

Work Habits, Commitment and Teaching Effectiveness of Faculty Members in State Universities and Colleges

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ABSTRACT

The research study aimed to determine the work habits, commitment, and teaching effectiveness of faculty members in the Teacher Education Programs of State Universities and Colleges in Region VI for the first semester of the Academic Year 2007-2008. The respondents of the study were the faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI who were chosen through stratified random sampling method. They were taken as a whole group and classified according to variables: gender, age, civil status, educational attainment, length of teaching experience, and academic rank. The descriptive research design was used in this study. The instrument used in gathering the data was a researcher-made questionnaire. The instrument was content validated using the Eight Point Centers for content validation and subjected to reliability testing using the split-half method. The standard tools used were the percentage, mean, trend, analysis of variance, Pearson's *r*, and multiple regressions set at 0.05 level of significance. Findings of the study revealed that faculty members of the Teacher Education Programs of SUCs in Region VI had very highly desirable work habits. They were also highly committed in their work and had a very satisfactory level of teaching effectiveness. There were significant differences in the work habits, work commitment, and teaching effectiveness of faculty members of Teacher Education Programs of SUCs in Region VI when classified according to gender, age, educational attainment, length of teaching experience, academic rank, and civil status. There were significant relationships among work habits, commitment, and teaching effectiveness of the faculty members of the Teacher Education Programs of SUCs in Region VI. Academic rank was found to be a significant predictor of teaching effectiveness of the faculty members.

Key Words: Work Habits, Commitment, Teaching Effectiveness, Faculty

INTRODUCTION

Background of the Study

Teachers have a very important role in developing an individual to become ready to face reality as professionals without squaring off other principles in life. Their role in and out of the classroom is of great significance for the reasons that they may build or destroy the life of a student, may it be academically, socially, and culturally (Salandanan, 2005).

The teachers' effectiveness in the classroom stems not only on educational strength but also on their commitment to the job of teaching. The work habit of the teacher is important not only in the teaching and learning but also to the person himself who is the moderator of learning.

The teachers' personalities may also influence a lot the learning of the students. Learning is the change in the productive behavior of the students; hence, how to tell students learn is the remarkable task of teachers. Cooperation, consideration, responsibility, helpfulness, and concern for others are very vital for teachers to possess and to practice since the personality of the teachers influences the successful output of teachers.

The educational impact of teachers is not due to what they know or even to what they do, but in a very real sense, to what they are. The work habits and commitment of the teachers have a significant value in the classroom and it is very significant in teaching and learning. Though many teachers are recognized as individually competent and skilled in their performance, teaching performance is characterized by a lack of a common body of behavior or skills and the necessary values and attitudes needed in the practices of the profession which constitute the bases for professionalism.

The researcher, as a faculty member in a state college, has observed that while teachers do their duties, they have the desire and aspiration to become what they are capable of becoming – to maximize their potential and to accomplish something that is worthy of recognition. Hence, this study.

Statement of the Problem

The main objective of the study was to determine the work habits, commitment, and teaching effectiveness of faculty members of the Teacher Education Programs State Universities and Colleges (SUCs) in Region VI for the First Semester of the Academic Year 2007 - 2008.

Specifically, it aimed to answer the following questions:

1. What is the level of work habits of the faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to gender, age, civil status, educational attainment, length of teaching experience and academic ranks?
2. What is the level of work commitment of the faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to variables gender, age, civil status, educational attainment, length of teaching experience and academic rank?
3. What is the level of teaching effectiveness of the faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to variables gender, age, civil status, educational attainment, length of teaching experience and academic rank?
4. Are there significant differences in the work habits of faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to variables gender, age, civil status, educational attainment, length of teaching experience and academic rank?
5. Are there significant differences in the work commitment of faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to variables gender, age, civil status, educational attainment, length of teaching experience and academic rank?
6. Are there significant differences in the teaching effectiveness of faculty members of the Teacher Education Programs of State Universities and Colleges in Region VI when they are taken as a whole group and when categorized according to variables gender, age, civil status, educational attainment, length of teaching experience and academic rank?
7. Are there significant relationships between work habits, commitment and teaching effectiveness of the faculty members of the Teacher Education programs of State Universities and Colleges in Region VI?

8. What are the significant predictors of teaching effectiveness of the faculty members of the Teacher Education programs of State Universities and Colleges in Region VI?

METHODOLOGY

The descriptive-correlational research design was used in this study. The respondents were the faculty members of the Teacher Education program of SUCs in Region VI. To gather the data for the study, a researcher-made questionnaire was used. The questionnaire was composed of two parts: Part I was on the personal characteristics of the respondent and Part II dealt with the three areas; part 1 was on Commitment composed of two sub-areas namely: affective commitment and continuance commitment; Area II was on the work habits composed of four dispositions namely: intellectual, moral, personal and emotional; and part III was on teaching effectiveness of the faculty.

The instrument was subjected to content validation using the Eight Point Criteria by Good and Scates and reliability testing using the split-half method.

The statistical tools used were frequency count, percentage and mean for descriptive statistics and t-test, One Way Analysis of Variance and Pearson r for inferential statistics.

MAJOR FINDINGS

Results of the study showed in Table 1 that the level of work habits of the faculty members of the Teacher Education Programs of State Universities and Colleges (SUCs) in Region VI was very highly desirable (M=4.51). This implies that faculty members have already developed habits in doing their work which are highly commendable and worth the emulation of students, school personnel and parents.

Table 1
Level of Work Habits of the Faculty Members of the Teacher Education Programs

Areas	Mean	Description
Intellectual	4.35	Very highly desirable
Moral	4.55	Very highly desirable
Personal	4.54	Very highly desirable
Emotional	4.57	Very highly desirable
Overall Mean	4.51	Very highly desirable

Scale: 4.21-5.00 Very highly desirable; 3.41-4.20 Highly desirable; 2.61-3.40 - Desirable; 1.81-2.60 Less Desirable; 1.00-1.80 Not desirable

When the respondents were grouped according to variables of personal characteristics, results in Table 2 showed that the level of work habits of the faculty members of the Teacher Education Programs was very highly desirable regardless of the age, gender, length of teaching experience, gender, civil status, educational attainment and academic ranks of the respondents.

Table 2
Level of Work Habits of the Faculty Members of the Teacher Education Programs when Grouped According to Variables

Variables	Frequency	Mean	Description
Age			
Young	97	4.45	Very Highly Desirable
Old	116	4.55	Very Highly Desirable
Total	213	4.50	Very Highly Desirable
Length of Teaching			
Short	87	4.43	Very Highly Desirable
Long	126	4.55	Very Highly Desirable
Total	213	4.49	Very Highly Desirable
Gender			
Male	46	4.29	Very Highly Desirable
Female	167	4.56	Very Highly Desirable
Total	213	4.42	Very Highly Desirable
Civil Status			
Single	44	4.50	Very Highly Desirable
Married	169	4.50	Very Highly Desirable
Total	213	4.50	Very Highly Desirable
Educational			
BS Degree	80	4.48	Very Highly Desirable
MA Degree	97	4.51	Very Highly Desirable
PH.D/Ed. D.	36	4.53	Very Highly Desirable
Total	213	4.50	Very Highly Desirable
Academic Ranks			
Instructor	99	4.47	Very Highly Desirable
Assistant Professor	71	4.54	Very Highly Desirable
Associate Professor	36	4.49	Very Highly Desirable
Professor	7	4.61	Very Highly Desirable
Total	213	4.52	Very Highly Desirable

Scale: 4.21-5.00 Very highly desirable; 3.41-4.20 Highly desirable; 2.61-3.40 - Desirable; 1.81-2.60 Less Desirable; 1.00-1.80 Not desirable

Results of the study in Table 3 also revealed that the faculty members were very highly committed in both areas of commitment with a mean of 4.72 and 4.55 in affective and continuance commitment, respectively. This may imply that the teachers feel that they have to maintain their very high work commitment such that this may lead to effective performance in schools.

Table 3
Level of Work Commitment of the Faculty Members of the
Teacher Education Programs

Areas	Mean	Description
Affective Commitment	4.72	Very highly committed
Continuance Commitment	4.55	Very highly committed
Overall Mean	4.63	Very highly committed

Scale: 4.21-5.00 Very highly desirable; 3.41-4.20 Highly desirable; 2.61-3.40 - Desirable; 1.81-2.60 Less Desirable; 1.00-1.80 Not desirable

Table 4 revealed that the level of commitment of the faculty in the Teacher education Program was described as very highly committed to their work (M=4.63). When categorized as to variables of age, gender, civil status, length of teaching experience, educational attainment and academic rank, the level of their commitment was still described as very highly committed. This may imply that the teachers regardless of their personal attributes, they are still committed to the teaching profession.

Results in Table 5 on the level of teaching effectiveness of the faculty in the Teacher Education Program showed that when taken as a whole group, out of 213 teachers, 165 or 77.46% were very satisfactory while 48 or 22.54% belonged to outstanding teaching effectiveness. Results further showed that majority of the teachers have very satisfactory teaching effectiveness whether grouped according to variables of age, gender, civil status, length of teaching experience and educational qualifications. However, when grouped according to academic ranks, all those who belonged to the rank of professors got an outstanding teaching effectiveness. This implies that the professors had higher teaching effectiveness than the rest of the academic ranks.

Table 4
Level of Work Habits of the Faculty Members of the Teacher Education
Programs when Grouped According to Variables

Variables	Frequency	Mean	Description
Age			
Young	97	4.54	Very Highly Committed
Old	116	4.71	Very Highly Committed
Total	213		Very Highly Committed
Length of Teaching			
Short	87	4.54	Very Highly Committed
Long	126	4.7	Very Highly Committed
Total	213		Very Highly Committed
Gender			
Male	46	4.49	Very Highly Committed
Female	167	4.67	Very Highly Committed
Total	213		Very Highly Committed
Civil Status			
Single	44	4.59	Very Highly Committed
Married	169	4.65	Very Highly Committed
Total	213		Very Highly Committed
Educational			
BS Degree	80	4.64	Very Highly Committed
MA Degree	97	4.6	Very Highly Committed
PH.D/ Ed. D.	36	4.7	Very Highly Committed
Total	213		Very Highly Committed
Academic Ranks			
Instructor	99	4.59	Very Highly Committed
Assistant Professor	71	4.66	Very Highly Committed
Associate Professor	36	4.68	Very Highly Committed
Professor	7	4.76	Very Highly Committed
As a whole group		4.63	Very Highly Committed
Total	213		Very Highly Committed

Scale: 4.21-5.00 Very highly committed; 3.41-4.20 Highly committed; 2.61-3.40 - Committed; 1.81-2.60 Less Committed; 1.00-1.80 Not committed

Table 5
Level of Teaching Effectiveness of the Faculty Members of the Teacher Education
Programs when Grouped According to Variables

Variables	Frequency	Mean
Very satisfactory	165	77.46
Outstanding	48	22.54
Age		
Young		
Very Satisfactory	78	36.61
Outstanding	19	8.92
Subtotal	97	
Old		
Very Satisfactory	87	40.85
Outstanding	29	13.61
Total	213	
Length of Teaching Experience		
Short		
Very Satisfactory	70	32.86
Outstanding	17	7.98
Subtotal	87	
Long		
Very Satisfactory	95	44.60
Outstanding	31	14.55
Total	213	
Gender		
Male		
Very Satisfactory	34	15.96
Outstanding	12	5.63
Subtotal	46	
Female		
Very Satisfactory	131	61.5
Outstanding	36	16.9
Total	213	
Civil Status		
Single		
Very Satisfactory	37	17.37
Outstanding	7	3.29
Subtotal	44	
Married		
Very Satisfactory	128	60.09
Outstanding	41	19.25

Total	213	
Educational Qualification		
BS Degree		
Very Satisfactory	65	31.46
Outstanding	15	7.04
Subtotal	82	38.50
MA Degree		
Very Satisfactory	77	36.15
Outstanding	20	9.39
Subtotal	97	45.54
Ph.D./Ed. D.		
Very Satisfactory	21	9.86
Outstanding	15	7.04
Total	213	100
Academic Ranks		
Instructor		
Very Satisfactory	83	38.97
Outstanding	16	7.5
Subtotal	99	
Assistant Professor		
Very Satisfactory	64	30.04
Outstanding	7	3.29
Subtotal	71	
Associate Professor		
Very Satisfactory	18	8.45
Outstanding	18	8.45
Subtotal	36	
Professor		
Very Satisfactory	0	0
Outstanding	7	3.29
Total	213	

There is no significant difference in the teachers' work habits when the teachers were classified according to age and civil status. This implies that the faculty members whether young or old are efficient workers as they aim for student development. This may further show that the work habits of teachers do not vary whether they are single or married they still perform their task accordingly.

However, there is a significant difference in the teachers' work habits when they were classified according to gender and length of teaching experience. This indicates that the more experienced the teacher When the respondents were classified according to academic rank and educational qualification, results in Table 9 showed no significant difference in their level of work commitment.

This indicates that teachers' commitment remains to be high regardless of their educational attainment. Likewise, teachers' commitment is not affected by their academic rank to which they belong.

Table 9
Differences in the Teaching Effectiveness of Faculty Members of Teacher Education Programs of State Universities and Colleges in Region VI

Categories	Sum of Squares	df	Mean Square	F-ratio	p-value
Academic Rank					
Between Groups	.470	2	.157	.745	.527
Within Groups					
Total	43.939	210	.210		
Educational Qualification					
Between groups	.225	2	.112	.534	.587
Within Groups	44.184	210	.210		
Total	44.409	212			

P* > 0.05

Shown in Table 10 are the data on the differences in the teaching effectiveness of faculty members when classified according to age, length of teaching experience, gender and civil status. Findings revealed that there is no significant difference in their level of teaching effectiveness when they were classified according to variables of age, length of teaching experience, gender and civil status.

Table 11 presents the results on the Kruskal Wallis Test on the differences in the teaching effectiveness when the respondents were classified according to educational attainment and academic rank showed significant difference existed in the teachers' effectiveness when classified as to educational attainment and academic rank. This indicates that continuing education has a positive effect on the teaching effectiveness of the faculty. Further, faculty members are highly motivated to teach especially when promoted to higher ranks and were given increase in salary. These promotions inspire them to do better in their field of specialization.

Table 10
Differences in the Teaching Effectiveness of Faculty Members of Teacher Education Programs of State Universities and Colleges in Region VI

Variables	N	Mean Rank	Mann Whitney U	P value
Age				
Young	97	103.86	0.939	0.348
Old	116	109.63		
Length of Teaching Experience				
Short	87	108.81	0.856	0.867
Long	126	109.2		
Gender				
Male	46	110.78	0.65	0.519
Female	167	105.96		
Civil Status				
Single	44	99.94	-1.178	0.239
Married	169	108.84		

P* > 0.05

Table 11
Differences in the Teaching Effectiveness of Faculty Members of Teacher Education Programs of State Universities and Colleges in Region VI

Variables	Mean Rank	Kruskal Wallis	P value	Remarks
Educational Qualification				
BS Degree	80	100.31	9.518	0.009*
MA Degree	97	104.96		
Ph.D./Ed.D.	36	127.38	Df 2	
Academic Ranks				
Instructor	99	100.21	48.23	0.000*
Assistant Professor	71	93.5	Df 3	
Associate Professor	36	138.25		
Professor	7	189.5		
Total				

The relationships between the work habits, commitment and teaching effectiveness of the faculty of the Teacher Education program was identified using the Pearson r set at 0.05 level of significance using the two tailed test.

The result showed a positive and significant relationship existed between the work habits and commitment ($p=0.000$). This meant that there was a significant relationship in the work habits and work commitment of teachers while no significant relationship existed between work habits, work commitment and teaching effectiveness.

Table 12
Relationship Between Work Habits, Commitments and Teaching Effectiveness of the Faculty Members of the Teacher Education Programs

	Work Habits	Commitments	Teaching Effectiveness
Pearson Correlation	1.00	0.781**	0.014
Sig. Diff. (2 tailed)		0.000	0.882
N	213	213	213
Pearson Correlation		1.00	0.053
Sig. Diff. (2 tailed)			0.560
N		213	213
Pearson Correlation			1.00
Sig. Diff. (2 tailed)			
N			213

Data in table 13 showed that the academic rank of the teacher is a significant predictor to teaching effectiveness. No significant differences existed in the managerial performance of the administrators no matter what the level of their work habits. There were no significant differences in the work committed by those with good and very good habits. This may imply that the higher the educational attainment and the academic rank of the teachers.

Table 13
Predictors of the Teaching Effectiveness of the Teacher Education Faculty
of the State Universities and Colleges in Region VI

Category	R	R ²	R ² change	B	SEB	Beta	t
A. Teaching Effectiveness							
Age	.152	.023	.023	.172	.318	.539	.590
Experience	1.64	.027	.244	.03875	.068	1.79	.075
Gender	.167	.028	.001	.06829	.198	.264	.792
Civil Status	.212	.045	.017	-0.345	.236	-1.465	.146
Educ. Qua.	.216	.047	.000	.04503	.187	.240	.810
Rank	.214	.356	.006	1.693	1.98	5.546	.000

CONCLUSIONS AND RECOMMENDATIONS

Faculty members in the Teacher Education Programs of State Universities and Colleges had very highly committed work habits. The faculty members in the Teacher Education Programs of State Universities and Colleges were highly committed to their work. The level of teaching effectiveness of the faculty members in the Teacher Education Programs of State Universities and Colleges was very satisfactory. There were no significant differences in the work habits of the faculty members when classified according to age, civil status academic rank and educational qualification. However, a significant difference existed when the respondents were classified according to length of teaching experience and gender. There were significant differences in the work commitment of faculty members of Teacher Education Programs when classified as to age, length of teaching experience and gender. However, no significant differences existed when classified as to civil status academic rank and educational qualification. There were significant differences in the teaching effectiveness of the faculty members of the Teacher Education Programs when categorized as to educational attainment and academic rank. However, there were no significant differences in the teaching effectiveness of the faculty when categorized as to age, length of teaching experience, gender and civil status. There was significant relationship between work habits and teaching commitments of the faculty members of the Teacher Education Programs due to the expectations that they have to live to in the performance of their works. There was no relationship that existed between work habits and teaching effectiveness due to the knowledge and skills in teaching that is required in order to be effective. The academic rank is a significant predictor of teaching effectiveness of faculty members in Teacher Education Program because of the expertise gained from education which bring about effectiveness in teaching.

Based on the aforementioned findings and conclusions, it is recommended that the school administrators should give award or incentives to encourage teachers to continue their very highly desirable work habits and highly committed to work. Recognition of their performance will boost their morale and self-esteem may still enable them to perform better. Scholarship grants may also encourage them farther in their work. Training should be given to faculty members on the use of new information technology especially the computers. Although teachers are already very effective in teaching yet there is still a need to continue learning about current trends in education. Faculty members should be encouraged to attain higher level of education so that their academic ranks will encourage them to be more effective in their teaching. Further studies on the teachers' work habits, commitments and teaching effectiveness be conducted so as to strengthen or repudiate the result of this study.

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