

Performance and Productivity of Faculty Union *State Universities and Colleges in the Philippine Context*

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Abstract: This study aimed to assess the performance and productivity of faculty unions of State Universities and Colleges in CALABARZON Region, Philippines in a descriptive method of research through documentary analysis with interview among the administrators, leaders of faculty unions, and their members. The study made use of a survey questionnaire. Results revealed that different faculty associations among SUCs have been performing well in attaining the objectives of the organizations; that there are some programs implemented by the SUCs with the help of the faculty union in collaboration with the administrators and implementers; and that they are good faculty union leaders as well as good followers. The study also revealed that faculty members encountered problems as they participate in different programs and activities initiated by the faculty union supported by the school administrators. It is imperative that the faculty union must strictly implement the guidelines and policies, programs, and plans of the organization and should enhance them in accordance with the law, rights and privileges of all members for them to perform and exhibit their potentials and become more innovative, creative, and productive members of the academe, organization, family, and society.

Keywords: Faculty Unions, Leadership and Management Style, Performance and Productivity, SUCs.

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Introduction

In all parts of the world, leadership and management in certain organization have great impact to the performance and productivity of all members enjoying their rights and privileges, yet aware of their potentials and limitations.

Long time ago when the invaders entered the Philippines which opened the minds of the Filipinos. The Philippines has been influenced by various leaders, political and religious groups, where people tend to adapt their legacies as these seem to affect more lives. The dilemma is that the people have not been served religiously and righteously that greatly affect their lives, their performance and productivity. They are still the poorest among the poorest as compared to those richest among richest because of individual ideologies and principles of leaders and managers that are said to lose one's chance to change their lives; to be deprived

of such opportunities to perform and exhibit their full potentials for a healthy and peaceful living.

In the case of State Universities and Colleges in the Philippines, several groups—professional associations and organizations have been created to protect the welfare of all members of different schools, as well as promote the welfare of all workers conforming with the rules, guidelines and policies of Commission on Human Rights, Civil Service Commission, Department of Labor and Employment, and Department of Budget and Management.

Several studies and concepts revealed that focusing on the targets or goals of the leaders or managers for the betterment of all members certainly give them hope to live peacefully, healthy, and fulfilled because of their feelings of protection and security, not only for their work or job or promotion, but for their family—the main formal reason why they all work.

The work itself is expected to be performed well. Any member who performs well to the best of his or her ability is said to have more chances and opportunities to learn, develop, and change from the time given. Then, he or she eventually becomes productive member of the group, organization, and society. In this case, good governance is a manifestation of good leadership and management of all the resources, i.e., material and non-material. Good governance has its vital role in responding to the challenges and opportunities that every nation, organization, and society could have. Consequently, humanistic and affective leadership and management greatly give all the members to appreciate the value of their work, where positive and stress-free environment exhibits mutual progress, respect, acceptance, and support in spite of some personal and vested interests.

Members and officers of the Faculty union as national and professional academic organization are expected to be of their best qualities that policymakers have to give high regard for their professional growth and development. Becoming a member of the academic organization has great expectation for security, their welfare and well-being. It is also clear that in other parts of the world, individuals join the legitimate and registered organizations within and outside their workplaces to express their rights for promotion, protection, and improvement through their collective action, socio-economic status, and political and religious interests. They ensure that every means of their work and services, duties and responsibilities, rights and privileges, and security and protection as workers are all in the agreements or in “black and white”. This process is said to be formal—certainly just and fair. That has no single person is away from each member, unless distinct and refined by their qualifications.

Apparently, the relationship and inter-relationship between and among workers, managers, and employers as well as the group of managers, and group of employers play a big role in collectively negotiating and bargaining agreements to establish sound and healthy conditions, i.e., to formulate acceptable and appropriate terms of employment clarifying the hours of work, standard working hours, leaves, occupational health and safety, compensation, and conditions and limitations under which workers are hired, fired, and disciplined. Consequently, other substantive issues are also considered relative to this process.

In the Philippine public services, collective negotiation agreements as well as the collective bargaining agreements are sets of provisions that are applied by different unions which look for funds or budgets for all the members to compensate their performance and productivity. Aceron and Guerrero (2018) pointed out that performance and productivity of individual

members are influenced by just and fair treatment of the governing policies and guidelines in the organizations. All members perform to the best of their abilities when there are clarity of their work descriptions, duties and responsibilities, rights and privileges, and extent and limitations. They become productive every time they perform their tasks and obligations as they take their hands and vows to everything they do for quality services. They tend to be creative, analytic, and resourceful on how to make their work efficient and practical to the needs of their clients and the community who are in great needs. In this context, the submission of all the pertinent documents and appeals for budgets and funds are processed by the unions and once approved, every member would enjoy the monetary incentives depending on the savings and capability of individual institutions.

Along with these is that the unions' capacity to perform the main thrusts of the institutions, namely: instruction, research, extension, and production. These key areas are expected among the members of the organizations as they are key agents and performers of the agencies they are connected and employed. Aceron and Guerrero (2018) also highlighted in their study that good relationship and inter-relationship between and among leaders and members significantly influence quality performance in the organization. Support to one another fosters a culture of concern, brotherhood and sisterhood regardless of their position and status. In the same manner, most become productive when there is healthy and positive relationship between and among members, officers, and administrations. Fullan (2001) added that the knowledge and awareness of leadership and membership can be facilitated from several gatherings, trainings and seminars that eventually and positively make individuals understand their most significant contribution for change, growth and development, where challenges and opportunities are highly regarded in their communities—groups and organizations.

In this aspect, Tilbury, Stevenson, Fien, and Schreuder (eds.) emphasized that...

Sustainable community development as a process of local empowerment enhances the ability of the people to control their own lives and the conditions under which they live. This involves learning and action to ensure that as many people as possible participate in making decisions about the issues and problems that need to be addressed through collaboration and responsible participation.

To carry out all these areas concerned for quality performance and productivity of every member, it is stressed that leadership behavior seems to be very influential factor to the faculty unions as this concerns human behavior in organizations. Engaging people in topics related to individual behavior, interpersonal behavior, group and team behavior, organizational structure, systems, culture, human resource management, career management, diversity, and leading organizational change tend to be a crucial part that the unions have to face and find it a challenge for development and sustainability. Thus, faculty unions are created as strong and unified advocating bodies for teachers and faculty members. These also aim to function as partners of overall educational system for whatever change and development it could have. Empirically, this study identified some of the common factors or reasons that people in the organization lose their quality work and performance as well as become less productive in their daily activities and responsibilities as members. To wit: leadership, support system, guidance, motivation, self-oriented goals, objective assessment and evaluation, distribution of workload, special assignment or quasi assignment, home and family, health and well-being, organization and environment, organizational attitudes and behavior, cultures, and peer pressures, but not limited to these.

Having been engaged in the faculty union and as the president of the faculty confederation and the member of the board of regents in Batangas State University, the researcher has been motivated to conduct a study that would determine the performance and productivity of the faculty unions of state universities and colleges in CALABARZON. It will also identify the leadership behavior of each member of the union from their faculty members, faculty leaders, and administrators where she wishes to enhance the performance and productivity of the faculty unions in CALABARZON. It is then imperative that the community, schools, and the whole academe should be aware of the performance, services, productivity and quality of the performance they are offering. The ultimate beneficiaries of such policies and services are the faculty members. These faculty members are the primary service providers of the tertiary institutions who may be in the best position to measure their performance being offered by the faculty unions.

Objectives of the Study

In the realization of the concepts and concerns of the faculty unions, this study generally aimed to assess the performance and productivity of faculty unions of State Universities and Colleges in CALABARZON through documentary analysis and interview among the administrators, faculty, and faculty leaders of faculty unions.

Specifically, this study aimed to (a) describe the profile of the respondents in terms of age, civil status, family income, educational attainment, and gender; (b) determine the performance of the faculty union of SUCs in CALABARZON based on its objectives in terms of formulation of the policies for professional growth and development, reinforcement and enhancement of existing policies, plans and programs, safeguards and protection of members' collective rights, interests and security, and freedom of expression; (c) determine the productivity level of the faculty union with reference to income generation and savings generated, salary increase and incentives, faculty development and benchmarking, research and extension services; (d) assess the Union's leadership behavior based on the KOUZES and POSNER Leadership Practices Inventory; (e) determine the problems encountered by the respondents in participating in the faculty union; and (f) propose an enhancement program for quality performance and productivity of the faculty unions in SUCs.

Methods and Materials

Research Design

The study made use of documentary analysis to determine the performance and productivity of faculty union of SUCs. Documentary analysis defined the function of documents as data source in descriptive-qualitative research with document analysis procedure in the context of actual research experiences. It describes the nature and forms of documents, outlines the advantages and limitations of document analysis, and offers specific examples of the use of documents in the research process.

Subject of the Study

The respondents of the study were the administrators, faculty members and faculty leaders of State Universities and Colleges in Calamba, Laguna, Batangas, Rizal, and Quezon in Region IV. The responses of the three groups of respondents were assessed by the researcher.

Due to confidentiality and sensitivity of the topic, it is limited only to 300 respondents composed of administrators (100 respondents), faculty members (100 respondents) and faculty union officials (100 respondents) from SUC's in the CALABARZON. And using convenient sampling there were more or less 90 respondents who answered the questionnaire.

Data Gathering Instrument

The researcher made use of the documents provided by the faculty unions of different state universities and colleges in CALABARZON. Furthermore, it adopted the KOUZES and POSNER Leadership practices inventory to determine the leadership behavior of administrators, faculty, and faculty leaders of the faculty unions.

The structured questionnaire have four (4) major parts, the first part includes the profile of the respondents in terms of age, civil status, family income, educational attainment and gender. The second and third parts include the performance and productivity of faculty union, the fourth part includes the adapted leadership practices inventory and the fifth part of the questionnaire was the problems encountered by the respondents in participating in the faculty union. Clearly, the leadership behavior of the respondents, the researcher adopted the Leadership Practices Inventory of Kouzes and Posner which was partially modified. The questionnaire includes the performance and productivity of faculty union, the leadership behavior and the problems encountered by the respondents from faculty unions.

Data Gathering Procedure

The researcher chose a topic for her research followed by the identification of the problem and the formulation of objectives. Selection, consultation and approval of the topic title by her research mentor and member were also sought. The researcher came up with the research topic about the performance and productivity of faculty union in SUC's in CALABARZON.

The researcher then visited different libraries for related concepts, but few were found that dealt with the management and leadership, and performance and productivity. It also noted the lack of studies about faculty unions. The researcher was able to gather enough data from the Internet.

The researcher made a documentary analysis based on the documents, policies and programs of the different state universities and colleges of CALABARZON. The KOUZES and POSNER's Leadership Practices Inventory was adopted to determine the leadership practices of the respondents. The researcher prepared a letter request for permission to have a copy of the documents and to administer the structured questionnaire previously constructed and validated and approved by her research adviser. The letter states the title, purpose of the study, and the importance of the respondents' participation and the assurance of confidentiality of the respondents' responses. The questionnaire was sent to the research adviser for validation and suggestion. Final revision was made for reproduction of copies; then distributed personally by the researcher to the faculty unions, administrator and leaders in state universities and colleges in CALABRZON.

The researcher gave ample time for the respondents to answer the questionnaire and retrieve the questionnaire immediately after it was being answered by the respondents. The data were tallied and submitted to the statistician for data analysis. Finally, the data were presented in tabular form, analyzed, and interpreted based on the results of the explorations.

Due to time constraint, the suggestions of the interviewee were not tackled. The study excluded the discussion of the factors affecting their performance and productivity, thus, focused only on the documents of the policies and guidelines proposed, while the productivity focused on the evaluation and outcome of their projects and programs. Another was that the profile of the respondents was limited only to their age, civil status, family income, educational attainment, and gender.

Statistical Treatment

This study used descriptive statistics, namely: frequency and percentage, mean, composite mean, and five-point likert scaling with different descriptions or verbal interpretations, i.e., 1 as Very Low to 5 as Very High; 1 as Never to 5 as Always.

Results and Discussion

Based on the responses of the respondents, the following results are determined, presented, analyzed, and interpreted.

1. Profile of the Respondents

Table 1 shows the distribution of respondents in terms of age.

Table 1. Distribution of Respondents in terms of Age

Age	Frequency	Percentage
18 – 23 years old	60	20.0
24 – 29 years old	42	14.0
30 – 39 years old	66	22.0
40 – 49 years old	84	28.0
50 years and above	48	16.0
Total	300	100.0

It shows that majority were 40–49 years old which got the highest frequency of 84 or 28.0 percent followed by 30 – 39 years old with frequency of 66 or 22.0 percent and 18 – 23 years old got the frequency of 60 or 20.0 percent and the least is 50 years and above with frequency of 48 or 16.0 percent.

It can be observed that since their participation was selected due to time constraints and confidentiality, their age brackets were very close to each other; thus, the participations of both ages were unintentionally, equally, and proportionately selected.

Table 2 shows the profile of the respondents in terms civil status

Table 2. Distribution of Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	126	42.0
Married	168	56.0
Widow	6	2.0
Total	300	100

It shows that majority were married which got the highest frequency of 168 or 56.0 percent followed by single with frequency of 126 or 42.0 percent and widow got the frequency of 6 or 2.0 percent. It can be found that married from the faculty unions were the highest and closely near with the singles.

From their participation, most probably they were given the questionnaires as they were more experienced in the system, while those singles were also given questionnaires as they were also more available and easy to please to answer items in the survey. However, widow as the few number participated in the survey.

Table 3 shows the profile of the respondents in terms of family income.

Table 3. Distribution of Respondents in terms of Family Income

Family Income	Frequency	Percentage
20,000 and below	72	24.0
20,000 – 24,999.99	60	20.0
25,000 – 29,999.99	72	24.0
30,000 – 34,999.99	84	28.0
35,000 and above	12	4.0
Total	300	100

It shows that majority are earning 30,000 – 34,999.99 which got the highest frequency of 84 or 28.0 percent followed by 20,000 and below and 25,000 – 29,999.99 with frequency of 72 or 24.0 and 20,000 – 24,999.99 with frequency of 60 or 20 percent and the least is 35,000 and above with frequency of 12 or 4.0 percent.

From the participants, since they were unintentionally selected equally by chances, they income have ranges on their status and length of services in the universities. Probably, their income depends on their rank and status as NBC 461 is concerned.

However, it is also noticeable that even some have the highest educational qualifications, but still they receive their salary or income from the minimum or starting wages and compensations.

Table 4 shows the profile of the respondents in terms of educational attainment.

Table 4. Distribution of Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percentage
College Graduate	204	68.0
Masteral Studies	36	12.0
Doctoral Studies	48	16.0
Vocational Course	12	4.0
Total	300	100

It shows that majority of the respondents were college graduate which got the highest frequency of 204 or 68.0 percent while doctoral studies got the frequency of 48 or 16.0 percent and masteral studies got the frequency of 36 or 12.0 percent and the least is vocational course with frequency of 12 or 4.0 percent. It is clearly revealed that the universities hired and employed applicants even they were not master's degree holder, or even earned units for teaching. This case affects the standards and guidelines of the universities for development and promotion, even the compensation and other privileges. Noticeably, that there were also hired members who were vocational graduates as they were not found by this study what work they have in the universities.

Table 5 shows the profile of the respondents in terms of gender.

Table 5. Distribution of Respondents in terms of Gender

Gender	Frequency	Percentage
Male	162	54.0
Female	138	46.0
Total	300	100

It shows that males were the highest in number but not too far to females. It can be noticed that they were equally given the opportunities to participate in the study. No other reason or explanation can justify why males are the highest since they were only limited number of respondents considered in the study.

2. Performance of SUCs Faculty Union

Table 6 presents the performance of SUCs faculty union in terms of formulation of the policies for professional growth and development.

Table 6. Performance of SUCS Faculty Union in Terms of Formulation of the Policies for Professional Growth and Development

Statements	Mean	VI
1. Formulation of new system and innovative way of documentation as hallmark of competence of faculty members	4.12	H
2. An administration-union council was created composed of three representatives each from the administration and the faculty union, the chairman of which is elected from among the representatives.	3.72	H
3. Joint policy making is proposed that greatly affects the faculty members and their employment status relating to the vertical articulation program	3.80	H
4. Creation of the Health and Safety Committee who will be responsible in the planning and making policies in all matter pertaining to health and safety.	3.18	M
5. Formulation of the protocols for skills enhancement in the use of teaching simulations and models for meaningful way of teaching a learning experiences.	3.82	H
Composite Mean	3.73	High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that the formulation of new system and innovative way of documentation as hallmark of competence of faculty members obtained a mean of 4.12 as high. It means that the members are participating and cooperating with the requirements as to proof or evidence of their performance. It is sad that a “black and white” proves of what has been made and done on the actual work or tasks on a specified time.

However, creation of the Health and Safety Committee who will be responsible in the planning and making policies in all matter pertaining to health and safety gained a mean of 3.18 as moderate. It means that the committee on health and safety was not yet clear among the members, perhaps they never see it in their organization. It can also be observed that when a committee is created for such purpose, it can boost the morale of each member and eventually influence their performance at work. Caraig (2018) stressed that when individuals possess the knowledge and skills, they eventually perform their tasks and jobs well, and they professionally share their competence in the organization. The composite mean of 3.73 indicates that formulation of the policies for professional growth and development is high. It can be explained that all members are active participants specifically on their professional growth and development.

They are found to be aware of their responsibilities relative to their plans as well as conform with the policies and standards of the unions in their universities and colleges.

It implies that knowledge and skills are the key components to perform in any organization. That even members in the organization is active, they can be still considered not that full aware of what have been created and documented. For them to be more aware, their engagement at the first time may serve as their learning experiences.

Table 7 presents the performance of SUCs faculty union in terms of reinforcement and enhancement of existing policies, plans, and programs.

Table 7. Performance of SUCS Faculty Union in Terms of Reinforcement and Enhancement of Existing Policies, Plans and Programs

Statements	Mean	VI
1. Preparation of CNA, revision and criticism of the negotiations between the administration and the faculty association.	3.84	H
2. Completed all the important documents of the faculty association checked the registration of the faculty association in the office of DOLE	3.84	H
3. Supported the annual Christmas party assigned in the solicitation and raffle draws in Dec every year	3.76	H
4. Agreed renewal of CNA rather than hold new negotiations	4.00	H
5. Facilitated and supported the programs for an annual Christmas party, and the activities for foundation anniversaries of the school and university	3.98	H
Composite Mean	3.88	High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that the members agreed on the renewal of CNA rather than hold new negotiations with a mean of 4.00 as high. It means that the members are aware of how long they process their application for CNA; thus they know how critical the evaluation has been when making and applying and negotiating for a new one. This case is clear among them that they better go for renewal, at least they have to add some requirements, rather than starting for a new one that delays what they expect to receive.

However, they also supported the annual christmas party assigned in the solicitation and raffle draws in December every year with a mean of 3.76. It can be because it is already distributed without prior notice, or it can be given at a rush hour or quick time. Some revealed that even they do not want to join the raffle draws or solicitation; they tend to participate and accept the culture in the universities. Some also expressed that it is also one time in a year, so they support it and willing to be part of the organization's activities.

The composite mean of 3.88 indicates that reinforcement and enhancement of existing policies, plans, and programs is high. This result can be meant that members of the unions have the knowledge and skills on how to reinforce and enhance the existing policies, since this all serve for the organization. For some studies, "important change forces affecting education raising the length and quality of education that is driving human capital; that

contemporary knowledge societies aim for sustainable economic growth and prosperity in spite of their challenges in their work, insecurity, tolerance, new technologies, peace and active citizenship, and others”.

It implies that when the members are group oriented, they usually join the activities and cooperated to the best of their abilities, since the activities and programs are created for the benefits of the members.

Table 8 presents the performance of SUCs faculty union in terms of safeguarding and protecting of members' collective rights, interests, and security.

Table 8. Performance of SUCS Faculty Union in Terms of Safeguarding and Protecting of Members' Collective Rights, Interests and Security

Statements	Mean	VI
1. The faculty association personally assisted the medical/dental office for the annual medical examination of the faculty members and employee of the university	4.30	VH
2. The Health and Safety Committee is formulated to comply with the Occupational Safety and Health Standards focused on the faculty and teaching work and job hazards.	3.90	H
3. Raise faculty and public awareness of Violence against Women and Children.	4.28	VH
4. Right to vote and elect officers for local confederation	3.68	H
5. Amendment and ratification of another by laws for election process and re-election	4.26	VH
Composite Mean	4.08	High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that the faculty association personally assisted the medical/dental office for the annual medical examination of the faculty members and employee of the university with a mean of 4.30 as high. It can also be explained that members are subjected for their faculty clearance about their completion of health records, and terminal or quarterly medical examinations like blood pressure, dental, and others.

On the other hand, their right to vote and elect officers for local confederation obtained a mean of 3.68 as high. Since members are communicated by their fellows aside from the formal announcement on the activities, they revealed that they express their agreement on the said activities as also indicated to their narrations that they even experienced to vote their colleagues for certain positions, while for others, they expressed that they were even elected and nominated in certain position. The composite of mean of 3.08 indicates that safeguarding and protecting of members' collective rights, interests, and security is high. It means that members all find their worth and value for safety and protection, security and health, and growth and development in the organizations. For Thoonen, Slegers, Oort, Peetsma, and Geijssels (2011), “transformational leadership greatly influence the members participation and involvement for professional change, growth and development; work conditions; performance, and productivity”.

It implies that members of the faculty unions starting from the officers, regular members, to the administrations value their system, their faculty unions and organization for their benefits and lifelong opportunities.

Table 9 presents the performance of SUCs faculty union in terms of freedom of expression.

Table 9. Performance of SUCs Faculty Union in Terms of Freedom of Expression

Statements	Mean	VI
1. Joined and actively participated in the dissemination of information and provide feedbacks	4.34	VH
2. Adheres to the gender discrimination policy and allowing of freedom of expression during deliberation and assembly.	4.02	H
3. Each individual and group of faculty members have the rights to self-organization	4.24	VH
4. Dialogue with Administration to enable the officers to present their views and insights about pass slip and car pass to contribute to its effective implementation	4.80	VH
5. Each faculty members of the university are encourage to participate in the activities and were able to speak anything without restrictions as long as it does not obliterate the rights of the administration, officers and other faculty members	4.42	VH
Composite Mean	4.36	Very High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that dialogue with Administration to enable the officers to present their views and insights about pass slip and car pass to contribute to its effective implementation obtained a mean of 4.80 as very high. It means that because of gender and development as an advocacy promoted by SUCs, equal opportunities and chances were observed as each member has the turn to express views and beliefs in the organization. It is more formal to express their feelings in particular and official gatherings for the group to understand the situations and conditions of every member. Everyone is given the freedom to speak, explain, and suggest for the benefits of all members in the organization.

On the other hand, adhering to the gender discrimination policy and allowing of freedom of expression during deliberation and assembly obtained a mean of 4.02 as high. Similarly, right and freedom to express has been made clear among the members of the organizations for them to feel security, sympathy and empathy. Their feelings of security make the organizations believe to the high ideals of aspirations and hope to live in the organization. The composite mean of 4.36 indicates that freedom of expression is very high in the organization. This means that when members observe the freedom of expression, no doubts their organization can have quality ideas that would serve for quality changes, improvement and innovations not only in technology utility, but for their professional growth and development as members. Panelo (2015) pointed out that in all walks of life, there must have the passion for peace and freedom, but with due respect for individual differences, privacy and protection, and human transformation.

It implies that freedom of expression without prejudices could also inhibit trust and confidence among members, as well as promote mutual respect and understanding between and among individuals in the organizations.

3. Productivity of SUCS Faculty Union

Table 10 presents the performance of SUCs faculty union in terms of income generating and savings generated.

Table 10. Productivity Of SUCS Faculty Union in Terms of Income Generating and Savings Generated

Statements	Mean	VI
1. Program for a cause as part of income generating projects of the university and personally applied to the faculty members for their sincerest support for the activity.	4.68	VH
2. Engagement of the university to the livelihood programs such as swine raising, broiler raising an inland fish culture	4.32	VH
3. The faculty association have several fund raising campaign and the net profit will be used to support the future entrepreneurial activities of the faculty members of the university	4.42	VH
4. Cost cutting measures such as scratch paper were used in printing of rough drafts, printers were converted to bottomless ink systems, other recyclable materials were utilized to save from supplies expenses	3.96	H
5. Usage of Yahoo messenger, yahoomail and slightly used of facebook as medium in dissemination of information to different colleges/offices/campuses.	4.14	H
Composite Mean	4.30	Very High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that the program for a cause as part of income generating projects of the university and personally applied to the faculty members for their sincerest support for the activity obtained a mean of 4.68 as very high. It is clear that members become productive through collaboration and active participation in the school-based project or program, not just for income generation but for the community to be engaged in too.

However, cost cutting measures such as scratch paper were used in printing of rough drafts, printers were converted to bottomless ink systems, other recyclable materials were utilized to save from supplies expenses obtained a mean of 3.96 as high. They are also supportive enough to the policy and orders for savings, through recycling and re-using of materials that are important and convertible for different purposes. The composite mean of 4.30 indicates that income generating and savings generated is very high. It can also be meant that members of the organizations through their active participation believe that income generation and savings can also help the organization re-conceptualize a new program, project, or activity that each member can benefit from it. They are well oriented that practicing this process will

also help them in their daily work and undertakings. According to Jackson (2010), one of the factors of teachers' productivity is their financial management. Their concerns for economic growth also reflect to their knowledge, skills, and competence on financial management. It can also be found that when individual teachers tend to use their money for their needs, eventually they can lessen spending for less important. In fact, having these qualities may also support certain organization as some member shares his/her experiences, attitudes and behavior towards financial management.

It implies that all forms of generation from project and savings promote individual capacity to earn, save, and plan for the benefits of their organizations, especially for their clienteles' transformations, where they serve as role model of spending less, earning much.

Table 11 presents the performance of SUCs faculty union in terms of salary increase and incentives.

Table 11. Productivity of SUCs Faculty Union in Terms of Salary Increase and Incentives

Statements	Mean	VI
1. Supported and worked hard with the PRAISE committee member for the recognition of the outstanding and model faculty and employees and additional monetary award.	4.02	H
2. Encourage, recognize and rewards employees, individually and in groups for their suggestions, innovative ideas, inventions, discoveries and accomplishments	4.08	H
3. The university shall continuously search, screen and reward deserving employees to motivate them to improve the quality of their performance	4.30	VH
4. 10 percent for the payment of overtime services and for the payment of Performance Enhancement Incentives	4.44	VH
5. Employees who are still in the service as of the time of approval of the CNA incentive guidelines shall receive 20 to 40 percent of the CNA incentives.	4.40	VH
Composite Mean	4.25	Very High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that 10 percent for the payment of overtime services and for the payment of Performance Enhancement Incentives obtained a mean of 4.44 as very high. It means that members have been paid for their overtime services in accordance with the guidelines on rate per hour. They also revealed that they received incentives from their performance as mandates and by guidelines. However, there are some other points that honorarium payment are still in conflict with the guidelines or rules in terms of number of overloads, and teaching loads; for example, overload must not exceed to six hours, or nine, but there were given more than the maximum. On the same case, some revealed that there are in line with the higher authority who supersede and violated the ruling, which sometimes makes other members of the organization to find that there were injustices, unfair treatment, and *compadre or comadre* system. While, supported and worked hard with the PRAISE committee member for the recognition of the outstanding and model faculty and employees and additional monetary award obtained a mean of 4.02 as high. This means that the members also supported and worked for the said search for outstanding faculty, but in the interviews, they also revealed

how dirty the selection, or it has been said politically cultured that must be changed. The regrets on the part of the members indicate their disappointments, and lack of trust, although they perform and support the activity.

The composite mean of 4.25 indicates that salary increase and incentives is very high. It means that views from those who participated in the study certainly recognize how they work and support the plans for salary increase as well as for the incentives they could received. But it does not mean that even there is positively high score in general, the condition and culture for the said matter is not political, and eventually influenced by seniors, and other groups who enjoyed their expected increase, and never think or plan for equal experiences and opportunities of the beginning professionals and members. Thus, it was reiterated that salary increase now a days is harder and harder, as policymakers continue to device guidelines that would strongly challenge the applicants of the new generations. According to Adeogun and Olisaemeka (2011) stressed that in all countries economic growth is now considered a great motivator of individuals as they become more creative, analytic, idealistic, and innovative for their work, family, and career. Their non-stop aspirations for quality life, they work hard, or even pursue graduate studies to earn high and enjoy the life they have ever dreamed of. But with all their understatings, they cannot deny how hard and challenging the things they face just to increase their salary, or receive what they deserve. Willis and Varner (2010) revealed that "recognition has a significant impact on teacher morale".

It implies that when equal opportunities and chances are provided among all the members; that having a good life can be achieved in the organizations. That all members may grow healthy, peaceful and secured because of equality of challenges, chances, and opportunities. Table 12 presents the performance of SUCs faculty union in terms of faculty development and benchmarking.

Table 12. Productivity of SUCs Faculty Union in Terms of Faculty Development and Benchmarking

Statements	Mean	VI
1. Visitation and submission of documents to the NBC cycle 461 to the Zonal Center	4.12	H
2. Faculty members attended conferences and forums relating to the civil service and civic responsibility	3.76	H
3. Lakbay Aral for the faculty members and administration	3.76	H
4. Support for action researches, development plan and institutional research done by the faculty members	3.28	M
5. Support for master's degree and doctorate degree such as financial, scholarship and scheduling	3.88	H
Composite Mean	3.76	High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that visitation and submission of documents to the NBC cycle 461 to the Zonal Center obtained a mean of 4.12 as high. It means that visitation and submission of NBC documents are just part of the item in the survey, that even the result is high, that from the interview, it does not mean that the members are satisfied or believe that the center really supports the teachers or members for promotions. In some cases, there were views that the evaluators removed their points without informing them as applicants why and how to obtain the points. They never had the chance to be called for clarification or justification of such

documents, or where they lack for the supports or evidence. It can also be explained that some members regret to express the truth of political will, as well as the personal interests and conflicts between the staff or people in the center with those members or applicants under NBC evaluation. Another reason was that, different interpretations of the NBC guidelines affect one chance to be promoted in that period of evaluation.

However, support for action researches, development plan and institutional research done by the faculty members obtained a mean of 3.28 as moderate. Similar case was that when the group of research council is not related to the faculty, nor have close relationship or friendship with them, whatever potential the research or the author is, there is no room for them to go and continue the research for funding, and they easily rejected the paper or research submitted or presented.

The composite mean of 3.76 indicates that faculty development and benchmarking is high. It can be explained that even there is a high result on the said activity or item, it does not mean that faculty development and benchmarking have really been given equal treatment and consideration for equal opportunities among the members. Very alarming on the part of the teachers that they were affected by some insecurities, inconsistencies, political system, and other means of personal and vested interests of the people in the authority. For Akiri and Ugborugbo (2008), in leadership style and management, gender is found to have influence on decision making that suddenly changes one life, work, and opportunity in the organization. They further discussed that gender is also traced based on the level of knowledge, skills, and competence of the leaders; or in clear scenario, among those in the authority or people in the Zonal Center. Their ability to examine, evaluate, and interpret the documents might vary according to what they have experienced, acquired, and re-constructed. But in this case, some also expressed that it should not alter the sanctity and holiness of the guidelines even they have the power and authority.

It implies that when equality is provided among the members, there could have a culture of transparency within the organization, society, and community.

Table 13 presents the performance of SUCs faculty union in terms of research and extension services.

Table 13. Productivity of SUCs Faculty Union in Terms of Research and Extension Services

Statements	Mean	VI
1. A gift giving program and activity for the less privilege families	3.14	M
2. Support and join the tree planting activities	4.44	VH
3. Provisions of environmental programs of the universities such as tree planting, waste management and environmental sanitation programs	4.32	VH
4. Allotment of budget for the research and extension services	4.38	VH
5. Donations for typhoon and other calamity victims	4.18	H
Composite Mean	4.09	High
Legend: 1 – 1.80 , Very Low (VL); 1.81 – 2.60 Low (L); 2.61 – 3.40 Moderate (M); 3.41 – 4.20 High (H); 4.21 – 5.00 Very High (VH)		

It can be found that the members support and join the tree planting activities with a mean of 4.44 as very high. It means that members do participate in the tree planting activity of the schools as they believe that they express their commitment the cooperation to their organizations.

However, some experts and members of the organizations revealed in the interview that after having the activity, the administration, other members, or proponents suddenly disappeared, as they do not have follow up or monitoring with the trees planted in certain locations.

This also clear that some of the activities are not that sustainable when there is also inconsistency of the goal or aim why the program or activity has been done. This is not only for one time participation, but with their commitment to monitor and evaluate its impact to all members, especially for those people in the community.

On the other hand, they moderately agreed on a gift giving program and activity for the less privilege families with a mean of 3.14. It can be mean that although there were some active participating and giving gifts as part of the program, but it does not mean that it change the life of the people, if this has been made one time in a year. It is still on debate that what the organization makes during gift giving is that one day happiness of the needy, but in a deeper sense, their life never has changed.

The composite mean of 4.09 indicates that research and extension services are high. It can be observed that because of number of researches and extensions activities, there earned a high score, however, it does not mean that the findings and outputs of the so-called researches or extension activities really matter to the lives of the community. Thus, no single parameter could tell how effective and beneficial the researches and extension activities are, but with a more sustainable and lifelong program or activities that would engage the people or the community in general.

Khan, Taj, Ali, Mohuddin, Yasin, Qaisar, Siddiqui, Matin, and Sheikh (2015) revealed that aside from having the research culture, employees or members of the organizations (universities and colleges) are expected to produce research papers, advance their trainings and scholarships, and evaluate their productivity.

This means that all institutions are now engaging faculty members in research undertakings not only for their capacity to grow, but for their productivity that would become the strengths of the institutions, other than instructions.

Thus, research is inter-related to extension activities, that before the activities are planned, it would take the process of planning, surveying, investigating, analyzing, and interpreting the situations of particular area or community. That through research findings, activities can be planned and implemented in the area for the benefits of the community.

It implies that the number of researches and extension activities may not be considered essential to the lives of the people, but in reality and in a deeper sense, these all mean great impact for income generation and profitability with other funding agencies, LGUs, and industries.

4. Leadership Behavior

Table 14 presents the comparison of the respondents' leadership behavior.

Table 14. Comparison of the Respondents' Leadership Behavior

Statements	Admin		Officers		Members	
	Mean	VI	Mean	VI	Mean	VI
1. Sets a personal example of what is expected	4.43	A	4.70	A	4.16	O
2. Talks about future trends influencing our work	4.39	A	4.68	A	4.06	O
3. Seeks challenging opportunities to test skills	4.38	A	4.25	A	4.21	O
4. Develops cooperative relationships	4.42	A	4.51	A	4.50	A
5. Praises people for a job well done	3.95	O	4.49	A	4.53	A
6. Makes certain that people adhere to agreed-on standards	4.30	A	4.34	A	4.29	A
7. Describes a compelling image of the future	4.02	O	4.07	O	3.56	O
8. Challenges people to try new approaches	4.26	A	4.35	A	3.91	O
9. Actively listens to diverse points of view	3.51	O	4.38	A	4.40	A
10. Expresses confidence in people's abilities	3.05	S	3.98	O	4.14	O
11. Follows through on promises and commitments	3.81	O	3.91	O	3.84	O
12. Appeals to others to share dream of the future	3.85	O	3.84	O	3.91	O
13. Searches outside organization for innovative ways to improve	3.31	S	3.68	O	3.95	O
14. Treats people with dignity and respect	3.53	O	4.06	O	4.05	O
15. Creatively rewards people for their contributions	3.79	O	4.28	A	4.37	A
16. Asks for feedback on how his/her actions affect people's performance	3.76	O	4.33	A	4.35	A
17. Shows others how their interests can be realized	4.17	O	4.20	O	4.21	A
18. Asks "What can we learn?"	4.29	A	4.14	O	4.09	O
19. Supports decisions other people make	4.24	A	4.10	O	3.73	O
20. Recognizes people for commitment to shared values	4.19	O	3.99	O	3.95	O
21. Builds consensus around organization's values	3.80	O	3.76	O	3.57	O
22. Paints "big picture" of group aspirations	4.12	O	4.02	O	3.89	O
23. Makes certain that goals, plans, and milestones are set	4.01	O	3.83	O	4.01	O
24. Gives people choice about how to do their work	4.38	O	4.38	O	4.30	A
25. Finds ways to celebrate accomplishments	4.09	O	4.06	O	4.11	O

26. Is clear about his/her philosophy of leadership	4.42	A	4.26	A	4.29	A
27. Speaks with conviction about meaning of work	4.04	O	3.80	O	3.84	O
28. Experiments and takes risks	3.28	O	4.28	A	4.40	A
29. Ensures that people grow in their jobs	4.39	A	4.43	A	4.36	A
30. Gives team members appreciation and support	3.59	O	3.64	O	3.75	O
Composite Mean	3.99	O	4.16	O	4.09	O
Legend: 4.21 – 5.00 Always; 3.41– 4.20 Often; 2.61– 3.40 Sometimes; 1.81– 2.60 Seldom; and 1.00 – 1.80 Never						

It can be found that for faculty administration the highest for them are setting as personal example of what is expected (4.43: A); both developing cooperative relationship and adhering with his/her own philosophy of leadership (4.42: A); both talking about future trends influencing work and ensuring that people grow in their jobs (4.39:A); both seeking challenging opportunities to test skills and giving people choices about how to do their work (4.38:A); and making certain that people adhere to agree on standards (4.30:A). This means that leadership must start with personal understanding and later be integrated to how his/her personal beliefs of leadership are inconsonance with the other people's preferences and principles.

However, the least statements for them are expressing confidence in people's abilities (3.05:O); actively listening to diverse points of view (3.51:O); experimenting and taking risks (3.28:O); searching outside organization for innovative ways to improve (3.31:O); and treating people with dignity and respect (3.53:O). This means that even they are the lowest among the items, they are still given high regard by the members of the faculty unions for their mutual progress and opportunities.

It implies that negotiating, allocating, and completing of points must be observed between and among the groups and members of the organization, where request for information, instructions, directives, orders, complaints proposals, and suggestions can be arranged (Aceron, 2015a).

For the officers, the determined the highest statements are setting a personal example of what is expected (4.70:A); talking about future trends influencing their work (4.68:A); developing cooperative relationships (4.51:A); praising people for a job well done (4.49:A); and ensuring that people grow in their jobs (4.43:A). As members of the organization, one is expected to possess his/her own traits and attributes that might bring the membership as well as influence others to do right things. That in an organization plans and targets are set as guide and directions towards actualization and performance—these should be communicated and directed among the members. It can also be noted that motivation is expressed through honest expression of gratitude, recognition, and rewards for the job well done or for the contribution that each member shared. With these, the organization in general is expected to ensure that fellow members other than himself/herself grow and develop professionally and individually (Aceron, 2015b).

While their least are searching outside organization for innovative ways to improve (3.68:O); giving team members appreciation and support (3.64:O); building consensus around organization's values (3.76:O); speaking with conviction about meaning of work (3.80:O);

and setting certain goals, plans, and milestones (3.83:O). This means that the organizations find their ways for improvement, supports to members, goal orientation, and values that are relevant factors to have good leadership towards quality performance and productivity. For Delello, McWhorter, and Marmion (2018), in higher educational institutions, to abandon misinterpretation or misinformation regarding faculty work roles and urge administrators to include very knowledgeable and concerned faculty in such discussion, may solve such gap or problem that each member is facing. In this situation, whatever plan or way to do, each member must be aware and informed on the processes or undertakings that would maintain a good and healthy relationship in the organization.

For the members, their highest statements are developing cooperative relationship (4.50:A); praising people for a job well done (4.49:A); actively listening to diverse points of view (4.40:A); experimenting and taking risks (4.40:A); and creatively rewarding people for their contributions (4.37:A). This means that in the organizations, they believe that cooperation and good relationship affect significantly to their productivity; that the sense of gratitude and appreciation, or in form of recognition greatly motivate the members to perform the best they can, and eventually become productive in their own ways and styles. It can also be noted that members believe that they observe respect and understanding through proper communication of points or ideas, and feelings and emotions that is also relevant in the success of the members in the organizations as well as recognize individual contributions that really help the unions.

While their lowest statements are describing a compelling image of the future (3.56:O); building consensus around organization's values (3.76:O); supporting decisions that other people make (3.73:O); giving team members appreciation and support (3.75:O); and speaking with conviction about meaning of work as well as adhering with the promises and commitment (3.84:O). This means that the organizations foresee the future of their members valuing each member; they also support each other specially when there is decision to make; then they make believe the work and sense of their work with all their promises and commitment. But these results may not be the single basis whether each member really performed their best or they are really productive in their own standards, qualifications, services, and productions since in an interview, there were problems or inconsistencies in the policy and guidelines that really affect individuals especially those in the lower level or no positions handled. For the case of a plain faculty, that is very hard for them to perform the tasks aside from their loadings or instructions with such requirements or other papers to submit. In some other views, they expressed that there is academic freedom, but when there is clarification, the heads or the administrations make it personal that lead to political and personal acts, or some shared that there was character assassination.

The composite mean score of 3.99 for the administrators indicates that they often perform and act their leadership; 4.16 for the officers indicates that also perform and act their leadership; and 4.09 for the members indicates that they often perform and act their leadership as fellow members and followers of the faculty unions. This means that being in their different positions, they do perform their duties as reflected to the result, that behavior is the action or performance of individuals, but it does not mean that when there is an action or performance the work is good or effective. In higher educational institutions, according to Hardre and Cox (2009), there are differences on individual faculty members' productivity which depend on the workplace climates and environments. Since this study also considered communication through interviews/FGD, there were concerns that this paper partially discussed along with the responses in the survey questionnaire.

5. Problems Encountered by Faculty Unions

Table 15 presents the problems encountered by the faculty unions.

Table 15. Problems Encountered by Faculty Unions

Statements	Admin		Officers		Members	
	Mean	VI	Mean	VI	Mean	VI
1. Insufficient financial support from the organization for each program and policy	4.22	A	4.42	A	3.68	O
2. Insufficient support from other faculty members, faculty leaders and administrator	4.11	O	4.42	A	4.15	O
3. Pressure of additional program and obligations from the union	3.95	O	4.06	O	3.44	O
4. Difficulty of responsibilities for each level of organizational structure	3.52	O	3.72	O	3.77	O
5. Undecided and unclear program structure of the union and its policy	3.80	O	4.13	O	3.56	O
6. Health-related issues (illness of self or family member)	3.90	O	4.08	O	3.94	O
7. Insufficient institutional or program supports from the administration	4.20	O	4.26	A	4.04	O
8. Being a part-time faculty member, tenure and casual employee	4.15	O	4.10	O	3.82	O
9. Inadequate knowledge and experience about the program structure and policy	3.38	O	3.87	O	3.70	O
10. Program milestones and timelines were not clearly outlined	4.25	A	4.25	A	3.91	O
Composite Mean	3.993	O	4.131	O	3.80	O
<i>Legend: 4.21 – 5.00 Always; 3.41 – 4.20 Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Seldom; and 1.00 – 1.80 Never</i>						

It can be found that there are problems encountered by the respondents as they participated in the faculty union advocacies, activities and programs which got the composite mean of 3.993 (faculty admin), 4.131 (faculty leaders) and 3.80 (faculty union members).

Based on the assessment of the faculty admin they often encountered problems when program milestones and timelines were not clearly outlined with highest mean of 4.25, followed by insufficient financial support from the organization for each program and policy with weighted mean of 4.22, insufficient institutional or program supports from the administration with 4.20, being a part-time faculty member, tenure and casual employee with mean of 4.15 and insufficient support from other faculty members, faculty leaders and administrator with mean of 4.11.

The lowest mean scores were pressure of additional program and obligations from the union with 3.95, health-related issues (illness of self or family member) with mean of 3.90, undecided and unclear program structure of the union and its policy with mean of 3.80, and difficulty of responsibilities for each level of organizational structure with mean of 3.52 and the least is inadequate knowledge and experience about the program structure and policy with weighted mean of 3.38.

It can also be gleaned from the table that the faculty leaders believe that they often encounter problems relating to insufficient financial support from the organization for each program and policy, and insufficient support from other faculty members, faculty leaders and administrator with highest mean score of 4.42, followed by insufficient institutional or program supports from the administration with mean of 4.26 and program milestones and timelines were not clearly outlined with mean of 4.25. They also often experienced to have undecided and unclear program structure of the union and its policy with mean of 4.13. Among lowest values, being a part-time faculty member, tenure and casual employee got the mean score of 4.10 and health-related issues (illness of self or family member) with mean of 4.08. Pressure of additional program and obligations from the union with mean of 4.06, inadequate knowledge and experience about the program structure and policy with mean of 3.87 and lastly difficulty of responsibilities for each level of organizational structure with mean of 3.72.

The faculty members' responses show that the item "insufficient support from other faculty members, faculty leaders and administrator" obtained the mean of 4.15 followed by "insufficient institutional or program supports from the administration" with mean of 4.04. The health-related issues (illness of self or family member) with weighted mean of 3.94, they also often encountered problems with program milestones and timelines were not clearly outlined with mean 3.91.

Hence, the lowest mean scores show that the respondents often experienced being a part-time faculty member, tenure and casual employee obtained the mean of 3.82, inadequate knowledge and experience about the program structure and policy got the weighted mean of 3.70, and the difficulty of responsibilities for each level of organizational structure, undecided and unclear program structure of the union and its policy, and pressure of additional program and obligations from the union which obtained the mean score of 3.77, 3.56, and 3.44 respectively. It implies that even in the previous items rated high to very high which specifically dealt with personal views or opinions on their performance and productivity, it can never be positive since faculty union members revealed the problems they encountered which are all common to all SUCs.

These findings are still grounds for review and investigation of the existing policy and guidelines as these may benefit the whole organizations, their members, officers, and administrations.

6. Proposed Enhancement Program for Faculty Unions' Performance and Productivity in SUCs

The respondents of the study from the State Universities and Colleges of CALABARZON namely BatSU, CavSU, LSPU, SLSPU and URS were asked to describe and explain their productivity in university governance and management along income generation and saving generated, salary increase and incentives, faculty development and benchmarking and research and extension services.

Table 16 shows the proposed enhancement program for faculty unions of SUCs in a matrix form containing *Key Result Areas, Objectives, Measures and Persons Involved*.

Table 16. Enhancement Program for Faculty Unions of SUCs

Key Result Areas	Objectives	Measures	Person Involved
Raise the Stake	To introduce innovations among faculty union leaders and the most imperative success of the organization	Personally share the latest thinking and experience Give innovation a human face Be the seed for innovation	Faculty Union Leaders Faculty Members Administrators
Re-Assess the Community and the SUCs	To identify the current and potential sources of innovations	Make the case for reassessment Focus on the cornerstone of innovation: assets, networks, culture and community	Faculty Union Leaders Faculty Members Administrators
Connects the innovators	To conduct a disciplined and collaborative process of innovation	Focus on the opportunities and requirements to capitalize on opportunities	Faculty Union Leaders Faculty Members Administrators
Faculty Union breakthroughs	To help innovation take collaborative action	Provide an action plan template and insist on breakthrough outcomes Make sure actions have champions and will produce breakthrough outcomes	Faculty Union Leaders Faculty Members Administrators
Network the faculty union	To accelerate, expand and innovative collaborations	Make an open and close communication among the faculty union and members	Faculty Union Leaders Faculty Members Administrators
Redefine success	To change the metrics in economic development	Provide more income and formulate activities that enhance the generation of income to sustain the needs of the faculty union without the direct helped from the administrators	Faculty Union Leaders Faculty Members Administrators

Conclusions

Based on the findings, the respondents received their compensation based on the standard guidelines of SUCs supported by DBM through NBC Evaluation. They also received

honoraria or incentives along with the guidelines. The faculty unions highly perform their duties and responsibilities to attain the goal of the organization with the support of the members, officers, and administrations to be productive.

The unions encountered problems as they participated in different programs and activities which are initiated by the leaders/officers supported by the administrators. Thus, an enhancement program was proposed for quality performance and productivity of the faculty unions in SUCs.

Recommendations

In the light of the findings and conclusions of the study, the faculty union should continuously observe the strict implementation of previous and enhanced policies, programs and plans of the association; the faculty unions have to review/revisit the existing policy and guidelines and observe a fair play evaluation of the members; continuous evaluation of faculty union shall be made to observe compliance with the highest standards and in response to the needs, rights and obligations of the members; the proposed innovative developmental model maybe reviewed and implemented; and future investigation may deal with the members of the faculty unions relative to their educational qualification, experience and length of service, professional development, achievement and honors, professional certification, expert services, research and extension outcomes, production and publications, and other criteria covered by CCE and QCE Guidelines of the NBC 461 Cycle as these factors influence the faculty performance and productivity.

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