

## **Performance of the Faculty of the Pangasinan State University Campuses Offering Business Administration Program: Basis of Proposing A Faculty Development Program**

**Karen Lea A. Estira**

*Pangasinan State University, Lingayen Campus  
Lingayen, Pangasinan, Philippines*

**Abstract.** *The study sought to determine the performance of the Faculty of Pangasinan State University Campuses that offers Business Administration program. The study serves as the basis of proposing measures for the concern faculty in enhancing their performance and overcoming the problems they commonly encounter. The researcher used the descriptive-normative survey design with the aid of a checklist questionnaire- as main instrument in gathering data and documentary analysis as well. The researcher included one hundred twenty one (121) respondents, one (1) program head and twenty (20) students in each PSU Business Administration department and sixteen (16) Business Administration faculty in five PSU branches, wherein five (5) from PSU Lingayen, three (3) from PSU Asingan, two (2) from PSU Alaminos, four (4) from PSU Bayambang and two (2) from PSU San Carlos. All of them are presently working for the school year 2014 to 2015. The researcher chose the respondents using the purposive sampling technique. This endeavor started from December 2014 to April 2015. The tools for data analysis used are the Frequency Count and Percentage Method, Average Weighted Mean and Pearson Correlation Coefficient.*

**Keywords** – performance, development program, faculty

### **INTRODUCTION**

Higher education has experienced significant changes from a social perspective. From a relatively encapsulated situation, centered in universities, focused on theoretical and conceptual teaching and learning in the arts, sciences and humanities and in advanced research and scholarship, it has moved to center stage in most countries. It is offered by different providers, to a large and diversified student population, in a wide range of teaching, research, consultancy and service functions. It is therefore easy to see how tertiary education is subject to strong pressures for change. It is still required to bring in and work with highly qualified students (the best and the brightest of a social generation) and train the high-level professionals, researchers, scientists each society needs. And while this poses some difficulties, and certainly requires adjustments, this is what universities know how to do, and do well. At the same time, it is required to accept and train a much larger population of students, which bring different life

experiences, new aspirations, usually lower academic qualifications, and need to develop areas and skills that have not been part of the usual university curriculum. Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. It is generally accepted that there is no more noble profession, outside of priesthood and medicine, than teaching. Teaching as it is known is not just a profession it is calling or a vocation. Like priesthood it exacts missionary zeal and like the medical profession it implies service to humanity. Teaching is one of the most difficult and important professions and as such only persons who are well-trained should engage in it. For teaching does not only teach about life, it prepares an individual for life. Teachers are supposed to show the young how to live life, how to prepare for their own future. They are the channels through which education flows. As the pillars of society, no matter what their field of teaching, the teachers exercise incalculable influence of the

young. It should therefore be recognized that the success of a school will depend on the kind of teachers it has. Hence Eldon Trueblood, writing in the Association of American College and Bulletin stated: “The greatest College is the College with the best teachers.” (Smith, 2013). Furthermore, teaching that brings about effective learning is said to be successful teaching. The concept of learning must not be sacrificed to the concept of teaching nor must the concept or teaching be sacrificed to the concept of learning. Teaching is the process, learning the product. The purpose, therefore, of college teaching is to induce self-propelled intellectual activity on the part of the student. To teach effectively is to lead, to inspire and to guide the learner (McKinson, 2011). As Edmund King (cited by Peterson (2012) said “It is the education of teachers that matters most. This cannot, of course, be completed in a course of initial training”. The candidate for teacher-training should be selected according to the objective criteria such as academic attainments. Instead of taking for granted that teachers enter colleges, they are already imbued with the requisite occupation attitudes, deliberate efforts should be made to ensure that over the years the standards of attitude and conduct appropriate for a teacher are thoroughly understood and acquired. Teachers have been called the builders of the nation. Since they deal with youth, the leaders of tomorrow’s world, they may be considered the builders of the nation. For the qualities of a leader are determined to a great extent by schooling. The importance of teacher education is thus evident. With effective teachers, deficiencies in building equipment and facilities are overcome, if not minimized. Improved teacher education work develops in teachers’ better understanding of children and greater dedication to duty. Teaching is a mission which demands faith, hope and love is best communicated in the example of the teachers.

Currently, teachers are fully responsible for teaching, which creates an environment in which students and teachers must develop a close working relationship. In addition, the faculty have a significant influence on students’ feelings

of success or failure in their application of learned knowledge or in their on-the-job training (Davidhizar, 2010). On the other hand, faculty at institutions of higher education are being challenged to improve academic quality (Dill, 2011). According to Dill (2011), academic quality is “equivalent to academic standards, that is the level of academic achievement attained by higher education graduates”. A study conducted by Kuh (2009) articulated some of the reasons why academic quality has become a concern. Kuh found despite spending less time on learning activities, students in the 2000s were earning higher grades than their 1990s counterparts. Significantly less growth was reported for the later students in five areas of student learning outcomes, including personal development and an understanding of science and experimentation.

The most successful relationships are those in which mutual respect and admiration exist between student and teacher. Unfortunately, however, a number of studies have indicated that in many relationships this is not the case. Both teachers and students have reported experiencing constrained relationships, characterized by tension and anxiety. Such relationships result in failure and frustrating experiences in clinical teaching and learning (Griffith 2013). Moreover, teaching is an important and well-regarded profession within our community and people from all walks of life find it a professionally and personally rewarding career choice. It is a unique profession because everyone has been in a school setting and seen teachers in action most of the time in the academe setting. Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals. There are many personal qualities and skills that make someone a good teacher. These includes being good at explaining things to others, being a people person and enjoy working with a wide range of people, enthusiasm, having a strong knowledge in particular subject areas, being a good time manager, ability to work in a team as well as using their own initiative, keeping cool under pressure having patience and a good sense of humor, being fair-minded, coping well with

change and enjoying a challenge. Good teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning (Emerson, 2012). In Pangasinan, like any other schools, most of the Pangasinan State University Campuses in the province offers the Business Administration program and provide better services in the professional and technical training in the arts, sciences, humanities and technology and in the conduct of scientific research and technological studies, and community services. The program which is Bachelor of Science in Business Management major in Operations Management prepared the student for the acquisition of competencies and skills needed as managers in manufacturing and science-oriented businesses. It focuses on managing the processes to produce and distribute products and services. This program aims to equip the students with concept principles and theories of operations management, prepare the students in organizing and managing activities in manufacturing and service related businesses, develop the student competencies and skills as entrepreneurs and managers as well as prepare the students to pursue a teaching career or graduate students in business, these cannot be attained if the university hire incompetent professors to help the institution achieve its ultimate goal which envision to become an apex of academic excellence that produces globally competitive and morally upright professionals in Pangasinan and Ilocos Region. With the above statement, the need to assess the performance of the faculty of Pangasinan State University Campuses who offers Business Administration program, this aims to present performance and characteristics and attributes of the teaching faculty of

Pangasinan State University Campuses, in this way it contributes in empowering future business leaders to cope with the challenges of technology and emerging global competitiveness of the 21st century and beyond.

**OBJECTIVES OF THE STUDY**

This study sought to determine the performance of the Faculty of the Pangasinan State University Campuses offering Business Administration program. The study served as basis of proposing a development program to address the needs of the PSU Business Administration faculty.

**MATERIALS AND METHOD**

The study sought to determine the performance of the Faculty of Pangasinan State University Campuses that offers Business Administration program. The study serves as the basis of proposing measures for the concern faculty in enhancing their performance and overcoming the problems they commonly encounter. The researcher used the descriptive-normative survey design with the aid of a checklist questionnaire- as main instrument in gathering data and documentary analysis as well. Broto (2011) defined descriptive method that is primarily concern with finding out about the prevailing conditions and them making adequate and accurate interpretation of data with the aid of statistical method. This method aided the researcher described systematically the performance indicators of the Faculty of Pangasinan State University Campuses, College of Business Administration, hence, the descriptive method was used.

**RESULTS AND DISCUSSION**

Table 1. Frequency Distribution of the Professional Profile of the selected faculty of the Business Administration program of the Pangasinan State University Campuses (n=16)

Professional Profile	PSU Alaminos (n=2)		PSU Asingan (n=3)		PSU Bayambang (n=4)		PSU San Carlos (n=2)		PSU LIngayen (n=5)		Overall (n=16)	
	f	%	f	%	f	%	f	%	f	%	f	%
<b>HIGHEST EDUCATIONAL ATTAINMENT</b>												

College graduate	0	0%	1	33%	0	0%	0	0%	0	0%	1	6%
Masteral graduate	1	50%	1	33%	2	50%	1	50%	0	0%	5	31%
Masteral student with units earned	1	50%	0	0%	1	25%	0	0%	0	0%	2	13%
Doctorate graduate	0	0%	0	0%	0	0%	1	50%	3	60%	4	25%
Doctorate student with units earned	0	0%	1	33%	1	25%	0	0%	2	40%	4	25%
<b>Total</b>											<b>16</b>	<b>100%</b>
<b>SPECIALIZATION</b>												
Finance	0	0%	0	0%	1	25%	0	0%	0	0%	1	6%
marketing Management	1	50%	2	67%	1	25%	0	0%	0	0%	4	25%
International Marketing	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Business Management	1	50%	1	33%	2	50%	2	100%	1	20%	7	44%
Accounting	0	0%	0	0%	0	0%	0	0%	4	80%	4	25%
<b>Total</b>											<b>16</b>	<b>100%</b>
<b>NUMBER OF YEARS IN TEACHING EXPERIENCE</b>												
below 1 year	1	50%	0	0%	0	0%	0	0%	0	0%	1	6%
1 to 5 years	1	50%	3	100%	3	75%	2	100%	1	20%	10	63%
6 to 10 years	0	0%	0	0%	1	25%	0	0%	3	60%	4	25%
beyond 10 years	0	0%	0	0%	0	0%	0	0%	1	20%	1	6%
<b>Total</b>											<b>16</b>	<b>100%</b>
<b>RELEVANT TRAININGS AND SEMINARS ATTENDED (for the past 3 years)</b>												
None	1	50%	0	0%	0	0%	0	0%	2	40%	3	19%
AME 2014	0	0%	1	33%	3	75%	2	100%	3	60%	9	56%
Globalization of Professions in context of ASEAN 2015	1	50%	3	100%	4	100%	2	100%	1	20%	11	69%
National Seminar Workshop and Disciplinary Research Forum	0	0%	1	33%	0	0%	0	0%	0	0%	1	6%
Seminar on Gender and Development	0	0%	1	33%	0	0%	0	0%	1	20%	2	13%
The US in Business	0	0%	1	33%	0	0%	0	0%	0	0%	1	6%
Marketing Research	0	0%	2	67%	2	50%	0	0%	0	0%	4	25%
Enactus Leadership	0	0%	2	67%	2	50%	0	0%	1	20%	5	31%
Marketing in the New Millennium	0	0%	0	0%	1	25%	0	0%	1	20%	2	13%
Service Management Program	0	0%	0	0%	2	50%	0	0%	0	0%	2	13%

In terms of highest educational attainment, Majority of the PSU BA Faculty are masteral graduate with 5 responses or a percentage of 31; most of them of four of them respectively are doctorate graduate and doctorate student with units earned with a percentage of 25 and 2 of them or 13 percent are masteral students with units earned. Only one (1) is a college graduate with a percentage of 6.

With respect to their specialization, seven (7) of them or 44 percent of the overall faculty from different PSU Campuses specializes in Business Management. Four (4) of them

specializes in accounting and marketing management with a percentage of 25 while only one (1) of them specialized in finance with a percentage of 6. None of them specializes with international marketing.

Majority of them are teaching Business Administration course for 1 to 5 years with 10 responses or 63%; most of them are teaching Business Administration course for 6 to 10 years with 4 responses or a percentage of 25. Few of them are teaching Business Administration course beyond 10 years and below 1 year with one (1) responses or 1 percentage of 6 respectively.

Majority of them or 11 out of 16 faculty had attended Globalization of Professions in context of ASEAN 2015; 9 out of 16 had attended Association of Marketing Educators (AME); 5 out of 16 had attended Enactus Leadership, 4 out of 16 had attended Marketing Research; 3 out of 16 had attended nothing for the past three years; 2 out of 16 respectively had attended Seminar on Gender and Development,

Marketing in the New Millennium and Service Management Program and only 1 out of 16 had attended The US in Business and National Seminar Workshop and Disciplinary Research Forum.

Table 2. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Faculty along with Instruction (n=16)

<b>LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO INSTRUCTION</b>		<b>Overall (n=16)</b>	
<b>Mastery of Subject Matter</b>		<b>AWM</b>	<b>DE</b>
1.	Inspires confidence on his/her knowledge of the subject matter of the course	4.75	A
2.	Demonstrate familiarity with major development concerning the subject matter of the course	4.44	A
3.	Tries to relate the subject matter of the course to national ad contemporary development	4.06	O
4.	Show ability to integrate ideas and relate to those to the subject matter	4.50	A
5.	Demonstrates, creativity and initiative in preparing for both the develop of the entire course and the day-to-day meeting.	4.44	A
6.	Clarifies abstract ideas with the use of illustrators from daily or familiar experiences/occurrences.	4.38	A
7.	Integrates comments of students	4.19	O
8.	Stimulates students to relate the subject matter to experience beyond the confines of the classroom	4.63	A
9.	Is intellectually honest is willing to admit mistakes and shortcomings	4.25	A
10.	Presents the course in a different and new perspective which include new ideas and concepts beyond that is ordinarily shown	4.50	A
<b>AVERAGE WEIGHTED MEAN</b>		<b>4.41</b>	<b>A</b>
<b>Teaching Strategies and Communication Ability</b>			
1.	Employs variety of teaching strategiesmethods presenting the subject matter toward self-learning and learning activities	4.31	A
2.	Makes appropriate use of pertinent various teaching aids in expounding the subject matter of the course whenever possible.	4.13	O
3.	Speaks in clear, understanding manner and explains adequately.	4.56	A
4.	Shows interest to help students who have difficulty.	4.31	A
5.	Develops independent thinking among students and tolerates their viewpoints.	4.25	A
<b>AVERAGE WEIGHTED MEAN</b>		<b>4.31</b>	<b>A</b>
<b>Classroom Management and General Abilities</b>			
1.	Plans assignments and set requirements within standard of quality performance	4.63	A
2.	Is punctual and attends classes regularly	4.31	A
3.	Has the ability to hold the attention of the class.	4.44	A
4.	Maintains a congenital class atmosphere and encourages student participation	4.63	A
5.	Conducts class discussion and other class activities in a systematic manner	4.63	A
<b>AVERAGE WEIGHTED MEAN</b>		<b>4.53</b>	<b>A</b>

<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>4.42</b>	<b>A</b>
--------------------------------------	-------------	----------

The level of performance of the faculty of the business administration program from various Pangasinan State University Campuses as

assessed by the faculty along with instruction with an overall mean rating of 4.42 or with a descriptive equivalent of always.

Table 3. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Faculty along with Research (n=16)

<b>LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO RESEARCH</b>	<b>Overall (n=16)</b>	
	<b>AWM</b>	<b>DE</b>
1. Endeavors to undertake research studies	3.75	O
2. Acts as adviser/critic to bachelor/masteral/dissertation studies	4.30	A
3. Writes professional/ technical/ scientific articles, and literary treaties, themes and position papers.	3.44	O
4. Produces teaching material like teacher’s manual monographs, programmed materials, modules, etc.	3.56	O
5. Revises teaching ads like flip charts, visual aids, improvised laboratory equipment, etc.	3.75	O
6. Performs leadership/fellowships role in a given assignment	4.00	O
7. In accurate and prompt in submitting reports/ assignment	4.31	A
8. Uses time profitably in relation to school work.	4.50	A
9. Is open to suggestions and able to adjust in varying situations	4.25	A
10. Attends University/college social and education activities regularly.	4.13	O
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>3.97</b>	<b>O</b>

The level of performance of the faculty of the business administration program from various Pangasinan State University Campuses as

assessed by the faculty along with research with an overall mean rating of 3.97 or with a descriptive equivalent of occasional.

Table 4. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Faculty along with Extension service (n=16)

<b>LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO EXTENSION SERVICE</b>	<b>Overall (n=16)</b>	
	<b>AWM</b>	<b>DE</b>
1. Is cheerful and pleasant and has good sense of humor	4.25	A
2. Speaks in clear pleasant and modulated voice	4.44	A
3. Is approachable, quick to sense need for guidance and assistance.	4.25	A
4. Praises and criticizes when necessary	4.31	A
5. Has initiative, resourcefulness and innovative mind	4.44	A
6. Manages/conducts extension skills training programs to clientele.	4.00	O
7. Participates in community activities of educational, technical, socio-civic and cultural nature.	4.06	O
8. Serves as resource speakers/lecturers in human resource development training programs	3.44	O
9. Seeks to establish cooperative linkages with other agencies public and private	3.69	O
10. Acts as consultant in educational, special economic and political development activities undertaken by other agencies.	3.44	O
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>4.03</b>	<b>O</b>

The level of performance of the faculty of the business administration program from

various Pangasinan State University Campuses as assessed by the faculty along with extension

service with an overall mean rating of 4.03 or with a descriptive equivalent of occasional.

Table 5. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Program Heads and Students along with Instruction (n=105)

LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO INSTRUCTION	Program Heads (n=5)		Students (n=100)		Overall (n=105)	
	AWM	DE	AWM	DE	AWM	DE
<b>Mastery of Subject Matter</b>						
1. Inspires confidence on his/her knowledge of the subject matter of the course	4.60	E	4.40	E	4.50	E
2. Demonstrate familiarity with major development concerning the subject matter of the course	4.20	S	4.40	E	4.30	E
3. Tries to relate the subject matter of the course to national ad contemporary development	4.00	S	3.80	S	3.90	S
4. Show ability to integrate ideas and relate to those to the subject matter	4.40	E	4.20	S	4.30	E
5. Demonstrates, creativity and initiative in preparing for both the develop of the entire course and the day-to-day meeting.	4.00	S	4.20	S	4.10	S
6. Clarifies abstract ideas with the use of illustrators from daily or familiar experiences/occurrences.	4.00	S	4.00	S	4.00	S
7. Integrates comments of students	4.20	S	4.20	S	4.20	S
8. Stimulates students to relate the subject matter to experience beyond the confines of the classroom	4.80	E	4.80	E	4.80	E
9. Is intellectually honest is willing to admit mistakes and shortcomings	4.40	E	4.20	S	4.30	E
10. Presents the course in a different and new perspective which include new ideas and concepts beyond that is ordinarily shown	4.20	S	4.20	S	4.20	S
<b>AVERAGE WEIGHTED MEAN</b>	<b>4.28</b>	<b>E</b>	<b>4.24</b>	<b>E</b>	<b>4.26</b>	<b>E</b>
<b>Teaching Strategies and Communication Ability</b>						
1. Employs variety of teaching strategiesmethods presenting the subject matter toward self-learning and learning activities	3.80	S	4.00	S	3.90	S
2. Makes appropriate use of pertinent various teaching aids in expounding the subject matter of the course whenever possible.	3.80	S	3.60	S	3.70	S
3. Speaks in clear, understanding manner and explains adequately.	4.20	S	4.00	S	4.10	S
4. Shows interest to help students who have difficulty.	4.20	S	3.00	S	3.60	S
5. Develops independent thinking among students and tolerates their viewpoints.	4.20	S	4.00	S	4.10	S
<b>AVERAGE WEIGHTED MEAN</b>	<b>4.04</b>	<b>S</b>	<b>3.72</b>	<b>S</b>	<b>3.88</b>	<b>S</b>
<b>Classroom Management and General Abilities</b>						
1. Plans assignments and set requirements within standard of quality performance	4.40	E	4.40	E	4.40	E
2. Is punctual and attends classes regularly	3.80	S	3.60	S	3.70	S
3. Has the ability to hold the attention of the class.	4.00	S	4.40	E	4.20	S
4. Maintains a congenial class atmosphere and encourages student participation	4.20	S	3.60	S	3.90	S
5. Conducts class discussion and other class activities in a systematic manner	4.40	E	4.00	S	4.20	S
<b>AVERAGE WEIGHTED MEAN</b>	<b>4.16</b>	<b>S</b>	<b>4.00</b>	<b>S</b>	<b>4.08</b>	<b>S</b>
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>4.16</b>	<b>s</b>	<b>3.99</b>	<b>S</b>	<b>4.08</b>	<b>S</b>

The level of performance of the faculty of the business administration program from various Pangasinan State University Campuses as assessed by the faculty along with instruction with an overall mean rating of 4.08 or with a descriptive equivalent of satisfactory. In terms of mastery of the subject matter, the program heads assessed that the faculty excellently perform several instructions in the classroom setting which is similar to the assessment made by the

students with mean rating of 4.24. In line with teaching strategies and communication ability, program heads perceived that the faculty satisfactorily shows ability in terms of teaching strategies which is similar to the assessment of the students with mean rating of 3.72. In line with classroom management and general abilities, the faculty are rated as satisfactory by the program heads with average weighted mean of 4.16 and 4.00 for the students.

Table 6. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Program Heads and Students along with Research (n=105)

LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO RESEARCH	Program Heads (n=5)		Students (n=100)		Overall (n=105)	
	AWM	DE	AWM	DE	AWM	DE
1. Endeavors to undertake research studies	3.00	F	3.00	F	3.00	S
2. Acts as adviser/critic to bachelor/masteral/dissertation studies	4.00	S	3.80	S	3.90	S
3. Writes professional/ technical/ scientific articles, and literary treatises, themes and position papers.	3.60	S	3.20	S	3.40	S
4. Produces teaching material like teacher's manual monographs, programmed materials, modules, etc.	3.20	F	3.00	F	3.10	S
5. Revises teaching ads like flip charts, visual aids, improvised laboratory equipment, etc.	3.20	F	3.20	F	3.20	S
6. Performs leadership/fellowships role in a given assignment	4.00	S	3.80	S	3.90	E
7. In accurate and prompt in submitting reports/ assignment	4.00	S	4.00	S	4.00	S
8. Uses time profitably in relation to school work.	4.40	E	4.20	E	4.30	E
9. Is open to suggestions and able to adjust in varying situations	4.00	S	3.80	S	3.90	S
10. Attends University/college social and education activities regularly.	3.60	S	3.40	S	3.50	S
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>3.70</b>	<b>S</b>	<b>3.54</b>	<b>S</b>	<b>3.62</b>	<b>S</b>

The level of performance of the faculty of the business administration program from various Pangasinan State University Campuses as assessed by the faculty along with research with an overall mean rating of 3.62 or with a

descriptive equivalent of satisfactory. The students perceived that PSU BA faculty excellently use time profitably in relation to school work (WM=4.20).

Table 7. Level of Performance of the Faculty of the Business Administration program from various Pangasinan State University Campuses as assessed by the Program Heads and Students along with Extension Service (n=105)

LEVEL OF PERFORMANCE OF THE PSU BUSINESS ADMINISTRATION FACULTY AS TO EXTENSION SERVICE	Program Heads (n=5)		Students (n=100)		Overall (n=105)	
	AWM	DE	AWM	DE	AWM	DE
1. Is cheerful and pleasant and has good sense of humor	4.00	S	4.00	S	4.00	S
2. Speaks in clear pleasant and modulated voice	4.20	S	4.40	E	4.30	S



3. Is approachable, quick to sense need for guidance and assistance.	3.80	S	4.00	S	3.90	S
4. Praises and criticizes when necessary	3.80	S	4.20	S	4.00	S
5. Has initiative, resourcefulness and innovative mind	4.20	S	4.40	E	4.30	S
6. Manages/conducts extension skills training programs to clientele.	4.40	E	4.20	S	4.30	E
7. Participates in community activities of educational, technical, socio-civic and cultural nature.	3.80	S	3.80	S	3.80	S
8. Serves as resource speakers/lecturers in human resource development training programs	2.80	F	2.40	L	2.60	E
9. Seeks to establish cooperative linkages with other agencies public and private	3.60	S	3.60	S	3.60	S
10. Acts as consultant in educational, special economic ad political development activities undertaken by other agencies.	3.40	F	3.40	F	3.40	S
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>3.80</b>	<b>S</b>	<b>3.84</b>	<b>S</b>	<b>3.82</b>	<b>S</b>

The level of performance of the faculty of the business administration program from various Pangasinan State University Campuses as

assessed by the faculty along with extension service with an overall mean rating of 3.82 or with a descriptive equivalent of satisfactory.

Table 8. Problems Being Encountered by the PSU Business Administration faculty in the Performance of their Functions (n=16)

<b>PROBLEMS ENCOUNTERED</b>	<b>Overall (n=16)</b>	
	<b>AWM</b>	<b>DE</b>
1. Language Barriers	3.00	MS
2. Lack of Textbook Use in teaching	3.50	S
3. Students' Behavior towards the Subject	3.31	S
4. Lack of Facilities and Equipment that supports teaching	3.63	S
5. Co-faculty and workplace	2.81	MS
6. Personal problems	2.56	MS
7. Lack of training and seminars about the use of new teaching strategies	2.81	MS
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	<b>3.09</b>	<b>MS</b>

The problems being encountered by the PSU business administration faculty in the

performance of their functions with mean rating of 3.09 or moderately serious.

### CONCLUSION AND RECOMMENDATION

Based from the findings, the researcher therefore concludes that:

In the light of foregoing findings, the following conclusions were drawn: The researcher therefore concludes that there is a need to enhance the instructional and extension services of the Business Administration program of PSU to enhance performance of the teachers and their students. Majority of the faculty are taking up Masteral degree, this is in line with the requirements of CHED. Majority of the faculty of

the had minimum clinical teaching experience. In terms of facilities, they had lack books considering that business administration education vary every now and them, books for students were revised yearly to update several trends and issues in business. They lack several facilities for business administration education in preparation to their related learning exposure. They also lack programs and involvement in the community to enhance students' involvement in extension services to attain corporate and social responsibilities.

### REFERENCES

- [1] Canter, L., & Canter, M. (2012). *Assertive discipline: Positive behavior management for today's classroom* (3rd ed.). Los Angeles: Lee Canter & Associates.
- [2] Danielson, C. (2006). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [3] Goldberg, M. (2011). Portrait of Madeline Hunter. *Educational Leadership*, 47(5), 41–43.
- [4] Kohn, A. (2006). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [5] Rimer, S. (2011). Teaching as a torrent of bubbling information. *New York Times*, p. A6.
- [6] Kenny, M. C. (2001). Child abuse reporting: Teachers' perceived deterrents. *Child Abuse and Neglect*, 25(1), 81–92
- [7] Reyome, N. D., & Gaeddert, W. (2008). Teachers' awareness of child and adolescent maltreatment. *Child Study Journal*, 28(2), 111–122.
- [8] Sedlak, A. J., & Schultz, D. J. (2007). Follow-up to the NIS-3 and NCANDS studies: Sentinel questionnaire follow-up study. Final report (pp. 3–6). Rockville, MD: Westat, Inc.
- [9] Johnson, D. W., & Johnson, R. T. (2009). Promoting safe educational and community environments. In A. J. Reynolds, H. J. Wallberg, & R. P. Weissberg (Eds.), *Promoting positive outcomes: Issues in children's and families' lives* (pp. 161–196). Washington, DC: Child Welfare League of America.
- [10] Crosson-Tower, C. (2012). Why are educators so important in the lives of abused and neglected children? In *When children are abused: An educator's guide to intervention* (pp. 3–7). Boston, MA: Allyn and Bacon.
- [11] Gershoff, E. T. (2012). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 128(4), 539–579;
- [12] Baumrind, D., Larzelere, R. E., & Cowan, P. A. (2012). Ordinary physical punishment: Is it harmful? Comment on Gershoff. *Psychological Bulletin*, 128(4), 580–589;
- [13] Rosemund, J. K., Straus, M. A., & Larzelere, R. E. (2004). Should the use of corporal punishment by parents be considered child abuse? In M. A. Mason & E. Gambrill (Eds.), *Debating children's lives: Current controversies on children and adolescents* (pp. 196–222). Thousand Oaks: Sage.
- [14] Black, D., & Newman, M. (2010). Children: Secondary victims of domestic violence. In A. Shalev & R. Yehuda (Eds.), *International handbook of human response to trauma* (pp. 129–138). New York: Kluwer/Plenum Press
- [15] Asbury, J. (2009). What do we know now about spouse abuse and child abuse in families of color in the United States? In R. L. Hampton (Ed.), *Family violence: Prevention and treatment* (pp. 148–167). Thousand Oaks, CA: Sage
- [16] Edleson, J. L. (2008). Responsible mothers and invisible men: Child protection in the case of adult domestic violence. *Journal of Interpersonal Violence*, 13(2), 294–298.
- [17] Appelstein, D. C. (2008). *No such thing as a bad kid*. Weston, MA: The Gifford School
- [18] Crosson-Tower, C. (2012). How can we recognize child abuse and neglect? In *When children are abused: An educator's guide to intervention* (p. 13). Boston, MA: Allyn and Bacon.
- [19] Johnson, C. F. (2010). What are the telltale differences between abusive and noninflicted injuries? In H. Dubowitz &

- D. DePanfilis (Eds.), Handbook for child protection practice (pp. 160–163). Thousand Oaks, CA: Sage;
- [20] Johnson, C. F. (2006). Physical abuse: Accidental versus intentional trauma in children. In J. Briere, L. Berliner, J. A. Bulkley, C. Jenny, & T. Reid (Eds.), *The APSAC handbook on child maltreatment* (pp. 206–226). Thousand Oaks, CA: Sage.
- [21] Erickson, M.F., Egeland, B., & Pianta, R. C. (2009). The effects of maltreatment on the development of young children. In D. Cicchetti & V. Carlson (Eds.), *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect* (pp. 647–684). New York: Cambridge University Press.
- [22] Dubowitz, H., & DePanfilis, D. (2010). How do I screen caregivers if I suspect that they may be dangerous to themselves or their children? In *Handbook for child protection practice* (p. 111). Thousand Oaks, CA: Sage.
- [23] Curtis, D. G. (2007). Perspectives on acquaintance rape. [Online]. Available: <http://www.aets.org/arts/art13.htm>.
- [24] Snyder, H. N. (2010). *Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics* (pp. 10–11). Pittsburgh, PA: National Center for Juvenile Justice. 24 Kilpatrick, D. G. (2000). Rape and sexual assault. Retrieved at <http://www.vawprevention.org/research/sa.shtml>.
- [25] Laird, M., Eckenrode, J., & Doris, J. (2010). Maltreatment and the social and academic adjustment of school children. Final report. Ithaca, NY: Cornell University.
- [26] Eckenrode, J., Laird, M., & Doris, J. (2013). School performance and disciplinary problems among abused and neglected children. *Developmental Psychology*, 29(1), 53–62;
- [27] Kendall-Tackett, K. A., & Eckenrode, J. (2006). The effects of neglect on academic achievement and disciplinary problems: A developmental perspective. *Child Abuse and Neglect*, 20(3), 161–169;
- [28] Trickett, P. K., & McBride-Chang, C. (2005). The developmental impact of different forms of child abuse and neglect. *Developmental Review*, 15(3), 311–337;
- [29] Leiter, J., & Johnsen, M. C. (2004). Child maltreatment and school performance. *American Journal of Education*, 102(2), 154–189.
- [30] Wodarski, J. S., Kurtz, P. D., Gaudin, J. M., & Howing, P. T. (2009). *Child maltreatment: Effects on school aged children’s social and emotional development and school performance*. Final report. Athens, GA: University of Georgia, School of Social Work.