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Profile and Professional Advancement: Socio-Demographic and Work-Related Characteristics of Tenured Faculty at Wesleyan University-Philippines

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Abstract

This descriptive-correlational research examines the socio-demographic profile and work-related characteristics of tenured faculty at Wesleyan University-Philippines, with a focus on their professional advancement. Findings reveal that the faculty are predominantly mid-career, mostly female, largely Roman Catholic, with the majority residing within Cabanatuan City and being married, reflecting both regional demographics and institutional heritage. In terms of work qualifications, most faculty members hold master's degrees, are concentrated in early to mid-level academic ranks, and receive modest monthly salaries, highlighting a

well-qualified but moderately compensated academic workforce. Significant positive relationships were found between age and both academic rank and salary, as well as between civil status and career advancement, while a gap persists in educational attainment, indicating that older and married faculty are more likely to achieve higher positions and compensation. These findings emphasize the importance of strategic faculty development, equitable promotion pathways, and support for equity between males and females to sustain institutional quality and foster a more inclusive academic environment at Wesleyan University-Philippines.

Keywords: Methodist Institution, Monthly Salary, Profile, Rank, Work Qualifications

Introduction

As an Autonomous University, Wesleyan University Philippines (WUP) is dedicated to delivering a quality education that stands as a testament to its commitment to academic excellence. WUP acknowledges the crucial role of tertiary educators in attaining its objectives of providing high-quality education and promoting academic distinction. The qualifications and abilities possessed by these educators have a direct influence on the learning experiences and results of their students (Mallillin, 2022) ^[8]. Therefore, it is crucial to comprehend the credentials and requirements of the teaching staff to improve the academic standards of the university and uphold its esteemed reputation.

This research endeavors to investigate the qualifications and professional backgrounds of the tertiary teachers at Wesleyan University, Philippines. The study aims to create a comprehensive foundation upon which to build a faculty development program tailored to the specific needs and aspirations of these educators. This program will not only benefit the individual teachers but also the institution as a whole, as it strives to enhance teaching and learning processes.

The qualifications of tertiary professors, encompassing their academic credentials, teaching experience, and topic expertise (Subia, 2018) ^[12], play a pivotal role in shaping the educational environment of any institution (Shareefa, 2023) ^[11]. The study will investigate the educational qualifications of WUP's teachers, including their degrees, majors, and pertinent certificates. Additionally, it will explore their teaching expertise, taking into account the duration of their classroom experience and the range of courses they have taught. This research aims to not only emphasize the current capabilities of the faculty but also identify specific areas that require improvement and have growth potential.

Furthermore, the investigation will go beyond qualifications, examining the professional development, training needs, and aspirations of the faculty (Szabó-Thalmeiner, 2022) ^[13]. Understanding what teachers seek in terms of training, mentorship, and support will inform the design of a comprehensive faculty development program that aligns with their objectives and the institution's mission.

Moreover, the qualifications of tertiary teachers at Wesleyan University Philippines serve as the foundation for an effective faculty development program. This research will illuminate the strengths and areas of improvement within the faculty,

shedding light on the path toward elevating the quality of education and ensuring a dynamic and supportive learning environment for students. The findings of this study will serve as the foundation for a personalized, comprehensive faculty development program that aims to empower WUP's educators and, in turn, enhance the educational experience for the entire university community.

Statement of the Problem

1. How may the socio-demographic profile of the tenured faculty of Wesleyan University-Philippines be described in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 religion;
- 1.4 address; and
- 1.5 civil status?

2. How may the work qualifications of the tenured faculty of Wesleyan University-Philippines be determined as to:

- 2.1 rank;
- 2.2 monthly income; and
- 2.3 educational attainment?

3. Is there a significant relationship between the socio-demographic and work-qualification of the faculty respondents?

Hypothesis

There is no significant relationship between the socio-demographic and work qualifications of the faculty respondents.

Methodology

The study employed a descriptive correlational research design, a quantitative, non-experimental approach used to describe variables and examine their relationships without manipulating any factors. This design enabled the researcher to systematically observe and measure naturally occurring variables among tenured employees, providing a clear snapshot of their characteristics and how these variables covary. Descriptive correlational research is widely recognized for its ability to identify and quantify associations, making it suitable for understanding workplace dynamics without implying causation (SurveySparrow, 2024; QuestionPro, 2024).

The sampling technique used was complete enumeration sampling, involving all 69 tenured employees, ensuring comprehensive and unbiased data collection from the entire population. Data were gathered through a researcher-made questionnaire, which was validated and tested for reliability to ensure accuracy and consistency. Statistical tools such as frequency, percentage, mean, and appropriate correlation formulas were employed to summarize the data and analyze the strength and direction of relationships between variables. This methodology provides a strong framework for describing the population and exploring meaningful correlations among key workplace variables (IvyPanda, 2025; Scribbr, 2021).

Results and Discussion

1. Profile of the Respondents

1.1 Age

Table 1: Profile of the Respondents in terms of Age

Age	Frequency	Percent
25 to 29	4	5.80
30 to 34	11	15.94
35 to 39	7	10.14
40 to 44	12	17.39
45 to 49	15	21.74
50 to 54	8	11.59
55 and above	12	17.39
Total	69	100.00
Mean Age	44 years old	

Table 1 shows the distribution of the WUP tenured faculty in terms of age. It can be observed from the table that most of them are in the age range of 45 to 49 years old, with a frequency of 15 (21.74%). It is followed by an age range of 40-44 years old, having a frequency of 12 (17.39%). The least number of faculty, with a frequency of 4, is in the age range of 25 to 29. The mean age for the 69 tenured faculty is 44.

The information points to a reasonably established faculty unit that is getting close to mid-career status. Because tenure-track jobs demand more training and experience, faculty members are often older than the general population, which is consistent with broader trends in higher education. According to national data, the median age of tenure-track faculty is approximately 49, with a sizable percentage of them being 55 or older. This suggests that the faculty is getting older and may soon be retiring, which will have an effect on succession planning and faculty turnover (McChesney & Bichsel, 2020) [7].

WUP's very small percentage of younger faculty members (those between the ages of 25 and 29) may indicate difficulties in attracting academics in their early careers, which is in keeping with national trends that indicate a reduction in younger faculty recruits and an aging faculty population in general. Research on academic workforce planning suggests that to preserve faculty vitality and institutional knowledge continuity (Kubat, İnce Güney & Özer, 2014) [6], organizations such as WUP should create strategic hiring and retirement transition programs. This demographic profile highlights the need to do so.

1.2 Sex

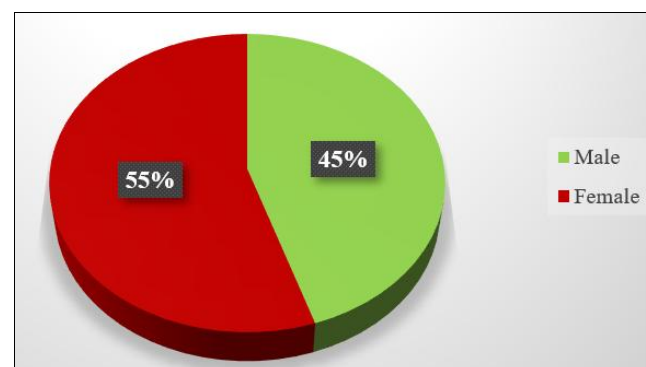


Fig 1: Sex

Fig 1 presents the distribution of the respondents in terms of sex. It can be observed from the figure that more female faculty are tenured than male faculty, with 55% and 45%, respectively. The observation that more female faculty (55%) than male faculty (45%) are tenured at WUP reflects a positive trend toward gender representation in academia, aligning with national data showing women constitute a slight majority of full-time faculty positions in the U.S. (around 56.2%) (Zippia, 2025) ^[16].

The data suggest progress in achieving gender balance among tenured faculty in WUP, which may contribute to greater diversity in academic leadership and decision-making.

1.3 Religion

Table 2: Profile of the Respondents in terms of Religion

Religion	Frequency	Percent
Roman Catholic	35	50.7
Christian	12	17.4
Methodist	12	17.4
Pentecostal	1	1.4
Baptist	2	2.9
Protestant	3	4.3
Iglesia ni Cristo	3	4.3
Jehovah's Witnesses	1	1.4
Total	69	100.0

Table 2 exhibits the religion of the tenured faculty of Wesleyan University-Philippines. It can be observed from the table that more than half (50.7%) of them are Roman Catholic, followed by Methodists and Christians, both with 17.4 percent of the respondents.

The finding that 50.7% of the tenured faculty at Wesleyan University-Philippines are Roman Catholic, followed by 17.4% Methodists and 17.4% other Christians, reflects both the religious composition of the region and the university's Methodist heritage. As a Methodist-owned institution founded by Filipino and American Methodists in 1946 and run by the United Methodist Church, Wesleyan University-Philippines naturally has a significant Methodist presence among its faculty, which aligns with its historical and ecclesiastical mission while also accommodating the predominant Roman Catholic faith in the Philippines (Wesleyan.edu.ph, 2025).

1.4 Address

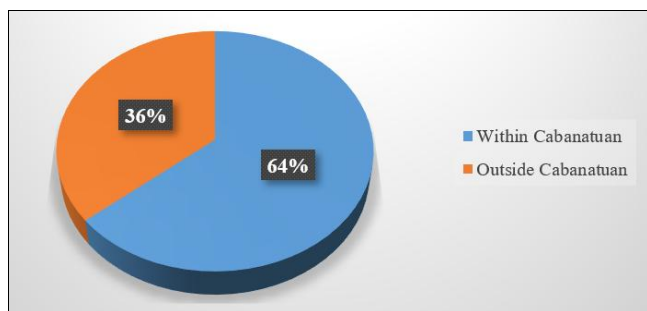


Fig 2: Address

Fig 2 shows the address of the tenured faculty. 64% of them are living within Cabanatuan City where Wesleyan University-Philippines is located while the remaining 36% are outside the city.

The fact that 64% of tenured faculty at Wesleyan University-Philippines live within Cabanatuan City suggests that a majority of faculty have easier access to campus resources, students, and collaborative opportunities, which can enhance their engagement and availability for both academic and extracurricular activities (Alam, 2023) ^[2].

1.5 Civil Status

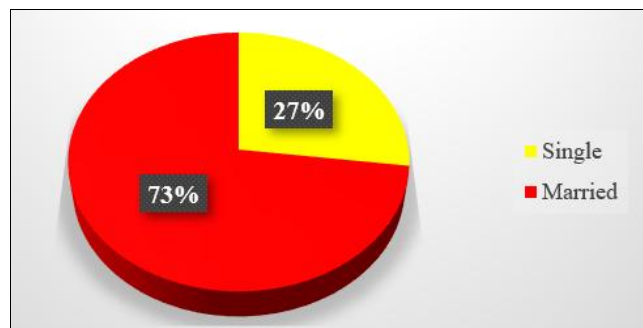


Fig 3: Civil Status

Fig 3 exhibits the pie chart distribution of the respondents in terms of civil status. It can be observed from the figure that 73% are married, while the remaining 27% of the faculty are single.

The finding suggests that most faculty may experience the unique demands and potential benefits associated with balancing marital and professional responsibilities. Research indicates that marital status can influence academic performance and work-life balance, with some studies showing that married individuals may face additional domestic burdens that can affect their professional engagement, while others highlight the importance of institutional support in helping both married and single faculty manage these challenges effectively (Beard, 2018) ^[5].

2. Work Qualifications of the Respondents

2.1 Rank

Table 3: Faculty Rank of the Respondents

Rank	Frequency	Percent
Assistant Instructor 2	1	1.45
Instructor 1	2	2.90
Instructor 2	1	1.45
Instructor 3	1	1.45
Industrial Lecturer	4	5.80
Assistant Professor 1	7	10.14
Assistant Professor 2	14	20.29
Assistant Professor 3	4	5.80
Assistant Professor 4	2	2.90
Assistant Professor 5	0	0.00
Associate Professor 1	6	8.70
Associate Professor 2	0	0.00
Associate Professor 3	8	11.59
Associate Professor 4	6	8.70
Associate Professor 5	7	10.14
Professor 1	3	4.35
Professor 2	2	2.90
Professor 3	0	0.00
Professor 4	1	1.45
Total	69	100.00

The table presents the rank of the tenured faculty at Wesleyan University-Philippines. The data reveals a diverse distribution of faculty ranks at Wesleyan University-Philippines, with the largest group being Assistant Professor 2 (20.29%), followed by Associate Professor 3 (11.59%) and Assistant Professor 1 (10.14%). Notably, there are no faculty members in certain higher ranks, such as Assistant Professor 5, Associate Professor 2, and Professor 3, indicating potential gaps or bottlenecks in career progression at these levels. The presence of a significant number of Industrial Lecturers (5.80%) also suggests a blend of academic and practical expertise within the faculty body. This rank distribution implies that the faculty body is predominantly in the early to mid-career stages, which may affect the institution's research output, mentorship capacity, and leadership dynamics. The absence of faculty in some senior ranks could indicate challenges in promotion pathways or retention of senior academics, which aligns with other studies emphasizing the importance of clear career progression frameworks in higher education institutions to maintain faculty motivation and institutional excellence (Moralista & Rueda, 2023) ^[9]. Addressing these gaps could enhance faculty development and ultimately improve academic quality and institutional reputation.

2.2 Monthly Income

Table 4: Monthly Income of the Respondents

Range	Frequency	Percent
P15,000 to less than P25,000	35	50.72
P25,000 to less than P35,000	21	30.43
P35,000 to less than P45,000	12	17.39
P45,000 to less than P55,000	1	1.45
Total	69	100.00
Mean Salary	P27,433.46	

Further, Table 4 shows that the majority (50.72%) of tenured faculty at Wesleyan University-Philippines earn a monthly salary between ₱15,000 and less than ₱25,000, with a mean salary of ₱27,433.46, indicating a modest income level relative to regional standards. This aligns with research on faculty salaries in Philippine higher education, which often reports lower remuneration compared to international benchmarks, potentially affecting faculty retention and motivation, as studies have found that competitive salaries are crucial for attracting and maintaining qualified academic staff (Altbach, 2015) ^[3].

2.3 Educational Attainment

Table 5: Educational Attainment of the Respondents

Educational Attainment	Frequency	Percent
Master's Degree Holder	52	75.36
Doctorate Degree Holder	17	24.64
Total	69	100.00

The table shows that more than 75% of the tenured faculty of Wesleyan University-Philippines have with master's degree and 25.64% are doctorate degree holders. This implies a relatively high level of educational attainment, which is consistent with national trends showing gradual improvement in graduate qualifications among Philippine higher education faculty (Yee, David & Ducanes, 2022) ^[15]. However, when linked with their mean salary of

₱27,433.46, this suggests a potential mismatch between advanced qualifications and compensation, as other studies indicate that despite higher educational attainment, faculty salaries in the Philippines often remain modest, which can affect motivation and professional advancement opportunities (Abdurahman, 2021) ^[1].

3. Significant Relationship Between the Socio-Demographic and Work-Qualification of the Respondents

Table 6: Socio-Demographic Profile and Work-Qualification

Correlation	Profile of the Respondents	Work Qualifications		
		Educational Qualification	Rank	Monthly Salary
Age	Correlation Coefficient	.245*	.504**	.522**
	p-value	.042	.000	.000
Sex	Correlation Coefficient	-.244*	-.139	-.146
	p-value	.043	.255	.231
Civil Status	Correlation Coefficient	.100	.314**	.310**
	p-value	.413	.009	.010
Address	Correlation Coefficient	-.119	-.196	-.191
	p-value	.330	.106	.116
Religion	Correlation Coefficient	.139	.086	.140
	p-value	.256	.482	.252

The correlation table shows that age has a significant positive relationship with educational qualification ($r = .245$, $p < .05$), rank ($r = .504$, $p < .01$), and monthly salary ($r = .522$, $p < .01$), indicating that older faculty members tend to have higher degrees, occupy higher ranks, and receive greater salaries. Additionally, civil status is positively correlated with both rank ($r = .314$, $p < .01$) and monthly salary ($r = .310$, $p < .01$), while sex has a significant negative correlation with educational qualification ($r = -.244$, $p < .05$), suggesting that male and female faculty may differ in their highest attained degrees.

These findings imply that career progression and compensation at Wesleyan University-Philippines are strongly linked to age and civil status, reflecting broader trends in higher education where seniority and personal circumstances often influence professional advancement (Altbach *et al.*, 2009; Santiago *et al.*, 2008) ^[4, 10]. The observed gender gap in educational attainment is consistent with recent research highlighting ongoing barriers for women in achieving higher academic qualifications and leadership roles in academia (UNESCO, 2024) ^[14], underlining the need for policies to promote equity and support diverse career pathways within the institution.

Conclusions

The following conclusions are derived based on the findings of the study:

1. The tenured faculty of Wesleyan University-Philippines are predominantly mid-career, mostly female, and largely Roman Catholic, with most residing within Cabanatuan City and being married.
2. Most faculty hold master's degrees, occupy early to mid-level academic ranks, and receive modest monthly salaries, reflecting a well-qualified but moderately

compensated academic workforce.

3. There are significant positive relationships between age and both rank and salary, as well as between civil status and career advancement, while a gap between male and female persists in educational attainment among faculty members.

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