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Job Expectations And Performance Among Faculty Members Of Public Higher Education Institutions In Southern Mindanao, Philippines

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ABSTRACT

This study aimed to ascertain the relationship between job expectations and teaching performance among faculty members of public higher education institutions (HEIs) in Basilan, Sulu, and Tawi-Tawi. A descriptive research design through the quantitative-correlation research method was employed, i.e., a method intended to describe, schematize, and explain the phenomenon of two hundred (200) teachers who were purposively chosen to represent the six higher education institutions in the three provinces mentioned. The results revealed that the faculty members of HEIs in Basilan, Sulu, and Tawi-Tawi were educationally fit, with most faculty members having master's degrees. Most of them were young and at middle age and had permanent job status. The findings disclosed a significant relationship between the profile variables and the job expectation and level of teaching performance of faculty members; thus, the predictive value of the profile variables showed an effect on Job Expectation and Teaching Performance of faculty members of the public HEIs. Nevertheless, there were no significant differences in most cases of job expectation and level of teaching performance of faculty members of public HEI when classified according to gender.

Keywords: Job Expectations, Performance, Faculty members, Higher Education Institutions.

1.INTRODUCTION

At any level of the educational system, including higher education institutions, teaching effectiveness determines the academic program's performance. Realizing the teacher's work expectations motivates him to demonstrate a specific level of teaching ability. Teachers' professional knowledge, competencies, educational resources, and methods have also been identified as genuine predictors of educational success through teaching performance. These inclinations emerge when the teacher perceives his behavior to be effective. In other words, professional knowledge, abilities, and competencies can be seen when one takes on and masters demanding activities aimed at educational success and performance, as Filak & Sheldon (2003) pointed out.

In general, every teacher hopes for and expects a reasonable balance between his inputs, such as his hard work, skill levels, tolerance, and enthusiasm, and his outputs, such as his compensation, benefits, and intangibles like recognition and self-prestige. These expectations are defined by Yaseen (2015), a promotion, a raise in compensation, work security, increased prestige, personal happiness, and professional advancement. As a result, a fair balance provides a solid and productive relationship with his professors and a satisfying overall performance outcome.

On the other hand, teachers' performance can be assessed using measures of their degree of planning, development, and results (Moreno-Murcia, et al., 2014). Kwiek (2013) discovered a strong link between job satisfaction and commitment. They discovered that instructors' job satisfaction directly impacted the amount of effort they put into their profession and their decisions about whether or not to attend planned classes or quit their positions.

Furthermore, De Boer (2016) observed that as new challenges are posed to teachers as a result of a changing educational environment, educators begin to question the motives, goals, and authority of educational and political leaders, resulting in a situation in which teachers commitment in the classroom is limited and personal performance standards are lowered.

They also discovered that when teachers' commitment was limited, so were their expectations for student achievement. As a result, to preserve their excitement and dedication to the teaching profession and their students, instructors must maintain an adequate level of positive job expectations. Teachers who see their students' excitement and commitment are more likely to effectively prepare themselves to convey knowledge and skills and augment their capacity to create a high-quality learning environment. Frølich et al. (2018) found that different degrees of job expectations among public school teachers had distinct consequences for their students.

Even with good, deliberate attempts by schools to lure efficient teachers to rural schools, Henningsson et al. (2018) found that taking teaching positions in remote schools was not their first choice. Many teachers who took rural teaching jobs mentioned that they would not have sought out or accepted those posts if they had known about the lack of financial stability in rural schools.

In addition, rural schools are unable to recruit, retain, or even develop teachers because of the teacher shortage and the isolation of rural schools in terms of geography, culture, and education. This makes it difficult to recruit, retain, or even develop teachers in rural schools (Jasperse et al., 2014). As a result of the variable educational possibilities provided by higher education institutions in rural areas or provinces and teachers' varying employment expectations, teachers' teaching performances will vary. Furthermore, public higher education institutions in Basilan, Sulu, and Tawi-Tawi are not immune to this problem. As a result, this research was done in these locations to collect empirical evidence that will neither validate nor deny the assumptions.

OBJECTIVES OF THE STUDY

The goal of this research was to find out how job expectations and teaching performance were linked among faculty at public higher education institutions in Basilan, Sulu, and Tawi-Tawi.

The specific objectives were to;

1) determine the level of job expectations of faculty members in terms of the following categories: Promotion/Designation; Increase in Salary; Job Security; Improved Prestige; Personal Satisfaction; and Professional Growth;

2) ascertain the level of performance of faculty members in terms of Planning; Development; and Result;

3) predict the relationship between the levels of job expectations and performance of faculty members

4) determine the significant differences in the levels of job expectations of faculty members when grouped according to Age; Gender; Civil Status; Educational Qualification; Length of Service; and Status of Employment

5) foretell the significant difference in the performance levels of faculty members when grouped according to Age; Gender; Civil Status; Educational Qualification; Length of Service; and Status of Employment.

2. LITERATURE REVIEW

2.1 Job Expectations

Teachers who are just starting to work may have a lot of problems because their personal backgrounds aren't the same as those they had when they were in college, where they learned mostly about theory. The link between theory and practice is usually not strong enough. They also seem to have a hard time at the start of their work lives, though. When they start going to school, they have to meet a lot of rules. They take responsibility for the results their students get from the very first day they work with them, so they know how they will do. As different experts see it, this is how it's said. A lot of people who write about teaching say that it's not possible to figure out how long it will take for someone to become a good or efficient teacher.

Inducing a teacher is thought of as a partnership between two or more people who want to learn from each other and help each other through the process of becoming a teacher and joining a school. This is the first step in becoming a better teacher. Induction activities that are well-planned help the teacher become part of a group where everyone learns or wants to learn. Getting teachers into the classroom has a lot of benefits that can be more or less formal. There are a lot of educational activities for teachers being planned in some countries, like Europe. In terms of working with teachers, the role of the so-called "inducing teacher" – a tutor or mentor – is seen as important.

Teacher trainings are important, but it's also important to figure out what teachers need in

terms of education. This is the first step in teachers' expected professional growth. They can be broken down into four groups, like: Knowledge of how schools work and what they do, and 2) Teaching skills, such as focusing on student learning as the first point of instruction, deepening and enhancing the contents of the knowledge base, developing practice, knowledge of educational counseling and tutoring, the development of education, and the creation of a good classroom atmosphere, for example. Professional development: 3) The development and strengthening of one's abilities to study and improve one's own performance as a teacher, and, 4) The quality of one's work as a teacher, such as reducing one's workload and learning how to make the most of everyday work.Teachers with varied extent of professional background, as a natural consequence in any level of educational system, nevertheless, expect for promotion/designation or administrative function; increase in salary; job security; improved prestige; personal satisfaction; and professional growth (Tawasil, R., 2005). Promotion is the act or fact of being raised in position or rank, upward movement from the current position or rank ascension, usually with a corresponding increase in salary and responsibility. And salary increase is the amount of money added to what the teachers already received from the government in the form of salary, which may be due to one's outstanding performance, promotion in position, length of service, or across the board increase. Yet, prestige is the importance attached to the profession for accomplishing something in relation to one's profession in teaching. While professional growth is an increase in knowledge of the subject matter, teaching skills and efficiency, and insight into educational problems with a commitment increase in success as a teacher (Good, 1973 in Tawasil, 2005).

2.2 Teaching Performance

The teacher adapts his or her performance style characteristics to his or her ways of responding to the environment on both a perceptual and a cognitive level. In this way, his good attitude toward teaching and greater level of aspiration impact his positive assessment of the environments around him. It is well acknowledged that the quality of a teacher's instructional performance has a significant impact on students' learning and academic accomplishment (Panda and Mohanty, 2003). Teachers' job effectiveness is influenced by a variety of elements including aptitude, attitude, topic knowledge, teaching approach, personal qualities, the classroom environment, general mental capacity, personality traits, and relationships with pupils, to name a few (Langguyuan-Kadtong, M. and Usop, A., 2013).

To ensure the delivery of quality teaching and maintenance of norms and set standards, teacher performance evaluation has been part of school's standard operating procedure and considered as one of the main policies of the educational system, and therefore, it is necessary to determine its relationship with the other educational policies of the institution.

Teacher quality is associated with students' performance. Good teacher does not only display his knowledge and competence in the subject area but also support his students in terms of displaying friendliness, optimism and creating a healthy learning environment. In other words, teacher is also school manager who manages his students in and out the classroom. Thus, curricular and co-curricular activities must be planned and executed effectively to ensure students' holistic development (Abdul Rashid & Bokkasam, 2005 in Abd Hamid, S. R. et al. 2005). When a teacher demonstrates effective teaching characteristics, he or she may be regarded effective. This is because quality teaching and efficiency are inextricably linked through the literature review's strands on the stakeholders who assess a teacher's effectiveness, such as students, principals, and peers. Earlier research claimed that teacher effectiveness might be quantified by the teacher's effect on students' accomplishments (Brophy, 1986; Darling-Hammond, 1999; Rice, 2003). On the other side, in prior years, teacher quality was also correlated with a high income (Figlio, 1996).

Measuring teacher quality has become extremely difficult due to the fact that it encompasses teaching planning and confidence (Darling-Hammond, 2000), skills and expertise (Goe, 2007; Schmidt & Hunter, 1983), pedagogical skills, a positive attitude, as well as organized and managed classroom skills (Waxman et. al., 2003). Harris and Rutledge (2007) concluded from a study of the literature on teacher quality models that the predictors of teacher quality and effectiveness include cognitive ability,

personality characteristics, and educational background.

All the while, public universities and colleges in the Philippines that are regulated by the Commission on Higher Education (CHED) have included the following indicators in their Qualitative Criteria for Evaluation (QCE) to supplement the Common Criteria for Evaluation (CCE), including commitment, subject matter knowledge, teaching for independent learning, and learning management. Each of these performance predictors is composed of a number of distinct indicators and sub-indicators.

However, convinced by Arranz's (2007) assertion that society is increasingly demanding that colleges operate according to efficacy, efficiency, and excellence standards, J. A. Moreno-Murcia (2015) did a study titled "The Evaluation of Teaching Effectiveness Questionnaire" with the objective of developing and validating a tool for evaluating university teaching performance. The development and validation of measurement instruments is a critical component of striving to enhance teaching performance and thus conduct objective evaluations of the results (Garca and Congosto, 2000).

For this purpose, a questionnaire to measure teaching effectiveness was created. The expert feedback and confirmatory factor analyses revealed a 28-item instrument. The sufficient internal consistency organized into three parts, including planning, development, and result.

To be a good teacher, you need to think about all the things you'll be doing in the classroom, from the curriculum and syllabus to how you'll organize your classes to what you'll be teaching in the labs and tutorials and how you'll assess student progress.

It is important to consider all of the factors that go into creating a course, including how it will be taught and assessed, how it will follow the curriculum/syllabus, and so on.

It is important to note that in terms of educational goals, the outcomes refer to both student achievements and those aspects involving the revision and improvement of instructional practices as well as the external recognition of teachers' duties and the provision of educational resources.

3.METHODOLOGY

In order to conduct this research in a more effective way, a descriptive research design through quantitative-correlation research method was employed, i.e. a method intended to describe, schematize, and explain the phenomenon of teachers': (1) Job expectations which includes 1.1) Promotion/Designation; 1.2) Increase in Salary; 1.3) Job Security; 1.4) Improved Prestige; 1.5) Personal Satisfaction; and 1.6) Professional Growth; (2) The Level of performance of faculty members of public higher education institutions in Basilan, Sulu and Tawi-Tawi in each of the following categories: 2.1) Planning; 2.2) Development; and 2.3) Result; (3) The significant relationship between the levels of job expectations and performance of faculty members of public higher education institutions in Basilan, Sulu and Tawi-Tawi; (4) The Contribution (if any) of variables Age; Gender; Civil Status; Educational qualification; Length of Service; and Status of Employment to the variance in the relationship between job expectations and performance of faculty members of public higher education institutions in Basilan, Sulu and Tawi-Tawi; (5) The Significant difference in the levels of job expectations of faculty members of public higher education institutions in Basilan, Sulu and Tawi-Tawi when data are grouped according to Age; Gender; Civil Status; Educational Qualification; Length of Service; and Status of Employment; and (6) The Significant difference in the levels of performance of faculty members of public higher education institutions in Basilan, Sulu and Tawi-Tawi when data are grouped according to Age; Gender; Civil Status; Educational Qualification; Length of Service; and Status of Employment.

3.1 Respondents and Sampling Design

The study respondents were faculty members of Basilan, Sulu, and Tawi-Tawi public higher education institutions. A purposive sampling procedure was adopted in this study. Representative samples from each of the public higher education institutions in the three provinces were purposely chosen based on the availability of teachers. Two hundred (200) teachers were selected to represent the six higher education institutions.

3.2 Data Gathering and Research Instrument

A validated survey questionnaire was employed to gather data for the study. It comprised of two (2) parts with twenty-five (25) items in teachers' job expectations and twenty-eight (28) in teaching performance. To get an overview of the teachers' background. In order to gather data efficiently, the researcher sought permission from the Presidents of selected public state colleges and universities, Chancellors and the respective Heads of Public Higher Education Institutions and the researcher personally takes the effort in doing questionnaires administration and retrieval.

3.3 Data Analysis

Both descriptive and inferential statistical tools were employed in the data analysis for this study. The mean, percentages, and standard deviation were employed for all descriptive data. T-test for independent samples was employed to determine the significant differences in teachers' job expectations and teaching performance based on the variable gender. One-way Analysis of Variance (ANOVA) was employed to determine the significant differences in the extent of teachers' job expectations and teaching performance based on the variables Age, Civil Status, Educational qualification, Length of Service, and Status of Employment. Multiple regression using standard or enter method was used to determine the significant correlation between levels of teachers' job expectations and teaching performance as well as on the contributions of variables Age, Gender, Civil Status, Educational qualification, Length of Service, and Status of Employment on the degree of relationships between levels of job expectations and teaching performance.

4. RESULTS OF THE STUDY

4.1 Level of Job Expectations of Faculty Members of Public HEIs

In this Table, the level of job expectations of the respondents in terms of promotion/designation was revealed. The overall mean was 4.31 with a standard deviation of 0.558, and interpretation of "Expected." For the individual variables, promotion/Designation had a mean of 3.48 and S.D. of 0.77 with an interpretation of "Undecided." The variable Increase in Salary/Income had a mean of 3.50 with an S.D. of 0.91 and interpretation "Expected." For Job Security, the mean score was 3.71 with an S.D. of 0.86 and interpretation of "Expected." Improved Prestige had a mean of 3.61 and an S.D. of 0.87 with an interpretation of "Expected." The mean for Personal Satisfaction was 3.87 with an interpretation of "Expected" and an S.D. of 0.89. Lastly, Professional Growth had a mean of 4.16 with an interpretation of "Expected" and an S.D. of 0.82

Table 1. Level of Job Expectations of Faculty Members of Public HEIs

Variable	Mean	SD	Description
A – Promotion/Designation	**3.48**	**0.77**	**Undecided**
B – Increase in Salary/Income	3.50	0.91	Expected
C – Job Security	3.71	0.86	Expected
D – Improved Prestige	3.61	0.87	Expected
E – Personal Satisfaction	3.87	0.89	Expected
F – Professional Growth	4.16	0.82	Expected
Overall mean	4.31	0.558	Expected

4.2 Level of Teaching Performance among Faculty Members Of HEI'S

Table 2 shares light on the level of teaching performance among faculty members of Public Higher Education Institutions (HEI'S)

Overall mean for the Teaching Performance Level was 4.31 with interpretation "Often" and an S.D. of 0.56. In terms of planning, the mean was 4.08 with an interpretation of "Often" and an S.D. of 0.68.

Development had a mean of 4.29 and an S.D. of 0.52 with an interpretation "Often," whereas, For the result, the mean was 4.30 with an interpretation of "Often" and an S.D. of 0.61.

Table 2. Level of teaching performance among faculty members of HEI'S

Variable	Mean	SD	Description
Planning	4.08	.68	Often
B-Development	4.29	.517	Often
C-Result	4.30	.614	Often
Overall mean	4.31	.557	Often

4.3 The difference in the Level of Job Expectation and Teaching performance of Faculty Members of Public HEIs

Table 3 provides the results of the differences in the Level of Job Expectation and Teaching performance. The result shows no significant difference between the job expectation and the level of teaching performance of the faculty members. This can be seen in the t-test value of -.47 and a significant figure of .636 that can be inferred as no significant difference. Based on the t-test of difference, the null hypothesis is accepted. It implies that the level of job expectation and the level of teaching performance could be parallel and may show a relationship such that can be factors vis-a-vis that affect each other.

Table 3. **The difference in the Level of Job Expectation and Teaching performance of Faculty Members of Public HEIs**

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Job expectation – level of teaching performance	-.0001	.003	.0002	-.00054	.00033	-.47	199	.636

4.4 Regression Analyses of Profile variables Effect On Job Expectation and Teaching Performance Of Faculty members

In Table 4, the regression analysis did not reveal the significant effect of the variables entered. However, using the stepwise method in regression analysis, the result showed a significant relationship among the profile variables such as educational attainment and the job expectation and level of teaching performance of faculty members.

It shows the regression in an F-test value of 8.233 and a significant value of .005 can be inferred that a significant relationship exists among the profile variables and the job expectation and level of teaching performance of faculty members of HEIs. The regression equation of the model is given as y= 4.073 + .085 (Educational attainment) - .035 (Gender) + .004 (Age) - .095 (Civil Status) + .012 (No of year in service) - .034 (Employment Status), where y is the predictive value of the of profile variables effect on Job Expectation and Teaching Performance of faculty member of public HEI. The negative value indicates a prediction that the effect decreases and has nothing to do with their level of job expectation and level of teaching performance. In contrast, the positive value increases the effect, which is more significant.

Table 4. Regression Analyses of Profile variables
Effect On Job Expectation and Teaching Performance Of Faculty members of Public HEIs (**Method used enter**)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.511	7	.502	1.653	.123[a]
	Residual	58.282	192	.304		
	Total	61.794	199			

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	4.321	.222		19.460	.000
	GENDER					
	SEX	-.058	.083	-.051	-.699	.485
	AGE	.013	.055	.024	.235	.814
	CIVILSTATUS	-.111	.076	-.126	-1.474	.142
	EDUCATTAIN	.098	.036	.232	2.761	.006
	NOYINSERVICE	.007	.068	.011	.105	.917
	EMPLOYSTATUS	-.008	.056	-.013	-.150	.881

4.5 Regression Analyses of Profile variables Effect on Job Expectation and Teaching Performance of Faculty member

The Regression Analyses of Profile variables Effect on Job Expectation and Teaching Performance are provided in Table 5. F-value was 8.233, with a level of significance of .005. It could be inferred that a significant relationship exists among the profile variables and the job expectation and level of teaching performance of faculty members of HEIs.

The regression equation of the model is given as y= 4.073 + .085 (Educational attainment) - .035 (Gender) + .004 (Age) - .095 (Civil Status) + .012 (No of year in service) - .034 (Employment Status), where y is the predictive value of the of profile variables effect on Job Expectation and Teaching Performance of faculty member of public HEI. The negative value indicates a prediction that the effect decreases and has nothing to do with their level of job expectation and level of teaching performance. In contrast, the positive value increases the effect, which is more likely to be significant.

Table 5 - Regression Analyses of Profile variables
Effect on Job Expectation and Teaching Performance of Faculty member of Public HEI (**Method used stepwise**)

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	4.074	.091		44.840	.000
	EDUC ATTAIN	.085	.029	.200	2.869	.005

Excluded Variables[b]						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	SEX	-.035[a]	-.503	.616	-.036	.984
	AGE	.004[a]	.053	.958	.004	.848
	CIVILSTATUS	-.095[a]	-1.249	.213	-.089	.844
	NOYINSERVICE	.012[a]	.155	.877	.011	.817
	EMPLOYSTATUS	-.033[a]	-.446	.656	-.032	.869

4.6 Analyses of Variance (ANOVA) Of Level of Job Expectation and Level of Teaching performance in terms of Their Profile

Table 6 reveals no significant differences in the level of job expectation and teaching performance when classified according to their profile. However, significant differences exist among job expectations and teaching performance levels when classified according to gender. This can be seen in the F-value of 2.72 and a significant value of .006 at alpha 0.05.

Table 6 - Analyses of Variance (ANOVA) Of Level of Job Expectation and Level of Teaching Performance of Faculty Member of Public HEI in terms of Their Profile

		Sum of Squares	df	Mean Square	F	Sig.
SCHOOL	Between Groups	730.581	179	4.081	1.163	.362
	Within Groups	70.214	20	3.511		
	Total	800.795	199			
Gender	Between Groups	45.263	179	.253	2.723	.006
	Within Groups	1.857	20	.093		
	Total	47.120	199			
AGE	Between Groups	191.539	179	1.070	.896	.663
	Within Groups	23.881	20	1.194		
	Total	215.420	199			
CIVIL STATUS	Between Groups	70.425	179	.393	.865	.702
	Within Groups	9.095	20	.455		
	Total	79.520	199			
EDUC Attainment	Between Groups	310.323	179	1.734	.995	.542
	Within Groups	34.857	20	1.743		
	Total	345.180	199			
NO of Year In SERVICE	Between Groups	128.453	179	.718	1.412	.186
	Within Groups	10.167	20	.508		
	Total	138.620	199			
Employment STATUS	Between Groups	139.619	179	.780	.982	.557
	Within Groups	15.881	20	.794		
	Total	155.500	199			

5. DISCUSSION

5.1 Objective 1. On the Level of Job Expectations of Faculty Members:

It could be inferred from the results that the faculty members wanted to be promoted, get a study grant or scholarship, and work on a subject of their choice. There was one thing, though, that they were not sure about: their

work schedule of choice. Pea-López (2009) says that teachers who go through professional development, such as getting a promotion, are more likely to do a wide range of teaching and are more likely to work with other teachers. It can be seen that all of the items were described as "expected." Faculty members at higher education institutions, especially in Basilan and Sulu. They want to get raises, moonlight at other colleges or be invited to speak at seminars or be a panel member in a thesis defense or a consultant. This is how Faculty members among different HEI's who were taken as respondents perceived the meaning of Job Expectations.

5.2 Objective 2: On Teaching performance:

There is a strong possibility that the faculty members of the HEIs planned their activities in a way that made it easy for students to know what they were supposed to learn, how they were going to learn it, and how they were going to be graded. They also used ICTs (Information and Communication Technologies) efficiently and had a good grasp of the course or subject.

These findings also back up what Cadez et al. (2017) said: that community involvement is important for both the quality and quantity of education.

In terms of educational goals, results are usually thought of as the things that happen during the teaching-learning process. These include revising and improving teaching activities, getting outside recognition for teaching, and making teaching materials.

The study backs up Usop, 2013, who said that academic preparation is very important in any field of work. It is where an individual gets all the information he needs to do things like go to work or school.

5.3 Objective 3: On the effect of Job Expectations and teaching performance

Before HEI's made a policy on earning a Master's Degree as a mandatory requirements in applying for a College Faculty item, Faculty members from different HEI's in Sulu, Basilan,and Tawi- Tawi were already pursuing their graduate studies as this could possibly alleviate their rank and status when promotion time comes.This findings was proven by the study of Hazelkorn (2015), which stated that gaining master's units or finishing the degree gives you stronger professional abilities and a better likelihood of being promoted. Respondents had a mean of 3.27 in the category of learning environment, which indicated that they were competent. Teachers with high ratings in this ability were able to provide a secure and conducive learning environment for their students, communicate greater expectations for student behavior, and set and maintain consistent standards for student behavior in addition to fostering a positive learning climate.

5.4 Objective 4: On the relationship between Job Expectations and Teaching Performance

It can be inferred that the faculty members' level of teaching performance often meets the performance level on planning, development, and result as stated in the items enumerated under the level of planning, development, and results.

When teachers employ as "often" as possible the desired and prescribed teaching performance tasks, such teaching practice will be tantamount to showcasing efficient pedagogical knowledge and skills. Some education experts tagged this practice to some degree of pedagogical excellence. Because of this, a lot of research has shown that great teachers think in different ways from average teachers, and they use different cognitive and pedagogical skills. Both Flores and Derrington are in this story (2018). Furthermore, great teachers are more flexible and have a wider range of ideas about how effective teaching can be. They have a variety of self-assessment tools and also use more teaching methods to improve in this area. These teachers also believe that their role as teachers is important to their students' lives and that they have the knowledge and skills to help their students become more successful (Hsu, 2014). The best teachers are also the ones who know a lot about their subject. They are active in their field of study and try to write about it. It's important for these people to treat their discussions, classroom material, and all other

teaching elements as serious intellectual endeavors, just like their research and scholarship (Tuytens & Devos, 2017). Excellent teachers use many different ways to teach, and they treat their students with respect and trust (Bentley & Kyvik, 2012). "Intellectual flow and excitement" in their field is what makes a teacher the most alive and interesting. They put more emphasis on learning than teaching, and they have a strong institutional commitment to lifelong learning that isn't afraid of it "has a huge impact on how we teach our students. People learn more from what we teach them than from what we teach them " (Bogt, & Scapens. 2012).

5.5 Objective 5: On Differences between Job Expectation and Teaching performance in terms of Their demographic Profile

This result contradicts Murro's (2021) finding regarding age wherein as faculty members grew older, they learned more from their experiences, and attendance in seminars and in-service training resulted in variation in their educational philosophy. Faculty members whose age bracket falls 41-50 tend to be progressivists. Those who adhere to progressivism are bachelor's and Master's Degree holders with 21-30 years in service. Doctorate holders vary in their educational philosophy

However, findings in Al-Jaghoub et al. (2019) study revealed that: Based on sex, the respondents' job expectations did differ for males and females only regarding promotion/designation, satisfaction, and professional growth. Based on age, as a whole, there was a significant difference in the respondents' job expectations. However, significant differences were noted individually only on promotion/designation, professional growth, and personal growth. But the differences between the 2 were so great that they prevailed over the no significant difference in the other three factors. The reverse happened when the difference was based on civil status. Although there were noted on three factors: an increase in salary or income, personal satisfaction, and professional growth, they were overcome by the no significant difference in the other two factors. The job expectation of full-pledged masters or doctors differs significantly from those still pursuing their degrees (Nweke (2014). The difference is specifically significant regarding promotion/designation, job security, improved Prestige, and professional growth. When categorized according to a length of service, the job expectations of the old teachers did not differ from those of the younger ones in all the identified factors as far as pursuing graduate studies is a concern. And finally, when categorized according to their appointment status, the job expectations of the permanent teachers differ significantly from those of either the provisional or the temporary teachers. This difference could be because permanent teachers tend to have more expectations than provisional and temporal teachers. This is because permanent teachers tie their lives to the jobs and usually build their lives around their jobs (Guan et al., 2014).

6. Conclusions

The faculty members' level of teaching performance often met the performance level on planning, development. There was no significant difference between the job expectation and the level of teaching performance of the faculty members; however, there was a significant relationship between the profile variables and the job expectation and level of teaching performance of faculty members of HEIs. There were no significant differences in most cases of job expectation and teaching performance of faculty members of public HEI when classified according to their profile. However, significant differences existed among the level of job expectation and level of teaching performance when classified according to gender; therefore, it can be logically inferred from the preceding findings that this study could hardly provide empirical data to support the claim that age; civil status; educational attainment; length of service; and status of employment are supposed to have significant roles in teachers' perceptions towards job expectations and teaching performance among faculty members of HEI in Basilan, Sulu, and Tawi-Tawi.

7. RECOMMENDATIONS

Based on the findings of the study and the conclusions arrived at, the following recommendations are hereby forwarded:

The educational attainment showed significant effect to the job expectation and level of teaching performance. In this connection it is mostly recommended that the faculty should pursue advance education in their field of endeavor.

Problem areas in the job expectation and level of teaching performance should be given a serious attention. That is, public higher education institutions should devise faculty development program and strategies that shall promote viable workplace through individual and work interventions.

Higher education institutions in the province of Basilan, Sulu and Tawi-Tawi should venture into reviewing the fairness of procedures and processes related to promotion; prompt and adequacy of overload pay; reward and recognition systems; performance appraisal; balance workloads more effectively and avoid periods of intense work pressure, and processes and programs to reduce job insecurity.

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