

QUALITY OF WORK LIFE AND FACULTY PRODUCTIVITY: THEIR RELATIONSHIP

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Abstract

The study aimed to determine the relationship between the quality of work life and faculty productivity among the public and private HEI's in Zamboanga del Norte. The descriptive method was used. The main assessment tool was the questionnaire which was prepared by the researcher. There were 209 respondents included in the study. The statistical tools used were frequency count, mean computations, t-test, analysis of variance and Pearson r Product Moment Coefficient of Correlation. The study revealed that there was no significant difference on the quality of work life of the respondents when grouped as to gender, age, marital status, length of service, salary, and school. Further, it revealed that there was a significant relationship between quality of work life and the HEIs productivity in instruction and community extension while there was no significant relationship existed between quality of work life and productivity in research. It was found out that instruction and community service were influenced by the quality of work life of the faculty in the different HEIs in Zamboanga del Norte. Their productivity in research is independent from their quality of work life. There was significant difference on the level of faculty productivity of HEIs in research and community service while there was no significant difference in the productivity of faculty along instruction. HEIs may provide their faculty members a comprehensive faculty development program to support them in their endeavors to pursue graduate and post graduate education, and provide funding for research activities of the faculty. HEIs may establish linkage with research organizations that can help them build a strong research team, and have to perform its social responsibility and extend community service as a mandated function.

Keywords: *quality of work life, faculty productivity, instruction, research, community service*

INTRODUCTION

The pace of change caused by globalization and technology is taking place so rapidly everywhere. In fact, its speed is accelerating because information technology and systems allow intense connectivity of players, consequently guiding the players' decisions and actions. Whether these trends benefit the organization and people or whether it is responsible for increasing work intensification, what is real is, the transformations are mostly occurring in the workplace.

Many studies pointed out that employees increasingly go to work in organization whose decisions benefit the wider community, not just the stakeholders. Simply stated, people prefer to work for those who are engaging in corporate social responsibility.

The reason why, while normally it is the employer who sets demands to the employees, it is the other way around in the workplace nowadays. Instead, one finds the employees who are the ones demanding and receiving more changes in the workplace to meet their evolving expectation. While, these are better regarded in the past as luxury, these are now 'must have' conditions expected especially among younger employees. Recent studies showed that meeting the employees demand is one of the most important indicators of successes in organization. Along this light, Abili (2003) explained that since changing and improving productivity in organization is performed by human, then the workforce in terms of thinking and creativity deserves employer's attention and priority.

In the educational setting, the more working the manpower are, the powerful, motivated, with better tendencies and with a healthier spirit and body, the more successful and developed the educational institutions become. These provide good reasons for them to seek improvement in their working conditions.

Presently, however, managers in some HEIs see decrease in individual and organizational output and efficiency. Despite great investment placed and scheduling plotted as well as professional training, low motivation is evident, weak functioning and low productivity among their faculty due to absenteeism, movement, resigning from work, sickness and early retirement of the people. Group of scholars found individual and personal reasons as important causes for decrease in output and efficiency and introduced education, changing ideas and viewpoints, improving the quality of life and creating positive habits like healthy and active leisure time as well as doing physical activities and exercising as solutions.

Indeed, as the country joins the ASEAN by 2015, (Angara, 2012), global competitiveness is crucial for the Philippines since the integration of the ten-members countries of the ASEAN will increase competition for jobs, goods and services. The former CHED Chairman Emmanuel Y. Angeles said, "Mutual recognition of qualifications and degrees are the passwords." It is foreseeable that higher education institutions in the country are subject for compliance to international standard and therefore HEIs must prepare before 2015 comes. HEIs must be capable to produce graduates whose qualifications are competitive. Along this light, Schermerhorn as cited by Begas, (2012) explained that the individual's productivity is mirrored ideally through faculty are valuable resources and managers should afford their needs to be productive in order to be highly performing.

Along this context, the researcher conducted the study with the aimed to look into the relationship between quality of work life and the faculty productivity of Higher Education Institutions in Zamboanga del Norte. Because, whether people like it or not, the year 2015 is very near. The international agreement to join ASEAN is already in place. Hopefully, the results of the study will be instrumental in addressing the challenges ahead, which basically lie in the hands of the teacher. They are the shaper of what the students will become so that the physical working conditions where they operate should be one which are conducive to productivity.

Theoretical Considerations

This study is anchored on the Human Motivation Theory of Abraham Maslow as cited by Campos, et.al (2006). In his "Hierarchy of Needs," renowned psychologist A.H. Maslow noted that people typically must have certain needs fulfilled to operate at their full potential. This means that to maximize productivity, management must ensure that the needs of employees are satisfied, specifically their need for stability and high self-esteem. Negative work environments may lower employee productivity.

Additionally, if employees are consistently threatened with job loss, they might feel a lack of stability in their jobs. It confirms that in addition to their financial needs, employees are motivated by their social, esteem, and self-actualization needs, which they expect to be duly considered by management. The basic necessities that compose the Maslow's theory of the "hierarchy of the necessities" are: (a) survival needs, (b) security needs, (c) pay, (d) social needs, (e) interpersonal interactions (friendships), (f) membership and being-in-the-know, (g) ego needs, (h) need for self-esteem, (i) autonomy, and (j) self-actualisation (Parshotam, 2006).

This study is also supported by the Human Capital Theory of Schultz and Becker as cited by Olaniyan (2008) which states that "the economic prosperity and functioning of the nation depend on its physical human stock". In this theory, human capital represents the investment of the people that can enhance their economic productivity. It is regarded as a stock of knowledge and personality attributes embodied in the ability to perform labor so as to produce economic value. It is the attribute gained by a worker through education and experience. It emphasizes how education increases the productivity and efficiency of the workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. This theory presents further a positive picture of higher education portraying it as provider of skills needed to perform complex jobs, making people more productive, and thus sustaining economic growth.

This study is likewise is supported by the "Theory of Performance" of Elger (2007) which states that "performance develops and relates concepts to form a framework that can be used to explain quality of work as well as productivity performance improvements". The theory stressed further that to perform is to produce valued and quality of work results which determined productivity. It also pointed out that developing performance is a journey, and level of performance describes location in the journey. The proponent of the theory averred that a performer can be an individual or a group of people engaging in a collaborative effort. He further asserted that current level of performance relied holistically on six components, namely: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms were proposed by Elger for effective performance improvements that lead to quality of work and productivity. These involved a performer's mindset, immersion in an enriching environment, and engagement

in reflective practice. In this present investigation, quality of work and productivity are variables being measured in terms of determining the level of quality of work and the level of productivity among the faculty members of private and public higher education institutions in Zamboanga del Norte.

Frederick Herzberg's Two Factor Theory (also known as Motivator Hygiene Theory) as cited by Hussian (2011) also supports this investigation. The theory explains the term satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

In addition, Herzberg as cited by Hussian (2010) pointed out certain characteristics of jobs are consistently related to job satisfaction. These factors for satisfaction are achievement, recognition, the work itself, responsibility, advancement and growth.

The quality of work life–productivity relationship hypothesized in this study is anchored on the Richard Walton's QWL Model as used in the study of Reza, et. al (2013). It included eight dimensions which directly influence the employee's performance, namely, adequate and fair compensation; safe and healthy environment ; development of human capacities; growth and security; social integration; development of human capacities; growth and security; social integration; constitutionalism; total life space; and social relevance; constitutionalism; total life space; and social relevance.

OBJECTIVES

The study aimed to determine the relationship between the quality of work life and faculty productivity among the public and private Higher Education Institutions in Zamboanga del Norte during the academic year 2013-2014. Specifically, it determined the level of quality of work life among the faculty members in Higher Education Institutions in Zamboanga del Norte in terms of adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, total life space, and social relevance. Moreover, it determined the level of faculty productivity in Higher Education Institutions in Zamboanga del Norte in terms of instruction, research and community service.

METHODOLOGY

The descriptive method of research was used in this study. This method was used because this study described the relationship between the quality of work life and the faculty productivity of Higher Education Institutions.

The 209 permanent faculty members of seventeen (17) private and public Higher Education Institutions (HEIs) of Zamboanga del Norte were utilized as the respondents of this study namely; Jose Rizal Memorial State University Dapitan City Campus, Dipolog City Campus, Siocon Campus, Tampilisan Campus, Katipunan Campus, Saint Vincent's College (Dipolog City),

Dipolog City Institute of Technology (Dipolog), Dipolog Computer Systems, Inc. (Dipolog), Dipolog School of Fisheries (Dipolog), Saint Estanislao Kostka College (Manukan), Saint Joseph College (Sindangan), Philippine Advent College (Sindangan), St. Mary's College (Labason), Ave Maria College (Liloy), Southern Philippine College (Labason), Rizal Memorial Institute (Dapitan City), and Collegio de San Francisco Javier (Rizal).

This study used one set of questionnaire. Based on Walton's Quality of Work Life and the content of faculty workload of the faculty of HEIs as enumerated in The National Issue of Faculty Productivity in Higher Education (2002) and through readings, the instrument was constructed by the researcher and was presented to the adviser for comments and suggestions. With the recommendation of the adviser and the experts, the instrument was subjected to a reliability test. Fifteen (15) faculty members of Mindanao University of Science and Technology of Cagayan de Oro City who were not the respondents were used as pilot samples to test the reliability of the instrument.

Cronbach's Alpha was used to measure the Internal consistency reliability of the instrument employing the Statistical Package for the Social Sciences (SPSS Statistics version 17.0) and Microsoft Excel Data Analysis ToolPak.

The questionnaire consisted of three parts. The first part dealt with the personal profile of the respondents along gender, age, marital status, length of service, salary and school.

The second part dealt with the quality of work life of the faculty. It is an 80 item modified questionnaire based on Walton's Quality of Work Life Questionnaire which measured eight (8) work characteristics, namely, adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space and social relevance. Each work characteristic has ten (10) indicators.

The third part was a researcher made questionnaire on faculty productivity. Faculty productivity indicators included productivity on instruction, research, and community service (extension). There were 15 statements in each indicator which were based from the content of faculty workload of a faculty as enumerated in The National Issue of Faculty Productivity in Higher Education (2002).

FINDINGS

Table 1 Perceived Quality of Work Life of Faculty of HEIs in Zamboanga del Norte

Indicators	AWV	D
Adequate and Fair Compensation	3.60	VS
Safe and Healthy Environment	3.79	VS
Development of Human Capacities	4.11	VS

Growth and Security	3.92	VS
Social Integration	3.92	VS
Constitutionalism	3.89	VS
Total Life Space	3.98	VS
Social Relevance	4.01	VS
Mean	3.90	VS

Table 1 shows the quality of work life among faculty of higher education institutions in Zamboanga del Norte in terms of adequacy and fairness of compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space, and social integration. As shown on the table, the quality of work life was “Very Satisfactory” in all the indicators namely: adequate and fair compensation (M=3.60), safe and healthy environment (M=3.79), development of human capacities (M=4.11), growth and security (M=3.92), social integration (M=3.92), constitutionalism (M=3.89), total life space (M=3.98), and social relevance (M=4.01).

Most of the respondents are satisfied with their salary and compensation. They were just contented with their income from their job, which may be just compensatory to their qualifications, experience and professional development. They had a safe and healthy working environment and their job required them to be creative, to learn new things, to make decisions on their own and to unleash their potentials. The institutions are very much working for the development of their human resources and are offering scholarship programs for those faculty members who wanted to proceed with their graduate and post graduate education. They belonged to the institution where they were currently connected, they were treated justly and that their superior give them support and assistance in getting their job done. They were also given a total life space despite the fact that they are working for the school. They were generally satisfied with the work influence to their family. Moreover, they feel satisfied and feel committed to their work. They feel satisfied with their job and the extension services relative to their job, that their work is important and rewarding and that they have effected to some extent to the lives of others.

Table 2 Level of Faculty Productivity of HEIs in Zamboanga del Norte

Indicators	AWV	D
Instruction	3.70	High
Research	2.80	Moderate
Community Service (extension)	3.51	High
Mean	3.33	Moderate

Table 2 shows the level of faculty productivity of Higher Education Institutions along with instruction, research and community service (extension). As shown on the table, the level of productivity of HEIs in instruction was high (M=3.70) and also in community service (M=3.51)

while the level of productivity in research was moderate ($M=2.80$). The overall faculty productivity was Moderate with a grand mean of 3.33.

Analysis of Variance (ANOVA) showed no significant difference among the faculty productivity of Higher Education Institutions in Zamboanga del Norte in terms of instruction [$F(16)=0.93$, $P=0.537$]. On the other hand, the faculty productivity of Higher Education Institutions differ significantly in terms of community extension and research [$F(16)=0.387$, $P=0.001$] and [$F(16)=29.979$, $P=0.001$] respectively.

Along the area of instruction, the HEIs did very well. The schools never cease finding excellence in their provisions for instruction. They never cease developing teachers to become responsible enough through encouraging them develop their own teaching materials and make use of strategies that would suit to the needs of the students and just did their responsibility towards the suit to the needs of the students and just did their responsibility towards the community by serving as facilitators during programs and activities, by barangay and community programs and by serving as advisor in student organizations. The HEIs also allow advisership in graduate and undergraduate education. However, research department has not performed well and that there was no much assistance given to the faculty in terms of funding, research guidance, prioritization of research topics and research advising. There were no clear research assistants and statisticians that would help researchers treat the data because expectedly, only very few would love statistics.

Much to that, the identification of researchable topics and formulation of research questions is a big problem for those who are not much exposed to research. Going further, only very few HEI faculty members are exposed to peer editing and consultancy. Only very few serve as editors and consultants. Very few then serves as authors and co-authors of published research materials, making research more vulnerable to extinction if the HEIs do not work on it. Very few still present papers in a research fora, making research somewhat unusual to people especially those on the later age.

The quality of instruction and the quality of outputs from these HEIs were comparable. There might be slight differences; however, these differences are not significant at all. Further, there were HEIs particularly the only state university in Zamboanga del Norte that really performs excellently in research production being a national and international awardees. There are HEIs who are doing religiously their community service and there are HEIs who are not very well performing.

Nevertheless, among the HEIs in Zamboanga del Norte, with the mandate to conduct research in support of the development plan of Zamboanga Peninsula and the national government, the JRMSU contributes to the technological, social, economic and political advancements that redound to the benefit of the society within its sphere of influence thus improving the quality of life of its people. The faculty-researchers of the University have presented over 33 researches with one (1) research presented in the international forum notable number of 32 research outputs were presented in national fora. This could have been due to the support extended by the institution to the faculty in their research endeavours.

Table 3 Test of Relationship between Quality of Work life and Faculty Productivity

Variables	Mean	r- compute d	t- compute d	Decision
Quality of Work Life	3.90	0.62	11.45*	Reject HO
Performance in Instruction	3.68			
Quality of Work Life	3.90	0.11	1.603 ^{ns}	HO not rejected
Performance in Research	2.82			
Quality of Work Life	3.90	0.34	5.24*	Reject HO
Performance in Community Service	3.48			

Table 3 shows that there is a significant relationship between the quality of work life and the productivity of the HEIs in instruction and community service (extension).

Pearson r Product Moment Coefficient of Correlation revealed that the performance of the faculty of Higher Education Institutions in Zamboanga del Norte in terms of instruction and community service is significantly related to the quality of work life of the faculty ($r=0.62$, $t=11.45$) and ($r=0.34$, $t=5.24$).

However, the performance of the faculty in terms of research showed no significant relationship to their quality of work life. This means further that the quality of work life does not lead to research productivity among the faculty of the HEI.

CONCLUSIONS

The quality of work life of the faculty of Higher Education Institutions in Zamboanga del Norte influences their faculty productivity in terms of instruction and community service. This goes to show that the quality of work life in the HEI could encourage one to become better in instruction. The better quality of work life, the better workers there would be. Moreover, the quality of work life also has led towards the completion of community service and in fulfilling their social responsibility. However, the quality of work life does not lead to research productivity among the faculty of the Higher Education Institutions. Research was difficult for them that is why, even if they have a good work life, they are still not productive in research.

RECOMMENDATIONS

HEIs may provide their faculty members a comprehensive and responsive faculty development program to support them in their quest for developing workbooks and publishing books. Faculty of the HEI may continue their endeavors to pursue their graduate and post graduate education for professional growth. HEIs may provide funding for research endeavors of the faculty so that they will be more motivated to conduct research. Moreover, HEIs may establish linkage with research organizations that can help them build a research team so that their research chamber can be strengthened and that the faculty can be helped in developing their own research papers. HEIs have also to perform its social responsibility and extend community service as a mandated function; and the faculty members are really required to perform such every semester.

ACKNOWLEDGMENT

The authors would like to thank the University President for the financial support especially to the Vice-President for Research, Extension and Development for the motivation and inspiration to conduct this endeavor. Our gratitude also goes to everyone who in one way or the other had helped in the realization of this research paper.

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