

Correlates of the Faculty Performance of the Selected Private Colleges in Calapan City, Oriental Mindoro, Philippines

Asia Pacific Journal of
Education, Arts and Sciences
Vol. 3 No.4, 40-45
October 2016
P-ISSN 2362-8022
E-ISSN 2362-8030
www.apjeas.apjmr.com

Christian Anthony C. Agutaya (PhD)

Mindoro State College of Agriculture and Technology-Calapan City
Campus, Masipit, Calapan City, Oriental Mindoro, Philippines
christian_agutaya@yahoo.com

Date Received: September 13, 2016; Date Revised: October 24, 2016

Abstract – *The study was conducted to determine the correlates of the faculty performance of the selected private colleges in Calapan City, Oriental Mindoro, Philippines. Descriptive correlational design was adopted using survey questionnaire in data gathering. Weighted mean and Pearson-r were used for statistical analysis. The respondents of the study were 10 full-time faculty members with more than 3 years institutional length of service in each private college with enrollment less than 500 college students and similar number of courses offered namely St. Anthony College of Calapan City, Luna Goco Colleges and ACLC College of Calapan using stratified random sampling employing non-proportional technique for academic year 2015-2016. Correlation analysis revealed that the management processes significantly determined the management and administration of an organization. However, the faculty members' organizational behavior in terms of individual and organizational levels did not affect the management processes except for group level which was significant because of positive human relation atmosphere. All faculty members' organizational behavior at different levels dependent upon the performance of personnel administration function. Furthermore, the study also found out that the faculty members' performance were merit-based evaluated and not merely on management processes. The high performance of faculty members could not guarantee by efficient personnel administration. The faculty members' organizational behavior could significantly influence by their efficient performance. Finally, the study recommended that the faculty performance should be improved to attain quality education.*

Keywords – *management processes, college personnel administration, faculty members' organizational behavior and their performance*

INTRODUCTION

As the academic world becomes increasingly complicated and competitive, quality in all aspects has become one of the most important and overriding concern of all educational leaders and managers of higher institutions today. Thus, imperatives of new times, new demands and new visions require an education of such quality from the leaders and managers of the society particularly in the educational systems that are responsive to the needs and demands of people. That is, a manager or leader who can inspire faculty members to strive excellence as well as academic skills needed to acquire the requisite resources for creating and sustaining a culture of excellence in the field of education. So to speak academic excellence is an important desideratum in the academic world. The key to pursuing and achieving academic excellence is the appointment of an educational manager who has vision, commitment, and leadership to carry the task of improving and attaining quality [1].

Management is concerned with the accomplishment or predetermined objectives with the least possible expenditure of human and financial resources. Administrators are responsible for what the organization is expected to accomplish, how it will organize, select its personnel, choose its physical facilities, distribute authority and responsibility, evaluate performance and adopt corrective measure towards a purposeful coordinated organization. To accomplish these tasks, administrators perform the functions of planning, organizing, directing, and controlling [2].

School personnel administration is part of the management process of a particular educational institution. The complex of specific activities distinctly engaged in by the school authorities and their agents to make pointed effort to secure the

greatest possible worker effectiveness consistent with the objectives of the school system [3].

The process of management tells that the role of manager is becoming more challenging, tougher. Managers today are expected to do more and have more skill than they did generation ago. Today, however more and more attention is being given to people rather than to things. The human issue often poses more difficulties for managers than do physical problems. The guidance and motivation of worker, is an ever-present task in society. Building teamwork calls for skills quite different from those needed for designing a plant. In managing almost any activity the people involved- their values and their behaviors- are very important. The people aspect must be managed- which equipment people select and what they do with it often is the key to successful events.

The management of people in an organization is an integral part of the management process. An organization is said to be effective if its personnel function efficiently perform in relation to the achievement of its policies and objectives.

Simms [4] has similar stand with regards to the efficiency of faculty members; thus the organization's success is dependent upon high performing employees, and without such employees there is no competitive advantage for the organization. The employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence [5].

Several factors may motivate the faculty members to work even harder and affect their performance, such as good compensation, work security, achievement, recognition, job satisfaction, promotion, scholarship grants, housing, vacation and leaves, and other perks and privileges. On the other hand, morale, in a sense, may be regard that is demonstrated in overt action may be directed towards the attainment of a desired goal. Morale is the resultant state encompassing the willingness of employees to work cooperatively [6].

All people in organizations are concerned with improving organizational behavioral quality of life in an organization. Managers have a larger responsibility because they are the ones who make decisions affecting many people throughout an organization. Their role is to use organizational

behavior to improve people- organization relationships. Managers try to build a climate in which people are motivated, work together and become persons that are more effective. When organizational behavior is applied successfully, it becomes a triple reward system in which human, organizational and social objectives are met.

Organizational excellence begins with the performance of people and the level of effectiveness of personnel administration. Personnel administration is the management of people in working organizations. It is the art and science of acquiring, motivating, maintaining and developing people in the jobs in light of their personal, professional and technical knowledge, skills, potentialities, needs and values and in synchronization with the organization philosophy, resources and culture for the maximum achievement of individual, organization and society's goals.

The management performance of the school administrators should also be considered in attaining quality education as they wield power and authority over the teachers, pupils and community on educational matters. The school administrators should be aware that quality education is dependent on the quality service, and this service is dependent on the quality of leadership and managerial skills they manifest or exhibit in the school [7].

In an educational system, the experiences gained by administrators and deans play a greater part in the process of their decision-making. It is because the mistakes they made in the past would furnish and guide them in their future manifestation of management functions.

However, a great number of colleges and few administrators, not all faculty members are given attention and the abilities and talents they have in order to fit in their job are not developed. These situations could lead to the major college administration problems which the end would affect adversely the management processes, college personnel administration, faculty members' organizational behavior, and performance. It is for this reason that this study is conducted to determine the correlates of the faculty performance of selected private colleges in Calapan City, Oriental Mindoro, Philippines.

OBJECTIVE OF THE STUDY

This study determined the correlates of the faculty performance of the selected private colleges in

Calapan City, Oriental Mindoro, Philippines in terms of management processes and college personnel administration. Specifically, the study determined if there is a significant relationship between the management processes and faculty members' organizational behavior; college personnel administration and faculty members' organizational behavior; management processes and faculty members' performance; college personnel administration and teachers' performance; and faculty members' organizational behavior and their performance.

METHODS

The study made use of descriptive-correlational research design. It described, analyzed, correlated, and interpreted data regarding the management processes, college personnel administration, faculty members' organizational behavior and their performance.

The questionnaires were self-prepared by the researcher and submitted to experts for validation and pre-tested before being used. The questionnaires were highly reliable with the following Cronbach alpha reliability scores: management processes (0.96), college personnel administration (0.90), faculty members' organizational behavior (0.89) and their performance (0.91).

Weighted mean and Pearson r were used in analyzing the data gathered in this study. The respondents of the study were 10 full-time faculty members with more than 3 years institutional length of service in each private college with enrollment less than 500 college students and similar number of courses offered namely St. Anthony College of Calapan City, Luna Goco Colleges and ACLC College of Calapan using stratified random sampling employing non-proportional technique. There were one satellite campus of a state college, Catholic private college and local government college in Calapan City. These public and private colleges were not included in the study because of more collegiate enrollment and course offerings. This study covered academic year 2015-2016.

RESULTS AND DISCUSSION

The Table 1 shows the result of correlation analysis performed on hypothesized relationship between the management processes and college personnel administration.

Table 1. Correlation Analysis of the Management Processes and College Personnel Administration

Dependent Variables	r	r ²	p-values	Interpretation
Job				
Organization & Information	0.77	0.60	0.01	S
Acquisition	0.86	0.74	0.00	S
Maintenance	0.78	0.61	0.00	S
Development	0.41	0.17	0.02	S
Research	0.50	0.25	0.01	S

5% level of significance

The table shows that the coefficients of determination revealed that 60%, 74%, 61%, 17% and 25% of the variance in the dependent variables are accounted for by the management processes with r -values of 0.77, 0.86, 0.78, 0.41 and 0.50 respectively, which are deemed significant relationship among the variables correlated with p -values less than 5% level of significance.

The result implies that when management processes are adequately performed according to the needs identified, management and administration of an organization could be enhanced. Job organization and information, for instance is quite easy to handle should the administrator be able to establish the details, resources, needs, and the philosophy of the task. That means, the administrator knows and has a firm grasp of how the job is to be undertaken. Similarly, skills in directing facilitate the determination of the needs of the organization whether it is the need for an increased human resource, facilities, and equipment. This also means that such skill is a determinant of encouraging and mobilizing the faculty members to perform and act based on the standard of performance so as to attain the goals of the organization. Moreover, maintaining harmonious relationship within the organization is anchored on the skills of the administrators to direct people in achieving the expected output of the faculty members based on sound guiding principle of performance evaluation and recognition of accomplishments. It is therefore evident that the extent to which administrators exerts effort and manifest skills to attend to the management functions effectively determine how well the organization is run to achieve the goals it sets out to attain. College administrator, to be effective in the discharge of his function, must show himself as person with talent, skills, and professional insights to motivate teachers. His/her actions should mirror that he is not a boss but a leader

who shares efforts and risk in problem solving and in encouraging faculty members' needs for growth and development in their profession.

Table 2. Correlation Analysis of the Management Processes and Faculty Members' Organizational Behavior

Dependent Variables	r	r ²	P-values	Interpretation
Individual	0.17	0.03	0.06	NS
Group	0.30	0.09	0.01	S
Organization	0.24	0.06	0.08	NS

5% level of significance

The Table 2 presents the summarized result of the hypothesis test for relationship between the management processes and faculty members' organizational behavior.

This indicates that no significant relationship exist between the management processes and faculty members' organizational behavior in terms of individual and organization.

It can be drawn from the foregoing result that faculty members' organizational behavior is not influenced by the management processes in the organization. At the individual level, it can be deduced that faculty stay in the job and accept the responsibility with pride and honor. This means that such quality could not easily be overturned and twisted by the failure or discrepancy in the performance of the management functions. This is based on the ground that faculty members with their pride as educators are a part of the system and therefore have the duty to contribute in strengthening the weaknesses of the organization. At the organizational level, it can be drawn that there is still an emerging need to reflect on the status of the management processes. This means that the respondents while having a favorable perception on the organizational behavior admit that something have to be patched up to really claim that faculty members' behavior are descriptive of the desired organizational behavior.

The coefficient of determination revealed that 9% of the variance in the assessed organizational behavior at the group level is accounted for by the management processes with r-value of 0.30 that signifies a low but significant degree of correlation among the variables correlated.

This implies that faculty members get along with each other. They know their abilities and weaknesses and shares ideas on how a particular task can best be

achieved. Planning and staffing play important roles in the sense that abilities of the school personnel to provide the right chemistry in pooling the efforts of the teachers are a prerequisite. Establishing a well-defined and achievable target and considering the requirements of the task are important factors in determining the success of any endeavor.

Table 3. Correlation Analysis of the College Personnel Administration and Faculty Members' Organizational Behavior

Dependent Variables	r	r ²	P-values	Interpretation
Individual	0.61	0.37	0.00	S
Group	0.57	0.32	0.00	S
Organization	0.45	0.20	0.00	S

5% level of significance

Table 3 presents the summary of correlation analysis performed on the hypothesized relationship between the college personnel administration and faculty members' organizational behavior.

A significant relationship exists between the college personnel administration and faculty members' organizational behavior. The coefficient of determination further revealed that the independent variables account for 37%, 32% and 20% of the variance in the dependent variables with r-values of 0.61, 0.57, and 0.45, which are deemed significant with p-values less than 5% level of significance.

This implies that teachers being cognizant of the motivation of the administrator's manifest behavior that contributes to the attainment of goals. This finds support from the theory of Herzberg [8] who emphasized the categories of needs. These include hygiene needs and motivation needs. Since hygiene needs include school policy, administration and superiors, work conditions and interpersonal relations, which are peripheral for the job itself. Motivation needs, on the other hand, are associated with the job itself. In relation to the findings, development come into play because behavior of the teachers at different level depends on the recognition, professional growth, and the extent to which administrators supervise and perform the function essential to the realization of the objectives. As Skinner [9] stated, behavior modification results from the association with rewards and punishments. Thus, development is an important consideration.

Table 4 presents the hypothesized relationship between the management processes and the faculty members' performance is shown in the below table.

No significant relationship exists between the management processes and faculty members' performance as indicated by the correlation analysis result.

Table 4. Correlation Analysis of the Management Processes and Faculty Members' Performance

Dependent Variable	r	r ²	P-values	Interpretation
Faculty Members' Performance	0.09	0.01	0.09	NS

5% level of significance

This is also attributed to the fact that faculty members' performance is evaluated on the merit of their tangible accomplishment and not merely dependent on how they perceived the management processes.

Table 5 Correlation Analysis of the College Personnel Administration and Faculty Members' Performance

Dependent Variable	r	r ²	P-values	Interpretation
Faculty Members' Performance	0.12	0.01	0.07	NS

5% level of significance

Table 5 shows that no significant relationship exists between college personnel administration and teachers' performance. The observed correlation coefficient of 0.12 is therefore found insignificant at the desired level.

Testing further the relationship of each independent variable with the faculty members' performance indicators, not a single variable correlates used registered r-values that indicate certain degree of relationship. This means that how good and efficient the different aspects in management are attended does not guarantee a high performance should the faculty members comply with the required standard. On the contrary, faculty members with adequate knowledge and competence in their job could still obtain higher performance rating should they fill-up the vacuum for efficient administration.

Table 6 indicates that significant relationship exists between the faculty members' organizational behavior and their performance is significantly related. The coefficient of determination revealed that

7% of the variance in the faculty members' performance is accounted for by their organizational behavior with correlation coefficient of 0.26, which is deemed significant relationship among the variables correlated.

Table 6. Correlation Analysis of the Faculty Members' Organizational Behavior and Performance

Dependent Variable	r	r ²	P-values	Interpretation
Faculty Members' Performance	0.26	0.07	0.02	S

5% level of significance

This implies that organizational behavior contributes to the efficient performance of the faculty and administration as well. This means that adherence to organizational plans and objectives, sharing of knowledge and skills, and assuming responsibility are factors leading to an efficient performance.

CONCLUSION AND RECOMMENDATION

In consideration of the findings of the study, the study concluded the following. A moderate to high significant relationship exist between the management processes and college personnel administration. There is no significant relationship between the management processes and faculty members' organizational behavior in terms of individual and organization while a low degree of relationship exists between variables considering group level behavior. A moderate significant relationship exists between the college personnel administration and faculty members' organizational behavior. There is no significant relationship exists between the management processes and faculty members' performance. There is no significant relationship exists between college personnel administration and teachers' performance. A low degree of significant relationship exists between the faculty members' organizational behavior and their performance.

This result then supports the assumption of the Herzberg Two-Factor Theory. According to Herzberg, even if the hygiene factors will be increased deliberately it will not in any way satisfy personnel and eventually create a tangible effect on their productivity. In application, this means that the hygiene factors eventually will create a tangible effect on the faculty members' performance.

Faculty members consider their task or work, responsibility, and achievement, professional development, recognition and promotion to be satisfying. This, in turn, was reflected on the very satisfactory performance of faculty members. It further means that the satisfied rating of the faculty members in the satisfier factors made their performance to be very satisfactory well.

In light of the findings and conclusions of the study, the following are recommended the selected private colleges: adopt Total Quality Management (TQM) to sustain excellence and quality in management processes and personnel administration; encourage faculty members to finish their graduate studies and attendance to relevant trainings and seminars for promotion and professional growth purposes; and strengthen recognition opportunities and incentives programs to encourage faculty members to perform well. Replication of the present study among the faculty members from other college focusing on other variables school heads' management style, organizational culture and commitment and provision for adequate educational supplies and materials is likewise recommended. Researches on how teaching faculty members' performance is affected other than management processes, college personnel administration and organizational behavior should be done.

REFERENCES

- [1] Sillero, E. J. & Sillero, U.S. (2010). Internal-External Predictors of Quality Management Among SUCs in Region IX. A Publication of the Research and Educational Development Training Institute, Volume 6. pp. 173
- [2] Landicho, B. (1998). Organizational Status, Management Process, Job Satisfaction in Relation to Organizational Climate and Institutional Performance in Two Government Colleges in Oriental Mindoro. DWCC Journal, Volume 5. pp 58-59
- [3] Ecalnir, R. A. C. (2000). The School Personnel Administration and Its Effective Practices. DWCC Journal, Vol. 7, 25-28
- [4] Simms, R. R. (2002). Organizational Success Through Effective Human Resource Management. Quorum Books. Westport, CT. pp 395
- [5] Oulolube, N.P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. University of Helsinki, Finland
- [6] Miranda, G.S. & Gow, C. M. (2006). Management Principles and Practices. Updated Edition. L and G Business House. Laguna, Philippines
- [7] Servando, M. L. D. (2000). A Strategic Management Audit in Jose J. Leido Jr. National Memorial High School, English Department. DWCC Journal, Volume 7. pp 15-18
- [8] McShane, S. L. & Ginow, M. A.V. (2003). Organizational Behavior. Quecor World Versailles, Inc., USA
- [9] Martires, C.R. (2008). Human Resource Management. National Bookstore, Mandaluyong City