

**ORGANIZATIONAL RESOURCE MANAGEMENT AND PROCESSES
OF CAGAYAN STATE UNIVERSITY: ITS EFFECT
ON JOB PERFORMANCE**

CHARISMA V. PARAISO

Doctor of Business Management

ABSTRACT

This descriptive research assessed the organizational management resources and processes of Cagayan State University and determined its relationship to faculty job performance. The randomly selected faculty members occupying regular plantilla positions and purposively sampled administrators of the different campuses of Cagayan State University were the participants of the study. Data were gathered through a validated questionnaire and interview guide. Results revealed that tuition fees, miscellaneous fees, service income, fiduciary fees and business income are the University's income generating sources. These resources are allocated for the operations of the Research and Development, Capital outlays, Faculty Development, Student Development, Maintenance and Operating Expenses, Curriculum Development and for its Extension Services. Results revealed that a "great" extent to which the resource management were applied in human, financial, physical and technological aspects of the university and also in the implementation of the processes such as instruction, research, extension and production. Process improvements were also observed in hiring, promotion and compensation, conduct and evaluation of researches, monitoring of extension programs and profit sharing of production. In effect, job performances of employees were at very satisfactory level. Inferential test revealed that no significant difference exists on the participants' assessment of the extent of implementation of the different processes involved in the four functions of the University as well as their job performance level.

Keywords: *Resource management, organizational management, management processes*

INTRODUCTION

A performance appraisal or performance evaluation is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of the employees' characteristics are considered as well, such as behavior, accomplishments, potential for future improvement, strengths, weaknesses and a lot more. A central reason for the utilization of performance evaluation is performance improvement initially at the level of the individual employee, and ultimately at the level of the organization. Other fundamental reasons used as basis for employment decisions include promotions, terminations, transfers and others. It will also serve as a criteria in research (e.g., test validation), to aid with communication (e.g., allowing employees to know how they are doing) and organizational expectations to establish personal objectives for training programs for transmission of objective feedback for personal development. Performance marks the success or failure of any organization. Performance, however, emerges from the collective achievements of the members who make up the organization. A member whose performance is not at par with what is expected of him may therefore directly or indirectly affect the operations of the organization.

Cagayan State University (CSU) is an organization which focuses on rendering services to the community; specifically, services which are in line with its mandated functions of Instruction, Research, Extension and Production. Just like any organization, CSU has its resources like human, financial, physical and technological resources for use in order to attain its mission and vision. CSU uses these resources in order for the institution to achieve its desire to become a lead institution in Region II in providing quality education. The way CSU uses its resources and applies the processes efficiently and effectively is a challenge on the part of the institution's management.

Management should focus on how the University manages its resources especially "manpower" which is considered as the most important resource in any organization. Manpower resources present the most complex problem in any organization because managing people is

very different from managing other resources. People in the workplace bring with them positive and negative emotions and attitudes which determine their personal efficiency and often spell their organization's survival.

The role of management is to assess and recognize how an educational system satisfies its faculty members for them to perform their job in relation to the processes the university performs. Since, the human resources, specifically, the faculty members in the institution are considered the most important resource in an organization, it is just proper to concentrate this study on them on how satisfied are they with their jobs as faculty members as reflected in their performance and assess the CSU management's efficiency and effectiveness in using its resources for them to perform efficiently.

Conceptual Framework

Resources are very important in any organization. This is what the organization use in order to perform or to continue with its operations. Since, CSU is an organization which is focused on providing education to the people of Region 02, it uses human, financial, physical and technological resources. In properly utilizing these resources, its management applies different processes like planning, organizing, directing and controlling. This is also a way to manage its resources in order for the University to achieve its mission and vision. But, the concern of any organization for that matter is its employees because no matter how good the management is in handling its money or financial resources, in putting up buildings and other facilities and having new trends of technology if it neglects to focus itself on the most important resource which is its human resources, the organization will never become successful. The focus of CSU is to ensure effectiveness and efficiency on the way the resources and processes are used to attain satisfaction on the part of the workers specifically the faculty members. No matter how authoritative the institution is, it has to satisfy the needs of its members and do so within the University's capacity. The implication for the management of CSU is that the first step in satisfying employees particularly the faculty which lies in recognizing that people act in accordance with their own interests as defined by their

needs. Satisfying faculty in order for them to contribute their efforts in accomplishing organizational tasks requires the administrators to make it possible for faculty and employees to satisfy their needs by making such contributions. There are four mandated functions of the university, namely: instruction, research, extension and production or income-generation. The study focuses on assessing the management resources of the university and the implementation of the management processes of planning, organizing, staffing, directing and controlling along the four functions of the university. These resources and the implementation of the management processes influence the performance level of the participants.

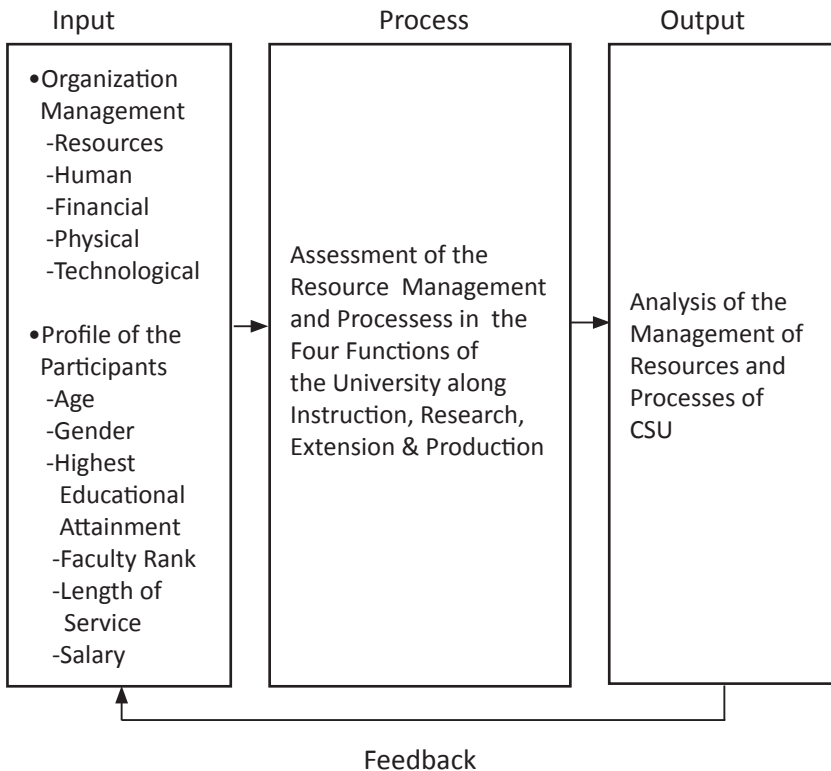


Figure 1. Schematic representation of the variables included in the study

Statement of the Problem

This study attempted to assess the organizational management resources and processes of Cagayan State University and to determine its relationship to job performance.

Specifically, it sought to answer the following questions:

1. What is the profile of the participants and of their campus in terms of age; gender; highest educational attainment; faculty rank; length of service; salary; and campus profile?
2. How are the resources of CSU being sourced, allotted and utilized?
3. What is the participants' assessment of the resources management in the four functions of the university such as Human, Financial, Physical, and Technological?
4. As perceived by the participants, to what extent are the following processes implemented in the four functions of the university?
 - 4.1 Instruction: Hiring, Promotion and Compensation
 - 4.2 Research: Agenda setting, Proposal preparation, Conduct and implementation , Presentation and publication
 - 4.3 Extension: Agenda setting, Project Proposal preparation, Implementation, and Evaluation
 - 4.4 Production or Income-Generation: IGP Proposal preparation, Implementation and Evaluation
5. What are the process improvements of the university?
6. Is there a significant difference in the participants' assessment as to the extent of implementation of the different processes in the areas of Instruction, Research, Extension and Production when they are grouped by campus in the following areas?
7. What is the job performance of the faculty-participants for the last three rating periods?

8. Is there a significant relationship between the participants' assessment of management resources and processes and his job performance level?

METHODOLOGY

Research Design

The research was designed using the descriptive method. It was used to describe the prevailing resource management and organizational processes at Cagayan State University along human, financial, physical and technological aspects. The management processes with respect to Instruction (i.e. hiring, promotion and compensation in Instruction); Research (i.e. agenda setting, proposal preparation, conduct and implementation, and presentation-publication); Extension (i.e. agenda setting, project proposal preparation, conduct and implementation, and evaluation); Production (i.e. proposal preparation, implementation and project evaluation in production or income-generation).

Participants of the Study

The participants of this study were the randomly selected faculty members (n=472) of CSU occupying regular plantilla positions but without designations. Administrators who were directly involved in the University's resource management and organizational processes were also involved as participants (i.e. Campus Executive Officers, Vice Presidents, Deans and Business Officers in each campus).

Research Instruments

The survey questionnaire and the interview guide were the data gathering instruments used in the study. The questionnaire used was composed of three parts: Part I elicited about the profile of the participants, Part II was composed of two parts, A and B. In Part A, the participants assessed the resources in their organization in terms of human, financial, physical and technological aspects, and in Part B, the participants assessed the extent of how CSU implemented its processes. The questionnaire was pre-tested, improved and validated in order to obtain reliable data. The

interview guide was used to obtain information from the administrators relative to the resource management and processes of the University.

Data Gathering Procedure

A well prepared and validated questionnaire was floated to randomly selected faculty members and designated officials of CSU. In case the participant cannot answer the question properly, an interview was used as a follow-up. The following were the data gathering procedures used in the study.

1. A written request by the researcher was forwarded to the President of the University, to permit the researcher to conduct the study and allow her to float the questionnaire to the randomly selected tenured faculty members and designated officials in the different campuses of CSU.
2. The data gathered and obtained through the use of the questionnaire were tabulated, analyzed and interpreted.

Data Analysis

The data were encoded using Excel worksheet and were later analyzed using SPSS Version 16. To describe and categorize the analyzed data, descriptive statistics involving frequency counts, percentages, means, and standard deviations were used.

The weighted mean for each statement were computed and interpreted using the following arbitrary scale:

Mean Range	Qualitative Description
4.20-5.00	Very Great extent
3.40-4.19	Great extent
2.60-3.39	Moderate extent
1.80-2.59	Little extent
1.00-1.79	Least extent

The One-Way Analysis of Variance (ANOVA) was used to test for significant difference in the participants' assessment as to the extent of implementation of the different processes when they are grouped by campus in the areas of Instruction, Research, Extension and Production. Post hoc analysis used the Scheffe test. The Pearson Product-Moment correlation was used to correlate organizational management of resources and processes with job performance of the faculty members and designated officials.

RESULTS AND DISCUSSION

Profile of the participants

Most or 30% of the participants have ages ranging from 30-59 years old. The data showed that 58% of the participants are female while 42% are male. In terms of educational attainment, there are 63 Master's degree holders, followed by 35 Doctorate degree holders, and 2 Bachelor's Degree holders. Majority or (55%) of the participants occupy the position of Assistant Professor. Also, the study is generally composed of teachers who had been in the teaching service for ten years or more. The results also revealed that participants' mean salary is P31,468.95 which implies that teachers of Cagayan State University received compensation that is almost close to the average monthly compensation of teachers in the Philippines which is P32,955.00 based on (<http://www.salaryexplorer.com/salarysurvey.php> : retrieved January 12, 2015).

Profile of the Campus

The first three (3) CSU campuses with the highest yearly enrolment are Carig, Andrews and Aparri campuses. The mean annual enrolment for all CSU campuses is 35,081. Andrews, Carig and Aparri campuses are the first three (3) campuses that have the most number of academic curricular programs. Andrews' campus has 23 Curricular Programs while Carig and Aparri campuses have 21 and 15 curricular programs, respectively. The first three (3) CSU campuses with the highest number of regular faculty are Carig, Andrews and Aparri campuses with 129, 104 and 55 regular faculty, respectively. CSU has a total of 474 regular faculty members from all its campuses

Sources, Allocation and Utilization of Resources at CSU

Cagayan State University derived its resources generally from income from students, tuition fees, miscellaneous fees, service income, fiduciary fees and business income. On the other hand, the University allocates and utilizes its financial resources generally for Research and Development, Capital Outlays, Faculty Development, Student Development Maintenance and Operating Expenses, Curriculum Development and for its Extension Services.

Participants' Assessment of the Resources Management in the Four Functions of the University in terms of the following Aspects

The participants assessed that CSU manages all its resources (human, financial, physical and technological) to "great extent".

Extent of Implementation of the Processes in the Four Functions of the University

In the area of Instruction, the participants evaluated the implementation of all sub-functions with "great extent" except for compensation which was rated to "very great extent". The participants evaluated all sub-functions of the areas of Research, Extension and Production to a "great extent".

The faculty-participants agreed to a "great extent" on the manner CSU conducts, presents and publishes researches done by its faculty. However, the researcher observes that there are many research proposals that were presented but did not pass the evaluation committee of the university. Every year, the university conducts in-house reviews at the campus level, after which the best in the campuses compete in the university annual in-house review with external evaluators. The best of the researches are pooled and published in the university research journal. Other that qualify were sent for publication to national and international research journals that are refereed. Researches in the campus that were not recommended for the university in-house review were published in each campus' research journal.

In CSU, before starting an extension program a memorandum of agreement between the college and the partner agency was forged. This procedure is part of the documentation process which is necessary for accreditation and normative financing. Another required component is the funding of extension program. As earlier cited, each campus allocates 10% of its income to support campus research and extension activities. To some partner-recipients, they volunteer to share part of the cost of the undertaking. The campus extension coordinator, who oversees the overall extension programs of the colleges in the campus, coordinates with the college extension coordinator in the implementation of the college initiated extension program. Faculty-on-call and the extension staff are the front-liners in the implementation of the program. The extension programs are well-documented not only for the college accreditation but also in support for higher budget allocation and to vouch for faculty promotion. Before an extension activity is done, benchmarks were collected. These served as bases to compare the results of the extension activity. As the program progresses, formative assessments are conducted. All these data served as evidences whether or not the extension program has achieved its goals. The recognition given to the faculty involved in extension activities comes in two forms: performance rating and promotion.

In all CSU campuses and colleges, there is a designated business affairs coordinator who oversees the production within their jurisdiction. The business coordinator was deloaded with three units for the job. The most qualified and those willing to participate were given projects to take charge. Procurement of supplies for the project undergoes the same procedures just like other campuses procurement needs. The Bid and Award Committee and Inspection team facilitate the procurement process so that the procedures are in order. This implied that in CSU, the faculty members are given adequate motivations to engage actively in production since they were given incentives and sharing of the income from production to the faculty is observed.

Process Improvements in the Four Functions of the University

The following are the process improvements instituted in the

University along the four areas of instruction, research, extension and production:

A. Instruction

Hiring. The University accommodates faculty members from other schools and they are given positions commensurate to their qualifications. They do not necessarily start from the lowest faculty rank.

Promotion. Faculty promotion has already been implemented in the University through NBC and Institutional promotion.

Compensation. Aside from what is mandated by law and the government, the giving of Collective Negotiation Agreement has always been a practice in the University for the last three (3) years.

B. Research

The flagship programs of the different campuses are given consideration in the preparation of research proposals. The University instituted the campus presentation of proposals to be evaluated by panel members from the campus, then, later by members from the University System. A faculty member can be given a Sabbatical leave in case he opts to conduct research as long as he meets the requirements set forth by the University RDET.

C. Extension

Faculty members who are engaged in extension projects funded by other agencies, private as well as government institutions are given honorarium. An extension program was backed up by a Memorandum of Agreement. There is strict monitoring of extension programs in the University to ensure its sustainability.

D. Production

There are business coordinators designated in the different

campuses of the University. A profit sharing is practiced based on the income of the projects implemented.

Test for Significant Difference in the participants' Assessment in the Extent of Implementation of the Different Processes in the Four Functions of the University when Grouped According to Campus.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the University's function of instruction involving hiring, promotion and compensation when grouped according to campus.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the University's function of research involving agenda setting, proposal preparation, conduct and implementation of researches and documentation, presentation and publication when grouped according to campus. The finding implies that the faculty members share the same perceptions on how the research agenda is set, proposals are made, and how the research programs are implemented, presented and published.

A similar observation of no significant difference was noted as regards the assessment of the faculty on the extension program of the university, except for extension evaluation where a significant difference is noted. Regardless of the campus, the faculty participants regarded the extent of implementation with respect to agenda setting, proposal planning and implementing to be the same. The computed F-ratios have associated probabilities higher than 0.05, thus, the null hypotheses are accepted. On extension evaluation, Lasam and Gonzaga have more favorable assessments compared to other campuses. The F ratio of 2.701 with probability of 0.014 shows that the assessment from Lasam and Gonzaga significantly differ from other campuses. The fact that these campuses have limited focus on their extension activities, there is more ease in assessing their programs. Unlike in other campuses where there are more extension programs to evaluate.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the

University's function of production when grouped according to campus. As the production activities are governed by the Production Manual, the processes involved are almost similar among the campuses. This situation explains why there are no variations in the extent of implementation. If ever there are differences, these are only on the commodity selected where the campus has an economic advantage.

Job Performance of the Participants for AY 2011-2012 to AY 2013-2014

The participants' mean performance rating in the University is "Very Satisfactory" for a period of 3 years covering the period AY 2011-2012 to 2013-2014 with means ranging from 91.98 to 93.23. The trend indicated that there is a sustained increase of their performance through the years. This tendency of teachers to perform in the job is attributed to the policy that for teachers to receive year-end incentives like performance bonus and productivity incentive bonus, they should have a Very Satisfactory performance. Another factor is the requirement for the faculty to get promoted, their performance rating should be at least Very Satisfactory. For this reason, the faculty members need to prove their worth to qualify themselves for the benefits they aspire to receive.

Test for Significant Relationship between the Participants' Assessment of Management Resources and Processes and their Job Performance

There is no significant relationship between the participants' assessment in the extent of implementation of the management resources involving human, financial, physical and technological aspects and in all processes in the four functions of the university and their job performance level except in the area of research documentation and extension proposal preparation.

Two variables have correlation coefficients with probability values lower than 0.05, thus, they significantly correlate with job performance. Documentation of research activities significantly correlate with job performance, with an associated probability value of 0.041. Faculty members who rated favorably research documentation received higher performance rating. Research is one component of the performance evaluation. If the faculty with research has documented well his or her

research activity, the provision of documentary evidences is easier. Such situation concretized the claim of the faculty for his or her research involvement. On the other hand, extension proposal presentation correlates significantly with job performance, correlation coefficient being 0.215 with associated probability value of 0.040. Faculty members who are actively involved in the proposal preparation are usually the implementers of the extension activities. Active involvement would mean higher performance points as not all faculty members are engaged in extension work.

CONCLUSION

In the light of the foregoing findings, the following conclusions are reached:

Cagayan State University, as a lead State University in Region 02, has a management team that has been able to manage its human, financial, physical and technological resources efficiently. Its management team also had been able to implement accordingly all its institutionalized processes as assessed by its roster of faculty along its fourfold functions such as instruction, research, extension and production. As a result of the University's well-managed resources, the University has been able to share the yields of its extension projects to all its employees and the good performance of its faculty as well as the continuous development of its physical infrastructures. These have been some of the reasons why the University has attracted students as reflected in its steady growth of enrollees for the past academic years.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are offered:

CSU may sustain the management of its human, financial, technological and physical resources.

The University may consider beefing-up the number of its regular faculty to increase its student and regular faculty ratio.

The CSU administration may be more open to allow its students and faculty to go on fieldwork and fieldtrips to enhance classroom discussion.

CSU administration may consider improving the ventilation of its classrooms.

CSU administration may consider conducting evaluation for purposes of promotion on time.

There is a need for the results of this study to be presented to the CSU faculty in one of its research fora.

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