CHAPTER IV

Presentation, Analysis and Interpretation of Data

In this chapter, the data gathered on the factors affecting the working behavior of General Education faculty members are presented, analyzed and interpreted.

Primarily used as bases for the presentation, analysis and interpretation of data were the responses of the respondents gathered through the questionnaires and the data borrowed from the Officer-in-Charge of the Education Department (results of the formal visits and the records on the submission of test questionnaires and table of specifications, syllabi, and the grades for Prelim, Midterm and Finals of the 2nd Semester of Academic Year 2007-2008) and the Secretary of the Director for Administration and Support Services (records on attendance).The chronological presentation of the data gathered was patterned in the order and sequence of the specific problems stated in Chapter 1.

The following correlative parts comprise the subdivisions of this chapter. Part I which features the characteristics of the respondent-faculty members in terms of educational attainment, teaching experience, salaries and benefits, number of preparations, and number of loads. Part II which describes the profile of the respondent-school in terms of physical plants and facilities and school policies. Part III which highlights the characteristics of the administrators in terms of educational attainment and leadership behavior. The last part – Part IV – discloses the working behaviors of the faculty-member respondents using the following as indicators: submission of requirements; attendance; and performance during formal visits.

Part I. Characteristics of the Respondent-Faculty Members

As characteristics of the faculty member-respondents, the following were considered: educational attainment, teaching experience, salaries and benefits, number of preparations and number of loads.

Table 1
Educational Attainment
(Frequency Distribution, Mean, and Standard Deviation)

Educational Attainment	Frequency	Percentage	Mean	Standard Deviation
BS/AB Graduate	0	0	2.46	0.66
With MA/MS Units	8	61.53		
MA/MS Graduate	4	30.77		
With Ed.D/Ph.D Units	1	7.69		
Ed.D/Ph.D Graduate	0	0		

As shown in Table 1, 61.53 % or eight (8) of the General Education faculty members have MA/MS units; 30.77 % or four (4) are MA/MS degree holders; and 7.69 % or one (1) has earned Ed.D/Ph.D units. No one is either just a graduate of a 4-year course or an Ed.D/Ph.D graduate. Noticeably, the faculty-member respondents are striving to finish their MA/MS studies. The table also shows that the mean of the distribution is 2.46 which indicates that the respondents' highest educational attainment, on the average, falls on the second category (with MA/MS units).

The standard deviation which is 0.66 implies that the agreement of the responses is high which means that the respondent's educational attainment is consistent.

The next table (Table 2) shows that 61.54 % or eight (8) of the General Education faculty members are relatively new in the teaching profession having been in the academe only from one (1) to five (5) years. Majority of them started their career as mentors in St. Mary's College of Baliuag. Two (2) or 15.38 % have been teachers from

Table 2
Teaching Experience
(Frequency Distribution, Mean, and Standard Deviation)

Teaching Experience	Frequency	Percentage	Mean	Standard Deviation
1 – 5	8	61.54	7.23	7.32
6 – 10	2	15.38		
11 – 15	2	15.38		
16 – 20	0	0		
21 – 25	0	0		
26 – 30	1	7.69		

6 to 10 years. Similarly, also two (2) or 15.38 have been practicing as teachers from 11 to 15 years. Only one (1), at 7.69%, has been teaching for more than 25 years.

Table 3
Monthly Salary
(Frequency Distribution, Mean, and Standard Deviation)

Monthly Salary	Frequency	Percentage	Mean	Standard Deviation
P3,100 – P6,000	1	7.69	P11,934.62	4 519.19
P6,100 – P9,000	1	7.69		
P9,100 – P12,000	7	53.85		
P12,100 – P15,000	1	7.69		
P15,100 – P18,000	2	15.38		
P18,100 – P21,000	0	0		
P21,100 – P24,000	1	7.69		

As shown in Table 3, there are 4 similar frequencies and percentages at 1 and 7.69%, respectively, on 4 salary scales – P3,100-P6,000, P6,100-P9,000, P12,100-15,000 and P21,100-P24,000. The ones receiving a salary lower than P9,000 are part-time faculty members. Majority of the faculty members-respondents at seven (7) or 53.85% receive salaries ranging from P9,100 to P12,000 while two (2) or 15.38% are given a monthly compensation ranging from P15,100 to P18,000.

The table also shows that the mean salary of the respondent is P 11934.62. The standard deviation of 4519.19 indicates that the respondents belong to different salary scales.

Table 4 shows that 21.67% (or 13) of the total responses made belong to the uniform subsidy, the same percentage belong to sick leave, vacation leave, and RVM Retirement Fund. 5% percent of the responses made belong to emergency loan and the same percentage belong to scholarship for children. The mean is 4.28 while the standard deviation is 2.65. since the standard deviation is large, this indicates that the distribution is widely scattered from the mean. This further implies that the respondents receive various kinds of benefits from the school.

Table 4
Benefits
(Frequency Distribution, Mean, and Standard Deviation)

Benefits Received (or Due)	Frequency	Percentage	Mean	Standard Deviation
Uniform Subsidy	13	21.67	4.28	2.65
Scholarship for Children	3	5		
Emergency Loan	3	5		
Study Grant	2	3.33		
Sick Leave	13	21.67		
Vacation Leave	13	21.67		
RVM Retirement Fund	13	21.67		

Table 5 presents the frequency distribution of the respondents' number of teaching ;preparations. 38.46% of the respondents has 1 to 2 teaching preparations; 30.77% of the respondents has 3 to 4 teaching preparations; 23.08% of the respondents has 5 to 6 teaching preparations; and 7.69% of the respondents has 7 to 8 teaching preparations. The mean is 3.5 which indicates that on the average teachers have 3 to 4

Table 5

Number of Teaching Preparations
(Frequency Distribution, Mean, and Standard Deviation)

Number of Teaching Preparations	Frequency	Percentage	Mean	Standard Deviation
1 – 2	5	38.46	3.5	2
3 – 4	4	30.77		
5 – 6	3	23.08		
7 – 8	1	7.69		

teaching preparations while the standard deviation is 2 which implies that the teachers have varied number of teaching preparations. The table also shows that the least number for full timers is four (4) and the greatest number is (8).

Table 6

Number of Teaching Loads
(Frequency Distribution, Mean, and Standard Deviation)

Number of Teaching Loads	Frequency	Percentage	Mean	Standard Deviation
1 – 2	3	23.08	4.73	2.65
3 – 4	4	30.77		
5 – 6	2	15.38		
7 – 8	3	23.08		
9 – 10	1	7.69		

It could be gleaned in Table 6 that three (3) or 23.08% of the teachers were given a teaching load of 1 to 2. The same percentage of teachers were given a teaching load of 7 to 8. Four (4) or 30.77% of the teachers were given 3 to 4 teaching load and one (1) or 7.69 of the teachers was given 9 to 10 teaching load. The mean is 4.73 which means that the greatest number of respondent are given 3 to 4 loads.

The standard deviation is 2.65 which implies that the teaching loads are unevenly distributed.

Part II. Profile of the Respondent-School

For the school profile, the following are considered: physical plant and facilities and school policies.

Table 7

The Faculty Member-Respondents' Perception on the Status of the Physical Plant and Facilities of St. Mary's College of Baliuag

Criteria	5	4	3	2	1	Weighted Mean	Standard Deviation
1. Generally, the buildings, laboratories and classrooms provide for the minimum comfort , safety and health of the faculty members.	3	10				4.23	0.04
2. The buildings, laboratories and classrooms are adequate for all curricular and co-curricular activities	1	10	2			3.92	0.49
3. The construction materials and design of the buildings, laboratories and classrooms are appropriate for educational purposes.	1	11	1			4.00	0.41
4. There are sufficient rooms and laboratories for all classes.		11	2			3.85	0.38
5. The rooms and laboratories adhere to the minimum requirements and are adequately equipped with the required furniture and equipment.	2	7	4			3.85	0.69
6. Electrical power and potable water are adequate for all everybody in school.	2	4	3	3	1	3.23	1.24
7. Disposal of waste material and maintenance of drainage of system are properly managed.	2	5	6			3.69	0.75
8. There are separate facilities/offices for the auxiliary services (canteen, guidance, registrar, cashier, health and sports) provided by the school.	3	7	2	1		3.92	0.86

Table 7 (continuation)

The Faculty Member-Respondents' Perception on the Status of the Physical Plant and Facilities of St. Mary's College of Baliuag

Criteria	5	4	3	2	1	Weighted Mean	Standard Deviation
9. The facilities/offices stated in the previous item are sufficient and accessible.	1	7	5			3.69	0.63
10. The site is located in a wholesome environment, free from, moral and physical hazards and unsanitary conditions.	3	4	6			3.77	0.83

With weighted means of 4.23, 3.92, 4.00, 3.85, 3.85, 3.69, 3.92, 3.69 and 3.77 for items 1 to 5 and 7 to 10, the teacher-respondents agree that the buildings, laboratories and classrooms provide for the minimum comfort , safety and health of the faculty members; that the buildings, laboratories and classrooms are adequate for all curricular and co-curricular activities; that the construction materials and design of the buildings, laboratories and classrooms are appropriate; that there are sufficient rooms and laboratories for all classes; that the rooms and laboratories adhere to the minimum requirements and are adequately equipped with the required furniture and equipment; that the electrical power and potable water are adequate for all students and school personnel; that the disposal of waste material and maintenance of drainage of system are properly managed; that there are separate facilities/offices for the auxiliary services (canteen, guidance, registrar, cashier, health and sports) provided by the school; that the facilities/offices stated in the previous item are sufficient and accessible; and that the site is located in a wholesome environment, free from, moral and physical hazards and unsanitary conditions.

With a mean of 3.23, the teacher-respondents are undecided on item 6 which means that they can not decide whether or not the electrical power and supply of potable water are adequate for everybody in school.

The standard deviations generally have low values which means that the responses are consistent except in item 6.

Table 8

The Faculty Member-Respondents' Perception on the School Policies Implemented in St. Mary's College of Baliuag

School Policies	5	4	3	2	1	Weighted Mean	Standard Deviation
1. The policies on decorum are fair and just.	2	10	1			4.08	0.49
2. The policies on attendance are fair and just.	4	8		1		4.15	0.80
3. The policies on work load are fair and just.	1	7	4	1		3.62	0.77
4. The policies on the following benefits are fair and just.							
a. Sick leave	3	8	2			4.08	0.64
b. Vacation leave	2	9	2			4.00	0.58
c. Study grant	2	10	1			4.08	0.49
d. Emergency leave	5	7	1			4.31	1.11
e. Study leave	3	7	3			4.00	0.71
f. Scholarship for children	4	7	2			4.15	0.69
g. Incentives	2	9	2			4.00	0.58
5. The policies on salary are fair and just.	1	7	5			3.69	0.63
6. The policies on requisition are fair and just.		9	3	1		3.62	0.65

With weighted means of 4.08, 4.15. 3.62, 4.08, 4.00, 4.08, 4.13, 4.00, 4.15, 4.00, 3.69 and 3.62 for items 1, 2, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5 and 6, respectively, the teacher respondents agree that the policies on decorum are fair and just; that the policies on attendance are fair and just, that the policies on work load are fair and just, that the

policies on the benefits are fair and just; that the policies on salary are fair and just; and the policies on requisition are fair and just.

Table 8 shows that the respondents agree to all statements. The standard deviations on all the items, generally, have low values which means that the responses are consistent.

Part III. Characteristics of the Administrators

The characteristics of the administrators are described in terms of educational attainment and leadership behavior.

Table 9

Educational Attainment
(Frequency Distribution, Mean, and Standard Deviation)

Educational Attainment	Frequency	Percentage	Mean	Standard Deviation
BS/AB Graduate	0	0	1.00	0
With MA/MS Units	0	0		
MA/MS Graduate	0	0		
With Ed.D/Ph.D Units	3	100		
Ed.D/Ph.D Graduate	0	0		

The table shows that all administrators have earned MA/MS degrees and all of them are currently pursuing their Ed. D or Ph. D degrees.

The next table (Table 10) shows all the three administrators are more task-oriented than people –oriented with mean values of 4.01, 4.23, 3.95 of administrators 1, 2, and 3, respectively, for initiating structures index and 3.46, 3.75 and 3.71 for consideration index.

Table 10

Means and Standard Deviations for Initiating Structures And Consideration Index Scores of the Administrators

	Initiating Structures Index Scores		Consideration Index Scores	
	Mean	Standard Deviation	Mean	Standard Deviation
Administrator 1	4.01	2.66	3.46	1.03
Administrator 2	4.23	0.87	3.75	1.06
Administrator 3	3.95	0.99	3.71	0.99

Initiating structure (task-oriented) and consideration (people-oriented) were the two leadership behaviors considered in this study. The initiating structure category is when the leader defines and structures their own role and the roles of subordinates towards the attainment of the group's formal goals. Such leader is said to be task-oriented in which he or she focuses on "getting things done" efficiently, and is less focused on developing and maintaining good interpersonal relationships with the other person. The consideration category is when the leader acts in a friendly and supportive manner, shows concern for subordinates and looks for their welfare. Such leader is said to be people-oriented.

As shown in Table 10, the three administrators are high on both initiating structure and consideration. These administrators are in quadrant I (refer to Figure 3) and are labeled as dynamic as shown by the means presented in the table, all of them scored high in both areas (consideration and initiating structure). However, If the means are to be compared, the three (3) administrators are said to be more task oriented than people-oriented.

Figure 3
Quadrants Formed from the LBDQ
(Reference Used in Interpreting the LBDQ)

		CONSIDERATION (People-Oriented)	
		Low	High
INITIATING STRUCTURE (Task-Oriented)	High	**Quadrant II** Low Consideration High Initiating Structure	**Quadrant I** High Consideration High Initiating Structure
	Low	**Quadrant III** Low Consideration Low Initiating Structure	**Quadrant IV** High Consideration Low Initiating Structure

Part IV. Working Behavior of the Faculty-Member Respondents

The following indicators were used in describing the working behavior of the faculty member-respondents: submission of requirements; attendance; and performance during formal visits.

Table 11 shows the total points earned by the teacher-respondents on the

Table 11
Points the Faculty-Member Respondents Earned on the Submission of Certain Requirements

Teachers	**Requirements**									**Total Points Earned**
	TOS/TQs				**Grades**				**Syllabi (Ave 3)**	
	P	**M**	**F**	**Ave 1**	**P**	**M**	**F**	**Ave 2**		
1	50	50	50	50	50	50	50	50	50	50
2	50	50	50	50	50	50	50	50	50	50
3	10	20	30	20	0	30	50	26.67	50	32.22
4	50	50	0	33.33	0	30	50	26.67	N/A	30
5	50	50	0	33.33	0	20	50	23.33	0	18.89
6	20	20	20	20	0	30	50	26.67	0	17.78
7	0	20	0	6.67	0	30	50	26.67	N/A	16.67
8	10	20	20	16.67	0	30	50	26.67	0	14.45
9	20	10	10	13.33	0	40	50	30	0	14.44
10	10	10	10	10	0	40	50	30	0	13.33
11	0	20	0	6.67	0	0	50	16.67	N/A	11.67
12	0	0	0	0	0	50	50	33.33	0	11.11
13	0	0	0	0	0	0	50	16.67	0	5.56

submission of the following requirements: test questions (with table of specifications) grades for the Prelim, Midterm and Final periods of the 2nd Semester during the Academic Year 2007-2008, and attendance. The highest number of points a faculty member could earn in the submission of any of the requirements is 50 if the teacher submits the requirement on or before the deadline, 40 points a day after the deadline, 30 points 2 days after the deadline, 20 points 3 days after the deadline, and 10 points 4 days after the deadline. A teacher will not earn any point if he submits the requirement 5 days or so after the deadline.

Table 12
Results of Classroom Observations (Formal Visits A & B)

Teachers	Classroom Observations		Average
	Formal Visit A	Formal Visit B	
1	4.32	4.16	4.24
2	4.20	4.34	4.27
3	4.24	4.17	4.21
4	3.91	4.13	4.02
5	4.04	4.32	4.18
6	3.93	3.84	3.89
7	3.73	3.85	3.79
8	4.24	3.84	4.04
9	4.17	4.05	4.11
10	4.35	4.28	4.32
11	4.25	4.32	4.29
12	4.16	3.88	4.02
13	3.82	4.05	3.94

Table 12 shows the results of the classroom observations (formal visits) the OIC of the Education Department who has direct supervision of the General Education Department conducted during the 2nd semester of AY 2007-2008. Each teacher is being observed twice every semester by the said school administrator. The so-called formal visits are classified as formal visit A (the teacher is informed of the schedule of the

observation) and formal visit B (the teacher is not informed of the schedule although they are notified that in a week or two (2) they will be observed in their classes.

Table 13
Faculty Member-Respondents' Attendance During the 2nd Semester, AY 2007-2008

Teacher	Attendance				Mean Rating
	Number of Days Present	Equivalent Rating	Number of Days on Time	Equivalent Rating	
1	90	5.00	90	5.00	5.00
2	88	4.89	74	4.11	4.50
3	87	4.83	88	4.89	4.86
4	88	4.89	79	4.39	4.64
5	87	4.83	88	4.89	4.86
6	86	4.78	89	4.94	4.86
7	90	5.00	90	5.00	5.00
8	85	4.72	90	5.00	4.86
9	89	4.94	80	4.44	4.69
10	90	5.00	90	5.00	5.00
11	90	5.00	89	4.94	4.97
12	90	5.00	90	5.00	5.00
13	88	4.489	90	5.00	4.95

Table 13 shows the rating obtained by the General Education faculty members in their attendance (absences and tardiness). The table presents the mean rating which was based on the number of days present and the number of days that the teachers came on time. The rating on the number of days present was computed based on the total number of days which in this case is equal to ninety (90) divided by eighteen (18). For the number of days on time, the same procedure was used.

Summarized in Table 14 are the mean scores obtained by the teacher-respondents in the submission of requirements, results of classroom observations and the attendance.

Table 14
Summary of the Indicators (Submission of Requirements, Attendance and Performance During Formal Visits) of the Working Behavior of the Teacher-Respondents

Teacher	Formal Visits	Attendance	Submission of requirements	Mean
1	4.24	4.86	5.00	4.70
2	4.27	4.86	5.00	4.71
3	4.21	4.64	3.222	4.02
4	4.02	5.00	3.00	4.01
5	4.18	4.95	1.889	3.67
6	3.89	4.97	1.778	3.55
7	3.79	5.00	1.667	3.49
8	4.04	4.69	1.445	3.39
9	4.11	5.00	1.444	3.52
10	4.32	5.00	1.333	3.55
11	4.29	4.86	1.167	3.44
12	4.02	4.86	1.111	3.33
13	3.94	4.50	0.556	3.00

Table 15
Result of the Linear and Multiple Regression Analyses

Independent Variable	**b coefficient**	**$t_{computed}$**	**P - value**
Educational Attainment	-0.165613333	-0.30572444	0.788701
Teaching Experience	0.039774961	0.788694334	0.512932
Monthly Salary	-0.00021268	-1.71390082	0.228681
School Benefits	5.783241903	2.199629572	0.15885
Number of Teaching Preparations	-1.155245034	-1.94160372	0.191688
Number of Loads	0.922123653	1.999428619	0.183581
School Policies	-1.33047276	-1.28854077	0.3265
School Facilities	0.503627293	0.673784806	0.569884
Leadership Behavior of Administrator (Consideration)	-0.724038167	-0.99003511	0.426504
Leadership Behavior of Administrator (Initiating Structure)	0.678298864	1.120380151	0.379026

Table 15 shows the b coefficient which gives the amount of change in dependent variable Y per unit change in independent variable X. The significance of each b coefficient was tested by transforming b coefficient (Yamane, 1979 as cited by Reyes, 1996) to [$t = (b - B)/s_p$] t standard error units from the expected population B = 0, if H_0 is really true that B = 0. For a two-tailed test of significance, the critical values of t used whether to accept or reject H_0 under 11 df are -2.201 and +2.201 at a significance level of 0.05.

To determine whether each independent variable used in this study is a significant predictor of the working behavior of the General Education faculty members or not, the H_0 that the population parameter regression coefficient B=0 was made as basis.

According to Reyes (1996), accepting H_o means that there is no point in making a prediction of the dependent variable Y based on an independent variable X. It further suggests that the two variables will be independent of each other. This means that any change in X will not affect Y. On the other hand, rejecting H_0 means that B is not zero. This means that there is a significant functional relationship between an independent variable and a dependent variable. This also shows that the independent variable X is a significant predictor of the dependent variable Y.

All the values of the computed t, as shown in Table 16, are within the interval -2.201 and +2.201. This means that the computed values are within the region of accepting H_0. Thus, the null hypothesis that B=0 is accepted. **This suggests that all of the independent variables used in this study are not significant predictors of the working behavior of the General Education faculty members of St. Mary's College of Baliuag-College Department.**

Another way to determine whether each of the independent variables given is a significant predictor or not of the working behavior of the General Education faculty members is by considering the P – values. If the P – value is less than the level of significance which in this study is equal to 0.05, then the null hypothesis is rejected.

As shown in the table above, all the P – values are greater than 0.05, then the null hypothesis is accepted. This only verifies the aforementioned interpretation that none of the independent variables is a significant predictor of the working behavior of the General Education faculty members.

Although none of the independent variables is a significant predictor of working behavior of the faculty members, all with P – values of greater than 0.05, interestingly, an independent variable – school benefits – has a P – value (0.15885) which is technically nearest to 0.05.

Table 16
Results of the ANOVA
of the Independent Variables as a Whole

	df	**SS**	**MS**	**F**	**Significance F**
Regression	10	2.400776662	0.240077666	0.662473	0.73263
Residual	2	0.724792569	0.362396284		
Total	12	3.125569231			

As shown in Table 16, the F-value is the Mean Square Regression (0.240077666) divided by the Mean Square Residual (0.362396284), yielding F= 0.662473. The P-value associated with this F value is 0.73263. These values are used to answer the question "Do the independent variables reliably predict the dependent variable?". The P - value is compared to the alpha level which is 0.05 and, if smaller, one can say that the independent variables reliably predict the dependent variable. If the P-value is greater

than 0.05, one can say that the group of independent variables does not show a statistically significant relationship with the dependent variable, or that the group of independent variables does not reliably predict the dependent variable. **Thus, as presented in Table 16, the P – value which is 0.73263 is greater than 0.05, then the group of variables: educational qualification, number of years in service, monthly salary, school policies, school facilities, leadership behavior of administrators, number of loads, number of teaching preparations, and school benefits cannot be used to reliably predict the working behavior of the General Education faculty members.**

In the next table (Table 17), the analysis of variance (ANOVA) of the independent variables (computed individually) is shown. The ANOVA is being used to compare two or more means in the light of one variable or factor. According to Reyes (1996), this technique is used to determine whether the mean differences are significant or merely due to chance occurrence or sampling error.

This study was intended to determine the effects of each independent variable on the working behavior of the General Education faculty members. As shown in Table 17, the sums of squares between groups are small which suggest that for each independent variable, the different means brought about by grouping the measured values of working behaviors are nearly alike.

The critical values of F at a level of significance of 0.05 were also shown. There are different critical values of F since the values of degrees of freedom (df) vary. The null hypothesis was that the means of the working behavior of the General education faculty members do not differ significantly. To test this null hypothesis, the F ratio was

calculated. The F ratio was compared to the critical value of F at 0.05 level of significance. If the F ratio is less than the critical value of F, then H_0 is accepted. On the other hand, H_o is rejected when the F ratio is greater than the critical value of F.

As shown in the table, the first F ratio is 0.74. This value is less than the critical value of F which is 4.10 at df 2 and 10. Thus, the null hypothesis that the means of the working behavior of the General Education faculty members, when they are grouped into three (i.e. with MA units, MA degree holder, and with Ed. D units), do not differ significantly. This further suggests that the educational qualification of the General Education faculty members does not affect significantly their working behavior.

As shown in the same table, the other F ratios are less than the corresponding critical values of F. **This means that the other independent variables do not also affect significantly the working behavior of the General Education faculty members.**

Notes on Chapter IV

Flordeliza Reyes, **Applied Basic Statistics**. (Quezon City: Publishing House, Inc. Quezon City, 1996).