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NELIA M. ADORA

University of Eastern Philippines, Northern Samar, Philippines

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ENTREPRENEURIAL ACTIVITIES AND TEACHING PERFORMANCE OF FACULTY MEMBERS OF THE UNIVERSITY OF EASTERN PHILIPPINES

NELIA M. ADORA *

University of Eastern Philippines, Northern Samar, Philippines

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Abstract. The study aimed at assessing the entrepreneurial activities and teaching performance of the faculty members of the University of Eastern Philippines. Specifically, the study determined the profile of the faculty respondents in terms of age, sex, educational attainment, academic rank, number of family members, and net take-home pay; ascertained the kind of entrepreneurial activities engaged by the respondents; found out the relationship between the level of teaching performance and the type of entrepreneurial activities engaged by the respondents, and determined the economic change/metamorphosis of families as the result of entrepreneurial activities. The researcher used descriptive-correlation research design and employed a complete enumeration of respondents of the faculty members of the University of Eastern Philippines who are engaged in entrepreneurial activities. The instrument utilized by the study was the survey questionnaire in determining the profile of the respondents; the data gathered were analyzed using *t*-test for the relationship between the entrepreneurial activities and teaching performance of the respondents. The study found out that all respondents have quite satisfactory performance in their duties as faculty members. This implied that they have not compromised the quality of their job performance while pursuing personal business or entrepreneurial activities. The findings also showed that the respondents engaged in worthwhile business activities to augment their salaries drawn from the government. They do not depend only on their salaries to meet their family's needs. These faculty members took the risk of engaging in entrepreneurial activities to reinforce their incomes.

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INTRODUCTION

Entrepreneurship among faculty members has existed for some time in the campus. However, its effect on their teaching performance remains ambiguous. In fact, in a developing country like Philippines, small-scale industries play a significant role in solving economic and social problems like poverty and unemployment. Small business is the one which is independently owned and operated and not dominant in its field of operation (Medina, 2012). While Asor (2009), refers entrepreneurship as to that of being engaged in small or medium enterprises or establishing and managing a business of one's own. Creation of small-scale industries may stimulate gainful employment. Thus, a country like the Philippines, where labor is abundant, has a lot to gain from entrepreneurial activities (Hilao, 2016). Entrepreneurship is an important factor in development. Economists recognized that the production to take place, someone had to mobilize all resources (land, labor, and capital) of the enterprise. They called this individual the entrepreneur and his activity, entrepreneurship, (Small Enterprises Research and Development Foundation, 2007).

The pressure to improve socio-economic set-up for Filipinos to meet global challenges and alleviate the people from economic hardships becomes imperative nowadays. And teachers are not

exempt from suffering the same. Teachers are then prompted to engage in entrepreneurial activities to make ends meet. Some may have been more prepared than the others, but no one is singled out on the impact of the continuously changing socio-economic condition of the country (Yahya, Ismail, Salleh, & Abdullah, 2015).

There are various government undertakings designed to help the entrepreneur. Unfortunately, the machinery for delivering the assistance is still slow. Also, there is a great need for the government to provide information to those who need it. Although the Philippines government still has a long way to go to improve its efficiency and pursue its entrepreneurial assistance program, it has nonetheless instituted some helpful tasks (Camposano, 2007).

In the vein, Bunquin (2010) found out that women teachers in selected elementary schools in the second district of Northern Samar engaged in business such as sari-sari store, jeepney transportation, furniture shop, and piggery. However, they showed moderate participation in planning, organizing, and directing the business. These teachers have good performance in school. In fact, some teachers are venturing into "buhay-buhay", or micro-entrepreneurship at home or even in school

*Corresponding author: Nelia M. Adora

†Email: cliff.adora@gmail.com



which they think are the best sources of additional income for their families. Teachers are civil servants and are at the frontline to develop skilled human resource and manpower, yet the minimal salary and benefits they receive would not even suffice for a family of five in the household. Hence, no matter how demanding their teaching duties and responsibilities are, faculty members try to find means and ways in alleviating their socio-economic status through entrepreneurial activities.

It is, therefore, imperative that this study is significant to the faculty members who are engaged in entrepreneurial activities in order for them to have effective time management to balance their profession and business. This will also serve as an eye opener to the faculty for indulging in business to augment their low income. Faculty with business can proudly embrace the idea that they are partners in the economic development of the country. Further, the heads of school can involve faculty in the school's income-generating project for additional earning.

It is in this view that the researcher decided to conduct this study to focus primarily on the conflict of commitment between the role of the faculty as a civil servant and as an entrepreneur. In a similar manner, the relationship of faculty entrepreneurial activities to teaching performance was studied.

Objectives of the Study

This study aims at assessing the entrepreneurial activities and teaching performance of UEP faculty members. Specifically, it aims to:

- determine the profile of the UEP faculty members engaged in entrepreneurial activities in terms of:
 - age
 - sex
 - educational attainment
 - academic rank
 - number of family members
 - net take-home pay
- identify the kind of entrepreneurial activities engaged in by the UEP faculty members;
- find out the significant difference in the involvement of the respondents in entrepreneurial activities as to their profile;
- find out the relationship between the level of performance in academic institution and the type of entrepreneurial activities engaged in by the respondents; and
- determine the economic change/metamorphosis of families as the result of entrepreneurial activities.

LITERATURE REVIEW

According to Reynolds (2007), the founder of the Global Entrepreneurship Monitor, “by the time they reach their retirement years, half of the working men in the United States probably have a period of self employment of one or more years; one in four may have engaged in self-employment for six or more years. Participating in a new business creation is a common activity among the U.S. workers over the course of their careers.” In recent years, entrepreneurship has been claimed as a major driver of economic growth in both the United States and Western Europe.

Entrepreneurship refers to the economic activity of a person who starts, manages, and assumes the risk of a business enterprise (Medina, 2012).

Likewise, Shane and Venkataraman (2000), stated that entrepreneurship comprises of both “enterprising individuals” and “entrepreneurial activities”, and researchers have studied the nature of the individuals who respond to these opportunities themselves and the nexus between individuals and opportunities. On the other hand, Reynolds, Gartner, Greene, Cox and Carter (2002) argue that individuals are motivated to engage in entrepreneurial endeavors driven mainly by necessity or opportunity, that is, individuals pursue entrepreneurship primarily owing to survival needs or because they identify business opportunities that satisfy their needs for achievement.

When you have your own business, you will most certainly have unlimited potential to earn money. How much money you earn depends on the time and effort you put into your enterprise. Successful entrepreneurs have earned their wealth and prestige through hard work and by having the right product for the right market at the right time (Department of Trade and Industry (DTI), 2013).

According to Fajardo (2006), the advantages of the small business are personalized relationship with the customers and employees, flexibility in management, government incentives, simple record keeping, and independence. However, the disadvantages are difficulty of raising capital, risk of failure, limited management skill, and lack of opportunities for the employees. Moreover, at the start of the twenty-first century was the rapid increase in the scope and intensity of faculty entrepreneurial activities as well as the normative shift towards an emerging academic culture that involves equally the intellectual and commercial potential of faculty expertise and research. The growth of faculty entrepreneurship is spurred by the synergetic interaction of pull and push factors. The pull factors include the rise of the knowledge-based economy, technological advancement, and globalization which generate demands for faculty expertise, thus, creating new opportunities for scholars and

scientists to engage in commercial activities. The push factors such as waning public support for higher education, increasing research costs, institutional reward systems that tend to encourage faculty to generate external revenues, and state pressures on institutions to become more active actors in the economic development, motivate faculty to engage in paid outside activities, thus augmenting the supply of academic entrepreneurship. Furthermore, the most common types of entrepreneurial activities undertaken by faculty members appear to be consulting research, large scale science projects, and external teachings. Similarly Dato-on, Del Rosario, Pepito, Gulle and Mantos, (2015) found out that the performance of the teacher teaching academic subject is perceived by the students that the professor is effective in dealing with the change in the mode of teaching. In addition, Remoreras (2008) affirmed that teachers who are both engaged and not engaged in entrepreneurial activities had satisfactory performance. They engaged in different entrepreneurial activities such as retail store, rice farming, vegetable production, computer and internet shop, and motor boat transportation business, catering, lending, tailoring and dress shop, piggery, & poultry raising.

Likewise, from both government and non-government employees engaged in small business enterprises, most of the respondents dealt with micro enterprises. It involves four categories of business organizations. These are sole proprietorship, partnership, corporation, and cooperation, which were very limited. The study revealed that most of the respondents are highly engaged in Sole proprietorship, (De Pedro, 2003).

Henceforth, according to Basierto (2001), professional women in business were very much involved in determining the needs of the business in terms of cash, supplies and other materials, number of workers and their qualifications to be hired in business, and the preparation of the marketing plan. Their extent of participation in the overall planning activities is "high".

They showed a moderate participation in the initiation of business activities in terms of assigning the work to be done by the employees: integration of work assignment, reshuffling, and realigning of employees to where they were most useful and defining the work. Their extent of participation in the overall organizing activities is "moderate". In the supervisory activities, the respondents showed a moderate participation in teaching subordinates to get on with their work: in specifying the assignment of the worker and setting the deadline in accomplishing the goals and objective of the business. Their extent of participation in the overall directing is "moderate". Most of them did not involve themselves in the preparation of the budget, as such, they lost the opportunity to anticipate the necessary expenses to be incurred by the business.

METHODOLOGY

The study was conducted in the main campus of the University of Eastern Philippines, University Town, Northern Samar. The descriptive correlation research design was used. This study involved the entrepreneurial activities and teaching performance of the faculty. It also dealt with the relationship of those variables. According to Calderon and Gonzales (1993), descriptive research is concerned with the conditions of relationships that exist, practices that prevail; beliefs; processes that are going on; effects that are being felt, or trends that are developing. While correlational study shows the relationship between two or more variables. A complete enumeration of 34 respondents was done which was composed of faculty members who were engaged in entrepreneurial activities.

A Survey questionnaire was used in gathering the necessary data of the study which is composed of three parts. Part I, determined the profile of the respondents in terms of their age, sex, educational attainment, academic rank, the number of family members, and net take-home pay. Part II, identified the level of teaching performance of the respondents from 2015 to 2016. The data gathered on age, sex, educational attainment, academic rank, take-home pay, entrepreneurial activities, and teaching performance were analyzed using frequency counts and percentage, (Prescilla et al., 2006).

For measuring the significant difference, one-way ANOVA was employed. And for the relationship between the entrepreneurial activities and teaching performance of teachers, *t*-test was used, (Broto, 2006).

In terms of family-related economic change brought about by entrepreneurial activities, an interview was conducted by the researcher using an Interview Checklist.

RESULTS

Profile of the Respondents

Age of the respondents

Table 1 shows that eight or 23.53 percent of the respondents were aged 51 to 55 years. This is followed by 61 to 65 years old age group with six or 17.65 percent. Only two respondents were aged 36 to 40 years at 5.88%, while five or 14.71 percent were within the age group of 31 to 35 years. These figures show that half of the faculty members in the university who are into entrepreneurial activities are over 50 years old. Less than 30 percent are in the midlife (41 to 50) stage. This finding means that faculty members who are doing business activities beyond the office hours are significantly mature in terms of age. It implies that these entrepreneurs have already achieved a great deal of tenure and experience in their fields.

TABLE 1
Age of the Respondents

| Age | Frequency | Percent |
|----------|-----------|---------|
| 31 to 35 | 5 | 14.71 |
| 36 to 40 | 2 | 5.88 |
| 41 to 45 | 5 | 14.71 |
| 46 to 50 | 5 | 14.71 |
| 51 to 55 | 8 | 23.53 |
| 56 to 60 | 3 | 8.82 |
| 61 to 65 | 6 | 17.65 |
| Total | 34 | 100.00 |

Sex of the respondents

The next table shows the sex of the respondents. It shows that majority of them are female at 32 or 94.12 percent. Only two or 5.88 percent are male. This dataset, however, reflects the fact

that teachers in the field are populated mostly by females. Indeed, the teaching profession is dominated by the female gender in the university.

TABLE 2
Sex of the Respondents

| Sex | Frequency | Percent |
|--------|-----------|---------|
| Male | 2 | 5.88 |
| Female | 32 | 94.12 |
| Total | 34 | 100.00 |

Educational attainment

Table 3 shows the educational attainment of the respondents. It shows that 15 or 44.12 percent have finished a master's degree, while eight or 23.53 have earned doctoral units. It is good to note that six of the respondents are already doctorate degree holders which means that they have not ignored the need of at-

taining the highest academic qualification as educators. This finding is a good indicator that these entrepreneurs are also active in improving themselves professionally. Although they concurrently engage in business activities, they see to it that they are not left behind when it comes to qualifications as educators in a higher education institution.

TABLE 3
Educational Attainment

| Educational Attainment | Frequency | Percent |
|-------------------------|-----------|---------|
| Earned Master's Units | 5 | 14.71 |
| Master's Degree Holder | 15 | 44.12 |
| Earned Doctoral Units | 8 | 23.53 |
| Doctorate Degree Holder | 6 | 17.65 |
| Total | 34 | 100.00 |

Academic rank

Most of the respondents have academic rank as assistant professor down to instructor 1. This consists of 26 or more than 50 percent of the total respondents. It is not surprising that this bracket engages in entrepreneurial activities. Monthly incomes for these academic ranks are Php30,000 (approximately US\$

600) and below. They would really need additional income to support their family needs. Only eight have academic rank as associate professor to professor 1. Generally, these findings show that the entrepreneurial motivation is to uplift their living condition. Having low income motivated them to look for other sources of income to meet their family needs.

TABLE 4
Academic Rank

| Academic Rank | Frequency | Percent |
|-----------------------|------------------|----------------|
| Instructor 1 | 8 | 23.53 |
| Instructor 2 | 3 | 8.82 |
| Instructor 3 | 3 | 8.82 |
| Assistant Professor 1 | 2 | 5.88 |
| Assistant Professor 2 | 2 | 5.88 |
| Assistant Professor 3 | 3 | 8.82 |
| Assistant Professor 4 | 5 | 14.71 |
| Associate Professor 1 | 3 | 8.82 |
| Associate Professor 2 | 2 | 5.88 |
| Associate Professor 3 | 1 | 2.94 |
| Associate Professor 5 | 1 | 2.94 |
| Professor 1 | 1 | 2.94 |
| Total | 34 | 100.00 |

Net take-home pay

Figures reflected in Table 5 show that 10 of the respondents are earning less than Php5,000 (approximately US\$100) per month. In fact, almost 75 percent of the respondents are earning less than Php20,000 (approximately US\$400) each month which is considered not enough to feed and support an average family of five. This finding significantly shows the reason why the respondents engage in entrepreneurial activities to support the needs of their families. They will not be able to keep up with the rising costs of living by depending on their income

from teaching in the university. This is most likely the reason why they became motivated in engaging in the business of food, student dormitory, convenience store, and other entrepreneurial activities, to reinforce their meager income from the government. This finding implies that respondents do not solely depend on their regular salary to support their families. They look for other legitimate ways to earn more living by engaging in entrepreneurial activities. This may be a good option for other government employees to alleviate economic lack and to improve the quality of living.

TABLE 5
Net Take-Home Pay

| Net Take-Home Pay | Frequency | Percent |
|--------------------------|------------------|----------------|
| 5,000 and below | 10 | 29.41 |
| 5,001 to 10,000 | 6 | 17.65 |
| 10,001 to 15,000 | 5 | 14.71 |
| 15,001 to 20,000 | 5 | 14.71 |
| 20,001 to 25,000 | 5 | 14.71 |
| 25,000 up | 3 | 8.82 |
| Total | 34 | 100.00 |

Entrepreneurial Activities

Table 6 shows the entrepreneurial activities which the respondents are engaged in. It shows that 13 or 38.23 percent of them are maintaining dormitories to support their family needs. Other respondents have opened a “sari-sari” store (convenience store) at 5 or 14.70 percent, restaurant or food business at 3 or

8.82 percent, rental services at 3 or 8.82 percent, and research consultancy at 3 or 8.82 percent. These findings show that most of the respondents are engaged in entrepreneurial activities that do not require much of their time as faculty members first. Having dormitories and boarding houses do not require hands-on management. The demand for this business makes it

profitable even with little supervision, making them earn extra money while mainly working for the government. Indeed, the respondents have employed creative measures in making extra sources of income to support the needs of their families. Others who maintain a “sari-sari” store (convenience store) are also increasing their monthly income through this micro-scale retail business. As revealed in an interview, this is usually manned by family members who are not schooling or who do not have outside obligations. Convenience stores can be operated and

closed at any time because of their size. This means that the respondents can earn extra money beyond office hours. This finding implies that respondents do not depend only on their salaries from the government to support the needs of their families. They engage in worthwhile business activities to augment their meager salaries. This is a good indicator that having a regular job cannot prevent someone from earning extra income by venturing into entrepreneurial activities.

TABLE 6
Entrepreneurial Activities

| Kinds of Entrepreneurial Activities | Frequency | Percent |
|--------------------------------------------|------------------|----------------|
| Construction firm | 1 | 2.94 |
| Food/ Restaurant | 3 | 8.82 |
| Financial/ Lending | 1 | 2.94 |
| Internet Cafe | 1 | 2.94 |
| Lodging/ Dormitory | 13 | 38.23 |
| Meat Shop | 1 | 2.94 |
| Poultry Raiser | 2 | 5.88 |
| Rental Services | 3 | 8.82 |
| Research Consultancy | 3 | 8.82 |
| Sari-Sari Store | 5 | 14.70 |
| Tutorial | 1 | 2.94 |
| Total | 34 | 100.00 |

Result of Entrepreneurial Activities

Most of the respondents said that the add-on income they get from entrepreneurial activities go to the household needs of their families with 28 or 82.35 of them affirming. The other 6 or 17.65 percent said they are using the extra income to send their children to school. These findings show that these entrepreneurs are working hard to give the best to their chil-

dren and their families. It implies that the reasons for working hard after office hours is still meeting family needs. This is, however, expected that the primary motivation in earning extra money is improving the quality of life of their families. It is noteworthy that the respondents do not solely rely on their salaries in meeting their family needs. They engage in entrepreneurial activities to augment their incomes.

TABLE 7
Result of Entrepreneurial Activities

| Result of Entrepreneurial Activities | Frequency | Percent |
|---------------------------------------------|------------------|----------------|
| Add-On Income for: | | |
| Subsistence of School Children | 6 | 17.65 |
| Household Needs | 28 | 82.35 |
| Total | 34 | 100.00 |

Teaching Performance

Although engaged in entrepreneurial activities, the respondents are still performing well in their jobs as faculty members of the university. The table shows that all respondents have sat-

isfactory ratings from their supervisors and students. Having satisfactory performance means that the respondents are doing well in performing their duties as faculty members. This implies that they do not compromise their primary jobs in the

university while engaging in entrepreneurial activities. These are good data especially for their supervisors and the university management. Other faculty members who are not yet into en-

trepreneurial activities could make use of the fact that trying to increase income potential does not necessarily affect maintaining good performance as faculty members.

TABLE 8
Level of Teaching Performance

| Level of Teaching Performance | Frequency | Percent |
|-------------------------------|-----------|---------|
| Outstanding | 0 | 0.00 |
| Very Satisfactory | 34 | 100.00 |
| Satisfactory | 0 | 0.00 |
| Total | 34 | 100.00 |

Relationship between Profile and Entrepreneurial Activities

For testing the relationship between profile and entrepreneurial activities of the respondents, the Chi-Square test was used. Before the test, profile and entrepreneurial activity/ies with single entry were removed to prevent error in the analysis as one value would not result to variation.

Result of the analysis showed that food and restaurant and rental service businesses are related to the age of the respondents. This means that older respondents are more engaged in these businesses than the younger ones. However, no relationship was found between sex and entrepreneurial activities. It means that gender is not a determinant for one to engage in business. Anybody may engage in earning extra regardless of sex. As regards to educational attainment, it reveals that those who are engaged in research consultancy have at-

tained the highest educational attainment. This is, however, expected as they are considered the experts in conducting research activities. They could have developed this skill during their tenure as doctoral students. Academic rank, on the other hand, is significantly related to poultry raisers. This means that respondents with high academic rank are engaged in the poultry business. Only few of these respondents have attained high academic ranks which means that these few individuals make poultry raising as their way of earning extra income. Lastly, net take-home pay is significantly related to the entrepreneurial activities of food/restaurant, lodging/dormitory, research consultancy, and "sari-sari" store. It can be noticed that four of the entrepreneurial activities are related to net take-home pay. This is because most entrepreneurs engage in business to cope with the low salaries. This was the primary motivation behind engaging in business, to satisfy the needs of their families.

TABLE 9
Level of Teaching Performance

| Predictors | Parameters | Food/ Restaurant | Lodging/ Dormitory | Poultry Raiser | Rental Services | Research Consultancy | Sari-Sari Store |
|------------------------|--------------------|------------------|--------------------|-----------------|-----------------|----------------------|-----------------|
| Age | Pearson Chi-Square | 3.492 | 0.13 | 1.092 | 4.523 | 0.12 | 1.423 |
| | <i>p</i> -value | 0.005 | 0.355 | 0.523 | 0.003 | 0.932 | 2.104 |
| | Interpretation | Significant | Not Significant | Not Significant | Significant | Not Significant | Not Significant |
| Sex | Pearson Chi-Square | -0.084 | 0.0723 | 2.0923 | -0.084 | 2.099 | -0.097 |
| | <i>p</i> -value | 0.238 | 0.0823 | 0.522 | 0.238 | 0.523 | 0.171 |
| | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Educational Attainment | Pearson Chi-Square | 1.051 | 1.316 | -0.352 | 2.051 | 5.009 | 0.0113 |
| | <i>p</i> -value | 0.472 | 0.523 | 0.231 | 0.472 | 0.004 | 0.435 |
| | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Significant | Not Significant |
| Academic Rank | Pearson Chi-Square | 0.0723 | 0.055 | 5.245 | 0.013 | 0.088 | 0.051 |
| | <i>p</i> -value | 0.0823 | 0.432 | 0.0064 | 2.234 | 0.235 | 0.412 |
| | Interpretation | Not Significant | Not Significant | Significant | Not Significant | Not Significant | Not Significant |
| Net Take Home Pay | Pearson Chi-Square | 7.352 | 4.352 | 0.492 | -0.442 | 7.442 | 4.342 |
| | <i>p</i> -value | 0.0333 | 0.0333 | 0.552 | 0.234 | 0.043 | 0.0274 |
| | Interpretation | Significant | Significant | Not Significant | Not Significant | Significant | Significant |

Relationship between Entrepreneurial Activities and Teaching Performance

For testing the relationship between the entrepreneurial activities and teaching performance, the Chi-Square test was used. Prior to the test, entrepreneurial activity/ies with single respondent were removed to prevent error in the analysis as one value would not result to variation.

The result of the analysis showed that only lodging/dormitory ($X^2 = 5.523$, $p < 0.05$) and research consultancy ($X^2 = 4.399$, $p < 0.05$) had a significant relationship with teaching performance. This means that teaching performance, to some extent, is dependent on the entrepreneurial activities of the respondents who are engaged in lodging/dormitory and research consultancy. It implies that entrepreneurs who are into dor-

mitory business have higher teaching performance than those who are not. Perhaps the nature of the business which requires no hands-on management gives the entrepreneur the advantage over other businesses that need more involvement. On the other hand, the significant relationship with research consultancy shows that these entrepreneurs who are using their research knowledge to earn are also achieving high in their profession. This could be due to the fact that they are practicing what they teach. It is, therefore, safe to conclude that research consultants benefit from their jobs as professors and their jobs as professors benefit their consultancy business. They develop their expertise and business in a way no other entrepreneur can do.

TABLE 10
Relationship between Entrepreneurial Activities and Teaching Performance

| Predictors | Parameters | Teaching Performance |
|----------------------|--------------------|----------------------|
| Food/ Restaurant | Pearson Chi-Square | 0.0424 |
| | <i>p</i> -value | 0.463 |
| | Interpretation | Not Significant |
| Lodging/ Dormitory | Pearson Chi-Square | 0.523 |
| | <i>p</i> -value | 0.003 |
| | Interpretation | Significant |
| Poultry raiser | Pearson Chi-Square | 0.0931 |
| | <i>p</i> -value | 0.42 |
| | Interpretation | Not Significant |
| Rental Services | Pearson Chi-Square | 0.0111 |
| | <i>p</i> -value | 0.0888 |
| | Interpretation | Not Significant |
| Research Consultancy | Pearson Chi-Square | 0.399 |
| | <i>p</i> -value | 0.006 |
| | Interpretation | Significant |
| Sari-sari Store | Pearson Chi-Square | 0.0345 |
| | <i>p</i> -value | 0.0891 |
| | Interpretation | Not Significant |

DISCUSSION

Generally, findings show that most of the respondents maintain dormitories to support their family needs. Other respondents own a “sari-sari” store, restaurant or are into food business, rental services, and research consultancy. These findings show that most of the respondents are engaged in entrepreneurial activities that do not demand much time and hands-on management, making them earn extra income while mainly working as government employees. Indeed, the respondents have employed creative measures in making extra sources of income to support the needs of their families.

Most of the respondents expressed that the add-on income they get from entrepreneurial activities go to their household needs. Others expressed that they are using the extra income to send their children to school. These entrepreneurs are working hard to give the best to their children and families. It implies that the reason for working hard beyond usual office hours is still to meet the family needs. It is noteworthy that the respondents do not solely rely on the government in meeting their family needs. They engage in entrepreneurial activities to augment their incomes due to their meager incomes and the rising costs. However, although engaged in entrepreneurial activities, the respondents are still performing well in their jobs as fac-

ulty members of the university. This is a good result knowing that the respondents may have divided time and focus while engaging in such business activities. They proved to have not compromised their primary jobs in the university while at the same time engaging in entrepreneurial activities.

Test of relationship showed that food and restaurant and rental service businesses are related to the age of the respondents. This means that older respondents engage in these businesses more than the younger ones. As regards to educational attainment, it seems that those who are engaged in research consultancy have attained the highest educational level. They could have developed this skill during their tenure as doctoral students. Academic rank, on the other hand, is significantly related to Poultry raisers. Lastly, most entrepreneurs engage in a business to cope with the low salaries from the government. This was the primary motivation behind engaging in a business, to satisfy the needs of their families.

Lodging/dormitory and research consultancy had significant relationship with teaching performance. To some extent, teaching performance is dependent on the entrepreneurial activities of the respondents who are engaged in lodging/dormitory and research consultancy. Perhaps, the nature of the business which requires no hands-on management gives the entrepreneur the advantage over other businesses that require more involvement. On the other hand, the significant relationship with research consultancy shows that these entrepreneurs, who are using their research knowledge to earn, are also achieving high in their profession. Research consultants benefit from their jobs as professors and their jobs as professors benefit their consultancy business. They develop their expertise and business in a way no other entrepreneur can do.

CONCLUSION

The findings on profile disclosed that most of the respondents were within 51-55 years old; majority were female; most were master's degree holder; having academic rank of instructor I, with P 5,000.00 below monthly take-home pay, having entrepreneurial activities such as lodging/dormitories and "sari-sari" store whose income was used for household needs. All of the respondents had satisfactory performance.

As to the test of relationship between profile and entrepreneurial activities, findings showed that age and take-home pay were significantly related to entrepreneurial activities while sex, educational attainment, and academic rank were not significantly related to entrepreneurial activities.

Further, the study found out that teaching performance was significantly related to entrepreneurial activities.

RECOMMENDATIONS

- The younger faculty member/ government employees are encouraged to engage in entrepreneurial activities to augment their meager salary to meet their family needs.
- Faculty members may also aim at having outstanding performance despite engaging in entrepreneurial activities.
- Faculty members can also be encouraged to engage in medium-scale industries.
- Government agencies may also look at offering financial aid to government employees to encourage and support entrepreneurial activities, and at the same time, help promote and develop micro to medium industries in the communities.

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– This article does not have any appendix. –