

DETERMINANTS OF INTERPERSONAL VALUES AND MORALE OF FACULTY IN STATE UNIVERSITIES AND COLLEGES OF REGION, CAR AND NCR

Jose P. Pichay
University of Northern Philippines
UNESCO Heritage City of Vigan
josepichay@gmail.com
09173981147

ABSTRACT

This research endeavor was undertaken in order to look into the different determinants of interpersonal values and morale of faculty of the different state universities and colleges of Region I, CAR and NCR.

This research made use of the descriptive research design. It also utilized a three-part questionnaire to wit: Part I is on Personal information; Part II is on Staff Morale; and Part III is on Interpersonal Relations. The researchers used the following statistical tools: Frequency Count and percentage; Weighted Mean; one-way Analysis of variance (ANOVA); and Stepwise Multiple Linear Regression to determine the relationship between the independent variable and dependent variable.

It was disclosed that there exist no significant differences. On the other hand, there exist a significant differences in the morale of faculty of the different SUCs compared by region.

Moreover, age is considered good predictor of interpersonal values along support, recognition, benevolence, and leadership. Along conformity, it is foreign countries visited teaching experience is for independence. Relative to faculty morale, it appears that its best predictor along cohesive pride in foreign countries visited; educational attainment for leadership synergy while foreign travel is for personal challenge.

In the light of the preceding findings of this study and the conclusions drawn, the following suggestions/recommendations are hereby offered: 1) the school administrators should be instrumental in establishing or expanding linkages at both national and international levels in order to give more chances for the faculty to travel abroad. This can be strengthened if the school can allocate budget for this purpose; 2) the university should create a committee in charge on incentive and awards of faculty with meritorious performance in the field of instruction, research and extension; 3) the leadership potential should be fully developed by the supervision who would give them some kind of empowerment in the participation of decision-making as regard the affairs of the unit; 4) the school administrators should initiate a program for social transformation of the faculty through values education programs. This will enable the creation of a working environment where there is a team building, caring, humanistic, and sympathetic atmosphere to support the objectives of the institution (please refer to action plan); 5) R.A 6713 should be fully implemented in order to benefit those deserving government personnel.

Keywords: Morale, Interpersonal Values, Determinants, Faculty, SUCs

Introduction

The teacher has a very intricate task of helping and assisting students in order to survive, and to live a good life. Likewise, the teacher also enables students to contribute in the utilization and wise conversation of the Nation's natural resources (National Board of Education). In terms of formally educating students, the teacher holds the key position in this educational endeavors. Roger (1981) mentioned that the purpose is to develop a self-actualizing person. Education is, indeed, a tool in the total formation of a man.

It is believed that the function of the school is to mold children into individual that the society can be proud of. While it is true that individuals grow through the environment, we should not overlook the point that the society as a whole can also grow through these individuals and can learn much from them. And when we talk of educating children, our concern is often on their contribution to the society's future, on what programs are offered, on what skills are taught or on what competencies teachers possess. Seldom do we bring this concern back to us, the teacher. To what and in what ways do our value system contribute to the intellectual development of our children? In what ways do our value system adversely affect the development of our children?

In view of the foregoing situation, the education sector calls for a value reorientation of both the youths and the teachers who are exposed to conflicting ideologies, values and beliefs. However, before students undergo values reformation, the teacher must first undergo values reorientation. This reorientation must go with a change in the people involved in the learning process, their pattern of behavior,

their attitudes so that morale will be simultaneously boosted. Teachers must also change their values because the quality of graduates greatly depends on the teachers' behavior/attitudes and morale. All of these will affect the learner as acquires knowledge and as his skills are developed.

On the part of the teachers, there are series of training, seminar-workshops, conferences they are sent to in order to update themselves on the latest teaching innovations. To boost teachers' morale, legislators continuously improve the compensation of teachers by giving the education budget the biggest slice of the bread.

A very popular adage regarding values is that "values are caught not taught." This is a very gigantic challenge on the part of the teacher because he plays a very vial role in the development of values among the students. He is the heart and lifeblood of every teaching-learning process.

There is no substitute for a good, dedicate and devoted teacher. Only he can stand the forces that go counter to his missions as teacher. The young in his charge are exposed to the multitude of tensions which bewilder them. They are in direct need of someone who will help the interpret life and its meanings. In the school, the teacher is entrusted with the development of the whole individual intellectually, physically, morally and socially. The teacher is then expected to apply the energies and capabilities efficiently and effectively in the performance of the delicate task of teaching. This can be done if the teacher is able to maximize his limited time and efforts including material resources in achieving his objectives set for the day.

Good teaching is not just a matter of techniques and methods. The method is inseparable from the teacher; however, the success of a good teacher is due to what he is rather than to his methods or systems. Teaching is not an application of a system or methods but a personal relationship and it is important that we consider what kind of a person the teacher is than what is the kind of system or method he uses. The personal characteristics of the teacher are the core of basic conditions of a facilitative personal relationship and it is only in such relationship that learning takes place, that self-actualization is made possible and fostered.

Many psychologists maintain that the best stage in life to study the values is that adolescent stage because it is during this stage that one's character and personality are crystallized and organized. Dorothy Rogers, too, has advocated the same claim of these psychologists. (1972:203).

This research endeavour aims to visualize the levels of interpersonal values and morale of faculty I selected State Universities and Colleges of Region I, CAR and NCR. It is only by having empirical evidence that consciousness of the strengths and weaknesses of the faculty members would be established. Through this study, measures can be pinpointed to strengthen the value system and faculty morale which are vital in the teaching-learning process. Salient features of this study will serve as appoint to entry for educational planners including students. Furthermore, the results of this research can help educators gain insights into the profile and significant differences in the interpersonal values and morale held by faculty in the different SUCs like Mariano Marcos State University, Pangasinan State University and University of Northern

Philippines for Region I; Benguet State University, Ifugao State College of Agriculture and Forestry and Mountain Province State College for CAR; Philippine Normal University, Polytechnic University of the Philippines and Technological University of the Philippines for NCR. The inclusion of these three regions is deemed necessary for the reason that NCR SUCs are located in a highly urbanized city, Region I SUCs are considerably far from NCR while CAR SUCs are located in upland provinces. The distance between and among the SUCs in these regions is believed to bring an effect into the values and morale of the faculty. It is felt by the investigator/researcher that the findings of this study would be most vital in fostering an understanding of the attitudes and values held by the elected school personnel of the afforested educational institutions and in promoting a wholesome and pleasant working conditions among all concerned.

Statement of the Problem

This research endeavor attempted to investigate the different determinants of interpersonal values and morale of faculty of the SUCs of Region I, CAR and NCR. Specifically, it attempt to seek answers to the following questions, to wit:

1. What is the profile of the faculty in the different SUCs of Region I, CAR and NCR in terms of the following:
 - A. personal
 - a. sex,
 - b. age,
 - c. civil status,
 - d. educational attainment,

- e. teaching experience,
- B. social factors
 - a. foreign travels,
 - b. countries visited,
 - c. researchers conducted,
 - d. book/articles written,,
 - e. community outreach,
 - f. membership in organization, and
 - g. seminars/trainings attended?
- 2. What is the level of interpersonal values of faculty in the different SUCs of Region I, CAR and NCR in terms of the following components taken singly as a whole:
 - a. Support,
 - b. Conformity,
 - c. Recognition,
 - d. independence,
 - e. benevolence, and
 - f. leadership?
- 3. What is the level of faculty morale in the different SUCs o Region I, CAR and NCR in terms of the following components taken singly as a whole:
 - a. cohesive pride,
 - b. leadership synergy, and
 - c. personal challenge?
- 4. Is there a significant differences in the interpersonal values among the faculty of the different SUCs of Region I, CAR and NCR taken singly, by school, by region as a whole?

- 5. Is there a significant difference in the morale of faculty of the different SUCs of Region I, CAR, and NCR singly by school, by region and as a whole?
- 6. Which of the personal/ social factors are a good predictors of interpersonal values and morale.

Scope and Delimitation of the Study

This study was conducted to investigate the determinants interpersonal values and morale of the faculty of the different SUCs in Region I, CAR, and NCR during the school year 1996-1997. Interpersonal values were measured in terms of: a) support, b) conformity, c) recognition, d) independence, e) benevolence, and f) leadership.

On the other hand, faculty morale was measured in terms of: 1) cohesive pride, b) leadership synergy, and c) personal challenge. Moreover, this study took into consideration some personal/social factors: sex, age, civil status, educational attainment, teaching experience, foreign travel, countries visited, researchers conducted, book/articles written, community outreach, membership in organization, and seminar/trainings attended.

The respondents were composed of faculty members of the different SUCs of Region I, CAR, and NCR. The different SUCS which were considered by regions are: Mariano Marcos State University, Pangasinan State University, and University of Northern Philippines for RegionI; Benguet State University, Ifugao State College of Agriculture and Forestry and Mountain Province and Technological University of the Philippines for NCR.

Theoretical Framework

The researcher tried to scout for and review numerous related literature and studies which provided him with a wider understanding of the research on hand. The review endeavor was focused on literature and studies on personal values and morale of faculty must be underscored that those which are considered in the review have bearing on some dimensions of this study and provided the researcher with the essential background information particularly on methodology. This study however does not necessarily duplicate previous studies because of the inclusion of primary variables which were correlated with one another. Hence this research has novelty. Though there have been studies conducted on interpersonal values and on faculty morale, and as far as the researcher is concerned, he has not come across a study conducted in Region I, CAR, and NCR correlating interpersonal values with personal/social factors and faculty morale correlated with personal/social factors

Values

Values indicates a recurrence of the act valuing, making a choice only once does not give the choice that the status of value because value must be selected upon, chosen, prized, cherished and respectedly exemplified (Andres,1987). According to Gordon, (1981) interpersonal value involves the relationship of an individual to the other person of their relationship to him. In other words, this refers to a reciprocal relationship that exists between and among individuals be it at home, in the community, in a school or any social institution/milieu for that matter. He made six types of interpersonal values to with: support, conformity, recognition,

independence, benevolence and leadership.

Goals and values according to Kast and Rosenweig (1979) are one of the integral subsystems of every organization. Values are normative views held by individual human beings (consciously or subconsciously) of what is good and desirable. They provide standards by which people are influenced in their choice of action. Social values reflect a system of shared beliefs about desired goals and norms for human conduct.

Organizations appear to hold certain values, that defining them precisely and showing how they influence decision making are difficult. However, there are several broad generalizations. Organizations depend on a minimum level of shared values among internal participants and the external society for their very existence. Deeply ingrained cultural values provide a measure of cohesiveness. Values such as “individual human dignity”, “individual property rights”, “everyone should work for a living” and “acceptance of legitimate authority “ provide a foundation without which organizations could not exist. Every human participants brings a certain set of values to the organization which will somehow directly affect its internal operation and actions. It should be emphasized that in an open system, complete closure is not possible and interactions with the environment are inevitable, if not indispensable.

Morale

Morale as defined by Webster (1984: 771) is a condition affected by or dependent upon such moral or mental factors as zeal, spirit confidence, loyalty, etc. mental state of an individual with regard to the function or tasks at hand. It is the level of individual

psychological well-being based on such factors as sense of purpose and confidence in the future.

Converdale (1971) stated that morale is a reflection of what one feels about things and it is concerned with mental and emotional attitudes of teacher towards their jobs as controlled by the atmosphere or environment in which they work and their orientation towards their functions or tasks.

Morale sometimes is a challenging facets in an organization. It can deteriorate rapidly when seriously unfavourable events occur. It is necessary for us especially administrators to patiently build up high level of faculty morale and maintain it by sound policies and decisions rather than superficial actions.

A three-part definition as cited by Pacis (1989:30-31) was evolved at a conference on psychological factors on morale in 1940 which was held under the auspices of the Division of Anthropology and Psychology National Research Council, USA. The first definition gave the individual organic emphasis and stated that the term morale refers to a condition of emotional and physical well-being in the individual that makes it possible for him to perform his tasks with energy, enthusiasm, and self-discipline, sustained by a conviction that in spite of obstacles and conflicts his personal and social ideals are worth pursuing.

The second definition gave the group emphasis. Here morale refers to the condition of a group where there are clear and fixed group goals that are felt to be important and integrated with the individual's goals, where there is confidence in the attainment of these goals; and subordinately, confidence is the means of attainment; on the leader, associates

and finally in oneself.

The third definition gave emphasis to the individual within the group on any specific occasion. Given a certain task to be accomplished by the group, morale pertains to all factors in the individual's life that bring about a hopeful and energetic participation on his part so that his efforts enhance the effectiveness of the group in accomplishing the task/s on hand.

Anderson (1963) mentioned that the teachers whose students achieve relatively high scholastically appeared to have higher morale than did the teachers in school with relatively low achievement. Teachers' effectiveness is directly and greatly influenced by the kind of satisfaction they got from their work. They want to feel important in their job. The desire for recognition is another form of feeling important. One of the reasons people work is to obtain recognition from supervisors, fellow staff members and the community in which they live. A job gives greater satisfaction when these three types of recognition go with it.

Morale as stated by Agubat (1992) is the frame of mind which makes the individual work willingly and enthusiastically if its level is high or poorly and reluctantly if the level is low. A person's morale is a state of mind manifested by the individual's manner and reaction to his working fellow workers, supervisors, his compensation, his opportunities for advancements and his general environment. The qualities indicating high morale are: enthusiasm, pride of achievement and willingness to work. Conversely, poor morale is evidenced by surliness, insubordinate, discouragement and dislike of the job, the organization and association.

METHODOLOGY

The researcher made use of the descriptive research design with the use of a questionnaire in gathering the data needed for the investigation. The descriptive method is considered suitable for a comparative and correlational study such as this study.

Findings

Based on the data collected, analyzed and interpreted, the following salient findings are hereby presented:

Profile of the SUC faculty in terms of personal and social factors.

A. Personal Factors

- a. 1 out of the 357 respondents, 211 or 59.1 percent are females while 146 or 40.9 percent are males.
- a. 2 the mean age of the respondents is 39.0.
- a. 3 there are 255 or 71.4 percent of the respondents who are married, 89 or 24.9 percent are single, and 13 or 3.6 percent are widowed.
- a. 4 most number (112 or 31.4 percent) of the respondents are holders of BS degrees with MA units; 107 or 30.0 percent are MA degree holders with Ed.D units; 60 or 16.8 percent doctorate degree holders; and 56 or 15.7 percent are masteral degree holders. There are 22 or 6.2 percent who are baccalaureate degree holders.

- a. 5 the respondents' teaching experience is at an average of 14.5 years.

B. Social factors

- b.1 out of the 357 respondents, 243 or 68.1 percent of the respondents have no foreign travels at all; 47 or 13.2 percent have one foreign travel; 37 or 10.3 percent have more than two foreign travels; while 30 or 8.4 percent have two foreign travels.
- b. 2 there are 243 or 68.1 percent of the respondents said that they have not visited any country yet; 54 or 15.1 percent have visited Asian countries, 34 or 9.5 percent have visited the United States; while 26 or 7.3 percent have visited the Middle East countries.
- b. 3 there 292 or 81.8 percent of the 357 respondents have conducted 0-1 research; 44 or 12.3 percent have conducted 2-3 researches; 20 or 5.6 percent have conducted 4-5 researches; and one or 0.3 percent have conducted 6-7 researches.
- b. 4 most of the respondents or 302 or 84.6 who have written 0-1 book/article; 35 or 9.8 percent have written 2-3 books/articles; and 20 or 5.6 percent have written 4-5 books/articles.

- b. 5 of the 357 respondents,

268 or 75.1 percent have undertaken 0-1 community outreach program/project; 51 or 14.3 percent have undertaken 2-3 community outreach program/projects while 38 or 10.6 percent have undertaken 4-5 community outreach programs/projects.

b. 6 There are 167 or 46.8 percent are members in 0-1 organization; 108 or 30.3 percent are members in 2-3 organizations; 74 or 20.7 percent are members in 4-5 organizations; 6 or 1.7 percent are members in 6-7 organizations while two or 0.5 percent are members in 8 or more organizations.

b. 7 out of the 357 respondents, 198 or 35.6 percent have participated in 0-1 training/seminar; 67 or 18.9 percent have attended 2-3 seminars/trainings; 49 or 13.7 percent have participated in 4-5 seminars/trainings; 26 or 7.3 percent have participated 6-7 seminars/trainings while 17 or 4.5 percent have participated in 8 or more seminars/trainings.

2. Levels of interpersonal values of faculty of the different SUCs in Region I, CAR and NCR

Taken as a whole, the SUC faculty of Region I, CAR and NCR has an Average level of interpersonal values ($X = 2.91$) and the following

components: support ($X = 2.85$), conformity ($X = 3.14$), recognition ($X = 2.69$), independence ($X = 3.00$), benevolence ($X = 3.03$) leadership ($X = 2.73$).

3. Faculty Morale of the SUCs of Region I, CAR and NCR.

Taken as a whole, faculty morale in the SUCs of Region I, CAR and NCR is at an Average level where the rating is 3.17. This is also true in the following components: Cohesive Pride ($X = 3.14$), Leadership Synergy ($X = 3.11$), and Personal Challenge ($X = 3.26$).

4. Comparison of Interpersonal Values of the Faculty in the SUCs of Region I, CAR and NCR.

4.1 When compared by school, there is no significant difference in the interpersonal values of faculty of the different SUCs in Region I, backed up by a computed F-ratio of 2.2061 which yielded a probability level of .1139.

4.2 When compared by school, there is no significant difference in the interpersonal values of faculty of the different SUCs in CAR as supported by a computed F-ratio of .0606 which yielded a probability level of .9413.

4.3 When compared by school, there is no significant difference in the interpersonal

values of SUC faculty in NCR. This is supported by a computed F-ratio of .3647 which yielded a probability level of .6950.

4.4 When compared by region, there is no significant difference in the interpersonal values of faculty in the different SUCs backed by computed F- ratio of .2992 which yielded a probability level of .7416.

5. Comparison of the faculty Morale in the SUCs of Region I, CAR and NCR.

5.1 When compared by school, there is no significant difference in the morale of faculty of the different SUCs in Region I supported by a computed F-ratio of 2.7045 which yielded a probability level of .0704.

5.2 When compared by school, there is no significant difference in the morale of faculty of the different SUCs in CAR. This is supported by a computed F- ratio of 1.1976 which yielded a probability level of .3101.

5.3 When compared by school, there is no significant difference in the morale of faculty of the different SUCs in NCR as evidenced by a computed F-ratio of .2858 which yielded a probability level of .7518.

5.4 When compared by region, is no significant difference in the morale of faculty of the different SUCs backed up by computed F- ratio of 25.662 which yielded a probability level of .0099. Region I faculty have lower morale along cohesive pride than CAR faculty. NCR faculty, too, have lower morale along the same

component than those of CAR. Similar result is also manifested along personal challenge.

6. Predictors of Interpersonal Values and Morale of Faculty.

6.1 The good predictors of interpersonal values of the SUC faculty taken singly and as a whole are the following:

A. Support: age (Beta In = .1338); Sex (Beta In = .0756); and membership in organization (Beta In = .0485).

B. Conformity: foreign travels (Beta In = .1180); membership in organization (Beta In = .0679); teaching experience (Beta In = .0522); and civil status (Beta In = .0438).

C. Recognition: age (Beta In = .1600); membership in organization (Beta In = .0575); researchers conducted (Beta In = -.0473); foreign travel (Beta In = -.0460); and sex (Beta In = -.0440).

D. Independence: teaching experience (Beta In = -.1126); age (Beta In = .1038); foreign countries visited (Beta In = -.0962); sex (Beta In = .0826 and educational attainment (Beta In = -.0566).

E. Benevolence: age (Beta In = .1191); foreign countries visited (Beta In = -.0990); seminars/trainings attended (Beta In = -.0583); and books/articles written (Beta In = -.0553).

F. Leadership: age (Beta In = .1740); civil status (Beta In = -.0624) and sex (Beta In = -.0579).

6.2 the good predictors of morale of faculty of the different SUCs taken singly and as a whole are the following:

A. Cohesive Pride: foreign countries visited (Beta In = -.1528); teaching experience (Beta In = .1109); sex (Beta In = .0884); community outreach (Beta In = -.0343); and civil status (Beta In = .0289).

B. Leadership Synergy: educational attainment (Beta In = .2448); teaching experience (Beta In = .0964); seminars/trainings attended (Beta In = .0869); civil status (Beta In = .0551); and foreign travels (Beta In = .0410).

C. Personal Challenge: books/articles written (Beta In = .9591); foreign travels (Beta In = -.1137); teaching experience (Beta In = .1129); membership in organizations (Beta In = .0657); and educational attainment (Beta In = .0604).

CONCLUSIONS

Based on the foregoing findings, the following conclusions have been drawn. The conclusions are numbered according to the problems raised in this study.

1. The SUCs of Region I, CAR and NCR is typically predominated by women, with their faculty in their late 30's married, having professionally advanced degree in graduate education, and having rendered a reasonable number of years in service (10-14 years). Moreover, the faculty displayed their seeming lack of involvement in research, extension and community projects, few

organization memberships, and few attendances in seminars. This probably would speak of a relative difficulty in developing the skill and capability in these two functions of SUCs and should be the focus of a ready adjustment to improve.

2. The interpersonal values prevailing in the SUCs of Region I, CAR and NCR are the Average level. It appears that the SUCs faculty in Region I, CAR and NCR placed their highest attachment to conformity while Recognition is the least valued dimension. This implies that, what is very important to the faculty is to follow rules and regulations in performing their duties and responsibilities; to conform strictly to rules set. To do what is acceptable and proper one of which is showing respect to their superiors, and to do what is morally right rather than to be known by many groups of people; to associate with people who are well known and important; to be looked up to by other people; to be popular with people and to be liked by others.
3. The morale of faculty of the different SUCs of Region I, CAR and NCR is at the Average level characterized by a high a priority on, personal challenge but low priority on leadership synergy. This implies that the SUC faculty would still consider teaching as the noblest profession. Thus, they do their best to conscientiously prepare their lessons, have a feeling of pride and success in their work, and they are considered

important part of their present school. On the other hand, the result of the computation on leadership synergy would signify that there seems to be a failure of administrator providing opportunities for teachers to participate in the formulation of major school policies. In other words, there is some kind of dissatisfaction on the part of the faculty brought about by the leadership of the concerned SUC.

4. There is no significant difference in the interpersonal values of SUC faculty in Region I, CAR and NCR. There may be slight variance but this is not sufficient enough to make it significant. It appears that the administrator is not appalled with problems related to faculty relations because if the values of the faculty are more or less close to one another, the existence of conflict between and among them is very remote.
5. There is a significant difference in the morale of SUC faculty in Region 1, CAR and NCR. This implies that there are already deviations that suffice a significant difference in their morale which is indicative of a problem in an institution. Since morale, as based on the item indicators, deals mostly with the faculty relations with their administrator and the school as a whole, there could be a problem besetting the faculty and the institution. This may only be a petty problem but if not given immediate solution it may worsen.

6.1 Predictors of Interpersonal Values

a. The result shows that age is the best predictor of interpersonal values along support, recognition, benevolence and leadership. This indicates that the older one gets, the greater is his/her need to be assured that people are on his/her side, to be known by many, and is willing to share.

b. It also appears that the best predictor of interpersonal values along conformity is foreign countries visited while teaching experience is for independence. This implies that the more countries one has visited the more that the faculty becomes a conformist so that he will adjust to the place. However, teaching experience may provide the faculty with the confidence to be empowered for independent work.

6.2 Predictor of Faculty Morale

a. It appears that the best predictor of faculty morale along cohesive pride is foreign countries visited. This signifies that the more countries one has visited, the lesser he contributes toward the achievement of the school's aim. Likewise, cohesive pride seems to be more strongly but negatively determined by foreign travels. This connotes that the more foreign travels one has, he becomes more ambivalent as to whether or not to teach with his present colleagues than with other group of teachers in the country. Furthermore, the display of confidence and keenness when called upon for a especial effort is lesser. Also he becomes less creative and initiative in teaching.

b. Along leadership synergy, it shows that the best predictor of leadership

synergy is educational attainment. This connotes that the higher education one has attained, the more a sense of belonging and of being needed he has. Also, he would expect the school to give him more responsibilities to perform.

c. In terms of personal challenge, it appears that foreign travel is its predictor. Indicated by its computed negative Beta coefficient, this signifies fees success and pride in what he's doing at present, teaching as the case may be.

d. From the studies and related literature synthesized, it could be theorized that the interpersonal values and the morale of faculty can be influenced by sets of personal and social factors. Moreover, this research is advancing a belief on the important contributions of foreign travels, interaction with other professionals, as avenues to further enhance or ameliorate interpersonal values and morale of faculty.

RECOMMENDATIONS

In the light of the preceding findings of this study and the conclusion drawn, the following suggestions/recommendations are hereby offered:

1. The school administrators should be instrumental in establishing or expanding linkages at both national and international levels in order to give more chances for the faculty to travel abroad. This can be strengthened if the school can allocate budget for this purpose.
2. The University should create a

committee in a charge of incentive and awards, who then look into the awarding of faculty with meritorious performance in the field of instruction, research and extension.

3. The leadership potential of faculty should be tapped. This potential should be fully developed by the supervisors who would give them some kind of empowerment in the participation of decision-making as regards the affair of the unit.
4. The school administrators should initiate a program for social transformation of the faculty through values education programs. This will enable the creations of a working environment where there is team building, caring, humanistic, and sympathetic atmosphere to support the objective of the institutions (please refer to action plan).
5. R.A. 6713 should be fully implemented in order to benefit those deserving government personnel.
6. Further studies aimed at looking into other variables believe to have an effect on both the morale and interpersonal values should also be conducted.

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