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An Evaluation of Four-Day Compressed Workweek of Ifugao State University System: Basis for Action Plan

ABSTRACT: The HEIs (Higher Education Institutions) in the Philippines, generally, are experiencing financial constrictions brought by increased social demands and status of learning, which are not given equal extent of funding in respective delivering institutions. This is due to the new guideline aiming to streamline the nation's expenses to achieve excellent education. Conversely, the streamlining led to unproductivity and great decline of monetary appropriation for learning institutions. This study evaluated the compressed workweek program of IFSU (Ifugao State University) system in the Philippines, basis for further improvement. Descriptive-survey method was used. Data were collected through questionnaires, document analysis, and interviews. Respondents included 938 middle-level managers, faculty, staff, and junior students. Results disclosed that electricity and fuel consumption decreased after implementation of program. However, use of office supplies increased. Employees became more productive, committed, and satisfied in their job. Illegal conduct of out-of-job activities were eliminated and employees performed very satisfactorily. No significant difference exists in employees' productivity and commitment. Management of time and other benefits showed high significant difference. No significant difference exists in performance of middle level managers and faculty before and after implementation of program. A system mechanism in monitoring and evaluating different areas of program before its implementation is recommended.

KEY WORDS: Four-Day Compressed Workweek; Ifugao State University; Evaluation; Employees' Productivity; Action Plan.

INTRODUCTION

The HEIs (Higher Education Institutions) in the Philippines, generally, are experiencing financial constrictions brought by increased social demands and status of learning, which are not given equal extent of funding in respective delivering institutions (Reyes, 2009;

and Albia & Chan, 2017). In this context, then, J.B. Nangpuhan (2013) cited that despite increase in student population and new forms of funding, that require austere modifications in disbursements and official administration system, HEIs sustained utilizing their income consistently (Nangpuhan, 2013). This is due

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to the new guideline aiming to streamline the nation's expenses to achieve excellent education. Conversely, the streamlining led to unproductivity and great decline of monetary appropriation for learning institutions.

The economic limitation intensified through power charges steered institutions to adopt four-day, ten hour work week, where the last day of five working days becomes a non-working day. According to Duque (2014), the four-day workweek scheme is an option whereby the five day working days a week is condensed to four days, but the total work hours daily is added to 10 hours summing up to 40 working hours a week (Duque, 2014).

Duque (2014), further, stressed the necessity of continuous service and claimed that supervising, assessment, and evaluation are imperatives (Duque, 2014). CSC (Civil Service Commission) Resolution No.1401286 categorized standards, which organizations should check in the course of four-day workweek operation. To determine the system's advantages and flaws and to assess its feasibility for an extensive duration (Duque, 2014; and Punongbayan, 2014).

H.T. Chen (2015) affirmed that CWW (Compressed Work Week) employs adaptable working hours granting reduction or expansion of working days for workers and sustaining effective and efficient function of organization as well (Chen, 2015). The administration can authorize completion of official working hours summed up throughout an identified duration if gratified with working requisites and if upsurge of expenses and extra pay due to additional working hours are avoided (Sopher, 2014; Chen, 2015; and USAOPM, 2015).¹

The practice of four-day work week at PNU (Philippine Normal University) has positive outcome. The administration scheduled Wednesday for teachers and staffs' conferences and other activities. It was operational and productive apparent to their reliable excellent ranking in Teacher's Licensure Examinations and punctuality of

teachers (PNU, 2006; Pasion, 2013; and WBG & AA, 2016).

Related to this, House Bill No.5237 approves Four-Day Work Week in Public and Private Sectors entailing ten hours of work regularly (Porcalla, 2017).² The operation of four-day workweek is established in the Administrative Code of 1987, Section 6 of Rule XVII, that states as following here:

[...] adaptable operating periods shall depend on decision of chief executive of organization [...]. Should the institution implement the system, reduction of weekly working hours is not allowed (cited in Baldoz et al., 2016).

The IFSU (Ifugao State University), one of state universities in the Philippines, implemented four-day compressed workweek as per Board of Regents' Approval of Resolution No.204, series of 2012. The approval was anchored on existing legal bases to wit: (1) Administrative Order No.103, series 2004 ordering constant implementation of cost-cutting methods in administration; and (2) Administrative Order No.117, series 2005 postulating regulated authorized working periods in sectors, agencies, workplaces, and other organizations in administrative outlets, as well as establishments maintained and regulated by the government (IFSU, 2014).

IFSU commenced the implementation on July 9, 2012, at IFSU Main Campus, Lamut, Ifugao, the Philippines. With the eagerness of teaching staff to be part of the initiative, IFSU Main, including Potia and Lagawe Campuses, simultaneously implemented the program on November 5, 2012. Hence, all IFSU employees do not report to work and students do not attend classes during Fridays (IFSU, 2014).³

The challenge to the university since the implementation of the initiative is to assess whether or not the objectives are met. To date, there has been no evaluative study conducted on this particular area. The researchers believe, it is high time for the institution to

¹See also, for example, "Labor, Employment, and HR Consulting in the Philippines". Available online at: <https://kittelsoncarpo.com/labor-employment/> [accessed in Alicia, Isabela, Philippines: March 11, 2018].

²See also, for example, "House Bill, No.5237". Available online at: <http://www.pnu.edu.ph/wp-content/uploads/2014/08/PNU-Research-Agenda-2013-2015.pdf> [accessed in Alicia, Isabela, Philippines: March 11, 2018].

³See also, for example, *IFSU Footprints Newsletter*. Ifugao, Philippines: Issue of March-July 2012.

evaluate the initiative. The results of the study would focus on existing austerity endeavors, performance of middle-level managers and faculty, and development of an action plan.

Meaning and Nature of Evaluation.

According to H.T. Chen (2015), program evaluation is initiated to meet the particular evaluation need of a program's stakeholders. Furthermore, it suggests practical principles that can guide evaluators to make the best choices in the evaluation situations that they are likely to encounter (Chen, 2015).

Further, D.M. Mertens (2014) stated that evaluators recognized that there were different interests to be served in an evaluation and that some of these interest might conflict with one another (Mertens, 2014). Conceptually, evaluation moved from monolithic to pluralist conceptions, reflecting the pluralism that had emerged in the larger society. How to synthesize, resolve, and adjudicate all these multiple multiples remains a formidable questions, as indeed it does for the larger society. Evaluation, which was invented to solve social problems, was ultimately afflicted with many of the problems it was meant to solve (Calame, 2009; Patterson, 2013; and Mertens, 2014).

Purposes of Evaluation. Evaluation diagnoses the proficiencies and flaws of practice in the earlier operation and efficiency of its administration when implemented. In this context, A. Rodriguez Navarro (2012) claims that evaluation helps educators determine the success of academic programs and signal efforts to improve student achievement (Navarro, 2012).

Accordingly, evaluation is essential to disclose development in the direction of goals of the discovery and gives confirmation when the identified goals are achieved. The product assessment will let the persons involved stipulate the degree where goals of the proposition will be attained according to plan and intention (Roper & Pettit, 2005; and Navarro, 2012).

Provus' Discrepancy Evaluation Model.

This model combines appraisal with systems management theory. Its four components include: (1) Identifying course specifications or criteria; (2) Identifying

course implementation; (3) Assessing implementation with the criteria; and (4) Evaluating if inconsistency occurs between implementation and specifications or criteria (cf Provus, 1969; Barrett, 1998; and Regan *et al.*, 2003).

Its five phases are: (1) *Design*, it involves evaluation of course's scheme with a set guideline; (2) *Installation*, the actual process of the course is matched with the setting up guideline or reliability measures; (3) *Processes*, exact course procedures are assessed comprising learner and employees' undertakings, jobs, and consultations; (4) *Products*, the result of entire course is assessed based on primary objectives. The facts gained will help the person, who makes decision to tell either the course is valued and ought to be sustained, changed, or stopped; and (5) *Cost*, the course outputs must be compared to results of related courses; further, it must be gauged related to productivity (Provus, 1969; Barrett, 1998; and Regan *et al.*, 2003).

Related Literature. Administrative Order No.103, s.2004, declares constant implementation of cost-cutting methods to attain nation's economic goals, sustain its micro-economic consistency, and increase stakeholders' assurance (MP of Philippines, 2004). Administrative Order No.117, s.2005, affirmed the preceding order postulating regulated authorized working periods in sectors, agencies, workplaces, and other organizations in the administrative outlet, as well as establishments maintained and regulated by the administration (MP of Philippines, 2005).

CSC (Civil Service Commission) Resolution No.1401286 categorized standards, which organizations should check in the course of four-day workweek operation. To determine the system's advantages and flaws, and to assess its feasibility for extensive duration, an assessment account needs to be presented to the CSC six months or beforehand following the execution of the program (cited in Valeriano, 2010).

The following phases in system's assessment indicated in the ETS (Educational Testing Service), according to Stephen P. Klein & Laura Hamilton (2000), are as

follows: (1) *Stating the Objectives Clear*, the system's assessors must aid in articulating and expounding objectives of the system to make sure they are well-defined; (2) *Gauging the System's Effect*, both standardized and domain-referenced tests are used to assess the system's efficiency and are later studied for each decile leveling; (3) *Working in Field Settings*, guidelines to be used in assessment should be related to the situation setting; (4) *Analyzing the Data*, evaluating the information gathered is essential when rules and techniques used by system assessors are effective in acquiring facts needed; and (5) *Interpreting the Results*, the utmost significant standard in system assessment are explanations which are basis for decision making (Klein & Hamilton, 2000).

Related Studies. N.P. Batoon (2013) claimed that state universities and colleges conduct other studies on content and bring in innovative approaches in reconstructing set of courses and methodologies. She added that realization of endeavor should emphasize on situations and processes of the system leading to an improved and enhanced student teaching program (Batoon, 2013).

Likewise, J.B. Ongan (2008) suggested that school administrators determine teachers' needs to sustain development and to inspire them in performing their duties and roles effectively and efficiently to achieve higher level of productivity (Ongan, 2008). Hence, administrators should consider the welfare of the workforce for them to be more productive in their field. It is certified that when the workforce is fulfilled with their job, they will value high level of job participation, which is crucial to the institution and will consider their job as a significant part of their overall life (cf Ongan, 2008; Nassazi, 2013; Page, 2014; and Sopher, 2014). See figure 1.

The paradigm shows the encircled four day workweek emphasizing evaluation after implementation of program on reduction of monthly operation cost, enhancement of employees' productivity and commitment, elimination of illegal conduct of out-of-job activities, and performance of middle-level managers and faculty (Kondalkar, 2007; Osterstocks, 2010; and Byrge *et al.*, 2014). Findings will be used towards development of

an action plan, the final output of the study.

Statements of the problems are as following here: (1) What is the respondents' evaluation on the implementation of four-day compressed workweek in terms of: Reduction of monthly operation cost, Enhancement of employees' productivity and commitment, and Elimination of illegal conduct of out of – job activities?; (2) What is the performance of middle level managers as rated by themselves, faculty, and staff before and after the implementation of four-day workweek?; (3) Is there a significant difference in the performance of middle level managers as rated by themselves, faculty, and staff?; (4) What is the performance of faculty as rated by middle level managers, students, and by themselves during the implementation of four-day workweek?; (5) Is there a significant difference in the performance of faculty as rated by middle level managers, students, and by themselves?; and (6) What action plan can be proposed based from the findings of the study?

The hypotheses of the study are: (1) "There is no significant difference in the performance of middle level managers as rated by themselves, faculty, and staff"; and (2) "There is no significant difference in the performance of faculty as rated by middle level managers, students, and by themselves".

METHOD

Research Design. The study used descriptive survey. Data gathering procedures involved interviews, questionnaires, and document analysis (Mathers, Fox & Hunn, 2007; and Ponto, 2015). In this context, J.R. Fraenkel & N.E. Wallen (2006) affirmed that survey research involves acquiring information about one or more groups of people about their characteristics, opinions, attitudes, or previous experiences (cf Fraenkel & Wallen, 2006; and Bird, 2009).

Participants of the Study. The respondents composed of 938 middle level managers, faculty, staff, and third year students exposed to the four-day workweek since it commenced. Total enumeration sampling was employed to determine the population from the three campuses: Lamut, Lagawe, and Potia of IFSU (Ifugao State University) in the Philippines.

Instruments of Data Collection.

It consists of questionnaires, document analysis, interview guide, quantifying data, and arbitrary scale. About the questionnaires, the survey instrument of AACUP (Accrediting Agency of Chartered Colleges and Universities of the Philippines) was used. For Personal Concerns, items were adapted from Office Order No.10 – 2012 of Dr. Serafin L. Ngohayon, University President, on the implementation of the 4-day workweek.⁴ Questions for Employees’ Job Satisfaction from J.B. Ongan (2008)’s study. Questionnaires on Performance of Middle-Level Managers were adapted and modified from the instrument Performance Evaluation of Managers/ Supervisors of California State University (cited in Wang, 2006).

About the document analysis, records on consumption of electricity, fuel, and office supplies of three campuses were collected and analyzed. About the interviews guide, this supplemented and validated the information gathered from questionnaires and documents reviewed (Ritchie & Lewis eds., 2003; and Blandford, 2013).

About the quantifying data, the actual number of completed scholarly works of faculty before and during the implementation of program was surveyed and quantified. And about the arbitrary scales, measured the actual consumption in the monthly operation costs on electricity, fuel and office supplies before and after the implementation of four-day workweek (Ritchie & Lewis eds., 2003; Peeples, 2009; PAHO, 2010; and Blandford, 2013).

Data Gathering Procedure. Permission to conduct the study was sought from University President and was cascaded to Directors, Deans, and Chairpersons of the three campuses. The researchers personally

⁴See, for example, *IFSU Office Order, No.10, Series of 2012*. Ifugao, Philippines: IFSU [Ifugao State University].

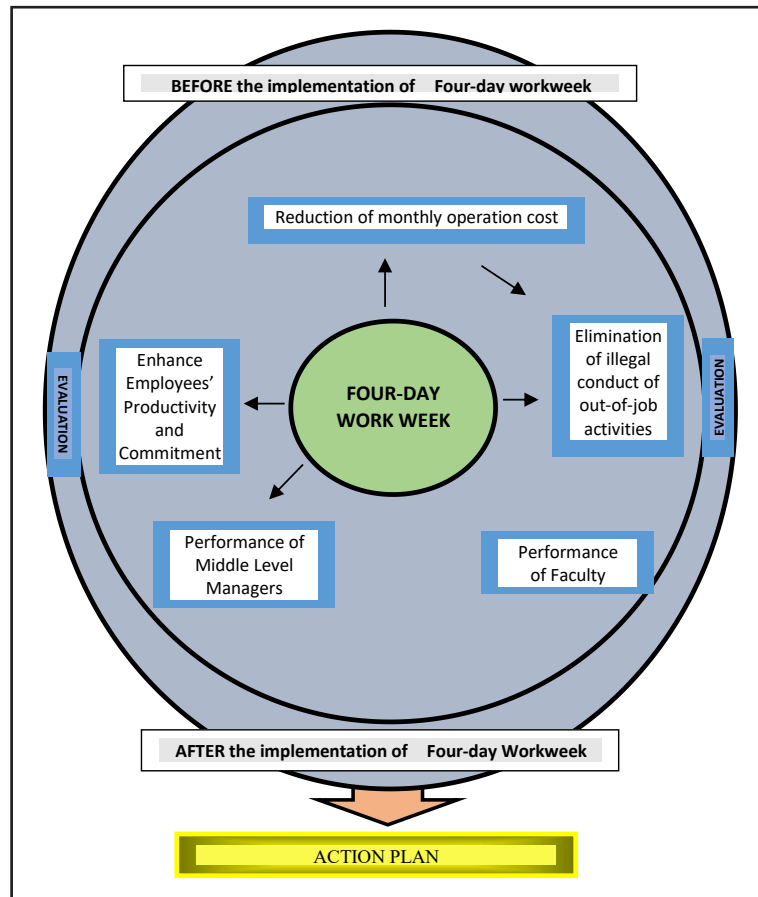
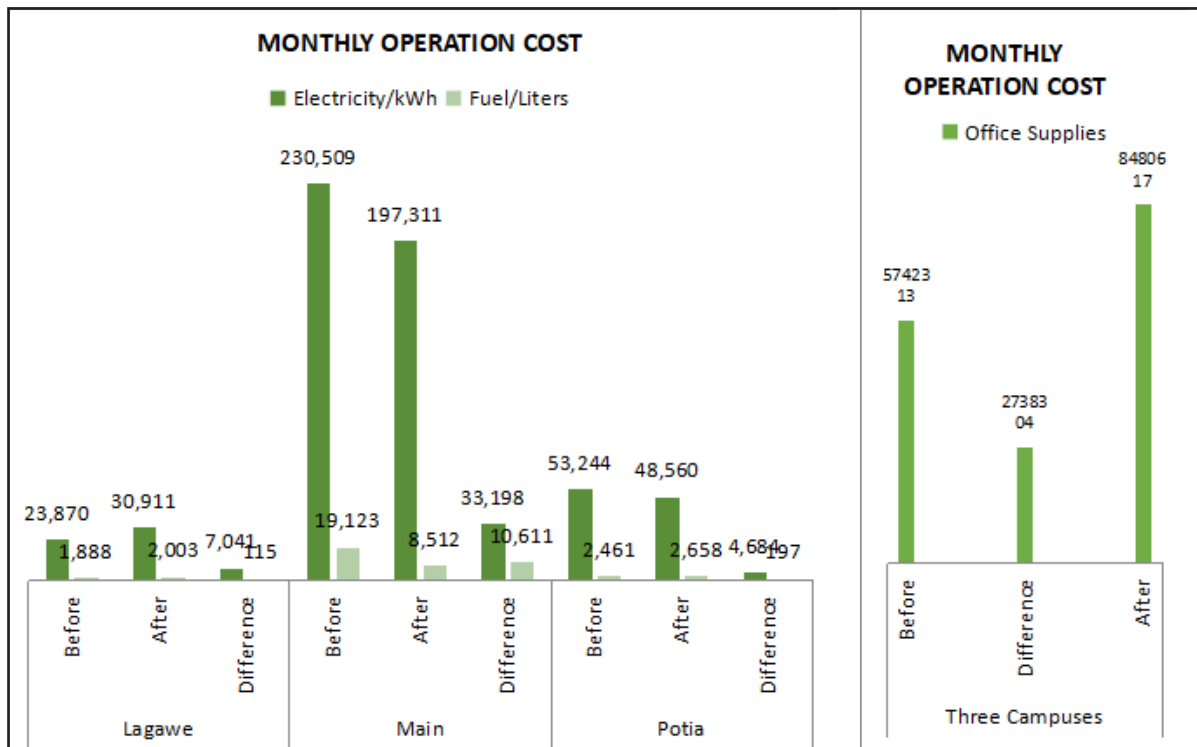


Figure 1:
Paradigm of the Study

administered the instruments to participants for efficiency and maximum data collection. Data gathered have been validated and supplemented by interview done randomly to participants (Ritchie & Lewis eds., 2003; and Blandford, 2013).

Statistical Treatment of Data. It consists of Frequency Counts and Percentages, Mean, Dependent t-Test, and One-Way ANOVA (Analysis of Variance). About the Frequency Counts and Percentages are to describe respondent’s evaluation on enhancement of employees’ productivity and commitment and elimination of illegal conduct of out-of-job activities (*cf* Ritchie & Lewis eds., 2003; Blandford, 2013; and Pham, 2015).

About the Mean is to determine and analyze performance of middle-level managers as rated by themselves, faculty, and staff and performance of faculty as rated by middle-level managers and by themselves before and during the implementation of four-



Picture 1:
 Summary of Monthly Operation Cost Before and After the Implementation of Four-Day Workweek in the Three Campuses

day workweek. About the Dependent t-Test is to determine the significant difference in the objectives of initiative and performance of faculty before and after implementation of initiative (Ritchie & Lewis eds., 2003; Olum, 2004; and Blandford, 2013).

About the One-Way ANOVA is to determine the significant difference in the performance of middle level managers as rated by themselves, faculty, and staff and performance of faculty as rated by middle-level managers and by themselves (Gliem & Gliem, 2003; Ritchie & Lewis eds., 2003; and Blandford, 2013).

RESULTS AND DISCUSSION

What is the respondents' evaluation on the implementation of four-day compressed workweek in terms of reduction of monthly operation cost? Before and after implementation of the program, Lagawe Campus has consumed 23,870 kWh on electricity and 30,911 kWh respectively. The Main and Potia Campuses have reduced by kWh 230,509 and 197,311 kWh; and 53,244

kWh and 48,560 kWh respectively after implementation of the program.

On fuel consumption, Lagawe Campus consumed 1,888 L and 2,003 L, while the Main Campus has consumed 19,123 L and 8,512 L respectively after implementation of the program. The consumption on office supplies in the three campuses before the program was implemented was PhP (Philippines Pесо) 5,742,313 and PhP 8,480,617 after the implementation.

It could be confirmed that the three campuses generally have cut down in their expenditures. This eased the finances of the university. The decrease in expenditures is a support of the innovation the management has initiated for the good and benefit of the whole system. See table 1 and also picture 1.

Enhancement of employees' productivity and commitment. Table 2 showed that the middle-level managers, staff, and faculty have generally shown same performance in productivity and commitment before and after implementation of the program. The three groups' productivity and commitment

is *Much*, confirmed by 3.362 and 3.302, 3.296 and 3.293, 3.419 and 3.383, respectively.

However, looking at the computed averages, it can be gleaned that productivity and commitment of employees' decreases during the four-day workweek especially well to the faculty members, due to compressed class schedule. Results go contrary with the study of *American Journal of Epidemiology* stating that people who worked longer, 55 hours per week, have lower intellectual quality of work as compared to those working for only 40 hours (cited in Ferri *et al.*, 2016; and MHF, 2016).

It also contradicts the findings of Tony Schwartz (2013) that employees' maximum performance can be extracted in a short pressured time of 90-minute followed by sufficient time of rest (Schwartz, 2013). J. Huntsman, Jr. (2010), in his "Digest of a Performance Audit of the Working 4 Utah Initiative", stated also that impact of four working days to productivity should be properly monitored (Huntsman, Jr., 2010). See again table 2.

Table 3 reveals respondents' evaluation on eliminating illegal conduct of out-of-job activities before and after implementation of program. Collectively, they confirmed that attending to personal concerns, such as family problems, attending social obligations, and taking care of family members as well as absenteeism and tardiness, are *Sometimes* not eliminated but rather have increased in occurrence. This is supported by 1.909 and 2.01, 2.335 and 2.303, and 1.875 and 2.088 before and after implementation respectively.

The data confirm that during the implementation of four-day workweek, absenteeism among employees increased, confirmed further by the HRD (Human Resource Department)'s survey of the University. This might be due to the transition period requiring adjustment of employees. According to P. Katepoo (2011), one of the flaws of four-day workweek is its being mentally or physically exhausting. On the other hand, based on the responses, the monitoring scheme on attendance is lenient, thus, there is a need for a close monitoring (Katepoo, 2011).

The data contradict to Utah's own literature on the shift to a four-day work week. The first is "*improved services based on government offices being open earlier and later*". The second is "*improved employee morale and satisfaction*". Before the project began, "*fifty-six percent of employees expected to like the new schedule better*". After one year, "*eighty-two percent liked it better*" (cited in Crosby *et al.*, 2008).⁵

As reflected above, one indicator to be evaluated is employees' satisfaction rate. N. Anderson, K. Potocnik & J. Zhou (2014) stressed that reviving workplaces by means of enhancing trust and employee commitment does not have to be difficult. According to them, the biggest challenge is how to use the time to really change the saturated schedule, instant access competitive work environments (Anderson, Potocnik & Zhou, 2014). With a little knowledge, it can be easy to change workplace welfare and address these suggestive research results (*cf* Anderson, Potocnik & Zhou, 2014; and TCLS, 2015). See again table 3.

What is the performance of middle level managers as rated by themselves, faculty and staff before and after implementation of four-day workweek? Table 4 presents the performance of middle level managers as rated by themselves, faculty, and staff before and after implementation of four-day workweek. The performance is consistently *Very Satisfactory* as supported by the Mean 3.260 and 3.356, 3.216 and 3.233, and 3.222 and 3.229 of middle-level managers, staff, and faculty. This is so because the university has a visionary President who causes things to happen. He aims for excellent performance for all stakeholders in the areas, instruction, research, extension, and production (IFSU, 2014).

As reflected in the ILS (Institute for Labor Studies) Philippines, in 2011, that a policy favoring four-day workweeks to cut costs on operations can be a viable option for government establishments (ILS Philippines, 2011). For government offices establishments, four working days should not destabilize

⁵See also, for example, "Utah is Going to a 4 Day Workweek" in *MSNBC*, on July 3, 2008. Available online also at: <http://www.msnbc.msn.com/id/25518225> [accessed in Alicia, Isabela, Philippines: March 11, 2018].

Table 2:
Evaluation of Employees' Productivity and Commitment Before and After Implementation of Four-day Workweek

Statements	MIDDLE MANAGERS				STAFF				FACULTY			
	\bar{x}	\bar{x}	QD	QD	\bar{x}	\bar{x}	QD	QD	\bar{x}	\bar{x}	QD	QD
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. Reports to work and leaves work according to work schedule.	3.631	3.552	VM	VM	3.376	3.250	M	M	3.532	3.325	VM	M
2. Engages in the work while on paid time.	3.342	3.210	M	M	3.122	3.280	M	M	3.510	3.391	VM	M
3. Meets deadlines of submission of reports, assignments and other related tasks.	3.157	3.105	M	M	3.329	3.440	M	M	3.430	3.275	M	M
4. Limits unscheduled absences.	3.368	3.342	M	M	3.223	3.333	M	M	3.401	3.266	M	M
5. Assists/Guides colleagues, staff, and students with relevant and necessary information, knowledge, time and resources.	3.342	3.184	M	M	3.258	3.404	M	M	3.416	3.450	M	M
6. Prepares to give extra time when necessary.	3.236	3.157	M	M	3.094	3.059	M	M	3.510	3.358	VM	M
7. Responds positively to unanticipated overtime needs.	3.289	3.394	M	M	3.211	3.345	M	M	3.430	3.341	M	M
8. Learns technology and databases for maximum efficiency.	3.342	3.184	M	M	3.270	3.214	M	M	3.250	3.175	M	M
9. Attends regularly to faculty meetings, student activities and other University convocations and activities.	3.368	3.447	M	M	3.211	3.095	M	M	3.467	3.525	M	VM
10. Avoids unnecessary interruptions of others at work.	3.447	3.289	M	M	3.364	3.226	M	M	3.430	3.291	M	M
11. Follows-up on activities that have been delegated to meet the deadline.	3.473	3.315	M	M	3.517	3.273	VM	M	3.385	3.310	M	M
12. Carries out university systems and procedures.	3.526	3.263	VM	M	3.517	3.333	VM	M	3.470	3.408	M	M
13. Brings energy and initiative to the job every day.	3.421	3.222	M	M	3.333	3.226	M	M	3.404	3.978	M	VM
14. Cares about ones work and the school as a whole.	3.447	3.473	M	M	3.282	3.404	M	M	3.411	3.423	M	M
15. Shows commitment to leadership/ managerial functions and responsibilities.	3.432	3.447	M	M	3.313	3.409	M	M	3.467	3.459	M	M
16. Respects University policies on dress code, work schedules, promotions, leaves of absence, privileges, norms of conduct, and discipline.	3.578	3.368	VM	M	3.435	3.404	M	M	3.481	3.547	M	VM
17. Goes beyond basics by putting in extra hours, taking up other's slack, and delivering extra service to others which shows leadership – level dedication.	3.222	3.315	M	M	3.141	3.131	M	M	3.335	3.306	M	M
18. Strives for customers' satisfaction giving the quality service they need.	3.315	3.270	M	M	3.529	3.642	VM	VM	3.423	3.335	M	M
19. Handles every task with the idea fresh in mind that work impacts customers, university profits and pride in work lead to improved job performance.	3.189	3.263	M	M	3.458	3.416	M	M	3.292	3.175	M	M
20. Makes significant contributions to any group task and shows teamwork commitment.	3.184	3.263	M	M	3.270	3.357	M	M	3.394	3.321	M	M
21. Displays confidence with ideas, skills and solutions.	3.315	3.289	M	M	3.223	3.214	M	M	3.437	3.410	M	M
22. Shows commitment to team's objectives and an understanding of the part being played in a bigger picture.	3.368	3.342	M	M	3.176	3.333	M	M	3.430	3.365	M	M
23. Takes leadership roles and organizes team members to each other, or collaborate with other groups, shows a commitment to a big picture achievement.	3.315	3.315	M	M	3.223	3.202	M	M	3.357	3.328	M	M
24. Practices and encourages healthy balance between work and personal life shows commitment to workers' well-being that is good for the organization.	3.394	3.236	M	M	3.226	3.059	M	M	3.379	3.360	M	M
Average	3.362	3.302	M	M	3.296	3.293	M	M	3.419	3.383	M	M
3.51 – 4.00 – Very Much (VM)	1.51 – 2.50 – Sometimes (S)											
2.51 – 3.50 – Much (M)	0.51 - 1.50 – Not at all (NA)											

Table 3:
Evaluation on Eliminating Illegal Conduct of Out-of-job Activities Before
and After Implementation of Four-day Workweek

Statements	MIDDLE MANAGERS				STAFF				FACULTY			
	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD
A. Attending to <i>Personal Concerns</i> like:	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. Family problems	2.342	2.368	S	S	2.741	2.619	M	M	2.715	2.832	M	M
2. Social obligations such as weddings, birthdays, and parties.	2.236	2.421	S	S	2.523	2.333	M	S	2.656	2.824	M	M
3. Taking care of family members.	2.378	2.500	S	S	2.857	2.878	M	M	2.735	2.908	M	M
4. Going-out for personal concerns without asking permission from the department head and dean.	2.078	1.921	S	S	2.364	2.250	S	S	2.044	2.216	S	S
5. Engage in small scale business or part time job during office hours or while in school premises.	1.763	1.684	S	S	2.247	1.904	S	S	1.940	2.075	S	S
Average	2.161	2.179	S	S	2.546	2.394	M	S	2.421	2.596	S	M
<i>Absenteeism and Tardiness:</i>												
1. Frequent absenteeism among employees due to personal concerns.	1.605	1.736	S	S	2.122	2.036	S	S	1.889	2.050	S	S
2. Always late in reporting to work.	1.710	1.947	S	S	2.109	2.345	S	S	1.860	2.117	S	S
Average	1.909	2.010	S	S	2.335	2.303	S	S	1.875	2.088	S	S

delivery of quality services among public offices and basic service providers must serve clientele during Fridays. Hence, it is assumed that performance of middle-level managers during program implementation is similar with what is reflected in the ILS Philippines in 2011.

Furthermore, results indicate that faculty and staff are very satisfied on the management performance as revealed in results of evaluation. Finally, the middle level managers have successfully adopted to the new scheme as reflected in their self-evaluation results. See again the table 4.

Is there a significant difference in the performance of middle-level managers as rated by themselves, faculty, and staff? Table 5 describes the performance of middle-level managers as rated by themselves, faculty, and staff. The middle level managers have obtained mean rating of 3.26, while both faculty and staff have got mean rating of 3.22. The computed F-value of .165 at .848 is greater than .05 level of significance. Therefore, the null hypothesis is accepted.

This implies that the performance of middle-level managers as rated by themselves, faculty, and staff bears no significant difference. This clearly posits that even during the four-day workweek, the dedication and commitment of middle-level

managers is evident as confirmed by *Very Satisfactory* rating. The result can also be attributed from the constant reminders on the tenets of quality service and productive public service. Middle-level managers are the directors, department heads, and deans who constitute the Administrative Council Members of the University. They are the key persons in the institution to implement and supervise proper implementation of programs, be it routinely or new (*cf* Cabansag, 2013; Tan *et al.*, 2014; and Cronin, 2015).

Thus, failure of the program is tantamount to management failure. With these, middle-level managers are expected to dispose properly their duties towards attaining greater heights and to achieve the vision, mission, goals, and objectives of the University. Most likely, they are also expected to drive the department they are managing in a way that it will achieve its targets to conform to the new performance evaluation scheme (*cf* Nakae, 2005; Cabansag, 2013; and Cronin, 2015). See again table 5.

What is the performance of faculty as rated by middle-level managers, students, and by themselves after implementation of four-day workweek? Table 6 reveals that the faculty members perform very satisfactory in instruction, research, extension, and

Table 4:
Evaluation of Performance of Middle Level Managers Before and After Implementation of Four-Day Workweek

Statements	MIDDLE MANAGERS				STAFF				FACULTY			
	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. Produces reports, correspondence, and other work products which meet the intended objectives.	3.315	3.315	VS	VS	3.135	3.187	VS	VS	3.146	3.133	VS	VS
2. Demonstrates professional competency, quality, and thoroughness.	3.263	3.342	VS	VS	3.185	3.225	VS	VS	3.240	3.328	VS	VS
3. Works cooperatively with others, keeps others informed of necessary and factual information; and works together as opposed to working separately.	3.236	3.315	VS	VS	3.160	3.212	VS	VS	3.219	3.270	VS	VS
4. Facilitates the operation of a team which promotes teamwork across departments.	3.289	3.315	VS	VS	3.123	3.250	VS	VS	3.124	3.183	VS	VS
5. Identifies problems, obstacles, or opportunities and takes action to address issues.	3.157	3.263	VS	VS	3.172	3.187	VS	VS	3.109	3.108	VS	VS
6. Demonstrates initiatives without being directed to do so.	3.236	3.368	VS	VS	3.135	3.215	VS	VS	3.124	3.191	VS	VS
7. Strives to meet high standards by continually improving the service practices and processes of the University.	3.289	3.394	VS	VS	3.284	3.175	VS	VS	3.233	3.266	VS	VS
8. Develops and maintains effective working relationships with others.	3.210	3.421	VS	VS	3.234	3.240	VS	VS	3.350	3.350	VS	VS
9. Treats customers and staff with courtesy, respect, dignity, fairness, honesty, and presents a positive public image.	3.236	3.289	VS	VS	3.185	3.187	VS	VS	3.284	3.350	VS	VS
10. Communicates clearly and listens effectively to colleagues, subordinates and students.	3.210	3.315	VS	VS	3.308	3.200	VS	VS	3.321	3.344	VS	VS
11. Deals effectively with conflict, and avoids negative gossip.	3.263	3.315	VS	VS	3.271	3.237	VS	VS	3.204	3.183	VS	VS
12. Demonstrates knowledge of required laws, regulations, procedures, and rules related to the management of unit, department, and college.	3.263	3.289	VS	VS	3.296	3.325	VS	VS	3.292	3.341	VS	VS
13. Completes assignments in a thoroughly and timely.	3.210	3.342	VS	VS	3.197	3.225	VS	VS	3.175	3.158	VS	VS
14. Follows through on assignments and tasks.	3.289	3.289	VS	VS	3.222	3.250	VS	VS	3.167	3.208	VS	VS
15. Does necessary assignments without being asked, and if asked, does them as directed.	3.289	3.263	VS	VS	3.259	3.225	VS	VS	3.189	3.233	VS	VS
16. Engages effective and efficient planning to further the mission of the organization.	3.394	3.447	VS	VS	3.209	3.250	VS	VS	3.291	3.200	VS	VS
17. Does planning in a strategic and thorough methodology focusing on goals of the organization.	3.263	3.315	VS	VS	3.345	3.362	VS	VS	3.225	3.191	VS	VS
18. Displays leadership in the organization and promotes a shared vision.	3.315	3.315	VS	VS	3.375	3.312	VS	VS	3.225	3.158	VS	VS
19. Supports and promotes change management.	3.216	3.289	VS	VS	3.296	3.237	VS	VS	3.291	3.250	VS	VS
20. Displays an understanding that management is paid to do a job and that sometimes working extra is what is required.	3.368	3.394	VS	VS	3.123	3.175	VS	VS	3.250	3.241	VS	VS
21. Maintains appropriate budgetary controls; monitors activities, initiates timely and effective correcting actions, stays within budget, and makes appropriate budgetary recommendations.	3.263	3.342	VS	VS	3.246	3.250	VS	VS	3.150	3.075	VS	VS
22. Supports, promotes and upholds, both publicly and privately, the policies of the University.	3.236	3.315	VS	VS	3.259	3.200	VS	VS	3.235	3.250	VS	VS
23. Effectively and timely evaluates subordinates; encourages and initiates regular discussion of performance with subordinates.	3.263	3.421	VS	VS	2.950	3.087	VS	VS	3.193	3.117	VS	VS
24. Fosters the professional development of subordinates.	3.315	3.447	VS	VS	3.137	3.153	VS	VS	3.285	3.193	VS	VS
25. Comprehensively analyzes problems and develops effective and efficient solutions.	3.263	3.552	VS	O	3.197	3.237	VS	VS	3.175	3.141	VS	VS
26. Displays a positive attitude and shows concern for the organization as a whole rather than one's own unit.	3.105	3.500	VS	VS	3.197	3.337	VS	VS	3.204	3.291	VS	VS
27. Understands and promotes the common good rather than what's best only for one's own operation.	3.243	3.432	VS	VS	3.333	3.350	VS	VS	3.292	3.350	VS	VS
Average	3.260	3.356	VS	VS	3.216	3.233	VS	VS	3.222	3.229	VS	VS

Table 5:
Evaluation of Performance of Middle Level Managers as Rated by Themselves, Faculty, and Staff

Evaluators	\bar{X}	QD	F	Sig.	Interpretation
Middle Level Managers	3.26	VS			
Faculty	3.22	VS	0.165	.848	Not Significant
Staff	3.22	VS			

production during the implementation of four-day workweek. Their commitment, knowledge of subject matter, teaching for independent learning, and management of learning are rated by middle level managers, students, and by themselves very satisfactory. This could be so because the university is very particular about the evaluation of faculty who are observed at the beginning of school year by deans or chairpersons and evaluated before semester ends. The faculty members are rated by their immediate supervisor, co-teachers/peers, students, and themselves.

However, it can be seen from the table that during the implementation of four-day workweek, the ratings of faculty and students decrease. Only the rating of middle-level managers increases with mean average of 2.919 falling under very satisfactory. This clearly states that the performance of faculty members by their superior is not affected by the new scheme (Cabansag, 2013; and Duque, 2014).

With the results presented, it can be traced that Duque (2014) proposed that there is a need to develop provisions, values, and programs that support balance in work that will propel maintaining job satisfaction and management to attain the CSC (Civil Service Commission)'s vision to be the Asia's prime for excellence in human resource and development of organization (Cabansag, 2013; CSC, 2014; and Duque, 2014). See again table 6.

Table 7 presents that a total of 275 journals, researches, lecture notes, instructional modules, and designed materials have been produced by the faculty after the four-day workweek. This is in conformity with the responses during the interview. According to the Respondents are as following here:

They used Friday to develop lessons/ Instructional Materials (interview with Respondent A, 6/7/2015).

More Instructional Materials to be prepared (interview with Respondent B, 8/7/2015).

Yes, because the longer time for extra job (interview with Respondent C, 10/7/2015).

Yes, to work on the other important matters (interview with Respondent D, 13/7/2015).

Yes. It allows employees to concentrate in developing lesson (interview with Respondent E, 17/7/2015).

Yes, more time for the employees and students for their personal agenda (interview with Respondent F, 20/7/2015).

Yes, because I can do my personal transactions/ other tasks (interview with Respondent G, 24/7/2015).

However, there are indicators which are higher before the implementation like books and established income generating projects. There was increase in book publication before the implementation due to the project Course Book of ASCU-SN (Association of State Colleges and Universities – Solid North). In addition, faculty members were also inspired to publish books, due to the promotion brought by the NBC (National Budget Circular) 461 5th cycle (Wang & Teter eds., 2017).⁶

Publication of books resulted to the increase of income generating projects due to royalty, including the patented outputs of researches. There was no record on the developed multimedia courseware before and after the four-day workweek. For scholarships funded by the university, it decreased after due to the scholars who are still in progress in pursuing their studies (Combs, 2010; Comer, 2012; Ashton, 2014; Drexler, 2014; and Moase, 2014). See again the table 7.

⁶See "Chapter 7: Position Classification and Compensation Scheme for Faculty Positions in State Universities and Colleges". Available online at: <https://www.dbm.gov.ph/wp-content/uploads/2012/03/Manual-on-PCC-Chapter-7.pdf> [accessed in Alicia, Isabela, Philippines: March 11, 2018].

Table 6:
Evaluation of the Performance of Faculty as Rated by Middle-Level Managers, Students, and by Themselves

Statements	MIDDLE MANAGERS				STAFF				FACULTY				STUDENT			
	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD
Instruction	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. Identifies students' needs, interests, problems, tendencies, etc.	3.218	3.161	VS	VS	3.142	2.857	VS	VS	3.447	3.389	VS	VS	2.700	2.549	VS	VS
2. Prepares and follows a course syllabus based on the needs, interests and problems of students.	3.290	3.290	VS	VS	3.142	2.857	VS	VS	3.481	3.457	VS	VS	2.746	2.553	VS	VS
3. Facilitates the learning process through active engagement in classroom tasks and activities.	3.218	3.322	VS	VS	3.142	2.871	VS	VS	3.525	3.491	O	VS	2.847	2.709	VS	VS
4. Develops students' analytical and creative thinking skills through purposive activities with focus on higher level of thinking skills.	3.312	3.322	VS	VS	3.000	2.857	VS	VS	3.444	3.381	VS	VS	2.828	2.738	VS	VS
5. Designs alternative and innovative models of teaching for all types of students: regular, gifted and those with special needs.	3.343	3.322	VS	VS	3.000	2.857	VS	VS	3.377	3.254	VS	VS	2.718	2.603	VS	VS
6. Makes oneself available for consultation, academic advising and other relevant functions that help improve the students' well-being.	3.343	3.322	VS	VS	3.000	3.000	VS	VS	3.451	3.415	VS	VS	2.824	2.673	VS	VS
7. Manifests a strong commitment to development of highly competent and qualified graduates by constantly improving his craft.	3.312	3.322	VS	VS	3.000	3.000	VS	VS	3.496	3.525	VS	O	2.770	2.685	VS	VS
8. Uses various teaching methodologies and techniques in the pursuit of effective teaching and learning process.	3.125	3.322	VS	VS	3.000	2.857	VS	VS	3.429	3.491	VS	VS	2.824	2.714	VS	VS
9. Attends to university affairs such as academic councils, commencement rites, foundation and University week activities and faculty development programs.	3.281	3.322	VS	VS	3.000	2.857	VS	VS	3.414	3.435	VS	VS	2.792	2.727	VS	VS
Average	3.272	3.301	VS	VS	3.047	2.888	VS	VS	3.452	3.426	VS	VS	2.783	2.661	VS	VS
Commitment																
1. Demonstrates sensitivity to students' ability to absorb content information.	3.500	3.225	VS	VS	3.166	2.857	VS	VS	3.431	3.444	VS	VS	2.798	2.639	VS	VS
2. Integrates sensitively his/her teaching objectives with those of the students in a collaborative process.	3.516	3.225	O	VS	3.142	2.714	VS	VS	3.451	3.432	VS	VS	2.746	2.674	VS	VS
3. Makes himself/herself available to students beyond official teaching hours.	3.483	3.258	VS	VS	3.142	2.714	VS	VS	3.533	3.500	O	VS	2.840	2.680	VS	VS
4. Coordinates students' needs with internal and external enabling group.	3.500	3.225	VS	VS	3.142	2.714	VS	VS	3.444	3.355	VS	VS	2.757	2.617	VS	VS
5. Supplements available resources	3.354	3.233	VS	VS	3.142	3.000	VS	VS	3.474	3.407	VS	VS	2.700	2.636	VS	VS
Average	3.466	3.232	VS	VS	3.142	2.750	VS	VS	3.467	3.428	VS	VS	2.768	2.649	VS	VS
Knowledge of Subject Matter																
1. Explain the subject matter without completely relying in the prescribed reading.	3.387	3.322	VS	VS	3.428	3.000	VS	VS	3.511	3.606	O	O	2.804	2.825	VS	VS
2. Explains the subject matter with depth.	3.419	3.322	VS	VS	3.285	3.000	VS	VS	3.466	3.508	VS	VS	2.795	2.745	VS	VS
3. Integrates topics discussed to concept previously learned by the students in the same course.	3.419	3.290	VS	VS	3.285	3.000	VS	VS	3.533	3.589	O	O	2.837	2.786	VS	VS
4. Relates the subject matter to other pertinent topics.	3.419	3.387	VS	VS	3.285	2.857	VS	VS	3.552	3.564	O	O	2.921	2.871	VS	VS
5. Raises problems and issues relevant to the topics of discussion.	3.290	3.387	VS	VS	3.285	3.000	VS	VS	3.459	3.491	VS	VS	2.862	2.784	VS	VS
Average	3.387	3.341	VS	VS	3.314	2.971	VS	VS	3.504	3.552	VS	VS	2.843	2.810	VS	VS
Teaching for Independent Learning																
1. Creates teaching strategies that allow students to practice using concepts they need to understand (interactive discussion).	3.290	3.290	VS	VS	3.142	3.000	VS	VS	3.385	3.290	VS	VS	2.855	2.802	VS	VS
2. Provides exercise which develop analytical thinking among students.	3.387	3.290	VS	VS	3.142	3.000	VS	VS	3.363	3.290	VS	VS	2.867	2.807	VS	VS
3. Enhances students' self-esteem through the proper recognition of their abilities.	3.387	3.290	VS	VS	3.287	2.857	VS	VS	3.459	3.290	VS	VS	2.849	2.810	VS	VS
4. Allows students to create their own course with the use of well-defined objectives and realistic students-professor rules.	3.354	3.258	VS	VS	3.142	2.857	VS	VS	3.311	3.258	VS	VS	2.787	2.777	VS	VS

Statements	MIDDLE MANAGERS				STAFF				FACULTY				STUDENT			
	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD	\bar{X}	\bar{X}	QD	QD
Average	3.354	3.277	VS	VS	3.171	2.942	VS	VS	3.387	3.277	VS	VS	2.837	2.796	VS	VS
<i>Table 13 contd.</i>																
Management of Learning																
1. Creates opportunities for extensive contribution of students (e.g. break class into dyads, triads or buzz/ task groups).	3.258	3.161	VS	VS	3.285	3.000	VS	VS	3.238	3.153	VS	VS	2.732	2.622	VS	VS
2. Assumes roles as facilitator, resource, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hand.	3.322	3.322	VS	VS	3.142	2.857	VS	VS	3.229	3.169	VS	VS	2.786	2.765	VS	VS
3. Designs and implement learning activities conditions and experience that promote healthy exchange and/ or confrontations.	3.290	3.161	VS	VS	3.142	2.714	VS	VS	3.288	3.245	VS	VS	2.789	2.727	VS	VS
4. Re-structures learning and teaching-learning context to enhance attainment of collective learning objectives.	3.290	3.161	VS	VS	3.142	2.714	VS	VS	3.266	3.237	VS	VS	2.773	2.754	VS	VS
5. Stimulates students' desire and interest to learn more about the subject matter.	3.300	3.200	VS	VS	3.142	2.857	VS	VS	3.333	3.342	VS	VS	2.882	2.788	VS	VS
Average	3.296	3.203	VS	VS	3.271	2.942	VS	VS	3.269	3.229	VS	VS	2.792	2.731	VS	VS
Research																
1. Participates in formulating the research agenda for the University and for the College.	2.677	2.838	VS	VS	3.142	2.857	VS	VS	2.720	2.703	VS	VS	2.810	2.707	VS	VS
2. Generates research paradigms to enhance instruction in their field of specialization.	2.677	2.774	VS	VS	2.857	2.857	VS	VS	2.550	2.644	VS	VS	2.760	2.677	VS	VS
3. Encourages students to become creative, innovative and productive researchers.	3.000	3.000	VS	VS	2.857	2.857	VS	VS	2.762	2.837	VS	VS	2.863	2.794	VS	VS
4. Publishes papers on basic and applied researches, materials development, feasibility studies, and others.	2.612	2.806	VS	VS	2.857	2.857	VS	VS	2.432	2.496	S	S	2.795	2.680	VS	VS
5. Participates actively in local and international conferences; and Publish articles/monographs in recognized and refereed journals and magazines.	2.709	3.000	VS	VS	2.857	2.714	VS	VS	2.483	2.496	S	S	2.784	2.700	VS	VS
Average	2.735	2.887	VS	VS	2.914	2.828	VS	VS	2.589	2.635	VS	VS	2.802	2.711	VS	VS
Extension																
1. Conducts in-service training programs to teachers, school administrators and other educators in both public and private sectors.	2.709	3.100	VS	VS	2.857	2.571	VS	VS	2.618	2.614	VS	VS	2.850	2.720	VS	VS
2. Contributes in strengthening institutional ties and network with other national and international educational institutions.	2.709	3.000	VS	VS	2.857	2.714	VS	VS	2.644	2.674	VS	VS	2.796	2.754	VS	VS
3. Involves himself/herself in the development and implementation of activities on literacy, political education, environment education, multicultural and values education.	2.833	3.066	VS	VS	3.000	2.714	VS	VS	2.898	2.844	VS	VS	2.819	2.772	VS	VS
4. Participates in extension programs aimed at developing and implementing projects that help preserve indigenous cultures.	2.866	3.100	VS	VS	2.857	2.714	VS	VS	3.008	2.955	VS	VS	2.867	2.767	VS	VS
Average	2.766	3.066	VS	VS	2.892	2.678	VS	VS	2.792	2.772	VS	VS	2.833	2.753	VS	VS
Resource Generation or Production																
1. Develops scholarly works like books, magazines, journals, research articles, and monographs, lectures, modules, instructional materials for publication in educational journals.	2.548	2.967	VS	VS	3.000	2.714	VS	VS	2.398	2.333	S	S	2.806	2.701	VS	VS
2. Designs, develop and share multimedia courseware and resources such as tapes, videotapes, PowerPoint presentation and other courseware packages.	2.516	2.967	VS	VS	2.857	2.714	VS	VS	2.593	2.659	VS	VS	2.780	2.741	VS	VS
3. Designs and produces materials for presentation and production in the performing arts.	2.451	2.900	VS	VS	2.857	2.714	VS	VS	2.483	2.417	S	S	2.783	2.627	VS	VS
4. Establishes and manages other income generating projects.	2.600	2.833	VS	VS	2.857	2.714	VS	VS	2.432	2.388	S	S	2.774	2.633	VS	VS
Average	2.532	2.919	VS	VS	2.892	2.714	VS	VS	2.476	2.451	S	S	2.785	2.675	VS	VS

Table 7:
 Performance of Faculty in Resource Generation or Production Before and After Implementation of Four-day Workweek

Scholarly Works		BEFORE										AFTER						
CAMPUS	Scholarly Works	Books	Journals	Research	Lectures	Instructional Materials/ Modules	Developed Multimedia Courseware	Designed Materials for Presentation	Established Income Generating Projects	Books	Journals	Research	Lectures	Instructional Materials/ Modules	Developed Multimedia Courseware	Designed Materials for Presentation	Established Income Generating Projects	
Lagawe Campus		11	7	22	2	1	0	0	1	0	3	15	2	4	0	0	0	
Main Campus		6	38	134	8	4	0	1	4	0	39	152	16	6	0	1	1	
Potia Campus		2	6	15	3	9	0	0	1	2	2	24	2	6	0	0	0	
TOTAL		9	51	171	13	14	0	1	6	2	44	191	20	16	0	1	1	
Over-all TOTAL		265								275								

Table 8:
 Performance of Faculty as rated by Middle Level Managers, Students, and by Themselves

Evaluators	\bar{X}	SD	QD	F	Sig.	Interpretation
Faculty	3.15	0.39	VS	0.422	.656	Not Significant
Students	2.73	0.75	VS			
Middle Level Managers	3.09	0.38	VS			

Is there a significant difference in the performance of faculty as rated by middle level managers, students, and by themselves? Table 8 discloses that the computed F-value of .422 at .656 is greater than .05 level of significance. This means that the performance of faculty members and students has no significant difference with the evaluation of middle level managers and by themselves. This clearly expresses that even during the four-day workweek the faculty members have satisfied their duties and responsibilities. This is confirmed by the consistent rating with qualitative description of *Very Satisfactory*.

The result is derived from the proactive

mentality inspired by the dynamic leadership of the University President, “to go beyond average and be radical in everything that they do”. Further, middle level managers and students believe that the faculty are adaptable to any changes and equipped with proper knowledge to deliver quality education. Their years in service justify that these faculty members are seasoned teachers in their line of specialization (cf Cabansag, 2013; Esteban, 2016).

Summary of Findings. Firstly, as regards respondents’ evaluation on the implementation of four-day compressed workweek in terms of: *Reduction of monthly operation cost*. The average

Table 9:
Proposed Action Plan for Effective Implementation of Four-Day Compressed Workweek of IFSU (Ifugao State University) System

<p>I. Rationale</p> <p>President Gloria Arroyo issued Administrative Order No.103, series 2004 directing the adoption of austerity measures in government to meet the country's fiscal targets, maintain its microeconomic stability and improve investor confidence. Administrative Order No.117, series 2005 followed providing adjusted official hours in departments, bureaus, offices and other agencies including government-owned and controlled corporations to lead in energy conservation, without jeopardizing the delivery of public service, mitigate the impact of oil price increases on Government's fiscal position and the country's dollar reserves.</p> <p>Ifugao State University (IFSU), the only government institution in Cordillera Administrative Region (CAR) adopted a four-day workweek to save cost of operation, increase productivity of employees, and enhance the overall happiness of employees and development of the institution.</p> <p>CSC Resolution No.1401286 advised agencies implementing the program to submit six months or earlier after the start of implementation to assess the benefits and disadvantages of the scheme and determine its viability in the long term.</p> <p>Anderson (1976) complemented that assessment can serve as a tool in examining the level of the system's realization for improvement or termination of the approach, for enhancement of procedure and methods, establishment of the approach in other organizations, and allocation of a system's procedure or theory.</p> <p>Thus, this evaluation significantly covered the objectives of implementation as reflected in Office Order No.10 s. 2012, the performance of middle level managers and faculty as compared from the previous standard working days. Finally, the discrepancy information gathered could serve as bases for improvement and in crafting action plan.</p> <p>II. General Objective</p> <p>This evaluation is done to reveal progress toward the objectives of the innovation and provide evidence if the set objectives are met.</p> <p>III. Specific Objective</p> <p>Develop an Action Plan for improvement of the implementation of Four-day Compressed Workweek of Ifugao State University (IFSU) System.</p>
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Table 10:
Action Plan

Title of Activity	Rationale	Findings	Objectives/Targets	Strategies/Procedures	Time Frame	Person Involved	Expected Output
1. Orientation on proper implementation of austerity measures.	Administrative Order No.103, series 2004- directed the continued adoption of austerity measures in government. The new scheme is implemented to reduce monthly operation cost.	There is negligible reduction on the monthly operation cost on electricity and fuel. However, it is noted that the office supplies increased.	To adopt a comprehensive plan in evaluating monthly operation costs.	Workshops in crafting Comprehensive plan to monitor and evaluate electricity, fuel and supplies and synchronized monitoring scheme should be established. Buildings with high electric consumption must be checked regularly.	Year Round	Administration Ifugao Electric Cooperative Speakers from the Department of Energy.	- Comprehensive plan to evaluate electricity, fuel and supplies. - Reduced electric consumption. - Organized / synchronized monitoring scheme.
2. Moral Recovery Orientation: A Tool for Eliminating illegal conduct of out-of-job activities.	The illegal conduct of out-of-job activities among employees lie on absenteeism and tardiness. It is imperative to monitor and implement sanctions to violators in consonance with CSC Resolution No.1401286.	Absenteeism and tardiness were not minimized during the four-day workweek.	To eliminate illegal conduct of out-of-job activities particularly on absenteeism and tardiness.	Strictly monitor attendance of employees and implement the CSC rule on attendance.	Year Round	Directors, Deans Faculty and Staff Gender and Development Office of the University.	- Eliminated illegal conduct of out-of-job activities. - Improved attendance and punctuality.
3. Seminar on Revitalizing Performance of Middle Level Managers.	Middle Level Managers are key people to implement and supervise proper implementation of programs. So, they are expected to dispose properly their duties towards attaining greater heights and to achieve the VMGO of the University.	Middle level managers were able to adopt with the new scheme as reflected with evaluation results by their subordinates.	To improve the performance of middle level managers and strengthen collaborative work between them and faculty.	Seminars, workshops, and continue to work cooperatively with others and keep others informed of necessary and factual information, maintain rapport and harmonious relationship with employees.	Year Round	Vice- Presidents Directors Deans Chairpersons Faculty and Staff	- Strengthened collaborative work. - Better performance of Middle Level Managers.

electricity consumption is lower during the implementation with 7,908.1 compared before the implementation with 8,605.9. The difference however is not significant as indicated by p-value of 0.167. The average fuel consumption is lower after the implementation with an average of 643.67 as compared before with 652.01. For office supplies, there is a noted increase of PhP (Philippines Pесо) 2,738,304 after the implementation of the four-day workweek.

As regards respondents' evaluation on the implementation of four-day compressed workweek in terms of: *Enhancement of employees' productivity and commitment*. The productivity and commitment of middle-level managers and faculty have been enhanced much before and after the implementation of the four-day workweek with 3.362 and 3.302, respectively. They were able to present researches in research forum, used Friday to develop IMS (Information Management Service) and able to accomplish given task in a longer period of time.

As regards respondents' evaluation on the implementation of four-day compressed workweek in terms of: *Elimination of illegal conduct of out-of-job activities*. The middle-level managers, faculty, and staff have sometimes eliminated illegal conduct of out-of-job activities before and after the implementation of the initiative.

As regards respondents' evaluation on the implementation of four-day compressed workweek in terms of: *Enhancement of employees' job satisfaction*. The employees' job satisfaction was significantly enhanced after the implementation of the program with a p value of .014 and .045 respectively.

With regard to performance of middle-level managers as rated by themselves, faculty, and staff before and after the implementation of four-day workweek. The performance of middle-level managers as rated by themselves, faculty, and staff before and after the four-day workweek is *Very Satisfactory*.

In relation to the significant difference in the performance of middle-level managers as rated by themselves, faculty, and staff. The computed F-value of .165 at .848 is greater than .05 level of significance. There is no

significant difference in the performance of middle-level managers as rated by themselves, faculty, and staff.

As regards the performance of faculty as rated by the middle-level managers, and by themselves after the implementation of the four-day workweek. The faculty members perform *Very Satisfactory* after the implementation of four-day workweek.

With regard to the significant difference in the performance of faculty as rated by middle-level managers and by themselves. The computed F-value of .422 at .656 is greater than .05 level of significance. This means that the evaluation of the performance of faculty has no significant difference with the evaluation of middle level managers and by themselves. See also table 9 and table 10.

CONCLUSION

The four-day workweek has reduced the consumption of electricity and fuel. Conversely, consumption in office supplies shows a little increase. The employees' productivity and commitment have been enhanced after the implementation of four-day compressed workweek. The illegal conduct of out-of-job activities is not absolutely minimized into its lowest level.

The four-day compressed workweek has significantly enhanced employees' job satisfaction. The performance of middle level managers as rated by themselves, faculty, and staff before and during the implementation of the four-day workweek is commendable. The new scheme does not affect the performance of middle-level managers as rated by themselves, faculty, and staff before and during the implementation of the program.

The performance of faculty during the implementation of four-day workweek as rated by middle-level managers, students, and by them is creditable. The four-day workweek does not affect the performance of faculty as rated by the middle-level managers and by themselves.

The new scheme helps the faculty members increase their efficiency in producing more intellectual properties and outputs. The proposed action plan would improve the implementation and outcomes of four-day

workweek in IFSU (Ifugao State University) system and to other institutions or agencies planning to implement the same.

There is a need to cease the implementation of the program, because the objectives were not realized. However, if the administration wishes to continue, the following are recommended for more effective implementation:

Before the implementation of four-day workweek, a systems mechanism on how to monitor and evaluate the different areas and aspects should be developed and discussed to all concerned for information and strict compliance. Conduct regular class supervisions to evaluate teaching competence of faculty. A conference must follow for feedback dissemination to ensure efficient and better teaching performance.

Human Resource Development Office must strictly monitor attendance of employees. Constitute Employee Assistance Program and offer services that help employees through personal, family, financial or work related issues that may be affecting attendance and employee performance. Employees showing exemplary performance should be given due recognition such as promotion and tenure.

To establish and sustain harmonious rapport and camaraderie between and among administration and employees, meetings, conferences, retreats, and other related activities should be conducted regularly and reasonably. The administration should extend help to the faculty members by providing access in exposing students' creative, innovative, and productive researches.

There should be strict implementation of faculty regular evaluation. The time frame of Four-Day Workweek be at least 3 years to give time for evaluation studies to come up with concrete and responsive action plan to improve the implementation.

Similar studies may be conducted to validate results of this study, which will serve as basis in formulating an action plan for more effective and productive implementation of four-day workweek. The developed action plan could be adapted and tried out by institutions and agencies implementing

the same program to test and validate its effectiveness.⁷

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⁷**Statement:** Herewith, we declare that our paper is not a product of plagiarism, because it passed the *authenticity test* administered by the PNU (Philippines Normal University) in Manila, not yet submitted to any journal, if received then we will abide to the governing rules and regulations of the *EDUCARE* journal in Bandung, Indonesia.

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