

**STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL
EFFECTIVENESS IN SUCs: A CORRELATIONAL STUDY**

**A Dissertation
Presented to
The Faculty of the College of Graduate Studies
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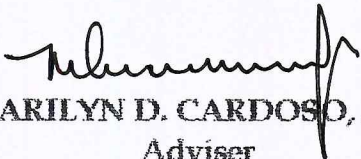
**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management**

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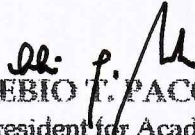
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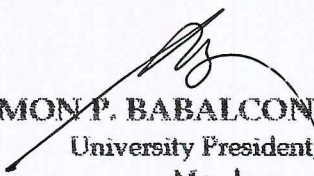
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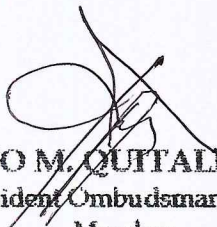
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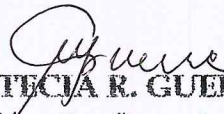

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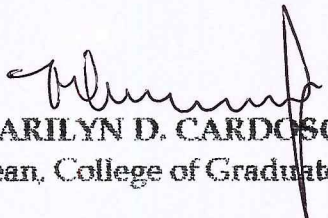

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God be praised for all your goodness!

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DEDICATION

*For the many who work with unquestioning
loyalty and admirable efficiency but
find no comfort and refuge;*

*To Administrators who are motivated by people
to work for their well-being in the organizations;*

*To those who thought of me well
and stood by me to the end;*

*To my dear parents, Florencio and Anastacia,
my supportive brother and sisters,
nephews and nieces, grand nephews and nieces*

I humbly dedicate this work,

MBV

ABSTRACT

This aimed to determine the staffing practices and how these relate to the organizational effectiveness of employees in SUCs of Eastern Visayas Region as perceived by the management staff, the teaching and the non-teaching personnel. The researcher used the descriptive method of research in determining staffing practices of the respondents SUCs along areas, viz: 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and development. Correspondingly, these practices were correlated to the respective employees' organizational effectiveness along the following: commitment to school as an organization, commitment to work, and commitment and relationship with peers. The values of correlation coefficients of 0.423 for commitment to school as an organization, 0.463 for commitment to work and 0.969 for commitment and relationship with peers resulted to the absolute computed Fisher's t-values of 2.72, 3.05 and 22.71 respectively which proved to be greater than the critical/ tabular t-value of 1.96 at $\alpha=0.05$ and $df= 34$. This led to the rejection of the hypothesis which states that "There is no significant relationship between staffing practices along training and development and employees organizational effectiveness along the three areas". Training and development practices are positively and significantly correlated to an employees' organizational effectiveness in SUCs. Where prescribed training and development procedures are practiced more often, the corresponding level of employees' organizational effectiveness is high; where these procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise

low. Organizational effectiveness as perceived by the management staff, teaching and non-teaching personnel indicated significant differences as evidenced by their assessment in relation to commitment to school as an organization, commitment to work, and commitment and relationship with peers. The management staff gave a higher rating to organizational effectiveness of personnel along these three areas, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel.

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Chapter I

THE PROBLEM AND ITS SETTING

Introduction

"An institution or organization exists for a specific purpose and mission, a specific social function. They should be managed for performance" (Enriquez, 1988: 376). Educational managers in educational institutions constitute a hierarchy of goal setters which society has evolved to promote national development. As goal setters, they need the cooperation of a large number of people within and outside the organization to achieve the objectives which are entrusted to them by virtue of their position.

In most cases, managers assume the goal setting role through the operation of both legal position and popular demand of confidence. Whatever is the source of authority, they have tasks to perform. These tasks are to promote society's welfare by pursuing a particular objective through its organization. These objectives can be achieved realistically if they get others to submit to their authority. They have to obtain the cooperation, participation and involvement of hundreds of people in their work. Without this, no manager can hope to accomplish his task. How management system obtains the cooperation, participation and involvement of people within the organization remains to be the subject of many different management styles.

Management is an organ of an institution and that institution, whether a business or public service, is in turn an organ of society existing to make specific contribution and to discharge specific social function. Management, therefore, cannot be defined or understood – let alone practiced- except in terms of its performance dimensions and the demands of performance in it. The task of management are the reasons for its existence, the determinants of its work and the ground for its authority and legitimacy (Drucker, 1975: 37).

The rationalization of modern life has basically pervaded the thinking of organization leaders and managers in the conduct of their functions (Blue & Meyer, 1971: 5). Too much secularization has preoccupied their minds to accomplish large-scale administrative tasks and to perfect efficient means of achieving objectives to the neglect of the essential values of good staffing practices which is one of the main functions of management. Where there is general failure in the system of coordination and disciplined performance in the work process, the task of management lacks the efficient framework in formulating and ordering methods and procedures such as selecting, training and development of staff which are necessary measures to make work efficient and productive. "This is the function of rules and regulations that govern operations each individual must conform to prescribed standards even in situation where a different course of action appears to him to be the most rational" (Blue & Meyer, 1971: 9).

It is therefore the function of management "to establish relationship among functions, personnel, physical factors in order that all work may be harnessed and directed towards the accomplishment of the common objectives"

(Flippo, 1971: 56). The immediate result of this process is the formation of the organizational structure. But establishing the structure and the coordinating machinery does not complete the task of the organization. The manager must look into functions specifically. How does the organization work? Who keeps working? To ensure that an organization works, the task of formulating and defining methods and procedures, as well as selecting, recruiting, training and development of staff must be given conscious attention.

According to Rice (Moran, 1997: 27-31), "Leadership involves sensitivity to the feelings and attitudes of others, ability to understand what is happening in a group at the unconscious level as well as the conscious level, and skill in acting in ways that contribute to, rather than hinder task performance. But increased sensitivity and understanding are means, not ends, and the end is the production of more effective leaders and followers".

The conclusion is the best place to put the staffing practices into perspective among the SUCs in Eastern Visayas Region. How are the staffing practices reconciled with employee's organizational effectiveness in order to determine the successful and the not-too-successful performance of an institution of learning?

By historical background, some state colleges and universities started as a laboratory shop or a technical-vocational school before its conversion into an institution of higher learning with the status of a state college or university. Its growth and development depended on the effectiveness and efficiency of the

staffing procedure under a leader, manager or school administrator. It is on this background study that we get an overview of the situation of the SUCs in Eastern Visayas as to how legitimate and acceptable the staffing system is and how this affects employee response to organizational effectiveness.

Statement of the Problem

This study aimed to determine the staffing practices and how these relate to the organizational effectiveness of employees in SUCs of Eastern Visayas Region as perceived by the management staff, the teaching and the non-teaching personnel. These variables were correlated for the purpose of presenting proposals to the school management. Specifically, this study sought to answer the following questions:

1. What is the profile of the management staff, the teaching and non-teaching personnel vis-à-vis:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 length of service;
 - 1.4 educational background;
 - 1.5 in-service trainings attended; and
 - 1.6 performance ratings for the last two years?
2. As perceived by the three groups of respondents, what are the staffing practices in the respondent SUCs along the following:

- 2.1. recruitment;
 - 2.2. selection;
 - 2.3. promotion and retention; and
 - 2.4. training and development?
3. Are there significant differences among the perceptions of the three categories of respondents relative to the staffing practices of the respondent-SUCs along the four considered areas?
4. As perceived by the management staff, the teaching and the non-teaching personnel, what is the degree to which the personnel manifest organizational effectiveness along the following categories:
 - 4.1 commitment to the school as an organization;
 - 4.2 commitment to work; and
 - 4.3 commitment and relationship with peers?
5. Are there significant differences among the perceptions of the management staff, the teaching and the non-teaching personnel regarding employee's organizational effectiveness?
6. Is there a significant correlation between the staffing practices of the respondent - SUCs and the corresponding employee's organizational effectiveness?
7. What proposals or recommendations does the study offer to the management of SUCs in Eastern Visayas on the basis of the results of this study?

Hypotheses

Based on the foregoing specific questions, the following hypotheses were tested:

1. There are no significant differences in the staffing practices among SUCs in Eastern Visayas Region as perceived by the management staff, the teaching and the non-teaching personnel along the following:

- 1.1 recruitment;
- 1.2 selection;
- 1.3 promotion and retention; and
- 1.4 training and development.

2. There are no significant differences in the perceptions of the management staff, teaching and the non-teaching personnel regarding employee's organizational effectiveness such as:

- 2.1 commitment to the school as an organization;
- 2.2 commitment to work; and
- 2.3 commitment and relationship with peers.

3. There is no significant correlation between the staffing practices in the respondent - SUCs and the employees' organizational effectiveness.

Theoretical Framework

This study is anchored on the theory that people in the organization are its very important asset, if not the most important one (Franco, 1988: 185).

Achieving productive unity in an organization deals with the person and personality of its members. People are not machines. They strive and are motivated. They react to their environment and especially to each other in that environment. They can turn on their best efforts on behalf of their organization, or can, with equal enthusiasm, turn strenuous activity toward thwarting organization's purposes (Dubin, 1974: 34).

Most organizations including government agencies are governed with policies and procedures designed to meet the needs of its workers. No matter what the size of the organization or company is, management must take the responsibility for action, leadership and direction of its workers in achieving organizational goals and the machinery with which to deliver efficiency and quality services or products. "Any company that is totally surprised by a serious product, service, image or employee problem is badly managed" (Albrecht, 1997: 11).

The Civil Service Commission subscribes to this idea in its Declaration of Policy which states:

The State shall insure and promote the Constitutional mandate that appointments in the Civil Service shall be made only according to merit and fitness; that the Civil Service Commission, as the central personnel agency of the Government shall establish a career service, adopt measures to promote morale, efficiency, integrity, responsiveness, and courtesy in the civil service, strengthen the merit and reward system, integrate all human resources development programs for all levels and ranks, and institutionalize a management climate conducive to public accountability; that public office is a public trust and public officers and employees must at all times be accountable to the people; and that personnel functions shall be decentralized, delegating the corresponding authority to the departments, offices and agencies where such functions can be effectively delegated (Civil Service, 1).

Further in Section 30, it states:

The development and retention of a competent and efficient work force in the public service is a primary concern of government. It shall be the policy of the government that a continuing program of career and personnel development be established for all government employees at all levels. An integrated national plan for career and personnel development shall serve as the basis for all career and personnel development activities in the government (Civil Service, 1).

This theory explains the requirement for a good staffing practice as a very important strategy towards achieving organizational goals. Earlier theoretician has regarded staffing as part of the organizing function of management. Today, it is given a special focus separating the function of staffing from organizing. The area of staffing has been expanded considerably to designing and evaluating positions for selecting, appraising and developing key personnel. The application of the term has come to mean Human Resource Development. "The person in charge of Human Resource Development (HRD) serves as the overseer of most employee-related functions. As such, he or she should already have a finger on the pulse of the people side of the house. The HRD officer may also have intimate knowledge of the labor relation issues facing the Company, the existing quality of work life issues, and a feeling of the general climate and culture of the organization as it relates to the employees, the supervisor, and top management. It will be up to this person to manage and protect the human assets of the Company" (Albrecht, 1997: 14).

In the words of Tangco, staffing is "Investment in Human Resources" (Tangco, 1977: 306) encompassing all of the activities that would increase the effectiveness of the human factor in any undertaking. These would include education, on the job training, basic research, science and development and all types of knowledge that would increase productivity not only of the organization but also of the individual worker. It is on this premise that employee self-development becomes one of the objectives of good employee-employer relations. But this can be made possible only when management has created a healthy climate for individual growth and development (Sison, 1981: 11).

An organization is perceived to be a living corporate person by its individual members (Tayco, 1990). We view the organization as much as the individuals comprising the organization to have rights and responsibilities of their own, a predictable life cycle of growing, maturing and aging, dependent on the interaction of their wants, (visions, needs, aspirations), cans (resources, energies, capabilities) and their must (values, norms, standards). Leaders of the organization must uphold the sanctity of the life of the organization in the same way that every individual member must uphold and strengthen the life of the organization by his commitment and loyalty to work. As individual can be reformed and transformed to serve better the organization, so is the organization to better serve the individual.

This study, therefore, aimed to take stock of the over-all staffing practice of state universities and colleges (SUCs) in Eastern Visayas Region in order to establish the correlation between the over-all management system and employee organizational effectiveness.

Conceptual Framework

Figure 1 illustrates the conceptual framework of this study. Enclosed in a box at the base of the schema is the research environment – the state universities and colleges in Eastern Visayas Region, which are the primary respondents and source of information drawn from the management staff, the teaching and non-teaching personnel who provided the necessary data derived from their responses.

This information on the aspects of staffing practices on the four areas of recruitment, selection, promotion, training and development were recorded and compared with the existing organizational effectiveness of the employee-employer relationship relative to commitment to the organization, commitment to work, commitment and relationship with peers as shown in the upper two separate boxes within a bigger box.

The results and findings of this analysis provided an anchorage for developing proposals and recommendations on how improved staffing practices could result to organizational effectiveness as illustrated in the upper box.

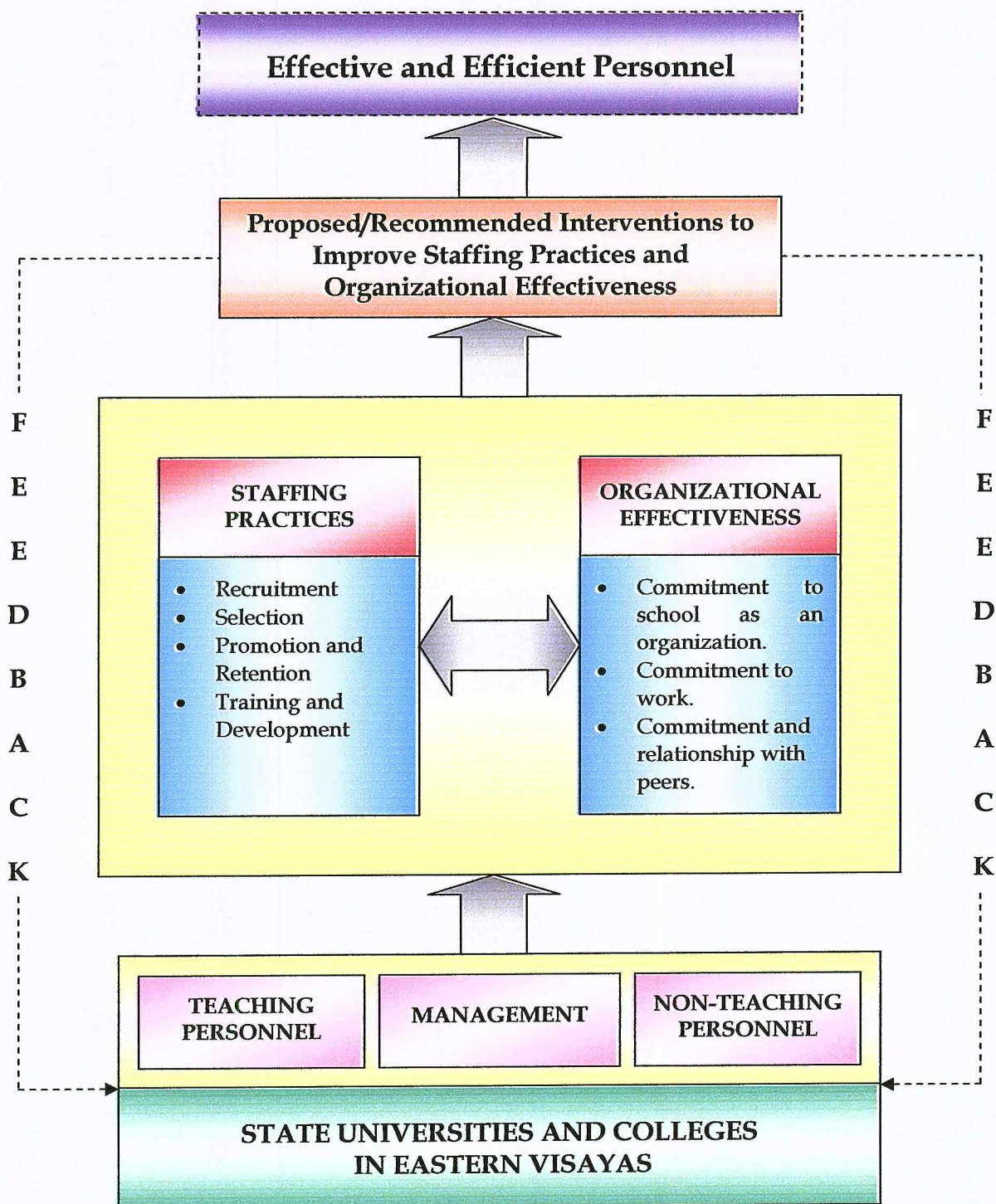


Figure 1. The Conceptual Framework of the Study

Feedbacks coming from the research beneficiaries would ultimately show the correlation of good staffing practices and employee organizational effectiveness as the measure of effective and efficient personnel signified by the apex box.

Significance of the Study

Many organizations proclaim to place employee's needs at the center of their concern whether or not this is realized. Practice varies from one organization to another. According to Dr. Louis Laguardia, "Putting People First" has become a catchy slogan for American Staffing Concepts International (SCI) Companies. To focus on the resource that is making the difference now and will continue to make the difference in the future is a serious commitment (Laguardia, file:///A:News3.htm). On this premise, this study is designed to investigate the organization of SUCs in Eastern Visayas Region after they have metamorphosed from a mere laboratory school or vocational-technical school to a state college or university. In the midst of this changing environment, educational leaders, those with vision for the future, will come to realize that there is one remaining non-commodity variable that has contributed to the success of the organization - their people.

To educational managers and researchers. This research is being undertaken to provide educational managers, institutional development planners and future educational researchers with a solid platform and guiding

principle on good staffing procedure designed for state colleges and universities. This will make a necessary tool for personnel, both teaching and non-teaching, to support organizational goals and to establish a standard of efficiency in their work performance.

To school administrators. Accurate and adequate data gathered would provide the basis to recreate and to revise existing staffing practice of SUCs which appear valid and acceptable to the management level, but which is contrary to the perception of the ordinary worker from the rank-and-file who are the most affected beneficiaries of the system. In this manner, school administrators can propose for a more effective scheme to be followed in order to correct and improve the existing staffing practice.

To private higher education. Results of this study can also be shared to private higher education units under CHED, which seek to expand its program on staff training and development as one of the main focus in their staffing practices.

To private organizations. A more concrete evidence is the private sector where the low morale of employees and the high risk of mobility and transfer from one private institution to another become increasingly predictable due to poor and unsatisfactory work environment. The private sector can therefore subscribe to an improved management scheme on staffing practice in order to further enhance the plight of workers, to boost their morale and to strengthen their commitment and thus create opportunities for organizational effectiveness.

To GO's and NGO's. Similarly, local government units, Government Organizations (GO) and Non-Government Organizations (NGO), groups of government and private institutions, banks, government and private insurance system to which is ascribed a number of workforce can best utilize the proposed interventions.

To SUCs in Eastern Visayas. Through this study, the State Universities and Colleges in the Eastern Visayas Region can device a comprehensive staffing procedure based on a formula that clearly demonstrates fair and unbiased judgment that will establish cooperative effort between school administrators and employees in pursuit of institutional goals and organizational effectiveness. The Human Resource function can also be intensified to enhance employee's competencies and professional service.

Evidently, a well-defined college code, a reformulated Job Effective Description (JED) and a credible and functional organizational structure would help create a most productive work environment and a climate of organizational effectiveness.

This research, therefore, can be instrumental not only to educational institutions but also to other line agencies of the government in its effort to gauge the relationship between low and high performance level of workers, the level of job satisfaction, and the level of individual's worth to the organization.

Scope and Delimitation

This study focused on the analysis of the existing staffing practices of SUCs in Eastern Visayas Region on 4 major areas, namely: 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and development. The analysis required the profile of the respondent SUCs in terms of the number of personnel, courses offered, programs and projects for the last two years including the profile of management staff, the teaching and the non-teaching personnel as to age and sex, civil status, length of service, educational qualification, in-service training attended, and performance rating for the last two years, 2002-2004. It attempted to draw the correlation between good staffing practices and employee's organizational effectiveness based on the findings and results of the analysis.

This study covered the 11 SUCs in Eastern Visayas Region, namely: 1) Samar State University (SSU) in Catbalogan Samar, 2) Tiburcio Tancinco Memorial Institute of Science and Technology (TIMIST) in Calbayog City, 3) University of Eastern Philippines (UEP) in Catarman, Northern Samar, 4) Eastern Samar State University (ESSU) in Borongan, Eastern Samar, 5) Leyte Normal University (LNU) in Tacloban City, 6) Eastern Visayas State University (EVSU) in Tacloban City, 7) University of the Philippines (UP) Tacloban City, 8) Naval Institute of Technology (NIT) in Biliran Leyte, 9) Leyte State University (LSU) in Baybay, Southern Leyte, 10) Palompon Institute of Technology (PIT) in Palompon, Leyte, 11) Southern Leyte State University (SLSU) in Southern

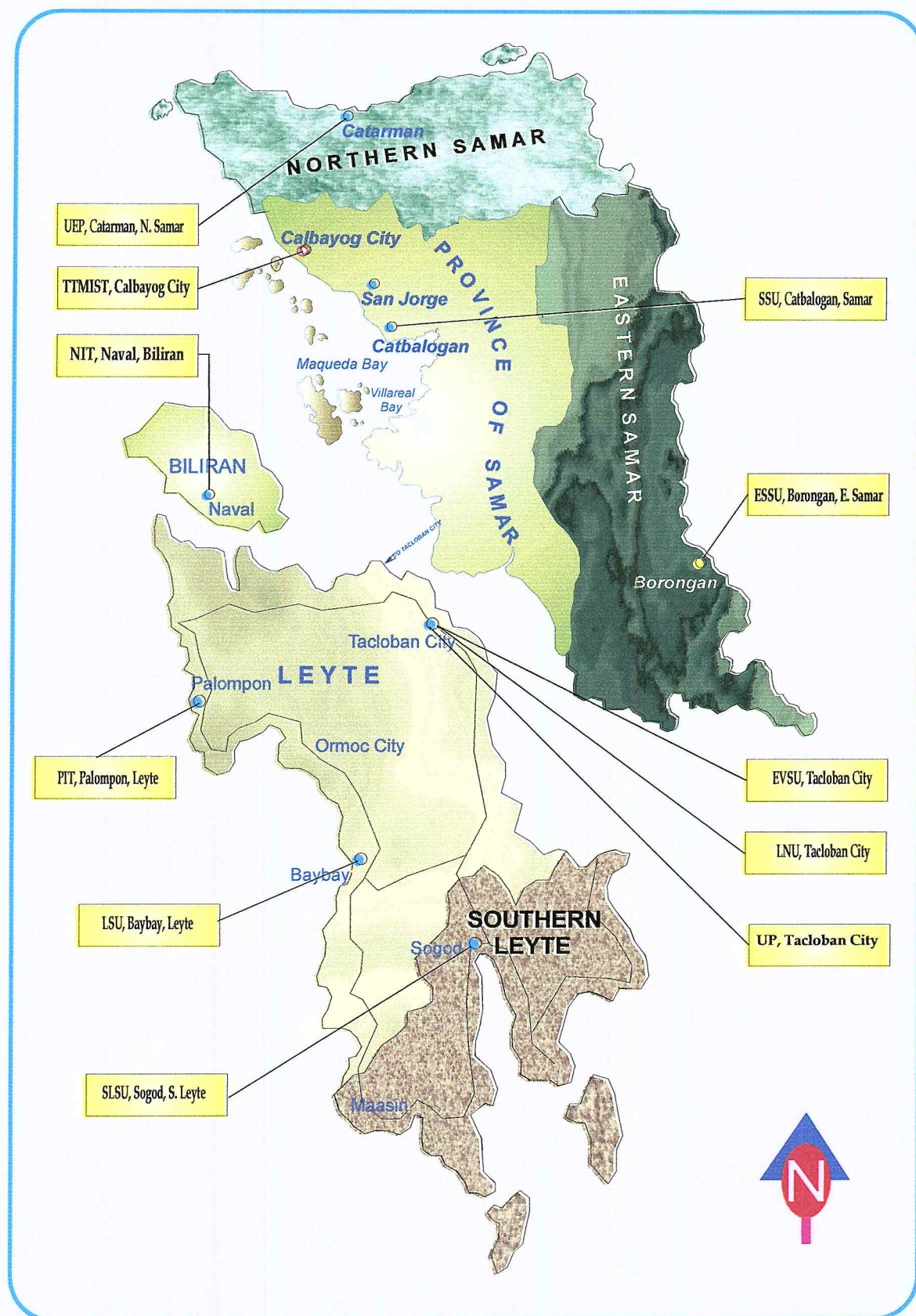


Figure 2. Map of Eastern Visayas Showing the Locations of the Respondent-SUCs

Leyte. Locations of these 11 SUCs are found in Figure 2.

The staff from the top and middle management, the teaching and the non-teaching personnel were utilized as the primary sources of information. They were grouped accordingly into three. The first group comprised the management staff both in the administrative and the academic departments. The second group composed the teaching personnel, while the third group involved the non-teaching personnel who were chosen at random.

The total number corresponding to the three groups of respondents from the 11 SUCs was recorded at 103 for the management staff, 194 for the teaching personnel, and 184 for the non-teaching personnel. However, some constraints were met in the process of administering the questionnaires. The number of target respondents per group was not achieved hundred percent owing to the heavy load posed as a common excuse from the teaching and management staff.

The data gathering was done during the first and second semester of school year 2004 – 2005.

Definition of Terms

Terms are defined conceptually and operationally for the purpose of this study.

Commitment. Conceptually, it means an engagement that restricts freedom (Webster Universal Dictionary, 2002: 121). Operationally, the term refers to the degree by which an individual surrenders his belief and conviction and submits to an obligation and responsibility in working for the good of the organization.

Commitment to the school as an organization. Taking the meaning of commitment as used in this study, the term refers to the manner by which an employee reconciles in him the interest of the school, not as an individual entity, but as an organization to which he is a part, thereby submits with willingness and supports with loyalty its mission, goals and objectives.

Commitment to work. The term refers to the ability of the employee to submit himself to the responsibility and obligation of service demanded of his skill and expertise within the context of fair labor practice.

Commitment and relationship with peers. The term refers to the manner by which an employee relates himself with his peers in a healthy work environment of acceptance and satisfaction, thus contributes his share of expertise in achieving the goals of the organization.

Correlation. Conceptually, this term refers to ascertaining linear relationship between and/or among variables (Kuzma & Bohnenblust, 2003: 210-211). In this study, this refers to determining whether staffing practices and organizational commitment are related.

Development. Conceptually, the term involves on-going education to help prepare employees for future job (Fisher, 1999: 327). In this particular study, the term is synonymous to the concept "training" which involves the acquisition of skills, information and attitude by the employee necessary in improving his effectiveness. Modern concept of staffing has joined together the concept of training and development as one since they are very much interrelated in actual practice. Hence, development is operationally understood to be the progress an individual makes in his line of work by the application of the learning he derives from his training.

Effectiveness. Conceptually, the term means the state of being capable of accomplishing a purpose by one who is fit to render service and duty (Encyclopedic Dictionary, 1979: 287). In this study, it refers to how people produce valuable results and feels good about themselves, the organization and other people with whom they work.

Efficiency. Conceptually, the term refers to the ability to produce the desired result with a minimum of effort, expertise or waste (Webster, 1971: 140). Operationally, the term implies synonymous understanding with effectiveness within the context of employment and service where an employee mobilizes his capabilities and resources to match the aspirations and goals of the organization with actual performance.

Management staff. The term technically refers to the elements of organization that help the line to work most effectively in accomplishing the

primary objectives of the enterprise (Koontz, 1977: 302). It also refers to experts in techniques who aid the line management do a better job of reaching corporate objectives (Management Education Council: 14), or those who assist in performing certain task for the top management that could not otherwise be delegated to the line units (Management Education Council: 15). In this study, management staff refers to the department heads, or heads of administrative and academic offices and subsidiary offices that aid the top management in the knowing, thinking and planning functions, thus participate in decision-making.

Organization. Conceptually, the term refers to the structure of individuals and functions into productive relationship (Management Education Council: 11). In this study, the term is used to refer to the formal organization as a system of consciously coordinated activities and cooperative effort of members who have a recognized role to play and duties or task to perform on the basis of accepted goals and objectives of the group.

Organizational effectiveness. As used in this study, this term refers to how an individual who is properly motivated works in an environment with high productivity level and positive morale thereby contributes to the attainment of organizational goals and objectives.

Personnel. Conceptually, the term refers to employees of any organization or company work, enterprise or service (Universal Dictionary, 2002: 395). Operationally, the term refers to a work force, which constitutes the

human resource of an organization from the ranks of the employees and subordinates.

Promotion. Conceptually, promotion is designated as a movement within the organization to give the personnel the benefit of advancement (Koontz O'Donnell, 1977: 427). Operationally, the term implies a movement from one position to another with an increase in duties and responsibilities as authorized by law and usually accompanied by an increase of pay.

Rank-and-file. A body of persons engaged or employed in any occupation, service or work not holding supervisory position.

Recruitment. Conceptually, the term refers to the hiring of needed personnel to fill up a job vacancy after a thorough process of selection of candidates based on skill, ability, supported by documents to attest to his qualifications (Franco, 1988: 207). In this study, recruitment is the hiring of qualified applicants who are well informed of the terms and conditions for employment with a clear view of the job description and job specifications in line with their skill and specialization.

Retention. Conceptually, the term refers to a policy or procedure of maintaining a particular position a personnel is most comfortable with to which he finds and enjoys a degree of satisfaction both in prestige and salary compensation because of his desired skill and ability (Handbook of Readings, 12). In this study, retention refers to the process by which an employee

maintains a particular position having met expected levels of accomplishment compared to some standards or goals.

Selection. Conceptually, the term refers to a series of steps from initial screening of applicants to finally hiring the new employee (Fisher, 1999: 321). Operationally, selection is understood to be the hiring of a qualified applicant entirely on his or her own merits and who meets the standard qualifications and requirements of the work. This process involves a series of screening and elimination procedures.

Staffing practices. Conceptually, the term refers to one of the managerial functions, which intends to identify assess, place, evaluate and develop individuals at work (Huse, 1962: 192). Operationally, this refers to the general practices observed by the SUCs in Eastern Visayas along the four areas, namely 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and development.

Training. Conceptually, the term refers to the program designed to facilitate learning process (Koontz O'Donnell, 1977: 471). In management, it is basically understood to be the process of affecting a particular set of behavior in an individual to improve his present and future performance of a job (Franco, 1988:211). In this study, the term refers to the teaching and learning approaches, methodologies and techniques intended to influence the trainee towards adapting a desired level of knowledge and skills and consequently achieves a level of development in his work competencies.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher utilized every possible material from his reading of books, periodicals, magazines, technical reports and researches conducted. Other materials sourced from the Internet as well as relevant documents prove useful in providing greater insights into the present study. This study is substantiated with authoritative documentation for the purpose of validating its contents.

Related Literature

The staffing function of management and supervision is concerned with obtaining and developing qualified people. But more often than not, managers are frequently faced with the common problem of employee's poor performance which may be attributed to a number of causes such as improper placement, poor training, poor communication and lack of motivation.

According to Laguardia, (Laguardia, File:/A/PeopleFirst.htm.) people are the most valuable asset. Employers who are concerned with managing a productive and motivated workforce to achieve business profitability have utilized different strategies in order to create and promote a more conducive workplace for its labor. They have developed diversified training to sensitize their management and workforce to value individual differences and instill a sense of fairness on the treatment of employees. Others have used a combination

of intervention programs they felt would collectively increase the probability that the working environment would be perceived and valued as a workplace of choice by the workers they need and want to attract. To the Staffing Concepts International (SCI) companies, this means creating and sustaining a "harassment free" workplace under a comprehensive and systematic approach; creating a cultural platform that is driven by clearly defined values that promote and safeguard the treatment of all employees with respect and dignity (Management Education Council: 39-40).

The above-mentioned idea is consistent with that of Peter Drucker Theory of Management when he said, "Management has to give direction to the institution it manages. It has to think through the institution's mission, has to set its objective, and has to organize resources for the results the institution has to contribute. In performing this essential function, management everywhere faces the same problem. It has to organize work for productivity. It has to lead the worker toward productivity and achievement. It is responsible for the social impact of its enterprise" (Handbook Administration, 39-40).

In line with this concept, managers are urged to think about their workers, and the amount of effort expended in ensuring their work comfort and satisfaction, and thus ensure smooth operation. Today, excellent managers are not only concerned with job knowledge and skills. They also address the issue of value and attitudes of their subordinates (Hudtohan, 1994).

Today's concept of management dictates that successful organizations must value training as an investment. Staffing practice necessitates the training of workers to address the competencies identified through the needs assessment of the employees. According to Greta Cairns, training is an investment in people (Cairns, Staffing Concepts.com.).

Training fulfills many goals. It helps motivate employees which in turn translates into improved job performance and productivity. It demonstrates an investment in the people who perform the job – the employees. In short, training is a key element in creating a workplace of motivated and knowledgeable individuals who will support and drive the challenges of growth for any business. However, prior to developing and implementing a training program, the organization must conduct a need analysis to determine the areas and issues for people within its organization. This can take the form of a survey instrument for data collection such as questionnaires or interview, observation and performance appraisal. In addition to conducting needs analysis, the organization can also conduct self-assessment survey of its employees. The self-assessment survey enables the employees to rate their skills level compared to their duties and responsibilities and helps the decision maker gain insight into the direction that a training program should follow. Giving the employees the appropriate training program that would upgrade their skills and competencies is evidence of the value that management place on the importance of its people. "Training is what distinguishes an organization from the competition. It is the

abilities and knowledge of the people within an organization. To be fearful of the investment in training because of its cost is to be fearful of success" (Cairns, Staffing Concepts.com.).

Putting people first is the thesis of Dr. Louis Laguardia (Laguardia, File:/People.htm.). He observes that majority of American businesses have low morale and diminished value of employee loyalty which creates the problem of job inefficiency. In the face of this growing crisis, the need to value people is the offered solution. "It is in the midst of this changing environment that business leaders, those with a vision for their future have come to realize that they have only one remaining non-commodity variable that can differentiate them from the competition their people. The true business leaders recognize that knowledge resides in people not companies. People are what lends creativity and knowledge to an organization to develop products and services not companies. People have purchasing power not companies. People have the ability to develop, utilize and harness technology not companies. People have the ability to compete not companies" (Laguardia, File:/People.htm.).

He stressed further that in today's business leaders the functions of selection, retention and development of human capital are the most critical contributions to drive the strategic growth of business. The selection of management workers or talents must not be approached in haste with the short-term objective of "filling a vacancy". A successful selection must consider a wide range of possibility as to how best measure the knowledge, skill and

abilities of potential candidates to ensure that what they offer matches the needs of the organization. In the same manner, a selection of instrument must be well chosen that would best measure those elements that need to be measured rather than depend on one that is just convenient and simple to execute. This will require a process in place to assist those who are going to participate in the selection of workers so that there is consistency as to how talent is being sought and needs to be measured. Giving thought to these concerns will surely help secure the workers in the business environment and increase efficiency not only on their part but also on the part of those involved in the selection process (Laguardia, File:/People.htm.).

Managerial strategies that emphasize personal individual growth and development will lead not only to a more healthy organization socially, but also to a more efficient one. This is the social philosophy underlying the concept of organizational development anchored on the principle of Management of Change by People. The growth and development of individuals in all levels of the organization is expected to result in increased organizational efficiency and effectiveness. One basic assumption of organization development is about people. Most individuals have drives toward personal growth and development, and these are most likely to be actualized in an environment that is both supportive and challenging. However, individual growth and development must respond to group interrelationship in achieving personal growth, enhancing collaboration and effecting change (Shrode-Voich, 1984: 380).

George Miller in his article "Six Basics of Management" believes that to preserve the competitive edge of a business organization managerial effort must aim at releasing the untapped creativity and initiative in people (Miller, 1981: Vol.26).

One of the basic assumptions of the Theory of Management by System from which is integrated all other assumptions and principles and philosophy of management is the system philosophy of man. The principle of achievement states that the opportunity for individual achievement and growth leads to individual and organizational productivity and satisfaction. Man is viewed as psychologically mature and seeks, above all, personal growth and development in the workplace. This implies that a person's behavior will be influenced by the opportunity to achieve provided by his job. On this note, it is management responsibility to provide this opportunity and to reinforce the individual's desire for personal growth and accomplishment. A working principle is therefore needed that should stress the development of an integrated attitude toward one's job and offer real opportunities for individual achievement, maturity and growth (Shrode and Voich, 1984: 502).

Louis B. Allen speaks of the professional manager as one who follows a practical philosophy and oriented to the real needs of the people. In his philosophy, he is dedicated to the proposition that fulfillment can be realized best through team support and cooperation. By helping people find satisfaction

within themselves, the manager is accomplishing something of enduring significance (Andres, 1990: 23).

Leveriza shares the idea that all managers have responsibility for staffing, and he means good staffing practice. Effective management requires the training, development and use of staff personnel. The output in organizational production generally depends on personnel morale. Toward this end, the manager not only formulates the organizational objectives and strategies but also the welfare of his people. He hears their gripes about their duties and responsibilities as well as their personal aspirations and problem. "Staff training must be well planned way ahead of contemplated operations as it is a means of gaining personnel effectiveness through the development of appropriate habits of thought and action, skills, knowledge and attitudes" (Leveriza, 1990: 135).

The responsibility for staffing belongs to every manager at all levels of the organization. He prescribes the manpower requirements, the task and staffing pattern with emphasis on policies, organization, rules and procedures. He must have the foresight of the need for the staff to fulfill organizational operations on his skill and competencies in his work accomplishment. Thus, a manager has to be sure that there are formal recruitment and staffing activities of all types of people by maintaining analytical and critical posture in evaluating applicants (Andres, 1986).

According to Koontz and O'Donnell "If the staffing function were to be handled logically it would be more complex than is usual in practice. Since

positions are filled not only for the present, but also for the future, staffing must deal with future requirements. This means that the first step should be the development of an organization plan for the future since, unless an enterprise expects to replace people constantly, people selected and developed now should be able to fulfill future roles. But as will be apparent, an organization plan depends upon enterprise plans, since the organization structure is always required to establish an environment for performance to accomplish objectives and plans" (Koonts O'Donnell, 1972: 418).

Frederick Harbison asserts that the organization is the principal factor in determining the productivity of labor, and the skills of manpower depend more on what the organization does than on any natural or innate characteristic of labor itself. While the efficiency of labor resources maybe independent of organization, the organization, however, is able to influence this for unlike land and capital, organization is a human resource. The organization is composed of innate human beings who are motivated by drives, hopes, desires, fear and frustration (Dubin, 1974: 39).

On the other hand, Shrode believes that employee organizational effectiveness can only be achieved successfully by the development of integrative attitudes on the part of all organizational members -- the goal of which is to maximize resource utilization and human performance.

Achieving the desired balance between productivity and satisfaction was viewed as a process of identifying equitable social human values within a complex set of environment interfaces.

These external personal values form the background for examining the internal personal values of individuals within the organization. (Shrode Voich, 1984: 326-327).

Organizational and individual goals are innately interrelated or interdependent. An organization reflects the particular needs, desires and aspiration of each member. Each member is motivated by his values as he interacts with others, and his behavior affects the accomplishment of organizational goals. Thus the integration of the goals and values of the members of the organization results into a supportive process of communication beneficial not only to the organization as a whole, but also to the individual members.

It is for this reason that the system philosophy of management views the individual in the organization as a psychologically mature person who is capable and desirous of personal growth and development, and should have the opportunity to utilize his capabilities to the fullest extent. It is therefore management's responsibility to provide this opportunity for development and to foster in the individual member the desire to develop additional skill in the workplace. On the basis of this theory, such thing as enlarging job structure and promotion or increasing job responsibilities by retention would enhance maximum human performance in his workplace and compliment the attainment of organizational goals.

Laguardia puts it "Their (managers) logic follows in recognizing only people can predict, embrace and harness change in their organizations. This is

the very reason why employers can no longer treat their employees as expendable resources for their organizations. Employees must be treated as unique and valuable assets that need and deserve their attention and care. First, they can create opportunities for their employee to expand their knowledge base and reinforce their self-esteem while enhancing each individual's worth to the organization" (Laguardia, File:/A/People.htm.).

On the local scene, a new focus on staffing practice in government service is the building of the human resource for good governance. The burden of rebuilding the sullied image of the 14 million strong Philippine bureaucracy falls on the lap of the Civil Service Commission, the central personnel agency of the Philippine government mandated by the Constitution to promote morale, efficiency, integrity, responsiveness and courtesy in public service. According to Chairman Corazon G. Alma de Leon, to the professional bureaucracies she had to implement the Merit-and-Fitness program that means only qualified people are placed in government post. To do this, the passing rate for eligibility test must be raised to 80 percent and to update the test bank from time to time in order to safeguard the integrity of the Civil Service examinations. In addition, the merit and promotion system has been further enhanced to attract only the best people. A division chief in any government agency can only be given to one who has earned a master's degree. Qualification is no longer anchored on experience. One has to study for it; hence, the CSC developed opportunities for pursuing advance studies for its members through scholarships and study

grants. Under this program, state employees are put to school on official time to include allowances. In addition to these study grants, the CSC also provides direct training for its workforce and encourages all employees to attend training courses and seminars for their personal enhancement. But over and above that, to have an empowered bureaucracy, there is the need to pay the civil servants well. "It is a well-known fact that the concept of high morale is related to how well employees are paid" (Estopace, 2001: 383).

Another way to nurture good governance and optimum public service is through a reward program for employees who render exemplary service, or those whose outstanding cooperation and creativity has greatly improved the delivery of public service.

While the individual employee works for the attainment of his personal goals he cannot totally separate himself from the greater goals of the organization. He has to foster a healthy and productive interaction with the other components of the organization. For this reason, the organization must consider the participation of the individual as vital in attaining employee organizational effectiveness. As goals are interdependent with the individual, groups and the organization, it is categorically assumed that an organization reflects the needs, desires, and aspiration of each member. As Shrode puts it:

An organization is successful only if it serves its environment satisfactorily. It must maintain its vitality by attaining a balanced set of goals or purposes that includes both productivity (for its customers) and satisfaction (for its members), (Shrode, 1984: 331).

Related Studies

Several studies conducted on staffing practices and how it relates to employee organizational effectiveness have been reviewed and scrutinized to shed light on this present study.

From the many concepts of staffing practices evolved and developed through the years, we glean all about employee organizational effectiveness in such functions as participation, involvement, positive reinforcement, leadership, organizational justice and fairness, person-environment, harmonious relationship and the organization being adaptable, flexible and responsive to the needs of the individual. The employees and staff have challenging work in an organization. They must enjoy a supportive climate and given clarity of role to ensure efficiency and high performance.

Although staffing is one of the oldest processes made by early managers to fill up needed vacancies for work jobs, this does not ensure effectiveness in the workplace unless these factors mentioned are delved into. The possible effects of these factors would definitely make the organization more productive, effective, viable, and responsive to the needs of its people. Recruitment is one aspect of the staffing practice.

In a research-survey conducted by the IRS Employment Review on "Graduate Recruitment and Sponsorship: The 1996 IRS Survey of Employer Practice", it was noted that competition for top university graduates is keen in the United Kingdom (IRS Employment Review: 1996). Some companies are

recruiting fewer graduates but looking for much high quality with a view to these excellent candidates taking on greater responsibilities. Many large firms have discovered that recruiting when students are in their final year of study is too late. They are undertaking sponsorship programs to reach the highest-potential candidates considerably sooner. In 1996, about 26 percent of firms surveyed sponsored university students for recruitment purposes. Sponsorship programs are particularly popular among manufacturing organizations, which target engineering students.

Does it work? About 62 percent of sponsored students joined their sponsoring organization after graduation in 1996. However one-third of companies were successful in hiring every one of the sponsored students to whom they offered a job. Note that failing to hire a sponsored student is not necessarily a failure of the program – it might be that the student and company have mutually decided that the “match” between them is not good enough to be continued long term. This could very well be a sound decision.

This research-survey bears similarity to the present study in so far as recruitment is a staffing practice by which the organizations locate and attract individuals to fill job vacancies. While the intent of the research-survey is to anticipate the hiring and selection of prospective workers from a pool of promising graduates, this does not necessarily point to a staffing practice that warrants an employee organizational effectiveness since the recruitment process

involved is selective on the part of the employer and is covered by a special program of sponsorship.

Once there is a pool of applicants available for a job, the next step is to decide which one to hire. The selection process is a series of steps from initial screening of applicants to finally hiring the new employee. The goal of the selection process is to choose the applicant which best fits the job specifications and the culture of the organization. There is no way to know of sure which applicant will ultimately perform best. However, there are a number of predictors that managers can use throughout the selection process to help them gain an understanding of which person is most likely to perform well and succeed.

The study of Geber entitled "Independent Contractors: The Impact of Perceived Fair Treatment on Measures of Commitment, Organizational Citizenship Behavior, and Intent to Stay" presents a scenario how temporary workers after having been selected perform well on the job (Gerber, 1998). The recent rapid growth of the contingent workforce has produced confusion about how organizations should treat temporary workers on the job. This study used focus groups to develop an operational definition of fair treatment for technical contractors, and then surveyed 224 agency contractors doing technical work. The survey assessed the degree of perceived fair treatment at the current job site along with commitment cognitions, organizational citizenship behaviors (OCB), and the willingness to stay with the current client for follow-on assignments.

Results of the multiple correlation regression analyses demonstrate moderate support for relationship between perceived fair treatment and (1) commitment (2) OCB, and (3) intent to stay as strong similarities between contractors and regular employees with regard to social needs.

Gerber's study bears similarity to the present study on the perceived treatment of workers selected and hired for the job. However, the situation does not signify a clear selection process that would give the prospective worker the satisfaction of criteria that is job-related and promises organizational effectiveness.

The study conducted by Baldanza entitled "The Relationship Between Staff Development Practices of Schools of Excellence in Minnesota" (Baldanza, 1994), examined the relationship between staff development program, practices and policies and the schools of Excellence in Minnesota. Six schools were selected for a qualitative multi case study designed to examine the goals of staff development and its innovativeness, the extent of staff development as it relates to district or school goals, and how staff development is planned, implemented and evaluated. Based on the data derived from an in-depth interview of district administrators and teachers, the results led to two assumptions: schools with effective staff development programs have professional growth opportunities geared toward all members of the staff, and the staff are prompted to observed the need for a continued growth and development. This study demonstrates that this aspect of staff development is effective, dynamic, collaborative and

continual both in content and process. "Staff development should foster growth rather than forced compliance" (Baldanza, 1994).

Baldanza's study bears similarity to the present study as far as staffing practice is concerned, particularly on staff development as a necessary tool for professional growth, employee collaboration and support. However, her study is more of an evaluation of the nature and extent of staff development and how it answers the need for professional enhancement of staff members. She did not elaborate on how such practice could best effect organizational commitment and high degree of performance from among the employees which is the main concern of the present study.

The findings of Baldanza are shared in parallel setting by Davis in her study entitled "The Effect of a Pedagogically-Based Staff Development Program for Adjunct Community College Faculty" (Davis, 1995). She stressed the significance and the need for a staff development program involving adjunct community college faculty to enhance their effectiveness in the classroom. This program was expected to increase the application of micro skills of lecturing, questioning and study motivation in the classroom to effect a change in the definition of effective teaching.

The program consisted of five two-hour sessions that covered eleven weeks of regular semester. Group process was emphasized as well as the application of new teaching/learning strategies by the participants in their assigned classes. The focus was on the several aspects of lecturing, questioning

and study motivation. It included organizing, structuring and delivering lecture, establishing the purpose and levels of questioning, creating a safe classroom environment, and assessing student motivation. This study employed an attitude scale, an instructional styles inventory, journals, cognitive evaluation and videotaping to measure the effectiveness of the program.

This study bears similarity to the present study on the aspect of staff development. However, Davis' particular concern is on the manner the program works to determine the effect of the application of micro skills for effective classroom teaching which is not specifically the concern of this endeavor.

The attitudes and reactions that reveal satisfaction and dissatisfaction of faculty members and administrators toward the school and their job are studied in a research by Salvador of Araullo University entitled "Faculty Members and Administrators of Colleges and Universities in Nueva Ecija: Their profile, Attitudes, Motivation, Need, Perceptions and Evaluation of the Human Resource Management System" (Salvador, 1992). Utilizing the survey method in collecting data from 13 administrators and 127 college faculty-respondents, the dissatisfaction of 85 percent was on the problem of paternalism, too much display of authority on the part of the administrators, and poorly maintained equipment. Topping the list of things desired most by the faculty are the chance to use skills and abilities, security for the future, high wages or salary, opportunity to increase skills and abilities, and pleasant working conditions. Faculties, like administrators, have the same motivations like pay, meaningful

jobs, security of tenure, opportunity for professional advancement and socially relevant organization. These findings are clear indications of the need for the academic personnel to find their work satisfaction and the desired organizational effectiveness under a comprehensive program of staff development and motivational management gauged from the characteristics and behavior of both administrators and teachers.

The aforementioned study is similar to the present study since the aspects of staffing practice are considered in the interface of motivation and desires of both teachers and administrators. The emphasis is more on the behavioral dimension of employee-employer relationship and how this can mobilize them to work for a common goal and shared priorities of needs based on their own value patterns and leadership behavior. These aspects may be attendant to organizational effectiveness, however the study of behavior patterns and leadership skills is not included in this endeavor.

The entire organizational climate is placed at stake when there is a case of personnel job inefficiency. True to the nature of any educational institution, the organizational climate influences and determines to a large extent the performance of faculty members.

In a research conducted on the performance of faculty members of the Technological University of the Philippines (TUP), (Acierto, 1994), a significant relationship is revealed between the aspects of organizational climate and faculty performance in terms of academic, technical and professional performance; the

conduct of the teaching profession, classroom management skills, personal and social qualities. Climate consists of dimensions ranging from "open" to "close". They are supportiveness, collegialism, intimacy, disengagement and restrictiveness.

The investigation employed a descriptive and correlational design with the teacher as the unit of analysis. The respondents were faculty members holding permanent appointment and who served the university for at least three years. The finding shows that the existing organizational climate of TUP is generally "open" and characterized by intimacy, supportiveness and collegialism. Thus, the general performance level of faculty members is very satisfactory.

The study purports to present a scenario that a favorable organizational climate can enhance the level of performance of the employees. This is the point of similarity to the present study. However, the present study does not delimit itself to the teaching personnel only, but to the non-teaching and the rank-and-file as well.

Job satisfaction is an attitude that has the potential to affect performance, productivity, motivation, interpersonal relationship and quality of life. It is a positive emotional state that results from the personal analysis of one's work or work experience. This is the subject of investigation of Allan in a research entitled "An Investigation into Job Satisfaction and Motivation Among Minnesota Technological College Faculty" (Allan, 1994). Fredrick Herzberg's

Motivation-Hygiene Theory provided the theoretical framework. The purpose of this study was four-fold; (1) to test Herzberg's Motivation-Hygiene Theory; (2) to compare the job satisfaction levels of selected faculty groups within the system; (3) to determine the relationship of job satisfaction/dissatisfaction and selected demographic variables among the full-time faculty in the system; (4) to determine the over-all level of job satisfaction of full-time faculty within the system.

Research questions using the Wood Job Satisfaction/Dissatisfaction instrument was administered to 538 full-time faculty from ten technological campuses in Minnesota. The result indicated an all-job satisfaction with 85.74 percent of the faculty expressing satisfaction on interpersonal relationship, responsibility, salary, and supervision and working condition.

A similar research by de la Virgen entitled "Organizational Climate: It's Influence on Performance and Promotion", (de la Virgen, 1999), was conducted to study the organizational climate as conducive to enhancing organizational effectiveness of faculty and administrative personnel. Using descriptive and correlational design with the faculty and staff members as the unit of analysis, the data were processed into frequencies percentage, mean and standard deviation. Six of the organizational factors combined to exert significant influence on certain dimension of climate. These are leadership style, motivation, communication, administrative support, participation and control. The recommendations made to promote organizational effectiveness include (1)

honest-to-goodness organizational structuring that would put to best use the expertise of both faculty and non-teaching staff; (2) formation of committee to determine development needs of personnel and develop training program; (3) provisions for material as well as psychological support to faculty.

The aforementioned studies bear resemblance to the present study on the aspect of training and development as basic concerns of good staffing practice. However, the emphasis is on the nature of organizational climate affecting the performance of staff personnel. The impact of organizational climate on work performance may not be the end-all of employee organizational effectiveness but a management system of policies and procedures on good staffing practice which this study wants to correlate.

Employees' development is not limited to mere job training. In the study made by Ganahl, employee development is crucial for organizational success. (Ganahl, 1997). These include participation in deliberately educative activities where the individual knows what knowledge and skill he is trying to gain, or secondarily educative activities where learning is a by-product of another activity. This research made a case study of 102 administrators, supervisors and professionals from the physical plant of large state-funded universities. The purpose was to study the relationship between the level of employees participation and the level of support and encouragement employees receive from the organization, supervisors and co-workers. The findings indicated statistically significant relationship between the two factors. It recommended

the use of the same type of employee-involved problem solving groups to give employees the opportunity to participate in performance activities. In addition, the organization should provide a variety of up-to-date resource materials to give the employees additional opportunities to participate in self-instruction activities.

Employee development is an important factor in the success of an organization. One aspect of development is the employee participation in activities he finds most educative and beneficial to his function and professional growth. Correspondingly, a degree of involvement implies a continuous improvement in work performance. This is the main thesis of the research conducted by Sumukadas on the close relation and association between continuous improvement (CI) and employee involvement (EI) under the banner of Total Productive Maintenance (TPM) of the Toyota Company (Sumukadas, 1997). How the Company is able to maintain its operation is closely associated with the important role of employee involvement (EI). This involvement for the continuous improvement of the company requires that (1) the employee feels a sense of ownership of the process, and (2) he must be technically competent to suggest and/or implement improvements.

Using an empirical research methodology, a mail survey questionnaire was administered to manufacturing plants on EI and operator maintenance practices. The research addressed the question: Does the involvement of operators in equipment maintenance contribute to the pursuit of continuous

improvement (CI)? Based on the data collected and analyzed using a Partial Least Squares (PLS) model, the answer was "yes".

On the question "What role do EI initiatives play in fostering CI?" The answers indicating EI practices as most beneficial were power sharing and improvement incentives practice.

This study explored the possible integration of participation and involvement as factors necessary to foster employee organizational effectiveness. This bears similarity to the present study. However, the concern of this present study is to put these factors within the context of management system particularly on the staffing procedure and not merely as variables.

A novel idea on staffing practice is presented in a research by Wiley entitled "A Qualitative Analysis of Successful Accountants in Public Accounting Firm". With the rapidly changing services offered and techniques used in the field of public accounting, appropriate staffing is in demand to compete in this environment (Wiley, 1998).

A qualitative research methodology was used to discover combinations of success factors existing in individual persons rather than predetermined variables like relationships and personality traits. The research conducted interview with staff members and supervisors from three public accounting firms including career service professionals and accounting faculty who possessed knowledge of the staff person's work. Findings show several attributes of successful staff accountant such as likeability, openness to

experience, work ethics and resilience. Added to these are the important effects of factors external to the individual such as mentoring, supervisory style and firm culture. A profile of successful accountants was drawn from the findings with most of the positive attributes except resilience. For example, the individual with an extreme amount of creativity does not fit the profile. The person who must insist on perfectionism without flexibility also does not fit the profile. This serves as the basis for the recommendations on staffing practice particularly on the recruitment and retention of workers. Suggestions were made to career service professionals and faculty members to provide these guides to future accountants.

The aforementioned study is related to the present investigation on the aspect of improving the staffing practice by an assessment of employees based on a profile of personal attributes. However, the concern of the present endeavor is not so much in drawing profile based on personal attributes, but a functional staffing system of work classification and how such system can affect a high level of organizational effectiveness.

A study of positive reinforcement in work organization as a method to increase performance was undertaken by Mosley in a research entitled "A Comparative Analysis of the Impact of Types of Reinforcement Interventions on Employee Performance: A Field Experiment" (Mosley, 1998). The study delved into the principle of positive reinforcement using the Luthans and Kreitner's Organizational Behavior Modification Model (1975) as the underlying principle

behind increased performance behavior. Four positive reinforcement interventions and its subsequent effects on employees performance were examined. Further, the study analyzed how positive reinforcement interventions were administered in a traditional versus behavioral management approaches. It was proven that the traditional pay-for-performance (PFP) and behaviorally managed intervention of monetary rewards, feedbacks, and supervisor's attention/recognition would increase productivity levels. Behaviorally managed interventions increased performance more than the traditional PFP method. Using two manufacturing facilities in a large organization, the reinforcement intervention of monetary reward, feedback and supervisor attention/recognition were administered to four groups of workers over an intervention period of four weeks. The data demonstrated that both the traditional and behavioral management-driven interventions have a significant positive effect on employee's performance. However, the performance level under the behavior-modification model was found to be higher compared to the performance associated with traditional management.

In a similar study of Edward, a correlational analysis was established on the degree of congruence between the individual's self-identity and the identity of the employing organization (Edward, 1998). The research revealed that job satisfaction is the best predictor of the levels of organizational identification. The identity congruence between what is predicted by the person environment and the employing organization includes organizational tenure, job satisfaction,

organizational distinctiveness, organizational prestige and intra-organizational competition. Using the survey research techniques and interviews, data was collected from classified staff members and their supervisors from three community college districts. It was found out that job satisfaction is the best predictor of the levels of organizational identification.

The aforementioned researches bear similarity to the present study in so far as performance level and job satisfaction of employees are the main concerns of management. However, the present study is not particularly concerned with the factors that influence employee high performance level on the basis of positive reinforcement intervention and identity congruence, but on the potential effects of good staffing practice and how this correlates to employee organizational effectiveness.

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures used to answer the problems posed in the study. It presents the research design, instrumentation, validation of the instrument, the sampling procedure, data gathering procedure as well as the statistical treatment utilized in the data analysis.

Research Design

The researcher used the descriptive method of research in determining staffing practices of the respondent SUCs along four areas, viz: 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and development. Correspondingly, these practices were correlated to the respective employees' organizational effectiveness along the following: commitment to school as an organization, commitment to work, and commitment and relationship with peers. The main instrument used in collecting the pertinent data is the questionnaire which was augmented by documentary analysis and interview. Descriptive statistical tools such as mean and standard deviation were used to describe the profile of the respondents while inferential statistical tools such as the analysis of variance (ANOVA), Scheffe's test, Pearson Product Moment Correlation Coefficient and Fisher's t-test were applied to test the different hypotheses posed in this study.

Instrumentation

This study employed two data collection tools in gathering the needed data, namely: questionnaires and documentary analysis.

Questionnaire. This is the main instrument utilized in this study. The items in the questionnaires have for its reference the SSU College Code, Civil Service Guidelines, Merit and Promotion Plan. The researcher prepared three sets of questionnaires for administration to the three groups of respondents. The questionnaire was divided into three main parts as follows: Part I – Personal Information, Part II – Perceived Staffing Practices of the School, and Part III – Perceived Employee Organizational Effectiveness. More specifically, Part I contained items which elicited information about the respondents' background such as age, sex, civil status, length of service, educational background, in-service training attended and performance ratings. Meanwhile, Part II was designed to find out the respondents' perceived staffing practices of the school along the four considered areas – recruitment, selection, promotion and retention, and training and development.

The corresponding responses were quantified through the five-point Likert scale: 5 means always practiced (AP), 4 means often practiced (OP), 3 means sometimes practiced (SP), 2 means rarely practiced (SP) and 1 means not practiced (NP). Moreover, Part III of the questionnaires determined employees' organizational effectiveness with the use again of the five-point Likert Scale as

follows: 5 - Extremely Effective (EF), 4 - Highly Effective (HF), 3 - Moderately Effective (ME), 2 - Slightly Effective (SE) and 1 - Not Effective (NE).

Documentary analysis. This technique was utilized by the researcher to gather data relative to the profile of the respondents, specifically their performance ratings for the last two years, 2002-2004. A request was made to the human resource management officers and the heads of agencies concerned to avail of the documents pertaining to said matter.

Validation of the Instrument

Inasmuch as the questionnaire is researcher-made, the said instrument was validated to ensure the accuracy of data gathered. Two validation techniques were employed – expert validation and try-out of the questionnaire.

First the researcher solicited from his adviser, and other consultants criticisms, suggestions and corrections on the developed instrument. After modifying the instrument, a try-out was administered to Samar State College of Agriculture and Forestry (SSCAF) at San Jorge, Samar.

Finally, the reliability of this instrument was determined through the test-retest method. The researcher administered the same questionnaire twice during the dry run to determine whether the instrument was able to elicit consistent responses from the same group. Based on the results of the try-out, the reliability coefficient was posted at 0.87 which indicated that the reliability of the

instrument is "fairly high" and adequate for individual measurements (Ebel, 1965:242).

Sampling Procedure

In the selection of the respondent - SUC's total enumeration was used, hence no sampling procedure was done. The same procedure was employed in the selection of the first group of respondents - the management staff.

Meanwhile, in the selection of the teaching and non-teaching personnel of the state universities and colleges, stratified random sampling was used through the fish-bowl technique. The names of the prospective respondents were written on a piece of paper, rolled and placed in a box. After which, the researcher drew the samples until the desired sample size was reached.

In determining the sample size, Sloven's formula (Padua, et.al., 1995:202) was applied as follows:

$$n = \frac{N}{1 + Ne^2}$$

where:

- n - refers to the sample size;
- N - refers to the total number of members in the target population; and
- e - error tolerance or margin of error which will be set at 0.05.

Data Gathering Procedure

The researcher deemed it most appropriate to seek the help of the heads of SUCs, particularly the presidents and heads of units in securing the cooperation and assistance of every respondent of the study, to include the teaching and the non-teaching personnel. Through a letter and a personal appeal to the college president, the researcher took time to talk to heads of units who may have under them the teaching and the non-teaching personnel in order to explain the objectives and mechanics of the study, including the research instruments. The validated instruments were distributed to the identified respondents for them to answer. To give more time and space to the respondents to go over the items more sensitively one by one, a definite time was set for the retrieval of the research instrument.

In the case of the fish-bowl technique for random sampling, the researcher secured prior listing of names from the rank-and-file situated in a particular office or unit with prior arrangement from the head of the unit to direct the said personnel to an area where the sampling was facilitated. Although the sampling may not be responded to punctually on the first distribution, a deadline was set for the retrieval of the same.

The researcher undertook personally the distribution and retrieval of the research instrument, with the help of designated personnel by the college president of the respondent SUCs. The data collection phase started on October, 2004 and ended on December, 2005.

Statistical Treatment of Data

In the analysis of data the weighted means, sample means, standard deviation, One-way Analysis of Variance (ANOVA), Pearson-Product Moment Correlation Coefficient as well as Fisher's t-test were used.

Weighted and sample means. The weighted means were computed for determining the: 1) the staffing practices of the respondent-SUCs, and 2) the corresponding organizational effectiveness of the personnel.

The weighted means and sample means were interpreted with the use of the following guide:

Range	Interpretation
4.51 – 5.00	Always Practiced (AP)/Extremely Effective (EF)
3.51 – 4.50	Often Practiced (OP)/Highly Effective (HE)
2.51 – 3.50	Sometimes Practiced (SP)/Moderately Effective (ME)
1.51 – 2.50	Rarely Practiced (SP)/Slightly Effective (SE)
1.00 – 1.50	Not Practiced (NP)/Not Effective (NE)

Standard deviation. This statistical measure was applied to determine the extent of variation among the responses of the management staff, rank-and-file and personnel.

Pearson product – moment correlation coefficient. This statistical tool was used in determining the reliability of the instrument through the test-retest technique, using the formula of Graham (1993:190), to wit:

$$r_{xy} = \frac{S_{xy}}{S_x S_y}$$

where:

- X - refers to the variable representing the responses during the first try-out;
- Y - refers to the variable representing the responses during the second try-out;
- S_{xy} - refers to the covariance of x and y variables;
- S_x - refers to the standard deviation of x; and
- S_y - refers to the standard deviation of y.

In evaluating the computed r , the Table of Reliability Coefficient suggested by Ebel (1965:242) was used as shown below.

Table 1

Interpretation Guide of the Computed Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very high
0.90 – 0.94	High
0.80 – 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurements
Below 70	Low, entirely inadequate for individual measurements although useful for group average and school surveys.

Analysis of variance (ANOVA). For purposes of determining significant differences among the perceptions of the different respondents, the Analysis of Variance (ANOVA) for One-Way Classification was used. The formulas to used in the analysis are in Table 2 as suggested by Popham and Sirotnik (1973: 231).

Table 2

Computational Formula for One-way ANOVA

Source of Variations	df	Sum of Squares	Mean Squares	F
Between	$k - 1$	$SSB = \frac{\sum (T)^2}{N} - C$	$MSB = \frac{SSB}{K - 1}$	$F = \frac{MSB}{MSW}$
Within	$N - k$	$SSW = SST - SSB$	$MSW = \frac{SSW}{N - k}$	
Total	$N - 1$	$SST = \sum X^2 - C$		

where:

- k - refers to the number of groups compared;
- N - refers to the total number of cases;
- C - refers to the correction factor $[(\sum X)^2/N]$;
- T - refers to the group total; and
- n - refers to the number of cases per group.

The computed F-values, symbolized by F_c , were compared with the critical value of F at $\alpha = .05$ with $k-1$ and $N - k$ degrees of freedom.

Scheffe's test (F' test). This test is a posteriori test was used for the corresponding analysis using ANOVA which were significant, namely:

$$F' = \frac{(X_a - X_b)^2}{S_w^2 \left(\frac{1}{n_a} + \frac{1}{n_b} \right)}$$

where:

- X_a and X_b - refer to the group means;
- n_a and n_b - refer to the group means; and
- S_w^2 - refers to the mean squares within.

Fisher's t-test. In testing the third hypothesis, that is, determining the significance of the correlation between the two independent variables in the study, Fisher's t-Test was utilized (Walpole, 1982:276):

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

where:

- t - refers to the fisher's t-value;
- r - refers to the computed correlation coefficient; and
- N - refers to the numbers of paired observations.

In the application of the formulas specified, the researcher used the Windows-based MICROSOFT EXCEL software to ensure accuracy and efficiency in the computation.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter describes, analyzes and interprets the data gathered as to the extent of the staffing practices along the four areas of recruitment, selection, promotion and retention, training and development relative to employee organizational effectiveness as perceived by the respondent-SUCs from the management staff, the teaching personnel, and the non-teaching personnel. With the use of two sets of questionnaires, it also explores certain behavior patterns manifested by the employee in his commitment to the school as an organization, commitment to work, and commitment and relationship with peers.

Inclusive in this chapter are the profiles of the 12 respondents SUCs in Eastern Visayas Region.

Profile of the Management Staff, Teaching and Non-teaching Personnel

This part of the chapter focuses on the profile of the three groups of respondents in terms of their age and sex, civil status, length of service, educational background, In-service trainings attended, average performance rating for the last two years.

Age and sex. Tables 3, 4 and 5 present the age and sex distribution of the management staff, teaching personnel and non-teaching personnel, respectively. As shown in Table 3, the highest number of management staff respondents, that is, 20 out of 103 or 19.42 percent were ranged from 53-57 years old, followed by 19 or 18.45 percent who were ranged from 43-47 years of age. Two or 1.94 percent were ranged from 28-32 years and 33-37 years. The average age of this group was pegged at 48.38 years with a standard deviation of 9.79 years which indicated that the management staff from the respondent-SUCs were in their late 40's. Furthermore, the table showed that females dominated this group with 64 out of 103 or 62.14 percent and there were 39 males or 37.86 percent.

Table 3

Age and Sex Distribution of the Management Staff Respondents

Age	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
58 - 62	4	10.26	12	18.75	16	15.53
53 - 57	5	12.82	15	23.44	20	19.42
48 - 52	6	15.38	12	18.75	18	17.48
43 - 47	12	30.77	7	10.94	19	18.45
38 - 42	2	5.13	4	6.25	6	5.83
33 - 37	2	5.13	0	0.00	2	1.94
28 - 32	1	2.56	1	1.56	2	1.94
23 - 27	3	7.69	4	6.25	7	6.80
Not Specified	4	10.26	9	14.06	13	12.62
Total	39	100.00	64	100.00	103	100.00
Percent	37.86	-	62.14	-	100.00	-
Mean	46.03 yrs		49.87 yrs		48.38 yrs	
SD	9.69 yrs		9.79 yrs		9.79 yrs	

On the part of the teaching personnel involved in the study, it can be gleaned from Table 4 that 38 out of 194 respondents or 19.59 percent were ranged from 41 to 45 years old, followed by 28 teaching personnel or 14.43 percent who were 46-50 years old. The least number, that is, six respondents or 3.09 percent were ranged from 61-65 years of age. The age distribution of the teaching personnel from the twelve respondent-SUCs clustered around the mean value of 42.51 years with a standard deviation of 10.77 years which showed that this group were generally in their early 40's. As regards the sex distribution of the teaching personnel, majority were females, with 107 or 55.15 percent and there were 87 or 44.85 percent males.

Table 4

Age and Sex Distribution of the Teaching Personnel Respondents

Age	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
61 - 65	3	3.45	3	2.80	6	3.09
56 - 60	9	10.34	7	6.54	16	8.25
51 - 55	5	5.75	20	18.69	25	12.89
46 - 50	13	14.94	15	14.02	28	14.43
41 - 45	14	16.09	24	22.43	38	19.59
36 - 40	11	12.64	10	9.35	21	10.82
31 - 35	11	12.64	6	5.61	17	8.76
26 - 30	13	14.94	14	13.08	27	13.92
21 - 25	6	6.90	5	4.67	11	5.67
Not Specified	2	2.30	3	2.80	5	2.58
Total	87	100.00	107	100.00	194	100.00
Percent	44.85	-	55.15	-	100.00	-
Mean	41.31 yrs		43.49 yrs		42.51 yrs	
SD	11.06 yrs		10.47 yrs		10.77 yrs	

For the non-teaching personnel, their age distribution as shown in Table 5 showed that the highest number of them, that is, 36 out of 184 or 18.56 percent were ranged from 26-30 years old, followed by 32 respondents or 16.49 percent who were ranged from 41 – 45 years of age. Thus, the average group of the non-teaching personnel from the respondent-SUCs was pegged at 37.09 years old with a standard deviation of 9.52 years. Moreover, the females dominated this group inasmuch as 146 out of 184 respondents or 79.35 percent comprised this group and there were 38 or 20.65 percent who were males.

Table 5

Age and Sex Distribution of the Non-Teaching Personnel Respondents

Age	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
61 - 65	0	0.00	1	0.68	1	0.52
56 - 60	3	7.89	3	2.05	6	3.09
51 - 55	4	10.53	7	4.79	11	5.67
46 - 50	0	0.00	12	8.22	12	6.19
41 - 45	6	15.79	26	17.81	32	16.49
36 - 40	7	18.42	23	15.75	30	15.46
31 - 35	6	15.79	20	13.70	26	13.40
26 - 30	9	23.68	27	18.49	36	18.56
21 - 25	3	7.89	13	8.90	16	8.25
Not Specified	0	0.00	14	9.59	14	7.22
Total	38	100.00	146	100.00	184	94.85
Percent	20.65	-	79.35	-	100.00	-
Mean	37.32 yrs		37.03 yrs		37.09 yrs	
SD	10.57 yrs		9.25 yrs		9.52 yrs	

In summary, the management staff proved to be the oldest in the group (average age = 48.38 years), followed by the teaching personnel (average age = 42.51 years) and non-teaching personnel (average age = 37.09 years). Moreover, the three groups were observed to be dominated by the females, 62.14 percent, 55.15 percent, and 79.35 percent for the management staff, teaching personnel and non-teaching personnel, respectively.

Civil status. Table 6 presents the civil status of the management staff, teaching personnel and non-teaching personnel. As shown by the table, majority from the three groups of respondents were married, with 78 or 75.73 percent from the management staff, 142 or 73.20 percent from the teaching personnel and 114 or 61.96 percent from the non-teaching personnel. Meanwhile, the singles comprised 17 or 16.50 percent from the management staff, 44 or 22.68 percent from the teaching personnel and 63 or 34.24 percent from the non-teaching group.

Table 6

Profile of the Respondents in Terms of Civil Status

Civil Status	Group						Total	Percent
	Management		Teaching		Non-Teaching			
	f	Percent	f	Percent	f	Percent		
Single	17	16.50	44	22.68	63	34.24	124	25.78
Separated	0	0.00	1	0.52	0	0.00	1	0.21
Widow / Widower	3	2.91	4	2.06	1	0.54	8	1.66
Married	78	75.73	142	73.20	114	61.96	334	69.44
Not Specified	5	4.85	3	1.55	6	3.26	14	2.91
Total	103	100.00	194	100.00	184	100.00	481	100.00

Length of service. Table 7 presents the profile in terms of length of service for the management staff, teaching personnel and non-teaching personnel respectively. The highest number of management staff respondents, that is 24 out of 103 or 23.30 percent, had a length of service that ranged from 21-25 years, followed by 19 or 18.45 percent with a length of service that ranged from 26-30 years. The average of this group is pegged at 19.42 years with a standard deviation of 8.89 years.

Table 7

Profile of the Respondents in Terms of Length of Service

Length of Service (in years)	Group						Total	Percent
	Management		Teaching		Non-Teaching			
	f	Percent	f	Percent	f	Percent		
36 - 40	1	0.97	1	0.52	0	0.00	2	0.42
31 - 35	6	5.83	7	3.61	1	0.54	14	2.91
26 - 30	19	18.45	22	11.34	13	7.07	54	11.23
21 - 25	24	23.30	29	14.95	12	6.52	65	13.51
16 - 20	18	17.48	29	14.95	14	7.61	61	12.68
11 - 15	10	9.71	24	12.37	20	10.87	54	11.23
6 - 10	13	12.62	28	14.43	43	23.37	84	17.46
1 - 5	8	7.77	41	21.13	66	35.87	115	23.91
Not Specified	4	3.88	13	6.70	15	8.15	32	6.65
Total	103	100.00	194	100.00	184	100.00	481	100.00
Mean	19.42 yrs		15.26 yrs		10.09 yrs		14.23 yrs	
SD	8.89 yrs		9.46 yrs		8.23 yrs		9.56 yrs	

On the part of the teaching personnel, the highest number was 41 out of 194 or 21.13 percent with a length of service from 1-5 years, followed by 29 or 14.95 percent from 21-15 years, and another 29 or 14.95 percent from 16-20 years. The average of this group is gauged at 15.26 years with a standard deviation of 9.46.

For the non-teaching personnel, the highest number is 66 out of 184 respondents or 35.87 percent whose length of service was from 1-5 years, followed by 43 or 23.37 percent from 6-10 years. On the average for this group is 10.09 years with a standard deviation of 8.23 years.

In summary, the management staff proved to be the group with the more number of years in terms of length of service with an average of 19.42 years, followed by the teaching personnel with an average of 15.26 years, and the non-teaching personnel with 10.09 years.

Educational background. The educational background of the three groups of respondents are presented in Table 8. The highest number from the management staff is 53 out of 103 respondents or 51.46 percent with post-graduate degree in Ph.D./DM/Ed.D, followed by 29 or 28.16 percent who were degree holders in MA/MS/MAT.

The highest number coming from the teaching personnel was 93 out of 100 or 47.94 percent who had MA/MS/MAT degree title, followed by 33 or 17.01 percent who were holders of Ph.D./DM/Ed.D.

Table 8

Profile of the Respondents in Terms of Educational Background

Educational Background	Group						Total	Percent
	Management		Teaching		Non-Teaching			
	f	Percent	f	Percent	f	Percent		
Ph.D./DM/Ed.D.	53	51.46	33	17.01	1	0.54	87	18.09
Ph.D./Ed.D./DM (CAR)	4	3.88	16	8.25	3	1.63	23	4.78
with Ph.D./DM/Ed.D. units	0	0.00	1	0.52	0	0.00	1	0.21
MA/MS/MAT	29	28.16	93	47.94	50	27.17	172	35.76
MA/MA/MAT (CAR)	1	0.97	15	7.73	10	5.43	26	5.41
with MA/MS/MAT units	0	0.00	1	0.52	2	1.09	3	0.62
BS/ AB/Baccalaureate	12	11.65	30	15.46	107	58.15	149	30.98
Not Specified	4	3.88	5	2.58	11	5.98	20	4.16
Total	103	100.00	194	100.00	184	100.00	481	100.00

On the part of the non-teaching personnel, the highest number was 107 out of 184 or 58.15 percent who were Baccalaureate degree holders, followed by 50 or 27.17 who were MA/MS/MAT.

Training/seminars attended. Table 9 shows the profile of the three groups of respondents in terms of trainings or seminars attended. The management staff showed the highest number of 12 out of 103 or 11.65 percent who have attended from 6-8 days training/seminars and another 12 or 11.65 percent from 3-5 days. This was followed by seven or 6.80 percent for trainings/seminars attended from 9-11 days. The average of this group is pegged at four days with a standard deviation of seven days.

Table 9

**Profile of the Respondents in Terms of Trainings/
Seminars Attended**

Trainings/ Seminars Attended (days)	Group						Total	Percent
	Management		Teaching		Non-Teaching			
	f	Percent	f	Percent	f	Percent		
18 and above	2	1.94	1	0.52	1	0.54	4	0.83
15 - 17	3	2.91	1	0.52	0	0.00	4	0.83
12 - 14	5	4.85	7	3.61	9	4.89	21	4.37
9 - 11	7	6.80	14	7.22	7	3.80	28	5.82
6 - 8	12	11.65	15	7.73	14	7.61	41	8.52
3 - 5	12	11.65	24	12.37	23	12.50	59	12.27
None	62	60.19	132	68.04	130	70.65	324	67.36
Total	103	100.00	194	100.00	184	100.00	481	100.00
Mean	4 days		2 days		2 days		2 days	
SD	7 days		4 days		4 days		5 days	

The teaching personnel indicated the highest number of 24 out of 194 or 12.37 percent indicating the trainings/seminars attended from 3-5 days, followed by 15 or 7.73 percent from 6-8 days. Thus, the average is pegged at two days with a standard deviation of four days.

For the non-teaching personnel, the highest number was 23 out of 184 or 12.50 percent indicating the trainings/seminars attended from 3-5 days, followed by 14 or 7.61 percent from 6-8 days. The average is pegged at two days with a standard deviation of four days.

In summary, the management staff proved to be the group benefited with the more number of days attendance in trainings and seminars (average = 4 days), followed by the teaching personnel and the non-teaching personnel (average = 2days).

Average performance rating. Table 10 presents the profile of the three respondents in terms of average performance rating for the last two rating period, 2002-2004. The management staff showed the highest number of 60 out of 103 or 58.25 percent indicating a very satisfactory (VS) performance rating, followed by nine or 8.74 percent for an outstanding (O) rating performance.

On the part of the teaching personnel, 127 out of 194 or 65.46 percent showed a very satisfactory (VS) performance rating, followed by nine or 4.64 percent for outstanding (O).

Table 10

**Profile of the Respondents in Terms of Average Performance Rating
for the Last Two Rating Periods**

Average Performance Rating	Group						Total	Percent
	Management		Teaching		Non-Teaching			
	f	Percent	f	Percent	f	Percent		
Outstanding (O)	9	8.74	9	4.64	1	0.54	19	3.95
Very Satisfactory (VS)	60	58.25	127	65.46	127	69.02	314	65.28
Satisfactory (S)	0	0.00	2	1.03	4	2.17	6	1.25
Not Specified	34	33.01	56	28.87	52	28.26	142	29.52
Total	103	100.00	194	100.00	184	100.00	481	100.00

The non-teaching personnel showed a comparatively high number of 127 out of 184 or 69.02 percent with a very satisfactory (VS) performance rating, while only one or 0.54 percent got a rating of outstanding (O).

**Staffing Practices in the Respondent-SUCs
as Perceived by the Management Staff,
Teaching and Non-teaching Personnel**

This section presents data relative to the staffing practices in the respondent-SUCs along four areas, namely: 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and development.

Recruitment. Table 11 contains data on the perceptions of the management staff, teaching and non-teaching personnel relative to staffing practices in the respondent-SUCs along recruitment. As assessed by the management staff group, six out of 14 recruitment practices were "often" practiced" and eight were "sometimes" practiced. Among these, the highest weighted mean was posted at 4.36 (often) which referred to "Specifies the standard qualification for applicants as to education and employment experience" and the least was 2.92 (sometimes) for "Employs recruitment by employee's referral". Thus, recruitment practices were assessed by the management staff to be "often" practiced as evidenced by the obtained area mean of 3.54.

Among the teaching personnel, eight recruitment practices were deemed as "often" practiced and the remaining six were "sometimes" practiced. Like

Table 11

**Staffing Practices in the Respondent-SUCs Along Recruitment
as Perceived by Management Staff, Teaching and
Non-Teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. Posts notice for job creation to newly created positions	4.33	O ✓	3.91	O /	4.28	O	4.17	✓ O
2. Job posting includes a clear job description and compensation.	4.00	O	3.62	O	3.85	O	3.82	O
3. Specifies the standard qualification for applicants as to education and employment experience	4.36	O	4.08	O	4.25	O	4.23	O
4. Publishes notice for hiring through newsletter or inter-office memo.	3.46	S	3.40	S	3.31	S	3.39	S
5. Makes use of the local media for advertisement to attract potential employees.	3.04	S	3.06	S	2.72	S	2.94	S
6. Allows the Human Resource Management Officer a free hand to perform the function in planning and recruitment process.	3.35	S	3.59	O	3.76	O	3.57	O
7. Line managers work with HRMO in attracting the best qualified people to do the job.	3.79	O	3.60	O	3.53	O	3.64	O
8. Recruits applicant pool from internal sources.	3.45	S	3.61	O	3.67	O	3.58	O
9. Recruits applicant pool from external sources.	3.62	O	3.54	O	3.42	S	3.53	O
10. Management muddles with the recruitment process by endorsing recommendees coming from government officials	3.10	S	2.72	S	2.97	S	2.93	S
11. Employs confidential research to fill up a vacant or newly created position.	2.98	S	3.06	S	3.00	S	3.01	S
12. Employs recruitment by employee's referral	2.92	S	3.04	S	2.98	S	2.98	S
13. Line managers exercise influence in the recruitment of applicants either by internal or external recruitment	3.00	S	2.81	S	2.56	S	2.79	S
14. Observes strictly the process according to the provisions of the Civil Service Commission.	4.17	O	3.97	O	4.19	O	4.11	O
Total	49.57	-	48.01	-	48.49	-	48.69	-
Area Mean	3.54	O	3.43	S	3.46	S	3.43	S

LEGEND:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

the management staff group, the practice of "specifying the standard qualification for applicants as to education and employment experience" obtained the highest mean of 4.08 (often). Meanwhile, "Endorsing recommendees coming from government officials posted the lowest mean of 2.72 (sometimes). On the whole, the teaching group considered staffing practices as "sometimes" practiced in their respective SUCs as evidenced by the area mean of 3.43.

For the non-teaching group, seven out of the 14 listed indicators were considered "often practiced" and the seven remaining indicators were considered as "sometimes practiced". Among these, the highest was 4.28 or "often" for "posts notice for job application to newly created positions," followed by 4.25 or "often" for "specifies the standard qualification for applicants as to education and employment experiences." Meanwhile, the indicator which states "line managers exercise influence in the recruitment of applicants either by internal or external recruitment" got the lowest weighted mean of 2.56 or "sometimes practiced." Generally, this group assessed recruitment procedures as "sometimes practiced" inasmuch as the area mean was pegged at 3.46.

As a whole, the top three practices (often practiced) along recruitment are: 1) specifies the standard qualification for applicants as to education and employment experience, 2) posts notice for job applications to newly created positions, and 3) observes strictly the process according to the provisions of the CSC; with overall means of 4.23, 4.17, and 4.11, respectively. On the other hand,

the least practiced among the listed indicators are: 1) line managers exercise influence in the recruitment of applicants either by internal or external recruitment (2.79), 2) management meddles with the recruitment process by endorsing recommendees coming from government officials (2.93), and makes use of the local media for advertisement to attract potential employees (2.94).

Selection. Table 12 presents data obtained on the perception of the three groups of respondents relative to staffing practices on the aspect of selection. As assessed by the management staff, nine out of 14 selection procedures were "often" practiced and three were "sometimes" practiced. Among these, the highest weighted mean was posted at 4.14 (often) specifically on the practice "Selects applicants on the basis of merit and fitness through competitive exam, resumes and interview", and the least was 3.13 (sometimes) referring to the indicator "Takes immediate action to protest filed relative to unfair selection before the case is elevated to the higher office". Thus, selection procedures were assessed by the management staff to be "often practiced" as evidenced by the obtained area mean of 3.72.

Among the teaching personnel, nine out of 14 selection procedures were rated "often" practiced and four were "sometimes" practiced. Similar to the management staff, the indicator "Selects applicants on the basis of merit and fitness through competitive exams, resumes, interview" obtained the highest weighted mean of 4.14 (often). Meanwhile, "Practice midnight appointment in the selection process" posted the lowest mean of 2.60 (sometimes). On the

Table 12

**Staffing Practices in the Respondent SUCs Along Selection
as Perceived by Management Staff, Teaching and
Non-Teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. Creates a Personnel Selection Board.	4.60	A	4.60	A	4.70	A	4.63	A
2. Selects applicants on the basis of merit and fitness through competitive exams, resumes, interview.	4.16	O	4.14	O	4.17	O	4.16	O
3. Displays objective management discretion in accordance with CSC policies on merit and promotion plan.	4.03	O	4.08	O	4.12	O	4.08	O
4. The head of office exercises sole prerogative in selecting members to compose the Selection Board.	3.64	O	3.95	O	3.63	O	3.74	O
5. Follows the step process for initial screening to final hiring of applicants	4.04	O	3.99	O	4.04	O	4.02	O
6. Follows criteria that is job related.	4.07	O	4.07	O	4.01	O	4.05	O
7. Sets standards that is consistent and fair following the provisions of the College Code.	4.08	O	4.05	O	4.04	O	4.06	O
8. Except for new positions, selection to an existing vacancy considers the next-in-rank position who meets the qualification requirements for the position to be filled.	3.78	O	3.89	O	3.73	O	3.80	O
9. HRMO maintains a record of deliberation by the Selection Board which shall be available for inspection by the CSC or its duly authorized representative.	4.10	O	4.08	O	4.30	O	4.16	O
10. Selection is kept confidential until after the appointment is officially issued.	4.02	O	3.98	O	4.05	O	4.02	O
11. Considers the selection of applicants who falls short of the qualification but with strong endorsement from the head of institution or political official.	3.15	S	3.39	S	3.11	S	3.22	S
12. Practices "midnight appointment" in the selection process.	2.14	R	2.60	S	2.36	R	2.37	R
13. Takes immediate action to protest filed relative to unfair selection before the case is elevated to the higher office.	3.13	S	3.18	S	2.98	S	3.10	S
14. The Board of Trustees/ Regents takes the upper hand in the selection of prospective employees.	3.18	S	3.26	S	3.23	S	3.22	S
Total	52.14	-	53.26	-	52.47	-	52.62	-
Area Mean	3.72	O	3.80	O	3.75	O	3.76	O

LEGEND:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

whole, the teaching group considered selection procedures as "often" practiced in their respective SUCs as evidenced by the area mean of 3.80.

The non-teaching personnel identified nine out of 14 selection procedures to be "often" practiced, and three were "sometimes" practiced. The highest weighted mean was posted at 4.16 (often) specifically on two items "Selects applicants on the basis of merit and fitness through competitive exams, resumes, interview" and "HRMO maintains a record of deliberation by the Selection Board which shall be available for inspection by the CSC or its duly authorized representative". The item which posted the lowest mean of 3.10 (sometimes) was on the practice "Takes immediate action to protest filed relative to unfair selection before the case is elevated to the higher office". In its general assessment, the non-teaching personnel considered selection procedures as "often" practiced in their respective SUCs as indicated by the obtained area mean of 3.76.

As a whole, the top three selection procedures are: 1) Creates a Personnel Selection Board with 4.63 or "always," 2) Selects applicants on the basis of merit and fitness through competitive exams, resumes, interview with 4.16 or "often," and 3) HRMO maintains a record of deliberation by the Selection Board which shall be available for inspection by the CSC or its duly authorized representative with 4.16 or "often".

Meanwhile, it is worth noting that midnight appointment in the selection process is generally perceived by the three groups of respondents as "rarely"

practiced with an overall mean of 2.37

Promotion and retention Table 13 contains data on the perception of the management staff, teaching and non-teaching personnel relative to staffing practices along promotion and retention. The assessment of the management staff identified 20 out of 22 promotion and retention procedures to be "often" practiced and six as "sometimes" practiced. Among these, the highest weighted mean was posted at 4.38 (often) specifically on the item "Promotion is determined by the following criteria: Performance" while the least was 2.78 (sometimes) on the practice "employee who voluntarily resigned and seeks reemployment is reinstated to same level or position previously occupied before his resignation". As a whole, the management staff assessed promotion and retention procedures as "often" practiced based on the obtained area mean of 3.91.

From the teaching personnel, 21 out of 22 promotion and retention procedures were "often" practiced and five were "sometimes" practiced. The highest weighted mean was posted at 4.35 (often) on the practice "Permanent positions are protected by security of tenure", while the least was 2.96 (sometimes) specifically on the item "an employee who is on local or foreign scholarship or training grant, or on maternity leave is disqualified for promotion". The over-all assessment by the teaching personnel was "often" practiced as evidenced by the area mean of 3.75.

Table 13

**Staffing Practices in the Respondent-SUCs Along Promotion and Retention
as Perceived by Management Staff, Teaching and
Non-Teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. The composition of the College/University Selection and Promotion Board is a fair representation of officials and personnel pursuant to the provisions of the College Code and the policies of the CSC.	4.34	O	4.16	O	4.25	O	4.25	O
2. Promotion to a higher position is based on the provision of the College Code in accordance with the policies of the CSC.	4.25	O	4.07	O	4.12	O	4.15	O
3. Promotion is determined by the following the following criteria:	4.38	O	4.12	O	4.12	O	4.21	O
3.1 Performance								
3.2 Educational Qualification	4.27	O	4.21	O	4.19	O	4.22	O
3.3 Experience and Professional Development	4.28	O	4.16	O	4.10	O	4.18	O
3.4 Physical and Personality Traits	4.22	O	3.96	O	4.00	O	4.06	O
3.5 Potential	4.22	O	4.03	O	3.93	O	4.06	O
4. Employees in any department/office who occupy the next lower position is considered for promotion on the basis of competence, qualification and appropriate Civil Service Eligibility.	4.09	O	4.03	O	3.96	O	4.03	O
5. Employees in any department/office who are not next in rank positions who meet the minimum requirements and appropriate Civil Service eligibility are considered for promotion to a vacant position.	3.97	O	3.81	O	3.84	O	3.87	O
6. The appointing authority or head of office reserves the right to promote an employee who is next-in-rank but who possesses superior qualification and competence compared to the next in rank employee.	4.12	O	3.88	O	3.92	O	3.97	O
7. The appointing officer reserves the right to promote an employee of his own choice and preference.	3.43	S	3.51	O	3.51	O	3.48	S
8. The promotion of an employee is based on a very satisfactory service for the last rating period.	4.12	O	3.82	O	3.77	O	3.90	O
9. The College/University selection board exercises the function of adopting a formal screening procedure and the formulation of criteria for the evaluation of candidates for promotion.	4.29	O	4.03	O	4.06	O	4.13	O
10. Lack of confidence disqualifies an employee from promotion.	3.43	S	3.35	S	3.11	S	3.30	S

Table 13 continued

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
11. An employee who is on local or foreign scholarship or training grant or in maternity leave is disqualified for promotion.	2.80	S	2.96	S	2.48	S	2.75	S
12. The HRMO publishes the vacant position for application by interested and qualified employees.	3.85	O	3.65	O	3.58	O	3.69	O
13. The HRMO draws a list of employees whom re qualified and competent for promotion to the vacancy together with the incumbent of position next in rank.	4.04	O	3.51	O	3.69	O	3.75	O
14. The promotion of an employee is made effective through recommendation or endorsement by government official or head of office.	3.13	S	3.27	S	3.32	S	3.24	S
15. Permanent employment events if they do not meet the standard qualification for specific positions continue to serve in permanent capacity but cannot be promoted to a higher position until the qualification requirements are met.	3.42	S	3.42	S	3.49	S	3.44	S
16. Permanent positions are protected by security of tenure.	4.44	O	4.35	O	4.27	O	4.35	O
17. A Probationary period is given an employee in his initial entry into a new position.	4.34	O	4.20	O	4.20	O	4.25	O
18. Probationary period is observed before an appointment to a position automatically becomes permanent.	4.10	O	4.09	O	3.94	O	4.04	O
19. Transfer of employee from one department or division requires the consent of the employee concerned after due information and justification are made for the transfer.	4.11	O	3.83	O	3.80	O	3.91	O
20. Employee who voluntarily resigned and seeks employment is reinstated to same level or position previously occupied before his resignation.	2.78	O	3.13	S	2.81	S	2.91	S
21. Employee who voluntarily resigned and seeks reemployment undergoes the step process of recruitment and selection.	3.58	O	3.54	S	3.48	S	3.53	O
22. Employees, both teaching and non-teaching are given permanent status upon completion of the required training program/scholarship grants to satisfy the deficiency of their qualification.	3.78	O	3.55	S	3.40	S	3.58	O
Total	101.78	-	98.64	-	97.34	-	99.25	-
Area Mean	3.91	O	3.79	O	3.74	O	3.82	O

LEGEND:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

Among the non teaching personnel, 19 out of 22 promotion and retention procedures were rated "often" practiced and six were "sometimes" practiced. The highest weighted mean was posted at 4.25 (often) on the indicator "The composition of the College University Selection and Promotion Board is a fair representation of officials and personnel pursuant to the provision of the College Code and the policies of the CSC", whereas the lowest weighted mean was marked at 2.81 (sometimes) on the practice "Employee who voluntarily resigned and seeks reemployment is reinstated to the same level or position previously occupied before his resignation". Thus, the non-teaching personnel assessed promotion and retention practices to be "often" practiced based on the obtained area mean of 3.74.

As a whole, the top three promotion and retention procedures are: 1) Permanent positions are protected by security of tenure, 2) The composition of the College/University selection and promotion board is a fair representation of officials and personnel pursuant to the provisions of the college code and the policies of the CSC, and 3) A probationary period is given to an employee in his initial entry to a new position with overall means of 4.35, 4.25, and 4.25, respectively that are all equivalent to "often". On the other hand, the least prevalent practices are: 1) An employee who is on local or foreign grant, or maternity leave is disqualified for promotion (mean = 2.75), 2) Employee who voluntarily resigned and seeks employment is reinstated to same level of position previously occupied before his resignation (mean = 2.91), and 3) The

promotion of an employee is made effective through recommendation or endorsement by government official or head of office.

Training and development. Table 14 contains data on the perception of the management staff, teaching personnel and non-teaching personnel pertinent to staffing practices along training and development. The management staff identified 15 out of 18 training and development practices to be "often" practiced and 8 were "sometimes" practiced. The highest weighted mean was posted at 3.96 (often) on two practices namely, "Management offers a training program to help employees gain particular job skills and technique that will help them contribute to achieving organizational goals" and "Management encourages personal and professional development of personnel and employee as a responsibility imposed upon them for organizational performance and productivity". The least weighted mean was posted at 2.81 (sometimes) on the provision "Management provides pre-retirement counseling for employees". Based on the obtained area mean of 3.66, training and development practices were "often" practiced as per assessment by the management staff.

On the part of the teaching personnel 13 out of 18 training and development practices were "often" practiced, and 10 were "sometimes" practiced. The highest weighted mean was posted at 4.08 (often) specifically on the item "Career and personnel development plan include such provision as Performance Evaluation...", while the least weighted mean was posted at 2.99 (sometimes) on the practice "The HRMO takes the initiative in proposing to the

Table 14

**Staffing Practices in the Respondent-SUCs Along Training and Development
as Perceived by Management Staff, Teaching and
Non-Teaching Personnel**

Indicators	Respondents' Classification			Overall Mean	Interpretation
	Managers	Teachers	Non-Teaching		
1. Management offers a training program to help employees gain particular job skills and technique that will help them contribute to achieving organizational goals.	3.96	O 3.79	O 3.58	3.78	O
2. The training program is a continuing long-term program for personnel development.	3.91	O 3.67	O 3.49	3.69	O
3. The HRMO helps in planning career and personnel development activities by an updated assessment of personnel needs in tie-up with organizational goals.	3.39	S 3.24	S 3.28	3.30	S
4. HRMO sets a program for orientation and re-orientation of new employees	3.42	S 3.24	S 3.16	3.27	S
5. Middle management development program is an annual/semi-annual activity.	3.38	S 3.12	S 2.94	3.15	S
6. Management creates an environment or work climate conducive to the development of personnel skills, talents and values.	3.88	O 3.54	O 3.44	3.62	O
7. The program integrates every departmental personnel development plan with the institutional plan as basis for all career and personnel development activities in school.	3.82	O 3.64	O 3.45	3.64	O
8. Career and personnel development plan includes such provisions as:	4.16	O 3.93	O 3.86	3.98	O
8.1 Merit promotion					
8.2 Performance Evaluation	4.20	O 4.08	O 4.05	4.11	O
8.3 In-service training	4.14	O 3.95	O 3.73	3.94	O
8.4 Foreign & Local Scholarship/Training	3.86	O 3.72	O 3.49	3.69	O
8.5 Recreation	3.67	O 3.51	O 3.48	3.55	O
8.6 Job training	3.89	O 3.70	O 3.57	3.72	O
9. Academic and non-academic departments tie-up with the HRMO in planning training and development program.	3.38	S 3.26	S 3.21	3.28	S
10. The HRMO takes the initiative in proposing to the different department/offices the needed personnel training and development program.	3.09	S 2.99	S 2.97	3.02	S
11. The performance appraisal or evaluation system serves as the basis for training and development needs of personnel and employees to improve performance and assess professional growth.	3.46	S 3.30	S 3.21	3.32	S
12. Every department provides an in-service training and continuing development program.	3.60	O 3.51	O 3.04	3.38	S

Table 14 continued

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
13. Resource persons or skilled trainers, technical consultants, experts relative to the training program are hired from outside agencies.	3.58	O	3.41	S	3.28	S	3.42	S
14. A comprehensive training and development program of personnel is presented annually with previous evaluation-inventory as an assessment or follow up on the scale of progress and needs.	3.27	S	3.21	S	2.92	S	3.13	S
15. Management gives budgetary support/allocation for the training purpose of the Human Resource Development Program.	3.81	O	3.57	O	3.66	O	3.68	O
16. Management ensures that every department shall have undertaken at least one planned human resource development during the year.	3.61	O	3.42	S	3.13	S	3.39	S
17. Management encourages personal and professional development of personnel and employees as a responsibility imposed upon them for organization performance and productivity.	3.96	O	3.74	O	3.49	S	3.73	O
18. Management provides pre-retirement counseling for employees.	2.81	S	2.86	S	2.62	S	2.76	S
Total	84.25	-	80.40	-	77.05	-	80.57	-
Area Mean	3.60	O	3.50	S	3.35	S	3.50	S

LEGEND:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

different department/ offices the needed personnel training and development program". In its over-all assessment by the teaching personnel, training and development practices was "sometimes" practiced as evidenced by the obtained area mean of 3.50.

Among the non-teaching personnel, 17 out of 18 training and development practices were "sometimes" practiced, and only six were "often" practiced. The highest weighted mean of 3.49 was posted on three practices namely, "The training program is a continuing long-term program for Personnel Development", "Career and personnel Development plan, foreign & local scholarship/ training", "Management encourages personal and professional development of personnel and employees as a responsibility imposed upon them for organization performance and productivity". Meanwhile the item "Management offers a training program to help personnel and employee gain particular job skills and technique that will help them contribute to achieving organizational goals" obtained the lowest weighted mean of 3.58. The over-all assessment by the non-teaching personnel on training and development practices were "sometimes" practiced based on the obtained area mean of 3.50.

Generally, the three groups of respondents considered the following three procedures as most prevalent along training and development: Career and personnel development plan includes such provision as: 1) performance evaluation with 4.11 or "often practiced," 2) merit promotion with 3.98 or "often practiced", and 3) in-service training with 3.94 or "often practiced." On the other hand, the least prevalent procedures are: 1) Management provides pre-retirement counseling for employees, 2) The HRMO takes the initiative in proposing to the different departments/offices the needed personnel training and development program, and 3) A comprehensive training and development

program of personnel is presented annually with previous evaluation-inventory as an assessment or follow-up on the scale of progress and needs.

The data collected and presented relative to staffing practices in the respondent-SUCs indicated that, in general, the SUCs in Eastern Visayas showed adherence to prescribed staffing procedures, although there are indications of the need to further strengthen their implementation and minimize some deviations that were noted.

Comparison of the Perceptions of the Respondents on the Staffing Practices in the Respondent-SUCs

This section discusses the results of the comparative analysis of the perceptions of the management staff, teaching and non-teaching personnel relative to staffing practices in the respondent-SUCs along the four areas.

Recruitment. Table 15 summarizes and compares the assessment of the three groups of respondents as regards the staffing practices in the respondent-SUCs along recruitment. As gleaned from the table, the management staff gave the highest overall rating of 3.54 or "always practiced" followed by the non-teaching personnel and the teaching personnel with area means of 3.46 and 3.43, respectively or "sometimes practiced".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.046 and the mean squares within

Table 15

**Summary and Comparison of Responses of the Three Groups of Respondents
on the Staffing Practices in the Respondent SUCs Along Recruitment**

SUMMARY						
Groups	n	Total	Average		Variance	
Management Staff	14	49.57	3.54	O	0.266	
Teaching Personnel	14	48.01	3.43	S	0.184	
Non-Teaching Personnel	14	48.49	3.46	S	0.322	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.091	2	0.046	0.177	3.238	Accept Ho
Within Groups	10.037	39	0.257			
Total	10.128	41				

LEGEND:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

groups was 0.257. This resulted to a computed F value of 0.177 which proved to be lesser than the critical/tabular F value of 3.238 at $\alpha = 0.05$ with degrees of freedom equal to 2 and 39. Thus, this led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices in the respondent-SUCs along recruitment." This indicated that the assessments given by the management staff, teaching personnel and non-teaching personnel were more or less the same. Furthermore, this implies that generally, recruitment procedures as prescribed were perceived by the three groups of respondents as "sometimes practiced."

Selection. As regards this area, the summary of the responses, as well as the results of the one-way analysis of variance are presented in Table 16. As shown by the table, the teaching personnel gave the highest overall rating of 3.80, followed by the non-teaching personnel (3.75) and the management staff (3.72); all the obtained means are equivalent to "often practiced".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.024 and the mean squares within groups was 0.350. This resulted to a computed F value of 0.068 which proved to be lesser than the critical/tabular F value of 3.238 at $\alpha = 0.05$ with degrees of freedom equal to 2 and 39. Thus, this led to the acceptance of the hypothesis

Table 16

Summary and Comparison of Responses of the Three Groups of Respondents on the Staffing Practices in the Respondent SUCs Along Selection

SUMMARY						
Groups	N	Total	Average		Variance	
Management Staff	14	52.14	3.72	O	0.396	
Teaching Personnel	14	53.26	3.80	O	0.264	
Non-Teaching Personnel	14	52.47	3.75	O	0.390	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.047	2	0.024	0.068	3.238	Accept Ho
Within Groups	13.636	39	0.350			
Total	13.684	41				

LEGEND:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

that "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices in the respondent-SUCs along selection." This indicated that the assessments given by the management staff, teaching personnel and non-teaching personnel were more or less the same. Furthermore, this implies that generally, selection procedures as prescribed were perceived by the three groups of respondents as "often practiced."

Promotion and retention. Table 17 summarizes and compares the assessment of the three groups of respondents as regards the staffing practices in the respondent-SUCs along promotion and retention. As gleaned from the table, the management staff gave the highest overall rating of 3.91 followed by the teaching personnel and the non-teaching personnel with area means of 3.79 and 3.74, respectively; which corresponded to "often practiced".

Table 17

Summary and Comparison of Responses of the Three Groups of Respondents on the Staffing Practices in the Respondent-SUCs Along Promotion and Retention

SUMMARY						
Groups	n	Total	Average	O	Variance	
Management Staff	26	101.78	3.91	O	0.230	
Teaching Personnel	26	98.64	3.79	O	0.138	
Non-Teaching Personnel	26	97.34	3.74	O	0.203	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.401	2	0.200	1.054	3.119	Accept Ho
Within Groups	14.265	75	0.190			
Total	14.666	77				

LEGEND:

4.51 - 5.00 Always (A)	1.51 - 2.50 Rarely (R)
3.51 - 4.50 Often (O)	1.00 - 1.50 Never (N)
2.51 - 3.50 Sometimes (S)	

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.200 and the mean squares within groups was 0.190. This resulted to a computed F value of 1.054 which proved to be lesser than the critical/tabular F value of 3.119 at $\alpha = 0.05$ and degrees of freedom of 2 and 75. Therefore, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices in the respondent-SUCs along promotion and retention" was accepted. This indicated that the assessments given by the management staff, teaching personnel and teaching personnel were more or less the same. Furthermore, this implies that generally, promotion and retention procedures as prescribed were perceived by the three groups of respondents as "often practiced."

Training and development The summary and comparison of the perceptions of the three groups of respondents as regards the staffing practices in the respondent SUCs along this area are presented in Table 18. As gleaned from the table, the management staff gave the highest overall rating of 3.66 or "often practiced" followed by the teaching personnel (3.50 or "sometimes practiced") and the non-teaching personnel (3.35 or "sometimes practiced").

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.564 and the mean squares within

Table 18

Summary and Comparison of Responses of the Three Groups of Respondents on the Staffing Practices in the Respondent-SUCs Along Training & Development

SUMMARY						
Groups	n	Total	Average	Variance		
Management Staff	23	84.25	3.66	O	0.125	
Teaching Personnel	23	80.4	3.50	S	0.098	
Non-Teaching Personnel	23	77.05	3.35	S	0.111	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	1.129	2	0.564	5.073	3.136	Reject Ho
Within Groups	7.343	66	0.111			
Total	8.472	68				

LEGEND:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

groups was 0.111. This resulted to a computed F value of 5.073 which proved to be greater than the critical/tabular F value of 3.136 at $\alpha = 0.05$ and degrees of freedom of 2 and 66. This led to the rejection of hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices in the respondent-SUCs along training and development." This indicated that the assessments given by the management staff, teaching personnel and non-teaching personnel differed.

To find out which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 19. As gleaned from the said table, the following were the observed numerical differences: 0.16 for

management staff and teaching personnel, 0.31 for management staff and non-teaching personnel, and 0.15 for teaching personnel and non-teaching personnel. The corresponding computed F' values for these pairs are 58.88, 221.03, and 51.75, respectively which proved to be greater than the critical F' value of 6.27 at 0.05 level of significance and degrees of freedom = 2. Thus, the aforementioned differences were all significant. This indicated that the management staff perceived that training and development procedures were practiced more often than as perceived by the teaching and the non-teaching personnel of the respondent SUCs.

Table 19

Posteriori Test Using Scheffe's Test to Determine Significance
of the Differences Between Means

Pairs	Difference in Means	Computed F' value	Critical F' value at $df=2, \alpha=.05$	Evaluation
Management Staff & Teaching Personnel	0.16	58.88	6.27	S/Reject H_0
Management Staff & Non-Teaching Personnel	0.31	221.03	6.27	S/Reject H_0
Teaching Personnel and Non-Teaching Personnel	0.15	51.75	6.27	S/Reject H_0

Legend: NS (Not Significant) / Accept H_0

S (Significant) / Reject H_0

**Organizational Effectiveness of Personnel
as Perceived by the Management Staff,
Teaching and Non-Teaching Personnel**

This part discusses the organizational effectiveness of the personnel in the respondent-SUCs along three areas, namely: 1) commitment to the school as an organization, 2) commitment to work, and 3) commitment and relationship with peers.

Commitment to the school as an organization. Table 20 contains data on the perception of management staff, teaching and non-teaching personnel relative to organizational effectiveness in terms of commitment to the school as an organization. The management staff assessed all 10 indicators to be "Highly Effective" The highest weighted mean was posted at 4.25 (Highly Effective) on the practice "Speaks highly of the institution and his colleagues". Thus, the management staff assessed organizational effectiveness in terms of commitment to the school as an organization to be "Highly Effective" as evidenced by the obtained area mean of 4.15.

Among the teaching personnel, all 10 indicators were similarly assessed as "Highly Effective" with the highest weighted mean of 4.08 (Highly Effective) on the practice "Participates in any school, civic and community activities". On the whole, the teaching personnel assessed organizational effectiveness in terms of commitment to the school as an organization to be "Highly Effective" based on the obtained area mean of 3.97

Table 20

**Organizational Effectiveness of Personnel in Terms of Commitment to the School
as an Organization as Perceived by Management Staff,
Teaching and Non-teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. Fosters cooperation, unity and open communication among the members of the academic community.	4.00	HE	3.96	HE	3.84	HE	3.93	HE
2. Promotes the best interest of the faculty, personnel and student body.	4.07	HE	3.90	HE	3.76	HE	3.91	HE
3. Maximizes the resources of the institution both human and material for the attainment of satisfactory working condition.	4.15	HE	3.89	HE	3.77	HE	3.94	HE
4. Subscribes to the institutional program of training and development as well as professional growth.	4.16	HE	3.88	HE	3.73	HE	3.92	HE
5. Participates in any school, civic and community activities.	4.15	HE	4.08	HE	3.82	HE	4.02	HE
6. Demonstrates personal loyalty and cooperation for the good of the organization.	4.18	HE	4.06	HE	3.90	HE	4.05	HE
7. Speaks highly of the institution and his colleagues.	4.25	HE	3.98	HE	3.85	HE	4.03	HE
8. Brings the institution to a higher level of competitiveness through participation in competitive activities.	4.22	HE	4.05	HE	3.96	HE	4.08	HE
9. Is more progressive minded in advancing the goals of the institution and not only his office or department.	4.16	HE	3.97	HE	3.85	HE	3.99	HE
10. Is more concerned with common goals rather than personal achievements.	4.18	HE	3.91	HE	3.84	HE	3.98	HE
Total	41.52	-	39.68	-	38.32	-	39.84	-
Area Mean	4.15	HE	3.97	HE	3.83	HE	3.98	HE

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

1.51 - 2.50 Slightly Effective (SE)

3.51 - 4.50 Highly Effective (HE)

1.00 - 1.50 Not effective (NE)

2.51 - 3.50 Moderately Effective (ME)

Similar to the management staff and teaching personnel, the non-teaching personnel rated all 10 indicators as "Highly Effective" with the highest weighted mean of 4.08 (Highly Effective) on the practice "Brings the institution to a higher level of competitiveness through participation in competitive activities". Thus, organizational effectiveness in terms of commitment to the school as an organization was assessed by the non-teaching personnel to be "Highly Effective" as evidenced by the obtained area mean of 3.83.

Commitment to work. Table 21 shows data on the perception of the management staff, teaching and non-teaching personnel relative to organizational effectiveness in terms of commitment to work. Management staff assessed all 19 indicators to be "Highly Effective" with the highest weighted mean of 4.25 (Highly Effective) specifically on the practice "Reports to office regularly and on time, and renders service beyond the call of duty". On the whole, the management staff considered organizational effectiveness in terms of commitment to work as "Highly Effective" based on the obtained area mean of 4.10.

The teaching personnel similarly assessed all 19 indicators as "Highly Effective". Like management staff, the practice "Reports to office regularly and on time, and renders service beyond the call of duty" obtained the highest weighted mean of 4.14 (Highly Effective). Thus, organizational effectiveness in terms of commitment to work was assessed by the teaching personnel to be "Highly Effective" as evidenced by the obtained area mean of 3.95. The same is

Table 21

**Organizational Effectiveness of Personnel in Terms of Commitment to Work as An Organization
as Perceived by Management Staff, Teaching and Non-Teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. Observes strictly Job Effective Description (JED) of office function.	3.85	HE	3.80	HE	3.68	HE	3.78	HE
2. Relates job to the mission-vision and goals of the institution.	4.19	HE	4.07	HE	3.99	HE	4.08	HE
3. Observes the general policies necessary and proper for the administration and development of the educational institution.	4.13	HE	4.05	HE	3.85	HE	4.01	HE
4. Head of institution and departments supervise all administrative officers and employees under their domain.	4.18	HE	4.07	HE	3.92	HE	4.06	HE
5. Personnel welcomes routine supervision as part of office function and responsibility.	4.07	HE	3.93	HE	3.81	HE	3.94	HE
6. Finds ways and means to advance the academic financial, physical and other facilities of the institution.	4.03	HE	3.88	HE	3.77	HE	3.89	HE
7. Implements and follows all policies in consonance with the mission-vision of the institution; complies with all legal requirements and observes accordingly all educational standards.	4.14	HE	4.00	HE	3.91	HE	4.02	HE
8. Directs, distributes, and coordinates the work of the entire system and exercises systematic planning on all activities geared towards the achievement of the school's vision-mission and goals.	4.05	HE	3.92	HE	3.88	HE	3.95	HE
9. Demonstrates effective and stimulating educational leadership and keeps the line of communication open between management and the academic community.	4.01	HE	3.74	HE	3.81	HE	3.85	HE
10. Represents the school in all external relations with the general public and other agencies	4.05	HE	4.02	HE	3.91	HE	3.99	HE
11. Fosters good public relation with religious and civic groups.	4.16	HE	3.94	HE	3.87	HE	3.99	HE
12. Establishes linkages with other agencies to provide opportunity for assistance and support.	4.19	HE	4.09	HE	3.92	HE	4.07	HE
13. Makes decision on matters directly affecting one's function in proper consultation with personnel concerned.	4.10	HE	3.82	HE	3.76	HE	3.89	HE
14. Exercises responsibility for the enforcement of discipline and the maintenance of satisfactory work standard.	4.13	HE	3.92	HE	3.85	HE	3.97	HE
15. Exemplifies professional leadership and executive ability in resolving individual or group conflicts and personal disputes.	4.04	HE	3.86	HE	3.68	HE	3.86	HE
16. Plans and implements strategies to improve and maintain job efficiency.	4.06	HE	3.93	HE	3.81	HE	3.93	HE
17. Exercises academic freedom within bounds of intellectual honesty and reasoning.	4.16	HE	4.03	HE	3.86	HE	4.02	HE
18. Exercises professionalism in all aspects of work.	4.17	HE	3.93	HE	3.87	HE	3.99	HE
19. Reports to office regularly and on time, and renders service beyond the call of duty.	4.25	HE	4.14	HE	4.02	HE	4.14	HE
Total	77.96	-	75.14	-	73.17	-	75.42	-
Area Mean	4.10	HE	3.95	HE	3.85	HE	3.97	HE

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

3.51 - 4.50 Highly Effective (HE)

2.51 - 3.50 Moderately Effective (ME)

1.51 - 2.50 Slightly Effective (SE)

1.00 - 1.50 Not effective (NE)

true to the non-teaching personnel, which assessed all 19 indicators to be "Highly Effective" with the highest weighted mean of 4.14. (Highly Effective) on the same practice identified by the management staff and teaching personnel "Reports to office regularly and on time, and renders service beyond the call of duty". The non-teaching personnel assessed organizational effectiveness in terms of commitment to work to be "Highly Effective" as evidenced by the obtained area mean of 3.85.

Commitment and relationship with peers. Table 22 contains data on the perception of the management staff, teaching and non-teaching personnel regarding organizational effectiveness in terms of commitment and relationship with peers. The management staff identified all 12 indicators to be "Highly Effective" with the highest weighted mean of 4.23 (Highly Effective) on the practice "Offers professional assistance on job-related activities". Thus, the management staff assessed organizational effectiveness in terms of commitment and relationship with peers as "Highly Effective" based on the obtained area mean of 4.15

Similar to the management staff, the teaching personnel assessed all 12 indicators as "Highly Effective" with the highest weighted mean of 4.07 (Highly Effective) which referred to the practice "Deals with peers tactfully and diplomatically in formal and informal meetings". Thus, the general assessment by the teaching personnel on organizational effectiveness in terms of commitment and relationship with peers was "Highly Effective" as evidenced by

Table 22

**Organizational Effectiveness of Personnel in Terms of Commitment and
Relationship with Peers as An Organization as Perceived by
Management Staff, Teaching and Non-Teaching Personnel**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Managers		Teachers		Non-Teaching			
1. Deals with peers tactfully and diplomatically in formal and informal meetings.	4.22	HE	4.07	HE	3.94	HE	4.08	HE
2. Maintains a high degree of professionalism and respect for one another.	4.16	HE	4.06	HE	3.95	HE	4.06	HE
3. Offers professional assistance on job-related activities.	4.23	HE	3.96	HE	3.86	HE	4.02	HE
4. Maintains open communication among members of the academic community.	4.15	HE	3.98	HE	3.84	HE	3.99	HE
5. Is approachable and gets along exceptionally well with co-workers and colleagues.	4.20	HE	4.04	HE	3.85	HE	4.03	HE
6. Helps others without compromising rules and property.	4.15	HE	3.95	HE	3.82	HE	3.97	HE
7. Participates in voluntary activities conducive to faculty and personnel well being and welfare.	4.15	HE	4.01	HE	3.76	HE	3.97	HE
8. Is fair and objective in resolving individual or group conflicts and personal disputes.	4.12	HE	3.89	HE	3.77	HE	3.93	HE
9. Makes decision with due respect to the line of authority of personnel concerned.	4.15	HE	3.97	HE	3.85	HE	3.99	HE
10. Respects the opinion of others in group meetings and discussions.	4.17	HE	3.99	HE	3.87	HE	4.01	HE
11. Uses the art of human relations in handling grievances and complaints.	3.97	HE	3.90	HE	3.76	HE	3.88	HE
12. Maintains a high sense of professionalism and respect for everyone in the academic community regardless of position and authority.	4.10	HE	4.02	HE	3.92	HE	4.01	HE
Total	49.77	-	47.84	-	46.19	-	47.93	-
Area Mean	4.15	HE	3.99	HE	3.85	HE	3.99	HE

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

1.51 - 2.50 Slightly Effective (SE)

3.51 - 4.50 Highly Effective (HE)

1.00 - 1.50 Not effective (NE)

2.51 - 3.50 Moderately Effective (ME)

the obtained area mean of 3.99

The non-teaching personnel likewise assessed all 12 indicators as "Highly Effective" with the highest weighted mean of 4.08 on the practice similarly identified by the teaching personnel "Deals with peers tactfully and diplomatically in formal and informal meetings". Organizational effectiveness in terms of commitment and relationship with peers was assessed by the non-teaching personnel to be "Highly Effective" as evidenced by the obtained area mean of 3.99.

Comparison of the Perceptions of the Respondents on the Organizational Effectiveness of the Personnel

This section discusses the results of the comparative analysis of the perceptions of the management staff, teaching and non-teaching personnel relative to organizational effectiveness of personnel in the respondent-SUCs along the three areas.

Commitment to the school as an organization. The summary and comparison of the perceptions of the three groups of respondents as regards organizational effectiveness of the personnel in the respondent-SUCs along this area are presented in Table 23. As gleaned from the table, the management staff gave the highest overall rating of 4.15 followed by the teaching personnel with 3.97 and the non-teaching personnel with 3.83; all these means corresponded to "highly effective".

Table 23

**Summary and Comparison of Responses of the Three Groups of Respondents
on the Organizational Effectiveness of Personnel in Terms of
Their Commitment to the School as An Organization**

SUMMARY						
Groups	n	Total	Average		Variance	
Management Staff	10	41.52	4.15	HE	0.005	
Teaching Personnel	10	39.68	3.97	HE	0.006	
Non-Teaching Personnel	10	38.32	3.83	HE	0.005	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.516	2	0.258	50.876	3.354	Reject Ho
Within Groups	0.137	27	0.005			
Total	0.653	29				

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

1.51 - 2.50 Slightly Effective (SE)

3.51 - 4.50 Highly Effective (HE)

1.00 - 1.50 Not Effective (NE)

2.51 - 3.50 Moderately Effective (ME)

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.258 and the mean squares within groups was 0.005. This resulted to a computed F value of 50.876 which proved to be greater than the critical/tabular F value of 3.354 at $\alpha = 0.05$ and degrees of freedom of 2 and 27. This led to the rejection of hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent-SUCs along their commitment to the school as an organization." This indicated that the assessments given by the management staff, teaching personnel and the non-teaching personnel differed.

To determine which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 24. As gleaned from the said table, the following were the observed numerical differences: 0.18 for management staff and teaching personnel, 0.32 for management staff and non-teaching personnel, and 0.14 for teaching personnel and non-teaching personnel. The corresponding computed F' values for these pairs are 32.40, 102.40, and 19.60, respectively which proved to be greater than the critical F' value of 6.71 at 0.05 level of significance and degrees of freedom = 2. Thus, the aforementioned differences were all significant. This indicated that the management staff gave a higher rating to organizational effectiveness of personnel along this area, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel.

Table 24

Posteriori Test Using Scheffe's Test to Determine Significance
of the Differences Between Means

Pairs	Difference in Means	Computed F' value	Critical F' value: at $df = 2, \alpha = .05$	Evaluation
Management Staff & Teaching Personnel	0.18	32.40	6.71	S/ Reject H_0
Management Staff & Non-Teaching Personnel	0.32	102.40	6.71	S/ Reject H_0
Teaching Personnel and Non-Teaching Personnel	0.14	19.60	6.71	S/ Reject H_0

Legend: NS (Not Significant) / Accept H_0

S (Significant) / Reject H_0

Commitment to work. Table 25 summarizes and compares the perceptions of the three groups of respondents pertaining to organizational effectiveness of the personnel in the respondent-SUCs in terms of their commitment to work. As gleaned from the table, the management staff gave the highest overall rating of 4.10; while the teaching personnel and non-teaching personnel gave the ratings of 3.95 and 3.85, respectively; all these means corresponded to "highly effective".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.305 and the mean squares within groups was 0.009. This resulted to a computed F value of 33.022 which proved to

Table 25

**Summary and Comparison of Responses of the Three Groups of Respondents
on the Organizational Effectiveness of Personnel in Terms of
Their Commitment to Work**

SUMMARY						
Groups	n	Total	Average			Variance
Management Staff	19	77.96	4.10	HE		0.008
Teaching Personnel	19	75.14	3.95	HE		0.012
Non-Teaching Personnel	19	73.17	3.85	HE		0.008
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.610	2	0.305	33.022	3.168	Reject Ho
Within Groups	0.499	54	0.009			
Total	1.109	56				

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

1.51 - 2.50 Slightly Effective (SE)

3.51 - 4.00 Highly Effective (HE)

1.00 - 1.50 Not Effective (NE)

2.51 - 3.50 Moderately Effective (ME)

be greater than the critical/tabular F value of 3.168 at $\alpha = 0.05$ and degrees of freedom of 2 and 54. Thus, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent-SUCs along their commitment to work" was rejected. This indicated that the assessments given by the management staff, teaching personnel and non-teaching personnel differed.

To determine which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 26. As gleaned from the said table, the following were the observed numerical differences: 0.15 for management staff and teaching personnel, 0.25 for management staff and non-teaching personnel, and 0.10 for teaching personnel and non-teaching personnel.

Table 26

Posteriori Test Using Scheffe's Test to Determine Significance
of the Differences Between Means

Pairs	Difference in Means	Computed F value	Critical F value at $df = 2, \alpha = .05$	Evaluation
Management Staff & Teaching Personnel	0.15	23.73	6.34	S/ Reject H_0
Management Staff & Non-Teaching Personnel	0.25	65.97	6.34	S/ Reject H_0
Teaching Personnel and Non- Teaching Personnel	0.10	10.56	6.34	S/ Reject H_0

Legend: NS (Not Significant)/Accept H_0

S (Significant)/Reject H_0

The corresponding computed F' values for these pairs are 23.75, 65.97, and 10.56, respectively which proved to be greater than the critical F' value of 6.34 at 0.05 level of significance and degrees of freedom = 2. Thus, the aforementioned differences were all significant. This indicated that the management staff gave a higher rating to organizational effectiveness of personnel along this area, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel.

Commitment and relationship with peers. For this area, Table 27 summarizes and compares the perceptions of the three groups of respondents pertaining to organizational effectiveness of the personnel in the respondent-SUCs. As gleaned from the table, the management staff gave the highest overall rating of 4.15; while the teaching personnel and non-teaching personnel gave the ratings of 3.99 and 3.85, respectively; all these means corresponded to "highly effective".

To determine whether the observed differences among the means were significant, the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.268 and the mean squares within groups was 0.004. This resulted to a computed F value of 66.294 which proved to be greater than the critical/tabular F value of 3.285 at $\alpha = 0.05$ and degrees of freedom of 2 and 33. Thus, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent-SUCs along their

Table 27

**Summary and Comparison of Responses of the Three Groups of Respondents
on the Organizational Effectiveness of Personnel in Terms of
Their Commitment and Relationship with Peers**

SUMMARY						
Groups	n	Total	Average	Variance		
Management Staff	12	49.77	4.15	HE	0.005	
Teaching Personnel	12	47.84	3.99	HE	0.003	
Non-Teaching Personnel	12	46.19	3.85	HE	0.004	
ANOVA						
Source of Variation	SS	df	MS	F	F crit	Evaluation
Between Groups	0.535	2	0.268	66.294	3.285	Reject Ho
Within Groups	0.133	33	0.004			
Total	0.668	35				

LEGEND:

4.51 - 5.00 Extremely Effective (EE)

1.51 - 2.50 Slightly Effective (SE)

3.51 - 4.50 Highly Effective (HE)

1.00 - 1.50 Not Effective (NE)

2.51 - 3.50 Moderately Effective (ME)

commitment to and relationship with peers" was rejected. This indicated that the assessments given by the management staff, teaching personnel and non-teaching personnel differed.

To determine which among the three paired means differed significantly, Scheffe's test was undertaken and shown in Table 28. As gleaned from the said table, the following were the observed numerical differences: 0.16 for management staff and teaching personnel, 0.30 for management staff and non-teaching personnel, and 0.14 for teaching personnel and non-teaching personnel. The corresponding computed F values for these pairs are 17.07, 60.00, and 13.07, respectively which proved to be greater than the critical F value of 6.57 at 0.05

Table 28

**Posteriori Test Using Scheffe's Test to Determine Significance
of the Differences Between Means**

Pairs	Difference in Means	Computed F value	Critical F value at df =2, $\alpha = .05$	Evaluation
Management Staff & Teaching Personnel	0.16	17.07	6.57	S/Reject Ho
Management Staff & Non-Teaching Personnel	0.30	60.00	6.57	S/Reject Ho
Teaching Personnel and Non-Teaching Personnel	0.14	13.07	6.57	S/Reject Ho

Legend: NS (Not Significant)/Accept Ho

S (Significant)/Reject Ho

level of significance and degrees of freedom = 2. Thus, the aforementioned differences were all significant. This indicated that the management staff gave a higher rating to organizational effectiveness of personnel along this area, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel.

**Relationship Between Staffing Practices
and Employees' Organizational
Effectiveness**

This section presents the correlational analysis between staffing practices in the respondent SCUs along the four considered areas, vis-à-vis: 1) recruitment, 2) selection, 3) promotion and retention, and 4) training and

development and the employees' organizational effectiveness in terms of their commitment to the school as an organization, commitment to work, and commitment and relationship with peers.

Recruitment. Table 29 shows the result of the analysis between the staffing practices in the respondent-SUCs along recruitment and employees' organizational effectiveness. As shown in the table, the following are the correlation coefficients: 0.432 for commitment to school as an organization, 0.281 for commitment to work, and 0.159 for commitment and relationship with peers. These values resulted to the computed absolute Fisher's t-values of 2.80, 1.71 and 0.94, respectively. For commitment to school as an organization, the computed Fisher's t-value proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$; for commitment to work and commitment and relationship with peers, the computed Fisher's t-value was lesser than the aforesaid

Table 29

Relationship Between Staffing Practices Along Recruitment of the Respondent-SUCs and Employees' Organizational Effectiveness

Areas of Organizational Effectiveness	r_{xy}	Absolute Fisher's t-value	Critical t-value at $\alpha = 0.05$, $df=34$	Evaluation
Commitment to School as an Organization	0.432	2.80	1.96	Reject H_0
Commitment to Work	0.281	1.71	1.96	Accept H_0
Commitment and Relationship with Peers	0.159	0.94	1.96	Accept H_0

critical/tabular value. Thus, the hypothesis that "There is no significant relationship between staffing practices along recruitment and employees' organizational effectiveness" was rejected along commitment to school as an organization; and accepted for commitment to work, and commitment and relationship to peers.

This indicated that recruitment practices are positively and significantly correlated to an employees' commitment to school as an organization, that is, in SUCs where proscribed recruitment procedures are practiced more often, the corresponding level of employees' commitment to the school as an organization is high; and for those where recruitment procedures are less practiced, the corresponding level of commitment of employees to the school as an organization is likewise low. This could be attributed to the fact that strict adherence to recruitment policies would make the employee appreciative of the policies of the SUC inasmuch as applicants who will be taken are the most qualified. On the other hand recruitment practices had nothing to do with the employees' commitment to work and his/her commitment and relationship with peers.

Selection Table 30 shows the result of the analysis between the staffing practices in the respondent-SUCs along selection and employees' organizational effectiveness. As shown in the table, the following are the correlation coefficients: 0.377 for commitment to school as an organization, 0.415 for commitment to work, and 0.909 for commitment and relationship with peers.

Table 30

**Relationship Between Staffing Practices Along Selection of the
Respondent-SUCs and Employees' Organizational Effectiveness**

Areas of Organizational Effectiveness	r_{xy}	Absolute Fisher's t-value	Critical t-value at $\alpha = .05$, $df=34$	Evaluation
Commitment to School as an Organization	0.377	2.38	1.96	Reject H_0
Commitment to Work	0.415	2.66	1.96	Reject H_0
Commitment and Relationship with Peers	0.909	12.72	1.96	Reject H_0

These values resulted to the absolute computed Fisher's t-values of 2.38, 2.66 and 12.72, respectively which proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. Thus, the hypothesis that "There is no significant relationship between staffing practices along selection and employees' organizational effectiveness along the three areas" was rejected.

This indicated that selection practices is positively and significantly correlated to an employees' commitment to school as an organization, that is, in SUCs where prescribed selection procedures are practiced more often, the corresponding level of employees' organizational effectiveness is high; and for those where selection procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low. This could be attributed to the fact that strict adherence to selection policies would boost the morale of the

employees and will consequently improve their corresponding level of effectiveness.

Promotion and retention. Table 31 shows the result of the analysis between the staffing practices in the respondent-SUCs along promotion and retention and employees' organizational effectiveness. As shown in the table, the following are the correlation coefficients: 0.411 for commitment to school as an organization, 0.738 for commitment to work, and -0.356 for commitment and relationship with peers. These values resulted to the absolute computed Fisher's t-values of 2.63, 6.37 and 2.22, respectively which proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. Thus, the hypothesis that "There is no significant relationship between staffing practices along promotion and retention and employees' organizational effectiveness "along the three areas" was rejected.

Table 31

Relationship Between Staffing Practices Along Promotion and Retention of the Respondent-SUCs and Employees' Organizational Effectiveness

Areas of Organizational Effectiveness	r_{xy}	Absolute Fisher's t-value	Critical t-value at $\alpha = .05, df=34$	Evaluation
Commitment to School as an Organization	0.411	2.63	1.96	Reject H_0
Commitment to Work	0.738	6.37	1.96	Reject H_0
Commitment and Relationship with Peers	-0.356	2.22	1.96	Reject H_0

This indicated that promotion and retention practices are positively and significantly correlated to an employees' commitment to school as an organization and commitment to work, that is, in SUCs where prescribed promotion and retention procedures are practiced more often, the corresponding level of employees' organizational effectiveness along these two areas is high; and for those where the aforementioned procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low. This could be attributed to the fact that strict adherence to promotion and retention policies would boost the morale of the employees and will consequently improve their corresponding level of effectiveness in terms of their commitment to the school as an organization and their commitment to work.

Meanwhile, promotion and retention practices are negatively and significantly correlated with employees' commitment and relationship with peers, that is, in SUCs where prescribed promotion and selection procedures are practiced more often, the corresponding level of employees' organizational effectiveness in terms of their commitment and relationship with peers is low; and for those where the aforementioned procedures are less practiced, the corresponding level of employees' organizational effectiveness is high. This could be because when an employee strives to be improve his/her work in the furtherance of his/her career, less time will be spent socializing with friends and peers.

Training and development. Table 32 shows the result of the analysis between the staffing practices in the respondent-SUCs along training and development and employees' organizational effectiveness. As shown in the table, the following are the correlation coefficients: 0.423 for commitment to school as an organization, 0.463 for commitment to work, and 0.969 for commitment and relationship with peers. These values resulted to the absolute computed Fisher's t-values of 2.72, 3.05 and 22.71, respectively which proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. Thus, the hypothesis that "There is no significant relationship between staffing practices along training and development and employees' organizational effectiveness along the three areas" was rejected.

This indicated that training and development practices are positively and significantly correlated to an employees' organizational effectiveness, that is, in SUCs where prescribed training and development procedures are practiced more

Table 32

Relationship Between Staffing Practices Along Training and Development of the Respondent-SUCs and Employees' Organizational Effectiveness

Areas of Organizational Effectiveness	r_{xy}	Absolute Fisher's t-value	Critical t-value at $\alpha = .05$, $df=34$	Evaluation
Commitment to School as an Organization	0.423	2.72	1.96	Reject H_0
Commitment to Work	0.463	3.05	1.96	Reject H_0
Commitment and Relationship with Peers	0.969	22.71	1.96	Reject H_0

often, the corresponding level of employees' organizational effectiveness is high; and for those where these procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low. This is indicative of the need to adhere strictly to training and development procedures in order to improve employees' level of effectiveness.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this study on the correlation between staffing practices and employee organizational effectiveness for the purpose of presenting realistic and applicable recommendations and proposals to enhance employee effectiveness, performance and commitment.

Summary of Findings

The following are the findings of the study:

1. The average age of the management staff was 48.38 years with a standard deviation of 9.79 years indicating that the management staff from the respondent SUCs were in their late 40's.
2. Majority of the management staff-respondents were females with 64 or 62.14 percent out of 103 respondents and only 39 or 37.86 percent were males.
3. The teaching personnel have the age distribution clustered around the mean value of 42.51 years with a standard deviation of 10.77. It shows that this group was generally in their early 40's.
4. Most of the teaching personnel were females with 107 or 55.15 percent, and only 37 or 44.85 percent males.

5. The average age of the non-teaching personnel was posted at 37.09 years old with a standard deviation of 9.52 years, indicating that they were in their early 30's.

6. The non-teaching group was dominated by females with 146 out of 184 or 79.35 percent and only 38 or 20.65 percent were males.

7. Majority from the three groups of respondents were married; 78 or 75.73 percent from the management staff; 142 or 73.20 percent from the teaching personnel and 114 or 61.90 percent from the non-teaching personnel. The single comprised 17 or 16.50 percent from the management staff, 44 or 22.68 percent from the teaching personnel and 63 or 34.24 percent from the non-teaching group.

8. The management staff length of service has an average of 19.42 years with a standard deviation of 8.89 years; the teaching personnel, 15.26 years with a standard deviation of 9.46 , and the non-teaching personnel, 10.09 years with a standard deviation of 8.23 years.

9. The management staff has 53 out of 103 or 51.46 percent with post-graduate degree in Ph.D./DM/Ed.D. and 29 or 28.16 percent were masters degree holders.

10. The highest number from the teaching personnel was 93 or 47.94 percent who were masters degree holder, followed by 33 or 17.01 percent who were PH.D./DM/Ed.D.

11. The highest number for the non-teaching personnel was 107 or 58.15 percent with a baccalaureate degree, followed by 50 or 27.17 who were master's degree holder.

12. The management staff proved to be the group benefited with the more number of days attendance in training and seminars (average= 4 days) followed by the teaching and non-teaching personnel (average = 2 days).

13. The management staff scored the highest number of 60 out of 103 or 58.25 percent indicating a very satisfactory (VS) performance rating while nine or 8.74 percent was given outstanding (O) rating performance.

14. On the part of the teaching personnel, 127 out of 194 or 65.46 percent indicated a very satisfactory performance (VS), while nine or 4.65 percent were outstanding (O).

15. The non-teaching personnel showed a high number of 127 out of 184 or 69.02 percent with a very satisfactory (VS) performance rating, while only 1 or 0.54 percent was outstanding (O).

16. Recruitment practices were assessed by the management staff as "often" practiced as evidenced by the obtained area mean of 3.54; the teaching personnel considered staffing practices as "sometimes" practiced as evidenced by the area mean of 3.43; the non-teaching personnel, assessed recruitment procedures as "sometimes practiced" based on the area mean of 3.46; and based on the grand area mean of 3.48, the recruitment procedures are generally perceived as "sometimes" practiced by the three groups of respondents.

17. As regard selection procedures, the obtained area mean of 3.72 indicates that the management staff assessed selection procedures as "often" practiced; the teaching personnel considered selection procedures as "often" practiced as indicated by the area mean of 3.80; the non-teaching personnel considered selection procedures as "often" practiced as evidenced by the obtained area mean of 3.75; and based on overall area mean of 3.76, the three groups of respondents assessed selection procedures in their respective SUCs as "often" practiced.

18. Along promotion and retention, the management staff assessed this aspect as "often" practiced based on the obtained area mean of 3.91; the teaching personnel it as "often" practiced as evidenced by the obtained area mean of 3.75; the non-teaching personnel assessed promotion and retention procedures as "often" practiced based on the obtained area mean of 3.74; and as a whole, the three groups of respondents assessed promotion and retention procedures as "often" practiced as evidenced by an over-all area mean of 3.82.

19. Along training and development, the management staff assessed this aspect of staffing as "often" practiced with an area mean of 3.66, while the teaching and non-teaching personnel considered it as "sometimes" practiced with area means of 3.50 and 3.35, respectively; and as a whole, the three groups of respondents assessed training and development practices as 'sometimes' practiced in their respective SUCs based on the overall area mean of 3.50.

20. Along recruitment, the grand means of 3.54, 3.46 and 3.43 assessed as "always" practiced provided by the management staff, teaching personnel, and non-teaching personnel of the Respondent- SUC's, respectively were subjected to a one-way analysis of variance to determine the significance of their differences. The computed F value of 0.177 turned out to be lesser than the critical/tabular F value of 3.238 at $\alpha = 0.05$ with degrees of freedom equal to 2 and 39. Hence, the hypothesis which states, "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices along recruitment" was accepted.

21. Along selection, the grand means of 3.80, 3.75 and 3.72 assessed as "often" practiced by the three groups of respondents were subjected to a one-way analysis of variance to determine the significance of their differences. The computed F value of 0.068 proved to be lesser than the critical/tabular F value of 3.238 at $\alpha = 0.05$ with degrees of freedom equal to 2 and 39. Thus, the hypothesis, "There are no significant differences among the perception of the three groups of respondents relative to staffing practices in the Respondent SUCs along selection" was accepted.

22. Along promotion and retention, the grand weighted means of 3.91, 3.79 and 3.74 given by the management staff, teaching personnel and the non-teaching personnel respectively were utilized to determine whether the observed differences were significant. The computed F value of 1.054 proved to be lesser than the critical/tabular F value of 3.119 at $\alpha = 0.05$ and degrees of freedom of 2

and 75. This led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to the staffing practices in the respondent-SUCs along promotion and retention."

23. The training and development practices were deemed "often" practiced by the management staff and rated "sometimes" practiced by the teaching personnel and non-teaching personnel. The obtained weighted mean was 3.66, 3.50 and 3.55 respectively of the three groups of respondents. The corresponding computed F value of 5.073 proved to be greater than the critical /tabular F value of 3.136 at $\alpha = 0.05$ and degrees of freedom of 2 and 66. Therefore, the hypothesis that "There are no significant differences among the perception of the three groups of respondent-SUCs along training and development" was rejected. A posteriori test using Scheffe's test was undertaken to find out which among the three-paired means differed significantly. Numerical differences were observed: 0.16 for management staff and teaching personnel, 0.31 for management staff and non-teaching personnel, and 0.15 for the teaching and non-teaching personnel. The computed F values for these pairs are 58.88, 221.03 and 51.75 respectively which proved to be greater than the critical/tabular F value of 6.27 at 0.05 level of significance and degrees of freedom = 2. Thus the aforementioned differences are evaluated as significant.

24. For commitment to schools as an organization, the corresponding weighted means of the responses of the three groups of respondents on the degree of organizational effectiveness in relation to commitment to school as an

organization were 4.25 or "Highly Effective", 3.97 or "Highly Effective" and 4.08 or "Highly Effective" respectively. The combined weighted means of the three groups of respondents resulted to a value of 3.98, which means "Highly Effective".

25. For commitment to work, the management staff deemed commitment to work as "Highly Effective" providing a weighted mean of 4.25. The teaching personnel also shared the same assessment of this area as "Highly Effective" by ascribing a weighted mean of 4.14. The same is true to the non-teaching personnel, which assessed this area as "Highly Effective" as evidenced by the weighted mean of 3.97. The combination of these grand means resulted to a value of 3.97, which also means "Highly Effective".

26. For commitment and relationship with peers, organizational Effectiveness in terms of commitment and relationship with peers was considered by all three groups of respondents as "Highly Effective". This area obtained weighted means of 4.23 from the management staff, 4.07 from the teaching personnel and 4.08 from the non-teaching personnel. The combined three grand means resulted to a value of 3.99, which also means "Highly Effective".

27. As regard commitment to the school as an organization, all three groups of respondents considered this area as "Highly Effective" based on the weighted means of 4.15, 3.97 and 3.83 respectively. The one way ANOVA was utilized to determine whether the differences among the mean were significant.

The computed *F* value of 50.876 turned out to be lesser than the critical/tabular *F* value of 3.354 at $\alpha = 0.05$ and degrees of freedom of 2 and 27. Thus, the corresponding hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent-SUCs along their commitment to the school as an organization" was rejected. Moreover, further comparison of Scheffe's test led to the conclusion that the differences among the three paired groups – management staff and teaching personnel, management staff and non-teaching personnel, teaching and non-teaching personnel are significant as evidenced by the computed *F* values of 32.40, 102.40 and 19.60 respectively. All of these computed values were greater than the critical *F* value of 6.71 at 0.05 level of significance and degrees of freedom = 2.

28. As regard commitment to work, the difference among the grand weighted means of 4.10, 3.95 and 3.85 given by the management staff, teaching personnel and non-teaching personnel respectively was evaluated in terms of the significance of their difference. Utilizing the one-way analysis of variance, the computed *F* value of 33.022 proved to be greater than the critical/tabular *F* value of 3.168 at $\alpha = 0.05$ and degrees of freedom of 2 and 54. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent SUC's along their commitment to work". Further comparison by the use of Scheffe's test led to the conclusion that the differences

among the three paired groups – management staff and teaching, management staff and non-teaching, teaching and non-teaching personnel- are significant based on the computed F value which are 23.75, 65.97 and 10.56 respectively. This proved to be greater than the critical F value of 6.34 at 0.05 level of significance and degrees of freedom = 2.

29. Along commitment and relationship with peers, all three groups of respondents signified commitment and relationship with peers as "Highly Effective" as evidenced by their weighted means of 4.15, 3.99 and 3.85 respectively. In as much as the computed F value of 66.294 turned out to be greater than the critical/tabular F value of 3.285 at $\alpha = 0.05$ and degrees of freedom 2 and 3, the hypothesis "There are no significant differences among the perceptions of the three groups of respondents relative to organizational effectiveness of personnel in the respondent SUCs along their commitment and relationship with peers" was rejected. Further comparison by the application of the Scheffe's Test led to the conclusion that the differences among the three paired groups – management staff and teaching personnel, management staff and non-teaching personnel, teaching and non-teaching personnel- are significant based on the computed F value of 17.07, 60.00 and 13.07 respectively which proved to be greater than the critical F value of 6.57 at 0.05 level of significance and degrees of freedom = 2.

30. The hypothesis that "There is no significant relationship between staffing practices along recruitment and employee organizational effectiveness"

was rejected along commitment to the school as an organization; and accepted for commitment to work and commitment to relationship with peers. Based on the correlation coefficients: 0.432 for commitment to school as an organization; 0.281 for commitment to work and 0.159 for commitment and relationship with peers, these values resulted to the computed absolute Fisher t values of 2.80, 1.71 and 0.94 respectively. For commitment to school as an organization the computed Fisher's t-value proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. For commitment to work and relationship with peers, the computed Fisher's t-value was lesser than the aforesaid critical/tabular value. Recruitment practices are, therefore, positively and significantly correlated to an employees' commitment to the school as an organization. Where prescribed recruitment procedures are practiced more often in SUCs, the corresponding level of employees' commitment to the school as an organization is high. Where recruitment procedures are less practiced, the corresponding level of employees' commitment to the school is likewise low.

31. The hypothesis that "There is no significant relationship between staffing practices along selection and employees' organizational effectiveness along the three areas" was rejected. Based on the correlation coefficients of 0.377 for commitment to school as an organization, 0.415 for commitment to work, and 0.909 for commitment and relationship with peers, the Fisher's t-values of 2.38, 2.66 and 12.72 respectively was greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. Selection practices, therefore, are positively and significantly

correlated to an employees' commitment to school as an organization. Where prescribed selection procedures are practiced more often, the corresponding level of employees' organizational effectiveness is high. Where selection procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low.

32. The values of correlation coefficients of 0.411 for commitment to school as an organization, 0.738 for commitment to work, and 0.356 for commitment and relationship with peers resulted to the absolute computer Fisher's *t*-values of 2.63, 6.37 and 2.22 respectively, which turned out to be greater than the critical/tabular *t*-value of 1.96 at $\alpha = 0.05$ and *df* = 34. This led to the rejection of the hypothesis that "There is no significant relationship between staffing practices along promotion and retention and employee's organizational effectiveness along the three areas". Where prescribed promotion and retention procedures are practiced more often, the corresponding level of employees' organizational effectiveness along these three areas is high. Where the prescribed procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low. Thus, promotion and retention practices are positively and significantly correlated to an employees' commitment to school as an organization and commitment to work. However, promotion and retention practices are negatively and significantly correlated with employees' commitment and relationship with peers. Where prescribed promotion and retention procedures are practiced more often, the corresponding

level of employees' organizational effectiveness in terms of their commitment and relationship with peers is low; and where the aforementioned procedures are less practiced, the corresponding level of employees' organizational effectiveness is high.

33. The values of correlation coefficients of 0.423 for commitment to school as an organization, 0.463 for commitment to work, and 0.969 for commitment and relationship with peers resulted to the absolute computed Fisher's t- values of 2.72, 3.05 and 22.71 respectively which proved to be greater than the critical/tabular t-value of 1.96 at $\alpha = 0.05$ and $df = 34$. This led to the rejection of the hypothesis which states that "There is no significant relationship between staffing practices along training and development and employees organizational effectiveness along the three areas". Training and development practices are positively and significantly correlated to an employees' organizational effectiveness in SUCs. Where prescribed training and development procedures are practiced more often, the corresponding level of employees' organizational effectiveness is high; where these procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low.

Conclusions

From the given findings, the following conclusions are drawn:

1. The management staff, teaching and non-teaching personnel of the 12 SUCs in Eastern Visayas herein considered possess the required qualifications in terms of merit and fitness based on their educational qualifications, performance rating of Very Satisfactory (VS), career and employee development as evidenced by the trainings and seminars attended. Majority are married and predominantly female employees with a noticeable age difference, which is normally expected of their rank and length of service. The management staff was the oldest in the group correspondingly with more number of years in terms of length of service, followed by the teaching personnel, and the last, the non-teaching personnel.

2. Staffing practices as perceived by the management, teaching and non-teaching personnel showed no significant difference in relation to recruitment, selection, promotion and retention. The assessment given by the three groups of respondents were more or less similar regardless of their rank and classification. Recruitment was assessed as "sometimes practiced," selection as "often practiced," and promotion and retention as "often practiced". However, the aspect of training and development showed significant difference since it was assessed as "often" practiced by management staff, but "sometimes" practiced by both the teaching and non-teaching groups.

3. Organizational effectiveness as perceived by the management staff, teaching and non-teaching personnel indicated significant differences as evidenced by their assessment in relation to commitment to school as an

organization, commitment to work, and commitment and relationship with peers. The management staff gave a higher rating to organizational effectiveness of personnel along these three areas, followed by the teaching personnel; while the lowest rating was given by the non-teaching personnel.

4. There is significant relationship between staffing practices and employees' organizational effectiveness as evidenced by the assessment of the management staff, teaching personnel and non-teaching personnel on the four areas of Recruitment, Selection, Promotion and Retention, Training and Development. Where prescribed staffing procedures are practiced more often, the corresponding level of employees' organizational effectiveness is high; where the staffing procedures are less practiced, the corresponding level of employees' organizational effectiveness is likewise low.

Recommendations

In the light of the findings and conclusions derived from this study, the following recommendations are presented:

1. The office entrusted the functions of staffing practices along recruitment, selection, promotion and retention, training and development should be further organized and strengthened in such a way that the head of office does not perform more than one function and is able to respond with greater attention to the nature of staffing activities. Likewise, a Job Effective Description (JED) specific to the functions of recruitment, selection, promotion

and retention must be formulated, printed and disseminated in order for the concerned personnel to understand the function of their role in what looks like a dreary assignment when such functions arise only at a given time.

2. The Human Resource Development Office (HRMO) which serves, as the overseer of most employee-related functions should have a finger on the pulse of the employee-relation issues more specifically on the staffing practices. Based on the size of the institution, the office should draw from among the institutions sharpest people to compose a quasi-permanent committee or team whose functions are mandatory – that is performing its functions and duties as required:

2.1 The HRMO should create a subsidiary Officer who is in charge of the functions under Recruitment. He must necessarily be prompt in the publication and notice of hiring on a grand scale over the local tabloid and broadcast media, or through newsletter and inter-office memorandum in order to have access to all the best prospects possible. This would safeguard the tendency of in-house prearranged positions.

2.2 An Officer or subsidiary personnel for Selection should be created to look into the activities of selecting prospective employees. He may not participate directly in the selection process as ascribed to the Personnel Selection Board, but he should look into the requirement of conducting a background investigation of the prospective employee before hiring takes place.

2.3 An Officer on Promotion and Retention should be on place that should serve as the gatekeeper to the institution's employee's practices, policies or records. He could help with the staffing requirements, legal issues, promotion and retention procedures.

2.4 An officer on Training should be included in the team of Human Resource Development. He should see training as an institutional necessity in order to update training procedures. He should address the competencies identified through needs analysis to determine the areas and issues of concern for the employees within the organization.

2.5 An Officer of Employee's Information Services should be created who must be entrusted the function to provide significant inputs on job-related information as to the details of the nature of work, compensations, retirement which can be part also of the Job Effective Description. When employees do not have information regarding the changes they will experience or have wrong information, rumors abound. What results is a drain of energy and time away from productive work, distrust of management and a disrupted work environment.

2.6 An Officer of Employee Assistance should be entrusted the function of helping employee's problems related to health, psychological problem or financial problem. He would have the access to many different internal and external resources to avert inside moneylenders and pseudo-businessmen.

3. There should be a solid platform of values and guiding principles that would continuously serve to motivate the employee to achieve organizational effectiveness.

3.1 His commitment to the school as an organization should be further strengthened and reinforced by his self-esteem, which enhances his individual worth to the institution through continuous self-assessment and recognition of his contribution to the organization as a whole.

3.2 Employee's commitment to work should be deepened through participation in special projects or task forces that would provide the employee the opportunity to learn new concepts, new techniques and further develop leadership characteristics.

3.3 An employee enjoys working in an environment where he gets along well with his employer. Commitment and relationship with peers should be reinforced with activities not only on the social level but also towards instilling spiritual bonding between and among employees and employer in intensive and frequent soul-searching sessions and activities.

4. The staffing practices on recruitment, selection, promotion and retention, training and development must be institutionalized and adhered to as mandated with a detailed, clear and measurable provisions on merit and fitness, to effect organizational effectiveness through career development, personal growth, self-enhancement, relationship and acceptance with peers.

5. There should be clarity and agreement on the issue of disparity in the incentives for the teaching and non-teaching personnel. This makes decision-making very complex and delayed. Conflicts arise between the demands of the teaching personnel and those of the non-teaching personnel. The satisfaction for training and development and extra incentives must be addressed for the non-teaching personnel who do not come at par with the teaching group. As much as high productivity, stability, efficiency, ability and skills are demanded from both groups, the demand for welfare and benefits must be a fair share. The Administrative Handbook must spell out clearly provision/provisions on incentives for the non-teaching personnel and a well defined staffing practice commensurate to career position and qualification.

6. A similar study could be conducted which will consider staffing practices as related to organizational climate.

7. A parallel study could be conducted among private higher education institutions in the Region.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

Approval of Research Title

March 7, 1998

DR. RIZALINA M. URBIZTONDO
 Dean, College of Graduate Studies
 Samar State Polytechnic College
 Cathalogan, Samar

Madam,

In my desire to start writing my dissertation proposal in my major field, may I have the honor to submit for approval one of the following problems, preferably No. 1:

1. "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC"s: A CORRELATIONAL STUDY."
2. "THE ROLE OF GRAPEVINE IN FACILITATING COMMUNICATION: BASIS FOR SOLVING GROUP CONFLICT OF PERSONNEL IN SUCs."
3. "COMPUTER BASED INFORMATION SYSTEM IN SUCs: A MODEL."

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, College of Graduate Studies

APPENDIX C

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

Assignment of Adviser

March 7, 1998

Dear Madam,

Please be informed that you have been designated as adviser of Mr. Meldrito B. Valles candidate for the degree, Doctor of Philosophy major in Educational Management who proposes to write a dissertation on "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY."

Thank you for your cooperation.

Very truly yours,

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Admiser

In 3 copies

1st copy - for the Dean

2nd copy - for the Admiser

3rd copy - for the Applicant

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

March 29, 2004

DR. BONIFACIO S. VILLANUEVA
 College President
 Leyte Institute of Technology
 Tacloban City

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph.D.
College President

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

March 29, 2004

DR. PACIENCIA P. MILAN
 University President
 Leyte State University
 Baybay, Leyte

Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC"s: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph.D.
College President

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

March 29, 2004

DR. LEONARDO L. MANALO
 College President
 Southern Leyte State College of
 Science and Technology
 Sogod, Southern Leyte

Sir:

Greetings!

In connection with the research which I am presently conducting entitled **“STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY”**, I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

March 29, 2004

DR. JUANITO S. SISON
 College President
 Palompon Institute of Technology
 Palompon, Leyte

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX H

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

December 1, 2004

DR. PEDRO DESTURA
 President
 University of Eastern Philippines
 Catarman, Northern Samar

Sir:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX I

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

February 7, 2005

The President
 University of the Philippines
 Tacloban City

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX J

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

February 10, 2005

The President
 TIMIST
 Calbayog, City

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY". I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph.D.
College President

APPENDIX K

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

February 10, 2005

The President
 Leyte Normal University
 Tacloban City

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph.D.
College President

APPENDIX I.

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

February 10, 2005

The President
 Naval Institute of Technology
 Naval, Leyte

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college: namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX M

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

February 10, 2005

The President
 Tomas Oppus Normal College
 Southern Leyte

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX N

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

February 10, 2005

The President
 Eastern Samar State College
 Eastern Samar

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX O

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Cathalogan, Samar

February 10, 2005

The President
 Samar State Polytechnic College
 Cathalogan, Samar

Sir/Madam:

Greetings!

In connection with the research which I am presently conducting entitled "STAFFING PRACTICES AND EMPLOYEE ORGANIZATIONAL EFFECTIVENESS IN SUC's: A CORRELATIONAL STUDY", I am, respectfully requesting permission from your good office to administer my survey questionnaire to three respondents of your college; namely: 1) Management, 2) Teaching Personnel, and 3) Non-Teaching Personnel.

Rest assured that responses would be kept strictly confidential.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) MELDRITO B. VALLES
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

(SGD.) SIMON P. BABALCON, Jr., Ph. D.
College President

APPENDIX P

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Cathalogan, Samar

QUESTIONNAIRE FOR EDUCATIONAL MANAGERS/
ADMINISTRATORS, TEACHING AND
NON-TEACHING PERSONNEL

Dear Respondent,

This survey questionnaire intends to gather data and information to analyze the existing practice of SUC's in Eastern Visayas Region relative to the staffing practices of recruitment, selection, promotion and retention, training and development and how these affect employees effectiveness to the organization.

The valuable information that you would provide to the researcher will give him inputs and insights to be able to determine corrective measures and subsequently a proposal to this effect.

Your wholehearted cooperation by answering honestly all the questions is solicited. Please do not leave any item blank. Rest assured that your answers to all the items would be held in strict confidentiality.

My most profound gratitude for your cooperation, patience and for unselfishly sharing your precious time.

(SGD.) MELDRITO B. VALLES
Researcher

PROFILE MANAGEMENT LEVEL

PART - I RESPONDENT'S PROFILE

1. Name (Optional) _____

2. Age: _____ 3. Sex: _____ 4. Civil Status _____

5. Name of SUC: _____

6. Number of years in service with the current employer: _____

7. Present Position: _____

8. Educational Qualification:

Ph.D /Ed.D. _____ Major: _____ Year Completed: _____

Ph.D. (CAR) _____ Ph.D. Units earned: _____

M.A. _____ Major: _____ Year Completed: _____

M.A. (CAR) _____ MA Units earned: _____

B.S. Degree _____ Major: _____ Year Completed: _____

Others please specify: _____

9. In-Service Training Attended (inclusive last two years)

Title of Seminar/Conference/Training	Inclusive Dates	Sponsoring Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Performance Rating for the last two years

Year

Performance Rating

_____	_____
_____	_____
_____	_____

PROFILE TEACHING PERSONNEL

PART - I RESPONDENT'S PROFILE

1. Name (Optional) _____

2. Age: _____ 3. Sex: _____ 4. Civil Status _____

5. Name of SUC: _____

6. Number of years in service with the current employer: _____

7. Present Position: _____

8. Educational Qualification:

Ph.D./Ed.D. _____ Major: _____ Year Completed: _____

Ph.D. (CAR) _____ Ph.D. Units earned: _____

M.A. _____ Major: _____ Year Completed: _____

M.A. (CAR) _____ MA Units earned: _____

B.S. Degree _____ Major: _____ Year Completed: _____

Others, please specify: _____

9. In-Service Training Attended (inclusive last two years)

Title of Seminar/Conference/Training	Inclusive Dates	Sponsoring Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Performance Rating for the last two years

Year	Performance Rating
_____	_____
_____	_____
_____	_____

PROFILE NON-TEACHING PERSONNEL

PART - I RESPONDENT'S PROFILE

1. Name (Optional) _____

2. Age: _____ 3. Sex: _____ 4. Civil Status _____

5. Name of SUC: _____

6. Number of years in service with the current employer: _____

7. Present Position: _____

8. Educational Qualification:

Ph.D./Ed.D. _____ Major: _____ Year Completed: _____

Ph.D. (CAR) _____ Ph.D. Units earned: _____

M.A. _____ Major: _____ Year Completed: _____

M.A. (CAR) _____ MA Units earned: _____

B.S. Degree _____ Major: _____ Year Completed: _____

Others please specify: _____

9. In-Service Training Attended (inclusive last two years)

Title of Seminar/Conference/Training	Inclusive Dates	Sponsoring Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Performance Rating for the last two years

Year

Performance Rating

_____	_____
_____	_____
_____	_____

PART - II QUESTIONNAIRE

Direction: Read each item carefully and check (✓) the appropriate scale to describe the way you honestly perceive the observance of staffing practices in your school along the four areas considered:

- | | | |
|---|---------------------|------|
| 5 | Always Practiced | (AP) |
| 4 | Often Practiced | (OP) |
| 3 | Sometimes Practiced | (SP) |
| 2 | Rarely Practiced | (RP) |
| 1 | Not Practiced | (NP) |

Areas/Indicators	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
1. RECRUITMENT					
1.1 Posts notice for job application to newly created positions.					
1.2 Job posting includes a clear job description and compensation					
1.3 Specifies the standard qualification for applicants as to education and employment experience.					
1.4 Publishes notice for hiring through newsletter or inter-office memo.					
1.5 Makes use of the local media for advertisement to attract potential employees					
1.6 Allows the Human Resource Management Officer a free hand to perform the function in planning and recruitment process.					
1.7 Line managers work with HRMO in attracting the best qualified people to the job.					
1.8 Recruits applicant pool from internal sources.					
1.9 Recruits applicant pool from external sources					
1.10 Management meddles with the recruitment process by endorsing recommendees coming from government officials.					
1.11 Employs confidential research to fill up a vacant or newly created position.					
1.12 Employs recruitment by employee's referral.					
1.13 Line managers exercise influence in the recruitment of applicants either by internal or external recruitment					
1.14 Observes strictly the process according to the provisions of the Civil Service Commission					
1.15 Others, please specify:					

Areas/Indicators	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
2. SELECTION					
2.1 Creates a Personnel Selection Board.					
2.2 Selects applicants on the basis of Merit and Fitness through competitive exams, resumes, interview					
2.3 Displays objective management discretion in accordance with CSC policies on Merit and Promotion Plan.					
2.4 Head of Office exercises sole prerogative in selecting members to compose the Selection Board.					
2.5 Follows the step process from initial screening to final hiring of applicants					
2.6 Follows criteria that is job related					
2.7 Sets standard that is consistent and fair following the provisions of the College Code					
2.8 Except for new positions, selection to an existing vacancy considers the next in rank position who meets the qualification requirements for the position to be filled.					
2.9 HRMO maintains a record of deliberation by the Selection Board which shall be available for inspection by the SCS or its duly authorized representative					
2.10 selection is kept confidential until after the appointment is officially issued.					
2.11 Considers the selection of applicants who falls short of the qualification but with strong endorsement from the head of institution or political official.					
2.12 Practices "Midnight Appointment" in the selection process.					
2.13 Takes immediate action to protest filled relative to unfair selection before the case is elevated to the higher office.					
2.14 The Board of Trustees takes the upper hand in the selection of prospective employee.					
2.15 Others, please specify: _____ _____					

Areas/Indicators		5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
2. PROMOTION AND RETENTION						
3.1	The composition of the College/University Selection & Promotion Board is a fair representation of officials and personnel pursuant to the provisions of the College Code and the policies of the CSC.					
3.2	Promotion to a higher position is based on the provision of the College Code in accordance with the policies of the CSC.					
3.3	Promotion is determined by the following criteria:					
3.3.1	Performance					
3.3.2	Educational Qualification					
3.3.3	Experience and Professional Development					
3.3.4	Physical and Personality Traits					
3.3.5	Potential					
3.4	Employees in any department/office who occupy the next lower position is considered for promotion on the basis of competence, qualification and appropriate Civil Service Eligibility					
3.5	Employees in any department/office who are not next-in-rank positions but who meet the minimum requirements and appropriate Civil Service Eligibility are considered for promotion to a vacant position.					
3.6	The appointing authority or head of office reserves the right to promote an employee who is next-in-rank but who possesses superior qualification and competence compared to the next-in-rank employee.					
3.7	The appointing officer reserves the right to promote an employee of his own choice and preference.					
3.8	The promotion of an employee is based on a very satisfactory service for the last rating period.					
3.9	The College Selection Board exercises the function of adopting a formal screening procedure and the formulation of criteria for the evaluation of candidates for promotion.					
3.10	Lack of confidence disqualifies an employee from promotion.					
3.11	An employee who is on local or foreign scholarship or training grant, or on maternity leave is disqualified for promotion.					

Areas/Indicators	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
3.12 The HRMO publishes the vacant position for application by interested and qualified employees.					
3.13 The HRMO draws a list of employees who are qualified and competent for promotion to the vacancy together with the incumbent of position next in rank.					
3.14 The promotion of an employee is made effective through recommendation or endorsement by government official or head of office.					
3.15 Permanent appointments even if they do not meet the standard qualification for specific positions continue to serve in permanent capacity but cannot be promoted to a higher position until the qualification requirements are met.					
3.16 Permanent positions are protected by security of tenure.					
3.17 A probationary period given an employee in his initial entry into a new position.					
3.18 Probationary period is observed before an appointment to a position automatically becomes permanent.					
3.19 Transfer of employee from one department or division requires the consent of the employee concerned after due information and justification are made for the transfer.					
3.20 employee who voluntarily resigned and seeks employment is reinstated to same level or position previously occupied before his resignation.					
3.21 Employee who voluntarily resigned and seeks reemployment undergoes the step process of recruitment and selection.					
3.22 Employees, both teaching and non-teaching are given permanent status upon completion of the required training program/scholarship grants to satisfy the deficiency of their qualification.					
3.23 Others, please specify: _____ _____					

Areas/Indicators	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
4. TRAINING AND DEVELOPMENT					
4.1 Management offers a training program to help employees gain particular job skills and technique that will help them contribute to achieving organizational goals.					
4.2 The training program is a continuing long-term program for personnel development.					
4.3 The HRMO helps in planning career and personnel development activities by an updated assessment of personnel needs in tie-up with organizational needs.					
4.4 HRMO sets a program for orientation and re-orientation of new employees.					
4.5 Middle management development program is an annual/semi-annual activity.					
4.6 Management creates an environment or Work climate conducive to the development of personnel skills, talents and values.					
4.7 The program integrates every department personnel development plan with the institutional plan as basis to all career and personnel development activities in school.					
4.8 Career and personnel development plan includes such provision as:					
4.8.1 Merit Promotion					
4.8.2 Performance Evaluation					
4.8.3 In-Service Training					
4.8.4 Foreign and Local Scholarship/ Training					
4.8.5 Recreation					
4.8.6 Job Training					
4.9 Academic and non-academic departments tie-up with the HRMO in planning training and development program.					
4.10 The HRMO takes the initiative in proposing to the different department / offices the needed personnel training and development program.					
4.11 The performance appraisal or evaluation system serves as the basis for training and development needs of personnel and employees to improve performance and assess professional growth.					
4.12 Every department provides an in-service training and continuing development program.					
4.13 Resource persons or skilled trainers, technical consultants, experts relative to the training program are hired from outside agencies.					

Areas/Indicators	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)
4.14 A comprehensive training and development program of personnel is presented annually with previous evaluation-inventory as an assessment or follow-up on the scale of progress and needs.					
4.15 Management gives budgetary support/ allocation for the training purpose of the Human Resource Development Program.					
4.16 Management ensures that every department shall have undertaken at least one planned human resource development during the year.					
4.17 Management encourages personal and professional development of personnel and employees as a responsibility imposed upon them for organization performance and productivity.					
4.18 Management provides pre-retirement counseling for employees.					
4.19 Others, please specify: _____					

PART - III ORGANIZATIONAL COMMITMENT

Direction: Check (✓) the appropriate scale to describe the degree to which management and personnel manifest organizational commitment to work, organization and peers:

- | | | |
|---|----------------------|------|
| 5 | Extremely Effective | (EE) |
| 4 | Highly Effective | (HE) |
| 3 | Moderately Effective | (ME) |
| 2 | Slightly Effective | (SE) |
| 1 | Not Effective | (NE) |

Areas/Indicators	5 (EE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)
TO WORK					
1. Observes strictly job Effective Description (JED) of office function.					
2. Relates job to the mission-vision and goals of the institution.					
3. Observes the general policies necessary and proper for the administration and development of the educational institution.					
4. Head of institution and departments supervise all administrative officers and employees under their domain.					
5. Personnel welcomes routine supervision as part of office function and responsibility.					
6. Find ways and means to advance the academic, financial, physical and other facilities of the institution.					
7. Implements and follows all policies in consonance with the mission-vision of the institution; complies with all legal requirements and observes accordingly all educational standards.					
8. Directs, distributes, and coordinates the work of the entire system and exercises systematic planning on all activities geared towards the achievement of the school's vision mission and goals.					
9. Demonstrates effective and stimulating educational leadership and keeps the line of communication open between management and the academic community.					
10. Represents the school in all external relations with the general public and other agencies.					
11. Fosters good public relation with religious and civic groups.					

Areas/Indicators	5 (EE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)
12. Establishes linkages with other agencies to provide opportunity for assistance and support					
13. Makes decision on matters directly affecting one's function in proper consultation with personnel concerned					
14. Exercises responsibility for the enforcement of discipline and the maintenance of satisfactory work standard.					
15. Exemplifies professional leadership and executive ability in resolving individual or group conflicts and personal disputes.					
16. Plans and implements strategies to improve and maintain job efficiency.					
17. Exercises academic freedom within bounds of intellectual honesty and reasoning.					
18. Exercises professionalism in all aspects of work.					
19. Reports to office regularly and on time, and renders service beyond the call of duty.					
20. Others, please specify: _____ _____					
TO ORGANIZATION					
1. Fosters cooperation, unity and open communication among the members of the academic community.					
2. Promotes the best interest of the faculty, personnel and student body					
3. Maximizes the resources of the institution both human and material for the attainment of satisfactory working condition.					
4. Subscribes to the institutional program of training and development as well as professional growth.					
5. Participates in any school, civic and community activities.					
6. Demonstrates personal loyalty and cooperation for the good of the organization.					
7. Speaks highly of the institution and his colleagues					
8. Brings the institution to a higher level of competitiveness through participation in competitive activities					
9. Is more progressive minded in advancing the goals of the institution and not only his office or department.					

Areas/Indicators	5 (EE)	4 (HF)	3 (MF)	2 (SE)	1 (NE)
10. Is more concerned with common goals rather than personal achievements					
11. Others, please specify: _____ _____					
TO PEERS					
1. Deals with peers tactfully and diplomatically in formal and informal meetings.					
2. Maintains a high degree of professionalism and respect for one another.					
3. Offers professional assistance on job-related activities.					
4. Maintains open communication among members of the academic community.					
5. Is approachable and gets along exceptionally well with co-workers and colleagues.					
6. Helps others without compromising rules and property					
7. Participates in voluntary activities conducive to faculty and personnel well-being and welfare.					
8. Is fair and objective in resolving individual or group conflicts and personal disputes.					
9. Makes decision with due respect to the line of authority of personnel concerned.					
10. Respects the opinion of others in group meetings and discussions.					
11. Uses the art of human relations in handling grievances and complaints.					
12. Maintains a high sense of professionalism and respect for everyone in the academic community regardless of position and authority.					
13. Others, please specify: _____ _____					

CURRICULUM VITAE

CURRICULUM VITAE

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 Residence Address : 363 San Bartolome St.
 Cathalogan, Samar
 Office Address : Samar State University
 Cathalogan, Samar
 Email Address : melval2002@yahoo.com
 Present Position : Associate Professor 2
 Dean, College of Arts & Sciences
 Date of Birth : February 20, 1947
 Place of Birth : Cathalogan, Samar
 Civil Status : Single

EDUCATIONAL ATTAINMENT

Elementary : Sacred Heart College
 Cathalogan, Samar
 Secondary : Sacred Heart College
 Cathalogan, Samar
 Associate in Arts : Sacred Heart College
 Cathalogan, Samar
 WITH HONORS
 Bachelor of Arts : University of Santo Tomas
 España, Manila
 Bachelor of Science in Education : Sacred Heart College
 Cathalogan, Samar
 Master of Arts major in English : University of Santo Tomas
 España, Manila

Doctor of Philosophy (Major: Educational Management)	Samar State University Cathalogan, Samar 2005-2006
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RECOGNITION

Family Service Award	:	Sacred Heart College March, 1995
Outstanding College Instructor	:	Department of Education, Culture and Sports Tacloban City, June 1990
Most Outstanding Faculty	:	Sacred Heart College December, 1990
RVM Outstanding Alumnus	:	300 th Foundation Jubilee Congregation of the Religious of the Virgin Mary Cebu City January 1984
Faculty Service Award	:	Sacred Heart College March, 1984

CERTIFICATE OF APPRECIATION as member of the Board of Judges, 6th Ibabao Tandaya Regional Festival of Festivals, 8th Leyte Kasadya-an Festival of Festivals, Leyte Provincial Tourism, June 29, 2003.

CERTIFICATE OF RECOGNITION Executive Chairman in the beauty search, Mutya Han Samar, Samar Day Celebration, Provincial Government of Samar, August 9, 2003.

CERTIFICATE OF RECOGNITION Trainer Regional Massive Upgrading Program of Teachers in Humanities, CHED Region VII, September 28, 2001.

CERTIFICATE OF APPRECIATION Invaluable Service, Dedication and Commitment as Reviewer 2000-2001, LFT Review, Samar State Polytechnic College, August 13, 2001.

PLAQUE OF COMMENDATION as Vice President and Chairman – Program Script Committee, Balaug Arts Society, August 22, 1999.

CERTIFICATE OF COMMENDATION for coordinating DULAANG UP Visayan Tour in Samar State Polytechnic College, Dulaang Unibersidad ng Filipinas, January 16, 1999.

CERTIFICATE OF MERIT AND RECOGNITION as Speaker – Facilitator Editorial Concepts and Editorial Writing, Regional Workshop on Campus Publication Management, CHEDRO 8, February 24 – 25, 1999.

CERTIFICATE OF MERIT AND RECOGNITION Editorial Board Coordinator, "Balitaw", CHEDRO 8, Tacloban City, June 7, 1999.

CERTIFICATE OF RECOGNITION Trainor Regional Massive Upgrading Program for General Education in Language, CHED Region VIII, November 15, 1998.

CERTIFICATE OF RECOGNITION as Program Coordinator and Master of Ceremony Provincial Oath – Taking Ceremony of newly elected Provincial Officials, Office of the Governor, Cathalogan, Samar, July 2, 1998.

CERTIFICATE OF APPRECIATION for his unselfish support and valuable services as Resource Speaker, "Importance of Communication for Community Mobilization", Social Reform Agenda, February 18, 1998.

CERTIFICATE OF RECOGNITION Editorial Board Coordinator, "Balitaw" the Official Quarterly Publication of CHED RO 8, Tacloban City, December 29, 1998.

CERTIFICATE OF MERIT AND RECOGNITION as Lecturer on Feature Writing, Regional Tertiary Schools Press Conference, CHED RO, November 18 – 19, 1998.

PLAQUE OF RECOGNITION as Member of the Executive Council and Chairman for the Province – Wide Beauty Search "Mutya han Samar", Province of Samar, Office of the Governor, August 10, 1997.

CERTIFICATE OF PARTICIPATION as a Resource Speaker Seminar – Workshop on Environmental Journalism for Campus Writers in Region VIII, VISCA, September 12, 1997.

CERTIFICATE OF PARTICIPATION as Resource Speaker in the Orientation Conference - Workshop on the Centennials of Philippine Revolution, Division of Samar, Hotel Maqueda Bay, October 17 - 19, 1996.

GRATEFUL APPRECIATION for his unwavering Support and Commitment in the Propagation of Samaranon and Leyteño Art and Culture, in Poetry and Music, on the Occasion of the First Song Writing Competition, Balalug Arts Society, August 22, 1996.

CERTIFICATE OF APPRECIATION for graciously extending his wholehearted support in planning and organizing the motif for the Homecoming Cultural Parade depicting the theme, "Paglipay, Pagkaurusa, Pagkatitirok", SNS Grand Alumni Homecoming, April 25, 1998.

PLAQUE OF RECOGNITION in sincere acknowledgement and recognition of his invaluable service, dedication and loyalty to the upliftment of Christian Education, SHC Alumni Association, Catbalogan, Samar, April 8, 1995.

CERTIFICATE OF RECOGNITION of his invaluable assistance, professional commitment and service rendered during his 25th year of service as Dean of Liberal Arts, Internal - External Affairs, and SHC Alumni Association Coordinator and Dedication to the Arts, SHC Batch '84 Foundation, Catbalogan, Samar, April 10, 1995.

PLAQUE OF RECOGNITION in recognition of his unselfish dedicated effort and exemplary conduct of leadership and management of the Catbalogan, Town Fiesta '95 activities and for making the Saint Bartholomew Bicentennial Celebration a big success and a meaningful occasion SL Bartholomew Bicentennial Celebration, Catbalogan Samar, August 23, 1995.

PLAQUE OF APPRECIATION in grateful recognition of his outstanding, exemplary and invaluable service to the SHC Alumni Association, as Alumni Coordinator, SHC Alumni Association, April 8, 1994.

COMMAND APPRECIATION in grateful appreciation and recognition of the invaluable support to the 8th Infantry Division, Philippine Army Up-Up Samar Island Movement, Commanding General 8th Infantry Division, Camp Lukban, Catbalogan, Samar, October 1, 1993.

CERTIFICATE OF RECOGNITION in grateful recognition of his wholehearted support and cooperation in the conduct of the activities and program of the municipal celebration of Catbalogan Town Fiesta, Municipality of Catbalogan, December 19, 1990.

CERTIFICATE OF RECOGNITION for outstanding and valuable service rendered as Speaker on editorial Writing, Division Seminar – Workshop on Campus Journalism, Samar National School, September 30, 1988.

ELIGIBILITY

Professional Career Civil service

Civil Service Examination for Teachers

WORK EXPERIENCE

Dean, College of Arts and Sciences, Samar State University, Catbalogan, Samar, 2003 - date.

Associate Professor II, Samar State University, Catbalogan, Samar, 1997 – date.

Head, Audio – Visual Production Center, Samar State Polytechnic College 1995 – 2003.

Assistant Board Secretary and Chairman Cultural Affairs, Samar State Polytechnic College, 1995 – 1998.

Adviser, Student Publication, The Tradesman, Samar State Polytechnic College, 1996 - 2003.

AB Program Head, Sacred Heart College, Catbalogan, Samar, 1975 – 1995.

Head, Student Affairs, Sacred Heart College, Catbalogan, Samar, 1992 – 1993.

Head, Internal – External Affairs, Sacred Heart College, Catbalogan, Samar, 1985 – 1993.

Administrative Assistant to the Directress, Sacred Heart College, Catbalogan, Samar, 1993 – 1994.

Administrative Assistant for External Affairs, Sacred Heart College, Catbalogan, Samar, 1994 – 1995.

Coordinator, student Affairs, Sacred Heart College, Catbalogan, Samar, 1978 – 1979.

College Instructor, Sacred Heart College, Cathalogan, Samar, 1969 - 1995.

SEMINARS/TRAININGS/CONFERENCES ATTENDED

NATIONAL:

AACUP Annual National Conference,
Century Park Hotel, Malate, Manila.
February 16 - 17, 2005

National Conference on IT Education,
Phil. Society of Information Technology Educators,
Angeles University Foundation,
Angeles City
October 21, 2005

Inkblots 2003 Fifth UST National Campus Journalism Fellowship,
UST, October 25, 2003

National Conference on the Filipino Teacher,
UP Science Training Center,
February 1 - 3, 2001

Course on Organizing and Maintaining Audiovisual Materials
SOFIA, Palm Plaza Hotel, Malate Manila.
August 30 - 31, 2000

First National Assembly of Colleges of Arts and Sciences,
Philippine Normal College, Manila, January 30 - 31, 1997

Value-Based Management and Quality Leadership,
RVM Commission on education,
Tagaytay City, August 27 - 31, 1992

8th APCAS National Conference,
PNC Taft Metro Manila.
July 24 - 25, 1987

Valued Education: Alternative Approaches and Strategies,
World Council for Curriculum and Instruction, Uni. of Life,
Pasig Metro Manila.
June 2 - 3, 1986.

Conference on Values Education
MECS Higher Ed., La Salle Greenhills.
May 30 – 31, 1985

REGIONAL/LOCAL:

Seminar on School Accreditation,
EVAPS, CHED RO VIII,
Tacloban City, March 8 – 9, 1996

Current Trends in Language Teaching,
USC Department of Language,
Cebu City, October 19 – 21, 1995

Regional Tertiary Schools Press Conference,
CHED Candahug, Palo Leyte
November 9 – 10, 1995

Enhancement Seminar – Workshop for College Instructors,
CHED RO 8, November 28 – 30, 1994

Development of a 5 – Year English Program for Tertiary Level,
DECS, September 28 – 29, 1994

Management Conference of Secondary School Heads,
DECS RO 8, December 1 – 2, 1993

Plan Integration Conference – Workshop on Higher Education
DECS RO 8, July 30 – 31, 1992

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