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1989 College Faculty Survey

Fund for Assistance to Private Education

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1989 College Faculty Survey

THE FUND FOR ASSISTANCE TO PRIVATE EDUCATION

It is the supreme art of the teacher to awaken
joy in creative expression and knowledge.

—Albert Einstein

Numerous studies have established the significant relationship between the educational qualifications of teachers and their teaching performance. Researchers abroad have repeatedly shown better teaching performance from teachers with higher educational qualifications, and this finding has been confirmed by studies conducted in the Philippines by Pulido (1972), Juan (1972), Loreto (1972) and Tuquib (1986), among others. The Manual of Regulations for Private Schools prescribes the minimum qualification of a master's degree to teach an undergraduate course, other than vocational programs. It should then be expected that most, if not all, tertiary level teachers would be master's degree holders. But is this actually the case?

This study looks into the educational qualifications of college instructors. To facilitate the counting of faculty members in the various disciplines, the sample for the survey included colleges and universities with organizational structures centering around departments that concentrate on disciplines such as languages, chemistry, mathematics and physics. It should be noted that the above criterion for the choice of the sample might favor the inclusion of the larger and, probably, the better schools. Thus, the sample may not be truly representative of the entire population of the schools.

The survey questionnaires were addressed to the department chairpersons who, in general, are in the best position to know their faculty. A total of twenty-two out of the twenty-five targeted schools responded, and of these fifteen belonged to the Catholic Educational Association

of the Philippines, five to the Philippine Association of Colleges and Universities, while two were state universities.

In the collation of data, closely related departments were combined for easier interpretation. For example, the departments of English, literature, languages, Pilipino and speech were classified under the general heading of "Languages and Literature"; on the other hand, the departments of humanities, sociology, and social studies were placed under the category of "Social Sciences." This procedure was followed in the other areas. Discrepancies arise in the number of full-time faculty members when they are categorized by educational degree and academic rank, but the discrepancies are small and within the tolerable margin of error (less than 4 percent on the average).

EDUCATIONAL ATTAINMENT

There were 26 departments in the study, involving a total of 1,891 faculty members. These faculty members were categorized according to their educational degree, by department, as shown in Table 1.

Table 1 shows that there are consistently more Bachelor of Science (BS) degree holders in all departments except: (1) in the departments of industrial engineering, commercial law and library science, where the number of BS degree holders equals the number of Master of Arts/Master of Science (MA/MS) degree holders; and (2) in the departments of commercial art and marketing, where MA/MS degree holders outnumber BA/BS degree holders. These findings show that except in the last two departments mentioned, the minimum requirement that at least 60 percent of a school's faculty should have at least a master's degree, as provided in the Manual of Regulations for Private Schools, is not being complied with. It is also possible that many teachers do not pursue graduate studies once they have been hired.

The Higher Education Research Information Center (HERIC) study conducted by the Bureau of Higher Education and Fund for Assistance to Private Education (FAPE) in 1985 reported that 71 percent of faculty members in 1,034 private and state institutions had bachelor's degrees 23 percent had master's degrees, while only 4 percent had doctorate degrees. The higher percentage of master's degree holders in the current study, 31.64 percent as opposed to the HERIC study's 23 percent, may be due to the select sample in this study.

RECOGNITION OF THE NEED TO UPGRADE FACULTY

Despite the above finding, schools do recognize the need to upgrade their faculty, and have in fact instituted both full- and part-time degree

Table 1. Educational degrees of faculty by department, as of 1990

Department	BS/BA	%	MA/Ms	%	PhD	%	Total
1. Language/Lit.	165	49.11	33	39.58	38	11.33	336
2. Social Sciences	132	50.96	104	40.15	23	8.88	259
3. History/Pol. Sci	15	44.12	12	35.29	7	20.59	34
4. Physical Educ.	58	77.33	15	20.00	2	2.67	75
5. Philosophy	18	46.15	17	43.59	4	10.26	39
6. Religious Educ.	55	61.80	28	31.46	6	6.74	89
7. Physics	45	70.31	17	26.56	2	3.13	64
8. Mathematics	71	57.26	48	38.71	5	4.03	124
9. Biology	93	55.03	64	37.87	12	7.10	169
10. Chemistry	70	70.00	23	23.00	7	7.00	100
11. Psychology	55	62.50	26	28.41	7	7.95	88
12. Chem. Eng'g.	19	48.72	17	43.59	3	7.69	39
13. Mech. Eng'g.	24	63.16	11	28.95	3	7.89	38
14. Industrial Eng'g.	4	50.00	4	50.00			8
15. Civil Eng'g.	53	92.98	4	7.02			57
16. Com. Arts	1	16.67	5	83.33			6
17. Marketing	6	37.50	10	62.50			16
18. Accounting	72	97.30	2	2.70			74
19. Commercial Law	10	50.00	10	50.00			20
20. Bus./Finance	80	88.89	10	11.11			90
21. Computer	28	57.85	23	42.59	3	5.56	54
22. Elect Electronics Eng'g.	37	86.05	6	13.95			43
23. Library Science	12	50.00	12	50.00			24
24. Home Economics	16	47.06	15	44.12	3	8.82	34
25. Nursing	81	85.26	14	14.74			95
26. Med. Tech.	12	75.00			4		16
TOTAL	1232	65.15	530	28.03	129	6.82	1891

programs for faculty development. Table 2 shows the pertinent data from the 277 departments in the sample, grouped into 26 department headings, indicating the schools' efforts to upgrade the educational qualifications of their faculty members.

As shown in Table 2, tuition subsidy constituted the most common form of assistance given by the schools to their faculty for degree programs. For short term programs, other benefits such as allowing faculty to attend programs on official time, traveling allowance and registration costs are provided. It should also be noted that there are more provisions for full degree programs than there are for part-time degree and short-term programs. It is interesting to note that despite

these efforts of private schools to upgrade the educational qualifications of their faculty members, the Department of Education, Culture and Sports (DECS) requirement is not being complied with.

INTENTION TO PARTICIPATE IN A FACULTY DEVELOPMENT PROGRAM

The failure on the part of schools to meet the minimum educational requirement for college teachers only points to the need to strengthen existing faculty development programs. In this regard, 91 percent of the department chairmen indicated that in addition to their own efforts at upgrading their faculty, they would be willing to participate in an externally-funded faculty development program.

Table 3 presents the administrator's estimate of the number of faculty members they would recommend for an externally funded faculty development program, should such an opportunity arise. Since no constraints were mentioned for a school's participation, these estimates may be considered liberal. The data would indicate, however, that after five years, eleven departments would still not have complied with that 60 percent regulation.

Table 2. Type of faculty development program provided
by departments

Type of Fac. Dev. Prog.	Number of Departments that provide	Percentage (N=277)
1. Full degree program with		
a. monthly salary	63	22.74
b. allowance	63	22.74
c. tuition subsidy	106	38.27
d. other benefits	47	16.97
2. Part-time degree program with		
a. salary	46	16.61
b. allowances	32	11.55
c. tuition subsidy	90	32.49
d. other benefits	22	7.94
3. Short-term program with		
a. salary	34	12.27
b. allowance	22	7.94
c. tuition subsidy	27	9.95
d. other benefits	53	19.13

Table 3. Estimated number of faculty members to be recommended for an externally funded faculty development program and total faculty with at least an MA degree at the end of each period

Department	MA/MS as of '90	PhD as of '90	Addl. MA as of '95	Total MA as of '95	%	Fac. for MA as of '96	Total MA as of 2000	%
1. Language/Literature	33	38	64	135	40.2	32	167	49.7
2. Social Sciences	104	23	55	182	70.3	34	216	83.4
3. History/Pol. Science	12	7	9	28	82.4	9	37	108.8
4. Physical Education	15	2	17	34	45.3	11	45	60.0
5. Philosophy	17	4	12	33	84.6	6	39	100.0
6. Religious Educ.	28	6	21	55	61.8	17	72	80.9
7. Physics	17	2	13	32	50.0	13	45	70.3
8. Mathematics	48	5	24	77	62.1	18	95	76.6
9. Biology	64	12	50	126	74.6	16	142	84.0
10. Chemistry	23	7	45	75	75.0	39	114	114.0
11. Psychology	26	7	15	48	54.5	14	62	70.5
12. Chemical Eng'g	17	3	6	26	66.7	8	34	87.2
13. Mechanical Eng'g	11	3	17	31	81.6	8	39	102.6
14. Industrial Eng'g	4		2	6	75.0	1	7	87.5
15. Civil Eng'g	4		30	34	59.6	22	56	98.2
16. Communication Arts	5		1	6	100.0	1	7	116.7
17. Marketing	10		6	16	100.0	4	20	125.0
18. Accounting	2		43	45	60.8	25	70	94.6
19. Commercial Law	10			10	50.0		10	50.0
20. Business/Finance	10		29	39	43.3	18	57	63.3
21. Computer	23	3	15	41	75.9	4	45	83.3
22. Elect Electronics Eng'g	6		16	22	51.2	8	30	69.8
23. Library Science	12		2	14	58.3	2	16	66.7
24. Home Economics	15	3	9	27	79.4	3	30	88.2
25. Nursing	14		17	31	32.6	17	48	50.5
26. Medical Technology		4	3	7	43.7		7	43.8
TOTAL	530	129	521	1180	62.40	330	1510	79.85

These data suggest that when the school administrators estimated the number of faculty members to be sent for graduate studies, some departments did not limit their plans to the present number of faculty members in their departments.

The number of PhD degree holders in these departments are presented in Table 4.

Table 4. Estimated Ph.D degree holders in SY 1999–2000

Department	W/ PhD degree as of 1990	%	W/ PhD degree as of 1995	%	W/ PhD degree as of 2000	%
1. Language/Literature	38	11.3	90	28.8	131	38.9
2. Social Sciences	23	8.9	58	22.4	97	37.5
3. History/Pol. Science	7	20.6	20	58.8	25	73.5
4. Physical Education	2	2.7	8	10.7	16	21.3
5. Philosophy	4	4.5	15	38.5	20	51.3
6. Religious Educ.	6	9.4	9	10.1	14	15.7
7. Physics	2	1.6	7	10.9	16	25.0
8. Mathematics	5	2.9	28	22.6	53	42.7
9. Biology	12	12.0	40	23.7	78	46.1
10. Chemistry	7	7.9	23	23.0	49	49.0
11. Psychology	7	17.9	20	22.7	33	37.5
12. Chemical Eng'g	3	7.9	15	38.5	21	53.8
13. Mechanical Eng'g	3	37.5	9	23.7	26	68.4
14. Industrial Eng'g		0.0	4	50.0	6	75.0
15. Civil Eng'g		0.0	2	3.5	17	29.8
16. Communication Arts		0.0	5	83.3	11	183.3
17. Marketing		0.0	8	50.0	18	112.5
18. Accounting		0.0	20	27.0	67	90.5
19. Commercial Law		0.0	2	10.0	2	10.0
20. Business/Finance		0.0	23	25.5	41	45.5
21. Computer	3	5.6	15	27.8	15	27.8
22. Elect Electronics Eng'g		0.0	4	9.3	13	30.2
23. Library Science		0.0	1	4.2	1	4.2
24. Home Economics	3	8.8	8	23.5	13	38.2
25. Nursing		0.0	5	5.3	13	13.7
26. Medical Technology	4	25.0	5	31.2	7	43.7
TOTAL	129	6.82	444	23.48	803	42.46

Table 5. Estimated number of faculty members to be recommended for an externally funded short term faculty development program

Department	SY 1990-91 - SY 1994-95	SY 1995-96 - SY 1999-2000
1. Language/Literature	75	74
2. Social Sciences	31	29
3. History/Pol. Science	13	8
4. Physical Education	8	7
5. Philosophy	4	5
6. Religious Educ.	11	11
7. Physics	29	28
8. Mathematics	26	33
9. Biology	91	64
10. Chemistry	70	63
11. Psychology	20	26
12. Chemical Eng'g	21	5
13. Mechanical Eng'g	28	24
14. Industrial Eng'g	7	7
15. Civil Eng'g	29	24
16. Communication Arts	1	1
17. Marketing	2	1
18. Accounting	34	36
19. Commercial Law		
20. Business/Finance	27	27
21. Computer	17	5
22. Elect Electronic Eng'g	5	5
23. Library Science	3	3
24. Home Economics	12	10
25. Nursing	15	15
26. Medical Technology		
27. Others	217	201
TOTAL	796	712

The significance of the findings indicated in Tables 1-5 is that even after ten years, many departments would not fulfill the 60 percent rule. Massive subsidies would have to be made to support programs designed to improve the degree ratio of faculty in Philippine schools by the year 2000.

Considering that it costs ₱38,920 (based on current FAPE scholarship programs) to support a master's degree scholar on a full-time program, the training of 521 MA/MS scholars, would entail a cost of ₱20,277,320 per year for the schools in the sample, or a total cost of ₱50,693,300 for the faculty members to finish their masteral programs. This estimate would be relevant to the costing of the Faculty Development Program contained in RA 6728, which provides for government assistance to students and teachers in private education.

The actual need for faculty development would be very much greater than the figures reported in Table 3, once the total number of faculty members in all schools is considered. Based on the 6.53 percent historical growth rate (DECS compendium) of college students and an actual college population of 1,406,800 in 1985 (public and private), a total of 1,774,256 college students are expected in 1990. To teach these students, 16,099 full time faculty members would be needed. Previous studies conducted by higher educational institutions in the Philippines found that 71 percent of faculty members had only baccalaureate degrees. Based on this portion, a total of 11,430 faculty members in 1990 would have less than a masteral degree. Thus, in order to meet the 60 percent regulation, 4,991 more faculty members would need masteral degrees. A program to attain this objective would cost ₱485.62 million at 1989 prices.

THE DOCTORAL DEGREE HOLDERS PROFILE

Table 4 shows the profile of Ph.D. holders in 1990, determined under the same liberal assumptions used in Table 3 for the periods 1991-95 and 1996-2000. Based on the intentions of chairpersons to send their faculty for doctoral studies, Table 4 shows that only 42.46 percent would have doctorate degrees by the year 2000 in this departments.

SHORT-TERM TRAINING PROGRAMS

The data on faculty qualifications discussed in the foregoing sections were based on the use of full time training programs. For various reasons, however, many administrators prefer to send their staff on short-term programs. Table 5 shows the number of faculty members

that administrators intend to send for this mode of training, with the biggest number coming from the departments of physics, mathematics, biology, chemistry, and psychology.

CONCLUSION

Since the seventies, the DECS, in an effort to improve the quality of collegiate instruction, has required that at least 60 percent of the faculty of tertiary level programs have at least masteral degrees.

In order to comply with the 60 percent rule, most schools have been giving free tuition and other assistance to their faculty for graduate studies, provided that these faculty members enroll in their own schools. In spite of this widespread practice of improving faculty qualifications, only two departments (marketing and communication arts) have been able to meet the 60 percent rule. As for the rest, only 31.64 percent of the faculty members have the degree required, a situation which applies even to the "bigger and better" schools which were selected for the present study.

These observations point to the need for a faculty development program with more adequate financing, such as those sponsored by the Department of Science and Technology, United States Agency for International Development and FAPE. Such a program could accelerate the completion of the required graduate degrees and avoid the inevitable inbreeding which is being generated in the present practice of schools.

But even when the school administrators overwhelmingly welcome scholarship opportunities for their faculty members, their estimates of the number of faculty members they could afford to release within the next five years would still not be enough for their schools to meet the 60 percent rule. Statistics show that even after ten years, not all the departments would have complied with the DECS requirement. This situation must be considered by any scholarship administrator, especially since the schools in the sample are the more endowed ones.

The observations also suggest the adoption of special strategies for faculty development, such as the use of short-term degree programs. This was especially suggested for physics, mathematics, biology, chemistry and psychology.

This pilot study will soon be followed up by a more comprehensive study to be undertaken in coordination with the Coordinating Council for Private Educational Association, involving the entire private school system.