

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of this study. It reviews briefly the problem of the study, the research method and techniques used in gathering and analyzing the data. The findings are herein summarized from which conclusions were drawn and recommendations are presented.

#### **Summary**

This study explored the factors that affect the working behavior of the General Education faculty members of St. Mary's College of Baliuag. Factors included and identified as independent variables in this study were the teacher-related factors which include the educational qualification, number of years in service, salaries and benefits, number of teaching preparations, number of teaching loads; school-related factors which include the physical plant and facilities and school policies; and the administrator-related factors which include the educational attainment of the administrators and their leadership behavior. The dependent variable of this study was the working behavior of the General Education faculty members.

The general problem of this study is: How do various factors affect the working behavior of General Education faculty members of Saint Mary's College of Baliuag?

Specifically, this study sought answers to the following questions:

1. What is the profile of the faculty members in terms of the following:
  - 1.1 Educational Attainment;
  - 1.2 Teaching Experience;
  - 1.3 Salaries & Benefits;

- 1.4 Number of Preparations; and
- 1.5 Number of Loads.
2. How may the school be described in terms of the following:
  - 2.1 Physical Plans and Facilities
  - 2.2 School Policies
3. How may the administrators be described in terms of the following:
  - 3.1 Educational Attainment
  - 3.2 Leadership Style
4. How may the working behavior of the faculty members be described using the following indicators:
  - 4.1 Submission of Requirements
  - 4.2 Attendance
  - 4.3 Performance During Formal Visits
5. Do the identified faculty-related factors, school-related factors, and the administration-related factors affect the working behavior of the faculty members?

The researchers made use of the descriptive method of research in this study to describe the profile of the General Education faculty members in terms of the educational qualification, number of years in service, salary, number of teaching preparations and loads, and school benefits received. The said method was also employed to describe the school in terms of its facilities and its policies and the administrators in terms of their educational qualification and their leadership behavior. The General Education faculty members employed in St. Mary's College of Baliuag during the second semester of the

school year 2007-2008 served as respondents. The data needed in this study were gathered through the use of data information sheets and checklists. The research instrument for Part IV of the said data information sheets and checklists was adopted from the 1957 Leadership Behavior Description Questionnaire (LBDQ) developed by the staff of the Personnel Research Board of the Ohio State University. To give a descriptive profile of the respondents, of the school, and of the administrators, descriptive statistics using frequency distribution, percentage, mean, and standard deviation were utilized. To know if each of the independent variables are significant predictors of working behavior of the General Education faculty members, the simple linear regression was employed. Multiple regression analysis was utilized to determine the overall effect of the independent variables on the performance of the dependent variable. The analysis of variance (ANOVA) technique was used to test the significant contribution of each of the independent variables to the overall performance of the dependent variable.

### **Summary of Findings**

Most of the faculty members of the Education Department of St. Mary's College of Baliuag are still pursuing their Master's studies. Almost thirty one percent of the faculty members are already MA/MS degree holders. In terms of their number of years of service, majority of them started their career as mentors in the said institution. Almost sixty two percent of the faculty members are relatively new in the teaching profession having been working as mentors only from one (1) to five (5) years.

As regards the monthly salary received by the General Education faculty members, 53.85% of the faculty members receive salaries ranging from P9,100 to

P12,000 while 15.38% are given a monthly compensation ranging from P15100 to P18000. The mean salary of the respondents is P 11934.62.

The General Education faculty members receive various kinds of benefits from the school. These are emergency loan, scholarship for children, uniform subsidy, sick leave, RVM retirement, vacation leave and study grant.

In terms of the number of teaching preparations of the General Education faculty members, the teachers have varied number of teaching preparations. Majority of them or 38.46 % 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.

Similarly, the number of teaching loads given to the General Education faculty members are unevenly distributed. Majority of them or 30.77% were given 3 to 4 teaching loads.

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 with statements (items 1 to 5 and 7 to 10) made on the status of the physical plant and facilities.

It is only with item 6 that, with a mean of 3.23, the teacher-respondents are undecided. The standard deviations generally have low values which means that the responses are consistent except in item 6.

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 are fair and just. The standard deviations on all the items, generally, have low values which means that the responses are consistent.

In terms of the points earned by the faculty member respondents in the submission of requirements, majority of them obtained low points. As regards the average rating on formal visits and their attendance, majority of them have almost the same rating.

All the independent variables used in this study are found to be not significant predictors of the working behavior of the General Education faculty members of St. Mary's College of Baliuag-College Department.

It was also found out that all independent variables do not affect significantly the working behavior of the General Education faculty members.

### **Conclusions**

The foregoing findings led to the following conclusions:

1. The teacher-related factors do not significantly affect the working behavior of the General Education faculty members.
2. The school-related factors do not significantly affect the working behavior of the General Education faculty members.
3. The administrator-related factors do not significantly affect the working behavior of the General Education faculty members.

### **Recommendations**

Although the different factors used in this study are found to have no significant effects on the working behavior of the General Education faculty members, the researchers present the following recommendations for considerations to help increase the level of working behavior of the General Education faculty members.

1. The results of this study may be verified by conducting similar studies in the entire college department and possibly other departments (High School, Elementary and Non-Teaching Personnel) of St. Mary's College of Baliuag. Future studies should take into consideration the number of respondents, the kind of instruments used, and the inclusion of variables not investigated in this study.
2. The administrators should strive more to help in satisfying the basic needs of the teachers by increasing salary and providing additional incentives for those who are pursuing their professional advancements for they will be more inspired and financially equipped to pursue advanced studies.
3. The administrators should look into the reasons why majority of the General Education faculty members can not submit their requirements on time.
4. Stiffer sanctions should be given to General Education faculty members who are consistently delinquent in the submission of requirements.
5. The administrators should consider giving a number of teaching preparations that will enable the teachers to be more effective and efficient in their field.
6. The administrators should be more considerate to those teachers who have many teaching preparations with regards to their submission of requirements.
7. The administrator should look into the possibility of giving additional remunerations to General Education faculty members who would be handling more than three (3) preparations.

8. The administrators should look into the possibility of scheduling seminars and workshops on the days that would not adversely affect the teachers' computation of grades and completion of other requirements.