Chapter 1

INTRODUCTION

Education is believed to be one of the foundations of success. It is the most efficient system of equipping people with knowledge, skills and attitudes essential for effective involvement in the society. As Aristotle said: “The fate of empires depends on the education of the youth.” This clearly suggests that as a principal instrument of development, education must help evolve a good society with good discipline and production – oriented individuals who are sharing with one another the fruits of good life. Therefore, education has been one of the emphases of the government in the national struggle to meet the needs of the society and in response to what is stipulated in the 1987 Philippine Constitution, Article XIV, Section 2 which states that:

> *“The State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and the society.”*

In a speech delivered in the plenary session of the 1971 Constitutional Convention, the distinguished delegate from Batangas, Sotero Laurel, said: “Education is a vital element of our life as a people and as a nation, and rightfully deserves our highest concern and consideration... The sphere of education is in the minds where many a battle is lost or won. Here springs ideas that bloom and mature into reality. Here ripens knowledge to wisdom, transforming boys unto men. Education, whether imbibed at home or acquired in school, is truly an essential element of life, be it the life of an individual or of a society.” With these

words, education is said to be one factor mainly responsible for the development of a man's personality, or in the case of a nation, its national identity.

In addition to this, Presidential Decree No. 6 – A known as the Educational Development Act of 1972 explicitly states the national goal of the tertiary level. One of these statements is "develop the high level professions that will provide leadership for the nation, enhance knowledge through research and apply new knowledge for improving the quality of instruction."

The Philippine educational system truly takes action in bringing into reality the development of the country's identity. That is why, reforms in the educational system are taken into consideration. One of these reforms is the trifocalization of the education sector with three governing bodies, namely: the Department of Education for basic education, the Technical Education and Skills Development Authority for the technical – vocational and middle education and the Commission on Higher Education for tertiary and graduate education.

To deal the call for addressing the need for quality and excellence in the educational institutions, the Commission on Higher Education (CHED) was established through Republic Act No. 7722 or the Higher Education Act of 1994. The creation of this commission was part of a broad agenda for reforms in the country's education system. CHED is independent and separate from the DepEd. The Commission which is attached to the Office of the President is responsible for formulating and implementing policies, plans and programmes for the development and efficient operation of the system of higher education in the country. Its coverage is both public and private higher education institutions as

well as degree-granting programmes in all post-secondary educational institutions. The Long - Term Higher Education Development Plan formulated several years ago embodies policies, strategies and programmes that are aimed at addressing sector – wide concerns on quality and excellence, access and equity, relevance and responsiveness and efficiency and effectiveness.

Higher education institutions in the Philippines are either colleges or universities generally classified either as public or private. Colleges are tertiary institutions that typically offer one or a few specialized courses; whereas, universities are tertiary institutions housing several constituent colleges or institutes, each offering academic degree programs of a particular type.

The higher education system of the Philippines is a key player in the education and integral formation of professionally competent, service-oriented, principled, and productive citizens. Through its four-fold functions of instruction, research, extension services and production, it becomes a prime mover of the nation's socioeconomic growth and sustainable development. The missions of higher education institutions are: (i) to educate and train Filipinos for enhanced labor productivity and responsible citizenship in an environment where educational access is equitable; (ii) to inculcate nationalism and patriotism in the hearts and minds of the students and graduates; (iii) to accelerate the development of high-level professionals ready to meet international competition; and (iv) to serve as centers of research and development.

The inception of the State Universities and Colleges (SUCs) around the country is an answer on the declaration of policy stated in Section 2 of Republic Act No. 7722 known as the "Higher Education Act of 1994," which declares:

> *"The State shall protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals and the enrichment of our historical and cultural heritage.*
>
> *State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Finally, all institutions of higher learning shall exemplify through their physical and natural surroundings the dignity and beauty of as well as their pride in the intellectual and scholarly life."*

State Universities and Colleges (SUC) refers to any public institutions of higher learning that were created by an act passed by the Philippine Congress and is fully subsidized by the national government. The SUCs are banded together in one organization called the Philippine Association of State Universities and Colleges (PASUC). As of 2004, PASUC's membership comprises 111 SUCs and 11 satellite associations. There are 436 state universities and colleges in the Philippines (including satellite campuses).

State-operated universities and colleges can be found throughout the Philippines, offering students opportunities in engineering, education, business administration, agriculture, science, technology, health and law, among others. With a variety of undergraduate, graduate and doctorate programs, the Philippines provides opportunities in education that will create a solid foundation

for a successful career. State universities and colleges strive to instill values in students, delivering not only qualified candidates to the workforce, but also quality citizens to society.

As state colleges and universities progressively define their primary mission as teaching, the quality and improvement of teaching becomes a high priority. A high quality teaching staff is the cornerstone of a successful education system. Attracting and retaining high quality teachers is, thus, a primary necessity for a strong education system. Faculty members are both the largest cost and the largest human capital resource of an education system; thus, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

Background of the Study

As being laid down in the different laws, the State is mandated to enhance the right of teachers to professional advancement and should guarantee that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

Every faculty member wants to be recognized. If his work performance is not up to the par, he should be tactfully told about it and his supervisor can help him do a better job. Each generally wants to know both his strong and weak points and how he can improve and contribute to the organization. He also wants to know his chances of promotion and possibility of advancement in the educational situation.

The morale and performance of a faculty member can be influenced by the management practices. The supervisor’s ability to build team spirit, cooperation and understanding depends on his appreciation of factors that make a group of individuals do their work

It is believed that the presence of faculty performance review is a key to developing excellence in teaching and learning, promoting student learning and fostering a learning community.

All faculty members, as professionals, should be interested in knowing what they can do to improve their teaching. In recent times, however, another factor has increased the importance of this activity. As institutions hold faculty members responsible for ever greater levels of performance and accountability, the institutions acquire a parallel obligation to provide resources and information for faculty who are ready to improve their professional performance.

State colleges and universities evaluate faculty performance annually. The evaluator, usually the dean, must discern how well each faculty member taught that year when compared with others in the academic unit. Thus, the question is that of how well the professor performed during the two semesters of the year.

Periodically, administrators and faculty colleagues must make more general judgments about a faculty member's teaching. This occurs in decisions about tenure, promotion, and teaching awards. In these cases, the evaluators must answer the question of whether or not the faculty member's teaching performance was adequate during the applicable time period to warrant tenure, promotion, or a teaching award.

One of the faculty members' concerns in line with their job is the teaching load assignment. It is believed that the teaching load of every faculty member must reflect the dual goals of equity and professional growth. These goals should be a priority in meeting the University's expectations of quality teaching, research and scholarly or creative production and service activity.

Faculty "teaching load" is set by current practices in the department/ division/school. Some units refer to a certain number of "full-course equivalents" (FCEs), while others speak of a certain number of "teaching units." It has typically been between 1.5 and 3 full course equivalent or 4.5 and 9 teaching units.

There are many factors that are considered by the college/department in state universities and colleges in the region when faculty members are assigned their teaching loads. These include: (1) course direction and coordination; (2) class sizes and total student load; (3) course levels; (4) nature of the course; (5) mode of delivery; (6) student advising; (7) area of specialization and (8) graduate supervision.

Some institutions/units have employed different workloads for faculty on the basis of: (a) better use of faculty talent as a faculty member may have greater strength in one dimension e.g. teaching or research, than in others; (b) accommodating the changing interests and strengths of faculty and (c) better resource utilization as some faculty may have funded research that may allow them to buy out of some teaching while others may have active research program.

Teaching load covers lots of variation. There are cases that the actual teaching load is less than the standard of twelve (12) credit hours because some faculty members are performing other functions aside from instruction. Faculty members of

state universities and colleges are also tasked to perform three (3) other functions such as research, extension and production. However, instances are obvious wherein a faculty member ‘s actual teaching load exceeds the minimum twenty one (21) credit hours in instruction; say thirty (30) or more. Cases are evident that in some state universities, faculty members were given thirty two point five (32.5) teaching load with five to seven preparations plus some designations/assignments like head of a unit, student teaching coordinator, program coordinator, adviser of an organization/club or class among others. With this faculty teaching load, how could a faculty member perform his other functions if in the actual teaching load only, a lot of time is consumed?

In Japan, teachers spend less than half of their workdays teaching class; each teacher has his own office with a desk and spends more than half the workday in preparation for classes. In the Philippines, college professors/instructors typically teach 27 to 30 hours of classes per week on a full-time basis.

It is thought that a faculty having thirty (30) hours a week teaching load proves that the performance of the faculty in other functions such as research, extension and production is greatly affected.

Every state university in Region IV – A follows the policy on teaching load the university sets in the faculty handbook. Every faculty member has a normal teaching load of twenty one (21) hours a week; eighteen (18) hours for those faculty members who are handling language courses. A maximum of twenty

seven (27) hours is allowed and a faculty member having this teaching load has to receive an overload pay.

In giving teaching assignment/s, a faculty member is expected to provide instruction and even mentoring, coaching, student advising/consultation as assigned by the dean of the college. The policies of the state universities in the region uphold that it is the proper function of the academic authorities of each system institution to prescribe the teaching load to be carried by each member of the faculty.

The organizational dimension of workload in the universities is the collective effort required for any unit to accomplish the goals it has established in relation to the University's mission and strategic plan. On the other hand, individual dimension of workload is the mix of teaching, research, extension services and production activities required from any faculty member as part of her/his contribution to a unit's goals and the institution's mission.

Equally important in state universities and colleges is the class program management of deans and program coordinators preparing the faculty’s individual class program. Since teachers comprise a large proportion of inputs to education, a division of labor through specialization within certain confines should be considered and this could improve the over – all curricular offerings. In this respect, administrators and deans of the institute/college must always keep abreast with the factors that may affect the teaching performance and organizational commitment of each faculty member. They should keep an eye to the behavior of their teachers because teachers’ needs may change from time to time. Concern should be focused on the

level of satisfaction and dissatisfaction for them to know if the teachers are likely to be more committed or less committed. Lower-level commitment of teachers may create a dilemma that could affect negatively the effectiveness of an educational organization and may cause teachers to be less efficient in their professional performance or to leave the profession. The less committed teachers may create difficulties and cause deviations in respect of the educational aims of the school.

Pertaining to class program management, the dean, department head, program coordinator need to know how many classes need to be taught during a given semester or year and what proportion of those courses need to be taught by the faculty members. The task then of the person who prepares the class program is to deploy faculty resources in ways that will fully satisfy the college or department's instructional obligations as well as providing support for important research and community service initiatives.

It is observed that having too much or too difficult work to do could create stress. Likewise, when there is a mismatch between one's skills and the workload, difficulty arises and performance lowers. As what Yarcia (2002) cited, a factor related to workload is role overload, which takes place when a teacher has to cope with a number of competing roles within his job. A study has highlighted teaching overload associated with emotional exhaustion (Pithers and Soden: 1998; Jarvis: 2008) as a significant stressor in teachers which in return greatly affected the teaching performance.

With the cited ideas and observations, the researcher was motivated to determine the teaching load, the class program management and how these factors affect the faculty performance of state universities in Region IV – A.

Scope and Limitation of the Study

The prime concern of this study was to determine the teaching load, class program management and faculty performance of state universities in Region IV - A.

Two thousand twenty seven (2027) faculty members was the total population of faculty members in the five state universities in CALABARZON; to wit: four hundred sixty five (465) were from Batangas State University, three hundred eighty six (386) were from Cavite State University, three hundred forty five (345) were from Laguna State Polytechnic University, two hundred seventy seven (277) were from Southern Luzon State University and five hundred fifty four (554) faculty members were from the University of Rizal System. From the total population, the target respondents were three hundred thirty six (336). However, the target sample was not attained due to reluctance of some faculty members to be part of the study and others were attributable to bulk of works/ responsibilities given to them.

Two hundred thirty four (234) faculty members from the five (5) state universities in Region IV – A namely: Batangas State University (BSU), Cavite State University (CvSU), Laguna State Polytechnic University (LSPU), Southern Luzon State University (SLSU) and University of Rizal System (URS) were the

respondents in this study. These were the respondents who manifested interest and willingness to be the respondents of the study from the target three hundred thirty six (336) number of respondents.

The teaching loads of the faculty respondents were the loads during the first and second semesters of school year 2010 – 2011. Teaching load with respect to number of hours, number of preparation, nature of assignment, class size and area of specialization was evaluated based on the standards of the Commission on Higher Education Memorandum Orders.

The class program management pertains to the distribution of loads, full time equivalent, overload, delegation of other assignments/designation and faculty members' official time.

The faculty – respondents' performance was measured with respect to instruction, research, extension and production as reflected in the individual Performance Evaluation System of the respondents. Four state universities in the region allowed the researcher to have access on the faculty members' individual performance evaluation system; however, one university did not allow the researcher to have access for confidentiality which is stated in the university administrative manual.

This study made use of the descriptive research method, specifically the descriptive evaluative and descriptive normative research designs. Documents such as faculty members' individual class program, individual Performance Evaluation System ratings and annual reports taken from the Office of the President, Office of the Vice President for Academic Affairs, human resource

management officers, planning officers and deans of the college and a questionnaire – checklist were utilized in gathering the pertinent data in order to ascertain the teaching load, class program management and performance of the faculty – respondents.

Statement of the Problem

The main concern of this study was to determine the teaching load, class program management and faculty performance of state universities in Region IV – A for school year 2010 – 2011.

Specifically, this sought answers to the following questions:

1. What is the teaching load of the participating SUCs in CALABARZON?
2. How does the teaching load of the SUCs match with the CHED standards?
3. How do the respondents assess the teaching load based on the standards with respect to:

   3.1 number of hours;

   3.2 number of preparation;

   3.3 nature of assignment;

   3.4 class size; and

   3.5 area of specialization?
4. What is the extent of class program management as perceived by the respondents with respect to:

   4.1 distribution of loads;

   4.2 full time equivalent;

4.3 overload;

4.4 delegation of other assignments/designation; and

4.5 official time?

5. What is the performance of the respondents in the four – fold functions:

5.1 instruction;

5.2 research;

5.3 extension; and

5.4 production?

6. Which among the factors singly or in combination predict the performance of the faculty – respondents of the different SUCs?

Hypothesis

The study tested the null hypothesis that the different factors singly or in combination do not predict the performance of the faculty - respondents of the different SUCs with respect to instruction, research, extension and production.

Chapter 2

EVALUATION, DESIGN AND FRAMEWORK

This chapter presents the discussion of the expected output, theoretical and conceptual frameworks, the variables and their definitions and the importance of the study.

Discussion of Output and Justification

The primary concern of this study was to evaluate the teaching load of the faculty members of the state universities in Region IV – A, the class program management of the deans/department heads/program coordinators and the faculty performance of the state universities. The evaluation of those aspects led to some measures that would reinforce the faculty members' productivity in doing their job of molding the total personality of students.

The proposed output of this study was a Regional Model for Synchronized Academic Program. This Synchronized Academic Program proposed in this study is designed to respond to the challenge of the state universities in the region with respect to the complexity in teaching workloads and class program management which have a great bearing on the faculty members' performance in instruction, research, extension and production.

This Synchronized Academic Program would serve as a guide of the administrators in the formulation and implementation of class program activities and workload of faculty members. The state universities will have harmony in the

design for the individual teacher's program given to every faculty member every semester.

The researcher tried to identify the factor/s that influenced the performance of the faculty in the region with respect to instruction, research, extension and production and the identified factor/s served as the bases of this regional model.

The Synchronized Academic Program Model puts forward the description of the teaching load of the faculty members in terms of the workload plan, the basis of distributing loads to faculty members in terms of number of hours, number of preparation and class size. Likewise, a proposed enriched Teacher's Program or Faculty Workload is presented which can be utilized by the state universities in CALABARZON in order to attain harmony in the information contained in the individual teacher's program.

Theoretical Framework

The theory of Edwin Locke (1960: 2009) on goal setting was the foundation of this study which operates on the premise that individuals create goals by making careful decisions to do so and are compelled toward those goals by virtue of the goal having been set – which, in turn, improves performance. The theory further emphasizes that in order to motivate employees, goals set must have the following five principles: clarity, challenge, commitment, feedback and task complexity. This goal setting theory links employees' behavior to goal characteristics and goal commitment. This means that employees will be most motivated by goals with certain characteristics and to which they are committed.

It assumes that people's behavior arises primarily out of their conscious goals and intentions. To achieve difficult goals, people tend to try harder, develop more effective strategies and focus on achieving goals. Goals lead to high performance only if people are committed to these goals.

This theory was taken into consideration for it is very observable that faculty members' willingness to work toward achieving goals and their reluctance to give up is increased by the commitment they have. Thus, a faculty member with high goal commitment will try hard to achieve a goal even in the face of obstacles.

The Total Quality Management theory specifically the "Quality Trilogy" by Joseph Juran (2010) was also taken as the foundation of this study. According to Juran, the quality trilogy is made up of quality planning, quality improvement and quality control. If a quality improvement project is to be successful, then all quality improvement actions must be carefully planned out and controlled.

Quality improvement can be attained if awareness of the opportunities and needs for improvement are created and improvement goals determined. The organization is required to reach the goals which can be done by providing trainings and initializing projects. Furthermore, it is necessary that progress is being monitored, results are reported and performances are recognized.

This theory was taken into consideration since it is believed that the application of total quality management in the educational set up will bring forth all – round benefits and will make the institution and the faculty members more competitive. In view of the fact that the educational institution is aware of the

opportunities and needs for such improvement, every faculty member strives to do and give his best because the vision, mission and goals set by the institution are found to be satisfying and would improve quality. Since improvement goals are clarified and agreed upon, this would generate intrinsic motivation and would create an atmosphere of enthusiasm and satisfaction among the workforce.

Moreover, as a faculty member tasked to deliver quality and excellence, he will work hard to attain and uphold the standards and the targets set while maintaining harmonious relationship with the total educational environment. He is also aware of his responsibilities for he is accountable to everything he will do as a public servant.

Finally, in the educational set up, we can say that a faculty member will be motivated to exert his high level effort when he or she believes that the effort he or she puts forth will lead to a good performance evaluation; that the good evaluation will lead to organizational rewards like promotion or incentives such as bonus or salary increase and that those rewards will satisfy his or her personal goals.

Conceptual Framework

Based upon the theories presented, a conceptual framework was formulated. It consists of three boxes: the first box represents the faculty teaching load which includes the number of hours, number of preparation, nature of assignment, class size and area of specialization; the class program management which covers distribution of load, full time equivalent, overload, delegation of other assignments or designation and official time.

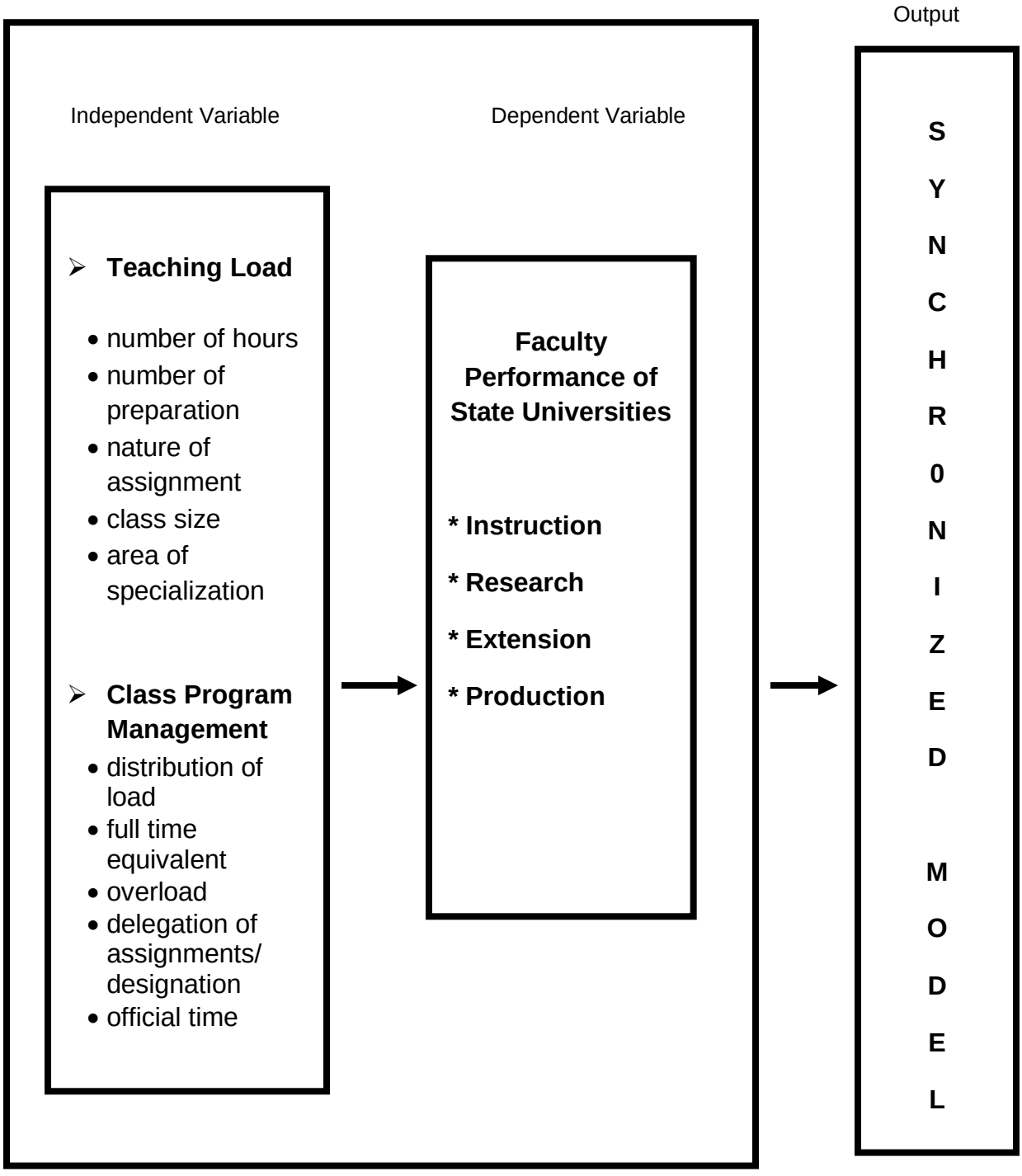

Figure 1
Conceptual Paradigm Showing the Relationship of the Variables

The second box encompasses the faculty performance in terms of the four functions such as instruction, research, extension and production.

The third box contains the Regional Model for Synchronized Academic Program which would be the output of the study.

Thus, the first box is the independent variable and the second box is the dependent variable which are enclosed and these variables lead to the output of the study.

The Variables, Their Definitions and Importance to the Study

Teaching Load

Teaching load is a responsibility assigned to a faculty member in a given period of time.

The article “Finding Out a School Teacher Load,” (2007) states that at a large public research institution, it is often very difficult to figure out the teaching load by looking at a class schedule. It may well differ by rank, by whether or not one is considered graduate faculty and by department. The faculty handbook probably states a maximum teaching load rather than a typical load.

The University of Tennessee Faculty Handbook provides the guidelines to be used by the department head in determining teaching loads. These are:

4-4 Load: Faculty whose sole responsibility is to teach will carry a course load of eight courses per academic year.

4-3 Load: Faculty who teach and engage in advising undergraduate and graduate students will carry a load of seven courses per academic year.

3-3 Load: Faculty who teach, advise undergraduate and graduate students and perform departmental service consistent with academic rank, including serving on departmental standing and ad hoc committees and sponsoring student organizations will carry a course load of six courses per academic year.

3-2 Load: Faculty who teach, advise undergraduate and graduate students, perform departmental service consistent with their academic rank and

a. perform service beyond that described – including service on college and university committees, serving on thesis and dissertation committees, community service and disciplinary service *or*
b. are engaged in a maintenance research program will carry a course load of five courses per academic year

2-2 Load: Faculty who perform all of the functions described in #4, including both a and b, and are engaged in a progressive research program, will carry a course load of four courses per academic year.

Lacy (2008) commented that 5/5 loads are the norm for new/junior faculty and 4/4 is the standard load for mid – level and senior faculty (excepting load reduction tasks like chairing or advising.

Tomei (2004) in his study found out that a majority of a full – time faculty load is rightly dedicated to the delivery of instructional content, advisement of student charges and evaluation of student progress. Research fosters the continuous professional development of the individual while service to the school and community constitutes the third element.

In his study, a full – time teaching load was based on fifteen (15) week semester with 40 hours per week for a total of 600 available hours per semester and the 85:5:10 ratio was applied – meaning 510 hours for instructional delivery, 30 hours on scholarship and 60 hours in community service.

In the determination of the load of a faculty who is given assignments other than teaching, the following allowable percentage weights are adopted:

- 25% of the official time of faculty members concerned shall be credited to actual teaching load; and
- 75% of the official time of faculty members concerned shall be allotted for workload other than teaching in connection with research and extension functions, or as a Dean/Department Head or Director. (Manual on Position Classification and Compensation, NBC 461).

Teaching workload issues lie behind much of the stress experienced. Not only can a heavy workload be tiring in its own right, it often drives one to work much longer hours than he would really like. This means that it is preferred to spend time for the things that give life value. It also means that one is working when he should really be resting. Worse than this, a heavy routine workload leaves little time to deal with the emergencies that come up from time-to-time. This adds to the feeling of being "out of control" that is so much part of stress. Successful workload management is therefore vitally important for job satisfaction. (www.mindtools.com/stress/Workoverload/Intropage.htm)

The presented ideas and study helped the researcher in the determination of teaching load which is the prime concern of the study. The readings gave sufficient relevance to the present study undertaken by the researcher.

Number of Hours

Efficient time management is the key to a smooth flow of all planned activities for the day.

Many teachers willingly offer their time and effort, most often extra, for those needing them. Unmindful of the toll on their own health, peace of mind and interests, they still keep on preparing for the lesson and on teaching. It could be said that they will move heaven and earth to perform the obligations that are laid on their shoulders.

Republic Act 4670 known as Magna Carta for Public School Teachers states that any teacher engaged in actual classroom teaching shall be required to render not more than six hours of actual classroom teaching a day, preparation and correction of exercises and other work incidental to his/her normal teaching duties.

Full time college teachers, as a general rule, shall not have more 18 hours a week although the CHED, through several orders, has fixed the maximum teaching load of faculty members depending on the courses or subjects they handle -18 units. The teaching load of part-time instructors who are full-time employees outside of teaching shall not exceed twelve hours per week.

Keys and Devine (2006) stated in their study that the measurement of faculty teaching activity is specified in terms of credit hours per semester or per

year. Determining the amount of time a faculty member associates with his or her teaching is difficult because of the variety of activities associated with teaching. Aside from that, another difficulty in determining the amount of time spent among the different activities is the diversity of activities involved in different disciplines.

Parra (2005) claims that stress manifests itself in many ways but more recognizably, in health and disposition. She explains that long hours, infrequent breaks, heavy workload and lack of opportunity for growth are great risks for headaches, strain indigestion, hypertension, pounding of heart and even sudden bursts of aggression or depression. This implies that there is a need to take care of the employees' physical well-being because the healthier the employees are, the more dynamic and motivated they will be in doing their jobs.

A policy drafted and approved by the faculty members states "To ensure that quality in our courses remains high and that faculty have time to remain current in both their subject area and technology, adequate time to meet with individual students, and time to grade substantive written work, the campus has an interest in making sure that faculty do not take on excessive amounts of work (Academic Affairs Course - Overload Policy: 2009).

Javis (2008) averred that while research has demonstrated that overwork, long working hours, discipline and evaluation apprehension have been identified as intrinsic stressors in teaching, there has been little or no research into the effects of reducing or mediating them, in part because they are determined at a national level and are not easily open to experimental manipulation.

Contact hours are based on the level-of-effort that would normally be expected to meet the curricular demands of the course. This includes preparation time, classroom/lab time, and grading and office time. Determining the time commitments for each of these is based on the reasonable expectation for a typical professor teaching a combination of courses, some of which may be multiple sections of the same course. Some courses include a lecture sequence and a lab, and for determining contact hours, these courses are divided into their lecture and lab components. (Faculty Teaching Load Restructuring: 2010)

The preceding studies and ideas are related to the present study because number of hours or contact hours was one of the aspects taken into consideration in assessing the faculty members' teaching load.

Number of Preparation

The feeling of being hampered results from a crowded and ill – planned schedule of activities and task of preparing the lessons for the loads given to a faculty member.

Wanka and Oreovicz (2004) wrote in their article that the myth that the more class preparation is always better is precisely that --- a myth. Not only can it lead to mediocre teaching but it also makes a person guilty if class preparation time is reduced even if the teaching is excellent. They added that this myth is particularly destructive for new faculty members because it robs them of time to set up research programs while not improving their teaching.

Boice (2007) in his Advice for New Faculty Members: Nihil Nimus noted that too much preparation time is a very common problem for new faculty

members. Excessive preparation can result in too much attention to detail and "covering content" at the expense of overall student learning. He added that reducing preparation time focuses one's attention on key items and gives him more time to develop and use active learning exercises that involve the students. For new faculty, many new classes are new preparations. Hence, even if they are teaching the same number of courses as veteran faculty, the work load equivalent of these courses is much larger - leaving them less time for other important commitments, specifically for research-related activities. This is why new faculty typically experience a severe case of overload - even though they are teaching the same number of courses as older faculty.

In addition to teaching assignment, the regular faculty member's responsibilities include office hours, committee assignments, scholarly study, class preparations, department meetings, evaluation of colleagues, meeting with students, community service activities (Buckley: 2002).

According to Salandanan (2007), continuously enriching syllabi of major and elective courses by incorporating new advances and trends as offered in General Education, Professional Education and Specialization courses will indicate that growth in teaching is being sustained.

At University of Iowa College of Education, five (5) clock hours of preparation time are allocated for each hour of class time when a new course is being taught, three (3) hours of preparation time are allowed if the teaching assistant has taught the course before.

Carbonel (2006) in her study concluded that teachers' morale as perceived by themselves significantly differed in terms of the number of subjects and preparations handled. With this conclusion, she recommended that the teachers should not be given more than seven subjects and not more than three preparations.

Faculty members who plan and prepare their materials ahead of time report that online classroom set-up goes very quickly. They also report less anxiety at the beginning of the semester, even when they agree to take on new or additional class sections. (Center for Support of Instruction, 2002)

The given literature and studies are very relevant to the present study since faculty members are really concerned about the number of preparation they need to do. The ideas and results of the studies conducted were similar with what the researcher wanted to measure.

Nature of Assignment

The faculty handbook of the Department of History at University of Utah provides: "Variations in teaching loads, necessary to meet the administrative needs and professional objectives of the department as well as to enhance career performance, shall occur in the following instances: (1) Faculty who render formal administrative service to the department, college, or university shall have a reduced teaching load at a level commensurate with the nature of the assignment, (2) Tenured faculty who choose to emphasize pedagogic career interests and thus evaluated for annual salary merit increases only on the basis of teaching and service may elect to teach not more than two additional courses

per year; and (3) Tenured faculty whose professional profile falls below the department's normative standards for research and publication shall be assigned not more than two additional courses per year."

The findings of the Office of Institutional Research of Clemson University presented that at least 25% of the discipline course is taught by faculty members who earned doctorate degree in the said discipline. (Clemson University Faculty Handbook: 2002)

In the America's Teachers: Profile of a Profession, the study averred that the academic degrees that teachers had earned were associated with their teaching assignments. In both public and private schools, teachers with bachelor's degree or les were more likely to be teaching kindergarten or elementary than were those with a master's degree or more. Further, teachers with a master's degree or more were likely to be teaching mathematics or science or English or language arts than were those a bachelors' degree or less.

Furthermore, SASS data help to describe the stability of teachers' assignments. In the survey, teachers were asked about their current and previous assignments. Over the course of their teaching careers, it was found out that some teachers' assignments remained the same, while other changed fields one or more time. It was also found out that this was so because school districts and administrator often adjust teaching assignments in response to staffing vacancies and shortages. (*books.google.com.ph/books?isbn=0788106821)*

Landicho and Fernandez (2009) found out in their study that majority (95%) of the surveyed institutions indicated that the qualifications of their

agroforestry teaching staff have improved for the past five years because of their attendance to trainings, seminars, and conferences, including involvements in book writing. These exposures helped the faculty members enrich their field experiences and teaching capacities, as well.

National Comprehensive Center for Teacher Quality (2007) averred that a clear effect of teacher leadership is the growth and learning for the teachers themselves. When teachers actively pursue leadership opportunities, their lives are enriched and energized, and their knowledge and skills in teaching increase dramatically, leading to increased confidence and a stronger commitment to teaching. Professional growth also occurs as the result of collaboration with peers, assisting other teachers, working with administrators, and being exposed to new ideas.

The ideas and data provided by the preceding literature were found significant by the researcher in the analysis of the nature of assignment given to a faculty member in terms of the percentage of faculty members who should handle general, professional and field courses/subjects. There were similarities found by the researcher with respect to the disicipline taught by faculty members.

Class Size

Mills (2005) commented that it is important not to focus too much only on the number of courses taught but also on the number of students taught, what kind of courses they were and whether or not a teacher had any teaching support.

Golo (2010) during the “Seminar in Quality Teaching” spoke out that the 30:1 is the most ideal class size in order that the transfer of learning be effective, She further stressed that the best way to learn is by hands – on experience and to hire more qualified teachers.

Bedard, et. al (2008) examined the impact of class size on student evaluation of instructors’ performance using data on all economics classes offered at the University of California, Santa Barbara from Fall 1997 to Spring 2004. They found a large, highly significant and non linear negative impact of class size on student evaluations of instructor effectiveness that is highly robust to the inclusion of course and instructor fixed effects.

Kokkelenberg, et. al. (2008) found out in their study that class size negatively affects the grades for a variety of specifications and subsets of the data, as well as for the whole data set from the school. The specifications tested hold constant for academic department, peer effects (relative ability in class), student ability, level of student, level of course, gender, minority status, and other factors. Average grade point declines as class size increases, precipitously up to class sizes of twenty and more gradually but monotonically through larger class sizes. They concluded that there were diseconomies scale associated with a deterioration of student outcomes as class sizes grow larger.

Blatchford, et. al. (2007) evaluated on whether and how teaching is affected by small and large classes especially in the case of students in the later primary years. Their study investigated the effects of class size on teaching of pupils aged 7 – 11 years. They used a multi – method approach, integrating

qualitative information from teachers' end-of-year accounts and data from case studies with quantitative information from systematic observations. Results showed that there was more individual attention in smaller classes, a more active role for pupils and beneficial effects on the quality of teaching. It was suggested that teachers in both large and small classes need to develop strategies for more individual attention but also recognize the benefits of other forms of learning, for example, group work.

Vallestero (2003) found out in his study that two of the worst problems encountered by Social Science instructors in teaching social science were lack of textbooks and oversized classes.

At Eastern Oregon University, overload teaching is limited to one additional 4 or 5 credit course per term, with the maximum average for number of students in the additional course capped at 35, or a total of 175 SCH per term. (EOU, 2005)

Coates (2001) in his paper presented the results of his study on Education Production Functions Using Instructional Time as an Input. The results indicate that the amount of time spent in instruction is important in determining average test scores. Moreover, the effect of instruction time varies with class size; a given instructional time has smaller impact on test scores when classes are big than when classes are small. In addition, increased class size has negative consequences for average test scores once the instructional times variables are included.

The ideas and results of the study conducted had bearing with the present study since class size is one of the aspects in the determination of teaching load. The findings of the study were congruent with the finding of the present study for it was revealed that the class size of the state universities in the region was not the ideal 1:35. However, the present study was not concerned with the effects of class size on the students' academic performance.

Area of Specialization

Teachers belonging to the government service are governed by civil service laws, rules and regulations. Teachers can only join the service if they meet the prescribed qualifications, such as: appropriate civil service eligibility, bachelor's degree in education or its equivalent, master's degree and doctorate degree, good moral standing, etc. (SEAMEO Innotech,2003)

Shaikh, et. al. (2011) presented the major findings of their study regarding "Impact Analysis of HEC – Based Training Programs on the Performance of the University Teachers in Pakistan." The study revealed that training should be provided according to discipline and more interactive training should be designed for the University teachers. It was revealed that HEC based training not only equipped knowledge but also improved the confidence level of the University teacher. Moreover, due to the government policies, rules and regulations, such as introduction of the Tenure Track System, the hiring of foreign faculty in various all public sector universities has impact on the performance of students in job market. It revealed that teacher training was beneficial for professional development as well as for teaching performance. It also suggested that

improved knowledge, skills and attitudes were necessary for the teacher aides to support the teaching program and facilitate learning and communication. It was further revealed that effective teacher aides required competencies in broad areas of human relations, instructional activities, non-instructional activities, and basic skills.

Teacher expertise is at “the foundation for increasing teacher quality and advancements in teaching and learning.” This expertise becomes more widely available “when accomplished teachers model instructional practices, encourage sharing of best practices, mentor new teachers, and collaborate with teaching colleagues” (York-Barr, & Duke, 2004). Teacher leaders’ expertise about teaching and learning is needed to lead instructional improvement and increase teacher quality.

Almario (2004) in her study concluded that teaching competency and student performance in chemistry had a significant correlation with area of specialization, educational attainment and level of seminars/trainings attended by the teachers.

Both full time and part time faculty members must meet the criteria for academic and professional preparation. (Clemson University: 2002) Faculty members must have completed at least eighteen graduate semester hours; possess competence in their teaching discipline and hold at least a master’s degree or the minimum of a master’s degree; with a major concentration in the teaching discipline. Likewise, eligibility requirements for faculty members were clearly defined and publicized most especially those teaching graduate courses.

Allen (2003) in his report wrote: “As to the advantage of having an undergraduate major in the subject taught, the research implies that some critical number of courses is helpful, but it is inconclusive about the necessity of a subject major. In fact, the research suggests there may be a point after which additional courses are of minimal value. It would seem important to know the specific subjects a teacher is teaching to assess the adequacy of his or her content background. Ultimately, the question is not how many courses are important, or even whether a major is important, but which courses have appreciable impact on a teacher’s ability to teach specific subjects. And that level of specificity is simply lacking in the research.”

Given the variability of requirements for subject minor, and uncertainty about the competence of even those teachers with subject majors, the most surefire way of determining competence would be to require teachers to demonstrate knowledge of a subject through an examination or portfolio.

Based on their subject matter of expertise or field, faculty are often organized into divisions or departments. They typically teach several different courses that are related to their subject. Their teaching responsibilities may include leading students in completing laboratories, instructing small seminars, or give lectures to hundreds of students in big auditoriums. In addition to teaching, faculty must prepare lectures, homework activities, and laboratory exercises; grade tests and projects; and have time set aside to advise and work individually with their students. (Bureau of Labor Statistics, US Department of Labor: 2005)

Campiseño (2010) in his study found out that the faculty of Jose Rizal Memorial State College system was generally perceived as much competent with a weighted mean of 3.67 and highly qualified members in terms of academic qualification and professional performance.

According to MacIntosh (2004), teachers who preferred Middle Years teaching assignments tended to have lower academic qualifications. This finding suggests that teachers who have a commitment to Middle Years students do not tend to actively pursue upgrading. Boards of Education could encourage the Colleges of Education to increase their emphasis on undergraduate and graduate programs that will have relevance for Middle Years teachers and applicability to Middle Years classrooms.

The concepts presented by the literature and studies helped the researcher in the formulation of the aspects pertaining to area of specialization. The previous and the present study were similar in the aspects that faculty members should meet the criteria for academic and professional preparation which are necessary in handling higher education courses.

Class Program Management

A faculty member can be designated as a program coordinator, a department head or a dean of an institute or college. Doing this role will task a person to see to it that all the learning tasks are carried out in their proper sequence and in effective transactions. He should also keep the channel open for a smooth understanding and acceptance of each other’s duties and

responsibilities for the welfare of the faculty members and of the students. (Salandanan: 2007)

For a teacher who is employed in a personality – complex college or university, performing daily activities and additional tasks can turn out into a threatening, discouraging and depressing experience. (Salandanan: 2007)

The individual class program contains the faculty member's teaching hours (basic and overload, if any), his student consultation hours, and other non – teaching hours (e.g. research/instructional material preparations), community services, services to committees, class preparation and administrative assignments, if any. (DLSU – Dasmarinas – Faculty Handbook)

The class Teaching – Learning Program is a document written by the teacher, (or group of teachers), detailing a sequence of planned learning experiences, specifically appropriate to the needs, interests and abilities of a particular class or group of students. (REPS Teaching-Learning Policy Program)

Schuch – Moore, et.al. (2008) in their paper stressed that teacher recruitment and retention is one of the most critical factors to ensuring that students have access to secondary education. Recent publications and studies highlight the challenges facing teacher recruitment and retention in secondary education across developing countries. They added that difficulties arise because of low compensation (other professions requiring similar educational qualification offer higher compensation); poor working conditions; unsatisfactory managed class program; lack of professional development opportunities; little mobility to better positions; inadequate professional support and supervision; unprofessional

treatment of teachers; and lack of incentive systems to stimulate and motivate teachers to remain in the teaching field.

At George Brown College, one of the nine key recommendations of the Academic Strategy was to, “Implement a performance management program that involves all teachers and classroom staff and that supports their development as “dual professionals”. The implementation of this recommendation is seen as key to the College’s achievement of its overarching academic priority, “making excellence in teaching and learning the distinguishing hallmark of a George Brown College education”. The performance review process will provide faculty with an opportunity to discuss their knowledge and skills and to identify new knowledge or skills they may wish to develop, both as a teacher and in their field of expertise. (George Brown College Faculty Performance Review)

Distribution of Load

Many would agree that the major responsibility of managers at all organization level is to direct and inspire the work of others in order that the high performing employees can make a difference between the marginal organization and a highly effective one. To fulfill this responsibility, the manager should understand individual and group behaviors and should be able to motivate, lead and communicate with his subordinates. Likewise, the manager must match the person with the task in a way that it brings forth the best performance. (Pringle, et.al. 1990: Villanueva, 2003)

Abuid (2010) after a thorough investigation of the elementary school teachers’ proficiency in the Fourth District of Laguna recommended that

authorities and administrators should let their teachers teach their area of specialization.

Keys and Devine (2006) stated that the department chair must manage the variability of high effort and low effort teaching assignments among department faculty members in an effort to achieve an equitable workload distribution.

At Rogers State University Faculty Personel Policy, the department head has the dual role of faculty member and chief administrator of the department. It is stated in the policy that it is important that a proper balance be achieved between the department head's faculty assignment and administrative duties. The teaching load for department heads is defined by the scope of their duties, which varies among departments. Factors which must be considered in assigning the department head's teaching load include: (1) the number of students majoring in the programs offered by the department; (2) instructional functions of the department (size of service offerings relative to size of major programs); (3) size and nature of the departmental facilities (classrooms, laboratories, etc.); (4) size and nature of the instructional faculty (tenured relative to adjunct); (5) support staff available in the department; (6) number of programs offered by the department and (7) nature of programs offered by the department.

At Mount Allyson University, faculty are normally assigned both lower and upper level courses. The rationale is that lower level courses often require less preparation (not always of course) but involve office hours with many more students coming for help, and exam and test marking is a big task. Upper level

courses are more fun to teach, can require a lot of preparation, assignment marking can be time consuming, but exam marking is not such a tremendous task. (Informal University Teaching Reports, 2005)

At University of Ottawa, the undergrad chair and chair meet students with a preliminary list of courses for the following year. Students are given two weeks to make any additions or suggestions. Professors are given a list and timetable and are asked to give their preferences" first choice, second choice, etc. The chairman then arrive at some assignment after several iterations and meetings with each individual. Before the school year begins, the dean sends a letter to each professor informing him/her of his his/her teaching load and administrative duties.(Informal University Teaching Reports, 2005)

The assignment of courses at McGill University involves many steps: meetings between interested staff in different areas, letters to the chair concerning "wishes", individual consultation, and many iterations of assignments and reassignments. The course assignments ultimately are done by the Chair and take quite a lot of time. (Informal University Teaching Reports, 2005)

The assignment of faculty duties is a fundamental responsibility of department chairs and deans. They know the courses and sections that must be offered and the other duties that must be carried out. They know what faculty resources and instructional space are available to deliver these courses, and what competing demands on these resources exist. They know which faculty members need to be compensated for past course overloads and which ones need to be compensated for assuming institutional service responsibilities such

as chairing a campus-wide task force, directing an institutional accreditation self-study, or coordinating a university honors program. They know which faculty members have time budgeted under research or other externally-funded grants or contracts and which have accepted responsibility to serve as an officer of a national professional society. Therefore, in assigning faculty courseloads, the department head and dean must take account of the time needed to complete tasks other than those classroom teaching, research and service assignments that are routinely expected of all faculty in the department. (UNC Policy Manual, 2001)

The present study was assisted by the literature and studies conducted with respect to distribution of loads. Through these reviews, the factors to be considered in distributing loads to faculty members were compared with what the present study was trying to figure out. Several aspects in the reviews were found important by the researcher most especially in terms of the duties and the process the dean/director/coordinator should consider in distributing loads.

Full Time Equivalent

Full time equivalent is the full time equivalent of a company's part time employees often used to calculate the size of a company based on hours worked by all employees. ("What is Full Time Equivalent" 2010)

Robbins in his book "Organizational Behavior" shared that a well – organized employee can often accomplish twice as much as the person who is poorly organized. So an understanding and utilization of basic time management principle can help individuals better cope with tensions created by job demands.

A few of the more well – known time management principles are: 1) making daily lists of activities to be accomplished; 2) prioritizing activities by importance and urgency; 3) scheduling activities according to the priorities set; and 4) knowing your daily cycle and handling the most demanding parts of your job during the high part of the cycle when you are most alert and productive.

Blasé and Kirby (1992) in their book said that effective principals understand that the key to improving their schools' effectiveness lies not with persons skilled in compliance with bureaucratic rules and procedures or in discussions about those rules, but in effective use of time allotted to instruction. Inspite of pressures to maintain records and meet reporting deadlines, they recognize that what they need are teachers, not bureaucrats. Thus, a third strategy used by open and effective principals to increase instructional time and improve teacher morale is the deliberate reduction of extraneous demands on teacher's time. They give teachers time to teach.

In terms of the allotment of time for each faculty member, the focus of concern of each department or colleges shall not be solely on residence but also on the output of the faculty in terms of research, production of instructional materials, curriculum development, teaching innovations, scholarly publications, creative writing or any other academic project where quality output is the chief criterion of achievement.

All full time faculty members must render a total of at least thirty – four (34) hours per week in residence. This is broken down into at least eighteen (18) hours for basic teaching load, ten (10) hours for student consultation and six (6)

hours for committee work, preparation of instructional materials, research and community extension services.

Eberhard, et.al. (2000) averred that anxiety, stress and exhaustion can affect a teacher's ability to create an environment conducive to learning. Exhaustion most often occurs for those teachers who are very dedicated and committed to their careers. They tend to work long – intense hours to achieve their goals.

The ideas and findings of the presented reviews were somewhat similar to the present study since the main concern of the present study was with the full time equivalent given to the different functions carried out by every faculty members. However, there was difference in terms of the equivalent time specific for every educational institution.

Overload

Keys and Devine (2006) in their study recommended direct compensation – meaning - teaching assignments requiring additional effort would be paid for with additional pay for the assignment.

Travers and Coopers (1997) as cited by Jarvis (2008) found in their study that high workload, long working hours, poor status and poor pay emerged as four of the seven major sources of stress.

A factor related to workload is role overload, which takes place when an employee has to cope with a number of competing roles within their job. A study by Pithers & Soden (1998) as cited by Jarvis (2008) has highlighted role overload as a significant stressor in teachers. They assessed levels of strain,

organizational roles and stress in 322 Australian and Scottish vocational and FE lecturers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.

Michigan State University Faculty Handbook (2009) declares, “Faculty and academic staff may request approval for overload pay for overload assignments related to teaching, research, outreach activities, and academic and student support activities. Executive managers and academic administrators may request approval for overload pay for overload assignments related to their administrative duties and/or expertise.”

Teaching overload compensation is the payment for teaching services for credit courses rendered by a full-time faculty member in addition to the normal activity assigned by the Department Head and/or Dean.(Faculty Handbook: University of Georgia, 2009.) All teaching overloads for compensation must be requested and approved in writing using the Request for Teaching Overload Compensation for Faculty Form prior to the beginning of the term in which the class is taught.

In Chapter 7 of the Manual on Position Classification and Compensation, faculty members are entitled to honoraria for services rendered in excess of the regular teaching load. Honoraria shall be based on the Prime Hourly Teaching Rate (Manual on Position Classification and Compensation, NBC 461)

Art. 87 of the Labor Code states “When teachers work more than the regular daily working hours, they are entitled to overtime pay.” Art. 95 provides, “Teachers should be given a “service incentive leave” or its equivalent.”

Overload is essentially a temporary arrangement resorted to when there is no teacher available to teach the subject/course as part of his regular teaching load. Overload constitutes overtime work and thus, entitled to overtime pay. (DOLE-DECS-CHED-TESDA Order No. 02)

The conducted study by the researcher was similar in some aspects of overload. The reviews done by the researcher with the reading materials brought forth for the description of some items in the instrument. Likewise, the aspect in terms of giving overload pay or honoraria for overloaded faculty were both given consideration by the literature and previous studies and by the present study.

Delegation of Other Assignments/Designation

More tasks are waiting for a teacher to be done if a faculty member is performing assignments other than teaching. This makes the day of a teacher “too crowded” which can influence his performance positively or negatively.

Fleming (2009) in his paper averred that there are many factors that contribute to professional and organizational success in the contemporary business world. One essential ingredient of this success that is often overlooked is effective delegation. Effective delegation is in fact an essential managerial "survival skill" that plays a key role in determining the success of the contemporary organization and the professional success of those who manage and lead it.

Furthermore, he stated that delegation is the process that managers use to transfer responsibility and authority to positions below them in the organizational hierarchy in order to increase organizational effectiveness and

efficiency, and more fully develop and utilize the talents of organizational personnel. Delegation, thus, involves entrusting work to others and allowing and empowering them to make decisions consistent with the delegated responsibility and authority that they have received. He added that there are three elements to effective delegation: responsibility, authority and accountability.

Krahenbuhl (2004) stated that significant variation among faculty members in the relative effort devoted to each area and in the specific activities that constitute their work. As university officials assign responsibilities, they try to optimize the fit between faculty strengths and interests, on the one hand, and the institution's needs, on the other. Performance evaluation reflects the quality of the faculty member's work with direct reference to the responsibilities to which he or she was assigned.

He added that faculty asset is flexible when responsibilities can be assigned in a variety of ways. Concern should be directed at the appropriateness of the kind, amount and quality of faculty responsibilities.

Assignments of teaching load and academic advising are the responsibility of the department head or chair and may vary from one term to the next depending on the departmental requirements. Assignments should involve consultation with the faculty member, and in cases involving non-routine assignments—such as those requiring extensive travel—consultation is required. Ultimately, authority rests with the department head or chair to make the final assignment. (www.provost.vt.edu/.../FHB_2011_chp_9.; 2011)

The American Nurses Association Code of Ethics, (2001) states that accountability in the delegation of assignment/s involves a retrospective review which includes critical thinking to determine if the action was appropriate and giving an answer for what has occurred. RNs demonstrate accountability when they answer both for themselves and for others regarding their actions. Registered Nurses assure appropriate accountability by verifying that the receiving person accepts the delegation and accompanying responsibility (NCSBN and ANA, 2006).

Boyd and McGree (2007) worked on the strategies for overcoming obstacles to teacher leadership and found that to be effective with their colleagues, lead teachers had to learn a variety of leadership skills while on the job. The study also found that restructuring school communities to incorporate leadership positions for teachers will require teacher leaders to take certain actions.

York-Barr and Duke (2004) mentioned that research suggests that the following roles and relationships support teacher leadership: (1) colleagues recognize and respect teacher leaders as teachers with subject area expertise; (2) high trust and positive working conditions prevail among peers and administrators; (3) assignment of teacher leadership work is central to the teaching and learning process, as opposed to administrative or management tasks;(4) clarity about teacher leader and administrator leadership domains, including common ground; and (5) attention to interpersonal aspects of the relationship between teacher leader and principal.

In the article, “Leadership for Student Learning: Redefining the Teacher as Leader” there is a discussion of “distributed leadership” as a type of leadership approach for improving school quality and student performance. In this approach, the leadership functions needed in a school “are shared by multiple members of the school community.” Distributed leadership involves more people in leadership roles in the school system, generates new ideas, and creates a strong team approach to running a school organization. Furthermore, “distributed leadership can have the important effect of enhancing teacher engagement and involvement in decision making. (Institute for Educational Leadership: 2001)

Barka and Sandhu (2002) inferred that the basic idea of delegation is that some active entity in a system delegates authority to another active entity to carry out some functions on behalf of the former.

According to Gaskin, et. al. (2003) delegation is a process by which a manager examines the various responsibilities and tasks at hand, and rather than assuming and completing those tasks and responsibilities on his or her own, that manager decides to assign the work to other employees. Effective managers must be willing to entrust a task, power or responsibility to another person.

The viewpoints and findings conducted by the researchers were found beneficial by the researcher. Those helped the researcher to figure out the aspects important to the criterion. There were similarities in the idea that in delegating assignments/designations, responsibility and accountability should be taken into consideration. However, the present study differed with those stated

above for the present study found out the effect of delegation of assignments/designation to the performance of the faculty members.

Official Time

Dizon (2003) found out in her study that teachers strictly follow the policy of the school including the official office hour requirement. Even though teachers could not extend services to the school beyond official time due to some responsibilities in the family, they still finish, complete and accomplish the targets on time.

Curry (2006) stated that each faculty member, in consultation with their faculty director or designee, must establish regular and adequate office hours so distributed throughout the week as to be of maximum convenience to the students. Established office hours and/or procedures for appointments must be brought to the attention of the students and a copy filed with the Faculty Director or his/her designee. The usual minimum number of office hours is ten(10) hours per week. Office hours include actual office time at one of the campuses or online via email and chat rooms.

At DLSU – Dasmarinas, faculty members should sign in and out in the logbook for attendance monitoring.

Tabuso (2007) stated that it is believed that teachers who are committed are those who devote themselves wholly to the teaching profession and to the educational organization. They exert effort to the optimum level. Organizationally-committed teachers are satisfied teachers who display punctuality and loyalty.

They have a good record of attendance and are willing to adhere to school policies.

Good time management is essential if you are to handle a heavy workload without excessive stress. By using time management skills effectively, you can reduce work stress by being more in control of your time, and by being more productive. This ensures that you have time to relax outside work. The central shift of attitude within time management is to concentrate on results, not on activity. (www.mindtools.com/stress/Workoverload/Intropage.htm)

At Laguna College of Business and Arts, full-time faculty appointments require a full commitment of working time and effort. Full-time faculty are expected to complete their primary assignment regardless of the time required.

The review of literature and studies done by the researcher assisted her in the formulation of the items under the aspect faculty members' official time. There was similarity with the aforementioned findings and opinions for the present study found out that official time of faculty members was observed and practiced.

Faculty Performance

Faculty performance is said to be the judgment/s by one or more educators, usually by the immediate superior, regarding the manner by which the faculty or subordinate is doing his professional responsibilities in the school or educational institution over a specified period of time. In order that the assessment will be valid and accurate, the performance assessment must be based on job description and performance standards.

Evaluating faculty performance is done based on the principle that both administrator and faculty member realize how well a faculty member is performing. From this, a faculty member will be aware of the aspects wherein he performs well and when and where he does not perform well. The immediate superior, on the other hand, will know who among the faculty members need to develop in order to become more valuable to the department where they belong and to the educational institution as a whole.

In knowledge and service work like in educational institutions, the degree of effort and work performed by a teacher has to be in performance and that performance should mean quality.

David and Macayan (2010) stated that one of the most important concerns in an educational institution is the assessment of teachers' performance. This assessment can give one an insight on how teachers perform their roles as facilitator of learning inside the classroom which translates into students" learning achievement and their progress towards the desired skills and abilities.

They added that assessment of teacher performance is for the purpose of monitoring and evaluation. In education, there is greater concern over methodological issues like the purpose of evaluation and how it should be evaluated more than the question of who should assess or evaluate. Assessment of teacher performance may also provide information on the area of strengths and weaknesses of a teacher which could be used as basis for improvement, not only for teachers, but also for the school in general in terms of policy-making in teacher hiring and professional development. Lastly, data from assessment and

evaluation of teachers can provide a clear and objective picture of the state of education in a particular institution of learning. This exercise helps to determine the degree to which an educational institution meets the challenges of its own standards of excellence.

The by-laws of the Department of Political Science at the University of Tennessee provides that faculty are expected to maintain good teaching records and working relationships with students. Outstanding teaching evaluations, awards for teaching and other types of commendation, leading independent study, directing theses and dissertations, teaching new subjects, and fulfilling department needs are the types of accomplishments that shall provide support for a rating of exceeds expectations. Poor teaching evaluations, lack of progress in improving one's teaching, an excess of student complaints, and a general unwillingness to contribute to the educational mission of the department shall provide support for a rating of needs improvement or unsatisfactory.

Braxton's study (2002) which Pinto (2008) cited disclosed that faculty teaching role performance includes such tasks as designing course, preparing to teach, choosing pedagogical practices and range from faculty skills to approaches or methods of teaching.

Calda (2002) in his study, mentioned Sergiovanni's ideas (1991) regarding who would do the rating of the performance. He cited that current trends point to the use of multi – raters: peers, subordinates, clients and the individual himself. Peer assessment is resorted to when rating professionals, but this method has been criticized because of potential biases. Appraisal by subordinates offers a

different perspective on a manager's performance. Subordinates know the extent to which their boss performs managerial functions and are able to rate their superior effectively along certain job dimensions. In fact, subordinate rating and supervisor rating are found to correlate highly with each other. Objectivity may be a problem in self- appraisals. One may rate oneself very high (or very low) in some aspects. Older employees are known to rate their performance higher than younger ones. Thus, some improvements are needed if self- appraisals are to be used for performance evaluation purposes.

With this, we can say that the value of performance appraisal depends upon the validity and reliability of ratings given. The forms used as instruments must be valid and reliable, that is, there is accuracy of the ratings in differentiating each employee in a group in terms of his actual job performance. It can also be used to promote changes by looking for strengths and weaknesses with an eye toward rectifying the weaknesses.

Thus, in Calda's study, he recommended the utilization of the results of every performance appraisal system most specifically in faculty development and promotional system. He also proposed that the principals should conduct evaluations or conference with the teachers to discover the gaps between the evaluations made by them and the teacher to better improve its implementation.

In Ponce's (2005) study, he stated that Mongkarotai (1992) postulated faculty/teacher's performance as to the output of the teacher during the school year as reflected in the degree of student development achieved and is indicated

in the performance rating given to the teacher at the end of the school year by her immediate superiors and supervisors.

Biticon (2002) in his study cited the result of the study of Magma (1998) that teacher's performance rating support the expectations that educational attainment, commitment to work, commitment to school, budget, school climate and facilities significantly affected the performance of deans in the areas of general administration, curriculum, instructional development, student's concern and welfare, faculty welfare and concerns and research and extension.

Pascual (2004) stated that individual job performance is a joint function of three important factors namely: 1) the abilities, traits and interests of an employee, 2) the clarity and acceptance of the role prescription of an employee and 3) the motivational level of an employee.

The preceding reviews, viewpoints and findings assisted the researcher in the analysis of the faculty performance of the state universities. The concern of the previous studies was on the performance of the faculty and the aspect on promotion and the utilization of the appraisal form. The concern of the present study, on the other hand, was on the effect of teaching load and class program management on the faculty performance.

Performance in Instruction

It is believed that in order to ensure quality instruction, higher education needs more and more highly qualified, brilliant, dedicated and inspiring school teachers. However, the blame for the failure to acquire skills is not all merited by

the teachers since there are other factors that contribute to the decline of the skills.

Taha (2003) affirmed in his study that teachers' instructional performance maybe measured through their daily activities in their respective subjects. However, their performance should be measured by a generally accepted performance – measuring instrument for a more valid result.

Aduana (2010) in her study discovered that the function of instruction was executed successfully by the college mentors of the university.

Boni (2009) conducted a study which is a descriptive – correlation study on the philosophical orientation of the campus directors and faculty members of the College of Community Resources Development south campuses and their respective demographic profiles and performance in instruction. The study involved 7 directors and 57 faculty members. Their respective students assessed their philosophical orientation as well as performance in instruction. The directors and faculty members likewise made a self- assessment of their philosophical orientation. Faculty members assessed themselves to be having eclectic, realistic and existentialist philosophies. The students found that most of their faculty members are holding an existentialist philosophy. Using the paired – difference test, the study further revealed that there is no significant difference in the personal assessment of the faculty members of their philosophical orientation and that of student's assessment. The students' assessment of the faculty members' philosophical orientation significantly relates to their performance in the areas of commitment and teaching for independent learning. Finally, the

study revealed that the philosophical orientation of the faculty members is significantly related to the philosophical orientation of their director.

Danielson & McGreal (2001) proposed a model containing four domains embodying the components of professional practice. These are planning and preparation, the classroom environment, instruction, and professional responsibilities. This model highlights the fact that teachers' functions and responsibilities are varied and encompasses several areas of competencies. Competence in these domains can serve as criteria of teacher's performance and effectiveness.

Verceles and Rivera (2010) in their study on Faculty Teaching Performance Profile of DMMMSU – College of Education concluded that the College of Education can pride itself having very satisfactorily competent teachers; male and female College of Education faculty did not significantly differ in teaching performance and the educational attainment of faculty does not significantly affect their teaching performance. They likewise recommended that the college should maintain/keep up their level of teaching performances and continuous follow studies of teaching performance should be conducted.

At the University of Mindanao, the Institutional Affairs takes charge in linking UM to the outside world. They help each member of the university to understand their roles and relationships to the wider community. UM strategic partnership with various institutions achieve significant outcomes that strengthened further its instruction, research, and service functions. Students acquire better appreciation of their learning through structured industry

immersion program linking theory to praxis. Faculty acquire great deal of exposure with these industry partnerships. Further, with other institutions presence and participation, researches become more relevant and responsive. (*www.umindanao.edu.ph/institutional-affairs)*

The present study was related to the previous studies since the concern of the researcher was on the effect of teaching load and class program management on the faculty performance in terms of instruction function. The present study was able to correspond to one of the findings that instruction was deemed very satisfactory.

Performance in Research

Research is one of the thrusts of state universities and colleges and a very essential component of a performing SUCs. It is through research that the institutions discover and find ways of doing things, on what approaches could advance the status of teaching – learning situations. It is obvious to say that research contributes greatly to the improvements of instruction and also the quality of educational service.

In the Common Criteria for Evaluation, there are assigned points for research outputs, books, journals and articles published that can be bases for promotion.

Andal (2010) cited that research is defined as an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. Thus, it is a basic requirement for an educational institution to have firmly established research development program.

The institutional leadership in research should be proactive and developmental in the orientation. It must provide adequate and sustained budget allocation annually for the college. Likewise, adequate facilities, laboratory equipment and supplies for research will be provided and strong research linkages with various R & D agencies should be maintained.

In Aduana's (2010) study, she stated that research function needs to be improved. According to her, it appeared that the mentor – respondents' only participation in research was to act as thesis advisers which are actually a part of instruction to see the way a research was properly done by their students. This type of research falls under Guided and Independent Practice of the instruction function. Therefore, the result of the study simply showed the level of participation in research was very low.

Landicho and Fernandez (2009) in their working paper found out that seven (32%) of the surveyed institutions indicated an increasing trend in the number of (a) their faculty members involved in agroforestry research, (b) active agroforestry research projects, and (c) research papers presented in agroforestry related conferences. This number may have been more if their major constraints in research funds and too much teaching loads of their faculty members could be properly addressed. On the other hand, it appears that publishing agroforestry research articles in journals and encouraging students to conduct their thesis on agroforestry were not being given much attention by these institutions. Most narrative comments given by the surveyed institutions attributed this to work load and the personal interest of the faculty members and students. However,

respondents who gave no answers may not really have a full knowledge on agroforestry research involvements of faculty members and students.

Salvosa (2008) elucidated the reason for low quality in research by citing the Asian Development Bank report which states: “Little research is conducted in public universities in many developing countries, and much of that research is of low quality. The low quality is due, among other things, to its theoretical nature, the lack of qualified staff, old and outdated equipment, and differences in the timeframes and results orientation of academia and industry. These weaknesses are exacerbated by the lack of links between universities and industry, the fragmentation of research efforts, weak commercialization and exploitation of research and development, and the lack of connection between regional economic strengths and research excellence. In the Philippines, most research is undertaken by business, at 59% of the country’s total research spending. Only a fifth is shouldered by the government, and the rest is taken up by universities.”

At the De La Salle University - Dasmarinas, faculty members are expected to devote time to research and publication in order to update teaching. They are expected to explore areas of inquiry in various forms of research. These forms include basic and applied research, materials development, papers for local and international conferences, articles, monographs, books for publication, research/seminar papers for graduate studies, feasibility studies, creative works and other research outputs related to professional activities. The research should address the needs of their discipline.

Coronacion (2003) in his study discovered that the campuses of SLPC were found to have satisfactory performance in instruction, low performance in research and extension functions, and moderate to low performance in production.

He, then, recommended that programs for regular performance evaluation of middle level managers must be done to determine their managerial performance and information regarding the result must be evident.

Malate (2009) in his study found out that the effect of corporatization on growth was not significant in terms of number of research projects and total income. Research is a very important function of SUCs and yet there was no improvement during corporatization.

San Andres (2004) recommended in his study to encourage the administrators and faculty to initiate regular in – service trainings in research and production to enhance productivity and effectiveness, thus producing quality outputs.

There are studies conducted and one of which was by Robles (2000) that declared that the deloading from regular teaching assignment of teachers who are conducting research significantly influences institutional research productivity. Likewise, he added that research productivity of faculty researcher improves as they are given more time to engage in research.

Maridable (2007) of the De La Salle University stressed that insufficient resources are the main barrier to research. The lack of research funds prevents

the university from giving extensive financial support to graduate students and faculty members pursuing graduate studies abroad.

Johnstone (2005) stated in his paper that worldwide, the number of higher educational institutions that can reasonably be called research universities is difficult to estimate. This difficulty in part is because so many universities (or their leaders or faculty, or their leading citizens and politicians) wish their university to be so classified—even if its genuine research commitment and its scholarly production is minimal—and are insulted if the designation is not freely given. The distinction between genuine research and other forms of universities is also difficult because of variations between countries in the nomenclature of the highest degree awarded, in the scholarly expectations upon the faculty, and in the kind of resources that can made available—especially for inherently expensive scientific research and even more especially in countries that are middle and low income, and where international scholarly connections are limited by cost and language. Notwithstanding these difficulties, a very rough estimate might be 1200 to 1500 universities throughout the world that might be labeled (generously) as research universities.

Li- Ping Tan and Chamberlain (2002) wrote in their article that some researchers argue that research performance, unlike teaching performance, offers an objective means of evaluating faculty effort (Kasten, 1984). Measuring faculty's research provides the "most efficient manner" of ascertaining the quality of their teaching (Paul & Rubin, 1984, p. 145). However, these arguments are not universally accepted as true. Further, some researchers suggest that the

audience for published research extends beyond the campus, and sometimes beyond the nation; the direct effect of teaching, however, seldom extends beyond the classroom. Publishing enhances external prestige for the institution.

Nezu (2007) asserted that in the Philippines a large proportion of economic activity is in the agricultural sector, which mainly serves its domestic market. Collaboration between university and industry is new and not yet widespread. A very small proportion of universities have strong R&D units that enable U-I collaboration. An in-depth study commissioned by a government agency acknowledges that several problem areas existed with respect to research activities in Filipino universities, including administrative processes, lack of full time researchers and other resource shortages. What is noteworthy about the Philippines is that many of the firms operating in the country are subsidiaries of foreign firms or joint ventures. They generally lack confidence in the local laboratories and prefer to rely on technology supply from their parent companies, which lack knowledge on the research undertaken within Filipino universities. Nevertheless, during the past decade, there have been cases of industry contacting local research institutions and universities to resolve their technical problems.

He added that the R&D funds for the public universities in the Philippines largely comes from the government budget. While 3.61% of the national budget is allocated for research by universities and colleges, universities depend on the private sector for additional funding. Due to the severe fiscal constraints that the government is facing, the total expenditure on R&D in the Philippines saw only a

marginal increase during the last few years from 4 billion Pesos in 1996 to 4.5 billion in 2002. In addition to the funds distributed by the Commission of Higher Education (CHED), Filipino universities have one more source of funding, the Department of Science and Technology (DOST). The Department extends grants to the research institutions with projects that meet the goals and standards set forth in the National S&T Priorities Plan.

The present study was in consonance with the stated viewpoints and findings for the performance in research function is really affected by the loading system practiced by the school. Consequently, the present study differed from the previous ones because the main concern was on the performance not on the factors and responsibilities engrossed in research.

Performance in Extension

At the De La Salle University - Dasmarinas, the faculty members are encouraged to involve themselves in services like volunteering for the University's outreach programs or those of the parish/community where they belong. They believe that when they engage in community outreach programs, they are empowering their partner communities and help them in the social transformation.

An observation was imparted by a faculty member that "the more teaching related activities assigned to the teachers by the supervisors such as preparation to administrative reports, student progress reports, operation of teaching aids, the lesser attention is given to extension and community services.

Hernando – Malipot (2011) in her article quoted CHED Chairperson Patrician Licuanan's words that "The 2010 Outstanding HEI Extension Program Award aims to recognize and reward both the implementer and the higher education institutions for their outstanding extension programs. We also want to encourage conduct of extension work that is relevant and responsive to the needs of the community and society and to promote appreciation of the importance of the extension functions of HEIs."

Cardenas, UPLB Vice Chancellor for Community Affairs, during the round table discussion on the extension delivery system showed the findings of the study entitled, "Drawing from an Empirical Study: Operationalizing Extension as a Function of Higher Education Institutions (HEIs) in the Philippines." In the presentation, the different internal and external issues and constraints found in HEI extension from years 1986 to 1996 were identified such as: a) insufficient financial support and inadequate transportation facilities for staff mobility; b) program related concerns like poor documentation of the process and results; and c) personnel related concerns such as inadequate/lack of full-time extension personnel. (Collaborative Research, Development and Extension Services, August 2010)

When it came to constraints concerning local universities and colleges, problems that were found included: administration-related concerns like weak institutional mindset for extension, weak coordination among the different sectors of the institution and weak policy commitment; resource-related concerns like absence of budget provision for extension program and weak linkages with

external resource providers; and client-related concerns such as the non-responsiveness of stakeholders to extension programs.

Landicho and Fernandez (2009) in their working paper found out that at least 14 (64%) of the surveyed institutions were engaged in various forms of extension programs and services. Majority (95%) were providing institutional extension projects and maintaining on-campus agroforestry demonstration plots as learning laboratories for students, faculties, farmers, and other clients. Most of the narrative comments given by the surveyed institutions revealed they have limited financial and manpower resources to provide extension services. Because of the heavy teaching loads, some faculty members could no longer engage themselves in implementing agroforestry extension programs.

They then recommended that the academic institutions engaged in agroforestry education programs should proactively implement agroforestry research and extension programs. Outputs from any research and extension activities have proven to enhance curricular offerings of learning institutions once fully integrated. While it is understandable that research and extension funds are limited due to declining government subsidy, SCUs should nevertheless try to diversify their funding sources to carry out these mandates effectively. Teaching and research staff should be encouraged and given more time to develop relevant and responsive research proposals for funding. On the other hand, PAFERN should also promote inter-institutional research and extension collaborations among its members for a more effective and efficient sharing of resources. Such collaborations may not have to involve big amounts of money

and could be in the forms of exchanges in services, and use of facilities and equipment.

Malate (2009) in his study found out that the effect of corporatization on growth was significant in terms of program offerings, number of faculty and number of extension projects.

Salvador (2005) conducted a study on organizational factors and performance in research, extension services and production of selected SUs in CALABARZON. The findings of the study summarized as such: educational attainment is the lone predictor of the institutional performance in research, extension services and production. However, no significant influences were established by administrative support and institutional climate on the performance of institutions in research, extension and production.

Servida (2005) found out in her study that community service or volunteerism is being internalized among faculty members of De La Salle University-Dasmariñas; that faculty members possess the inherent attitude towards volunteerism.

Majority of the faculty members who have earned their master's degrees were engaged in community service and the College of Science has a big participation in community service. Recommendations of the study include the following: 1) Encourage more faculty members especially from other colleges to engage in community service or to volunteer for the outreach programs of DLSU-D; 2) Motivate faculty members, who are on their probations status; have served the university for more than 5 years; who are single in status, and young in age

to be active in community service; 3) Institute a program geared towards promoting and enhancing the idea of volunteerism so that more faculty members will be involved in the outreach programs of the university; 4) opportunities should be posted on bulletin boards - for who are interested to help but don't know how -where as mentioned by the respondents of the study.

San Andres (2004) recommended in his study to motivate and enlighten the faculty and students on the importance of extension services particularly those that will utilize one's expertise and specialization for the welfare of the school and the community in general.

A study conducted by Aduana (2010) stated that the level of participation in extension of the faculty respondents was a little bit higher than the level of research function although both were similarly described as sometimes done.

Isidro (2004) stressed that the school and the community are the two integrated interacting social institutions. He further emphasized that these institutions are complementary and supplementary to each other in their functions. The school seeks to improve the community by drawing materials from community resources; while the community actively supports the school and is interested in its programs and activities.

According to Anders (2004), the teachers should not only confine themselves within the four walls of the classroom nor the four corners of the school campus but should confine themselves to the community for this greatly affects not only the growth and welfare of the community and the school but likewise improve the pupils' performance in general.

Masinsin (2002) recommended in her study that administrators and faculty members must keep continuous contact not only with town officials but also with parents so that they can stimulate interest in school and can support schools' activities, programs and needs.

Community programs/relations as an effective managerial strategy, according to Bauyon (2006), is significantly influenced by administrative experience, educational qualifications and seminars/trainings attended.

The preceding ideas and findings differed from the concern of the present study because the aforementioned reviews were pertaining to the factors associated with providing community services and the roles played by the administrators. The present study was after the performance of the faculty members in terms of extension function which was considered to be very satisfactory.

Performance in Production

The education production function is usually a function mapping quantities of measured inputs to a school and student characteristics to some measure of school output, like the test scores of students from the school. (About.com Economics)

At Isabela State University, the University's Resource Generation, Planning and Information Support Services Program aims to generate additional income, plans and information for decision making which is intended to support and complement instruction, research and financial resources of the University. To attain this goal, it seeks to: 1) To provide quality resource generation

programs, planning mechanism and information support services; 2) To develop a mechanism that will ensure timely and relevant implementation of resource generation programs, planning and information support services; 3) To demonstrate effective delivery of services through prudent use of university resource, and; 4) To provide stakeholders' equal access to resource generation programs, planning and information support services. (Isabela State University: Wikipedia)

Aduana (2010) in her study found out that teaching load and position/designation significantly influenced the four – fold functions specifically with respect to the technical assistance, financial assistance and incentives and awards of the production function. The researcher recommended that further enhancement on strategies of the functions of research, extension and production be instituted.

Moreover, she stated that the production function of the university was viewed by its mentor – respondents as rarely done. This according to her implies that production activities were practically rarely done and could be considered as the lowest level of participation among the four – fold functions.

Castano and Cabanda (2007) disclose that production theory is concerned with relationships among the inputs and outputs of organizations. This approach requires the specification of inputs and outputs in quantitative terms. According to Lindsay (1992) and Johnes (1996) as cited by Castano and Cabanda, some of the generally agreed inputs of universities can be classified as human and physical capital, and outputs as arising from teaching and research activities. In

selecting variables, controllable inputs and those outputs of particular interest to administrators are preferred. However, there is always the danger of excluding an important performance variable due to lack of suitable data or to limitations imposed by small sample sizes. Therefore, it is essential to develop a good understanding of the inputs and outputs before interpreting results of any efficiency model.

Callo (2005) mentioned that the claimed favorable environment has to be created in research, extension and production programs. She stressed that there should be adequate support system in the trilogy of function of tertiary institutions.

CHED stressed that no system of higher education can fulfill its mission and be a viable partner to society in improving the quality of life, unless it carries out research, extension and production in consonance with its mandated goals, academic potentials and resources.

At Benguet State University (May 2005), the University's fourth mandate, which is production has also gained momentum. Income-Generating Projects (IGPs) for the past years have generated income both from the agri-based and non-agribased sources. Non-agribased sources include rentals from land and buildings, income from the cafeteria and the like while Agri-based IGPs include sale from produce like vegetables, poultry, cutflowers, mushrooms and Arabica coffee. Presently, the University is strengthening its instruction-based IGPs, like conduct of review classes, conduct of short courses and others. In addition to that, one of the assistance includes the production of clean potato-planting

materials for farmers. The planting materials being produced are from Igorota and Solibao varieties. Production is done through tissue culture. These varieties with processing qualities were bred at the University, specifically at the Northern Philippines Root Crops Research and Training Center.

At University of the Philippines – Visayas, the University acknowledges that the tripartite function of instruction, research, and extension does not fully utilize the resources of the University. The use of the University's resources for production should be consistent with its primary goal of delivering quality education to its students.

Production activities shall be a medium of education insofar as: (a) Faculty and staff involved in these activities improve their skills and put their theories into practice; (b) Students observe practical applications of theories taught in their curriculum; and (c) These activities serve as, but are not limited to, technology verification models.

Malate (2009) in his study on “Corporatization of State Universities and Colleges: Impact on Higher Education” found out that of the five corporatization strategies available to SUCs which were: outsourcing, merger, joint venture with private sector, use of economic assets (through Income Generating Projects or IGPs), and income from tuition and other school fees, results showed that all the SUCs employed only two corporatization schemes which were (a) the use of economic assets/IGPs, and (b) income from tuition and school fees. None of the SUCs utilized outsourcing, merger, and joint venture with private sector.

Deutsch and Silber (2009) stated that assuming that education, when correctly measured, turns out to have an impact on growth, it then becomes important to understand how it is produced. There have in fact been many studies of the educational production function, which often consider an educational institution as a firm transforming inputs into outputs. The inputs refer generally to the teaching and learning environment while the outputs are defined in terms of test scores. But here again some argue that there is no strong evidence of an important impact of these inputs on educational outcomes. One of the problems faced by such studies is that the datasets on which they are based generally include only information on the contemporaneous family background and treat early childhood inputs as unobservables (for a very thorough review of this very important issue. This statement clearly assumes that education has positive externalities. The production of education is in fact a particularly complex issue in developing countries, as emphasized by Glewwe and Kremer (2006). They argue that whereas earlier studies found that education systems in developing countries had little impact on learning, more recent evidence based on natural experiments and randomized evaluations show a somehow different picture.

Guillermo (2002) stated that rationalization of SUCs entails that the very nature and classification of these institutions shall undergo certain significant changes, so that they shall "move away from their treatment as national agencies but as income earning entities performing socially oriented activities and hence entitled to government subsidy contributions." Rationalization, therefore means

that SUCs must from now on learn to earn their keep to justify their continued existence. They must "increase their self-financing capacity through income generation and cost-recovery programs." And shall accordingly receive "incentives of entrepreneurial activities." This means that those institutions, which are already making money, shall receive incentives on top of this, while poorer institutions cannot expect any additional incentive thereby proving the thesis that "money attracts money."

Tsang (2001) stated that the conventional economic approach to the study of education is to treat education as a production process. Using the training production function framework, vocational training is more internally efficient when it produces more desired effects given the same inputs. It is said to be more externally efficient when it produces more benefits given the same inputs. An alternative but equivalent way of evaluating training is within a training cost function framework. A training cost function relates the outputs of training to the minimum cost of training, given the training technology and input prices. Within this framework, vocational training is internally or externally more efficient when less cost is required to produce the same level of effects or benefits.

The present study was in consonance with the studies stated above for the present and previous studies dealt with performance of faculty respondents in their production function. On the other hand, the present study differed with the stated above since the focus of the present study was on the production capability and performance of the faculty members while some literature and

studies dealt on the production in terms of education which has an impact on the growth of the nation.

Umoh (2006) stated that the question of efficiency in resource allocation in traditional agriculture is not trivial. It is widely held that efficiency is at the heart of agricultural production. This is because the scope of agricultural production can be expanded and sustained by farmers through efficient use of resources (Ali, 1996 & Udoh, 2000). For these reasons, efficiency has remained an important subject of empirical investigation particularly in developing economies where majority of the farmers are resource-poor.

The present study differed from the stated literature for the former dealt with the performance in production as a function of a faculty member while the latter dealt with agricultural production and efficient use of resources.

Definition of Terms

For the purpose of clarity and understanding, some terms are defined conceptually and operationally:

Area of Specialization. It refers to the major or minor subjects in the undergraduate course or post graduate course.

Class Size. It refers to the normal number or arithmetic mean of students in every section handled by a faculty member, e.g. 30 or 35 per class.

Class Program Management. This pertains to the prepared class program by the dean of a college, or by program director or department head which comprises the subject/s to be taught; the time allotted to a faculty member

in performing the prime function – instruction and other functions such as research, extension and production; number of preparations; other assignments and/or designation; overload; observance of official time among others.

Delegation of Assignment/Designation. This is the additional tasks of a faculty member like department head, unit head, program coordinator, area chairman, adviser of organizations/club/class, etc.

Distribution of Load. This refers to how the dean of a college distributes the teaching load with respect to the field of specialization and qualification of the faculty members under his/her department.

Extension. This is the involvement of the faculty members to the extension programs/projects leadership, participation and support to community services.

Faculty Performance. This refers to the overall assessment of a faculty member with regard to his functions, namely instruction, research, extension and production. The capability of a faculty member to use his abilities in the accomplishment of his duties as mentor of the university.

Full Time Equivalent. This refers to the time doled out by the dean of the college to a faculty member in performing his tasks in terms of instruction, research, extension and production from Monday to Friday.

Instruction. This refers to the faculty member's way of dealing with the student/class personally which includes improving curricula, classroom management and maintaining open communication to name some.

Number of Hours. It is the total number of hours spent by a faculty member in performing his task of instruction.

Number of Preparation. It is the total number of subject preparation of the faculty member based on the subjects given by the dean of the college.

Official Time. This pertains to the official observance of the eight working hours of every faculty member. This can be from 7 – 11 am and 1 – 5 pm or from 8 – 12 and 1 – 5 pm.

Production. This is the involvement of the faculty members in the production of goods, services or other profit earning activities that can be done inside the university that would benefit the entire university and community.

Research. It is the productive researches of the faculty members (whether group or individual) which include authorship of the book or the like, creative works or inventions, action researches and implementations.

Synchronized Regional Academic Program Model. This is the output of the study aimed to attain harmony in the description of teaching load in compliance with the standards of the Commission on Higher Education. This comprises the workload plan, distribution of loads in terms of number of hours, number of preparation, class size and area of specialization and a proposed enriched Teacher's Program or Faculty Workload.

Teaching Load. This term refers to the number of subjects handled by a faculty member and the number of preparations done by a faculty member.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the research design, the setting of the study, the subjects of the study, the procedure used in conducting the study, the sources of data and the statistical treatment utilized.

Research Design

This study aimed to evaluate the teaching load, class program management and the faculty performance of state universities in Region IV –A as perceived by faculty members of Batangas State University (BatSU), Cavite State University (CavSU), Laguna State Polytechnic University (LSPU), Southern Luzon State University (SLSU) and University of Rizal System (URS). To establish phenomena, the researcher used the descriptive method of research specifically the descriptive evaluative and descriptive normative design.

Descriptive method of research is defined as to the description, recording, analysis and interpretation of conditions that exist. It also involves some types of comparison or contrast and attempts to discover relationship between non – manipulated variables (Best and Khan, 2003). It is also designed for the investigator to gather information about present conditions and valuable in providing facts on which scientific judgment maybe based (Calmorin, 2001).

Descriptive evaluative research design is designed to appraise carefully the worthiness of the current study, the efficiency or effectiveness of practices, policies or other variables that may be considered. This method was considered appropriate for the purpose of the study was to assess the teaching load of the

faculty members and how the class program was being managed; how these factors affected the faculty members' performance in their four fold functions – instruction, research, extension and production.

Descriptive normative research tries to define how things should be, which means that it will be necessary to define also the subjective point of view that shall be used. The role of descriptive research is simply to collect information that allows researchers to observe how things have been and how they are now. There is no manipulation or action used in this research. It is used mostly to establish a foot hold on the past and present information surrounding the target of the research.

Moreover, documentary analysis was utilized in the determination of teaching loads and faculty performance. Individual class program/faculty workload for two semester, individual performance evaluation system ratings for school year 2010-201 and annual reports for three consecutive years (2008-2010) were the documents analyzed by the researcher.

The faculty workload comprised the basic information of the faculty concerned, the schedule of classes, the room assignment and the additional assignment/designation among others. This was duly signed by the Dean of the college and the Vice President for Academic Affairs.

The Performance Evaluation System rating format of the three state universities was the same giving certain percentage to the functions required of them. However, one university had a different format which was focused only on the performance of the faculty in instruction function while the other university did

not allow the researcher to have access with the performance evaluation system rating sheet.

Finally, annual reports presenting the accomplishments of the university for three years (2008, 2009 and 2010) were utilized and analyzed giving emphasis on the three other functions of the faculty members – research, extension and production.

Setting of the Study

This study was conducted in the five state universities in Region IV – A (CALABARZON) namely: Batangas State University (BatState-U) - Main Campus, Batangas City; Cavite State University (CvSU) - Main Campus, Indang, Cavite; Southern Luzon State University (SLSU) – Main Campus, Lucban, Quezon; University of Rizal System (URS) – Morong, Rizal; and Laguna State Polytechnic University (LSPU) Host Campus, Siniloan, Laguna.

Batangas State University (*Pambansang Pamantasan ng Batangas*), formerly Pablo Borbon Memorial Institute of Technology is a local technology-based curriculum university occupying 10 campuses located throughout the Province of Batangas. Centered in the capital of the province, the university is listed as rank 101 of top accredited colleges and universities of the Philippines and was named as one of the best mechanical engineering schools prior to the Professional Regulation Commission Licensure Examination last March 2010.

Batangas State University envisions as “a university which shapes a global Filipino imbued with moral courage nurtured through values and excellent education.” To attain its vision, the university is committed to

implement its mandates of quality and excellence, relevance and responsiveness, access and equity, and efficiency and effectiveness through instruction, research, extension and production to meet the growing needs of the country and the world for globally competitive and morally upright professionals, scientists, technologists, technicians, skilled workers and entrepreneurs. In its aspiration, the university has the following core values: peace and spirituality; commitment to excellent service; human dignity and empowerment; transparency, honesty and accountability; teamwork and harmony and concern for the environment.

The university has two main campuses located in the City of Batangas – Poblacion, Batangas City and Brgy. Alangilan and eight satellite and extension campuses in Lipa, Nasugbu, Malvar, Balayan, Lemery, Lobo, Rosario and San Juan.

The university offers graduate programs such as Master of Arts in Industrial Education major in Administration and Supervision and Master of Management major in Business and Public Management. Academic programs in engineering, architecture, teacher education, arts and sciences, nursing, accountancy, business economics, public administration, international hospitality management, information technology, fine arts and computer education are also offered by the university.

Cavite State University (CavSU) or Pambansang Pamantasan ng Kabite formerly known as Don Severino (de Las Alas) Agricultural College (DSAC) is a premier university in the province of Cavite and was established by the American

Thomasites, as a pioneer intermediate in 1906. By virtue of the Republic Act No. 8468, the College was converted into Cavite State Univesity on January 22, 1998.

Cavite State University (CavSU) has its vision to be the “premier university in historic Cavite recognized in the development of globally and morally upright individuals.” To attain its vision, the university is tasked to provide excellent, equitable and relevant educational opportunities in the arts, sciences and technology through quality instruction and responsive research and development activities. Likewise, it aims to produce professional, skilled and morally upright individuals for global competitiveness.

The university’s milestones brought forth major accomplishments such as the development of the institution from a small college of agriculture offering single degree program to a multi – campus university; two national research commodity centers; one foreign assisted project; two regional centers ; seven national research commodity memberships; and two CHED Centers for Development.

At present, the University has nine colleges and one graduate school in the main campus, two integrated CHED supervised institutions and nine branch campuses. The university offers different curricular programs such as Veterinary Medicine, Teacher Education, Business Economics, Agriculture, Forestry and Natural Resources, Criminal Justice, Engineering, Management, Nursing. The university, likewise, offers master's programs in a number of disciplines, as well

as doctorate programs in management, mathematics, biology and chemistry, among others.

In pursuit of the goals set forth by the University, the administrators, faculty members, employees, and students are rallying behind the tenets of Truth, Excellence and Service which the University stands for and lives by. Through the years, Cavite State University has remained committed to its mission to instill in its students moral integrity, spiritual vigor, cultural consciousness and national identity. Guided by the University's vision and mission, Cavite State University pledges to be forever true to the client it has vowed to serve.

Southern Luzon State University (SLSU), formerly known as Southern Luzon Polytechnic College (SLPC) is a public non-sectarian educational institution with eight campuses spread all over the province of Quezon. Its main campus is located at the Municipality of Lucban, a town sitting at the foot of Mount Banahaw in the province of Quezon, Philippines. The seven competitive satellite campuses of this University are in Tagkawayan, Alabat, Polillo, Sampaloc, Lucena, Tiaong, and Infanta. A new satellite campus has been opened in Gumaca to cater the needs of the people for quality tertiary education at a lower cost.

The University has been recognized by the Professional Regulation Commission as one of the most competitive universities in the country as perceived from its passing rate in different professional examinations particularly in Nursing, Education, Engineering and Forestry.

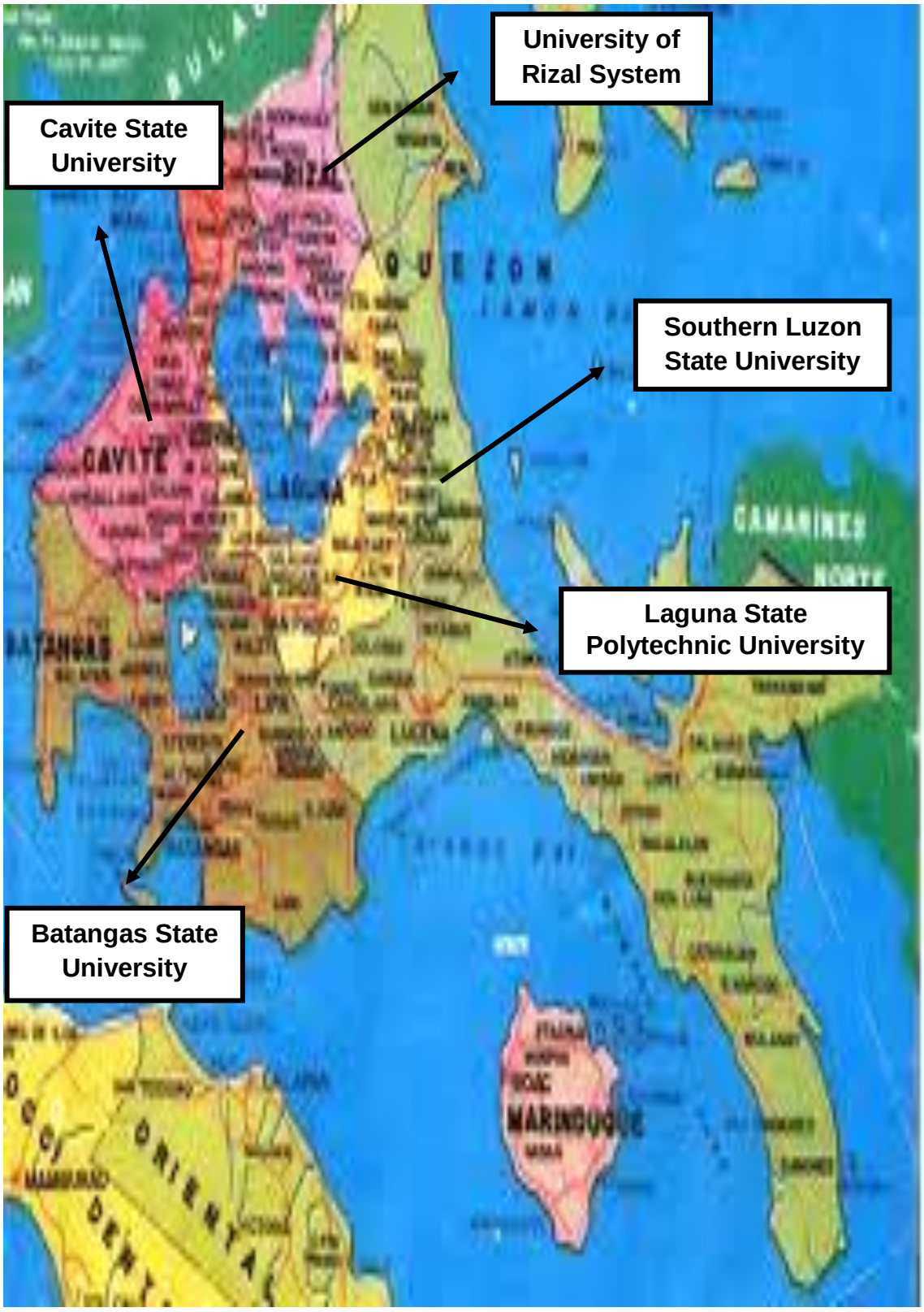

Figure 2. Location Map of the Five State Universities in CALABARZON

In its untiring commitment to academic excellence, the University submits to periodic accreditation through the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) to ensure that its academic programs maintain quality standards.

The university envisions to be a service - oriented state university known for its excellence in the sciences, technology, culture and the arts, and strong advocacy for the protection of the ecosystems in the region and management of Mount Banahaw. With this vision, the University missions to be an active instrument of peace, economic upliftment and overall community development by producing globally prepared, morally upright, ecologically conscious and productive citizens.

The university has graduate programs to wit: Doctor of Philosophy in Development Education, Doctor in Business Administration, Master of Arts in Industrial Education, Master of Arts in Teaching, Master of Arts in Education, Master in Forestry, Master in Management and Master in Business Administration. Likewise, several academic programs are offered in the field of agriculture, forestry, environmental science, nursing, midwifery, communication, psychology, public administration, arts and sciences, business administration, teacher education, engineering and industrial technology.

The main campus has seven colleges namely: College of Allied Medicine, College of Teacher Education, College of Engineering, College of Industrial Technology, College of Arts and Sciences, College of Business Administration and College of Agriculture.

University of Rizal System (URS) is a system of colleges located in the Rizal province. It operates multiple campuses with the main campus being in Tanay, Rizal. It is committed to produce graduates in agriculture, engineering, science and technology, culture and arts, teacher and business education through instruction, research, extension and production services in Region IV. The university has expanded from its main campus in Tanay, Rizal to offer programs to offer programs to students in the campuses: Antipolo, Angono, Binangonan, Cainta, Cardona, Morong, Pililla, Rodriguez and Taytay.

The university was first known as Rizal National Agricultural School by Republic Act No. 1560 in 1956 and was chartered as a state college on June 24, 1983 by Batas Pambansa Blg. 662 known as Rizal College of Agriculture and Technology which was later converted into Rizal State College making it the first state college of the province.

By virtue of Republic Act 9157 on June 2001 which lapsed into law on August 11, 2001, the University of Rizal System was established by integrating Rizal State College, Rizal Polytechnic College (formerly known as Rizal Technological and Polytechnic Institute) and Rizal Technological University.

The university visualizes as a premier technology driven higher education institution by the year 2015. In its quest to attain its vision, the university is committed to produce value – laden graduates in agriculture, engineering, science and technology, culture and arts, teacher and business education through responsive instruction, research, extension and production services in Region IV.

Laguna State Polytechnic University (LSPU) is a state university in the Province of Laguna. It has four regular campuses in three municipalities and a city of the province: LSPU-Main Campus in the capital town of Sta. Cruz, LSPU-Host Campus in Siniloan, LSPU-San Pablo City Campus and LSPU-Los Banos Campus. The university has two satellite campuses – LSPU Nagcarlan and LSPU-RECS Complex in Sta. Cruz.

The university was first known as Baybay Provincial High School in 1952 then to Baybay National Agricultural and Vocational School by virtue of Republic Act.1807 in 1957. After the realization of a need for a college in the eastern portion of the province, the school was then elevated to Baybay National College of Agriculture and Technology in 1971 by virtue of Republic Act No. 6327. In 1983, by virtue of Batas Pambansa 482, the institution was converted into the Laguna State Polytechnic College and on March 22, 2007, it was converted into Laguna State Polytechnic University by virtue of Republic Act No. 9402.

The university envisions to be a “premier university in CALABARZON offering academic programs and related services designed to respond to the requirements of the Philippines and the global economy particularly Asian countries.” In line with this vision, the university has the mission to “provide advanced education, professional, technological and vocational instruction in agriculture, fisheries, forestry, science, engineering, industrial technologies, teacher education, medicine, law, arts and sciences, information technology and other related fields. It shall also undertake research and extension services and provide progressive leadership in its areas of specialization.”

Subjects of the Study

The respondents of the study were composed of three hundred thirty six (336) faculty members from the five state universities. In as much as the researcher wanted to attain the desired number of respondents, however, two hundred thirty four (234) faculty members from the five state universities in Region IV-A manifested interest and willingness to be the respondents of this study. Therefore, the subjects of this study were composed of fifty (50) faculty members from Batangas State University (BSU), forty five (45) were from Cavite State University (CavSU), fifty (50) were from Southern Luzon State University (SLSU), thirty nine (39) from the University of Rizal System (URS) and fifty (50) faculty members were from the Laguna State Polytechnic University (LSPU). The faculty – respondents of Cavite State University, Batangas State University and Southern Luzon State University were from the main campus, while those faculty - respondents from the University of Rizal System were from Morong Campus and the faculty – respondents from the Laguna State Polytechnic University were from Siniloan Campus.

Stratified proportional random sampling was used in the determination of the sample. The Slovin's formula of getting the sample size was used and from the total of two thousand twenty seven faculty members, three hundred thirty six came up as the sample size.

The table on the next page presented the proportional allocation of faculty respondents from the five state universities in CALABARZON.

Table 1

Proportional Allocation of Faculty Respondents

University	Population	No. of Respondents	Percentage	Sample Respondents
Batangas State University	465	77	22.94%	50
Cavite State University	386	64	19.04%	45
Laguna State Polytechnic University	345	57	17.02%	50
Southern Luzon State University	277	46	13.67%	50
University of Rizal System	554	92	27.33%	39
Total	**2027**	**336**	**100%**	**234**

(Source: Comparative Report of Teaching and Non – teaching Position: Report Submitted by Universities during the Regional Budget Consolidation, 2010)

Faculty respondents were chosen randomly from the list obtained from the Office of the Human Resource Management.

Procedure of the Study

The researcher presented three proposed dissertation titles to the distinguished panel of the Graduate Studies of the university. Upon approval of the title, the researcher prepared the first three chapters and submitted the said proposal to the research professor for some comments and suggestions.

The researcher, after making some revisions of the first three chapters, defended the dissertation proposal to the respectable panelists of the Institute of Graduate Studies for some valuable suggestions and comments for the improvement of the intended study.

After the defense, the researcher formulated the research instrument through the assistance of her adviser and the said research instrument underwent content validation by statisticians and experts in the field of study.

After the instrument was validated, the researcher prepared letters of request to the university presidents of the five state universities in the region. The moment the permit to conduct the study in the said universities was granted, the researcher asked for the complete list of the faculty members of the university from the Human Resource Management Officer. The researcher then determined the respondents through drawlots.

After the faculty members were ascertained, the researcher requested from the Office of the Vice President for Academic Affairs and the deans of the colleges for the faculty workloads/teacher's program for the two semesters of school year 2010 – 2011. With respect to the individual Performance Evaluation System ratings of the faculty respondents, the researcher obtained the document from the Human Resource Management Office and deans of some colleges/departments.

The research instrument was simultaneously distributed to the faculty respondents of the universities. The research instrument was retrieved on the date the respondents and the researcher agreed on.

The data gathered were encoded and classified according to the variables and were tabulated, analyzed and interpreted using appropriate statistical techniques.

Consultations with the adviser and statistician were done for the finalization of the remaining chapters. With the date given by the concerned personnel of the Graduate Studies, the researcher presented the study for final oral defense. After the oral defense, the researcher incorporated the suggestions and comments of the panelists for the finalization of the manuscript. The manuscript had undergone editing by the critic readers and the adviser. Finally, the researcher prepared the final draft.

Sources of Data

The research used a questionnaire – checklist developed by the researcher in gathering pertinent information on the teaching load and class program management. Thorough analysis of the problems, the review of related literature and studies and assistance of the adviser and experts in the field helped the researcher to develop/formulate the items and specific questions believed to solicit pertinent information.

The research instrument is composed of two (2) parts. Part I pertains on the teaching load of the respondents with respect to number of hours, number of preparations, nature of assignment, class size and area of specialization. The items for each set were answered using the following scale:

5 - Very Highly Complied (*If you find/think/are aware that it is 76 – 100% complied*)

4 - Highly Complied (*If you find/think/are aware that it is 51 – 75% complied*)

3 - Complied (*If you find/think/are aware that it is 26 – 50% complied*)

2 - Less Complied (*If you find/think that it is 1 – 25% complied*)

1 - Not at All Complied (*If you do not find it being complied*)

Part II is concerned on the class program management. This aspect tackled those pertaining to distribution of loads, full time equivalent, overload, delegation of assignments and observance of faculty members' official time. The respondents answered the questions using a five – point scale.

5 - Always (*If at all times, the item/aspect stated is observed/practiced*)

4 - Often (*If the item/aspect is regularly/frequently observed/practiced*)

3 - Sometimes (*If the item/aspect is once in a while/occasionally/from time to time observed/practiced*)

2 - Seldom (*If the item/aspect is rarely/not often observed/practiced)*

1 - Never (*If under no circumstances, the item/aspect is certainly not observed/practiced)*

The contents of the research instrument underwent content validation by experts in the field of educational management, statistics and research of the University of Rizal System, Morong, Rizal and Laguna State Polytechnic University, Siniloan, Laguna.

Likewise, documents relevant to the teaching loads in the form of faculty workload/teacher's program, faculty performance in the form of individual

Performance Evaluation System ratings and annual reports of the universities from 2008 - 2010 were utilized in this study.

The Performance Evaluation System ratings made use of the scale and adjectival rating given below:

Scale			Adjectival Rating
9.50	-	10.00	Outstanding
7.51	-	9.49	Very Satisfactory
4.01	-	7.50	Satisfactory
2.01	-	4.00	Unsatisfactory
2.00	-	below	Poor

Statistical Treatment

To answer the sub – problems presented, the following statistical tools were used:

1. To determine the teaching load of the participating SUCs based on the standards of the Commission on Higher Education, documentary analysis, frequency and percentage were utilized.
2. To find out how the teaching load of the SUCs match with the CHED standards, frequency, percentage and average were employed.
3. To ascertain how the respondents assess the teaching load based on the standard with respect to number of hours, number of preparation, nature of assignment, class size and area of specialization, mean was used.
4. To determine the extent of class program management with respect to distribution of loads, full time equivalent, overload, delegation of other

assignments/designation and official time as perceived by the respondents, mean was utilized.

5. To ascertain the performance of the respondents in the four – fold functions such as instruction, research, extension and production, documentary analysis, mean and standard deviation were used.
6. To find out which among the factors predict the performance of the respondents with respect to instruction, research, extension and production, stepwise regression was utilized.

Chapter 4

RESULTS AND DISCUSSION

This chapter presents the results, discussion, analysis and interpretation of data gathered on the teaching load, class program management and faculty performance of state universities in Region IV-A.

Teaching Load of SUCs Based on CHED Standards with Respect to Number of Units, Number of Preparations and Class Size

Table 2 presents the frequency distribution of teaching load of faculty in Region IV – A SUCs in terms of number of hours/units.

Table 2

Frequency Distribution of Teaching Load of Faculty in Region IV – A SUCs in Terms of Number of Hours/Units

University	Number of Hours/Units	Frequency	Valid Percent
SUC A	below 18 units	2	4.7
	18 – 24 units	9	20.9
	above 24 units	32	74.4
	Total	**43**	**100**
SUC B	below 18 units	3	6.8
	18 – 24 units	14	31.8
	above 24 units	27	61.4
	Total	**44**	**100**
SUC C	below 18 units	8	22.2
	18 – 24 units	25	69.4

	above 24 units	3	8.3
	Total	**36**	**100**
SUC D	below 18 units	5	10.0
	18 – 24 units	31	62.0
	above 24 units	14	28.0
	Total	**50**	**100**
SUC E	below 18 units	1	5.0
	18 – 24 units	15	75.0
	above 24 units	4	20.0
	Total	**20**	**100**
Overall	below 18 units	19	9.8
	18 – 24 units	94	48.7
	above 24 units	80	41.5
	Total	193	100.0

As depicted on the table, the teaching load of most faculty respondents in terms of number of hours/units is from 18 to 24 hours/units with a frequency of 94 and a valid percent of 48.7. It can be noted that faculty respondents' number of hours from SUC A and SUC B was above 24 units with a frequency of 32 and 27. While those faculty respondents from SUC C, SUC D and SUC E have their number of hours/units from eighteen (18) to twenty four (24) hours/units with frequencies of 25, 31 and 15 respectively.

This signifies that faculty members are given the teaching loads following the number of hours stipulated in the standard set by the Commission on Higher Education. However, it can be noted too that there are still a large number of faculty members who are given teaching loads more than 24 units.

The finding somewhat agrees on what is stipulated in the Magna Carta of Public School Teachers that full time college teachers, as a general rule, not more 18 hours a week although the CHED, through several orders, has fixed the maximum teaching load of faculty members depending on the courses or subjects they handle -18 units. The teaching load of part-time instructors who are full-time employees outside of teaching shall not exceed twelve hours per week.

Table 3 on the next page shows the frequency distribution of teaching load of faculty in Region IV – A SUCs in terms of number of preparation.

Table 3

Frequency Distribution of Teaching Load of Faculty in Region IV – A SUCs in Terms of Number of Preparation

University	Number of Preparation	Frequency	Valid Percent
SUC A	4 and below	29	67.4
	above 4	14	32.6
	Total	**43**	**100.0**
SUC B	4 and below	17	34.0
	above 4	33	66.0
	Total	**50**	**100.0**
SUC C	4 and below	24	92.3
	above 4	2	7.7

	Total	**26**	**100.0**
SUC D	4 and below	36	72.0
	above 4	14	28.0
	Total	**50**	**100.0**
SUC E	4 and below	8	40.0
	above 4	12	60.0
	Total	**20**	**100.0**
Overall	4 and below	114	60.32
	above 4	75	39.68
	Total	**189**	**100.0**

As gleaned on the table, 114 or 60.32 percent out of 189 respondents have 4 and below number of preparation. A minimal of 75 respondents or 39.68 percent has more than 4 number of preparations. The table further shows that faculty members from three SUCs are given teaching loads not greater than four preparations; to wit: 36 from SUC D, 29 from SUC A and 24 from SUC C. On the other hand, faculty members from SUC B and SUC E have more than four preparations with frequencies 33 and 12 respectively.

The findings signify that by some means SUCs in Region IV – A follow the standards set by the Commission on Higher Education in terms of the number of preparation; however, one SUC is generally not following the standard set by the commission for a large number of faculty members are given more than four preparations. This situation happens due to the inadequacy of faculty members in a department and the number of students enrolled.

Carbonel (2006) in her study concluded that teachers' morale as perceived by themselves significantly differed in terms of the number of subjects and preparations handled. With this conclusion, she recommended that the teachers should not be given more than seven subjects and not more than three preparations.

Table 4 presents the frequency distribution of teaching load of faculty in Region IV – A SUCs in terms of class size.

Table 4

Frequency Distribution of Teaching Load of Faculty in Region IV – A SUCs in Terms of Class Size

University	Class Size	Frequency	Valid Percent
SUC A	below 25	9	20.0
	26 - 50	36	80.0
	Total	**45**	**100.0**
SUC B	below 25	12	52.2
	26 – 50	9	39.1
	51 and above	2	8.7
	Total	**23**	**100.0**
SUC C	below 25	5	15.2
	26 – 50	27	81.8
	51 and above	1	3.0
	Total	**33**	**100.0**
SUC D	below 25	10	20.8
	26 - 50	38	79.2
	Total	**48**	**100.0**
SUC E	below 25	13	28.9

	26 – 50	27	60.0
	51 and above	5	11.1
	Total	**45**	**100.0**
Overall	below 25	49	25.3
	26 – 50	137	70.6
	51 and above	8	4.1
	Total	**194**	**100.0**

88 The table manifests the overall class size of the SUCs which is from 26 to 50 students with a frequency of 137 or 70.6 percent. SUC A, SUC C, SUC D and SUC E have a class size of 26 – 35 with frequencies of 36, 27, 28 and 27 respectively; while SUC B has a great number of frequency on class size bracket below 25 with 12 or 52.2 percent. Likewise, it is observable that three SUCs have a class size of more 50 students in a class.

This signifies that state universities in Region IV – A are not in conformity with the standards set by the Commission on Higher Education in terms of class size or number of students. Generally, state universities have more than thirty five students in their lecture and laboratory classes which is inconsistent with the standard of the commission of thirty five. Likewise, there are cases that the number of students in the field of specialization does not match with the standard of 10 for some universities have lower than ten students in the class.

Mills (2005) commented that it is important not to focus too much only on the number of courses taught but also on the number of students taught, what kind of courses they were and whether or not a teacher had any teaching support.

Table 5 on the next page presents the matching of teaching load of SUCs with the CHED Standard.

The table gives the picture of how the teaching load of the five SUCs matched with the standard set by the Commission on Higher Education which is twenty four (24) units/hours. It is observable that the overall teaching loads of SUCs A, D, B and C are within the CHED standard with averages of 22.90, 22.88, 21.99 and 18.48 respectively. However, the teaching load of SUC E is lower than the CHED standard for it has an average of 17.47.

Table 5

Teaching Load of SUCs Based on CHED Standard

CHED Standard	Classification	SUC		Frequency	Percent	Average	VI
24 units for: Business, Manage-ment, Teacher Ed., HRM, Tourism, Journalism Midwifery, Public Admin. Nursing, Travel Mgt, BA Comm.	24 units	A	below 18 units	8	16.0	22.90	Within CHED Standard
			18 – 24 units	21	42.0		
			24 and above units	21	42.0		
			Total	**50**	**100.0**		
		C	below 18 units	14	35.9	18.48	Within CHED Standard
			18 – 24 units	21	53.8		
			24 and above units	4	10.3		
			Total	**39**	**100.0**		
		D	below 18 units	11	22.0	22.88	Within CHED Standard
			18 – 24 units	14	28.0		
			24 and above units	25	50.0		
			Total	**50**	**100.0**		
		E	below 18 units	12	46.2	17.77	Lower than CHED Standard
			18 – 24 units	11	42.3		
			24 and above units	3	11.5		
			Total	**26**	**100.0**		

The table further shows that under the classification twenty four (24) units, SUCs A, D and C matched with the CHED standard for the teaching load averages were 22.90, 22.88 and 1.48 respectively. On the other hand, SUC E failed to match with the standard of CHED with the obtained average of 17.77.

CHED Standard	Classification	SUC		Frequency	Percent	Average	VI
18 units for: Social Work, Agri. Eng'ng Educ, Business Admin.	18 units	B	below 18 units	14	28.6	21.99	Within CHED Standard
			18 – 24 units	17	34.7		
			24 and above units		36.7		
			Total	**49**	**100.0**		
		E	below 18 units	11	55.0	17.07	Lower than CHED Standard
			18 – 24 units	9	45.0		
			Total	**20**	**100.0**		
	Overall	A	below 18 units	8	16.0	22.90	Within CHED Standard
			18 – 24 units	21	42.0		
			24 and above units	21	42.0		
			Total	**50**	**100.0**		
		B	below 18 units	14	28.6	21.99	Within CHED Standard
			18 – 24 units	17	34.7		
			24 and above units		36.7		
			Total	**49**	**100.0**		
		C	below 18 units	14	35.9	18.48	Within CHED Standard
			18 – 24 units	21	53.8		
			24 and above units	4	10.3		
			Total	**39**	**100.0**		
		D	below 18 units	11	22,0	22.88	Within CHED Standard
			18 – 24 units	14	28.0		
			24 and above units	25	50.0		
			Total	**50**	**100.0**		
		E	below 18				

			units 18 – 24 units 24 and above units **Total**	23 20 3 **46**	50.0 43.5 6.5 **100.0**	17.47	Lower than CHED Standard

Legend:

Below 18 Units-Lower than CHED Standard

18 – 24 Units-Within CHED Standard

Above 24 Units-Higher than CHED Standard

In like manner, under the classification eighteen (18) units, the preceding table manifests that SUC B was within the CHED standard with the obtained average of 21.99 while SUC E failed to match with the standard of the commission as revealed by the attained average of 17. 07

The findings indicate that the teaching load of the faculty members in the region matches and still within the standard set by the Commission on Higher Education. There is also an evident adherence of the state universities in CALABARZON in terms of giving of number of units/hours to every faculty member. Likewise, the universities continue to strive following the standards set by the commission of having a minimum load of 18 to 24 units given to each faculty member.

Thus, the finding somewhat matches with what Republic Act 4670 known as Magna Carta for Public School Teachers states that “any teacher engaged in actual classroom teaching shall be required to render not more than six hours of actual classroom teaching a day, preparation and correction of exercises and other work incidental to his/her normal teaching duties.”

Computed Weighted Mean of Respondents’ Assessment of Teaching Load Based on the Standards With Respect to Number of Hours, Number of Preparations, Nature of Assignment, Class Size and Area of Specialization

Table 6 presents the computed weighted mean of respondents’ assessment of teaching load based on the standards with respect to number of hours.

Table 6

Computed Weighted Mean of the Respondents' Assessment of Teaching Load Based on the Standards with Respect to Number of Hours

A. Number of Hours	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1i. The minimum number of units of twenty four (24) for every full time faculty member stipulated in the CHED Memo Orders for Business and Management, Teacher Education, HRM and Tourism, Travel Management, Midwifery, Journalism, Development Communication, BA Communication, Nursing, and Public Administration is strictly followed.	4.48	VHC	3.32	C	3.41	HC	3.47	HC	4.00	HC	3.74	HC
ii. The minimum number of units of eighteen (18) for every full time faculty member stipulated in the CHED Memo Orders for Social Work, Agriculture, Engineering Education, Business Administration Is strictly followed.	3.00	C	3.40	HC	3.89	HC	3.24	C	4.00	HC	3.48	HC
iii. The minimum number of units of fifteen (15) for a faculty member for Veterinary Medicine program is strictly followed.	3.17	C	2.00	LC	3.11	C	1.67	NAC	3.65	HC	2.97	C
2. The actual classroom teaching hours for a faculty member is not more than six (6) hours per day or thirty (30) hours a week.	3.52	HC	3.10	C	3.64	HC	3.16	C	3.74	HC	3.42	HC

3. The maximum load of a faculty member is twenty seven (27) units.	2.82	C	2.83	C	3.08	C	3.20	C	3.47	HC	3.07	C
4. The load of the Dean/Coordinator/Chairman does not exceed twelve (12) units.	3.48	HC	3.09	C	3.67	HC	3.62	HC	3.60	HC	3.49	HC
5. Performing other functions relevant to instruction such as advising student researchers in their program studies, counseling, preparation of instructional and evaluation materials is part of the regular load of faculty.	3.64	HC	3.14	C	3.62	HC	4.11	HC	3.80	HC	3.66	HC
6. There is an equivalent hour given for fulfilling research, extension and production functions.	3.62	HC	3.22	C	3.54	HC	4.14	HC	3.30	C	3.57	HC
7. Part time faculty members have a minimum of three (3) units and a maximum of nine (9) units per semester or term.	2.76	C	1.88	LC	2.97	C	2.14	LC	2.83	C	2.49	LC
8. Faculty members are allowed de-loading for administrative, research, or professional assignments without reduction in compensation.	4.14	HC	2.90	C	3.38	C	4.04	HC	3.80	HC	3.66	HC
Average	**3.48**	**HC**	**2.95**	**C**	**3.45**	**HC**	**3.44**	**HC**	**3.62**	**HC**	**3.38**	**C**

Legend: VHC – Very Highly Complied HC – Highly Complied C – Complied
LC – Less Complied NAC – Not All Complied

As shown in the table, the respondents assessed the teaching load in terms of number of hours as “Complied” with an average weighted mean of 3.38.

Generally, SUCS highly complied with the standards set in terms of number of hours. The items showed that in most cases, state universities have “complied” to “highly complied” the criteria set under the number of hours. However, there is less compliance in terms of the units/hours given to part time faculty members and on the number of units for the veterinary medicine program.

In terms of performing other functions relative to instruction, research, extension and production, respondents averred that the functions are outside the twenty four hours/units. They said that there will be an equivalent hour given for those approved researches, extension programs and production activities; meaning, if a faculty member has no approved research, extension and production activity, no additional hour will be assigned. With this scenario, this will really affect the carrying out of other tasks/duties/obligations for most of the time is spent in instruction.

The findings signify that state universities in the region try to do the right thing in assigning loads to the faculty members even with inadequacy in the number of the teaching force in the college. Moreover, the number of hours is given relevance for even those functions related to instruction is given equivalent hour and is a part of the teaching load.

Likewise, the finding implies that part time faculty members can be considered full time faculty members with the number of units given to them

which is more than the prescribed units of 9. There are cases that part time faculty members are given 18 to even forty hours of teaching load per week.

Keys and Devine (2006) stated in their study that the measurement of faculty teaching activity is specified in terms of credit hours per semester or per year. Determining the amount of time a faculty member associates with his or her teaching is difficult because of the variety of activities associated with teaching. Aside from that, another difficulty in determining the amount of time spent among the different activities is the diversity of activities involved in different disciplines.

Faculty Teaching Load Restructuring: 2010 stated that contact hours are based on the level-of-effort that would normally be expected to meet the curricular demands of the course. This includes preparation time, classroom/lab time, and grading and office time.

Republic Act 4670 known as Magna Carta for Public School Teachers states that any teacher engaged in actual classroom teaching shall be required to render not more than six hours of actual classroom teaching a day, preparation and correction of exercises and other work incidental to his/her normal teaching duties. Full time college teachers, as a general rule, are assigned not more 18 hours a week although the CHED, through several orders, has fixed the maximum teaching load of faculty members depending on the courses or subjects they handle -18 units. The teaching load of part-time instructors who are full-time employees outside of teaching shall not exceed twelve hours per week.

Table 7 on the next page presents the computed weighted mean of respondents' assessment of teaching load based on the standards with respect to number of preparations.

As depicted on the table, the overall average weighted mean obtained is 3.60 on the assessment of the respondents of the teaching load based on the standards with respect to number of preparations and interpreted as "Highly Complied."

The SUCs generally speaking have adherence from "Complied" to "Very Highly Complied." Consequently, it is obvious that some SUCs have only complied – that is the respondents found it that it was only 50% complied - the standard of the commission that the maximum number of preparations should be four within a semester and that faculty members are not assigned to teach more than four different preparations.

The finding suggests that the universities do not fully adhere to the mandate of the CHED Memo Order that every faculty member in the college/department should be given a maximum of four preparations. Faculty members are given more than four different preparations particularly in major subjects due to deficiency of teachers and on the subject offering and need. Given more than four preparations will affect the performance and the driving force of the faculty members.

The result coincides with the study of Carbonel (2006) wherein she concluded that teachers' morale as perceived by themselves significantly differed in terms of the number of subjects and preparations handled. With this

Table 7

Computed Weighted Mean of the Respondents' Assessment of Teaching Load Based on the Standards with Respect to Number of Preparation

B. Number of Preparations	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Every faculty member in the college is assigned a maximum of four (4) different preparations within a semester.	3.64	HC	2.78	C	3.41	HC	3.76	HC	3.26	C	3.37	C
2. Course syllabus, instructional and evaluation materials are parts of the preparation of the faculty member.	4.31	VHC	3.88	HC	3.85	HC	4.50	VHC	4.30	VHC	4.18	HC
3. Faculty members in Engineering, Teacher Education, Accountancy, Public Administration, Business and Management, Agriculture, Office Administration, Business Administration, HRM, Tourism, Humanities, Social Science, and Communications, Journalism, Midwifery, Nursing, BS Biology, Mathematics/Applied Mathematics, BS Chemistry, Environmental Science and Agribusiness are not assigned to teach more than four (4) different prepa-	3.41	H	2.66	C	3.23	C	3.70	HC	3.29	C	3.26	C

rations.												
Average	**3.78**	**HC**	**3.11**	**C**	**3.50**	**HC**	**3.99**	**HC**	**3.61**	**HC**	**3.60**	**HC**

Legend: VHC – Very Highly Complied HC – Highly Complied C – Complied
LC – Less Complied NAC – Not All Complied

conclusion, she recommended that the teachers should not be given more than seven subjects and not more than three preparations.

At University of Iowa College of Education, five (5) clock hours of preparation time are allocated for each hour of class time when a new course is being taught, three (3) hours of preparation time are allowed if the teaching assistant has taught the course before.

Boice (2007) in his Advice for New Faculty Members: Nihil Nimus noted that too much preparation time is a very common problem for new faculty members. Excessive preparation can result in too much attention to detail and "covering content" at the expense of overall student learning. He added that reducing preparation time focuses one's attention on key items and gives him more time to develop and use active learning exercises that involve the students. For new faculty, many new classes are new preparations. Hence, even if they are teaching the same number of courses as veteran faculty, the work load equivalent of these courses is much larger - leaving them less time for other important commitments, specifically for research-related activities. This is why new faculty typically experience a severe case of overload - even though they are teaching the same number of courses as older faculty.

Table 8 presents the computed weighted mean of respondents' assessment of teaching load based on the standards with respect to nature of assignment.

Table 8

Computed Weighted Mean of the Respondents' Assessment of Teaching Load Based on the Standards with Respect to Nature of Assignment

C. Nature of Assignment	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Fifty (50) to sixty (60) percent of the teaching line up handling a program is taught by full time faculty members of the institution	3.54	HC	3.42	HC	3.79	HC	4.04	HC	4.17	HC	3.79	HC
2. The qualification of the faculty members is assessed to Match their assignments/tasks/responsibilities.	4.04	HC	3.32	C	3.51	HC	4.48	VHC	4.11	HC	3.91	HC
3. At least twenty five (25) to thirty five (35) percent of the total faculty members of each college are assigned to teach core/professional subjects.	3.92	HC	3.62	HC	3.67	HC	4.31	VHC	4.20	VHC	3.95	HC
4. The faculty handling major courses are licensed/												

registered professionals.	4.16	HC	3.63	HC	3.90	HC	4.42	VHC	4.14	HC	4.06	HC
Average	**3.92**	**HC**	**3.49**	**HC**	**3.72**	**HC**	**4.32**	**VHC**	**4.15**	**HC**	**3.93**	**HC**

Legend: VHC – Very Highly Complied HC – Highly Complied C – Complied
LC – Less Complied NAC – Not All Complied

The table manifests the overall average weighted mean on the respondents' assessment of teaching load with respect to nature of assignment of 3.93 and interpreted as "Highly Complied."

It is apparent that the state universities follow the standard set by the commission from a highly compliance to very highly compliance.

This implies that the universities have 75% compliance to the order of the commission as to the nature of assignments given to the faculty member under each college. As seen in the list of faculty members taken from the Human Resource Management Officer, four of the universities in the region have acquired many part time instructors to teach in the colleges. This, therefore, has influence on the percentage of faculty members handling the program.

Likewise, it is observable that faculty members of the universities handling the specialization subjects are really licensed/registered professionals which is in adherence to the order of the commission.

This somewhat coincides with the study of the America's Teachers: Profile of a Profession wherein the study averred that the academic degrees that teachers had earned were associated with their teaching assignments. In both public and private schools, teachers with bachelor's degree or less were more likely to be teaching kindergarten or elementary than were those with a master's degree or more. Further, teachers with a master's degree or more were likely to be teaching mathematics or science or English or language arts than were those with bachelors' degree or less.

Furthermore, SASS data help to describe the stability of teachers' assignments. In the survey, teachers were asked about their current and previous assignments. Over the course of their teaching careers, it was found out that some teachers' assignments remained the same, while other changed fields one or more time. It was also found out that this was so because school districts and administrator often adjust teaching assignments in response to staffing vacancies and shortages. (*books.google.com.ph/books?isbn=0788106821)*

The findings of the Office of Institutional Research of Clemson University presented that at least 25% of the discipline course was taught by faculty members who earned doctorate degree in the said discipline. (Clemson University Faculty Handbook: 2002)

The faculty handbook of the Department of History at University of Utah provides: "Variations in teaching loads, necessary to meet the administrative needs and professional objectives of the department as well as to enhance career performance, shall occur in the following instances: (1) Faculty who render formal administrative service to the department, college, or university shall have a reduced teaching load at a level commensurate with the nature of the assignment; … and (3) Tenured faculty whose professional profile falls below the department's normative standards for research and publication shall be assigned not more than two additional courses per year."

Table 9 presents the computed weighted mean of respondents' assessment of teaching load based on the standards with respect to class size.

Table 9

Computed Weighted Mean of the Respondents' Assessment of Teaching Load Based on the Standards with Respect to Class Size

D. Class Size	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. The faculty-student ratio for classroom instruction for professional courses is not higher that 1:35.	3.12	C	4.04	HC	3.00	C	3.08	C	3.43	HC	3.35	C
2. Special lectures with class size of more than forty (40) is allowed as long as the attendant facilities are provided.	3.52	HC	3.39	C	3.10	C	3.72	HC	3.35	C	3.43	HC
3. There is a maximum of 1:50 faculty-student ratio in the College when the attendant facilities are provided.	3.60	HC	3.18	C	3.33	C	3.76	HC	3.39	C	3.46	HC
4. The faculty – student ratio for field instruction is 1:10.	3.04	C	3.28	C	2.87	C	3.00	C	3.30	C	3.11	C
5. For laboratory and research classes, the class size is specific to the discipline as specified in the policies and standards of the university.	3.54	HC	3.38	C	3.10	C	3.94	HC	3.63	HC	3.53	HC

6. For laboratory courses, the maximum class size is twenty (20) to twenty five (25) students.	3.33	C	3.22	C	3.08	C	3.83	HC	3.30	C	3.35	C
Average	**3.35**	**C**	**3.41**	**H**	**3.08**	**C**	**3.57**	**HC**	**3.40**	**HC**	**3.38**	**C**

Legend: VHC – Very Highly Complied HC – Highly Complied C – Complied
LC – Less Complied NAC – Not All Complied

As manifested on the table, the respondents' assessment of teaching load with respect to class size obtains the average weighted mean of 3.38 which means that they regarded it as "Complied."

The table further shows that state universities in the region have mostly complied with the standards of the commission in terms of the faculty – student ratio though some aspects are highly complied. It is evident that four of the state universities have only complied with the ratio for field instruction of 1:10 and for laboratory courses.

The findings indicate that the universities are struggling to comply with the requirement of the commission in terms of class size. It is noteworthy that the universities do not religiously follow the 1:35 faculty – student ratio due to the excessive number of students enrolled in the course while the number of faculty members is inadequate.

Golo (2010) during the "Seminar in Quality Teaching" spoke out that the 30:1 is the most ideal class size in order that the transfer of learning be effective, She further stressed that the best way to learn is by hands – on experience and to hire more qualified teachers.

The finding is compatible with the study of Kokkelenberg, et. al. (2008) who found out in their study that class size negatively affected the grades for a variety of specifications and subsets of the data, as well as for the whole data set from the school. The specifications tested hold constant for academic department, peer effects (relative ability in class), student ability, level of student, level of course, gender, minority status, and other factors. Average grade point

declines as class size increases, precipitously up to class sizes of twenty and more gradually but monotonically through larger class sizes. They concluded that there were diseconomies scale associated with a deterioration of student outcomes as class sizes grow larger.

Blatchford, et. al. (2007) evaluated on whether and how teaching is affected by small and large classes especially in the case of students in the later primary years. Their study investigated the effects of class size on teaching of pupils aged 7 – 11 years. They used a multi – method approach, integrating qualitative information from teachers' end-of-year accounts and data from case studies with quantitative information from systematic observations. Results showed that there was more individual attention in smaller classes, a more active role for pupils and beneficial effects on the quality of teaching. It was suggested that teachers in both large and small classes need to develop strategies for more individual attention but also recognize the benefits of other forms of learning, for example, group work.

The finding has a bearing with what Vallestero (2003) found out in his study that two of the worst problems encountered by Social Science instructors in teaching social science were lack of textbooks and oversized classes.

Table 10 presents the computed weighted mean of respondents' assessment of teaching load based on the standards with respect to area of specialization.

Table 10

Computed Weighted Mean of the Respondents' Assessment of Teaching Load Based on the Standards with Respect to Area of Specialization

E. Area of Specialization	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Faculty members hold master's degree which is the minimum qualification based on CHED Memo Orders.	3.84	HC	3.42	HC	3.82	HC	4.16	HC	4.09	HC	3.86	HC
2. Faculty members are licensed/registered professionals.	4.16	HC	3.58	HC	4.08	HC	4.54	VHC	4.17	HC	4.11	HC
3. Members of the faculty have academic preparation and experience appropriate to teaching and supervising assignment.	4.32	VHC	3.74	HC	4.05	HC	4.42	VHC	4.30	VHC	4.17	HC
4. Faculty members have continuing professional development program in their area/s of specialization.	4.20	VHC	3.44	HC	4.08	HC	4.26	VHC	4.02	HC	4.00	HC

5. The faculty's area/s of specialization is/are the primary consideration in assigning teaching load.	4.20	VHC	3.50	HC	4.08	HC	4.42	VHC	4.22	. VHC	4.08	HC
Average	**4.14**	**HC**	**3.54**	**HC**	**4.03**	**HC**	**4.36**	**VHC**	**4.16**	**HC**	**4.04**	**HC**

Legend: VHC – Very Highly Complied HC – Highly Complied C – Complied
LC – Less Complied NAC – Not All Complied

The table shows the computed average weighted mean of 4.04 for the assessment of the respondents of the teaching load with respect to area of specialization and obtains a verbal interpretation of “Highly Complied.”

The table further shows that there is a high to very high compliance of the five state universities in the region in terms of the minimum qualification of the faculty members and their academic preparation and experience which are very significant in the field of education.

The finding suggests that area of specialization and skills are aspects taken into consideration in assigning a faculty member his/her teaching load. Faculty members give importance on their professional advancement through their own initiatives by attending graduate programs and trainings, seminars and workshops focusing on the latest innovations/progression in their field of expertise. However, faculty members perceived that the minimum qualification to be a master’s degree holder for a faculty member is not really conformed.

The findings are in consonance with what SEAMEO Innotech, 2003 which declared that “Teachers belong to the government service and they are governed by civil service laws, rules and regulations. Teachers can only join the service if they meet the prescribed qualifications, such as: appropriate civil service eligibility, bachelor’s degree in education or its equivalent, master’s degree and doctorate degree, good moral standing, etc.”

Almario (2004) in her study concluded that teaching competency and student performance in chemistry had a significant correlation with area of specialization, educational attainment and level of seminars/trainings attended.

Campiseño (2010) in his study found out that the faculty of Jose Rizal Memorial State College system is generally perceived as much competent with a weighted mean of 3.67 and highly qualified members in terms of academic qualification and professional performance.

Both full time and part time faculty members must meet the criteria for academic and professional preparation. (Clemson University: 2002) Faculty members must have completed at least eighteen graduate semester hours; possess competence in their teaching discipline and hold at least a master's degree or the minimum of a master's degree; with a major concentration in the teaching discipline. Likewise, eligibility requirements for faculty members were clearly defined and publicized most especially those teaching graduate courses.

Table 11 presents the composite table of respondents' assessment of teaching load based on the standards.

Table 11

Composite Table of Respondents' Assessment of Teaching Load Based on the Standards

Criteria	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
A. Number of Hours	3.48	HC	2.95	C	3.45	HC	3.44	HC	3.62	HC	3.38	C
B. Number of Preparations	3.78	HC	3.11	C	3.50	HC	3.99	HC	3.61	HC	3.60	HC
C. Nature of Assignment	3.92	HC	3.49	HC	3.72	HC	4.32	VHC	4.15	HC	3.93	HC
D. Class Size	3.35	C	3.41	HC	3.08	C	3.57	HC	3.40	HC	3.38	C

E. Area of Specialization	4.14	HC	3.54	HC	4.03	HC	4.36	VHC	4.16	HC	4.04	HC
Overall	**3.73**	**HC**	**3.30**	**HC**	**3.56**	**HC**	**3.94**	**HC**	**3.79**	**HC**	**3.67**	**HC**

As depicted on the table, the overall average computed weighted mean obtained is 3.67 with an interpretation of “Highly Complied.” The criterion “Area of Specialization” gets an average mean of 4.08 with “Highly Complied” verbal interpretation; whereas, the criteria with respect to “Number of Hours” and “Class Size” obtain the mean 3.38 with an interpretation of “Complied.”

This gives an implication that the respondents regard their university adhering to the mandates of the commission in terms of the area of specialization, nature of assignment and number of preparations. However, the university’s adherence to the number of hours and class size is somewhat less complied.

In addition to this, the respondents aver that teaching loads of a faculty member often varies depending upon the number of students and offering of subjects.

The present study complements the article “Finding Out a School Teacher Load,” (2007) which states that at a large public research institution, it is often very difficult to figure out the teaching load by looking at a class schedule. It may well differ by rank, by whether or not one is considered graduate faculty and by department. The faculty handbook probably states a maximum teaching load rather than a typical load.

The study has its connection with what Wanka and Oreovicz (2004) wrote in their article that the myth that the more class preparation is always better is precisely that --- a myth. Not only can it lead to mediocre teaching but it also makes a person guilty if class preparation time is reduced even if the teaching is excellent. They added that this myth is particularly destructive for new faculty members because it robs them of time to set up research programs while not improving their teaching.

Likewise, the study corresponds to what Mills (2005) commented that it is important not to focus too much only on the number of courses taught but also on the number of students taught, what kind of courses they were and whether or not a teacher had any teaching support.

In addition to teaching assignment, the regular faculty member's responsibilities include office hours, committee assignments, scholarly study, class preparations, department meetings, evaluation of colleagues, meeting with students, community service activities (Buckley: 2002).

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Distribution of Loads, Full Time Equivalent, Overload, Delegation of Assignment/Designation and Faculty Members' Official Time

Table 12 presents the computed weighted mean on the extent of class program management as perceived by the respondents with respect to distribution of loads.

As seen in the table, the extent of class program management with respect to distribution of loads reveal an “Often” verbal interpretation with 3.68 average weighted mean.

The table further shows that generally, respondents perceive the distribution of loads as “sometimes” to “always” observed/practiced. It is evident that part time faculty members are “seldom” to “sometimes” given a maximum of

Table 12

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Distribution of Loads

A. Distribution of Loads	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Full time faculty members are given the regular teaching load of 21 units.	3.00	So	3.34	So	4.08	O	4.54	A	3.76	O	3.73	O
2. Part time faculty members are given a maximum of 9 units per semester/term.	2.78	So	2.14	Se	3.32	So	2.58	Se	3.15	So	2.76	So
3. The load/s assigned to a faculty member is/are in line with his/her area of specialization.	4.12	O	3.76	O	4.00	O	4.46	A	4.28	A	4.13	O
4. Distribution of load to a faculty member is based on existing university policies.	4.04	O	3.52	O	3.85	O	4.34	A	4.35	A	4.02	O
5. The loads given to a faculty member motivate him/her to commit himself/herself to high	3.92	O	3.36	So	3.54	O	4.30	A	3.87	O	3.81	O

performance.												
6. The faculty workload gives the faculty member adequate time to prepare his/her instructional and evaluation materials.	3.66	O	3.08	S	3.46	O	4.10	O	3.76	O	3.62	0
Average	**3.58**	**O**	**3.20**	**So**	**3.71**	**O**	**4.05**	**O**	**3.86**	**O**	**3.68**	**O**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

9 units per semester/term and that the workload of faculty members “often” gives them adequate time to prepare their instructional and evaluation materials.

The finding purports that deans/department heads/program coordinators manage the distribution of teaching loads to the faculty members by giving relevance to the area of specialization or expertise and those teaching loads given to every faculty member are based on the university’s policies. However, part time faculty members’ teaching load goes beyond what it should be. This is attributable to the lack of regular faculty members who can still handle the other teaching load for they are already overloaded.

The finding of the study is in agreement with what Keys and Devine (2006) stated that the department chair must manage the variability of high effort and low effort teaching assignments among department faculty members in an effort to achieve an equitable workload distribution.

The assignment of faculty duties is a fundamental responsibility of department chairs and deans. They know the courses and sections that must be offered and the other duties that must be carried out. They know what faculty resources and instructional space are available to deliver these courses, and what competing demands on these resources exist. They know which faculty members need to be compensated for past course overloads and which ones need to be compensated for assuming institutional service responsibilities such as chairing a campus-wide task force, directing an institutional accreditation self-study, or coordinating a university honors program. They know which faculty members have time budgeted under research or other externally-funded grants

or contracts and which have accepted responsibility to serve as an officer of a national professional society. Therefore, in assigning faculty courseloads, the department head and dean must take account of the time needed to complete tasks other than those classroom teaching, research and service assignments that are routinely expected of all faculty in the department. (UNC Policy Manual, 2001)

The individual class program contains the faculty member's teaching hours (basic and overload, if any), his student consultation hours, and other non – teaching hours (e.g. research/instructional material preparations), community services, services to committees, class preparation and administrative assignments, if any. (DLSU – Dasmarinas – Faculty Handbook)

This differs with the University of Ottawa wherein professors are given a list and timetable and are asked to give their preferences" first choice, second choice, third choice, etc. The chairman then arrives at some assignment after several iterations and meetings with each individual. Before the school year begins, the dean sends a letter to each professor informing him/her of his his/her teaching load and administrative duties.(Informal University Teaching Reports, 2005)

Table 13 puts forward the computed weighted mean on the extent of class program management as perceived by the respondents with respect to full time equivalent.

Table 13

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Full Time Equivalent

B. Full Time Equivalent	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. The normal full load of a faculty member is 21 units of actual teaching contact hours inclusive of research/extension/production workload.	3.06	So	2.82	So	3.97	O	4.00	O	3.37	So	3.42	O
2. Quasi-assignments (adviser of the school paper/ organization/club, trainor/coach, editor of a journal thesis/special problem critic, etc.) of the faculty members have equivalent contact hour workload.	3.34	So	2.84	So	3.59	O	4.12	O	3.38	So	3.45	O
3. The time allotment given to a faculty member in performing the instruction function allows him/her to perform other functions such as research, extension and production.	3.46	O	2.66	So	3.46	O	3.76	O	3.26	So	3.31	So

4. Time allotment for faculty members allows instruction/ evaluation materials preparation, checking, and performing other instructional related functions.	3.60	O	3.04	So	3.64	O	3.96	O	3.46	O	3.54	O
5. Faculty members' time for counseling and advising functions is part of their workload.	3.58	O	2.74	So	3.53	O	3.60	O	3.20	So	3.32	So
6. Faculty members' time does not exceed the daily eight- hour working time.	3.58	O	3.16	So	3.59	O	3.44	O	3.67	O	3.48	O
Average	**3.44**	**O**	**2.88**	**So**	**3.63**	**O**	**3.81**	**O**	**3.38**	**So**	**3.42**	**O**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

As to full time equivalent, the table reveals the overall average weighted mean obtained which is 3.42 and “often” perceived by faculty respondents as an aspect of class program management.

It is observable that faculty members of the five universities perceive the class program management in terms of full time equivalent as “sometimes” to “often” observed/practiced most specifically the items pertaining to the normal full load of a faculty member that is inclusive of research, extension and production which should be 21 units and the giving of equivalent contact hour workload to quasi – assignments.

From the stated findings, it can be claimed that more of faculty members’ eight hour working time is devoted in performing instructional activities/functions and that the time for performing other functions such as research, extension and production are being neglected. Moreover, it is observable that counseling and advising functions which are integral parts of the responsibilities of a faculty member are part of the workload.

The study is in congruent with what Blasé and Kirby (1992) said in their book that effective principals understand that the key to improving their schools’ effectiveness lies not with persons skilled in compliance with bureaucratic rules and procedures or in discussions about those rules, but in effective use of time allotted to instruction. In spite of pressures to maintain records and meet reporting deadlines, they recognize that what they need are teachers, not bureaucrats. Thus, a third strategy used by open and effective principals to increase instructional time and improve teacher morale is the deliberate

reduction of extraneous demands on teacher's time. They give teachers time to teach.

In terms of the allotment of time for each faculty member, the focus of concern of each department or colleges shall not be solely on residence but also on the output of the faculty in terms of research, production of instructional materials, curriculum development, teaching innovations, scholarly publications, creative writing or any other academic project where quality output is the chief criterion of achievement.

All full time faculty members must render a total of at least thirty – four (34) hours per week in residence. This is broken down into at least eighteen (18) hours for basic teaching load, ten (10) hours for student consultation and six (6) hours for committee work, preparation of instructional materials, research and community extension services.

This also agrees with Eberhard, et.al. (2000) who averred that anxiety, stress and exhaustion can affect a teacher's ability to create an environment conducive to learning. Exhaustion most often occurs for those teachers who are very dedicated and committed to their careers. They tend to work long – intense hours to achieve their goals.

Table 14 presents the computed weighted mean on the extent of class program management as perceived by the respondents with respect to overload.

Table 14

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Overload

C. Overload	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Information regarding the overload of the faculty member is stated in the individual class program given to him/her.	4.02	O	3.06	So	3.82	O	4.50	A	3.96	O	3.87	O
2. Computation for overload pay is based on existing policies of the university.	4.20	A	3.11	So	4.05	O	4.63	A	4.30	A	4.07	O
3. The faculty member receives an overload pay for work assignment given him/her over and above the 21 units of actual teaching contact hours per week.	3.72	O	2.90	So	4.08	O	4.56	A	3.96	O	3.83	O
4. All claims for workload unit are supported by pertinent documents.	4.40	A	3.90	O	4.08	O	4.66	A	4.46	A	4.31	A

5. The faculty is aware that his/her teaching load goes beyond the minimum number and he/she agrees with it.	4.26	A	3.56	O	3.95	O	4.60	A	4.04	O	4.09	O
6. The dean and the faculty member discuss in a conference the overload matters.	3.82	O	3.08	So	3.72	O	4.44	A	3.93	O	3.80	O
7. Performing other functions such as research, extension and production receives an overload pay beyond the 21 units.	3.48	O	2.82	So	3.24	So	4.16	O	3.50	O	3.45	O
Average	**3.99**	**O**	**3.20**	**So**	**3.86**	**O**	**4.51**	**A**	**4.02**	**O**	**3.92**	**O**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

The table depicts the overall computed average weighted mean of 3.92 which is interpreted as “Often” on the extent of class program management with respect to overload as perceived by the faculty – respondents.

The table points out that generally the respondents of the five state universities in the region perceive the overload as “sometimes” to “always” observed/practiced. However, one state university - SUC B – perceives the overload factor of class program management as “sometimes” observed/practiced most specifically the item pertaining to the receiving of overload pay for work assignment given which is over and above 21 units of actual teaching and for performing the research, extension and production functions.

The result signifies that the management of the dean/department head of the overload is frequently practiced or observed though the claims for workload units is supported by pertinent documents. The findings also signify that faculty members are overloaded because of the teaching load given to them and their performance in the remaining functions – research, extension and production - often receives overload pay. Cases are evident in a university that a faculty must have research and extension works to comply with the policies on overload pay.

The study coincides with the study of Keys and Devine (2006) who recommended direct compensation – meaning - teaching assignments requiring additional effort would be paid for with additional pay for the assignment.

Travers and Coopers (1997) as cited by Jarvis (2008) found in their study that high workload, long working hours, poor status and poor pay emerged as four of the seven major sources of stress.

Furthermore, as stated in Chapter 7 of the Manual on Position Classification and Compensation, NBC 461, faculty members are entitled to honoraria for services rendered in excess of the regular teaching load. Honoraria shall be based on the Prime Hourly Teaching Rate (Manual on Position Classification and Compensation, NBC 461).

In addition, Art. 87 of the Labor Code states, “When teachers work more than the regular daily working hours, they are entitled to overtime pay.” Art. 95 provides, “Teachers should be given a “service incentive leave” or its equivalent.”

Overload is essentially a temporary arrangement resorted to when there is no teacher available to teach the subject/course as part of his regular teaching load. Overload constitutes overtime work and thus, entitled to overtime pay. (DOLE-DECS-CHED-TESDA Order No. 02)

Teaching overload compensation is the payment for teaching services for credit courses rendered by a full-time faculty member in addition to the normal activity assigned by the Department Head and/or Dean.(Faculty Handbook: University of Georgia, 2009.) All teaching overloads for compensation must be requested and approved in writing.

Table 15 presents the computed weighted mean on the extent of class program management as perceived by the respondents with respect to delegation of assignments/designation.

Table 15

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Delegation of Assignment/Designation

D. Delegation of Assignment/Designation	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Work assignments of dean/director/head are based on qualifications and capabilities of the faculty concerned.	3.94	O	3.26	So	3.97	O	4.48	A	4.24	A	3.97	O
2. Description of assigned task/assignment is provided And is consistent with the mission of the university.	4.06	O	3.44	O	3.92	O	4.47	A	4.26	A	4.03	O
3. Designating faculty members to some position/ Assignments faithfully bears accountability.	4.06	O	3.60	O	3.82	O	4.40	A	4.41	A	4.06	O
4. Delegation of assignments is based on existing												

Policies of the university.	4.04	O	3.29	So	3.92	O	4.40	A	4.24	A	3.98	O
5. The distribution of assignment/s ensures good Harmonious relationship among faculty members.	3.90	O	3.31	So	3.74	O	4.27	A	3.85	O	3.81	O
Average	**4.00**	**O**	**3.37**	**So**	**3.88**	**O**	**4.40**	**A**	**4.20**	**A**	**3.97**	**O**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

The table shows the overall average weighted mean of 3.97 on the extent of class program management with respect to delegation of assignments/designation and verbally interpreted as “Often.”

In general, the faculty respondents perceive that the delegation of assignments/designation has been “often” to “always” observed/practiced. However, faculty respondents from SUC B perceive that the work assignments of the faculty concerned which should be based on qualifications and capabilities and the distribution of assignment/s which should ensure good and harmonious relationship has been “sometimes” observed/practiced.

The findings indicate that assigning a faculty member to such position/s is in harmony with the vision and mission of the university and accountability in delegating positions and assignments is deemed important. This means that faculty members are aware of the responsibilities incorporated in the assigned position or delegated assignment. Nevertheless, the respondents perceive that the distribution of assignment affects the harmonious relationship of the faculty members. In addition to that, giving them additional assignments, designations or positions affect their instruction functions.

The study is supported by what Fleming (2009) averred in his paper that there are many factors that contribute to professional and organizational success in the contemporary business world. One essential ingredient of this success that is often overlooked is effective delegation. Effective delegation is in fact an essential managerial "survival skill" that plays a key role in determining the

success of the contemporary organization and the professional success of those who manage and lead it.

Furthermore, he stated that delegation is the process that managers use to transfer responsibility and authority to positions below them in the organizational hierarchy in order to increase organizational effectiveness and efficiency, and more fully develop and utilize the talents of organizational personnel. Delegation, thus, involves entrusting work to others and allowing and empowering them to make decisions consistent with the delegated responsibility and authority that they have received. He added that there are three elements to effective delegation: responsibility, authority and accountability.

Krahenbuhl (2004) stated that significant variation among faculty members in the relative effort devoted to each area and in the specific activities that constitute their work. As university officials assign responsibilities, they try to optimize the fit between faculty strengths and interests, on the one hand, and the institution's needs, on the other. Performance evaluation reflects the quality of the faculty member's work with direct reference to the responsibilities to which he or she was assigned.He added that faculty asset is flexible when responsibilities can be assigned in a variety of ways. Concern should be directed at the appropriateness of the kind, amount and quality of faculty responsibilities.

Table 16 presents the computed weighted mean on the extent of class program management as perceived by the respondents with respect to faculty members' official time.

Table 16

Computed Weighted Mean on the Extent of Class Program Management as Perceived by the Respondents with Respect to Faculty Members' Official Time

E. Faculty Members' Official Time	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. All faculty members are required to observe eight hours a day official time.	4.48	A	4.34	A	3.95	O	4.67	A	4.57	A	4.42	A
2. Filing of leave of absence by the faculty member is done following the CSC standards.	4.66	A	4.40	A	4.45	A	4.66	A	4.67	A	4.57	A
3. Faculty members effectively render services Within the official working hours.	4.44	A	4.16	O	4.28	A	4.58	A	4.52	A	4.40	A
4. Faculty members perform tasks beyond the official working hours.	4.36	A	4.02	O	4.18	O	4.54	A	4.37	A	4.30	A
5. Official time of faculty member is included in the individual class program.	4.48	A	4.16	O	4.23	A	4.56	A	4.24	A	4.34	A
6. Punctuality and attendance of every faculty												

member is monitored.	4.50	A	3.88	O	4.08	O	4.38	A	4.35	A	4.24	A
7. Faculty members who are designated to Perform supervisory and administrative functions and auxiliary services are required to report eight (8) hours a day.	4.36	A	4.14	O	4.23	A	4.46	A	4.04	O	4.25	A
Average	**4.47**	**A**	**4.16**	**O**	**4.20**	**A**	**4.55**	**A**	**4.40**	**A**	**4.36**	**A**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

Faculty members' official time is one of the variables on the class program management. The table reveals that the respondents perceive it as "Always" as evidently shown by the overall computed average weighted mean of 4.25.

The table reveals that faculty respondents of the five state universities perceive the class program management in terms of faculty members' official time as "often" to "always" observed/practiced. The table further shows that the respondents of the two SUCs observe that it is often practiced by the university the monitoring of the attendance and punctuality of the faculty members and the willingness of the faculty members to perform the tasks given to them beyond the official working hours. However, it can be observed that all items are regarded "always" observed and practiced by the teacher – respondents.

The findings reveal that observance of official time is of prime importance to every faculty member. This is a clear manifestation of the faculty members' compliance to the Civil Service Commission's standard with respect to eight –hours a day working time and the application for leave of absences. Furthermore, faculty members are willing to work beyond the official time whenever the need calls for it. On the other hand, it is noticeable that keeping an eye on the promptness and the attendance of the faculty member is not given much emphasis. It is observed by some respondents that presence only in the campus is being monitored religiously by the dean/head; attendance and punctuality in the class as well as actual teaching are not monitored.

This study is supported by the study of Dizon (2003) who found out in her study that teachers strictly follow the policy of the school including the official office hour requirement. Even though teachers could not extend services to the school beyond

official time due to some responsibilities in the family, they still finish, complete and accomplish the targets on time.

At Laguna College of Business and Arts, full-time faculty appointments require a full commitment of working time and effort. Full-time faculty are expected to complete their primary assignment regardless of the time required.

Curry (2006) stated that each faculty member, in consultation with their faculty director or designee, must establish regular and adequate office hours so distributed throughout the week as to be of maximum convenience to the students. Established office hours and/or procedures for appointments must be brought to the attention of the students and a copy filed with the Faculty Director or his/her designee. The usual minimum number of office hours is ten(10) hours per week. Office hours include actual office time at one of the campuses or online via email and chat rooms.

At DLSU – Dasmarinas, faculty members should sign in and out in the logbook for attendance monitoring.

Tabuso (2007) stated that it is believed that teachers who are committed are those who devote themselves wholly to the teaching profession and to the educational organization. They exert effort to the optimum level. Organizationally-committed teachers are satisfied teachers who display punctuality and loyalty. They have a good record of attendance and are willing to adhere to school policies.

Table 17 presents the composite table of the extent of class program management as perceived by the respondents.

Table 17

Composite Table of the Extent of Class Program Management as Perceived by the Respondents

	SUC A		SUC B		SUC C		SUC D		SUC E		Overall	
Criteria	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**
A.Distribution of Loads	3.58	O	3.20	So	3.71	O	4.05	O	3.86	O	3.68	O
B.Full Time Equivalent	3.44	O	2.88	So	3.63	O	3.81	O	3.38	So	3.42	O
C. Overload	3.99	O	3.20	So	3.86	O	4.51	A	4.02	O	3.92	O
D.Delegation of Assign/ Designation	4.00	O	3.37	So	3.88	O	4.40	A	4.20	A	3.97	O
E.FacultY Members' Official Time	4.47	A	4.16	O	4.20	A	4.55	A	4.40	A	4.36	A
Overall	**3.90**	**O**	**3.36**	**So**	**3.86**	**O**	**4.26**	**A**	**3.97**	**O**	**3.87**	**O**

Legend: A – Always O – Often So – Sometimes Se – Seldom N - Never

The table depicts the overall average weighted mean of 3.87 for the extent of class program management as perceived by the respondents and has a verbal interpretation of "Often." Faculty members' official time as an aspect of class program management gets a mean of 4.36 and interpreted as "Always," while full time equivalent gets a mean of 3.42 and interpreted as "Often."

From the given findings, it can be deduced that the class program management in terms of the given criteria is often practiced and observed. In spite of this, there is a necessity to deal with care and precision the overload, distribution of workload and full time equivalent as factors of class program management. Every faculty members should be made aware of the policies of the university pertaining to the above

mentioned aspects. Likewise, it is but indispensable for the faculty members that distribution of loads and assignments be fair and just and giving equivalent load to other functions be considered as part of the workload of a faculty member. Working out of these aspects will enhance the commitment and good relationship of every faculty member.

The findings are authenticated by the idea of Salandanan (2007) that a faculty member can be designated as a program coordinator, a department head or a dean of an institute or college. Doing this role will task a person to see to it that all the learning tasks are carried out in their proper sequence and in effective transactions. He should also keep the channel open for a smooth understanding and acceptance of each other's duties and responsibilities for the welfare of the faculty members and of the students.

Schuch – Moore, et.al. (2008) in their paper stressed that teacher recruitment and retention is one of the most critical factors to ensuring that students have access to secondary education. Recent publications and studies highlight the challenges facing teacher recruitment and retention in secondary education across developing countries. They added that difficulties arise because of low compensation (other professions requiring similar educational qualification offer higher compensation); poor working conditions; unsatisfactory managed class program; lack of professional development opportunities; little mobility to better positions; inadequate professional support and supervision; unprofessional treatment of teachers; and lack of incentive systems to stimulate and motivate teachers to remain in the teaching field.

Performance of the Faculty – Respondents in the Four – Fold Functions

Table 18 presents the performance of the faculty – respondents in the four - fold functions.

Table 18

Performance of Faculty – Respondents in the Four – Fold Functions

Area	Mean	SD	VI
Instruction	8.68	.74	Very Satisfactory
Research	8.49	.81	Very Satisfactory
Extension	8.41	.61	Very Satisfactory
Production	8.74	.40	Very Satisfactory
Overall	**8.75**	**.81**	**Very Satisfactory**

The table depicts the overall “Very Satisfactory” performance of the faculty - respondents in the four - fold functions with the obtained average weighted mean of 8.75. As revealed, faculty – respondents perform very satisfactorily in production with a mean of 8.74, in instruction with 8.68, research function with 8.49 while extension obtains the lowest mean which is 8.41.

This finding connotes that even faculty members are given teaching loads beyond the standards of the commission and other assignments or responsibilities, they can still carry out what is expected of them. However, it is noticeable that faculty members’ performance in instruction - the prime responsibility required of them - is quite low though falls on a very satisfactory adjectival rating.

The finding regarding the very satisfactory performance of faculty members in the three fold functions (instruction, research and extension) have been intensified and substantiated by the annual reports of the universities in the region.

Faculty members in carrying out the prime function of instruction were committed to provide quality education as manifested in the results of the board/licensure examinations given yearly by the Philippine Regulation Commission (PRC) and the accredited programs of the university. Enhancement programs of the universities through curriculum and course syllabi revisions/updating, faculty development and were adopted with the aim of embracing the idea of bringing forth innovative changes that shall be responsive and relevant to the requirements of the economy and times.

Faculty members of the state universities in CALABARZON responded to mission of the universities through spearheading sustainable development projects and programs that positively responded to the needs of the community. The roles of the universities depending on its thrusts are clearly manifested on the various researches, programs, projects, community activities and services they deliver to their clienteles.

Research and extension programs and projects undertaken by faculty members have done a great deal in upgrading the level of the curriculum which are the bases in the accreditation process of the AACCUP.

Research activities serve as catalysts for development and are aligned with the research thrusts and priorities of the universities and consistent with the government's development goals and objectives. Researches are done mostly by teams. However, few faculty members are undertaking researches. There are numbers of researches that

are completed and have undergone international and national presentations. Likewise, numbers of on – going researches done by faculty members are very evident.

The universities, likewise, pursue extension services, programs, projects and activities that enable institutions and communities toward sustainable development. Extension service programs/projects conducted are holistic in nature and effectively put together the varied expertise, orientation and talents of faculty members and students. Generally, faculty members of the state universities actively participate in this function.

With respect to production function, faculty members in the state universities in the region are not active participants. Most of the production activities are not initiated by faculty members but by the university through resource generation they have such as faculty and students' uniform, ID printing and lace, canteen, stalls, facilities rentals, soaps, processed foods, among others.

The finding is fairly in agreement with the study of Coronacion (2003) who discovered that the campuses of SLPC were found to have satisfactory performance in instruction, low performance in research and extension functions, and moderate to low performance in production.

He, then, recommended that programs for regular performance evaluation of middle level managers must be done to determine their managerial performance and information regarding the result must be evident.

Aduana (2010) in her study discovered that the function of instruction was executed successfully by the college mentors of the university.

There are studies conducted and one of which was by Robles (2000) that declared that the deloading from regular teaching assignment of teachers who are

conducting research significantly influences institutional research productivity. Likewise, he added that research productivity of faculty researcher improves as they are given more time to engage in research.

The study is in contrast, however, to the study of Aduana (2010) who found out that teaching load and position/designation significantly influenced the four – fold functions specifically with respect to the technical assistance, financial assistance and incentives and awards of the production function. The researcher recommended that further enhancement on strategies of the functions of research, extension and production be instituted.

Moreover, she stated that the production function of the university was viewed by its mentor – respondents as rarely done. This according to her implies that production activities were practically rarely done and could be considered as the lowest level of participation among the four – fold functions.

San Andres (2004) recommended in his study to motivate and enlighten the faculty and students on the importance of extension services particularly those that will utilize one's expertise and specialization for the welfare of the school and the community in general.

A study conducted by Aduana (2010) stated that the level of participation in extension of the faculty respondents was a little bit higher than the level of research function although both were similarly described as sometimes done.

Isidro (2004) stressed that the school and the community are the two integrated interacting social institutions. He further emphasized that these institutions are complementary and supplementary to each other in their functions. The school seeks to

improve the community by drawing materials from community resources; while the community actively supports the school and is interested in its programs and activities.

According to Anders (2004), the teachers should not only confine themselves within the four walls of the classroom nor the four corners of the school campus but should confine themselves to the community for this greatly affects not only the growth and welfare of the community and the school but likewise improve the pupils' performance in general.

Regression Analysis of the Performance of SUCs' Faculty as to Teaching Load and Class Program Management

Table 19 presents the regression analysis of the performance of SUCs' faculty as to teaching load and class program management.

Table 19

Regression Analysis of the Performance of SUCs Faculty as to Teaching Load and Class Program Management

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	H_o	VI
	B	Std. Error	Beta				
(Constant)	10.167	0.526		19.317	0.000		
1 Delegation of Other Assignment/ Designation	-0.360	0.132	-0.308	-2.724	0.008	Reject	Significant

F = 7.422, Sig. = .008, R – square = .095

The table depicts the regression analysis of the faculty respondents' performance in the four fold functions in terms of teaching load and class program management. It is

observable that among the factors considered, delegation of other assignment/designation has a significant effect on the performance of the faculty – respondents in their four – fold functions as shown in the computed t – value of -2.724 which is less than the .05 level of significance. Therefore, the null hypothesis that a single factor and/or a combination of factors do not affect or predict the faculty performance is rejected.

The negative coefficient simply implies that the performance of a faculty member increases if there are less additional assignments/designations given to him. On the other hand, the performance of a faculty member decreases if there are more additional assignments/designations given to him.

The significant finding substantiates the idea of Salandanan (2007) who stated that for a teacher who is employed in a personality – complex college or university, performing daily activities and additional tasks can turn out into a threatening, discouraging and depressing experience.

Pascual's (2004) statement that individual job performance is a joint function of three important factors namely: 1) the abilities, traits and interests of an employee, 2) the clarity and acceptance of the role prescription of an employee and 3) the motivational level of an employee supports the findings of the study.

Likewise, the statement of Krahenbuhl (2004) that significant variation among faculty members in the relative effort devoted to each area and in the specific activities constitutes their work. As university officials assign responsibilities, they try to optimize the fit between faculty strengths and interests, on the one hand, and the institution's needs, on the other. Performance evaluation reflects the quality of the faculty member's

work with direct reference to the responsibilities to which he or she was assigned supports the findings.

He added that faculty asset is flexible when responsibilities can be assigned in a variety of ways. Concern should be directed at the appropriateness of the kind, amount and quality of faculty responsibilities.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations on the teaching load, class program management and faculty performance of state universities in Region IV – A.

Summary of Findings

Upon thorough analysis of the data gathered, the following salient features are summarized:

1.Teaching Load of SUCs Based on CHED Standards with Respect to Number of Units, Number of Preparations and Class Size

1.1 As to number of hours/units, the teaching load of most faculty respondents was from 18 to 24 hours/units with 94 or 48.7 percent.

1.2 With respect to number of preparations, 114 or 60.32 percent had 4 and below number of preparations. A minimal of 75 respondents or 39.68 percent had more than 4 number of preparations.

1.3 As to class size, 137 or 70.6 percent had 26 – 50 students in the class, 49 or 25.3 percent had below 25 and 8 or 4.1 percent had 51 and above students in the class.

2. Teaching Load of SUCs Based on CHED Standards

As to the adherence of the SUCs to the standards of CHED, teaching load of SUCs A, B, C and D were within the CHED standard with averages of 22.90,

21.99, 18.48 and 22.88 respectively. However, the teaching load of SUC E was lower than the CHED standard for it had an average of 17.47.

3. Respondents' Assessment of Teaching Load Based on the Standards With Respect to Number of Hours, Number of Preparations, Nature of Assignment, Class Size and Area of Specialization

3.1 The respondents assessed the teaching load in terms of number of hours as Complied with an overall mean of 3.38. Generally, the five SUCs had Complied to Highly Complied the standards set by the commission.

3.2 With respect to number of preparations, the overall mean obtained was 3.60 and verbally interpreted as Highly Complied. The SUCs generally had an adherence to the number of preparation from Complied to Very Highly Complied.

3.3 As to nature of assignment, the overall mean was 3.93 and interpreted as Highly Complied. The SUCs got hold of the standard set by the commission from a Highly Compliance to a Very Highly Compliance.

3.4 In terms of class size, the SUCs in the region regarded the teaching load as Complied with an overall mean of 3.38. Other assessments proved that some of the items were Highly Complied.

3.5 As to area of specialization, the overall mean obtained was 4.04 and had a verbal interpretation of Highly Complied. There were also a High to Very High Compliance of the state universities in the region in the items.

3.6 The overall mean obtained for teaching load based on the standard was 3.67 with an interpretation of Highly Complied. Area of Specialization, Nature of Assignment and Number of Preparations were Highly Complied while number of hours and class size were Complied.

4. Extent of Class Program Management as Perceived by the Respondents with Respect to Distribution of Loads, Full Time Equivalent, Overload, Delegation of Assignments/Designation and Faculty Members' Official Time

4.1 With respect to distribution of loads, the faculty respondents perceived the class program as often observed/practiced with an overall mean of 3.66. Generally, the five universities acknowledged the items as always to sometimes observed/practiced.

4.2 In terms of full time equivalent, the overall mean obtained was 3.42 and often perceived by faculty respondents as an aspect of class program management. In general, faculty members of the five state universities perceived the class program management in terms of full time equivalent as often to sometimes observed/practiced.

4.3 With respect to overload, the overall mean was 3.92 and interpreted as often. On the whole, the respondents of the five state universities perceived overload as always to sometimes observed/practiced.

4.4 As to delegation of assignments/designations, the overall mean obtained was 3.97 and verbally interpreted as often. In general, the faculty respondents perceived the delegation of assignments/designation as often to always observed/practiced.

4.5 With respect to faculty members' official time, the respondents perceived it by and large as always observed/practiced with an overall mean of 4.25. On the whole, the state universities in the region perceived the class program management in terms of official time as always to often observed/practiced.

4.6 The extent of class program management as perceived by the respondents got an overall mean of 3.87 and verbally interpreted as often. Faculty members' official time was viewed to be always observed/practiced while delegation of assignments/designation, overload, distribution of loads and full time equivalent were perceived to be often observed/practiced.

5. Performance of Faculty Respondents in the Four – Fold Functions

5.1 The faculty respondents performed in the four – fold functions very satisfactorily as revealed in the overall mean of 8.75.

6. Regression Analysis of the Performance of SUC Faculty as to Teaching Load and Class Program Management

6.1 As revealed, among the factors considered under teaching load and class program management, delegation of other assignments/designation had been the predictor that affected the performance of the faculty respondents in their four – fold functions.

Conclusion

Based on the findings revealed, it is concluded that the factor – delegation of assignment/designation - singly predicted the performance of the faculty – respondents of the different SUCs with respect to instruction, research, extension and production.

Recommendations

Based on the foregoing findings and conclusion, the following recommendations are hereby offered:

1. State universities in the region must strictly comply what is stipulated in the Commission on Higher Education Memorandum Orders on the number of

units/hours given to faculty members most specifically to faculty members having designation/s and additional assignment and to part time faculty members.

2. Faculty members should be given a maximum of three preparations in order that they can perform their instruction, research, extension and production functions effectively.
3. The ideal class size of 35 should be strictly followed by all state universities so that the transfer of learning will become effectual. Moreover, twenty (20) students for laboratory courses and a minimum of ten (10) for specialization courses should be strictly adhered.
4. Annual review and evaluation of the policies of the university on teaching load should be carried out in order to continually match with the standards of the Commission on Higher Education.
5. Aspects in class program management most specifically the distribution of loads, full time equivalent, overload and delegation of assignment/designation should be conscientiously observed and practiced and should be given more attention. Policies of the university regarding this aspect should be reviewed and assessed for the smooth flowing of the academic programs of the faculty, college and university.
6. Faculty performance in the four – fold functions should be further enhanced through different motivational strategies, plans and policies. Every faculty member must be prompted to manifest excellence and commitment in carrying out the four – fold functions which will lead to valuable performance.

7. Teaching workloads given to faculty members with additional designation and assignments should be reduced to nine to twelve hours so that the performance of the faculty members concerned will be with excellence and the quality of work and responsibilities will be increased.
8. Further studies should be conducted in other aspects utilizing other variables. In like manner, validation of the output of this study is recommended.

Chapter 6

THE OUTPUT

The output of the study is a Regional Model for Synchronized Academic Program. This academic program is designed to respond to the challenge of the state universities in the region with respect to the complexity in teaching workloads and class program management which have a great bearing on the faculty members' performance in instruction, research, extension and production.

This Synchronized Academic Program would serve as a guide of the administrators/deans/program coordinators/department heads in the formulation and implementation of class program activities and workload of faculty members. Through this academic program, the state universities in the region will have harmony in the description of teaching load which will be in compliance with the standards of the Commission on Higher Education; giving of equivalent workload – in hours or in units – to designations and other assignments; and the design for the individual teacher's program given to every faculty member every semester.

It is believed that the utilization of this proposed output will generate outstanding and realistic performance among faculty members in the region.

The researcher humbly solicits the assistance of the experts in the field of education to validate this proposed synchronized model and to give valuable comments and suggestions in order that this output will be of great significance to the academic environment of the state universities.

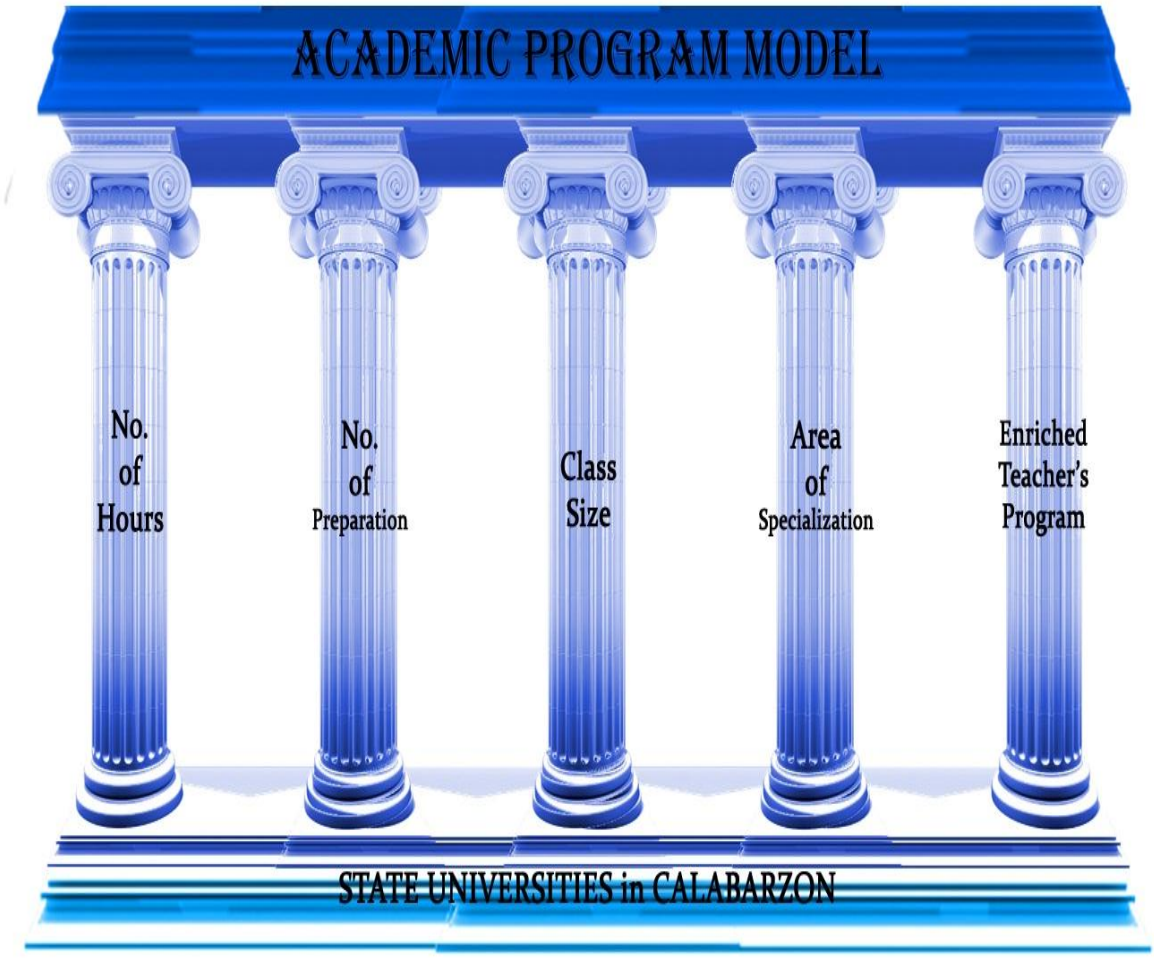

Figure 3

The Synchronized Academic Program Model

The model puts forward the description of the teaching load of the faculty members in terms of the workload plan. This plan will provide a range of work assignments that permits faculty members in consultation with the dean to capitalize on their professional qualifications and strengths and be evaluated and rewarded relative to those strengths.

A. Workload Plan

Professional Activity	Instructor	Asst. Prof.	Asso. Prof.	Prof.
Instruction	85%	70%	40%	30%
Research	15%	30%	35%	30%
Extension	-	-	25%	30%
Production	-	-	-	10%

Moreover, the model offers a basis for distributing loads to faculty members in terms of number of hours, number of preparations, class size and area of specialization. The tables below exhibit the allotment of number of hours to a faculty member and the normal contact hour workload per week.

B. Allotment of Number of Hours

Academic Rank/ Qualification/ Designation	Number of Hours					Total Hours
	Instruction	Research	Extension	Production	Other Assignment/ Designation	
Professor	9	6	6	3		24
Asso. Prof.	15	5	4			24
Asst. Prof.	18	*6	*6			24
Instructor	21	*3	*3			24
Dean					6	
Asst. Dean/Director					4	
Chairman/ Coordinator/					3	

Unit Head						
Adviser (0rganization, Thesis, Univ. Paper, Journal)					2	
Statistician					1	
English Critic					1.5	
Adviser (Section/Class)					1	
Technical Editor					.5	
Coach					1	
Cooperating Teacher					1	

* An Asst. Prof./Instructor can choose between the two functions based on his line of interest.

C. Normal Contact Hour Workload Per Week

ITEMS	Regular Faculty Members without Any Designations	Regular Faculty Members with Additional Assignment	Chairman/ Department-Unit Head/ Coordinator	Deans/ Directors/ Faculty with Admin. Function/s
Actual Teaching Contact Hours	24	18	15	9
Co and Extra Curricular Activities/				

Quasi – Assignments		6	9	15

The number of preparations of a faculty member should be a maximum of three (3) different preparations and the ideal class size of 35 should be maintained for lecture; 20 for laboratory class and a minimum of 10 for specialization courses. In addition to this, area of specialization is also regarded as an important aspect in the synchronized academic program. This calls for a strict compliance that all faculty members are at least master's degree holders and registered professionals.

It is important to note that any faculty member who exceeds with the allotted time proposed above is entitled to receive overload pay or honorarium.

The model, likewise, brings forth the proposed enriched Teacher's Program or Faculty Workload. This proposed enriched Teacher's Program can be utilized by the state universities in the region in order to attain harmony in the information contained in the individual teacher's program. This is an off - shoot of the analysis done by the researcher with the faculty workload/teacher's program of the five universities in the region. The researcher compared the format of the teacher's program or faculty workload of the five universities and arrived with this kind of enriched Teacher's Program.

Univ
.

Republic of the Philippines
University's Name
College's Name
Address

Coll
.

TEACHER'S PROGRAM
_____ Semester, AY 20___ - 20 ____

Name: _____ Academic Rank: _____
Designation/Title: _____ Eligibility: _____
Nature of Appointment: _____ Number of Years in Service: _____
Month/Year of Appointment: _____ Salary Grade: _____ Monthly Salary: _____
Address: _____Employee No: _____
Sex: _____ Civil Status: _____
Educational Background:

Degree/s Earned (BS/MA/Ph.D.)	Major/Minor	Year Graduated	School

Special Training/s: _____

Subjects (Course Description)	Units	Time	Day	Hours/Week Lec.	Hours/Week Lab	Course	Room	Class Size

Number of Teaching Hours per Week: _____Number of Preparations: _____

Local Designations/Additional Assignment/s	Equivalent Workload (Hours/week)

Number of Teaching Hours + Equivalent Workload for Designation/Assignment: _____

Official Time:
MWF: _____
TTh: _____

Extended Time:
_____
_____

Prepared by:

_____
Dean

Conforme:

Signature over Printed Name of Faculty

Approved:

_____
Vice President for Academic Affairs

Date: _____

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