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**ECONOMIC PRESSURES AND UNIVERSITY PERSONNEL: A  
COMPARATIVE STUDY OF INFLATION’S PERCEIVED  
EFFECTS ON FACULTY AND ADMINISTRATIVE STAFF AT  
MSU–MARAWI**

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**Keywords**

*Inflation,  
Perceived Effects,  
Faculty Members,  
Administrative Staff,  
Coping Strategies,  
Mindanao State  
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**Abstract**

This study examined the perceived effects of inflation on faculty members and administrative staff in selected colleges of Mindanao State University–Marawi City, adopting a comparative approach. Inflation, characterized by a sustained increase in the general price level of goods and services, has been a persistent economic challenge affecting individuals’ financial stability and socio-cultural well-being. The study aimed to determine how employees perceive the economic and socio-cultural impacts of inflation and to identify the coping strategies they employ to manage its effects. A total of 100 respondents, comprising faculty members and administrative staff from the Colleges of Public Administration (CPA), Business Administration and Accountancy (CBAA), Agriculture (COA), Education (COE), and Social Sciences and Humanities (CSSH), participated in the study through a structured survey questionnaire. Respondents’ socio-economic profiles—including age, income, employment status, length of service, and educational attainment—were also considered as factors influencing their perceptions. Data were analyzed using descriptive and comparative statistical methods to identify differences between faculty and administrative staff in terms of perceived effects and coping strategies. Findings revealed that inflation significantly impacts employees’ economic well-being, particularly in terms of reduced purchasing power, increased household expenses, and challenges in savings and financial planning.



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	<p>Socio-cultural effects were also evident, with respondents reporting adjustments in lifestyle, social interactions, and family responsibilities. Faculty members and administrative staff employed various coping strategies, such as budgeting, prioritizing essential expenses, seeking additional income, and relying on institutional or social support, to mitigate the adverse effects of inflation. Differences were observed between the two groups, with administrative staff reporting higher levels of perceived economic stress, while faculty members demonstrated more diversified coping mechanisms.</p> <p>The study concludes that inflation exerts multifaceted effects on employees' financial and socio-cultural well-being, highlighting the need for institutional interventions and welfare programs that support employee stability and resilience. The findings provide valuable insights for university administrators and policymakers in designing strategies to alleviate the impact of inflation on public sector employees in higher education.</p>
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## 1. INTRODUCTION

Inflation, defined as the general and sustained increase in the price levels of goods and services, remains an enduring challenge for developing countries such as the Philippines. Its economic repercussions permeate multiple aspects of society, often leading to reduced purchasing power, increased cost of living, and shifting consumption behaviors among households. Within the context of public institutions, inflation's impact transcends beyond economic dimensions—affecting employees' sense of stability, productivity, and socio-cultural well-being.

At the Mindanao State University (MSU)–Marawi City, faculty members and administrative staff represent two distinct yet interdependent sectors of the academic community. Both groups experience similar economic pressures but may differ in income levels, job security, flexibility, and access to coping resources. Inflation, therefore, serves as a lens to examine these occupational and socio economic disparities within the institution.

This study explored the perceived effects of inflation on the economic and socio cultural well-being of MSU–Marawi's faculty and administrative staff. It further sought to identify and compare coping mechanisms employed by both groups to mitigate inflation's adverse impacts. By addressing this issue, the study aims to inform policy recommendations for employee welfare, institutional resilience, and economic adaptation strategies within higher education sectors.

### ➤ Objectives of the Study:

1. To determine the perceived economic and socio-cultural effects of inflation among faculty members and administrative staff of selected colleges at MSU–Marawi.
  2. To compare the perceptions and coping strategies employed by faculty members and administrative staff.
  3. To identify differences in perceptions according to selected socio-economic characteristics such as age, income, employment status, length of service, and educational attainment.
  4. To propose institutional interventions and welfare recommendations based on the findings.
- II. Case Study Analysis: Triggers, Dynamics, and Immediate Outcome.



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## **2. METHODOLOGY**

### **2.1 Research Design**

The study adopted a descriptive-comparative quantitative research design. This approach enabled the systematic description of inflation's perceived effects while facilitating comparison between faculty and administrative employees.

### **2.2 Participants and Sampling**

A total of 100 respondents were purposively selected from five colleges at MSU Marawi:

- College of Public Administration (CPA)
- College of Business Administration and Accountancy (CBAA)
- College of Agriculture (COA)
- College of Education (COE)
- College of Social Sciences and Humanities (CSSH) The sample consisted of faculty members and administrative staff in roughly equal representation, ensuring balanced comparative analysis.

### **2.3 Instrumentation**

Data were gathered through a structured survey questionnaire, divided into three parts:

- Part I: Respondents' socio-economic profile (age, sex, income, employment status, educational attainment, and years of service).
- Part II: Perceived economic and socio-cultural effects of inflation, using a 5 point Likert scale ranging from Strongly Agree to Strongly Disagree.
- Part III: Coping strategies used to manage inflation-related challenges.

### **2.4 Data Collection Procedure**

Surveys were distributed personally to the respondents after obtaining administrative clearance and informed consent. Confidentiality of all responses was assured, and data were collected over a one-month period.

### **2.5 Data Analysis**

Responses were analyzed using descriptive statistics (mean, frequency, percentage) to summarize perceptions, and comparative tests (t-test and ANOVA) to identify significant differences between faculty and staff perceptions and coping strategies.

## **3. RESULTS**

### **3.1 Profile of Respondents**

Most respondents were aged between 30 and 50 years, with a fairly balanced gender distribution. Faculty members generally reported higher educational attainment (Master's or Doctorate degrees) and slightly higher monthly income compared to administrative staff. Administrative staff tended to have longer tenure in service.

### **3.2 Perceived Economic Effects**



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Both faculty and administrative staff acknowledged that inflation significantly reduced purchasing power, increased household expenses, and hindered their capacity for savings. Administrative staff reported higher levels of financial stress, citing reliance on fixed incomes and limited opportunities for supplementary earnings.

### 3.3 Perceived Socio-Cultural Effects

Respondents also noted that inflation influenced their lifestyles and social interactions. Faculty members reported cutting back on leisure and travel, while administrative staff cited reduced family gatherings and declining participation in community events due to cost constraints. Inflation indirectly affected social mobility and interpersonal relationships within the university community.

### 3.4 Coping Strategies

Common coping mechanisms included budget restructuring, prioritization of essential goods, seeking additional income sources, and social support from family or peers. Faculty members demonstrated more diversified coping approaches, including consultancy work or research-related projects, while staff members tended to rely on institutional support and budgeting discipline. Significant differences were observed between the two groups in the variety and adaptability of coping strategies ( $p < 0.05$ ).

## 4. DISCUSSION

The findings highlight that inflation constitutes not only an economic challenge but also a socio-cultural stressor affecting multiple dimensions of employees' lives. Faculty and administrative staff alike encounter constrained purchasing power; however, differences in income flexibility and opportunity accessibility lead to uneven impacts across occupational groups. Faculty members, owing to varied income sources, display greater financial adaptability, while administrative staff experience heightened vulnerability to price changes. These differences underscore the need for institutional-level welfare programs such as financial literacy initiatives, salary adjustments tied to inflation rates, and livelihood extension activities. Furthermore, the socio-cultural adjustments—such as reduced social participation and lifestyle changes—signal that inflation influences organizational morale and community cohesiveness. These indirect effects may impede workplace productivity, satisfaction, and well-being, reinforcing the necessity for holistic policy responses within public universities.

## 5. CONCLUSION

Inflation exerts multifaceted effects on the employees of MSU–Marawi, significantly influencing their economic well-being, lifestyle choices, and coping behaviors. Faculty and administrative staff differ not only in the degree of economic stress experienced but also in their adaptive responses. The study underscores the urgent need for institutional interventions—including welfare assistance, professional development, and financial support programs—to cushion employees from persistent economic pressures.



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## 6. RECOMMENDATIONS

Policy Interventions: The University should consider cost-of-living adjustments or inflation-based salary benchmarking. 2. Financial Literacy Programs: Provide training on budgeting, investment, and income diversification. 3. Welfare and Support Services: Strengthen employee assistance programs and access to mental health and socio-cultural support. 4. Further Research: Future studies may expand the sample size, include qualitative interviews, or examine other variables such as psychological well-being or institutional productivity impacts.

## 7. AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body That provides financial or non-financial assistance for the topics or resources covered in this Manuscript.

## 8. CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, And/or publication of this article.

## 9. PLAGIARISM POLICY

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will\ Take care by all authors. Journal and editors are not liable for aforesaid matters.

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