

**TEACHERS' ENGAGEMENT IN A CATHOLIC UNIVERSITY:
INPUT FOR FACULTY PRODUCTIVITY FRAMEWORK**

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ABSTRACT

This study aimed to assess the engagement of teachers in a Catholic University. The study made use of the descriptive - correlation method to assess the engagement of 171 full - time teachers from the elementary to college in the four functions of the University, namely: Christian formation, instruction, research and community engagement.

The study found that teachers' engagement in USL, a Catholic University, varies according to their function. There were also identified enabling and retraining factors affecting the engagement of the teachers. Results of the study showed that there was significant difference in teachers' level of engagement in the four functions of the university when grouped by their profile variables. Also, there was a significant difference in the teachers' level of engagement along Christian Formation, Instruction, and Community Engagement when grouped according to grade level. This means that the engagement of faculty members along the said three university functions varies in terms of grade level. More specifically, results of the post-hoc test analysis revealed that basic education teachers are more engaged in terms of Christian formation, instruction, and community engagement than college teachers. Moreover, the teachers are less engaged in research.

Meanwhile, significant difference also exists in the teachers' level of engagement in the four functions in relation to the number of activities that they attended and their membership to organizations relative to these University functions.

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The study implies that the level of engagement of teachers across departments of the University differ; hence, the need to create a faculty productivity framework to address the concerns.

Keywords: *teacher engagement, Christian formation, instruction, research, community engagement*

INTRODUCTION

Background of the Study

In this ever-changing world, education plays a leading role in empowering students to engage with challenges. The 21st century is rapidly changing one in every human dimension (economically, socially, technologically). With the rapid changes complex problems are faced by educationists, policy makers, managers and teachers as well. Hence, teachers of 21st century have to create students of 21st century with soft skills. These teachers need teaching skills, content mastery as well as integrating teaching with technology. The teacher development programs are much important. The impact of good teaching is increasingly cited as a major determinant of economic well-being of society. The quality of teachers determines the quality of education and linked with nation's development. With the emerging technologies, the teaching-learning is transforming from teacher-centered, lecture based to student-centered learning environment (Rock et. al, 2016). Similarly, given this changing landscape of teacher education, the new roles of teachers include new media literacy skills and adaptive expertise with efficiency and innovation. The new approaches, such as focusing on thinking skills rather than technical skills, and providing various contexts different from ordinary classroom lessons, help teachers to develop adaptive expertise (King, Choi, Han & So, 2012). In addition, the analysis of a study conducted shows that there is a robust and positive relationship between professional competence and 21st century skills among teachers. The findings also predict that personal characteristics, pedagogy, professional, information and communication technology (ICT), as well as school management and development, are significant contributors to 21st century skills. The findings also show that the dimensions of teacher competence have the potential to help further develop the potential of teachers in line with 21st century learning (PAK-21) concepts. The 21st century skills are the heartbeat for teachers to improve

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the quality of teaching in line with current educational developments (King, Choi, Han & So, 2012).

Teacher engagement was shown to be helpful in describing and identifying effective teacher practices that teachers worked to improve student outcomes by designing and organizing learning activities, facilitating discourse with students and parents, providing students with one-on-one instruction, nurturing a safe and caring learning environment, motivating students to engage in learning activities and closely monitoring student behavior and learning. These six elements account the core of teacher engagement (Borup, Graham & Dyrsdale, 2014). In addition, attracting and retaining high quality teacher is a primary requirement for an educational institution. For the development of quality teachers, one has to understand the level of the teachers' engagement at work. An engaged teacher will show a high degree of commitment and involvement in the profession. For him/her teaching is more of commitment than compliance (Barman & Saikat, 2011). The teachers in higher education sector should be fully engaged, so that quality teaching can be imparted to the students. Thus, engagement of the teachers is an important consideration for all the higher educational institutions (Beri & Gulati, 2020).

Meanwhile, certain qualities of professional learning opportunities for teachers have been shown to increase teacher engagement; yet, successfully translating new information into inclusive teaching practice remains a challenge. A better knowledge of teacher motivation for participating in professional learning opportunities could help explain why certain opportunities lead to changes. Knowledge why certain opportunities lead to changes in teacher practices could be aided by gaining a better understanding of teacher motivation for participating in professional learning opportunities (Hill et al, 2020). There were also a few studies that looked at teacher self-efficacy, work engagement, and job happiness all at the same time. In a sample of newly trained teachers, Higaard et al. (2012) found that teacher efficacy, work engagement, and job satisfaction were all positively associated (Chan,2020).

In the same way, Pope Francis mentions three areas for evangelization: which are in the area of "ordinary pastoral ministry," of "the baptized whose lives do not reflect the demands of the Gospel," and of "those who do not know Jesus Christ or who have always rejected him" (Cf.EG, 15). "Universities are outstanding environments for articulating and developing this evangelizing commitment in an interdisciplinary and integrated way. Catholic schools, which

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always strive to join their work of education with the explicit proclamation of the Gospel, are the most valuable resource for the evangelization of culture, even in those countries and cities where hostile situations challenge us to greater creativity in our search for suitable methods” (EG, 134). “If need be, a Catholic University must have the courage to speak uncomfortable truths which do not please public opinion, but which are necessary to safeguard the authentic good of society” (ECE, 32). The Christian spirit of service to others for the promotion of social justice is of particular importance for each Catholic University, to be shared by its teachers and developed in its students. The Church is firmly committed to the integral growth of all men and women” (Fr. Tabora, 2011). On the contrary, a challenge that besets teachers in a Catholic University is the engagement of Catholic universities to “re-evaluate how the confluence of the three elements of instruction, research, and student life preserve and enhance their Catholic identity and their institutional commitment to the service of the people of God and of the human family” (Romero, 2011). Also, what he highlighted was also observed by Pope Francis himself, who “admonished those who are engaged in the education of the young to leave behind superficial approaches to education and the many short-cuts associated with utility, test results, functionality, and bureaucracy.” On the aspect of research, he acknowledged that higher education institutions are now pitted against one another through the different ranking initiatives by external parties, which look into research productivity as a major indicator. This measure, however, must not make Catholic institutions lose sight of the true purpose of research: “to assist Catholic educational institutions in the relentless effort in pursuing their purpose.” Engagement in community activities “immerse them in social realities that are outside the ambit of their own milieu. By this immersion, they become socially aware and involved and are given the opportunity to embrace the Church’s preferential option for the poor (Romero, 2011).

Similarly, there has been limited research on teacher engagement (Mousa & Alas, 2016; Mehrzi & Singh 2016; Listau, 2016). There is also a scarcity of studies on how teachers become researchers; the mechanisms by which they gain practical knowledge and more positive self-efficacy beliefs in planning, conducting, analyzing, presenting, and writing up research need to be investigated further (Wyatt & Dikilitas, 2016). The productivity of teachers appears to be a nagging issue in education. Ajayi and Afolabi (2012), for example, alluded to instructors' low output. This low productivity could be due to a variety of circumstances, and it could also negatively impact student achievement, which is one of the outcomes of teacher productivity (Klein, 2014).

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In the context of a school system, productivity is measured in terms of both efficiency and effectiveness, because the efficiency and effectiveness of the teachers are critical to the achievement of the school's goals and objectives (Ajayi & Afolabi, 2012). According to Ezeani and Oladele (2013), training is the acquisition of specific skills and attitudes required to do a certain job or series of occupations in order to enhance individual productivity and increase overall organizational efficiency (Kilonzo, 2018). In reality, teachers' perceptions of their university's research culture revealed a perceived disparity between the research productivity expected of them and the support they received (Borg & Alshmaimeri, 2012). Governments all across the world urged teachers to apply research-based information to inform and guide their work. Such a push for evidence-based practice, on the other hand, not only adds to teachers' stress and burnout, but also jeopardizes their sense of professional efficacy (Anwaruddin, 2015). Even though community engagement is an important function of higher educational institutions (HEIs), many HEI personnel across the world are in need of training in this area. Lastly, in the existing literature, training for community engagement in an HEI context are well studied in countries of the Global North. However, there seems to be a dearth of literature about this field in the Philippines (Abenir, 2020).

The University of Saint Louis, as a Catholic institution of higher learning, adheres to the Memorandum; nonetheless, its commitment in Christian education and formation is mandated by its Catholic nature. The CICM-RP Province Vision and Mission in Education envisions an integral human formation of youth who will become mature Christians and active members of the Church, as stated in the CICM-RP Province Vision and Mission in Education. This integral human formation is focused at a Christian growth of knowledge, skills, and attitudes, as well as service in church and community by witnessing God's kingdom values. As a result, the four functions of USL are now complete, distinguishing it from any other educational institution. Furthermore, USL creates and sustains an academic community by promoting Christian faith as a dynamic force in the enhancement of life and the moral transformation of communities, as well as the development of a learning environment characterized by effective delivery of quality instruction, directed research, and responsive community extension services, all of which are guided by its vision. These are only a few of the services it offers to its stakeholders. (Academic Personnel Administrative and Employment Manual, s. 2014). These goals will not be achieved if the administration and teachers fail to fulfill their unique roles and obligations; thus, their participation in these functions is required.

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Hence, with the scarcity of studies that looked into the engagements of teachers in Catholic universities along Christian Formation, instruction, research and innovation, and community engagement, this study would help teachers understand the necessity of being devoted and engaged in the implementation and/ or delivery of their functions to all of the university's stakeholders. Ultimately, the study intends to contribute for the formulation of faculty productivity framework.

Research Questions

The study aimed to assess the engagement of teachers in a Catholic University. Specifically, it was intended to answer the following questions:

1. What is the demographic profile of the respondents among the following:
 - a. Sex
 - b. Age
 - c. Civil Status
 - d. Highest educational attainment
 - e. Years of teaching in USL
 - f. Academic rank
 - g. Grade level/ department
 - h. Designation
2. What is the engagement profile of the respondents among the following:
 - a. Number of engagement activities related to Christian formation
 - b. Number of engagement activities related to instruction
 - c. Number of engagement activities related to research and innovation
 - d. Number of engagement activities related to community engagement
 - e. Number of Professional Membership to association/ organization along Christian formation
 - f. Number of Professional Membership to association/ organization along instruction
 - g. Number of Professional Membership to association/ organization along research and innovation
 - h. Number of Professional Membership to association/ organization along community engagement
 - i. Type of school where bachelor's degree was earned
3. What is the level of engagement of the respondents in the four functions of USL along the following:

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- a. Christian formation
 - b. Instruction
 - c. Research and Innovation
 - d. Community engagement
4. What is the performance rating of the respondents for the past three years?
 5. Is there a significant difference on the level of engagement of the respondents in the four functions of the university when grouped according to their profile variables?
 6. Is there a significant difference on the level of engagement of the respondents in the four functions of the university when grouped according to their profile variables?
 7. What are the enabling and restraining factors affecting the engagement of the respondents in the four functions of USL?

Hypotheses

1. There is no significant relationship between teachers' engagement and their performance rating.
2. There is no significant difference on the level of engagement of the respondents in the four functions of the university when grouped according to their profile variables?

Significance of the Study

University of Saint Louis will benefit from this study because the findings will disclose the teachers' engagement in Christian formation, instruction, research and innovation, and community engagement. As a result, the University shall devise a faculty productivity framework that will develop teachers' capabilities by providing frequent training, seminars, and workshops so that they can be fully engaged in carrying out the Catholic University's four functions. Furthermore, the research will contribute to existing research and literature on the functions of public and private colleges, but more specifically for the Catholic universities in the Philippines as they respond to the call of Pope Francis for Christians to return to the joy of the Gospel into the complex world.

Literature Review

Conceptual Framework

This study is anchored on Gravissimum Educationis which is supported by Fr. Tabora (2011).

A. *Christian Formation*. Convey (2012) cited that the examination of the Catholic identity of a Catholic school must begin with an examination of the nature of a Catholic school. The Fathers of the Second Vatican Council described the distinguishing characteristic of a Catholic school in Gravissimum Educationis, The Declaration on Christian Education (Paul VI, 1965), as follows:

The influence of the Church in the field of education is shown in a special manner by the Catholic school. No less than other schools do the Catholic school pursue cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism as they develop their own personalities, and finally to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and man is illumined by faith. (#8)

Thus, what makes a Catholic school distinctive is its religious dimension, which is found in the educational climate, the personal development of each student, the relationship established between culture and the Gospel, and the illumination of all knowledge with the light of faith (Congregation for Catholic Education, 1988).

Also, among the most urgent activities today of the Catholic university in the Philippines is its engagement in instruction, research, outreach and dialogue for peace, especially as historic efforts are being made these days towards forging peace in Mindanao. Here, the Catholic university in the Philippines may play a special role as privileged convenor of diverse peoples with compelling and often conflicting interests in face-to-face dialogue for peace. As the Catholic university truly proceeds from the heart of the Church, the members of the university community must first return to the heart of the Church. From the joy of

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this encounter, the Catholic university in the Philippines must engage itself specifically for Philippine society in the search for meaning and hope, the search for the common good, the search in dialogue for a more human culture, the search in dialogue for peace, and the struggle to defend the environment for the common good.

Furthermore, every Catholic university is an academic community, which, in rigorous and critical fashion, assists in the protection and advancement of human dignity and of cultural heritage through research, teaching and various services offered to the local, national and international communities. It possesses the institutional autonomy necessary to perform its functions effectively and guarantees its members academic freedom, so long as the rights of the individual person and of the community are preserved within the confines of the truth and the common good (ECE, 12).

Equally important are the functions of colleges and universities as stipulated in the Commission on Higher Education (CHED) Memorandum Order No. 52, s. 2016, as follows:

B. Instruction. Over time, social and economic processes have altered the “architecture,” dimensions of, and approach to research, innovation, and extension in higher education. Several interlocking discourses have also nuanced these definitions and approaches, including, for example, a) tension between basic and acquired research, b) the need to address questions of practical relevance, c) encouraging independent inventive and creative thinking and experimentation, d) research for innovation vs. research on innovation, and e) university-industry partnerships.

C. Research. As the Philippines enters another era of rapid change and faces a dynamic array of economic, social, global, and technological forces, there is a need to enable Philippine higher education institutions to optimally participate in national transformation through the production and transfer of knowledge that is fundamental to the country’s engagement in the knowledge-based global economy. Philippine higher education institutions, particularly the universities, offer promising and unique platforms in Research, Innovation, & Extension which allow them to engage in discovery and/ or applied research, disseminate research knowledge, inform

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government policies, and propel the country's overall competitiveness in the knowledge-driven global economy.

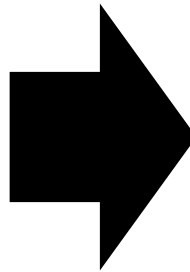
D. *Extension*. These programs in higher education institutions provide the space to discover practical, evidence and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities. The incubation, knowledge validation, diffusion, and utilization process in extension, translation or applied research acquire a much deeper relevance when universities carry these out in mutually beneficial collaborations with partner communities such as industry, local businesses, or community groups. It is a set of iterative processes that enable evolution, revision, adaptation, and change. The dynamic synergy of Research, Extension, and Instruction, is the indispensable, foundational, distinctive and specialized hallmark of universities.

Research Paradigm

**Independent Variable
Variable**

Profile of the respondents

- a. Sex
- b. Age
- c. Civil status
- d. Highest educational attainment
- e. Years of teaching experience in USL
- f. Academic rank
- g. Grade level/ department
- h. Designation
- i. Number of engagement activities related to Christian formation
- j. Number of engagement activities related to instruction
- k. Number of engagement activities related to research and innovation
- l. Number of engagement activities related community engagement
- m. Number of Professional membership to association/ organization along Christian formation



Dependent

Teacher Engagement in a Catholic University

- a. Christian formation
- b. Instruction
- c. Research and Innovation
- d. Community engagement

Figure 1 shows the research paradigm of the study. It can be shown from the figure that the independent variable of the study is the profile of the teacher respondents while the dependent variables are the four functions of USL where teachers are engaged in. Moreover, the figure also explains that teacher engagement varies according to profile variables.

METHOD

Research Design

The correlational design was used to determine the significant relationship between respondents' engagement in the four functions of the university and performance rating.

Meanwhile, for the qualitative method, the researcher utilized the basic qualitative research by Merriam and Tisdell (2016) in exploring the enabling and restraining factors affecting the engagement of faculty members in the four functions of the university, namely: Christian formation, instruction, research and innovation and community engagement.

Locale of the Study

This study was conducted at University of Saint Louis (USL), Tuguegarao City, Cagayan.

Respondents/ Participants of the Study

There were 228 teachers who responded to the administered questionnaire; however, considering that performance rating was part of the data needed, only those who were at least with one year of teaching experience were included as respondents of the study; hence, only 171 full-time faculty members from elementary to college for school year 2021-2022 were considered.

Research Instruments

Questionnaire

This study made use of questionnaire containing Christian formation activities where the teachers are engaged in their respective parishes and in USL. This self-made questionnaire is based on the usual activities that are done annually based on the Catholic church calendar as observed in the parishes where the respondents reside and which are also observed in the University.

Teacher Engagement in the Three-Fold Functions in the University

The questionnaire that was used was adapted from Mandates & Functions of Faculty Members as stipulated in the CHED Memo. No. 52, s. 2016 and from the study of Queroda & Nama (2018). The content validity was done through the scrutiny and check by the dissertation panel members. There were developed items on Christian Formation, Research Engagement and Teacher Engagement in Extension to address the different areas of the Community Extension and CICM Advocacy (CECA) programs of the USL. Each item was analyzed to determine which of the items of the questionnaire were retained, improved or discarded. In addition, the result of test analysis using Cronbach's Alpha with the values of $0.80 \leq \alpha < 0.90$ indicated that the questionnaire was reliable and is good to be administered as only two items were deleted from the lists after the validation was conducted. Pilot testing was done with 42 participants who did not serve as respondents of the study.

Focus-Group Discussion (FGD)

There were 56 identified teachers from the elementary to college who participated. The researcher personally took time to discuss with the participants. Earlier notice was given to each of the participants. The researcher made sure that the FGD was done during the vacant time of the participants.

Data Source

This study utilized a questionnaire with two parts. The first part of the questionnaire consists of items that elicited the profile of the respondents such as sex, age, civil status, highest educational attainment, years of teaching experience in USL, academic rank, grade level/ department, annual performance evaluation, number of training and attended in Christian formation, instruction, research and innovation and community engagement as well as number of professional membership to association or organizations along teacher's engagement in Christian formation, instruction, research and innovation and community engagement.

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On the other hand, the second part was composed of questions on Teachers' Engagement. This part consists of the following areas: Christian Formation which is divided into school-based activities and parish-based community involvement. The second area is on Instruction which covers Instructional Management, Classroom Management, Guidance Skills and Assessment Skills. The third part is on Research Engagement with five areas, namely: Conduct of Research, Research Presentation, Research Publications, Copyright, & Other Research Activities. The last part is on Community Engagement where the respondents had to identify the activities under the Community Engagement and CICM Advocacy where they were actively engaged.

In addition, the performance ratings of the teachers from SY 2019-2021 were also analyzed.

Data Gathering Procedure

A letter was forwarded to the University President through the Vice President for Academics seeking permission to conduct the study. After the request was approved, the data was gathered through an online survey questionnaire with the use of the Google Forms. Ethical considerations were strictly employed by the researcher such as keeping the confidentiality and anonymity of the respondents and seeking communications and endorsement to different offices. An informed consent was also being given to the respondents prior to the distribution of the online research questionnaire.

Quantitative Data Analysis

The following statistical tools were used to analyze the gathered data:

Frequency and Percentage were used to describe the profile of the respondents.

Weighted mean was used to determine the engagements of the respondents with the following range and qualitative description:

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Range	Qualitative Description
3.50 – 4.00	Highly Engaged
2.50 – 3.49	Engaged
1.50 – 2.49	Less Engaged
1.00 – 1.49	Not Engaged

Independent Sample T-Test and One Way Analysis of Variance (ANOVA) was used to determine significant difference in the engagement of the respondents in the four functions of USL when grouped according to profile variables.

Also, Pearson-R Product Correlation was used to determine significant relationship between teachers' engagement and their performance evaluation.

Moreover, Simple Linear Regression was used to determine factors affecting the teachers' engagement in the four functions in the university.

Qualitative Data Analysis

The responses of the respondents in the FGD were analyzed following three major stages: open-coding, axial coding and selective coding (Creswell, 2007; Merriam & Tisdell, 2016). While reading the interview transcripts, open coding was done by literally underlining and highlighting significant statements, and writing notes and comments on the margin. Initial codes were identified based on the significant statements and marginal notes. Open coding was repeatedly done across all the pages of the transcripts. Axial coding was also used after the open coding by classifying and tabulating the identified initial codes, and similarity or identity of the meanings of the initial codes will be the basis for classification and tabulation. The initial categories were subjected to selective coding, the final stage of qualitative data analysis, whereby overlapping categories were lumped together after a thorough analysis.

The number of categories was finalized using the CERES criteria for the determinations of categories (Ballena & Liwag, 2019): (1) Conceptual

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congruence, (2) Exclusivity, (3) Responsiveness, (4) Exhaustiveness, and (5) Sensitivity. Conceptual congruence of themes observed when all of them belonged to the same conceptual level; in short parallelism was observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes are the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts. Fifth and last, sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they had strong and material support from the data.

DISCUSSION

Teachers' Level of Engagement in the Four Functions of the University

Teacher engagement has significant implications in higher education institutions (Lin, Han & Lu, 2017). Also, the common level of work engagement is higher than organizational commitment level of teachers (San & Tok, 2016). This study found that the teachers' level of engagement varies according to their function. The result shows that the teachers are highly engaged in instruction. This result is supported by studies where teacher efficacy is found to be comparatively stabilized and a long-term predictor of instructional quality (Kunsting, et al, 2016, Thoonen, et. Al, 2011). Teachers' engagement is a crucial mediator in the relationship between self-efficacy and classroom management (Rahmadani & Kurniawati, 2021). This is evident when students were engaged in school as they felt their teachers adopted motivating instructional practices (Lam, et al., 2012) and when students tended to be more engaged in courses where the instructors consistently signaled openness to student questions and recognizes his roles in helping students succeed (Gasiewski at al., 2012). In addition, the level of student engagement depends on the teachers' use of variety of instructional practices to encourage students to attend to and engage in the learning process (Webb, et al., 2014). Meanwhile, the ability to engage and motivate students is more than knowledge of the subject matter; teachers should have affective characteristics that improve their ability to design instruction that engages students (Grove, 2019). Lastly, teachers and researchers design

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learning activities to facilitate students' engagement. The design may include learning technologies (LTs) that provide insights into the students' learning processes increase teachers' ability to scaffold learning and provide timely feedback (Bergdahl, Knutsson, & Ors, 2018).

Furthermore, teachers are engaged in Christian formation. This finding is similar with (Hagan & Houchens, 2016) where there are revealed signs of Catholic culture within the physical environment of the faculty meeting which provided opportunities for prayer, catechesis and strategies for sharing faith among colleagues and students. Further, respondents viewed the school culture or faith community as the most important component of its Catholic identity (Convey, 2012). In this current study, teachers are less engaged in parish-based activities. This result is similar to a study conducted where results suggest that a local faith-based elementary school's presence or absence may not influence perceived sense of belonging among community members (Ferrari & Dosen, 2016). Besides, teachers had an average participation in faith formation opportunities (such as mass, prayer services, meditation, praying the Rosary, Bible study, spiritual direction, confession, retreats, discussion of religious topics and volunteering with a charitable organization). There was a weak, positive, linear relationship between teacher participation in school faith formation and teacher religiosity. Majority of the teachers surveyed identified the school where they worked as their primary faith community (Hagan, 2016).

Moreover, teachers are engaged in community engagement, such as Alay Pasko, Assist-a-Daycare Pupil and Hatid- Kapatid relief operation. The first two activities are the most common outreach or extension activities under the Community and Extension and CICM Advocacy programs of the University. However, the third activity is the University's response during the flood that affected the entire province of Cagayan and the neighboring provinces. The same activity was carried over during the pandemic. This finding is similar to the faculty members who were engaged proactively and positively with the residents to help form the community from the programs that they created (Burkhart-Kriesel & Hawkins, 2019) and these projects were successful when adaptations were made to engage more diverse stakeholders as they contribute to changes in societal movement and institutional organizations (French & Morse, 2015) where social justice attitudes, acquisition of competent and leadership skills and desire make a difference (Simons, Williams & Russel, 2011). Teachers consider meaningful community engagement as long-lasting, mutually beneficial and is synonymous with community service (Ann, 2020).

On the contrary, the teachers are less engaged in research. This finding is similar to a study where teachers had moderate to low level of research engagement. Their main reason in conducting research revolved around the significance of research in developing their professional career, on how conducting research could improve their teaching and research skills and on how it could contribute to their professional promotion (Jamoom & AL- Omrani, 2021). The low research productivity was discussed in terms of certain indicators, such as orientation of many social science research studies, funding, individual characteristics of researchers and the culture of knowledge production in the country (Vinluan, 2012). Also, teachers' engagement in action research was low because of many challenges; however, some opportunities were identified to reinforce the practice (Worku, Getahun, & Agonafir, 2021). Furthermore, some teachers are skeptical about the usefulness of educational research and its positive impact on their teaching and enhancing of the learning process (Anwaruddin & Pervin, 2015, Alhasan & Ali, 2020). Otherwise, to fully bring out the university's actual identity, efforts to develop the research culture profile should maintain the balance of the university's trifocal nature: teaching service, community outreach provision, and research culture. International linkages and collaboration may be easily formed with a strong faculty profile, which will eventually assist establish a research culture profile in the context of teaching and community service. It also takes serious and purposeful efforts to create a research culture within the institution that is unique to the university without losing sight of the university's main mission – to teach and enhance the community (Roxas-Soriano, Morales, & Reyes, 2020).

Teachers' Performance Rating

Results of this study prove the very satisfactory rating of the teachers. This matches with a study that teachers' engagement significantly mediates in the correlation between teachers' self-efficacy and their classroom management (Rahmadani & Kurniawati, 2021). Also, a similar study was conducted on the positive impacts of learning-organization culture in Korean workforce institutions on teachers' self-efficacy and work engagement. It turned out that teachers' self-efficacy positively affected their work engagement and job performance, and the relationship between work engagement and job performance was statistically significant. Also identified were the mediating roles of self-efficacy and work engagement on the relationships between the learning-organization culture of workforce-education schools and the teachers' job performance (Song, Chai, Kim & Bae,2018). In the same way underpinning the

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validity of the profiles, results revealed that the dimensions of teacher self-efficacy, work engagement, and job satisfaction differed meaningfully across the profiles. The study showed that generally, well-adjusted teachers reported the highest levels on the outcomes. Notably, job satisfaction was lowest among excitable teachers. Equally noteworthy, ordinary and rigid teachers did not significantly differ on seven of the eight distal outcomes; only job satisfaction differed significantly between these profiles, with ordinary teachers reporting significantly lower satisfaction (Perera, Granziera & McIlveen, 2018). Equally important is the study of Kilonzo, Were & Odhiambo (2018) that there existed a positive and significant relationship between performance of teachers and employee engagement.

Correlation Between Teachers' Level of Engagement in the Four Functions of the University and their Performance Rating

This current study found that no significant relationship exists between teachers' level of engagement in their functions in the University and their performance rating. This finding supports the study of Chow, Chu, Travares & Lee (2015) that teacher's engagement in research project had a positive influence on their professionalism and performance rating. Also, teaching and research are two different Community of Practice (CoPs) that add to teacher attributes (Tavakoli, 2015) as high level of teacher engagement had a positive effect on student engagement levels (Cardwell, 2011). On the other hand, the factors that motivate University faculty to be involved in research are: utilization of research; personal satisfaction; build/expand network; research capability building programs of the University; and support of the administration (Narbate & Balila, 2018). Likewise, research productivity is not related to teaching quality, whereas research quality is positively related with teaching quality. These findings reduce fears that research-based performance evaluation in academia may be prejudicial to teaching quality (Cadez, Dimovski & Groff, 2017).

Significant Difference in Teachers' Level of Engagement in the Four Functions of the University when Grouped by their Profile Variables

Results of this study show that basic education teachers are more engaged in Christian formation, instruction and community engagement but not in research. This finding is supported by a study where the primary and intermediate grade school teachers had high, moderate and low level of engagement in research. Teachers with high rank, low rank, middle aged and

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shorter length of services have desire to conduct research; while teachers who are about to retire had lost their passion and motivation to do research (Jualiano & Zabala, 2019). Similarly, there were issues and challenges identified in conducting research and extension, relevant to the attainment of community engagement. This is evident in community engagements of SUCs generally where its four plus one-function namely instruction, production, and internationalization but it was found out that the heart of community engagement is research and extension (Medina, 2019). Even though community engagement is an important function of higher educational institutions (HEIs), many HEI personnel across the world are in need of training in this area. In the extant literature, training for community engagement in an HEI context are well studied in countries of the Global North. However, there seems to be a dearth of literature about this field in the Philippines (Abenir, 2020).

However, this study contradicts these studies where a higher proportion of female faculty and leadership position areas are as academically productive as their male counterparts in terms of research productivity (Hoof et al., 2020). Likewise, though positive in their feelings and ideas about research, Greek EF teachers are not inclined to be actively involved in research projects (Kantaridou & Kaltsiou, 2018) and there was no relationship between teacher age and engagement coping as well as non-trivial results regarding teachers' gender and years of teaching experience (Jelinska & Paradowski, 2021) and teachers' profiles like strand and year in service appear significant to teachers' satisfaction while age and educational attainment appear significant for both teachers' engagement and satisfaction (Salayo, Fesalbon, Valerio & Litao, 2021). Additionally, the number of research-related training and the number of memberships to research organizations showed significant relationship with rank/position. On the other hand, research productivity is significantly related to age, educational attainment, rank/ position, the number of research-related training, the number of memberships to research organizations, sex, and type of research conducted (Tabago, 2017).

Enabling and Restraining Factors Affecting the Engagement of Teachers in the Four Functions of the University

During the discussions, the teachers shared about factors that enable and restrain them to engage in their functions in the University. For instance, under Christian formation, teachers mentioned about factors such as faith-deepening activities and presence of CICM priests in the institution. This statement is supported by a study that the longer the teacher or administrator worked in

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Catholic schools, the higher the rating they gave to the essential nature of the school's faith community. These include the high ratings given to prayer, content of the religion course, liturgical celebrations and participation to services (Convey, 2012). Similarly, teachers had an average participation in faith formation opportunities (such as mass, prayer services, meditation, praying the Rosary, Bible study, spiritual direction, confession, retreats, discussion of religious topics and volunteering with a charitable organization). There was a weak, positive, linear relationship between teacher participation in school faith formation and teacher religiosity. Majority of the teachers surveyed identified the school where they worked as their primary faith community (Hagan, 2016). Although the teachers, in this study, articulated about lack of motivation and sustainable training and formation that the University offers as it used to conduct in the past.

Along instruction, provision of academic opportunities that nurture teachers' performance, availability of learning platforms and development of new teaching strategy are factors that affect their engagement. These statements can be backed up by literature that teachers' productivity increases with experience and there is a consistent relationship between formal professional development training and teacher productivity. (Harris & Sass, 2011). Moreover, teachers were most engaged when they had prior experience with remote instruction and taught using real-time synchronous modalities (Jelinska & Paradowski, 2021). In spite of the good factors that they mentioned, the teachers verbalized the following as restraining in their engagement, such as: lack of human resources, limited seminars, absence of course description, technology and teaching modality. Hence, similar with other studies earlier conducted is a need to organize seminars, workshops and training for teachers on acquisition of skills that would facilitate a better pedagogical experience like employing appropriate strategies utilizing newer digital learning styles that contribute to a long way in engaging students to learn actively and independently (Samuel, Onasanya & Yusuf, 2019). Equally important is the digital media to facilitate instruction good. Employing appropriate teaching strategies using newer learning digital technologies to identify students' strengths, interests and learning styles would go a long way in engaging students to learn actively and independently (Samuel, Onasanya & Yusuf, 2019). Indeed, it can be said that what limits teachers' engagement can largely be the presence of institutional and external barriers (Wilwohl, 2017).

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Moreover, under research, they mentioned about intrinsic and extrinsic motivation, presence of research collaboration and availability of research capability training. In the same way, they also shared about insufficient knowledge and skills then limited time, interest and motivation. A lot of literature mentioned about enabling and hindering factors concerning research engagement in other universities. Teachers are aware of the link between teaching and their school's research practices. They have positive response towards research and with high willingness and interest in it, but they are constrained by factors such as crowded teaching timetables, lack of funding or financial support, difficulty in understanding research, and the challenge of contextualizing research findings for classroom use (Tarrayo, Hernandez, & Claustro, 2020; Cocal, Cocal & Celino, 2017). In their studies, educational attainment, research benefits and incentive system are important predictors of both research self-efficacy and research productivity (Quimbo & Sulabo, 2014). Meanwhile, Jung (2014) exposes that research productivity among academic changes according to their career stage and its pattern differs across academic disciplines. Results showed that lack of time, absence of access to up-to-date books and journals and lack of encouragement and motivation are the main obstacles that limit their engagement in research (Tarrayo, 2021). Both intrinsic factors such as knowledge, skills, attitude/ interest and extrinsic factors like policies and guidelines affect research productivity (Meneses & Moreno, 2019; Xu, 2014) physical accessibility such as time, resources as well as institutional support (Sato & Loewen, 2019; Alhumidi & Uba, 2017). In addition to these earlier cited, teachers need training in the conceptualization of the research problem, writing skills, statistical data analysis, identifying research designs, methods and development of data gathering instruments (Jualiano & Zabala, 2019).

For community engagement, they take pride in saying that the University has a well- established advocacy programs and that they love to serve others by actively engaging in the activities of the Community Extension and CICM Advocacy programs. Whereas, human restrictions, conflict of schedule, lack of time and limited resources are factors that restrain their engagement. This finding is similar to a study wherein the community extension program of the college was well organized and implemented; however, there were some expected problems in joining this kind of activity like funds, location and the logistics (Rubio et al., 2016). On the contrary, the normative evaluation shows that one has to avoid Service-Learning Programs generating depoliticized participation and to impede tendencies to misuse SLPs as a mere substitute of governmental social policy

(Burth, 2016). However, educational discontent, relationship, collaboration and communal support, gratification, goodness and advancement contribute to the intrinsic motivation of the faculty who promoted service learning (Adeyeri, 2012). Finally, lack of time came out as the number one problem encountered by the respondents in conducting research and extension programs (Sedanza, 2018).

Framework for Teacher Engagement in a catholic University

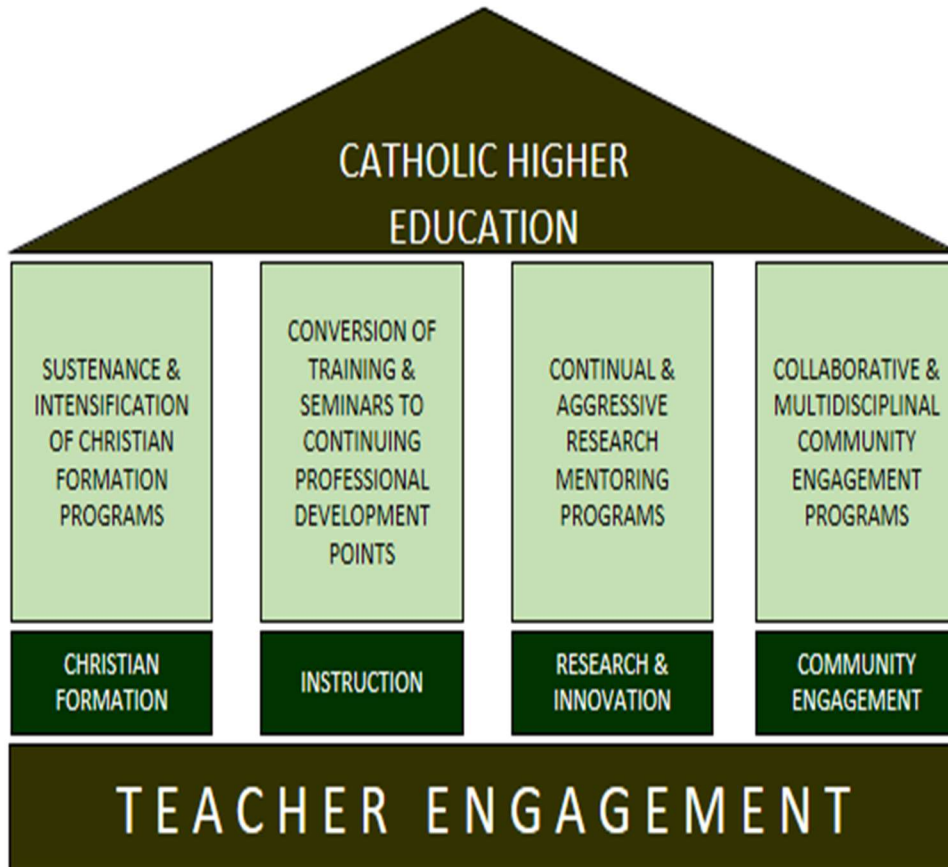


Figure 1: Framework for teacher engagement in a Catholic University

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The life of a teacher in a Catholic University revolves around the promotion of the four functions where he or she has to be engaged. Through the Christian formation, the teacher provides avenues for the learners to live their faith. With the varied and highly specialized instructional programs and opportunities these provide the needed knowledge and skills that have to be developed among the learners. In addition, there is a greater impact when a new knowledge is gained as results of research and innovation. Lastly, being engaged in community does not only make a teacher aware of his surroundings but makes the learners more of becoming dynamic members of the Church and the society.

Therefore, quality students and graduates are results of teachers who are fully engaged.

CONCLUSION

The study concludes that teachers' engagement in the four functions of the University, namely: Christian formation, instruction, research and innovation and community engagement varies. Their engagement in these functions is their response to the challenge that every Catholic university is an academic community, which, in rigorous and critical fashion, assists in the protection and advancement of human dignity and of cultural heritage through research, teaching and various services offered to the local, national and international communities. Teachers in a Catholic university are highly engaged in instruction, engaged in Christian formation, engaged in Community engagement, and less engaged in research.

Hence, teachers remain challenged to strive to fulfill their functions yet they fully are still engaged in embracing these.

RECOMMENDATIONS

In the light of the findings and the conclusion, the following are recommended:

The University through the Chaplaincy office shall intensify and sustain the Christian formation programs that would allow more participants from the teachers to be trained not only to serve the school but in their parishes as well.

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Considering the many academic seminars and in-service training conducted by the University, school administration may convert these seminars and training as CPD points as requirement for renewal of licenses.

In response to the goal of administration to create a community of researchers in USL, that the University Research Center shall assign staff to mentor the researchers in every department, particularly with the basic education, in writing researches from conceptualization to presentation or publication. This will hopefully lead to a better research landscape and research productivity in the University.

In its quest to becoming a research University, the University has to review its existing policies in relation to research incentives and benefits to empower administrators, teachers, students, alumni and other stake holders for more research undertakings.

The University may establish a research mentoring program where the mentor can be given remuneration especially for incentivized institutional researches.

As lack of time was found to be the main reason that hinder teachers to be engaged in almost all activities, the concerned areas have to thoroughly plot activities well to avoid overlapping of schedules.

As USL is aggressive in its Service-Learning Program, collaboration may be done for related activities or SLPs to avoid duplication.

For CECA office to create more health- related programs where many teachers may possibly join as not all can be blood donors and to be part of the medical & dental mission.

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