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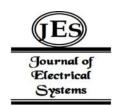
Organizational Justice and Faculty Engagement in State Universities and Colleges as Related to Productivity

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Abstract: - This survey-correlational research aimed to determine the productivity of faculty in state colleges and universities (SUC's) as related to organizational justice and engagement. The independent variables were the organizational justice and faculty engagement, while productivity was the dependent variable. The antecedent variables were age, gender, length of service, and educational background. Two hundred forty (240) randomly selected faculty in a state institution of higher learning in Iloilo were the participants of the study, and two adopted, validated, and pilot tested data-gathering instruments were used – a Questionnaire to Measure Organizational Justice by Usmani and Jamal (2013) and an Employee Engagement Survey by Koskinen, (2015). To measure the faculty productivity, the Individual Performance Commitment and Review (IPCR) for SUC's was utilized. Frequency count, percentage analysis, rank, mean, and standard deviation were employed as descriptive statistics while the one-way ANOVA and Pearson's r were employed as inferential statistics. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypothesis. All statistical computations were processed through the Statistical Package of the Social Sciences (SPSS) software. Study results revealed that generally, the faculty assessed the SUC's prevailing "high" organizational justice and work engagement, but "very high" work productivity. The faculty did not differ significantly in their assessment of the prevailing organizational justice and work engagement when they were classified according to age, sex, length of service, and educational background, yet significant differences were noted in their assessment of the work productivity when they were classified according to length of service and educational background. No significant differences were noted in the productivity of the faculty classified according to age and gender. A positive and significant relationship existed between faculty's assessment of organizational justice in SUC's and their work engagement, but significant relationship existed between their assessment of organizational justice in SUC's and work productivity and between faculty engagement and work productivity. This was validated by three experts who assessed that the topics were relevant, applicable, and properly sequenced in terms of the applicability of organizational justice and faculty engagement, and this development plan could be used for the improvement of their work productivity.

Keywords: Faculty engagement, organizational justice, productivity, state universities and colleges

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I. INTRODUCTION

Unfair treatment of employees may have negative impact on their work and morale? Employees want to work for ethical companies and be treated with respect and fairness.

Justice is one of the most important principles in organizational and social life. The principles of justice in a society help people identify their mutual and social responsibilities and rights and define who and why their society will reward (Stevens & Wood, 1995). The term justice generally includes treating the equal equally. For an organization, justice means giving employees their rights to the extent that they contribute to their organizations and be punished if they act contrary to rules (Basaran, 1995).

Organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective managers and employees to achieve their objectives. Organizations cannot succeed without their personal efforts and commitment (Rad & Yarmohammadian, 2006).

Employees are more satisfied when they feel they are rewarded fairly for the work. They make sure these rewards are for genuine contributions to the organization and consistent with the reward policies. The reward could include a variety of benefits and perquisites other than monetary gains.

Baldwin (2006) defined organizational justice as the extent to which employees perceive workplace procedures, interactions, and outcomes to be fair in nature.

Treating employees fairly in the organization is not just a moral responsibility. It is also necessary to ensure maximum company growth. When a worker is treated unfairly, it results in decreased employee morale. Showing favoritism toward one employee over another should also be avoided.

This study was anchored on Greenberg's concept of organizational justice (1987). Organizational justice regards on how an employee judges the behavior of the organization and the employee's resulting attitude and behavior

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(e.g., if a firm makes redundant half of the workers, an employee may feel a sense of injustice with a resulting change in attitude and a drop in productivity).

On the other hand, faculty engagement is anchored on Maslow's need hierarchy theory (1940) which states that a motivation theory of needs is arranged in a hierarchy, whereby people are motivated to fulfill a higher need as a lower one becomes gratified.

The importance of employee engagement can't be overstated – employee engagement strategies have been proven to reduce staff turnover, improve productivity and efficiency, retain customers at a higher rate, and make more profits. Perhaps most importantly, engaged employees are happier, both at work and in their lives. When one is engaged, it infuses everything he does with purpose, energy, and enthusiasm (Engagement Multiplier, 2016).

Finally, productivity is anchored on expectancy theory which states that work effort is determined by the perception that effort will result in a particular level of performance (E-to-P expectancy), the perception that a specific behavior or performance level will lead to specific outcomes (P-to-expectancy), and the valences that the person feels for those outcomes. The E-to-P expectancy increases by improving the employee's ability and confidence to perform the job. The P-to-O expectancy increases by measuring performance accurately, distributing higher rewards to better performers; and showing employees that rewards are performance-based. Outcome valences increase by finding out what employees want and using these resources as rewards. Productivity is about how well people combine resources to produce goods and services. For countries, it is about creating more from available resources such as raw materials, labor, skills, capital equipment, land, intellectual property, managerial capability and financial capital. With the right choices, higher production, higher value and higher incomes can be achieved for every hour worked (New Zealand Productivity Commission, 2016).

Generally speaking, productivity in industrial engineering is defined as the relation of output (i.e. produced goods) to input (i.e. consumed resources) in the manufacturing transformation process. Productivity is therefore, closely connected to the use and availability of resources. This means that productivity is reduced if a company's resources are not properly used or if there is a lack of them. On the other hand, productivity is strongly linked to the creation of value. Thus high productivity is achieved when activities and resources in the manufacturing transformation process add value to the produced products. Furthermore, the opposite of productivity is represented by waste, which must be eliminated in order to improve productivity (Tangen, 2002).

II.   METHODS

This study aimed to determine the productivity of faculty in SUCs as related to organizational justice and engagement as inputs to a contextualized professional development plan.

The survey-correlational method of research was employed in this investigation. Fraenkel and Wallen (2003) explained that the major purpose of survey research is to describe the characteristics of a population. In essence, information is collected from a group of people in order to describe some aspects of characteristics (such as abilities, opinion, attitudes, beliefs, and or knowledge) of the population of which that group is part. In correlation research, which is sometimes called associative research, the relationships among two or more variables although investigations of more than two variables are common.

In this investigation, the dependent variable was productivity and the independent variables were organizational justice and faculty engagement. The antecedent variables were age, gender, number of years and months in service and educational background.

III.   RESULTS AND DISCUSSION

Descriptive Data Analysis

The data in Table 2 revealed that, with the exception of the males (M =3.48, SD =0.50) and those with bachelor's degree (M = 3.35, SD = 0.42) who gave an *average* assessment, generally, the organizational justice prevailing in state universities and colleges was assessed *high* by the faculty taken as an entire group and classified according to age, sex, length of service, and educational background. This was reflected by the obtained mean scores which fell within the 3.51–4.50 scale.

The obtained standard deviations which ranged from 0.37-0.51 showed the narrow dispersion of the means indicating the homogeneity of the faculty in terms of their assessment of the organizational justice.

Organizational justice is an essential component and predictor of successful organizations. An organization that is fair and just in its procedures, policies, interactions and distribution systems, gets a better response from its employees (positive behaviors and productivity). Enhancing organizational justice results in improved outcomes from employees. This is why, managers should take actions to improve employees' job satisfaction and organizational commitment so to decrease employees' turnover intension (Elanain, 2009).

Organizational justice is a key factor associated with the success of every organization. In order to keep employees satisfied, committed, and loyal, the organization needs to be fair in its system regarding distributive justice, procedural justice, and interactional justice. When employees feel that they are treated fairly by the organization in every aspect, they are inclined to show more positive attitude and behaviors. Issues like allocating monetary resources, hiring employees in organizations, policy making and policy implications that affect decision maker and the people who are affected from such decisions require special attention in respect of justice (Colquitt, Greenberg, & Zapata-Phelan, 2005).

Table 2

Organizational Justice Prevailing in SUCs as Assessed by the Faculty Classified According to Certain Identified Categories

Category	SD	M	Description
Entire group	0.46	3.57	High
Age			
40 years & below	0.46	3.54	High
Over 40 years	0.46	3.59	High
Gender			
Male	0.50	3.48	Average
Female	0.40	3.66	High
Length of service			
10 years & less	0.51	3.58	High
11 to 20 years	0.37	3.55	High
21 years & over	0.49	3.58	High
Educational background			
Bachelor's degree	0.42	3.35	Average
Master's degree	0.49	3.57	High
Doctorate degree	0.38	3.63	High

Note: Very high - 4.51-5.0; High - 3.51-4.50; Average - 2.51-3.50; Moderately low - 1.51-2.50; Low - 1.00-1.50

The data in Table 3 revealed, that with the exception of the males ($M = 4.39$, $SD = 0.85$), 21 years old and over ($M = 4.46$, $SD = 0.86$) and those with bachelor's degree ($M = 4.29$, $SD = 0.52$) who had moderately high engagement faculty of state universities and colleges had *high* work engagement whether taken as an entire

group or classified according to age, sex, length of service, and educational background. This was reflected by their obtained mean scores which fell within the scale of 4.50 – 5.50.

The obtained standard deviations which ranged from 0.37 - 0.51 revealed the narrow dispersion of the means indicating the homogeneity of the faculty in terms of their engagement.

Table 3

Faculty Engagement in SUCs as Assessed by Participants Classified According to Certain Identified Categories

Category	SD	M	Description
Entire group	0.81	4.55	High
Age			
40 years & below	0.77	4.53	High
Over 40 years	0.85	4.57	High
Gender			
Male	0.85	4.39	Moderately high
Female	0.75	4.71	High
Length of service			
10 years & less	0.87	4.58	High
11 to 20 years	0.69	4.59	High
21 years & over	0.86	4.46	Moderately high
Educational background			
Bachelor's degree	0.52	4.29	Moderately high
Master's degree	0.84	4.60	High
Doctorate degree	0.83	4.54	High

Note: Very high - 5.51-6.0; High - 4.51-5.50; Moderately high - 3.51-4.50; Moderately low - 2.51-3.50; Low - 1.51-2.50; Very low - 1.00-1.50

The data in Table 4 revealed that with the exception of those 21 years and over ($M = 4.51$, $SD = 0.32$) who had outstanding work productivity, the faculty in state universities and colleges had *very satisfactory* work productivity according to faculty participants taken as an entire group and classified according to age, sex, length of service, and educational background. This was reflected by their obtained mean scores which fell within the 3.50 – 4.50 scale.

The obtained standard deviations which ranged from 0.37 - 0.51 revealed the narrow dispersion of the means indicating the homogeneity of the faculty in terms of their work productivity.

Marilyn (2001) explained that employees recognize their power and are now searching for new ways of giving their maximum productivity. Companies have come to realize the importance of comfort in the workplace environment in order to retain quality personnel, increase productivity, and maintain a competitive edge (Luparello, 2004). It is very important to increase comfort level of employees in order to increase profit for organization, firm, and corporations.

Table 4 *Work Productivity Among the Faculty Classified According to Certain Identified Categories*

Category	SD	M	Description
Entire group	0.36	4.40	Very Satisfactory
Age			
40 years & below	0.34	4.38	Very satisfactory
Over 40 years	0.38	4.42	Very satisfactory
Gender			
Male	0.38	4.41	Very satisfactory
Female	0.34	4.39	Very satisfactory
Length of service			
10 years & less	0.40	4.30	Very satisfactory
11 to 20 years	0.32	4.43	Very satisfactory
21 years & over	0.32	4.51	Outstanding
Educational level			
Bachelor's	0.22	4.47	Very satisfactory
Master's	0.35	4.35	Very satisfactory
Doctorate	0.42	4.49	Very satisfactory

Note: Outstanding - 4.51-5.0; Very Satisfactory - 3.51-4.50; Satisfactory - 2.51-3.50; Unsatisfactory - 1.51-2.50; Poor - 1.00-1.50

Inferential Data Analysis

Differences in the organizational justice prevailing in SUCs as assessed by the faculty. The *t*-test results in Table 5 revealed that no significant differences existed in the organizational justice in SUCs as assessed by the faculty grouped according to age, $t(238) = -.847$, $p = .484$ and gender $t(238) = 2.949$, $p =. 169$.

Researches on gender as a moderator of organizational justice perceptions, though scanty, had shown mixed results. Some studies found that gender moderates the relationship between fairness and satisfaction (Greenberg & McCarty, 1990; Brockner & Adsit, 1986) while others (Witt & Nye, 1992) found no difference in the said relationship on the basis of gender. Evidently, the results differ on the basis of whether studies have been conducted in laboratory settings or in an actual organizational context. It has been noticed that the difference in perceptions is wider in case of hypothetical situations than in an actual corporate context (Lee & Farh, 1999).

On the contrary, the study of the University of Punjab on gender and perceptions of organizational justice (Ansari, et al., 2016) revealed that a difference in overall justice perceptions between the male and the female teachers was indeed apparent; female teachers reported a higher perception of justice in the University (86%) than their male counterparts (83%). This is contrary to the proposition that females' perception of justice would be lower than males. However, higher justice perceptions of female faculty were unexpected and may be explained by the role contiguity theory (Eagly & Karau, 2002) and attributable to the fact that the profession of their sample is largely considered congruent with the female role; hence, this might be having a lower incidence of discrimination and/or biased policies and procedures in academia.

Moreover Beautell and Brenner (1986), while observing lack of gender differences in the fairness and organizational outcomes relationships, found that the trend is toward similarity rather than dissimilarity in work values which might be responsible for this phenomenon.

Table 5 *The* t-*test Results for the Differences in Organizational Justice Prevailing in SUCs as Assessed by the Faculty Grouped According to Age and Gender*

Category		M	t-value	df	Significance 2-tail
Age					
	40 years & below	3.54			
			.847	238	.484
	Over 40 years	3.59			
Gender					
	Male	3.48			
			2.949	238	.169
	Female	3.66			

The one-way ANOVA results in Table 6 revealed that significant differences existed in the organizational justice prevailing in SUCs as assessed by the faculty classified according to educational background, $F(2, 237) = 3.140$, $p = .045$.

However, no significant differences existed in the organizational justice when the faculty were classified according to length of service, $F(2, 237) = .094$, $p = .910$.

Based on the study conducted by Yilmaz (2010) entititled, *Secondary Public School Teachers' Perceptions About Organizational Justice* it was found that the perceptions of the participants do not differ when they were grouped according to gender. In some studies, differences were found among respondents classified according to gender (Tan, 2006; Polat, 2007) but there were also other studies which did not (Anderson & Shinew, 2003, as cited in Comert et al., 2008; Yilmaz & Tasdan, 2009). In the present study, despite the slight numerical difference, perceptions of female teachers are more negative than those of male teachers. However, such differences did not reach a level of significance. When the results of organizational justice studies are considered, it is clear that the perceptions of female employees are lower than those of male employees (Yurur, 2008). It is a fact that most school administrators are males since educational management is one of the professions where women consistently constitute a minority (Tan, 1996). Women usually focus on low status teaching work where professional skills are considered to be close to mothering or nursing. On the other hand, it is the men who have the authority of making decisions about school life and teaching and they supervise schools (Tan, 2002).

Based on the results that no significant difference in the perceptions of the participants grouped according to educational background it may be possible that these participants are not affected by the variables of branch and educational background. Eventhough the participants do not differ when grouped according to the number of teachers in service, they differ in assessment when classified according to the number of students. Despite this fact, organizational justice perceptions of teachers in small schools are lower.

Moreover, the perceptions of the participants differed when they were grouped according to age, with the younger participants having more positive perceptions than the older ones. Similarly, their perceptions also differed when they were classified according to seniority. Teachers with 6-10 years of experience have more negative perceptions than the others. When comparisons according to age and seniority were all taken into account, there was a significant correlation observed. These two findings are consistent.

Table 6 *One-Way ANOVA Results for the Differences in Organizational Justice Prevailing in SUCs as Assessed by the Faculty Grouped According to Length of Service and Educational Background*

Sources of variation	Sum of squares	df	Mean square	F	Sig.
A. Length of service					
Between groups	.040	2	.020	.094	.910
Within groups	50.372	237	.213		
Total	50.412	239			
B. Educational background					
Between groups	1.301	2	.651	3.140*	.045
Within groups	49.111	237	.207		
Total	50.412	239			

*p<.05

Differences in faculty engagement. The *t*-test results in Table 7, revealed that no significant differences existed in engagement among the faculty when they were grouped according to age, *t* (238) = -.350, *p* = .609, and gender, *t* (238) = 3.132, *p* =. 422.

Lockwood (2007) explained that organizations have understood that to remain competitive, it has become important to retain skilled employees. The job hopping poses a serious threat to organizations in terms of cost and efforts (Juhdi et al., 2013). Indeed, there is a great consensus between many authors that engaged employees can bring revolutionary transformations in the organization (Macey & Schneider, 2008). They are loyal, committed, more productive, better performers, have less intentions to leave, more customer centric and bring profit to the firm (Gallup, 2008). Though studies focus on corporate employees only, faculty teaching in government and private institutions also face this issue.

Table 7 *The* t*-test Results for Differences in Faculty Engagement When They Were Grouped According to Age and Gender*

Category	M	t-value	df	Sig. (2-tail)
Age				
40 years & below	4.53			
		.350	238	.609
Over 40 years	4.57			
Gender				
Male	4.39			
		3.132	238	.422
Female	4.72			

The one-way ANOVA results in Table 8 revealed that no significant differences existed in faculty engagement when the faculty were classified according to length of service, *F*(2, 237) = .572, *p* = .565 and educational background, *F*(2, 237) = 1.343, *p* = .263.

Table 8 *Differences in Faculty Engagement When They Were Classified According to Length of Service and Educational Background*

Sources of variation	Sum of squares	df	Mean square	F	Sig.
A. Length of service					
Between groups	.759	2	.380	.572	.565
Within groups	157.396	237	.664		
Total	158.156	239			
B. Educational background					
Between groups	1.772	2	.886	1.343	.263
Within groups	156.384	237	.660		
Total	158.156	239			

Differences in work productivity. The *t*-test results in Table 9 revealed that no significant differences existed in the organizational justice among the faculty grouped according to age, *t* (238) = -.801, *p* = .290 and gender *t* (238) = .528, *p* = .339.

Table 9 *The* t-*test Results for Differences in Work Productivity Among Faculty Grouped According to Age and Gender*

Category	M	t-value	df	Sig. (2-tail)
Age				
40 years & below	4.38			
		-.801	238	.290
Over 40 years	4.42			
Gender				
Male	4.41			
		.528	238	.339
Female	4.39			

Marilyn (2001) explained that the employees recognize their power and are now searching for new ways of giving their maximum productivity. Companies have come to realize the importance of comfort in the workplace environment in order to retain quality personnel, increase productivity, and maintain a competitive edge (Luparello, 2004). It is very important to increase comfort level of employees in order to increase profit for organization, firm, and corporations.

Another study was done by Ernesto (1997) in which he analyzed, on an individual level, that most people experience some degree of stress in their daily lives and in their workplaces. To deal with this growing problem of work-related stress, employers must identify the specific sources of stress and take clear measures to address them (Allie, 1996).

Good workplace design can make a big difference in staff satisfaction, attraction, motivation, and retention. It can also affect the level of knowledge and skills of workers, how innovative and creating they are, and how they

respond to business and technological change. Poor workplace design, by contrast, is linked to lower business performance and higher level of stress experienced by employees (Amble, 2005).

Vangen (1999) noted that the design of the workplace may be a significant driver in reducing employee stress. Consequently, by addressing such issues as poor acoustics, poor lighting, and poor indoor air quality, employers can go a long way towards reducing workplace stress. Karen (2004) during his research noticed that companies will look toward designs that will provide, open, technologically advanced, flexible, comfortable, and secure spaces-all the necessary components to attract and retain high caliber employees and maximize productivity. Similarly, Welch (1996) focused on stress reduction issues. In fact, there are numerous, well-studied strategies that employers can apply, including anti-stress seating zones, ergonomic furniture, physical fitness centers (DiNubile & Sherman, 1999).

Knisley (2005) gave the idea that lighting level must be separated for individual workstation so they can perform better. However, it is important to note that this area of study is still in its relative infancy, and there is much research to be done on the subject (Beehr, 1998). An office building must have flexible and technologically advance working environment that are safe, healthy, comfortable, aesthetically pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the tenant. Special attention should be made to the selection of interior of the office.

Moreover, the One-Way ANOVA results in Table 10 revealed that significant differences existed in work productivity among the faculty classified according to length of service, $F(2, 237) = 7.718$, $p = .001$ and educational background, $F(2, 237) = 3.804$, $p = .024$.
The Scheffe test results revealed that participants who served 21 years and over ($M = 4.51$) were significantly more productive than those who served 10 years and less ($M = 4.30$) and 11 to 20 years ($M = 4.43$).
Moreover, the Scheffe test results further revealed that doctorate degree holders ($M = 4.49$) were significantly more productive than those with bachelor's degree ($M = 4.47$) and master's degree ($M = 4.35$).

Table 10 *Differences in Engagement Among the Faculty Grouped According to Length of Service and Educational Background*

Sources of variation	Sum of squares	df	Mean square	F	Sig
A. Length of service					
Between groups	1.928	2	.964	7.718*	.001
Within groups	29.610	237	.125		
Total	31.538	239			
B. Educational background					
Between groups	.981	2	.490	3.804*	.024
Within groups	30.557	237	.129		
Total	31.538	239			

*$p<.05$, **$p \leq .001$

Relationships among faculty organizational justice, engagement, and work productivity. The Pearson's r results in Table 11 revealed that a significant relationship existed between organizational justice and engagement ($r = .749$, $p = .000$). Employing the coefficient of determination, an r^2 value of .561 was obtained. This explains that 56.10% of the variations in organizational justice could be attributed to engagement. No significant relationship existed between organizational justice and productivity ($r = -.027$, $p = .675$), as well as engagement and productivity ($r = -.022$, $p = .738$).

Table 11 *Relationships Among Faculty's Organizational Justice, Engagement and Productivity*

Variables N = 240	1		2			3		
	r	r prob	r	r^2	r prob	r	r^2	r prob
Organizational justice	-	-	-	.749*	.000	-	-.	027	.675
Engagement	-	- -	-	-	-	-.	022	.738
Productivity	-	- -	-	-		-	-	-

*p<.001

IV. CONCLUSION

In this study, the faculty in a state institution of higher learning possesses
high organizational justice. They seem to have a clear understanding of the desired outcomes of their roles. Likewise, each of them was given a chance by the administration to participate in trainings, seminar-workshops, etc.

Organizational Justice is an essential component and predictor of successful organizations. Employees of an organization that is fair and just in its procedures, policies, interactions, and distribution systems, give better response to the organization (in terms of their positive behaviors and productivity). Enhanced organizational justice result to improved outcomes from employees. This is why managers should take actions to improve employees' job satisfaction and organizational commitment so as to decrease employees' turnover intension with the help of distributive and procedural justice (Elanin, 2009).

The concept of fairness is an imperative concept for employees because it affects their attitudes and behaviors which in turn lead to positive or negative employee satisfaction and performance. An unfair perception leads to dissatisfaction with outcomes or rewards where an employee exerts less effort on the job and ultimately parting with the organization (Mowday, 1987).

Age, sex, length of service and educational background are factors found
not to influence the faculty engagement.

Hence, regardless of whether one is 40 years and below or over 40 years; male or female; has 10 years and less, 11 to 20 years, or 21 years & over of service; has bachelors' degree, master's degree or doctorate degree; his/her work engagement remains comparable.

Organizations with high employee engagement are more productive and more profitable than those organizations with low employee engagement.

The Civil Service sees being engaged as more than just being satisfied or motivated. Engaged employees have a sense of personal attachment to their work and organization; that means, they want to give of their best to help it succeed. Engaged employees tend to speak positively about their organization and have an active desire to stay (Civil Service, 2008).

The productivity of faculty members in a state institution of higher learning
was very high. Employee productivity is very important for the success of the company in today's global competitive environment. Organization's key asset is the human capital. Employees get stressed in the working environment and this slows down their productivity. There are different factors like poor air quality, open space, noise pollution, temperature, lighting, interior. Together, the affect the productivity of the employees.

Productivity is about people, about work, about shop floor; not just number in a ledger. Productivity is about labor, and labor is necessary, intelligent, and hopefully rewarding work (Johnson, 2017).

Productivity is a performance measure encompassing both efficiency and effectiveness. It is important, therefore, to know who the productive workers are. Productivity is a performance measure encompassing both efficiency and effectiveness.

Feeling/perception of the faculty regarding fair distribution of rewards is

according to the effort he/she has put in. He/She, in line with social exchange theory, puts in even more effort which results in increasing work engagement. With the gradual increase of work engagement, the faculty gradually builds up his organizational engagement.

Organizational justice have a significant relationship with faculty engagement. Administrators in a state institution of higher learning should pay attention to organizational because this affects faculty engagement and productivity.

Length of service and educational background are factors found to

significantly influence one's productivity. As revealed in the findings, those with doctorate degrees and are in service for 21 years and over are significantly more productive than those with master's degrees and 11 to 20 years.

Besides, the remuneration package for faculty with higher educational degrees and longer stay in the institution could be some of the motivating factors for faculty members in state institutions of higher learning. In addition, there seems to be an established pattern in a state institution of higher learning, that if one has a doctorate degree and has served the institution 21 years & over, they occupy the rank of associate professor or professor, with of course, higher remuneration package.

Age and gender are factors found not to significantly influence the faculty's productivity. Hence, regardless of whether one is 40 years & below or over 40 years old, male or female, his/her productivity remains comparable. Organizational justice and engagement are factors that can positively and significantly affect one's productivity. In other words, if one is treated fairly and is engaged in his or her work, it follows that he or she is productive. This further explains that if one is satisfied with his or her job, feels valued, and experiences collaboration and trust, chances are, he or she has the source of energy that determines the direction, degree, and decisiveness of a particular behavior.

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