and 100% of the full-time and 50% of the part-time faculty must have a master's degree in the discipline or its equivalent at any given point in time. Studies reveal that faculty members in higher education institutions need to be professionally qualified. Likewise, Section 35 of Article 8 CHED Memorandum Order No. 40, series of 2008 stated that the minimum qualifications of a faculty in a higher education institution should be master's degree.

Table 5. Comparative profile of the respondents according to academic achievement

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Highest Educational Attainment				
BS	2	14	6	8
MA/MS units only	5	36	28	27
MA/MS (CAR)	2	14	16	21
MS/MS	3	21	7	9
PhD/Dr units only	1	7	5	7
PhD/Dr (CAR)	1	7	2	3
PhD/Dr			7	9
No response			5	7
Total	14	100	76	100

With the borderless economic integration between and among universities in the world, the competitive edges of the graduates are far behind with their counterpart graduates in the leading universities worldwide as evidence to lower level entry in terms of the position. The entry level position of computer engineering graduates is about 47% in clerical position and only a few are accepted as supervisor (Laguador & Dotong, 2013). The finding implies that the faculty performance of the faculty members in the satellite campuses is at stake in producing quality graduates.

Professional Development

The result (see Table 6) implies that faculty members in the satellite campuses are aware of the importance of membership of organization in their field of specialization (Ngoh, 1997; Mata, Latham, & Ransome, 2010; Cherwin, 2010). The faculty membership in professional organizations accomplished the intent of the faculty to enhance the opportunity to practice the disposition of professionalism (Stewart, & Davis, (2005). They provide a lifelong learning model readily available and report growth in understanding the value of professional participation (Ngoh, 1997). Likewise, attending and participating in professional organization and conferences can provide tremendous career development, skill-building, and professional networking opportunities (Mata, Latham, & Ransome, 2010). The finding also implies that faculty members at the satellite campuses frequently attend their respective professional associations that sponsor numerous events such as seminars, training and conference will connect them to learn about breaking news and explore and hear about key achievers in their various fields of specialization (Cherwin, 2010) which most likely improve their teaching performance.

Table 6. Comparative profile of the respondents according to professional affiliation membership

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Faculty professional affiliation:				
Member	13	93	48	63
None member	1	7	20	26
No response			8	11
Total	14	100	76	100

Frequent in Doing Research Works

The result (see Table 7) showed that research works were not given much credence among the faculty members at the satellite campuses. According to Schuster and Finkelstein (2006), the predominance of research in the academic environment is considered as a powerful countervailing trend. The importance of research and publication among the faculty must establish a clear understanding that it will result to promotion and tenure in the service. Schein (1984) also emphasized the importance of research culture among the members of the faculty

in a university. The faculty determined how they perceive, think about, and behave with respect to research activities (Méndez, & Cruz, 2014).

Table 7. Comparative profile of the respondents according to frequent in doing research works

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Research culture:				
Once a year	1	7	23	20
Twice a year			3	4
Three times a year			1	1
Once every two years	1	7	2	3
As need arises	4	29	15	20
None at all	8	57	27	36
No response			5	7
Total	14	100	76	100

As Meek and Davies (2009) pointed out, higher education institutions must provide a supportive environment to flourish research. In some developing countries, higher education institutions were originally established mainly to engage in teaching and it will take a good deal of effort and an appropriate policy environment to nourish a research culture (p. 76). The finding implies that research works should be given much attention to improve their research productivity.

This finding implies that faculty members at the satellite campuses of JRMSU are in faculty performance specifically in the research productivity performance (Zhou & Volkwein, 2004) as compared with the faculty members in MUST satellite campuses.

Frequent in Doing Extension Works

The data (see Table 8) reveal that the extension works culture among the faculty members of JRMSU satellite campuses is much higher compared with those of MUST satellite campuses. The result means that the majority of the faculty members at the satellite campuses extension works were given much priority.

The finding implies that faculty members at the satellite campuses should engage extension works to address their social obligation to the community.

HEIs and their faculty members started to apply their teaching, research outcomes, and other related expertise to address the needs in the local, regional and national problems by entering into a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) in the form of skills training, service-learning, community-based research and community outreach (O'Meara, Sandmann, Saltmarsh, & Giles Jr, 2011).

Table 8. Comparative profile of the respondents according to frequent in doing extension work

Variable	MUST		JRMSU	
	Counts	%	Counts	%
Extension work & community Engagement Culture:				
Once a year	1	6	13	17
Twice a year			12	16
Three times a year			3	4
Once every two years			2	12
Once every three years			1	1
As need arises	4	25	17	22
None at all	9	56	25	33
NR			5	7

• NR – No Response

To adequately understand the relationship between the two key variables: faculty qualification and faculty performance, a theory of personality or trait theory were adopted. The theory was used to underpin the research framework to emphasize the needs of guideline and to explain that teachers must possess the required faculty qualification for them to effectively perform their job.

CONCLUSIONS

Aside from faculty characteristics and competence as pointed out in the personality theory, faculty qualification is a good predictor of faculty performance. The study supports the finding that teachers' activities make the faculty performance excellent and successful (Lucky & Yusoff, 2013). It is assumed that the agreements presented in the paper will provide empirical evidence on the influence of faculty qualification as one key factor to determine

faculty performance. The study provides some insights into improving faculty qualification to increase their performance to uphold a dynamic and effective educational system in State Universities and Colleges (SUCs).

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