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BSU Time Use: Engaging Faculty Researchers Before and After the Disallowance Disaster

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Abstract

The study aimed to establish the work profile of the faculty researchers at Benguet State University (BSU) in relation to time use for both paid work and 'other work' in the context of Notice of Disallowances (NDs). Data were gathered through time use survey, individual in-depth interviews, conversations-with-a purpose and review of secondary documents. Findings show that faculty researchers have to perform multiple tasks, part of which is research that extends beyond working hours. The faculty researchers' actual workload is nearly twice the required number of workload, and overload is not necessarily compensated. Though the provision on workload of the research and extension managers and personnel was already included in the Research and Extension Manual of Operations (REMO) 2015, it is not consistently implemented, accordingly due to budget implication. Nevertheless, despite the Audit Observation Memos (AOMs) and 'disallowances', BSU faculty researchers, particularly the 'senior' researchers, persisted to engage in research and development, even under increasingly difficult and unpaid work conditions. If left unattended, the stance of 'less incentivizing' atmosphere might define the future work values. More importantly, fewer faculty members might opt not to conduct research which would impact the University's research and extension productivity.

Introduction

Time use studies put value to work including those that are outside the cash nexus. Data from time use can reveal an individual's activities that are specific as well as comprehensive (Economic and Social Commission for Asia and the Pacific [ESCAP], 2000). Time use is a good take-off point in examining complex issues such as work; it rests on measuring mainly the time spent on both paid employment but also of 'other works' which is not limited to 'unpaid' work but also 'supposedly paid work' but remains unrecognized as such, hence uncompensated. Technically speaking, unpaid work includes strings of activities performed by households for their own final use that includes subsistence production as well as unpaid volunteer work (ESCAP, 2003). There is, however, another layer to this – and this is what is referred to as 'service rendered but remain unpaid' in the

context of formal employment such as in a University setting. This is how 'other work' is operationalized in this study. Time use studies then are critical steps in examining the contributions of men and women in development. If work is defined as any conscious, purposeful activity which serves the material and non-material needs of the individual and the community (Anderson, 1961 cited in ESCAP, 2003), then how 'work' is compensated and recognized can define the well-being of a society (Batani et al., 2015).

University academic personnel perform complex work in an increasingly demanding environment (Houston et al., 2006). Universities are the only organizations that focused on both the creation and dissemination of knowledge through the processes of research, teaching, and extension. The conventional job description for academic staff included responsibilities split between the three areas of teaching, research, and what has been variously referred to as service, administration, or outreach (Houston et al., 2006; Romainville, 1996).

Against this backdrop, the study aims to capture the workload of faculty researchers with a focus on their multiple functions, how they work out work complexities and how they manage research engagements despite disincentivizing policies. In the context of Audit Observation Memos (AOMs) and Notice of Disallowances (NDs), the output of this study hopes to provide evidence to support the claim of the faculty researchers on overtime compensation and at the minimum, point to the efforts of the faculty researchers in doing research as well as their work management strategies, including efforts to negotiate for an incentivizing policy. NDs and AOMs starting in 2014 have become the source of tension in that these issuances only proved the failure to recognize and compensate 'work' that are already assumed to form part of the 'paid work' yet remain unpaid. In the context of the university experience, the modest honoraria being received in the past for funded research was suddenly disallowed starting in 2014 (Villanueva, 2014). The reasons for the disallowance can be summarized as 'the absence of S&T accreditation,' and that research is a mandate of the University. This disallowance was contested by the faculty researchers and University researchers while fulfilling the reasons cited as the cause of disallowances. Unfortunately, despite S&T accreditation, disallowance notices were still issued.

This paper then intends to establish the work profile of the faculty researchers of Benguet State University (BSU) for both paid and 'other works.' Specifically, it aims to determine the time-use of faculty members on research and extension as well as domestic functions, their participation rate in paid work across gender, and the resources that externally funded researchers bring into the University vis-a-vis incentives. And to identify the pitfalls in the process of 'incentivizing' research and development engagements.

Methodology

The respondents of the study were the faculty researchers of Benguet State University (BSU). Faculty researchers were identified based on the following conditions; (a) faculty members who have produced, published, or presented at least two research-based papers within the last three years (FY 2013, 2014, 2015), and or received an award for research and publication at any time during his/her engagement in any institution whether as a faculty member or researcher whether full-time, part-time or contractual; (b) they must have at least two research outputs/or awards listed. Also, the Plantilla faculty members who already resigned, retired or separated from the SUC as of Dec 31, 2015, may still be included provided that they have produced, published, or presented at least two research-based papers at any time within the last years (FY 2013, 2014, 2015) and/or received an award for research and publication at any time during his/her engagement in any institution whether as a faculty member or research whether full-time, part-time or contractual.

Using the list of identified faculty researchers acquired from the Office of Research Services (ORS), a total of 42 faculty researchers were randomly sampled and were asked to answer the stylized time use questionnaire. The questionnaire contains the profile, workload composition, and a 24-hour time use diary to capture the time allocation of the respondents. Also, to capture nuances as well as to supplement the data gathered from the survey and for purposes of validation, individual in-depth interviews were done with 16 purposively selected informants. 'Conversations-with a purpose' was conducted to selected key persons that were 'casual' conversations that 'followed the drift of the talk' with a focus on experiences as

researchers. Secondary data such as the Daily Time Records (DTRs) and the Position Description Forms (PDFs) filled out by the employees were also utilized. Budget summaries were also looked at. Data were gathered from 2016 to 2018. The data from the survey were analyzed using descriptive statistics while the qualitative data were analyzed using thematic analysis.

Time Use

The different activities of the respondents were classified into six (6) categories based on the Organization for Economic Cooperation and Development [OECD], (2016): work-related activities, unpaid work, care work, personal care, leisure, and unspecified time. However, for the study, the discussion only focuses on the activities that are related to personal, care, domestic, and paid employment.

Work-related activities include time spent on paid work (full or part-time) and/or studying or research, and time spent looking for work. For working people, it includes main jobs and also (potential) secondary jobs. Break time in the workplace, as well as the time spent commuting to work, school, or University (OECD, 2016) are also included. Also, time use in this study includes measuring mainly the time spent on both paid employment but also of 'other work' which is not limited to 'unpaid' work but also 'supposedly paid work' but remains unrecognized. Since it remains 'invisible', it is also uncompensated.

Unpaid work includes domestic activities except for time exclusively spent caring for a child or another person, which is separately identified. Unpaid work includes a large range of home activities such as cleaning, washing, repair work, or caring for pets, etc., and non-home activities such as volunteer work, shopping, etc. What usually comes with unpaid work are care work and personal care.

Care work covers the time spent caring for a child or another adult (regardless of whether that person lives in the household).

Personal care concerns sleeping (but not taking a nap), eating and drinking, and other household medical, and personal services (hygiene, visits to the doctor, hairdresser, etc.) consumed by the respondent.

Leisure includes a wide range of indoor and outdoor activities such as walking and hiking, sports, entertainment and cultural activities, socializing with friends and family, volunteering, taking a nap, playing games, watching television, using computers, recreational gardening, etc.

Notice of disallowance and Audit Observation Memo. AOMs and NDs issued by the COA where AOMs are notice of 'deficiencies' which can be complied with by fulfilling supporting documents. Notice of disallowance, on the other hand, are disallowances as a result of audit disapproval of transaction either in whole or in part.

Results and Discussion

As of September 2016, 49% of the employees of the University are in teaching while the remaining 51% are in the non-teaching sector. Of the teaching employees, 62% are females and 38% are males. As the focus of the study are the faculty researchers, both senior and junior, findings show that not all teaching employees are engaged in research. Based on the list taken from the Office of Research Services, only 116 teaching employees were identified as researchers in 2015, 122 in 2014, and 104 in 2013. In terms of gender, women comprise 62% of the identified faculty researchers in 2015 and 56% both in 2014 and 2013.

In an attempt to look into the knowledge resources in the University, a knowledge audit (Figure 1) facilitated by a hired consultant, was conducted by the OES in 2018 and as revealed, holders of professorial positions who are also the 'senior researchers' are at the retirement age and therefore the University is at risk of losing these 'knowledge holders.'

Research is one of the mechanisms of retaining a knowledge holder's wisdom specifically if it gets translated into research outputs such as publications and technologies. Research outputs as part of knowledge products, then get multiplied as they become a source of knowledge for the public.

Time Use Distribution

Participation Rate

Table 1 shows the participation rate of the respondents in the different activities. As shown, all the respondents participate in personal and paid-related activities except for domestic and care-related activities. Only 93% of the respondents were identified to participate in domestic work, 82% for care work, and 17% for leisure-related activities.

In terms of sex, all women respondents participated in domestic activities while only 85% of the men participate in such. As for care work, all of the women respondents do perform 'caring' work, especially of their young children while only half (55%) of the men respondents stated that they share in doing care work. Gendered data for leisure activities also show that only 14% of the women participate in leisure activities while 20% of the male respondents are. Leisure includes watching television, browsing the internet, eating out with family, etc. Specifically for women, leisure comes with other work: watching TV while taking care of the sick or taking care of smaller children. Cooking also comes with watching TV or even

Figure 1

Knowledge Audit of BSU Employees

Source: Rangtay. The Official Publication of OES-BSU. "Strengthening Extension Service through KM." pp 8-9. Vol 19. Lifted from the Lecture of Ms. Betty Listino

Table 1

Participation Rate of BSU Employees in Various Activities

	Sex		
	Male	**Female**	**Total**
Personal Activities	100%	100%	100%
Paid Related Activities	100%	100%	100%
Domestic Work	85%	100%	93%
Care Work	55%	100%	82%
Leisure Activities	20%	14%	17%

checking papers – hence simultaneous work is true for women. While this is also true for men, simultaneous work however is more highlighted in women as tasks in running the household as well as caring for the children, elderly and sick family members are often associated with them.

Unpaid Work (Domestic)

Table 2 shows only the total time spent by the faculty researchers in their households right after they wake up in the morning until they head out to their workplace. The time starts again in the afternoon when they already got home until their sleeping time. The computed total time use includes the time they spent on their personal, leisure, domestic, care work, and work-related activities.

Detailed computation of the time spent for each specific activity was not done because these activities are being performed simultaneously. For example, while eating breakfast, the respondents are also taking care of their children. Alternatively, while they are drinking coffee, they are also simultaneously doing household chores such as cooking and laundry. Time start and time end was taken from the stylized questionnaire. The respondents were asked to write down their 24-hour activities with estimated time 'start and end.'

On average, the respondents spend 5 hours and 42 minutes performing various unpaid work. This number already includes their time use in the morning and the evening. A closer look at the data show that women spend more time in their homes by approximately 42 minutes than men do. This figure is not at all surprising. Women may spend more time on personal activities as claimed by many but household chores, as well as child care, have always been associated with women, considering that only 14.3% of the respondents have house helpers. As some simply opted not to have one or it is because they could not find someone trustworthy to leave their house and their children.

Paid Employment

As for paid employment, Table 3 shows the declared daily average time spent by the faculty researchers working at the University and their time spent computed based on their Daily Time Records (DTRs). However, it should be noted that the total average time spent by the faculty researchers reflected on the table does not necessarily reflect their time spent performing all their functions in a day. There are instances where they could only carry out their teaching function and administrative work in a given day whilst research works for example will be carried out the next day or outside their workplace.

The respondents declared an overall average time spent of 8 hours and 50 minutes (Table 3). However, their Daily Time Records (DTRs), show that they spend 31 minutes more in their paid employment compared to what they declared. It should be reiterated though that the time spent reflected in Table 3 does not show the totality of the time spent by the faculty researchers doing their paid work. Most often, faculty researchers would take home their office work and work on it late at night and/or during the wee hours of the day. The DTR as the 'official' basis for monitoring

Table 2

Time Use of BSU Employees on Homebased Activities

		Male	Female	Overall
AM	Time Start	5:20 AM	4:54 AM	5:07 AM
	Time End	7:31 AM	7:28 AM	7:29 AM
	Time Spent	2:11	2:33	2:22
PM	Time Start	6:07 PM	6:07 PM	6:07 PM
	Time End	7:53 PM	9:38 PM	8:44 PM
	Time Spent	3:10	3:30	3:20
	Total Time Spent	5hrs and 21 mins	6 hrs and 3 mins	5 hrs and 42 mins

Table 3

Time Spent by BSU Faculty Researchers Based on DTR and as Declared in the Survey

		Time Start	Time End	Time Spent
Declared	Male	7:44 AM	5:49 PM	9 hours 1 min
	Female	7:47 AM	5:28 PM	8 hours 40 mins
	Overall Average	7:45 AM	5:38 PM	8 hours 50 min
Daily Time	Male	7:54 AM	6:10 PM	9 hour 16 mins
Record (DTR)	Female	7:46 AM	6:10 PM	9 hours 24 mins
	Overall Average	7:49 AM	6:10 PM	9 hours 21 min

work consistently reveals that women still figure in terms of 'working more' than their male counterparts.

Take for example the case of one faculty researcher where she goes home around 7:00 pm or later in the evening but would still bring home some of her office works. At home, she would check papers of her students, read manuscripts, prepare lessons, write reports and others while simultaneously doing household chores and taking care of her family. In the morning, she would wake up earlier than the other household members to continue doing her homework while simultaneously doing household chores and preparing to go to the office. Informants would say "too much work for a 40 hour/ week work", "work is stressful and overtime means lesser time for family and relaxation", and "...to many works in the office, little time is spend with the family".

Another case is the faculty researcher who is also holding an administrative function. She declared that she has to do her research activities from around 9:00 PM to 12:00 midnight as she needs to prioritize her administrative functions and teaching activities while in the office.

These 'invisible' times do not appear on the faculty researchers' time records. If this time will be put in numbers, a rough estimate of additional 2 hours of their daily time is being rendered by these faculty researchers working for the University. Adding this to their official time record would give us approximately 11 hours and 21 minutes. This is 41.88% more hours than the required working hours in a day.

Based on the results of the Work Environment Survey (WES) conducted by Houston, et al. (2006), it was found that staff are stretching their working time to accommodate the demands of their work. This result is also true for the faculty researchers of the University. They often have to work beyond working hours and even make their homes an "extension of their offices". Statements like "there is too much work to do in a day", *"rabii manen or rabiin gayam"* (its night time again or it's already night time), and *"kurang ti aldaw...* (the day is not enough...)" could often be heard among the faculty researchers. These faculty researchers are holding at least one administrative designation, are engaged in multiple research, and have teaching loads. From these statements alone, one could already draw a clear picture of the respondents 'daily life' at the University. It is common to see faculty researchers taking the road towards home already 'dark.' A running joke at the university is that when a faculty researcher suddenly goes home early, the faculty and full-time researchers in the neighborhood would say *'nasapa pay lang met, apay adda kan, agsakit kan sa met'!* ('oh it is still early, are you sure you're not sick'?) to which a researcher would just laugh off. The respondents of Calma (2014) in his survey on the challenges in preparing academic staff for research training and supervision also cited the lack of time to do research because of their heavy teaching workload. Faculty members in many SUCs in the Philippines are burdened with teaching loads leaving them with insufficient time to seek higher education or undertake research (Japan International Cooperation Agency, 2015).

When it comes to gender, based on the declared time spent, women spend 20 minutes less than men do. On the contrary, their DTRs tell otherwise where women spend 8 minutes more than men. The fact however that women declared to spend less time in the office than men could

be explained by the fact that most women have to go home earlier than men to perform their domestic and care works at home. As a norm, women do not stay late in the office, as they are usually expected to be home to tend to household/ childcare responsibilities. As a result, women are unable to commit to the additional workload (hours) that men can at their workplace (Gross & Swirski, 2002). On the other hand, while women may not be able to stay late at their offices, they bring home assignments and work on them while simultaneously carrying out other work such as household chores and care activities.

Work Hours per Week

Looking at the time spent by the respondents in their paid work per week, as shown in Table 4, the respondents declared that they are working for 50 hours (33%) or more (33%) per week. The same results were found when compared to the computed working hours of the faculty researchers based on their actual total workload (units) as shown in Table 5.

Based on the 2015 revised REMO of the University, the required workload in the University is 21 units only which equates to 40 hours of work per week. This number should already include the workload for teaching, administrative, research and extension, and other functions. However, as shown in Table 5, faculty researchers have an average total workload of 39 units. This is already equal to 74 hours of work per week, nearly twice (185.7%)

Table 4

Working Hours per Week of BSU Researcher and Faculty Researchers

	Male	Female	Total
Less than 40 hours	5%	5%	5%
40 hours	25%	32%	29%
50 hours	35%	32%	33%
More than 50 hours	35%	32%	33 %

Table 5

Actual Workload and Equivalent Working Hours of BSU Faculty Researchers, 2016

		Male	Female	Total
Instruction	Actual workload (units)	19	21	20
	No. of working time (hrs/week)	36	40	38
	% Working time	90.5%	100%	95.2%
Administrative	Actual workload (units)	11	10	10
	No. of working time (hrs/week)	21	19	19
	% Working time	52.4%	47.6%	47.6%
Research and Extension	Actual workload (units)	5	6	6
	No. opf working time (hrs/week)	10	11	11
	% Working time	23.8%	28.6%	28.6%
Other related work	Actual workload (units)	2	3	3
	No. of working time (hrs/week)	4	6	6
	% Working time	9.5%	14.3%	14.3%
Total	Actual workload (units)	37	40	39
	No. of working time (hrs/week)	70	76	74
	% Working time	176.2%	190.5%	185.7%

Source: Personal Data Sheet, 2016

the required number of working hours per week.

On the distribution of workload, much is concentrated on instruction with an average of 20 units. The workload for teaching is already consuming 95% of the supposedly 40 hours of work per week of the respondents. The remaining time from the required 40 hours per week, which is approximately 2 hours only, is distributed to other functions such as administrative, research and extension, and other functions. Two hours for administrative, research and extension and other functions is obviously not enough. This strongly supports then the claim of the faculty researchers that they are indeed doing overtime.

On the other hand, this is also one of the concrete explanations for why only 41% of the teaching faculty members are engaged in research. One of the faculty researchers also pointed out, "*the main problem for teachers is that their minimum load of 21 units is already demanding in terms of time. So, any added work such as research equates to overtime without compensation*". It should also be noted that the teaching load of the faculty researchers could go as high as 38 units (based on their filled-out PDF as of 2016), almost twice the required workload.

Administrative functions come next with a position getting an average of 10 units (19 hours/week) and research and extension with an average of six units (11 hours/week). Specifically for administrative and research and extension functions, the actual total workload for these functions are not necessarily reflected in the 'total official workload' of the faculty researchers. For administrative work, what is only included in the workload is the designation with the highest number of units. Some of the faculty researchers have more than one designation. Thus, the designation with lower number of units is not included. For research and extension, what was only considered in the counting is a maximum of nine units. Some of the faculty researchers are involved in multiple research at a time and their research and extension load could go as high as 15 units or more.

When it comes to gender, women have a higher total workload of 40 units equivalent to 76 hours of work per week compared to men with an average total workload of 37 units that is, 70 hours of work per week.

Work Across Academic Ranks

When one looks into the distribution of workload across the respondents' academic rank, all the positions have workloads ranging from 31 units to 36 units. Majority of the workload is still concentrated on instruction followed by administrative then research and extension (Table 6).

Instructors have the highest average total workload of approximately 36 units followed closely by the professors and then the associate professors while the assistant professors have the lowest workload of about 31 units, which is still a loaded workload. The bulk of the workload is still on instruction regardless of rank.

Moreover, the respondents who hold instructor positions have the highest average teaching load which is approximately 24 units, and other related works of about 4 units; professors have the lowest teaching load of 15 units but hold the highest administrative load of approximately 13 units as well as research and extension load of about 7

Table 6

Distribution of Workload (Units) of BSU Faculty Researchers by Academic Rank

Academic Rank	Instruction		Research and Extension	Other related work	Total work load
Instructor	24.38	7.15	5.10	4.24	36.21
Assistant Professor	19.54	8.50	3.57	2.75	31.07
Associate Professor	20.58	10.13	5.33	2.90	34.25
Professor	15.46	13.50	7.62	2.31	35.13

units. Based on the 2015 revised REMO, the required teaching load of faculty researchers with positions from instructor to assistant professors is 15-18 units only, 15-15 units for the associate professors, and 9-12 units for the professors. The rest of the 21 units of workload is distributed to research or extension and other functions. Comparing the actual workload of the respondents to the required workload with respect to academic ranks based on the REMO, the figures clearly show that regardless of the academic rank of the faculty researchers, still when it comes to teaching load, there is not much of a difference. It seems it is common for faculty researchers to have teaching overloads aside from their loads for their other functions.

The most time-consuming activity is 'report writing' – in short research. Related activities to research also include library work, communication and coordination work, and even administrative/ clerical and fieldwork (Table 7).

For women respondents, teaching and research activities except fieldwork are the most time-consuming. In contrast, men declared research work, which includes fieldwork, and administrative and clerical work to be the most time-consuming. Teaching-related activities were listed by men among the least time-consuming activities while women listed fieldwork among the least time-consuming. Based on the computed average actual workload of the faculty researchers, the workload of women for teaching is three units higher than men while the workload of men for administrative is one unit higher than women (Table 2). This workload could explain why women declared teaching-related activities aside from writing reports as the most time-consuming while men listed it among the least time-consuming activities. However, it should be noted that, again, the workload for administrative function reflected on the table does not necessarily cover all the respondents' workload for administrative as mentioned earlier.

For fieldwork, men are freer than women when it comes to traveling away from home for work-related activities mainly because of the role of women in the household. "*Travel time [fieldwork] consumes quite a lot of time. Especially when travelling; you have to leave behind kids whom you are supposed to assist or who depend on you*" stated one of the women informants. Another female faculty researcher even shared her experience saying "*sabi pa ni boss ko noon, bakit ka nagpapadede in public... nakakahiya* (I was once told by my boss before, 'why are you breastfeeding in public... it's embarrassing'). At that time, women are looked at as homemakers and so conditions are really hostile to children brought in school [as children being brought to workplace]." Culturally, women are always expected to be the ones to stay at home, take care of the children, and run the household while the men are expected to work and provide for the family. This notion still has not changed even though at present more women are already entering the workforce. Because of this,

Table 7

Most Time-consuming Activity of BSU Faculty Researchers

Activities	Male	Female	Total
Administrative/Clerical works	20%	14%	17%
Checking of student papers	0%	23%	12%
Communication works	5%	0%	2%
Coordination	10%	14%	12%
Fieldwork	30%	9%	19%
Lecture Preparation	15%	23%	19%
Library works	0%	5%	2%
Negotiation	5%	0%	2%
Report write-up	50%	23%	36%

faculty researchers sometimes opt not to travel, unless someone would take care of their children. If they have to do fieldwork, sometimes they would only make a one to two-days itinerary. However, a number of women faculty researchers also had to schedule their fieldwork even on weekends and holidays because one, they do not have enough time during weekdays because of their classes, and two, these days are the declared "availability" of the respondents or informants.

Based on the data collected, the 40-hour work per week is not enough for the faculty researchers. It would at least take an average of 74 hours per week for a 39-unit workload for the faculty researchers to carry out their functions more efficiently. As a result, the majority of the respondents tend to multitask or double time (52%), work during weekends (50%), and even bring home their work (40%) and work on it during the wee hours (Table 8).

When examined according to gender, women tend to work more during weekends, do homework, and multitask. While men tend to multitask and work during weekends. As mentioned, earlier, it is very difficult for women to stay late in the office to do overtime because of their role as a wife and a parent. That is why, aside from multi-tasking, they also often choose to bring home their work and work on it at home either late at night or early in the morning while simultaneously carrying out their other functions.

Research and Extension as an "Add-on" Function

Research is as demanding as teaching in terms of time. Prince et al. (2007) stated "first-class teaching and first-class research are each effectively full-time jobs, so that time spent on one activity is generally time taken away from the other". As an academic staff of the University, the faculty members have to prioritize their teaching and administrative functions. This often leads the faculty researchers doing their research functions outside their official working hours. Administrative tasks are usually done simultaneously with teaching but this is not the case for research which is usually done after their teaching and administrative tasks as shown in Figure 2.

This finding complements the statement of Houston et al. (2006) that the allocated time for research seems to be that which remained after teaching and administration requirements had been met, and there were times when it was difficult for staff to establish clear time to complete quality research. This entails that increase in time spent for any activity can occur only at the expense of other activities (European

Figure 2

Time Allocation of BSU Faculty Researchers

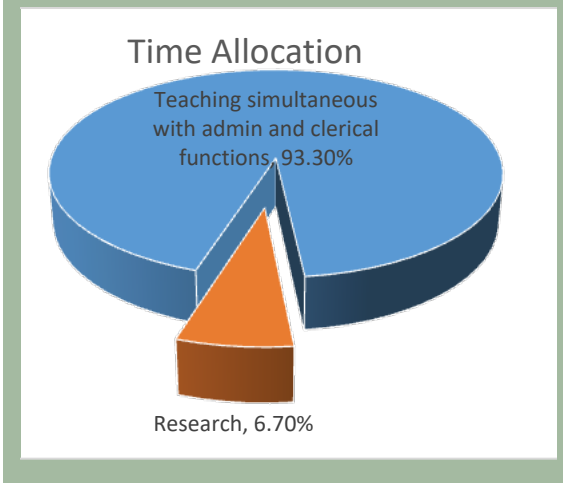


Table 8

Workload Management of BSU Faculty Researchers

Response mechanism/workload management	Male	Female	Total
Work during weekends	40%	59%	50%
Do homework	25%	55%	40%
Hire other people to help but deduct on own compensation	20%	18%	19%
Double time/ multitasking	50%	55%	52%

Foundation or the Improvement of Living and Working Conditions, 2007).

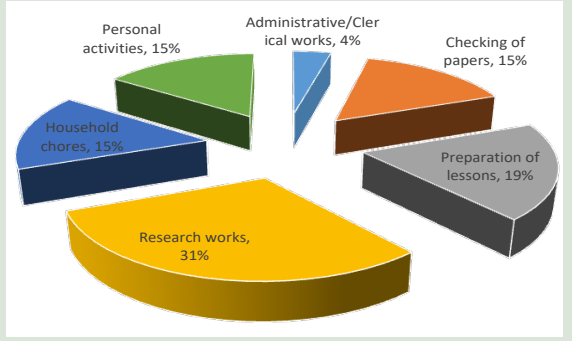
Given the actual workload of the faculty researchers, the teaching load already takes more than 90% of the faculty researchers' required working hours per week not to mention their other functions such as administrative and others. Thus allocating "quality time" for research becomes a huge problem in the case of the BSU faculty researchers. In the interviews, respondents stated that because of their teaching and administrative functions, what they usually do is perform their research works outside their official working hours because this is the only time that they can focus to write aside from the fact that it is the only time left after performing their teaching and administrative functions.

The same result was found by Salazar-Clemeña and Almonte-Acosta (2007). Because teaching takes up most of the faculty members' time in their respective colleges or universities; as a result they have little time to conduct research. Salom (2013) also found the same in his research where one of the reasons faculty members of one university in La Union, Philippines are reluctant to do research is the lack of sufficient time to do research. Time is spent on their primary function, which is instruction, and on their quasi-assignments. Committing time to teaching necessarily comes at the sacrifice of research or consultancy activity (Duff & Marriott, 2012).

Indeed, research is one of the most time-consuming functions of faculty researchers. It does not only require one to spare quality time to write but also a great deal of concentration and focus. As one of the faculty researchers said, "*research skill does not come overnight*". Writing a report, for example, could not be done in one sitting only. Analyzing data, packaging ideas, and explaining concepts also demand much time (Figure 3). Quoting a statement from one researcher, "*sa research din kasi, non-stop ang pag-iisip uray awan ka office... isu ti panpanunutem inggana makasurat ka* (in research, thinking is quite non-stop even when you are not in the office... your research occupies your mind until you are able to write)."

Figure 3

Activities that Cannot be Performed Immediately According to BSU Faculty Researchers



In addition, doing research is not only about writing but also doing numerous fieldworks. A researcher has to travel every so often especially during the data gathering period. This fieldwork does not stop when the data gathering is finished; it is continually being done until the research is completed and the results had been delivered back to the community. Only after this time can one really sit behind the desk to do other functions. Often, a research further requires "follow up fieldwork" where the researcher has to go back to the research site either to determine the results of the intervention or to validate datasets. Research is a lifelong commitment. While fieldwork is exciting in itself, the time spent for travelling which is not compensated is also one source of dilemma of faculty researchers. For instance, a one-day fieldwork in one of the communities of Benguet usually takes 4-5 hours of travel. Researchers would usually start their travel around 4 or 5 o'clock in the morning so that they would arrive in their destination by around 9 o'clock (without any delays such as road construction, landslides etc.). In the afternoon, they would go back to BSU at around 6 o'clock in the evening and would arrive at around 10 or 11 pm. These extra hours spent do not appear in the daily time records of the faculty researchers.

Doing fieldwork also affects the other functions of the faculty researchers resulting to some planned work undone. This situation is even intensified by the absence of science research assistants (SRAs) as hiring of SRAs per research for university-funded researches is not allowed. Though there are SRAs under the different research centers and institute of the University who could assist the faculty researchers, they cannot accommodate all of them as they are also handling several studies under the centers/ institutes. Faculty researchers then has to schedule

their travels during weekends and/or holidays or even hire other people paid from their own pockets to help.

Horrors of Disallowances

The story of disallowances cannot be overlooked. It was in 2014 when the first bundle of disallowances was first received by the R&D sector. It caused alarm and necessarily small group discussions among researchers were witnessed. Dialogues were pursued one after another, but to no avail. The position of the concerned unit was firm which translates to conditioning researchers not to expect incentives. The local papers also contained news about seven million pesos or so 'illegally disbursed to BSU researchers. Some faculty researchers were traumatized.

As if fate was challenging the researchers' resilience, bundled AOMs and NDs in relation to researcher honorarium followed. There was even a time that right after a dialogue, another AOM would follow.

An analysis of the situation showed conflicting interpretations of the real intent of the law governing incentives for researchers, but also the structural inconsistencies on the issuances of different concerned agencies. Inconsistencies, as interpreted by some researchers come from differences in the interpretation and application of the circulars providing incentives for researchers. While there are circulars allowing the giving of 'honoraria' to researchers, interpretations of its applicability are differently employed. Researchers and even funding agencies would stand by the line-item budgets that recognizes giving of honoraria for extra services rendered; on the other hand, the other side stands by its own interpretation and circulars invoking the applicability of the order in a different context. In the end, the researchers are at the losing end, and this would have a domino effect.

Initially, research in the University gets compensated through 'honorarium' as this involves extra work outside the official working hours. There is however a limit put into 'honoraria' as per the Department of Budget and Management (DBM) guidelines, but nonetheless incentives in the past, were given to research undertakings. By 2014, this practice was no longer true: researchers were given not just AOMs but Notice of Disallowances (ND).

Research Incentives or Disincentives?

The bundles of disallowances permeate complexities of loading and workload. Based on the 2015 revised REMO, the load of faculty members in excess of 21 units shall be accorded overload pay but not to exceed six units. Basically, only 27 units is being paid and more than that are unpaid workloads. The 'payment' for their efforts are 'earning points' for promotion as research is one of the basis for promotion, equivalent monetary rewards for registered IP protection technologies from their researches, journal publication incentives, and monetary rewards for best papers/ poster in the AIHR, regional, national and international competitions. There is no honorarium for researches funded by the University. Budget which can range from Php2,000 to Php5,000 or for bigger engagements, Php20,000 is not actually given in cash but in kind: ink, bond papers and some travel costs.

When informants declare they receive honorarium, this honorarium is not actually for research but the overload pay derived from their teaching load (Table 9). As mentioned, only the research with the highest equivalent teaching load is credited in the total workload of the faculty researchers. Thus, regardless of the number of researches that the faculty researcher is involved in, these will not be reflected in their Total Workload hence are uncompensated.

Beyond Disallowances

Disallowances boil down to the issue on payment of extra services rendered. The interpretation of the COA and the University differ and this is where the tension rests. There are legal bases invoked by both parties (BSU and the COA) yet are interpreted differently. CHED order No. 2, s. 2011 defines honorarium as "a form of compensation or reward paid over and above the regular pay in recognition of gratuitous services rendered by personnel covered under the guidelines. In general, honorarium is paid to personnel for additional work rendered which is not among his regular functions, and/or personnel with expertise or professional standing in recognition of his broad superior knowledge in specific fields." Honorarium is basically applicable for externally-funded projects following the rules and guidelines of funding agencies (Department of Science and Technology – Philippine Council for

Agriculture, Aquatic, and Natural Resources Research and Development [DOST-PCAARRD], 2016). As research is one of the core functions of the University, where both designated researchers and faculty members are mandated to conduct research, the COA issued the NDs arguing that research is 'part of their regular function,' hence not covered in the cited CHED order. On the other hand, faculty researchers also invoke the 'Magna Carta for Scientists, Engineers, Researchers and Other S&T Personnel' in the Government further affirmed in the Joint DBM-DOST Circular no. 1 s of 2013 (Rules and regulations on the grant of compensation-related Magna Carta benefits.' Senior faculty researchers engage in research projects that are stand alone or researches that are collaborative. Despite disallowances and AOMs, the number of faculty members involved in research seemingly did not decline over the years.

Advantages of Research Engagements

Externally-funded research and development engagements are indeed important sources of additional resources for the University. These projects get translated into the employability of graduates, usually BSU graduates. In fact, the numbers of job order research assistants hired due to externally funded projects fluctuate from 80 to 110 from 2018 to 2019. Capital outlay is another benefit taken from the packaged and delivered R&D projects by senior faculty researchers. These benefits were often raised by faculty-researchers during dialogues and admitted by the accounting and budget sectors. Yet what remains unthinkable are the horrors of disallowances.

Despite setbacks in incentives, data show a continuously increasing resources generated through R&D (Table 10).

The University Annual Agency In-House Review (AIHR) (Table 11), a mechanism to monitor ongoing and completed R&D projects for both teaching and non-teaching also revealed that despite the dwindling number of researches per year, a gradual increase can still be seen. There is also an increasing trend in the number of faculty members involved in research.

Table 9

Whether the BSU Faculty Reserachers Receive Honorarium or Not at All

	No	Yes	
		Research load	Teaching Overload
Male	70%	0%	30%
Female	77%	0%	23%

Table 10

Resource Generation Through R&D Projects

Year	Generated funds from R&D (Php)
2011-2013	59,327,489.65
2014-2016	61,174,541.41
2018	125,944,012.00
2019 (January to June only)	95,000,000.00
2019 (Technology transfer projects only)	66,297,707.40
	Employment generation
2018-2019	80 to 110 (fluctuating) Research staff

Source: BSU Management Information System Unit (MIS)

From the interviews, faculty researchers are continuously engaged in research despite the disallowances and lack of incentives. Certainly, promotion through the National Budget Circular is an important motivation. Other than this, respondents say they still continue pursuing research because of career fulfillment (36%), gratification from doing research (21%), aside from it is mandated (31%) and one of the requirements for promotion (43%) (Table 12). In relation to gratification, one can sense a 'research culture' embedded in the institution. As stated by one of the faculty researchers, *"kasla kurang ti biag nu awan ti research"* ("life seems incomplete without research") meaning research is a passion. Another positive take of faculty researchers is when they also see "*research as a way to help not only the University but the community as well*." This statement is commonly said by senior faculty researchers. There is also a strong case for the claim that research should be paired with instruction. Again, from senior faculty researchers, they say that the results of their researches are utilized in their class lectures. From another faculty researcher, she claims that she could be more graphic in her teaching strategies as she always looks back to fieldwork experiences for knowledge creation and sharing.

Take for example the case of one faculty researcher, the previous school year (SY 2018-2019) she was noted to have an actual workload of 29 units during the first semester and 28 units during the second semester. What was only paid or credited was 27 units both during the first and second semester, the rest were unpaid, 'thank you'. Aside from her administrative load and load for instruction, she was also involved in six (6) studies where two (2) of those were externally funded. She was one of the faculty-researchers affected by the disallowances of special projects due to the honorarium she received. However, unlike some colleagues, she did not give up her research involvements, despite the disallowances. This faculty-researcher claims she enjoys and finds fulfillment in research. Her actual total workload is 38% more than the required workload equating to approximately 15 more working hours a week, she had to work on her research activities after her teaching activities and administrative functions were satisfied, usually after office hours

Table 11

Number of Researches Presented in AIHR from 2012 to 2018

Year	No. projects/ studies presented in the AIHR	No. of Faculty members with papers during AIHR	Average no. of projects/studies per faculty		
			Average	Minimum	Maximum
2012	83	63	1.5	1	4
2013	115	76	1.9	1	8
2014	123	73	2.2	1	10
2015	107	72	2.2	1	8
2016	111	96	2.2	1	7
2017	94	65	2.0	1	7
2018	123	80	2.1	1	8

Notes:

- The number of researches reflected above are either project or studies as some of the researches presented during the AIHR were per project or per study.

- No double counting was done in counting the number of faculties with papers presented during the AIHRs

- The basis used in checking the faculties with AIHR papers was the September 2016 list of faculties. Hence the number could still increase (to add the retired faculties, and the new faculties)

- The minimum and maximum number of researches per faculty could be projects/ studies to assume a more conservative figure and to avoid over counting. Hence, the figures reflected could still increase. Some of the AIHR papers reviewed did not identify the personnel involved per study but per project as a whole.

Source: AIHR proceedings, different years

Table 12

Reasons for Continuing Research Engagement

	Male	Female	Total
Care fulfillment	45%	27%	36%
Gratification from research	20%	23%	21%
Requirement	50%	36%	43%
Mandated	35%	27%	31%
For more knowledge	10%	9%	10%
For promotion	0%	14%	7%
Mission to accomplish	0%	9%	5%

or during the wee hours. She also schedules her fieldwork not only on weekdays but also during weekends and even holidays.

Another case is a faculty researcher whose actual workload during the first and second semester of the previous school year (SY 2018-2019) is 34 and 33 units respectively. His actual workload comprised of 62% administrative and 38% instruction during the first semester while 36% instruction and 64% administrative during the second semester. However, what was only credited and paid is 27 units both for the first and second semesters. He has two designations last school year but only the designation with the highest ETL was included in his workload. He was also involved in two studies during the said school year where one of the two was externally funded. In addition, during the 2018 AIHR, he was able to present three papers. He stated that he had to decrease his research load due to his administrative functions not to mention his teaching load. His research activities is usually scheduled after all his administrative functions were satisfied. He also schedules his research fieldworks not only on weekdays but also on weekends and holidays. Despite however of the fact that he is not being paid for his research loads, he still conducts research 'for development' as it is needed for the subject/course that he is teaching as well as for their sector.

University Policies on Research ETL

The start of disallowance issuances by the State Auditor covered the period 2014-2015. Even with the position and appeal papers forwarded by the R&E sector, NDs and AOMs continued. One of the reasons cited for the inconsistent application of disallowances which faculty-researchers had expressed a strong sentiment, is rooted to the fact that previously (prior to 2014), researchers were receiving their honoraria without NDs; and that their counterparts in other regions are continuously receiving their honoraria. This situation caused a major setback as far as the researchers and research culture in the University is concerned. Tension subsided after sometime, only because the faculty researchers, together with the other members of the research sector, realized there were different interpretations as to the real intent of the laws are. The sectoral Vice President also conducted his own research and even entered into a court case, but to no avail. Seemingly, the office in charge of issuing NDs remain unperturbed.

On the other hand, there are existing policies on the workload of faculty researchers (see 2015 revised REMO) but are not consistently being implemented as far as incentives are concerned. For some respondents, this is understandable considering resource limitation – however this becomes a big issue the fact that the volume of NDs issued for externally funded projects have far reaching implications. Faculty-researchers who have been issued NDs look forward to institutional incentives, including deloading.

Going further into the dynamics of University policies on incentives, it is interesting to note that in a 2018 survey on the awareness and perception of the faculty members on its implementation, data show that while majority

(70%) of the surveyed faculty researchers declared awareness of the policy on the inclusion of the ETL (equivalent teaching load) (Table 13) for research and extension activities in the computation of overload pay, only 28% of those who are aware declared that it is fully implemented while more than half stated that it is partly implemented (Launio et al., 2019). Further, 74.8% are aware that they may engage in research, extension and production activities for a minimum of 3 to a maximum of 9 ETL units. Of those who are aware, only 33.8% declared that it is fully implemented while 51.3% declared that it is partly implemented (Table 14).

The University has attained the status of being a "research university", however, there is a lack of political will to work by its policy that should translate to the creation of an environment and working conditions that enhances research productivity in the University. While there are 'management issues' to consider such as the paucity of resources, there is also a need to 'reward' appropriately. Recognizing research as one of the primary functions of the faculty researchers and not only as an add-on activity as well as the efforts of the faculty researchers to be engaged in research despite the recent issues and problems such as issues on disallowances of outside funded researches is very important. The interviews indicate that recognition, giving incentives and rewards, such as deloading of teaching assignment are seen by the faculty members as helpful means to facilitate their works. This practice worked for some semesters, but did not work for many semesters within the academic period. In the meantime, the R&E sector focused on other means of incentivizing: publications, research awards,

Table 13

Awareness of BSU Faculty on University Policies on ETL, 2018

	Yes		No		Refused to Answer	
	FC	%	FC	%	FC	%
Inclusion of ETL for research and extension activities in the computation of overload pay	75	70.1	26	24.3	6	5.6
A faculty member may engage in research, extension and production activities for a minimum of 3 and maximum of 9 ETL units	80	74.8	23	21.5	4	3.7

Source: Survey on motivations of researchers and research mentors (n=107) (Launio et al., 2018)

Table 14

Perceptions of BSU Faculty on the Implementation of University Policies on ETL, 2018

	Inclusion of ETL for research and extension activities in the computation of overload pay		A faculty member may engage in research, extension and production activities for a minimum of 3 and maximum of 9 ETL units	
	FC	%	FC	%
Fully	21	28.0	27	33.8
Partly	40	53.3	41	51.3
No	9	12.0	7	8.8
Refused to answer	5	6.7	5	6.3

Source: Survey on motivations of researchers and research mentors (n=107) (Launio et al., 2018)

capacity building and a more open academic-research interaction. These moves are laudable and should be replicated.

In the research paper of Salazar-Clemeña and Almonte-Acosta (2007), they found out that time, working environment and clear institutional policy for research benefits and incentives were among the necessary factors perceived by faculties that are needed in improving research productivity.

Work vs. Family

As shown earlier, the respondents are always working long hours in their research work not necessarily in the workplace but in their homes. As expressed by the respondents themselves, they do work even during their personal and family time which is not captured in the official time records. Davies (2013) indicated that long hours of working as well as working times are among the sources of work-life conflict. That is, working at night or during weekends, which makes it difficult to spend quality time with family or friends. In the data gathered, 64% of the respondents feel that their paid work already conflicts not only with their family but with their other commitments as well.

In another account, the difficulty of balancing work with family is not at all easy. Three informants said that because they feel guilty when the family is sacrificed, they usually have schedules of going out with the family which can be cut short because of deadlines or because of some urgent concerns. Trying to 'balance' work and family also takes toll on their well-being, especially of mothers who are also faculty-researchers. The traditional role expected of women somehow puts pressure unintentionally.

When the time spent for work increases, the time that should be spent for family and other commitments decreases. But as shown, respondents are often caught between the demand of work and family. But what commonly happens is that, at the end of the day, paid work still has to be prioritized even though there are family affairs as stated by most women respondents. One might say that it is just a matter of choice, which is choosing work over family. However, this does not apply for the respondents who declared that their employment in the University is their primary source of income. In the interviews, statements such as "*no choice, someone needs to work for the family*" and "*I don't consider it (work conflicting with family commitments) much since it is the bread and butter of the family*," were captured.

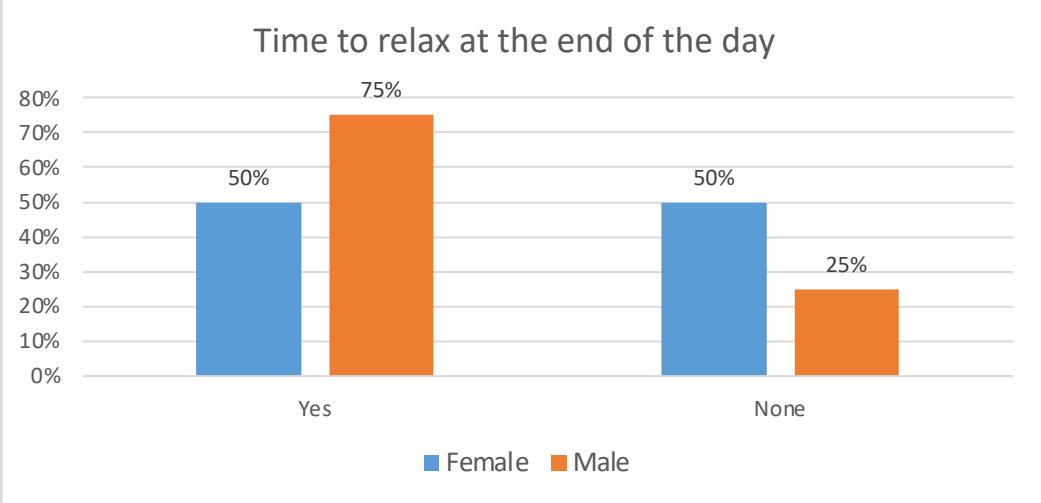
Time for Pleasure

Given the actual workload of the faculty researchers, do they still have time to relax at the end of the day? Half of the women respondents while 75% of the men respondents declared that they do still have time to relax (Figure 4). But the question is, how do they relax? Some said while watching TV, eating supper with their families, chatting with their families and others. But looking closer, technically, they are still working. Eating dinner with the family while simultaneously taking care of the children while listening to their stories or watching TV while helping them with their assignments in between commercials are still considered as "unpaid domestic works". It is fascinating to know though that respondents would consider doing domestic works as a way of relaxing. In the Filipino household, relaxation is differently construed and will not necessarily be expressed as "relaxation" nor "unpaid work." On the other hand, as explained by one of the respondents, domestic work is only physically tiring while paid employment is physically and mentally tiring. Doing physical activities, such as household chores or care works, somewhat distracts the researchers from their paid work. Still, another set of respondents say that they are also taking advantage of the time they are spending for domestic works to also spend time with their families. As Chen et al. (2018) stated, "due to the zero-sum nature of time the potential for work, caregiving, housework and time for self-care activities to crowd each other out is high."

An interview with two promising junior researchers shows a nuanced view. When asked if they would continue doing research even without honorarium, they say that their priorities might change over time. With professorial status, they also say, they are already satisfied with what they have, and research might just be the last priority. Their primary concern is the "exposure to unnecessary stress." Certainly, NDs and other disincentives can be very shaping as far as the future of R&D is concerned.

Figure 4

Leisure Time of the BSU Faculty Researchers



Faculty researchers' roles as parents, scientists, educators, and administrators can work in synergy but at the same time conflicting, especially if the work environment is hostile. Marrying these roles together is almost impossible when time is concerned. The concept of the word "choice" seems to have vanished in the case of the faculty researchers of the University. As one role demands more time, the time for the other roles decreases.

Conclusions

The actual workload of the faculty researchers are nearly twice their required total workload where majority is concentrated on teaching; and as far as time use is concerned teaching workload can be a factor that can affect their decision to engage in research. Research functions is usually done before and after the official working hours, after the teaching and administrative functions were satisfied.

Despite the fact that research functions are not being compensated in the University, faculty researchers still decide to undertake research because of the gratification and fulfillment that they get from it. However, faculty researchers expressed a strong feeling and a valid interpretation on the issue of providing honoraria to compensate services rendered. R&D projects that are externally funded brings in voluminous resources translated into capital outlay as well as employability of BSU graduates.

In terms of gender, there is no significant disparity between the number of actual workload of men and women in the University as far as time use data is concerned. But accounts and observations show a not-so-neat data because women's workload management entails too much sacrifice which is sometimes 'normalized.' In addition to working on weekends and multi-tasking, women tend to bring home assignments and work on it while simultaneously taking care of household duties. Once again, this specific scenario of unrecognized work expressed by women, calls for specific support mechanism at least in the workplace, such as enhancing institutional support in terms of consistent recognition of equivalent teaching load (ETL).

Recommendations

Time use data show time poverty of faculty researchers for pleasure and for family; as such the full implementation of the provision on incentives to include giving of ETL will be helpful. Implementation of the incentives as per REMO must be consistently done and if need be, a revisit of existing policies on workload allocation of the faculty members should be prioritized so as to harmonize with national circulars. Also, a more comprehensive time use research that will include all the employees of the University in all sectors is recommended since this research only focused on the identified faculty researchers of the University. As shown, tension between research and teaching exists, particularly in terms of demands on time and variable recognition and rewards. In this case, the relationship between research, teaching, broader work expectations, and rewards need to be reviewed and managed at the institutional and individual levels to avoid potentially undesirable effects and counterproductive behaviors. In the case of the University, this might entail the need for the concerned national agencies to come together to resolve issues on conflicting incentive instruments.

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