



JOB-RELATED PROBLEMS AND PERFORMANCE OF HIGHER EDUCATION INSTITUTIONS OF FACULTY MEMBERS IN THE DIVISION OF KALINGA

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Abstract: *Job-related problems can be defined as an emotional state that people experience in situations where they perceive an imbalance between the demands placed on them and their ability to meet these demands, It is a condition arising from interactions of people and their job and characterized by changes within people that force them to deviate from normal functioning. The study was conducted in Province Kalinga, involving 211 Faculty members of Higher Education Institutions in Kalinga and used the descriptive method of research. The data gathered were treated using statistical tools to attain objective interpretations of results, such as frequency, ranking, weighted mean, chi-square of independence, analysis of variance, and pearson product moment method correlation coefficient. It was found out that Faculty members experienced moderately serious on the extent of job-related problems along the areas.*

Keywords: *Job-Related Problems, Performance, Higher Education Institutions, Faculty Members*

BACKGROUND OF THE STUDY

Teaching is one of the most significant and visible profession of the world. Teachers play an important role in constructing the personality of their students. Schools are as important institution as any other organization of the society. It can be reviewed as an interface, a platform where significant socialization of growing children takes place and where a sizable number of adolescent members of a society follow careers and meanings in their lives. The Importance of the profession is obvious, however; the social and psychological conditions exert a strong influence on the performance and even on the mental health of teachers.

Benjamin Franklin observed that teaching is the occupation that is the most reflected upon, cherished, praised, rejoiced, and canonized, and at our deathbeds, possibly the most remembered aside from our dear ones, yet the least rewarded, in terms of earthly goods, of all the worthwhile and necessary pursuits. Franklin went on to say, "A gifted teacher is as rare as a gifted doctor, and makes far less money."As evidenced by the following quotes about the goals and processes of teaching and the inspirational influence of teachers, the



pedagogical arts are often associated with advances in culture and the best hopes for society (“To me the sole hope of human salvation lies in teaching.”—George Bernard Shaw(1976)), and there is a consistent pattern of admired attributes and strategies associated with the teaching profession: “You cannot teach a man anything; you can only help him find it within himself.”—Galileo Galilei “The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods.”—Margaret Meade “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”—William Arthur Ward “Those who educate our youth are more honored than those who produce them; for the former only gave them life, and the latter the art of living well.”—Aristotle “A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron.”—Horace Mann His closing remarks at the 1859 Antioch commencement shortly before his death— “Be ashamed to die until you have won some victory for humanity”—became the school motto and a mainstay of commencement ceremonies.) “In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and highest responsibility anyone could have.”—Lee Iacocca “It is in fact nothing short of a miracle that the modern methods of instruction have not yet completely strangled the holy curiosity of the inquiring mind.”—Albert Einstein “The most admirable of reforms cannot but fall short in practice if teachers of sufficient quality are not available in sufficient quantity. Generally speaking, the more we try to improve our schools, the heavier the teacher’s task becomes; and the better our teaching methods, the more difficult they are to apply.”—Jean Piaget(1978)

As noted by Piaget(1978), the success of educational reforms ultimately lies with individual instructors and their capacity, individually and collectively, to implement “new ways of doing things” during their day-to-day, hour-by-hour, moment-by-moment interactions with students. Dental educators are navigating through an era when numerous fundamental changes in curriculum format and teaching/learning methods have been proposed. Academic dentists and members of the practice community have been hearing, for more than a decade, that “our educational system is in trouble” and that the “profession has lost its vision and may be wavering in the achievement of its goals.



Teaching, as a profession involves a complex work environment leading to low performance. The job of being a teacher is both demanding and challenging, teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom, like all other professionals, teachers are also overwhelmed by multiple and complex challenges. They lag behind their counterparts in relations to the opportunities for self development enhancement. In many parts of the world, teachers are rarely provided with the resources they need to meet the high demands and expectations placed on them. The long hours at work as they supervise students' projects, evaluate Students' work, prepare lessons and conduct and check examinations couple with pressures of their job environments eventually lead to debilitating health problem, furthermore, the problems and hazard of society and aggravating factors that may cause, and as a consequence teachers may prone to experience job related problems.

The researcher, believe that there is a need to look into the problems encountered with the hope that the results will be a basis of improvement of the management of the organization which is in return will also improve the performance of Faculty Members in Kalinga.

OBJECTIVES

1. To determine the extent of seriousness of job-related problems encountered by Higher Education Institutions faculty members in relation to the aspects of: (a) administration, (b) financial condition (c) school facilities.
 - 1.1 There are no significant differences on the job-related problems and performance of faculty members relation to administration, financial condition, and school facilities when classified as to civil status, age, and length of service
2. To find out the significant associations between the level of job performance of faculty members along the moderator variables.
 - 2.1 There are no significant differences on the mean job performance of the faculty members of Higher Education Institutions in Kalinga.
3. To correlate job related problems and performance of the faculty members of Higher Education Institutions in Kalinga.
 - 3.1 There is no relationship between job-related problems and performance of the faculty members of higher education institutions in Kalinga



REVIEW OF RELATED LITERATURE

The array of sources of work problem in teachers is highly diverse and ranges from very distal to the very proximal sources of problem extend from the most immediate context of people's lives to the outermost boundaries of societies and culture. As problem touches on one end the microenvironment of individual's and on the other end, the large-scale social organization. These sources can be seen as including some of the central features of society itself, its values system, stratified ordering of its populations, the organization of its institution and the rapidly and extent of changes in these element.

Williams (2001) found that routine duties, long hours, poor facilities, friction among faculty members and administrative red tape were the prevalent sources of problem. Marker (1999) identified job-related problems as relationship with colleagues, administrative staff, clerical staff and students complex communication needs, inattentive students and lack of discipline in the students and of discipline in the students. Melendez found sources of problem of highest concern were administrative apathy and overload.

Valdes (1982) using a wide range of schools and teachers had indicated problems in the area such as workload, administrative demands by Management, lack of recognition, poor physical environment and resources, Poor communication and the emotional demands of teaching performance.

Comilang (1990) found job-related problems such as inadequate access to facilities, lack of collegial support; lack of praise/recognition (salvejo 1992) reported the most common job-related problems of teachers as heavy workload, lack of resources and poor school management.

Kelly (1993) studied a wide range of educations from primary teachers to principals and higher education institutions and 2 main sources of problem emerged as prediction of occupational problems "work overload" and handling relationships staff.

A large number of teachers in our society today find themselves faced by circumstances, which they believe force them to do their job badly. Estevez (1989). Poor physical working condition (erg 1999). These poor conditions are largely reinforced by a lack of resources. Aspects of working conditions that have received attention in the part include such things us sizes of classrooms, unsuitable building, and inadequate resource. The significance of each of these factors does vary in importance depending on the specific circumstances of the



schools themselves. Much research into teachers' problems has revealed a general lack of resources as one of the most important factors, (Laughlin, 1984), more specially, inadequate school buildings and equipment and an unpleasant work environment (Fiminian & Santro, 1983).

In spite of physical working conditions, many studies have concluded that the particular characteristics of the job, as work overload and under load are related to the experience of work problem (cooper & Payne, 1991). Work overload is also heavily linked to time pressure not only in terms of the amount of work teachers have to fit in during the day, but also the amount that they have to take home at night, introducing into their personal life.

All above mentioned studies explain the job-related problems sources in a number of factors present in the workplace. Some studies shows problems related to organizational structure. Some focus on the nature of the job, and other focus on the administrative management and facilities in the workplace.

The paradigm provides a clearer direction of the study. The independent variable includes the extent of seriousness of job-related problems of faculty members. The dependent variable is the job-related problems of Faculty Members in Higher Education Institutions Kalinga.

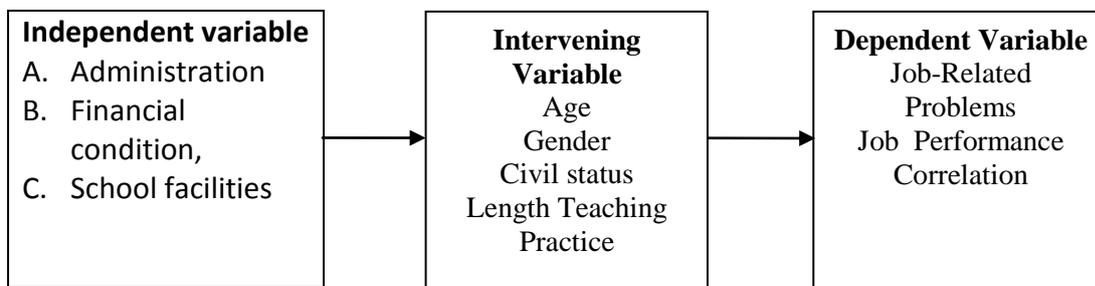


Figure I. Paradigm of the Study

METHODOLOGY

Research Design

The researcher made use of descriptive method of research, and the structured survey questionnaire was as the main method of collecting data to determine the extent of job related problems from the six higher education institutions faculty members. The solicited information was evaluated, tabulated, and computed using descriptive and inferential statistics. A variety of related information were gathered through library research,

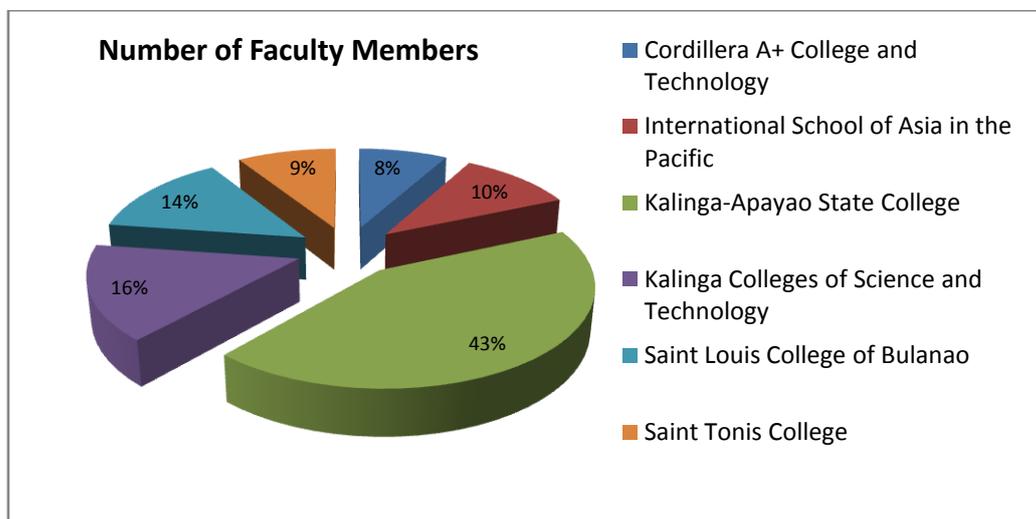


interviews to support the data collected from the study and Documentary Analysis was also utilized to determine the level of performance of HEI's faculty members. The records of performance of the faculty members were culled from the office of every higher education institutions.

Population of the Study

The total respondents of the study are 211 permanent faculty members from the six higher education institutions in the Province of Kalinga during the school year 2012-2013.

Table 1. Population of the Study as to Higher Education Institution



Of the 211 respondents, 91 are faculty members from Kalinga Apayao State College, 33 from the Kalinga Colleges of Science and Technology, 29 are from Saint Louis College of Bulanao, 19 are from Saint Tonis College, 22 faculty members from International School of Asia in the Pacific, and 17 are from the Cordillera A⁺ College and Technology.

Table 2. Population of the Study as to Age

Age	Frequency	Percentage
21-35(Young Adults)	103	48.82%
36-50(Middle Adults)	51	24.17%
51-above(Late Adults)	57	27.01%
Total	211	100%

It shows that the faculty members were generally young adults as indicated by the frequency of 103 out of 211, 51 or 24.2% falls under the category 51-above or Late Adults, and 57 of the population ages belong to the (Middle Adults).



Table 3. Population of the Study as to Gender.

Gender	Frequency	Percentage
Male	79	37.44%
Female	132	62.56%
Total	211	100%

As shown on the table, majority of the respondents are females comprising 132 or 62.56% of the total respondents. Only 79 or 37.44% of the total population are males.

Table 4. Population of the Study as to Civil Status

Civil status	Frequency	Percentage
Single	49	23.22%
Married	162	76.78%
Total	211	100.00%

The figure shows that majority of the respondents are married which comprises of 162 or 76.78%. On the other hand (49) or 23.22% of the total population were single.

Table 5. Population of the Study as to Length of Service

Years in service	Frequency	Percentage
1 to 5	79	37.44%
6 to 10	41	19.40%
11 to15	33	15.60%
16- above	58	27.50%
Total	211	100%

Out of 211 respondents 79 or 37.4% of the respondents have 1-5 years of experience.27.5% has 16 and above years of service. 19.4% has 6-10 years of experience as faculty and only 15.6% has 11-15 years of service as a member of the faculty.

Table 5. Extent of Job-Related Problems of HEI's Faculty Members Along Management

A.	MANAGEMENT	VMS (3)	MoS (2)	LS (1)	WM	INT
1	Poor implementation of schools' philosophy, VGMO by managers	47(141)	74(148)	90(90)	1.80	MoS
2	Autocratic Management	41(123)	84(16)	86(86)	1.91	MoS
3	Poor Personality	47(141)	99(198)	65(65)	1.77	MoS
4	Lack of Leadership	36(108)	90(180)	85(85)	1.74	MoS
5	Lack of support in giving fringe benefits	28(84)	100(200)	83(83)	1.88	MoS
6	Vindictive	52(156)	82(164)	77(77)	1.67	MoS
7	Lack knowledge, skills and abilities to execute discretionary power	27(81)	87(174)	97(97)	1.73	MoS
8	Recruitment is based on <i>Palakasan</i>	27(81)	99(198)	85(85)	1.88	MoS
9	Lack of support to physical facilities Development	53(159)	80(160)	78(78)	1.93	MoS
10	Lack of support to faculty to grow professionally	51(153)	95(190)	65(65)	1.79	MoS
TAWM					1.81	MoS



It is presented on the table that the respondents find job-related problems on administration to be moderately serious as shown by the TAWM of 1.81. "Physical Facilities development" got the highest weighted mean of 1.93, followed by management style with a mean of 1.91.

Implementation of personnel fringe benefits and faculty development got the same mean of 1.88. The respondents said that the responsibility and expectations of people and teachers maybe great and indispensable but they are like any other man who work within the sphere of their job description. As they said, when they entered the teaching profession they are made aware of their rights, obligations, fringe benefits as well their freedom

It should be noted that the fifth ranked is "Recruitment." Organizations are required to implement nondiscriminatory hiring practices thanks to the civil rights laws. The CHED maybe of national agency regulated with recruitment and selection procedure but sometimes they are abided with the pressure and request by relatives, and politicians thus sometimes the ranking merit system is not followed .The influence of our cultural values "*bain and ngilin*" is bluntly seen when the Choice happens not to the former's choice.

This is followed by "knowledge, skills and abilities to execute discretionary power" with a mean of 1.77. Next is "leadership" with a mean of 1.74. Leader is expected to deliver result; he must prompt compliance and not merely compliance. He must get his subordinates to accomplish a undertaking on time , inspires them to perform, and motivates them to give their best efforts at all times, and vindictive was the least in rank with a weighted mean of 1.67 still described as moderately serious.

The result indicates that management being the implementer of the program areas to be enhanced for improvement, for modifying behavior toward Cultivation of more effective participation and work habits. He should send his faculty members to upgrade themselves educationally to acquire knowledge, skills and attitudes which they bring back to the workplace and which redound to lessen the problems to an extent of less serious or not problem at all.

Table 6.Variable of Age

Age	Mean	F-ratio	F-tabular
21-35(Young Adults)	1.94	58.52	3.40
36-50(Middle Adults)	1.99		
51-above(Late Adults)	1.50		
Average Mean	1.81		



The table shows the incidence of job-related problems among middle and young adults' faculty members is moderately serious as shown by their weighted means of 1.99 and 1.94 respectively while late adults' respondents experience minimal or less job-related problems in their workplace. Significant differences in the perceptions of the different age group are revealed by the computed F-ratio of 58.52 which is higher than the tabular value at 0.05 level of significance. The findings does corroborate with the finding of Hanif (2004), where her study established work-related problems significantly varies according to age. She showed that teachers become more pressured in older ages.

Table 7. Variable of Gender

Gender	Mean	F-ratio	F-tabular
Male	1.75	6.36	4.41
Female	1.87		
Total	1.81		

All the obtained means are described as "moderately serious" with the female group posting the highest mean of 1.87 compared to the male with a mean of 1.75. Significant differences in perceptions are observed as evidenced by the computed F-value of 6.36 which is greater than the F tabular value.

Table 8. Variable Civil Status

Civil Status	Mean	F-ratio	F-tabular
Single	1.89	12.28	4.41
Married	1.72		
TAWM	1.81		

The mean of 1.81 proves that the respondents experience moderately serious on job-related problems on management as to civil status. Single respondents perceived a higher extent of problem as indicated by their computed weighted mean value of 1.89 compared to their colleagues who are legally married with a mean value of 1.72. The ANOVA computation yielded an F-value of 12.28 and this is higher than the critical value of 4.41 at 0.05 level of significance which implies that there is a significant difference on the degree of seriousness of job related problems encountered.

Table 9. Variable Length of Service

Length of Service	Mean	F-ratio	F-tabular
1-5	1.94	18.36	2.84
6-10	1.94		
11-15	1.83		
16- above	1.54		
TAWM	1.81		



The first three groups did not differ in their responses that the occurrence of work related problems are moderately serious, while the senior members of the group experience minimal amount of problems along the area of management according to length of service. The computation of the ANOVA yielded a ratio of 18.36 which is higher than the tabular value of 2.84 at 0.05 level of significance this means that there are significant differences on the perceptions of the respondents on the extent of seriousness .

Table 10. Extent of Job-Related Problems of HEI’s Faculty Members along Financial Condition

B.	FINANCIAL CONDITION	VMS(3)	MoS(2)	LS(1)	WM	INT
1	Low Salary	60(180))	105(210)	46(46)	2.07	MoS
2	No Salary increase	56(168)	95(190)	60(60)	1.98	MoS
3	No Overtime pay	76(228)	100(200)	35(35)	2.19	MoS
4	No Clothing allowance	62(186)	82(164)	67(67)	1.98	MoS
5	No Length of service pay	49(147)	95(190)	67(67)	1.91	MoS
6	No Bonus	86(258)	74(148)	51(51)	2.17	MoS
7	Delay in giving Financial Benefit	66(198)	108(216)	37(37)	2.14	MoS
TOTAL AVERAGE WEIGHTED MEAN					2.06	MoS

As indicated by the total average weighted mean of 2.06, the faculty members recognized that they experienced moderately serious on the extent of seriousness of job-related problems. The faculty members claimed that they experienced moderately serious with the extent of seriousness of job-related problems on the seven indicators along financial condition, rank 7th is “length of service pay” with a mean of 1.91, and the 1st in rank “overtime pay”. The highest derived weighted mean of 2.19 reveals this observation. Compensatory time, commonly referred to as "comp time," is generally paid time off granted instead of overtime wages. For example, rather than paying employees time-and-a-half for overtime during a busy season, a business may offer comp time to be taken at a later date. While comp time may be legal depending on the classification of the employee, it must always be paid at the same rate as overtime wages: 150%. Make sure you are receiving compensation for overtime work.

Table 11.Variable of Age

Age	Mean	F-ratio	F-tabular
21-35(Young Adults)	2.11	1.05	3.55
36-50(Middle Adults)	2.09		
51-above(Late Adults)	1.98		
Average Mean	2.06		



As indicated in the table, the three age group obtained a mean of 2.11, 2.09 and 1.98 interpreted as moderately serious. No significant differences on the perceptions of the respondents on the extent of seriousness in the area of financial condition as yielded a ratio of 1.05 which is lower than the tabular value 3.55 at 0.05 level of significance.

Table 12.Variable Gender

Gender	Mean	F-ratio	F-tabular
Male	2.04	0.21	4.75
Female	2.08		
Total	2.06		

It is revealed in the table that the females obtained a higher weighted compared to the male faculty members. The weighted average means are 2.08, and 2.04 respectively. Nonetheless, both means have an equivalent description of moderately serious on the extent problemsThe computation of the ANOVA yielded a ratio of 0.21 which is lower than the tabular value of 4.75 at 0.05 level of significance which means no significant differences on the perceptions of the respondents on the extent of seriousness of problems

Table 13.Variable Civil Status

Civil Status	Mean	F-ratio	F-tabular
Single	2.02	2.91	4.75
Married	2.10		
TAWM	2.06		

As for the females, most of them are married and they know that as budget holders and home makers their salaries are not enough to provide for the family's basic needs especially when their children are in the higher institution of learning. The data showed that higher responses for the married with an acquired weighted mean value of 2.10 against the responses of the single whose mean is 2.02. But both means are described as moderately serious. Significant differences on the perceptions of respondents on the extent of problems are lesser than the tabular value of 4.75. This implies that, the manner or mode of spending money for necessities is of the same level.

Table 14.Variable Length of Service

Length of Service	Mean	F-ratio	F-tabular
1-5	2.15	3.58	3.01
6-10	2.13		
11-15	2.09		
16- above	1.88		
TAWM	2.06		



It could be seen in Table 14 that significant differences on the perceptions of the respondents on the extent of seriousness of problems in the area of financial condition as revealed by a ratio of 3.58 which is greater than the tabular value 3.01 at 0.05 level of significance. It is a natural aspiration of any employee to receive a higher salary and occupy a higher position from the new entrants as finances becomes better when in a higher position.

Table 15. Extent of Job-Related Problems of HEI's Faculty Members along School Facilities

E.	SCHOOL FACILITIES	VMS(3)	MoS(2)	LS(1)	WM	INT
1	Obsolete equipment/apparatus used in the school	47(141)	112(224)	52(52)	1.98	MoS
2	Lack of Vehicles	35(105)	119(238)	57(57)	1.90	MoS
3	Lack of School amenities	44(132)	125(250)	42(42)	2.01	MoS
4	Lack Buildings and other Infrastructure	30(90)	124(248)	57(57)	1.87	MoS
5	Lack of Classrooms for students	36(108)	117(234)	58(58)	1.90	MoS
6	Poor Potable water supply	40(120)	104(208)	67(67)	1.87	MoS
7	Poor Sanitation in the school	34(102)	96(192)	81(81)	1.78	MoS
TOTAL AVERAGE WEIGHTED MEAN					1.90	MoS

The faculty members perceived that school facilities has moderately serious on the extent of job-related problems as shown by the obtained average weighted mean of 1.90.

All of the seven (7) indicators under school facilities obtained a similar description of moderately serious; "school amenities" got the highest mean of 2.01. Lack of school facilities have negative impact on student learning and faculty, next in rank is "obsolete equipment/apparatus used in the school" with mean of 1.98, followed by "sanitation in the school", and classrooms" got the third rank with an mean of 1.90, "buildings and other infrastructure", and "potable water supply" got the same mean of 1.87.

There are environmental problems in an organization that the study found to be exacerbated by poor building design and maintenance, creating situations for many teachers and students that jeopardized not only academic outcomes but also health. Of the conditions most surely linked to health and academic achievement, indoor air quality, thermal comfort, lighting and noise, indoor air quality was of greatest concern.

The availability and adequacy of such specialized facilities as science labs and music rooms, and physiological factors, including indoor air quality, thermal comfort, classroom lighting, and noise levels. The least school facilities indicator is transportation which attained a mean 1.78 is Workplace transport which covers the use of all types of vehicles and powered mobile work equipment in workplaces. It does not include vehicles travelling on the public



highway. Vehicles are a part of everyday life, not only at work but elsewhere, and as a result the associated dangers are often overlooked.

Table 16.Variable of Age

Age	Mean	F-ratio	F-tabular
21-35(Young Adults)	1.89	9.16	3.55
36-50(Middle Adults)	2.06		
51-above(Late Adults)	1.75		
Average Mean	1.90		

It could be deduced from the table that respondents who belong to the middle adults obtained the highest mean of 2.06 followed ages ranges from 21-35, and 51 and above with a means of 1.89 and 1.75, respectively with a description of moderately serious on the three groupings. Significant differences on the perceptions of the respondents on the extent of seriousness as revealed a ratio of 9.16 which is larger than the tabular value 3.55 at 0.05 I

Table 17.Variable Gender

Gender	Mean	F-ratio	F-tabular
Male	1.87	1.54	4.75
Female	1.93		
Total	1.90		

It is revealed in the table that female group got the highest mean of 1.93 compared to the female faculty but both groups experience moderately serious and no significant differences on the perceptions of the respondents on the extent of seriousness job related problems.

Table 18.Variable Civil Status

Civil Status	Mean	F-ratio	F-tabular
Single	1.89	0.05	4.75
Married	1.90		
TAWM	1.90		

The total average mean of 1.90 proves that the respondents experience moderately serious on job related problems when grouped according to civil status. No significant differences on the perceptions of the respondents on the extent of seriousness in the area of school facilities as yielded a ratio of 0.05 which is lesser than the tabular value 4.75.

Table 19.Variable Length of Service

Length of Service	Mean	F-ratio	F-tabular
1-5	1.88	1.02	3.40
6-10	1.94		
11-15	1.98		
16- above	1.82		
TAWM	1.90		



Table 19 reveals that the average of 1.90 reveals that the faculty members experience moderately serious on the problems along school facilities, the data further gives you an idea about the respondents who serve the higher education institution from 11-15 years attained the utmost mean of 1.98, respondents who serve for 6-10 obtained a mean of 1.94, 1.88 is the obtained mean value of faculty members who serve the institution for 1-5 years., and 16 and above length of service achieved the least weighted mean value of 1.82. No significant differences on the perceptions of the respondents on the extent of seriousness of problems as yielded a ratio of 1.0 which is smaller than the tabular value 3.40.

Table 19. Level of Performance

Performance Indicator	Frequency	Percentage
Outstanding(o)	71	33.65%
Very Satisfactory(VS)	115	54.50%
Satisfactory(s)	25	11.85%
Total	211	100.00%

As gleaned on the table, 115 faculty members or 54.50% of the total respondents had a very satisfactory rating during the school year 2012-2013 while 33.65% got an outstanding performance, and only 25 faculty members had a satisfactory rating.

Table 20. Performance According to Age

Performance Indicator/Age	21-35	36-50	51-above	Total
Outstanding(o)	28	11	32	71
Very Satisfactory(VS)	56	43	16	115
Satisfactory(s)	19	3	3	25
Total	103	57	51	211

$$X^2 \text{ computed} = 76.90$$

Decision: Significant/Reject H_0

$$X^2_{0.05} = 9.49$$

df: 4

Faculty members' age is one of the important factors that may affect the level of job performance of teachers. The computation yielded a chi-square value 76.90 of which is greater than the tabular value 9.49 of at 0.05 level of significance with 4 degrees of freedom.

This implies that the age is notably related to performance this signifies that when people grow older, even though their general knowledge remains stable or even increases, they may experience some reduction in several cognitive resources. Specifically, on average, older adults experience declines in processing speed, working memory, and inhibition function.



Overall, the cognitive aging literature suggests that age-related reduction in cognitive resources may lead to more difficulty for older adults than younger adults in dealing with high mental load tasks, which require retention of large amounts of information or rapid cognitive processing (Warr,1992).

Table 21. Performance According to Gender

Performance Indicator/Gender	FEMALE	MALE	TOTAL
Outstanding(o)	38	33	71
Very Satisfactory(VS)	62	53	115
Satisfactory(s)	12	13	25
Total	112	99	211

χ^2 computed = 0.30 Decision: Not Significant/Accept H_0

$\chi^2_{0.05}$ = 5.99 df: 2

Table shows that out of 115 respondents who obtained a very satisfactory rating, the females outnumbered the males with a difference of 9 , majority of the 71 respondents who got outstanding performance rating still came from female group with 38 faculty members. A total number of 25 respondents obtained a satisfactory performance rating; in this performance rating 12 females received a satisfactory rating while 13 males received the same rating.The computation shows figured value of the chi-square test of 0.30 is as much lower than the chi square tabular value of 5.99 at 0.5 level of significance with 2 degrees of freedom.

Table 22. Performance According to Civil Status

Performance Indicator/Civil Status	MARRIED	SINGLE	TOTAL
Outstanding(o)	55	16	71
Very Satisfactory(VS)	94	21	115
Satisfactory(s)	13	12	25
Total	162	49	211

χ^2 computed = 10.21 Decision: Significant/Reject H_0

$\chi^2_{0.05}$ = 5.99 df: 2

It can be seen from the chart that as to civil status, faculty members showed that out of 115 respondents who obtained a very satisfactory performance, 94 are married. The population consists of only 21 single respondents, 71 faculty members who got a performance rating of outstanding are married with 55 respondents, 13 married respondents acquired a satisfactory performance rating and 12 single faculty members received the same rating.



Significant difference on the performance of the faculty members is revealed based on the computed X^2 ratio of 10.21 is greater than the critical X^2 value of 5.99.

Table 23. Performance According to Length of Service as Faculty

Performance Indicator/ Length of Service	1-5	6-10	11-15	16- above	Total
Outstanding(o)	23	9	12	27	71
Very Satisfactory(VS)	39	24	21	31	115
Satisfactory(s)	17	8	0	0	25
Total	79	41	33	58	211

X^2 computed = 30.22

Decision: Significant/Reject H_0

X^2 0.05 = 12.59

df: 6

Table 5 showed that the longer of years in the service does not always necessarily indicate a better performance. As reflected on the table, only 27 of the 58 respondents having more than 16years of service obtained an outstanding performance while 31 faculty members belonging to the same group got a very satisfactory performance rating. On the other hand, for the neophytes group, 39 of the 79 faculty members with 1-5 years of service already acquired a very satisfactory performance and 17 obtained a satisfactory rating.

The X^2 ratio of 30.22 is greater than the critical X^2 value of 12.59 at 0.05 level of significance with 6 degrees of freedom. Thus there is significant agreement between the performance of the faculty members with their length of service.

CONCLUSION

1. The majority of the higher education institution faculty member-respondents are female; most of them are married and served for 1 to 5 years. Generally employees are relatively young and mature. When employees are mature, they are open to criticisms. They want to explore more possibility for growth. man's view of anything changes with age.
2. The extent of problems encountered by HEI's faculty member-respondents along administration, financial condition, and school facilities is "moderately serious"
3. The significant differences that exist on the extent of problems along the variables on administration could be attributed to the high expectations of employees to their administrators. They are expecting that administrators should treat them as human beings, endowed with individual feelings, unique capabilities and attitudes, and be



concerned on faculty development for the fact that learners' progress depends greatly upon teachers.

4. The significant differences that exist on the extent of problems along the aspect of financial condition as to civil status and length of service among faculty members show that they have dissimilarities on priority perspective and financial opportunities.
5. It was found out that job-related problem of HEI's faculty member-respondents are not significantly correlated with performance. It does not mean that faculty members who obtained a very low performance rating in that given period are the faculty members who also experienced higher extent of problems in their respective workplace.

RECOMMENDATIONS

1. The faculty members and the administrators as partners in delivering service to clientele should continuously cooperate with each other by providing wholesome, challenging, and stress free working place that would help strengthen, enhance, and boost their capabilities and potentials.
2. Higher Education Institution faculty members should strive to improve their performance ratings to aim for outstanding performance mark. To attain this, faculty members must be encouraged to pursue advanced studies to keep abreast with the current professional styles and to upgrade skills to become more effective faculty member.

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