

FACULTY ENGAGEMENT IN RELATION TO THE JOB PERFORMANCE OF THE FACULTY MEMBERS IN NORTHERN MINDANAO COLLEGES INCORPORATED, CABADBARAN CITY, PHILIPPINES

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Abstract

This study investigates the relationship between faculty engagement and job performance among faculty members at Northern Mindanao Colleges Inc., Cabadbaran City. Using a quantitative research design and a descriptive-correlational approach, data were collected from 100 faculty members. Employee engagement was assessed through empowerment, community service programs, professional development, work-life balance, and school-based activities, while job performance was evaluated in terms of recognition, adaptability, task performance, creativity, and productivity. Descriptive statistics and Pearson Product-Moment Correlation were utilized for data analysis. Findings indicate that work-life balance is the most satisfactory aspect of engagement, and faculty members generally perceive themselves as performing well in their roles. There is a strong positive correlation between employee engagement and job performance, underscoring the significance of fostering engagement to enhance performance. The study suggests that empowerment, professional development, work-life balance, school-based activities, and community service programs are key contributors to job performance. The results advocate for an action plan aimed at improving faculty engagement, thereby demonstrating the institution's commitment to a supportive and growth-oriented work environment.

Keywords: Faculty Engagement; Job Performance; Faculty Members; Northern Mindanao Colleges Inc.

1. INTRODUCTION

Understanding the complex relationship between employee engagement and performance in today's ever-changing organizational environment has been important in an organization. Employee engagement, defined as employees' emotional commitment and relationship with their job and organization has emerged as an important factor affecting the success of the organization. Most importantly, the importance of engaged and motivated employees cannot be overstated.

However, Liu, Zhao, and Yang (2020) investigated the relationship between work engagement, job performance, and psychological capital, which is an individual's positive psychological traits. The findings revealed a positive relationship between work engagement and job performance, and psychological capital

was found to moderate this relationship. Specifically, employees with higher levels of psychological capital exhibited a stronger positive relationship between work engagement and job performance.

Al-Hallaq et al, (2020) examined the mediating role of employee engagement in the relationship between job satisfaction and employee performance in the Jordanian banking sector. The results indicated that employee engagement significantly mediated the relationship between job satisfaction and employee performance. This suggests that employee engagement plays a crucial role in translating job satisfaction into improved performance. Ngwenya and Pelser (2020) explored the impact of psychological capital on employee engagement, job satisfaction, and employee performance. The findings demonstrated that psychological capital had a positive and significant influence on employee engagement, job satisfaction, and employee performance. This implies that fostering psychological capital among employees can enhance their engagement, satisfaction, and performance.

In the Philippine setting, the concept of employee engagement takes on a distinctive flavor in the study of Juevesa & Casino (2020) it was found that employee engagement positively correlates with organizational performance among a multigenerational workforce in a private school, recommending a human resource development plan. Similarly, the study revealed a positive correlation between employee engagement and job satisfaction at Company A, suggesting the need for revisions in career development policies, compensation packages, and work environment conditions Ang & Rabo (2018). In addition, the study investigates employee engagement in Filipino companies, revealing that P-E fit and organizational commitment are antecedents and outcomes of engagement, with employee engagement mediating the connection Pacquing (2023).

In the Caraga region, it was evident in the study of Postrado and Matildo, (2023) who examined Saint Francis Xavier College of Agusan del Sur employees' demographics, engagement, and job performance. Results showed both groups valued rewards and supervisor support but dissatisfied non-teaching employees with pay. The employees were not able to perform their tasks and duties, it is because they felt that they were not part of the plan and were not given the benefits and rewards they sought to have. Employee engagement and performance are linked to happiness and well-being, with work motivation and leadership qualities enhancing organizational success focusing on individual and group behavior improvement through workflow design and managerial approach Sumatra et.al, (2023).

The relationship between employee engagement and job performance is well-documented, but research gaps exist in the Philippine context. Previous studies have mainly focused on international settings, but there is a need for a comprehensive understanding of the dynamics within the Philippine organizational landscape. Studies have also mainly examined specific industries, leaving room for a more holistic examination. Postrado & Matildo's (2023) research on the Caraga region is useful, but a more nuanced exploration is needed to identify regional-specific factors influencing employee engagement and performance.

In Northern Mindanao Colleges, Incorporated, employee engagement aims to help improve the job performance of the employees. Job performance will be measured based on how they are engaged with the plan and motivational factors set by the institution. In the evaluation form prepared by the institution, the faculty members were rated according to the specific areas of the evaluation. They are evaluated first with the class observation which has 45%, student evaluation which has 20%, peer evaluation which has 20% and support quality management system which has 5%, and lastly the attendance in all activities of the faculty members which has 10% a total of 100% expected adjectival ratings.

The main purpose of the study is to determine employee engagement about the job performance of the employees of Northern Mindanao Colleges, Inc., and to gain a comprehensive understanding of the factors influencing employee engagement among the staff members of Northern Mindanao Colleges Inc. and to explore how this engagement, in turn, correlates with and impacts job performance.

1.1 Research Questions

This study aimed to determine the relationship between faculty engagement and the job performance of the faculty members in Northern Mindanao Colleges Incorporated.

This study sought to answer the following questions:

1. To what extent of the faculty engagement of faculty members of Northern Mindanao Colleges Incorporated in terms of:
 - 1.1 Empowerment
 - 1.2 Professional Development
 - 1.3 Work-Life Balance
 - 1.4 School-based Activities
 - 1.5 Community Service Program
2. To what extent influence the job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of:
 - 2.1 Recognition
 - 2.2 Adaptability
 - 2.3 Task Performance
 - 2.4 Creativity
 - 2.5 Productivity
3. Is there a significant relationship between faculty engagement and job performance in Northern Mindanao Colleges Incorporated?
4. Based on the findings of the study, what intervention program can be proposed?

2. METHODOLOGY

2.1 Research Design

The researcher used a descriptive-correlational research design to systematically assess the large collection of analysis results from individual studies to integrate the findings on the relationship between employee engagement and job performance in Northern Mindanao Colleges Incorporated, Cabadbaran City, Agusan del Norte, Philippines. The main focuses of this research design are objective measurements, statistical analysis, and gathering numerical data. Data gathering will be used in the form of a survey questionnaire for each respondent.

2.2 Respondents of the Study

The respondents of the study were the teaching employees in Northern Mindanao Colleges Incorporated, Cabadbaran City, Agusan del Norte, Philippines. They are the study's respondent to determine the level of faculty engagement in terms of job performance. It consists of 134 individuals in a population of which all are teaching personnel in the institution.

Out of 134 total population, the researcher utilized Slovin's formula in obtaining the sample size with a 95% confidence level and 5% margin of error in which the respondents of the study will be 100.

Table 1 presents the distribution of respondents by profile in Northern Mindanao Colleges Inc.

Table 1. Profile of the Respondents

Age	Frequency	Percentage
21- 30 years old	48	48%
31- 40 years old	28	28%
41- 50 years old and above	24	24%
Total	100	100%
Gender		
Male	28	28%
Female	72	72%
Total	100	100%
Length of Service		
2 – 5 years	52	52%
6 – 10 years	24	24%
11 years up	24	24%
Total	100	100%
Employment Status		
Full-time	89	89%
Part-Time	11	11%
Total	100	100%

The researcher used stratified random sampling techniques to categorize the respondents into sub-groups. 89 are full-timers and 11 are part-timers from the different college departments. Since the study was conducted in the second semester, the participation of the part-timers shrunk due to their minimal population. For gender, 28% are male and 78% are female which implies that the employee's record in terms of gender was dominated by women. Additionally, as to age 48% range from 21-30 years old, 28% are 31-40 years old and 24% are 41-50 years above. This only shows that NORMI's employed faculty members were young professionals. As to the length of service, the table shows that 52% are 2-5 years length of service, 24% of 6-10 years in service and 24% are 11 years up in service which was recorded that the employed faculty members were less of tenured personnel over newly hired faculty members of Northern Mindanao Colleges Incorporated.

2.3 Research Instrument

The research instrument used in the study is a researcher-made questionnaire that focused on the faculty engagement and job performance of the faculty members of Northern Mindanao Colleges Inc. The researcher-made questionnaires measure the relationship of the determinant's faculty engagement such as empowerment, professional development, work-life balance, school-based activities, community service program, and job performance regarding recognition, adaptability, task performance, creativity, and productivity. The questionnaire has been validated by the human resource specialists Dr. Robert E. Roperos and Dr Levita B. Grana and its reliability through test and re-test pilot testing. The researcher used a 5-point Likert scale approach to measure the respondent's degree of agreement with the statement.

Table 2 shows the scaling and interpretation of the faculty engagement which will be measured using the following descriptors.

Table 2 . *Scaling and Interpretation of Employee Engagement as cited by Yunus and Nee (2020)*

Scale	Range	Description	Interpretation
4	3.00- 4.00	Strongly Agree	Highly Engaged
3	2.00- 2.99	Agree	Engaged
2	1.00 – 1.99	Disagree	Somewhat Disengaged
1	0.00 – 0.99	Strongly Disagree	Disengaged

Table 3. *Scaling and Interpretation of Job Performance as cited by Yunus and Nee (2020)*

Scale	Range	Description	Interpretation
5	4.00-5.00	Strongly Agree	High Achiever
4	3.00- 3.99	Agree	Exceeds Expectations
3	2.00- 2.99	Moderately Agree	Moderately Meet Expectations
2	1.00 – 1.99	Disagree	Meets Expectations
1	0.00 – 0.99	Strongly Disagree	Need Significant Improvement

2.4 Statistical Treatment

The following statistical procedures were used to interpret the data gathered from the respondents of the study.

Frequency. The frequency of each response is determined by the number of respondents who answered the instrument. The demographic profile of the respondents will be determined by using the formula of the percentage.

Mean. This statistical tool is used to identify the evaluation of the respondents on their profile.

Pearson Product Moment of Correlation Coefficient. This statistical tool is used to measure the linear association between two variables. Using this formula will determine the correlation between faculty engagement and job performance.

3. RESULTS AND DISCUSSION

Problem 1. To what extent is the engagement of faculty members of Northern Mindanao Colleges Incorporated in terms of empowerment, professional development, work-life balance, school-based activities, and community service programs?

Table 4. The extent of faculty engagement in terms of empowerment

Item	Mean	VD	VI
1. I have the autonomy to complete my tasks efficiently.	4.45	Agree	High
2. I have the necessary resources to succeed in my task effectively.	4.10	Agree	High
3. I can contribute ideas that are useful in our workplace.	4.10	Agree	High
4. I can make decisions that increase my sense of ownership.	4.13	Agree	High
5. I have the autonomy to solve the problem independently.	4.13	Agree	High
6. I am guided by my supervisor in every task I do.	3.90	Agree	High
7. My supervisor encouraged me to take the initiative for the betterment of my performance.	3.99	Agree	High
8. I received comments from my immediate supervisor.	4.06	Agree	High
9. I accepted the comments from my immediate supervisor.	4.47	Agree	High
10. I consider comments and feedback as a tool to keep me engaged at work.	4.70	Strongly Agree	Very High
Overall Mean	4.20	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

Table 4 presents the extent of faculty engagement in terms of empowerment. In item 6, I am guided by my supervisor in every task I do. It was revealed that it has a lowest mean of 3.90, which has a verbal description of agree and verbally interpreted as high. This denotes a generally positive perception of supervisory support. Still, there may be opportunities for improvement in providing clear guidance and fostering a culture of initiative-taking among faculty members. However, item 10 underscored the highest mean of 4.70 stating that I consider comments and feedback as a tool to keep me engaged at work, which is based a verbal description of strongly agree and verbally interpreted as very high.

This emphasizes the crucial role of feedback in maintaining engagement and promoting continuous improvement. Feedback is essential for keeping employees engaged at work, underscoring its importance as a tool for professional growth and development. Overall, the mean score of 4.20 across all items indicates a high level of agreement regarding faculty empowerment. This suggests that, overall, faculty members feel empowered in their roles and perceive their work environment as conducive to autonomy, resource availability, idea contribution, decision-making, and feedback acceptance. According to Nespoli's (2017) research, supervisors' unambiguous direction and encouragement greatly boost faculty members' feelings of empowerment and work satisfaction. They did, however, also identify opportunities for development in terms of encouraging faculty members to take initiative. These findings provide valuable insights for organizations aiming to enhance faculty engagement and empowerment in academic settings.

Table 5. The extent of faculty engagement in terms of professional development.

Item	Mean	VD	VI
1. I have the access to grow professionally to perform better in my work.	4.26	Agree	High
2. I was encouraged to attend seminars to gain more knowledge significant to my job,	4.02	Agree	High
3. I was oriented with the programs offered by the institution.	4.14	Agree	High
4. I have been given the chance to accept the programs offered by the management.	4.14	Agree	High
5. I accepted the programs offered by the management.	4.03	Agree	High
6. I have the privilege not to accept the program offered.	3.78	Agree	High
7. The management offered me the opportunities to learn new skills relevant to my job.	3.93	Agree	High
8. The management provided me with enough time to decide.	3.86	Agree	High
9. The management encourages us to avail ourselves of the program offered by the institution.	3.96	Agree	High
Overall Mean	3.88	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 5, the extent of faculty engagement in terms of professional development is detailed, highlighting faculty engagement toward professional development initiatives within the institution.

Starting with the lowest mean score, Item 7 stands out with a mean of 2.72, I did not accept any of the programs provided by the management, which verbal description of moderately agree and verbally interpreted as average. This item indicates that some faculty members did not accept any of the programs provided by the management. The moderately agreeable rating suggests that while there might be some engagement with offered programs, there is also notable resistance or disinterest among a subset of faculty members. This finding could indicate potential issues with program relevance, accessibility, or faculty buy-in that warrant further investigation and improvement efforts.

Conversely, the highest mean score is observed in Item 1, with a mean of 4.26, I have the access to grow professionally to perform better in my work, which was a verbal description of agree on and verbal interpretation of high. This item signifies that faculty members feel they have access to opportunities for professional growth to enhance their performance in their work. The high mean score reflects a strong agreement among faculty members regarding the availability and effectiveness of professional development resources and initiatives within the institution. This positive perception bodes well for fostering a culture of continuous learning and improvement among faculty members.

Finally, considering the overall mean score of 3.88, which verbal description of agree and verbal interpretation of high range, indicates a generally positive perception of professional development opportunities among faculty members. This suggests that, on average, faculty members perceive the institution's efforts to support their professional growth and development favourably. However, there is still room for improvement, as the score is not at the "Very High" level. Addressing any concerns raised by the lower-scoring items, such as enhancing program acceptance and relevance, could contribute to further elevating the overall effectiveness and satisfaction with professional development initiatives. The association between faculty acceptance of professional development programs in higher education institutions and faculty involvement was examined by Brown and Smith (2023). The faculty members' opinions of the programs that are offered and their related degrees of participation were evaluated by the researchers using a survey. The findings showed that program acceptance had a substantial impact on faculty job satisfaction and that higher

acceptance levels were associated with better job satisfaction. The study also discovered that important variables influencing acceptance rates were faculty buy-in, accessibility, and program relevance.

Table 6. Extent of faculty engagement in terms of Work-Life Balance

Item	Mean	VD	VI
1. I am comfortable going to work on or before time.	4.44	Agree	High
2. I am provided a short time to break and disconnect from work during office hours.	4.14	Agree	High
3. I took a break provided by the management.	4.01	Agree	High
4. I took a break because of the workload I had.	2.16	Moderately Agree	Average
5. I manage my time effectively without sacrificing my commitments.	3.81	Agree	High
6. I was provided with the leave credits.	4.07	Agree	High
7. I was offered leave credits that would be convertible to cash.	1.73	Disagree	Low
8. The management offers a flexible workload that allows me to work feeling refreshed.	3.41	Moderately Agree	Average
9. The management allows me to extend the time for a coffee break which is 30 minutes	2.77	Moderately Agree	Average
10. I will recommend working here to others.	3.74	Agree	High
Overall Mean	3.43	Moderately Agree	Average

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

Table 6, the extent of faculty engagement in terms of work-life balance. Item 7 stands out with the lowest mean of 1.73, I was offered leave credits that will be convertible to cash with a verbal description of disagree and verbal interpretation of low. This item suggests that faculty members generally disagree with the idea of being offered leave credits that can be convertible to cash since the institution didn't offer leave credits that can be convertible to cash. The low mean score indicates a strong disagreement with this aspect of the work-life balance policy, potentially signaling that faculty members prioritize non-monetary benefits or have concerns about the implications of cash conversions for their leave benefits.

However, the highest mean score is observed in Item 1, with a mean of 4.44, I am comfortable going to work on or before time, with a verbal description of agree and verbal interpretation of high. This item signifies that faculty members feel comfortable going to work on or before time. The high mean score reflects a strong agreement among faculty members regarding their comfort levels with their work schedule, indicating a positive perception of the work environment's flexibility and the faculty's ability to manage their time effectively.

Finally, considering the overall mean score of 3.50, which verbal description of moderately agree and verbal interpretation of average, indicates a somewhat positive perception of work-life balance among faculty members. This suggests that, on average, faculty members perceive the institution as providing some level of support for their work-life balance needs. However, there may still be areas for improvement, as the score is not at the "High" level. Addressing concerns raised by lower-scoring items, such as offering more flexible workload arrangements or revisiting leave benefits policies, could contribute to enhancing overall faculty satisfaction with work-life balance.

A thorough examination examining faculty opinions of work-life balance policies and their impact on job satisfaction in higher education establishments was carried out by Smith and Johnson (2023). Their

study, measured work-life balance policy topics, such as flexible work schedules and leave benefits, using surveys and interviews. Their research showed that non-cash perks including sufficient leave policies and flexible work schedules were highly valued by faculty members. The study also demonstrated how corporate culture influences faculty views of work-life balance.

Table 7. The extent of faculty engagement in terms of school-based activities

Item	Mean	VD	VI
1. The management encourages me to participate in school-based activities makes me feel more valued.	4.00	Agree	High
2. I know the management's commitment to supporting schools demonstrates its values in a way that aligns with my desire to give back to the community.	3.92	Agree	High
3. Participating in school-based activities allows me to use my skills and experience in a way that feels personally rewarding.	4.00	Agree	High
4. I am involved in different school activities that contribute positively to my job satisfaction and engagement.	3.91	Agree	High
5. I can interact with students and inspire them about potential career paths.	4.44	Agree	High
6. I participated in the activities they offered opportunities to directly use my professional expertise.	4.13	Agree	High
7. The management investment in supporting local schools motivates me to perform better in my job	3.59	Agree	High
8. I help at school events organized by the school increases my sense of pride in working here.	3.84	Agree	High
9. I enjoyed every activity that the institution provided for its people.	3.85	Agree	High
10. I would recommend volunteering for company-sponsored school activities to colleagues who share an interest in supporting education.	3.75	Agree	High
Overall Mean	3.94	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 7, the extent of faculty engagement in school-based activities is examined to provide a comprehensive interpretation of faculty perceptions regarding their involvement in such activities.

Item 7 stands out with a mean of 3.59, I can interact with students and inspire them about potential career paths, with verbal descriptions of agree and verbal interpretation of high. This suggests that while the management's investment in supporting local schools motivates some faculty members to perform better in their jobs, there is a slightly lower level of agreement compared to other items. This finding indicates that while there is some impact on motivation, there might be opportunities to further enhance the connection between school support initiatives and job performance motivation among faculty members.

However, the highest mean score is observed in Item 5, with a mean of 4.44, I can interact with students and inspire them about potential career paths, with a verbal description of agreement and verbal interpretation of high. This signifies that faculty members agree that they can interact with students and inspire them about potential career paths. The exceptionally high mean score reflects a robust agreement among faculty members regarding the value and impact of directly engaging with students, indicating that such interactions are highly fulfilling and meaningful for faculty members.

Finally, considering the overall mean score of 3.94, it falls within the "Agree" range, indicating a generally positive perception of school-based activities among faculty members. This suggests that, on average, faculty members perceive involvement in school activities as valuable, rewarding, and conducive to job satisfaction and engagement. However, there may still be opportunities for improvement, as the score is

not at the "Very High" level. Addressing any concerns raised by the lower-scoring items, such as further aligning school support initiatives with job performance motivation, could contribute to enhancing overall faculty engagement in school-based activities. Johnson and Martinez's (2023) study examined the impact of teacher involvement in school-based activities on work satisfaction and motivation. They found differences in staff agreement on various activities but generally expressed positive views. The study underscored the importance of coordinating support programs with faculty job performance and motivation.

Table 8. Extent of faculty engagement in terms of community service program

Item	Mean	VD	VI
1. I feel closer to my coworkers when I take part in the community service program offered by the organization.	4.16	Agree	High
2. My sense of pride in working here is elevated by the corporate program's chance to give back to the community.	3.91	Agree	High
3. I am prepared and motivated to work every day because of the knowledge and experiences I've gained from the program.	3.98	Agree	High
4. I'm dedicated to taking part in community service initiatives because I believe they broaden the influence of my employment.	3.86	Agree	High
5. I am motivated to perform better in my job.	4.17	Agree	High
6. I would be more inclined to tell others about my experience working here.	3.99	Agree	High
7. I develop relationships with co-workers outside of the workplace, which enhances my whole work experience.	4.22	Agree	High
8. I am strengthened by the institution's community service program, which exemplifies its principles in a way that speaks to me.	3.90	Agree	High
9. I am interested in participating in the program if it offers opportunities that align with my interests or causes.	4.06	Agree	High
10. Overall, the community service program contributes positively to my job satisfaction and engagement.	3.98	Agree	High
Overall Mean	4.02	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 8, the extent of faculty engagement in the community service program is analyzed, to provide a comprehensive interpretation of faculty perceptions regarding their involvement in such programs.

Beginning with the lowest mean score, Item 8 stands out with a mean of 3.90, I am strengthened by the institution's community service program, which exemplifies its principles in a way that speaks to me, with a verbal description of agrees on and verbal interpretation of high. This suggests that while faculty members generally agree that the institution's community service program exemplifies its principles, there is a slightly lower level of agreement compared to other items. This finding indicates that while the program is viewed positively, there might be opportunities to further align it with faculty members' values or interests to enhance their engagement.

Conversely, the highest mean score is observed in Item 7, with a mean of 4.22, I develop relationships with coworkers outside of the workplace, which enhances my whole work experience, with verbal description of agreement and verbal interpretation of high. This signifies that faculty members agree that participating in the community service program helps them develop relationships with coworkers outside of the workplace, which enhances their overall work experience. The exceptionally high mean score reflects a robust agreement among faculty members regarding the value of community service in fostering interpersonal connections and enriching their work environment.

Finally, considering the overall mean score of 4.02, it falls within the "Agree" range, indicating a generally positive perception of the community service program among faculty members. This suggests that, on average, faculty members perceive the program as valuable, motivating, and conducive to job satisfaction and engagement. However, there may still be opportunities for improvement, as the score is not at the "Very High" level. Addressing any concerns raised by the lower-scoring items, such as further aligning the program with faculty values or offering opportunities that cater to personal interests, could contribute to enhancing overall faculty engagement in community service initiatives. Garcia and Thompson's (2023) study on faculty engagement in community service programs found variations in attitudes towards different aspects, emphasizing the need to align programs with faculty values and interests. Participation in community service activities fostered meaningful relationships, contributing to a positive work environment.

Table 9. The extent of faculty engagement in Northern Mindanao Colleges Incorporated.

Indicators	Overall Mean	VD	VI
1. Empowerment	4.20	Agree	High
2. Professional development	3.88	Agree	High
3. Work-life balance	3.43	Moderately Agree	Average
4. School-based activities	3.94	Agree	High
5. Community service program	4.02	Agree	High
Grand Mean	3.89	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 9, the extent of faculty engagement in various aspects at Northern Mindanao Colleges Incorporated (NMCI) is evaluated, to provide a comprehensive interpretation of faculty perceptions regarding their engagement.

Starting with the lowest mean score, Work-life balance stands out with a mean of 3.50, with verbal description of moderately agree and verbal interpretation of average. This indicator suggests that while faculty members generally agree that their work-life balance is satisfactory, there is room for improvement, as indicated by the "Moderately Agree" rating. This finding highlights the importance of addressing work-life balance concerns to ensure faculty members can maintain optimal well-being and productivity.

Conversely, the highest mean score is observed in Empowerment, with a mean of 4.20 with verbal description of agree and verbal interpretation of high. This indicator signifies that faculty members feel empowered in their roles at NMCI, as reflected in the "Agree" rating with a "High" level of agreement. This high mean score indicates that faculty members perceive themselves as having autonomy, resources, and support to excel in their roles, contributing to a positive work environment.

Finally, considering the grand mean score of 3.91, which verbal description of agree and verbal interpretation of high. This grand mean reflects a generally positive perception of faculty engagement across all indicators at NMCI. While there are areas for improvement, such as work-life balance, the overall positive sentiment suggests that NMCI is successful in fostering a supportive and engaging environment for its faculty members. Gomez, R. P., & Fernandez, M. S. (2023) mentioned that through a mixed-methods approach including surveys and interviews, the researchers evaluated faculty perceptions on key indicators such as work-life balance and empowerment. Their findings revealed that while faculty members generally agreed that their work-life balance was satisfactory, there was room for improvement in this area.

Problem 2. To what extent is the job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of recognition, adaptability, task performance, creativity, and productivity?

Table 10. The extent of job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of recognition.

Item	Mean	VD	VI
1. I am confident that my supervisor is aware of the specific ways I contribute to the success of the team.	3.87	Agree	High
2. My contributions to the team are consistently recognized and appreciated.	3.68	Agree	High
3. I am inspired to keep up my high standards of performance.	4.10	Agree	High
4. My direct supervisor gives me regular feedback on my efforts and successes.	3.72	Agree	High
5. I have been appreciated for my work makes me feel valued and more engaged in my role.	3.84	Agree	High
6. I am aware of the different ways my company recognizes outstanding work.	3.71	Agree	High
7. My team celebrates individual and collective achievements regularly.	3.38	Moderately Agree	Average
8. The company's present recognition initiatives fairly represent the importance of my labor.	3.18	Moderately Agree	Average
9. The administration honors accomplishments with a formal appreciation program.	3.32	Moderately Agree	Average
10. Professional development opportunities serve as a more powerful form of appreciation for my work than conventional commendation or awards.	3.72	Agree	High
Overall Mean	3.65	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 10, the extent of job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) in terms of recognition is assessed, to provide a comprehensive interpretation of faculty perceptions regarding recognition in their roles.

Starting with the lowest mean score, Item 8 stands out with a mean of 3.18, the company's present recognition initiatives fairly represent the importance of my labor, with verbal description of moderately average and verbal interpretation of average. This suggests that faculty members perceive that the company's present recognition initiatives do not fairly represent the importance of their labor. The level of the agreement indicates a notable discrepancy between faculty members' expectations regarding recognition and the effectiveness of current recognition initiatives. Addressing this perception could improve morale and motivation among faculty members.

Conversely, the highest mean score is observed in Item 3, with a mean of 4.10, I am inspired to keep up my high standards of performance, which verbal description of agreement and verbal interpretation of high. This signifies that faculty members feel inspired to maintain high standards of performance. The level of agreement indicates that faculty members are motivated to excel in their roles and contribute to the success of the institution.

Finally, considering the overall mean score of 3.65, which verbal description of agree and verbal interpretation of high. This indicates a generally positive perception of recognition among faculty members at NMCI. While there are areas for improvement, such as the fairness of recognition initiatives (Item 8), the overall positive sentiment suggests that NMCI effectively recognizes the contributions of its faculty members,

contributing to a positive work environment. Sharon (2016) highlights the importance of appreciation in employee motivation and work satisfaction. A Pakistani empirical study found a strong correlation between job motivation and satisfaction, with recognition and rewards having a positive effect on employee motivation and contentment. This highlights the importance of employee involvement in decision-making processes.

Table 11. The extent of the job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of adaptability.

Item	Mean	VD	VI
1. I stick to changes in my daily tasks and responsibilities.	4.04	Agree	High
2. I can adjust to the approach or methods due to unexpected situations or challenges.	4.23	Agree	High
3. I am comfortable with learning new things and implementing them at work.	4.41	Agree	High
4. I am trained when faced with new technologies or processes.	4.16	Agree	High
5. the company culture encourages and supports adaptability.	3.84	Agree	High
6. I am sure I can pick up new skills and adjust to foreign procedures quickly when I am given a task or assignment.	4.00	Agree	High
7. I can quickly adapt my schedule and strategy to maintain productivity.	4.13	Agree	High
8. I can change my communication style to work well with a variety of personalities and am at ease dealing with a variety of people.	4.19	Agree	High
9. I am composed, evaluate the problem, and come up with substitute solutions.	4.03	Agree	High
10. I am open to new technologies and willing to learn new skills as needed to perform my job duties effectively.	4.39	Agree	High
Overall Mean	4.14	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 11, the extent of the job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) in terms of adaptability is assessed, to provide a comprehensive interpretation of faculty perceptions regarding adaptability in their roles.

Starting with the lowest mean score, Item 5 stands out with a mean of 3.84, the company culture encourages and supports adaptability, which verbal description of agreement and verbal interpretation of high. This suggests that while faculty members generally agree that the company culture encourages and supports adaptability, there is room for improvement. The level of agreement indicates that while the majority perceive some level of support for adaptability, there may be areas where the company culture could be further enhanced to better support adaptability initiatives among faculty members.

Conversely, the highest mean score is observed in Item 3, with a mean of 4.41, I am comfortable with learning new things and implementing them at work, with a verbal description of agreement and verbal interpretation of high. This signifies that faculty members feel comfortable with learning new things and implementing them at work. The exceptionally high mean score reflects a robust agreement among faculty members regarding their confidence in adapting to new knowledge and technologies, indicating a positive attitude towards continuous learning and growth.

Finally, considering the overall mean score of 4.14, which verbal description of agree and verbal interpretation of high. This indicates a generally positive perception of adaptability among faculty members at NMCI. The overall high mean score suggests that faculty members are well-equipped and willing to adapt to changes and challenges in their roles, contributing to a dynamic and resilient work environment. Further,

adherence to service competence and school policy compliance is also essential when developing their adaptability skills (Castillo 2021). Teachers were able to become more adaptable with the help and participation of leaders and school heads. Collie and Martin (2018) discovered that instructors who get greater assistance from their bosses are more adaptive.

Table 12. The extent of the job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of task performance.

Item	Mean	VD	VI
1. I completed the assigned tasks to the expected quality standards.	4.11	Agree	High
2. I have the necessary resources to achieve my goals.	3.97	Agree	High
3. I have the necessary support to succeed in my job efficiently.	3.94	Agree	High
4. My immediate supervisor gives me regular comments and directions.	3.81	Agree	High
5. My performance contributes significantly to the success of the team and the company's goals.	4.05	Agree	High
6. I experienced challenges or delays in completing the tasks.	3.91	Agree	High
7. I consistently meet or exceed deadlines for assigned tasks	3.86	Agree	High
8. My work meets or exceeds the standards expected of me for my position in terms of quality.	3.98	Agree	High
9. I prioritized my tasks effectively and ensured that critical tasks were completed first.	4.18	Agree	High
10. I am confident that my work contributes positively to the overall goals of my team or department.	4.18	Agree	High
Overall Mean	4.00	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 12, the extent of the job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) in terms of task performance is evaluated to provide a comprehensive interpretation of faculty perceptions regarding their task performance.

Starting with the lowest mean score, Item 7 stands out with a mean of 3.86, I consistently meet or exceed deadlines for assigned tasks, with a verbal description of agreement and verbal interpretation of high. This suggests that while faculty members generally agree that they consistently meet or exceed deadlines for assigned tasks, there may be room for improvement. The level of agreement indicates that while the majority meet deadlines, there may be occasional instances where deadlines are not consistently met, leading to a slightly lower mean score compared to other items.

Conversely, the highest mean score is observed in Item 9, where I prioritized my tasks effectively and ensured that critical tasks were completed first, and 10, I am confident that my work contributes positively to the overall goals of my team or department. both with a mean of 4.18, which verbal description of agreement and verbal interpretation of high. These items signify that faculty members prioritize their tasks effectively, ensure critical tasks are completed first, and are confident that their work contributes positively to the overall goals of their team or department. The exceptionally high mean scores reflect a robust agreement among faculty members regarding their effectiveness in task prioritization and their contributions to team goals, indicating a strong sense of accountability and dedication to their roles. As supported by the studies of Chen and Kanfer (2021) highlight the importance of task adaptability in enhancing performance in dynamic work environments, suggesting that individuals who can flexibly adapt their task strategies are better

equipped to meet evolving job demands and achieve superior performance outcomes.

Finally, considering the overall mean score of 4.00, which verbal description of agree and verbal interpretation of high. This indicates a generally positive perception of task performance among faculty members at NMCI. The overall high mean score suggests that faculty members are successful in completing assigned tasks to expected quality standards, have the necessary resources and support to succeed, and actively contribute to the success of their team and department.

Table 13. The extent of the job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of creativity.

Item	Mean	VD	VI
1. I initiated new and original ideas to solve problems or improve processes.	3.98	Agree	High
2. I suggest challenging ideas in meetings.	3.63	Agree	High
3. I am supported to experiment and try new things in my work.	3.70	Agree	High
4. I used my imagination to find fulfillment and personal happiness at work.	3.95	Agree	High
5. I received any recognition or feedback on my creative contributions.	3.34	Moderately Agree	Average
6. I regularly generate new ideas and approaches to improve the way I perform my job.	3.85	Agree	High
7. I am comfortable taking risks and experimenting with new solutions to problems at work.	3.88	Agree	High
8. I am open to feedback on my ideas and willing to adapt them to create even better solutions.	4.29	Agree	High
9. My inventiveness frequently boosts productivity or effectiveness within my department or team.	3.86	Agree	High
10. I foster creativity among my coworkers by exchanging ideas and working together to come up with creative solutions.	4.08	Agree	High
Overall Mean	3.86	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 13, the extent of job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) in terms of creativity is evaluated, to provide a comprehensive interpretation of faculty perceptions regarding their creativity in the workplace.

Starting with the lowest mean score, Item 5, I received any recognition or feedback on my creative contributions stands out, with a mean of 3.34 with a verbal description of moderately agree and verbal interpretation of average. This suggests that while faculty members generally agree that they received recognition or feedback on their creative contributions, the mean score is comparatively lower than other items. The level of agreement indicates that there may be opportunities for improvement in providing recognition and feedback for creative ideas, which could further foster a culture of innovation and creativity within the organization.

Conversely, the highest mean score is observed in Item 8, I am open to feedback on my ideas and willing to adapt them to create even better solutions, with a mean of 4.29 which verbal description of agreement and verbal interpretation of high. This item signifies that faculty members are open to feedback on their ideas and willing to adapt them to create even better solutions. The exceptionally high mean score reflects a strong agreement among faculty members regarding their openness to feedback and their proactive approach to improving their creative solutions, indicating a high level of adaptability and receptiveness to

constructive criticism.

Finally, considering the overall mean score of 3.86, which verbal description of agree and verbal interpretation of high. This indicates a generally positive perception of creativity among faculty members at NMCI. The fact that the process of turning creative ideas into innovations involves two distinct and sometimes antagonistic steps—idea creation and concept implementation—explains why there is a negative association between creativity and innovation (Rosing et al., 2011).

The overall high mean score suggests that faculty members are actively engaged in generating new ideas, experimenting with solutions, and fostering creativity among their coworkers, contributing to a culture of innovation and continuous improvement within the organization.

Table 14. The extent of job performance of the faculty members in Northern Mindanao Colleges Incorporated in terms of productivity.

Item	Mean	VD	VI
1. I am enthusiastic about achieving my daily productivity goals.	4.21	Agree	High
2. I manage my time and workload to meet deadlines effectively.	4.04	Agree	High
3. I have the necessary support and resources to effectively manage the workload.	3.90	Agree	High
4. I am effective and efficient with the available technology tools and systems that support work.	4.18	Agree	High
5. I feel the work culture promotes and encourages efficient and numerous work practices.	3.98	Agree	High
6. I can complete a significant amount of high-quality work within my allotted working hours.	4.10	Agree	High
7. I am skilled at minimizing distractions and staying focused on achieving my work goals.	4.04	Agree	High
8. I can effectively prioritize my tasks and manage my time to ensure important deadlines are met.	4.17	Agree	High
9. I am proactive in identifying and utilizing tools and resources that help me work more efficiently.	4.20	Agree	High
10. I can adapt my work style and approach to maximize my productivity in different situations.	4.18	Agree	High
Overall Mean	4.10	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 14, the extent of the job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) in terms of productivity is assessed, to provide a comprehensive interpretation of faculty perceptions regarding their productivity in the workplace.

Starting with the lowest mean score, Item 5, I feel the work culture promotes and encourages efficient and numerous work practices, stands out with a mean of 3.98, with verbal description of agree and verbal interpretation of high. This item suggests that while faculty members generally agree that the work culture promotes and encourages efficient and numerous work practices, the mean score is slightly lower compared to other items. The level of agreement indicates that while the majority perceive the work culture as supportive of productivity, there may be some areas where improvements could be made to further enhance efficiency in the workplace.

Conversely, the highest mean score is observed in Item 1, I am enthusiastic about achieving my daily productivity goals, with a mean of 4.21 which verbal description of agreement and verbal interpretation of high. This signifies that faculty members are enthusiastic about achieving their daily productivity goals,

effectively prioritizing tasks, proactively identifying and utilizing tools and resources to work more efficiently and adapting their work style to maximize productivity in different situations. The exceptionally high mean scores reflect a strong agreement among faculty members regarding their commitment to productivity and their effectiveness in managing workload and time, indicating a high level of dedication and proficiency in task management.

Finally, considering the overall mean score of 4.10, which verbal description of agree and verbal interpretation of high. This indicates a generally positive perception of productivity among faculty members at NMCI. Faculty members play a pivotal role in the academic environment, contributing significantly to research, teaching, and institutional development. Understanding the factors influencing their productivity is essential for enhancing educational outcomes and scholarly contributions (Butac, 2022).

The high mean score suggests that faculty members are proactive and skilled in managing their workload, leveraging technology and resources, and adapting to various work situations to maximize productivity.

Table 15. Extent of the job performance of the faculty members in Northern Mindanao Colleges Incorporated

Indicators	Overall Mean	VD	VI
1. Recognition	3.65	Agree	High
2. Adaptability	4.14	Agree	High
3. Task Performance	4.00	Agree	High
4. Creativity	3.86	Agree	High
5. Productivity	4.10	Agree	High
Grand Mean	3.95	Agree	High

Legend: 4.51-5.00 Very High, 3.51-4.50 High, 2.51-3.50 Average, 1.51-2.50 Low, 1.00-1.50 Very Low

In Table 15, which assesses the extent of job performance of faculty members at Northern Mindanao Colleges Incorporated (NMCI) across various indicators, several key insights emerge. Firstly, the lowest mean score is observed in the Recognition indicator, with faculty members rating it at 3.65, with verbal description of agree and verbal interpretation of high. This suggests that while recognition exists within the organization, there may be opportunities to enhance its effectiveness and consistency. NORMI must prioritize paying attention to the contribution of the faculty members, so they feel that they are important and valued. Despite this, the overall agreement level remains high indicating a positive perception of recognition among faculty members. However, this minimal insignificant must be addressed through the faculty engagement enhancement program to ensure that there are initiatives taken from the top management for their faculty members.

Conversely, the highest mean score is noted in the Adaptability indicator, with faculty members rating it at 4.14 with verbal description of agree and verbal interpretation of high. This reflects a strong consensus among faculty members regarding their ability to adapt to changes and challenges in their roles. Such adaptability underscores the resilience and flexibility within the organization, contributing to its overall effectiveness and success. Examining the grand mean, which stands at 3.95, which verbal description of agree and verbal interpretation of high. With an overall positive perception of job performance among faculty members at NMCI. This high grand mean suggests that, despite some areas for improvement, faculty members generally perceive themselves as performing well across various aspects of their roles. This includes adaptability, task performance, creativity, and productivity. Employee job performance has a significant impact on whether an institution succeeds or fails (Al-Jedaia & Mehrez, 2020). This suggests that employees' job performance plays a part in the organization's success. Furthermore, according to Song et al. (2019), job performance is crucial for the advancement of employee development and human resource capabilities. Thus,

regardless of industry, job performance was acknowledged to be related to an organization's success (Angeles et al., 2022).

Problem 3. Is there a significant relationship between employee engagement and job performance in Northern Mindanao Colleges Incorporated?

Table 16. Relationship between engagement and job performance.

Variable	N	Mean	SE Mean	StDev	Pearson Correlation	P Value
Engagement	100	3.9098	0.0467	0.4673	0.866	0.000
Job Performance	100	3.9498	0.0560	0.5599		
Decision					Reject Ho	
Remarks					Significant	

Table 16 presents data on the relationship between engagement and job performance, involving 100 participants. The mean engagement score is 3.9098 with a standard error (SE) of 0.0467 and a standard deviation (StDev) of 0.4673. The mean job performance score is slightly higher at 3.9498, with an SE of 0.0560 and a StDev of 0.5599. The Pearson correlation coefficient between engagement and job performance is 0.866, indicating a strong positive correlation between the two variables. The p-value associated with this correlation is 0.000, signifying a statistically significant relationship.

The findings suggest that there is a robust positive association between engagement and job performance among the participants. A Pearson correlation coefficient of 0.866 indicates a high degree of correlation, implying that as engagement levels increase, job performance tends to improve as well. This strong correlation holds considerable significance, as evidenced by the low p-value, which indicates that the observed relationship is not due to chance.

The decision to reject the null hypothesis (H_0) further reinforces the significance of the relationship between engagement and job performance. By rejecting the null hypothesis, it affirmed that there is indeed a statistically significant relationship between these two variables. This underscores the importance of fostering engagement among employees, as it appears to have a tangible impact on their job performance. Sittar (2020) emphasizes the importance of fostering a supportive and engaging work environment for faculty members to enhance their job performance and, ultimately, the overall effectiveness of academic institutions.

Problem 4. Based on the findings of the study, what intervention program can be proposed?

Based on the results of the study, these areas should be included in the "Faculty Engagement Enhancement Program" (FEPP) namely work-life balance, creativity, and recognition. This aims to review and enhance the engagement program of NORMI, which is very important to the engagement of the faculty members and leads to better job performance. A discussion of the legal basis of the importance of this area to the employees of NORMI.

Name of Activity/Training: FACULTY ENGAGEMENT ENHANCEMENT PROGRAM

Proponent : RENE L. CONSTANCIA JR

I. RATIONALE.

As the academic landscape continues to evolve, the role of faculty engagement in promoting student success, advancing research agendas, and fostering institutional excellence has become increasingly vital. In response to this imperative, I propose the implementation of a Faculty Engagement Enhancement Program (FEPP) designed to cultivate a culture of collaboration, innovation, and professional growth among faculty members. Employee engagement is crucial for improving job performance and organizational success. Engaged employees have higher energy levels, are optimistic, excited about their work, and deeply involved in their tasks. Different studies have found a positive relationship between employee engagement and job performance.

It can also be seen in RA 7836 which establishes a regulatory framework to professionalize teaching in the Philippines, which indirectly supports faculty job performance by setting standards, providing oversight, and empowering a dedicated Board to govern the teaching profession.

Implementing a Faculty Engagement Enhancement Program is crucial for fostering a positive work environment and enhancing job satisfaction among faculty members. Engaged faculty are more likely to be motivated, productive, and committed to their roles, leading to improved student outcomes and institutional success. Anitha, J. (2014) By providing opportunities for professional development, recognition, and support, such a program can boost job performance, enhance well-being, and contribute to a positive organizational culture characterized by collaboration and mutual respect. Investing in faculty engagement not only improves retention rates and recruitment efforts but also indirectly benefits student success and satisfaction. Ultimately, a Faculty Engagement Enhancement Program is a strategic initiative that can elevate the overall academic experience, promote excellence, and drive positive outcomes for both faculty and students.

II. OBJECTIVE/S.

The primary objectives of the Faculty Engagement Enhancement Program are as follows:

1. Assess current levels of faculty engagement and identify areas for improvement.
2. Develop and implement evidence-based strategies to enhance faculty engagement in teaching, research, and service.
3. Establish support systems and incentives to promote faculty development, collaboration, and innovation.
4. Evaluate the effectiveness of program initiatives and continuously improve based on feedback and outcomes.
5. Institutionalize successful program elements and foster a culture of ongoing engagement and excellence among faculty.

III. Expected Outcome

The management will be able to:

- Replenish the engagement program that aligns and addresses the needs of the faculty members.

IV. Course Content

The topic will be presented in the BOARD session:

- Presentation of Enhancement of Faculty Engagement Program specifically, *Work-Life Balance*.
- Discussion on Job Performance of the faculty members in terms of:

Recognition and Creativity.

V. Methods

- Presentation
- Discussion

VI. Time Frame (Flexible)

- Duration: 5 hours
- Date and Time: June 25, 2024 (8:00-12:00 pm)

VII. Venue

- President's Office

VIII. Target Participants

Participants	No. of Participants
School President	1
School Legal Counsel	1
School Administrator	1
Human Resource Manager	1
College Deans	6
Total	10

IX. Resource Person

- Dr. Robert E. Roperos

X. Facilities/Equipment/Materials

- Laptop, Projector/TV, Bond Paper, Pen

XI. Legal Basis

- RA 7836 known as the Philippine Teachers Professionalization Act of 1994

XII. Plan of Action and Schedule

Time	Activity	Persons Involved
June 25, 2024		
8:00-8:15 pm	Opening Program	

8:15-10:20 pm	Presentation Proper <ul style="list-style-type: none"> • Enhancement of Faculty Engagement Program Specifically <i>Work-Life Balance</i>. • Review of Job Performance of the faculty members in terms of: Recognition and Creativity. 	Dr. Robert E. Roperos TESDA, HR Head School Legal Counsel School Administrator Human Resource Manager College Deans Faculty Members
10:20-11:45 pm	Open Forum	
11:45-12:00 pm	Closing Program	

XIII. Budgetary Requirements

- Snacks (10x 150/pax= 1500.00 pesos)
- Resource Person Honorarium (5,000.00)

SOURCE/S OF FUNDS.

The above budgetary requirement totaling 6,500.00 shall be shouldered by the proponent.

Prepared by:

RENE L. CONSTANCIA JR., CSPE, MMBM
 Proponent

Noted by:

JESSICA S. RESULTAN, MBA-HR (CAR)
 Head, Human Resource and Development

Recommending Approval:

MARY JUN M. PALIMA, MIT
Director for Academic Affairs

Approved:

ATTY. RICARDO D. GONZALEZ
School President

4. CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions were drawn.

A faculty engagement analysis at Northern Mindanao Colleges Incorporated (NMCI) revealed positive results. Faculty felt empowered and had access to resources for professional development. The work-life balance was satisfactory but could be improved. Faculty were engaged in school activities and community service. Overall, faculty engagement was positive with room for improvement in work-life balance. NMCI can use this feedback to create a more supportive and engaging environment for faculty.

An evaluation at Northern Mindanao Colleges Incorporated (NMCI) shows faculty feel adaptable, productive, and creative, but recognition needs work. Faculty members don't perceive current recognition as effective, potentially leading to feelings of undervaluation. Areas of strength include faculty's ability to adapt to change and their success in meeting deadlines. They're also creative and open to feedback, but recognition for creative work is lacking. Improvements can be made by implementing fairer recognition programs and providing more opportunities to share creative ideas. Fostering a work culture that better supports efficiency and engagement would further enhance faculty performance.

In conclusion, faculty at Northern Mindanao Colleges Incorporated (NMCI) report positive job performance across adaptability, productivity, and creativity. However, recognition programs need improvement to better reflect faculty contributions. There was a statistically significant relationship between faculty engagement and job performance, with a strong positive correlation indicating that higher engagement leads to higher job performance. This suggests that by fostering a more engaging work environment, NMCI can enhance faculty performance and achieve institutional goals. This implies the theory of Bakker et al (2001), the Job-Demand Resources Model anchored in this study was accurate in determining the job performance of the faculty members in different aspects. The theory also elaborated on the functions of faculty engagement in achieving the job performances needed by NORMI.

Implementing an action plan aimed at enhancing faculty engagement demonstrates institutional commitment to fostering a positive work environment conducive to growth. By empowering faculty through support and resources, this proactive approach can lead to improved performance in their assigned tasks.

Based on the findings of the study, the researcher offers the following recommendations for consideration.

NORMI School Administrators. Implement work-life balance initiatives, foster employee engagement through feedback mechanisms, and strengthen support systems for faculty members. Implement flexible schedules, telecommuting options, and wellness programs to promote a healthy work environment. It must be implemented in order to address effectively the parameters on a certain indicator that has low significance in this study so it could help NORMI to keep their faculty more engaged and perform well.

Higher Education Institutions. They should develop strategies to improve engagement among

faculty, students, and the community, aligning with their mission and values. Prioritize employee well-being, student success, and academic excellence, and allocate resources for infrastructure development and faculty development programs.

Human Resource Manager. Should enhance work-life balance, promote wellness, recognize faculty roles, provide professional development, and foster a supportive environment. Open communication, faculty involvement, and collaboration are crucial for a positive work environment.

Faculty Members. Continuous professional development enhances teaching methodologies, industry trends, and career advancement. Collaborative and networking activities foster knowledge sharing. Prioritizing self-care practices maintains physical, mental, and emotional well-being, including exercise and mindfulness techniques.

Future Researchers. It can be used as a reference in future studies and provide fundamental data for further research involving other variables not covered in the current study, which will make their work more comprehensive, practical, and helpful.

Policy Makers. They will advocate for work-life balance policies in educational institutions, and invest in student engagement, faculty development, and research to understand engagement's impact on academic performance and intervention effectiveness.

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