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PART-TIME FACULTY OF RVM SECONDARY SCHOOLS:
THEIR PROFILE, WORKLOAD, SALARIES,
JOB SATISFACTION AND PERFORMANCE

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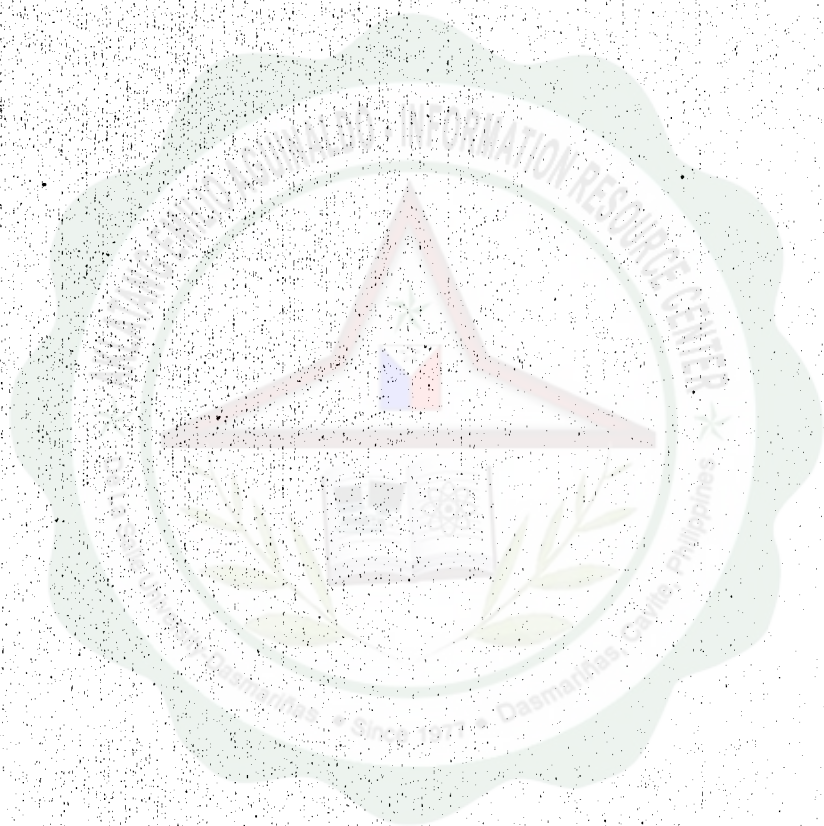
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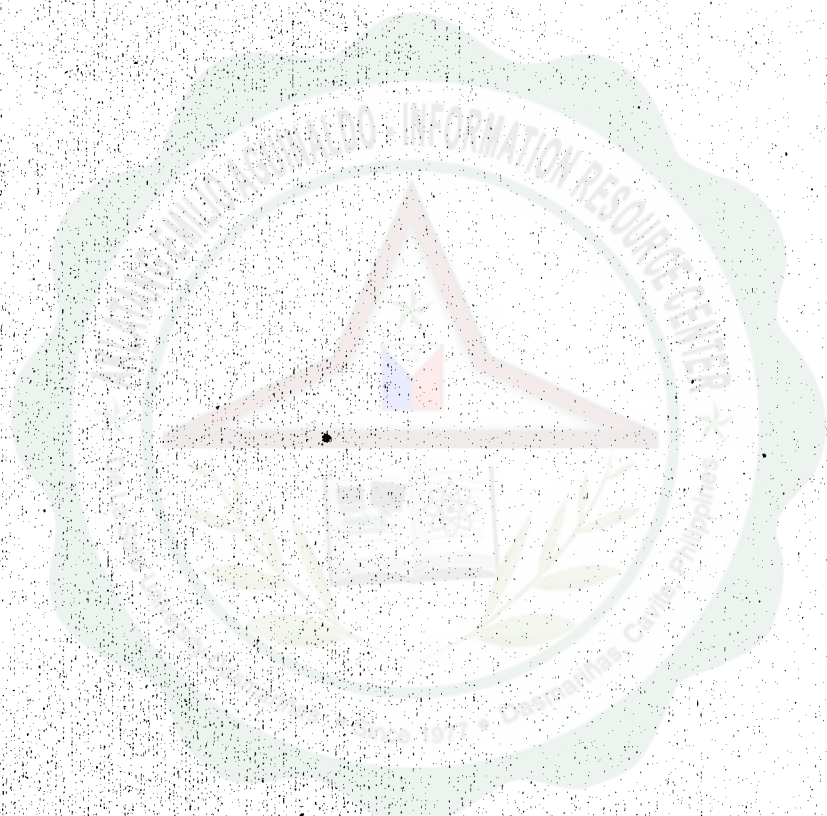
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Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken to provide baseline information regarding part-time faculty in the RVM Secondary schools. The respondents were all part-time faculty in the RVM Secondary Schools. There was a 95% retrieval.

The procedure consisted of two main stages. The first was the profiling stage, where profiles of part-time faculty in the RVM Secondary Schools were established in terms of classification, age, sex, civil status, length of experience, teaching loads, salaries, level of job satisfaction and level of teaching performance. These were further stratified according to RVM Rural and Urban Secondary Schools' part-timers. The second stage consisted of correlations done on the different variables involved in the study.

This study sought to answer the following specific questions:

1. What is the profile of part-time faculty in The RVM Secondary Schools? In the RVM Urban Secondary Schools? In the RVM Rural Secondary Schools?



2. What is the average workload and salary cost of part-time faculty in the RVM Secondary Schools? In the RVM Urban Secondary Schools? In the RVM Rural Secondary Schools?
3. Is there a variation in the workload and salary of part-time faculty in the RVM Secondary Schools? In the RVM Urban Secondary Schools? In the RVM Rural Secondary Schools?
4. What is the level of job satisfaction and the level of teaching performance of part-time faculty in the RVM Secondary Schools? In the RVM Rural Secondary Schools? In the RVM Urban Secondary Schools?
5. Is there a significant relationship between:
 - a. Job Satisfaction and Salary;
 - b. Job Satisfaction and Performance;
 - c. Job Satisfaction and Workload;
 - d. Performance and Salary;
 - e. Performance and Workload;
 - f. Salary and Workload;
 - g. Classification and Job Satisfaction;
 - h. Classification and Performance;
 - i. Classification and Workload; and
 - j. Classification and Salary



of part-time faculty in the RVM Secondary Schools? In the RVM Rural Secondary Schools? In the RVM Urban Secondary Schools?

The following hypotheses were tested;

At .05 level of significance, there is no significant relationship between the following variables:

- a. Job satisfaction and Salary;
- b. Job Satisfaction and Performance;
- c. Job Satisfaction and Workload;
- d. Performance and Salary;
- e. Performance and Workload;
- f. Salary and Workload;
- g. Classification and Job Satisfaction;
- h. Classification and Performance;
- i. Classification and Workload; and
- j. Classification and Salary.

To establish the profile of part-time faculty in the RVM Schools, frequency counting was employed, means were computed as well as percentages. To investigate the level of job satisfaction, the teaching performance and the correlation of the different variables involved in the study, data was computerized.

Results of the analysis of data provided the following findings and conclusions:



A. Profile of Part-Time Faculty in the RVM Secondary Schools

1. In terms of classification according to Tuckman's taxonomy of part-timers, the highest percentage (26.26%) of part-timers fall under the category of "full-mooners" which means that a greater member of the part-timers in the RVM Secondary Schools also have a full-time job outside the RVM Schools.
2. In terms of age, profile shows that 69.23% belong to the 20-29 age brackets and only 7.69% are above 40. It is therefore a young workforce.
3. In terms of Sex and Civil Status, there are more male part-timers (51.64%) in the RVM Secondary Schools than female part-timers (48.35%), and more married part-timers (56.04%) than single part-timers (43.96%).
4. In terms of length of teaching experience, a great majority (75.83%) of the part-timers have less than 3 years of teaching experience in the RVM Secondary Schools.
5. In terms of subject taught, it is Mathematics that employ the greater number (36) of part-timers, followed by Citizens Army Training (CAT) with 33 part-timers.



6. In terms of educational qualification, a great number of the part-timers are BSE or BSEED graduates (51.65%). They are therefore educationally qualified to teach. Results further show that there is a wide range in the educational qualification of part-timers in the RVM Secondary Schools.
7. In terms of workload and salary, the average workload of part-timers in the RVM Secondary Schools is 2 subjects with a salary of ₱226.00 which is just within the minimum wage prescribed by law.
8. Part-timers in the RVM Secondary Schools are mainly employed to do a teaching job (98%), while less than 2% are engaged in other services for the school like choral conducting, and the like.
9. In terms of fringe benefits, a big majority (74%) of the part-timers in the RVM Secondary Schools do not enjoy fringe benefits and other privileges.
10. In terms of modes of salary payment, 88% of the RVM Secondary Schools reported that they are paid according to the number of subject loads they teach. A small percentage reported they pay their part-timers on a contractual basis, irregardless of the number of hours they spend.



11. On the level of job satisfaction, part-timers faculty in the RVM Secondary Schools are generally satisfied as indicated by the grand mean of 4.137. A few areas, however, specifically on Salary and Advancement, show lower satisfaction although they still fall under the satisfied level.
12. On the level of teaching performance, findings show that part-timers in the RVM Secondary Schools fully meet the standards required by RVM Schools as indicated by the mean of 3.26. Since RVM Schools use the same criteria for full-time and part-time teachers, part-timers therefore in the RVM Secondary Schools perform as well as full-timers in their teaching jobs.

B. Correlation of the Different Variables in the Study

Computerized results yield the following findings and conclusions: at .05 level of significance,

1. There is no significant relationship between job satisfaction and salary of part-time faculty in the RVM Secondary Schools. This finding is consistent with the findings in the RVM Urban Schools. Hypothesis is therefore accepted. In the RVM Rural Schools however, a significant negative relationship existed between job satisfaction and



salary, hence hypothesis is rejected.

2. There is no significant relationship between job satisfaction and performance of part-time faculty in the RVM Secondary Schools, both Urban and Rural. Hypotheses are therefore accepted.
3. There is no significant relationship between job satisfaction and workload of part-timers in the RVM Secondary Schools, both Rural and Urban, so hypotheses are therefore accepted.
4. A significant relationship exist between performance and salaries of part-time faculty in the RVM Schools. The hypothesis is therefore rejected. This finding is also true to the RVM Urban Secondary Schools. On the other hand, no significant relationship exist between performance and salary of part-time in the RVM Rural Secondary Schools, therefore the hypothesis is accepted.
5. There is a significant relationship between performance and workload of part-timers in the RVM Secondary Schools, hence the hypothesis is rejected. This is consistent with the findings in the RVM Rural Secondary Schools. In the RVM Urban Secondary Schools, a no significant relationship exist between performance and workload of part-



- timers hence the acceptance of the hypothesis.
6. In the entire RVM Secondary Schools' part-time faculty, both Urban and Rural, a very significant relationship exist between salaries and workload. Therefore, the hypothesis are rejected.
 7. There is a significant negative relationship between classification and job satisfaction of part-timers in the RVM Secondary Schools. The hypohthesis is therefore rejected. This situation is also true to the part-timers in the RVM Rural Secondary Schools, where the hypothesis is accepted.
 8. A no significant relationship exists between classification and performance of part-timers in the entire RVM Secondary Schools, both Urban and Rural hence the acceptance of hypothesis.
 9. There is no significant relationship between classification and workload of part-timers in the RVM Secondary School, both Rural and Urban so hypotheses are, therefore accepted.
 10. A no significant relationship also exists between classification and salary of part-timers in the RVM Secondary Schools, both Rural and Urban hence hypotheses are accepted.



Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are offered to the higher superiors and administrators of RVM Secondary Schools:

1. Definite policies regarding recruitment and selection of part-timers be drawn, formulated and integrated in the different handbooks of the RVM Schools.
2. Since most part-timers in the RVM Secondary Schools are employed as a teaching resource, there is a need for a development program that will include the part-time faculty.
3. Part-timers should be granted the same benefits and privileges given to all employees. This does not mean that they require special benefits or extraordinary consideration. It does mean however, that they be compensated and enjoy the privileges commensurate to their contribution; that they be permitted to earn a continuing appointment if they deserve one and that the terms of their security be agreed upon. It is highly suggested therefore, that RVM Schools examine and take a closer look



on the present policy regarding part-timers security of tenure, possibilities for growth and advancement, and their salaries.

4. Since survey results show that more and more RVM Secondary Schools rely on lay people to teach religion subjects, it is highly recommended that RVM Schools formulate plans and programs that will prepare all lay teachers to teach religion.
5. On the basis of the correlation results, further studies be conducted to look deeper into the cause and effects of the different variables involved in the study.

