

The Contribution of Organizational Factors to the Performance of the Academic Functions of MSU-Iligan Institute of Technology


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Abstract

Using descriptive method, this study aimed to determine the contribution of organizational factors to the performance of the academic functions of MSU-Iligan Institute of Technology as perceived by both the Institute's administrators and faculty members. Thus, two null hypotheses were tested at the 0.05 level of significance, to wit: (1) that there is no significant correlation between the organizational processes of the Institute and its performance of academic functions, and (2) that there is no significant correlation between the respondent's ethnic affiliation, gender equity and locus of scholarship and the Institute's performance of academic functions.

Objectives of the Study

The purpose of this study was to determine the contribution of educational factors to the educational excellence of the Mindanao State University - Iligan Institute of Technology (MSU-IIT) as perceived by the administrators and the Faculty of the university.

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Specifically, this study determined the profile of the Mindanao State University – Iligan Institute of Technology (MSU-IIT) administration and faculty in terms of Ethnic Affiliation, Gender Equity and Locus of Scholarship. This study also determined the organizational profile of the Mindanao State University – Iligan Institute of Technology in terms of Organizational Culture, Communication Management Techniques, Resource System, Educational Leadership, Community Support, External Linkages, and Faculty Development.

Furthermore, this study was concerned with the extent to which the Mindanao State University – Iligan Institute of Technology performed academic functions in the areas of Research, Instruction, Extension, and Production. It inquired whether there was a significant relationship between the organizational processes of the Mindanao State University – Iligan Institute of Technology and the university's performance of academic functions and whether there was a significant relationship between the respondents' ethnic affiliation, gender equity and locus of scholarship and the university's performance of academic functions.

Hypotheses

Two null hypotheses were tested at the 0.05 level of significance:

1. There is no significant correlation between the organizational processes of the Mindanao State University – Iligan Institute of Technology and the Institute's performance of academic functions.
2. There is no significant correlation between the respondent's Ethnic Affiliation, Gender Equity and Locus of Scholarship and the Institute's performance of academic functions.

Methods

This study utilized the descriptive method of research. The study was conducted in the Mindanao State University – Iligan Institute of Technology, which started operations in 1967. The administrators and the faculty of the Institute provided data on the organizational factors and the extent of the performance of academic functions by the Institute. Questionnaires served as instruments of data collection. Likert scales were used and the weighted mean of each item in the questionnaires were determined. The test of hy-

potheses was conducted by means of using the Pearson r Product Moment Coefficient of Correlation

Findings, Conclusions, Recommendations

Findings. Regarding the respondent's ethic affiliation, it was revealed that the place of origin of the highest number of administrators and faculty members is Iligan City.

Regarding their loci of scholarship, the majority of the faculty and the administrators studied in local institutions of learning.

Gender equity was Very Good. Specifically, the following indicators of gender equity were: equity between men and women in the distribution of academic assignments, equity between men and women in the distribution of co-curricular assignments, equity between men and women in the allocation of benefits and privileges, and avoidance of bias for or against men or women in the management of conflict.

Regarding the organizational profile of the Institute, the administrators and the faculty agreed that the academic community manifested in Individual Initiative; both the administrators and the faculty agreed that there was Risk Tolerance in the Institute. The administrators were Uncertain of the Direction of the Institute, while the faculty agreed that the Institute had Direction. The administrators agreed that there was Integration among the people of the Institute, while the faculty agreed that there was Integration among them. Both the administrators and the faculty were uncertain of Management Support and Control in the Institute, but both the administrators and the faculty agreed that the Institute was characterized by Identity. Both the administrators and the faculty were uncertain of the availability of rewards in the Institute. Both the administrators and the faculty agreed that there was Conflict Tolerance in the Institute. Both groups were uncertain of the flow of communication in the Institute.

Regarding the Communication Flow of the Institute, the administrators and the faculty perceived that the administrators occasionally managed the downward, upward, and horizontal communication practices.

Regarding the conflict management techniques of the Mindanao State University- Iligan Institute of Technology, it was revealed that as perceived by both the administrators and the faculty, the technique of Avoiding was Occasionally used. Both the administrators and the faculty perceived that Competing was Occasionally used. Collaborating was perceived by both

administrators and the faculty to be Often used, while Compromising was Occasionally used, as perceived by the administrators and the faculty. Accommodating was a technique which was Often used, as perceived by the administrators and the faculty.

The Resource System of the Institute was generally perceived as Good by the administrators and the faculty. Specifically, the availability of people was perceived as Very Good by the administrators and as Good by the faculty. The availability of capital resources was Good, as perceived by the administrators and the faculty. The availability of technology was Good as perceived by the administrators and by the faculty. The availability of clients was perceived as Very Good by the administrators and by the faculty. As perceived by both the Administrators and the faculty, the availability of time was Good.

Both the administrators and the faculty perceived the administrators' performance of leadership functions as Good. Specifically, both the administrators and the faculty perceived leadership within the Institute as Good. Leadership within the community was Good, as perceived by both the administrators and the faculty.

The availability of Community Support for the Institute was Fair, as perceived by the administrators and Good, as perceived by the faculty. The availability of support for Institute's academic programs was Fair, as perceived by the administrators and Good, as perceived by the faculty. The availability of support for institutional projects was Fair, as perceived by the administrators, and Good, as perceived by the faculty.

The availability of External Linkages was generally perceived as Good as perceived by the administrators and Fair as perceived by the faculty. Specifically, the availability of external linkages for student development was perceived as Good by the administrators and the faculty. The availability of external linkages for the implementation of institutional projects was Good, as perceived by the administrators and Fair, as perceived by the faculty.

The availability of resources for Faculty Development was Good, as perceived by the administrators and the faculty. Specifically, the availability of human resources for faculty development was Very Good, as perceived by the administrators and Good, as perceived by the faculty. The availability of material resources for faculty development was Good, as perceived by the administrators and the faculty. The availability of programs for faculty development was Good, as perceived by the administrators and the faculty.

The performance of academic functions by the Institute was regarded as Good by the administrators, and Fair by the faculty. Specifically, performance in Research was perceived as Good by the administrators and Fair by the faculty. Performance in Instruction was perceived as Very Good by the administrators and Fair by the faculty. On the other hand, performance in Extension and in Production was perceived as Fair by both the administrators and the faculty.

The tests of the hypotheses reveal that as shown by the data from the administrators, there was a significant correlation between performance in research and organizational culture, communication patterns management, conflict management, resource system and educational leadership; however, there are no significant correlation between performance in research and community support, external linkages, and faculty development. The data from the administrators also show that there was a significant correlation between performance in Instruction and organizational culture, communication patterns, conflict management, resource system, community support external linkages and faculty development; however, there was no correlation between performance in instruction and educational leadership.

Again, as shown by the data from the administrators, there was a significant correlation between performance in extension and organizational culture, communication patterns, conflict management, community support, and external linkages. There was no significant correlation between performance in extension and educational leadership as well as faculty development. There was a significant correlation between the performance in production and organizational culture, communication patterns, conflict management, resource system, community support and external linkages. However, there was no significant correlation between performance in extension and educational leadership as well as faculty development.

The test of the data from the faculty shows that there was a significant correlation between performance in research and organizational culture, communication patterns, and resource systems. There was no significant correlation between performance in research and the use of conflict management techniques, the availability of educational leadership, community support, external linkages, and faculty development.

It was also noted from the test of the data from the faculty that there was a significant correlation between performance in instruction and the Institute's organizational culture, communication patterns management, use of conflict

management techniques, availability of resource systems, community support and external linkages. There was no significant correlation between performance in instruction and educational leadership as well as faculty development.

The test of data from the faculty also show that there was a significant correlation between performance in extension and organizational culture, communication patterns, conflict management, resource system, educational leadership, community support, and external linkages. However, there was no significant correlation between performance in extension and the availability of faculty development.

Again, the test of the data from the faculty shows that there was a significant correlation between performance in production and organizational culture, communication patterns, conflict management, resource systems, and external linkages. However, there was no significant correlation between performance in production and educational leadership, the availability of community support, and faculty development.

The test of the data from both groups shows that there was a significant correlation between performance in research and organizational culture, communication patterns, and resource systems. On the other hand, there was no significant correlation between performance in research and the use of conflict management techniques, educational leadership, community support, external linkages and faculty development.

The results of the second test of the hypothesis are also summarized here. The tests of the data from the administrators show that there was a significant correlation between ethnic affiliation of the administrators and performance in research, instruction, extension, and production. However, there was no significant correlation between their locus of scholarship and performance in research, instruction, extension, and production. There was no significant correlation between gender equity and performance in research. However, there was a significant correlation between gender equity and performance in instruction, extension and production.

The test of data from the faculty shows that there was no significant correlation between their ethnic affiliation and performance in research, instruction, and production. However, there was a significant correlation between their ethnic affiliation and their performance in extension. There was no significant correlation between their locus of scholarship and their performance in research, instruction, and production. However, there was a sig-

nificant correlation between their locus of scholarship and their performance in extension. There was a significant correlation between gender equity and performance in research, extension and production. There was no significant correlation between gender equity and performance in instruction.

The tests of the data from both groups show that there was a significant correlation between ethnic affiliation and performance in instruction and extension. However, there was no significant correlation between ethnic affiliation and performance in research and production. There was a significant correlation between their locus of scholarship and their performance in research and production. Finally, there was a significant correlation between gender equity and the performance in research, instruction, extension and production.

Conclusions

Based on the findings of the study, the research formulated a number of conclusions inferred from the data.

1. *On the respondent's profile.* Regarding the respondent's ethnic affiliation it may be concluded that the Institute relies more on the local talent available in the community, and that is sufficient for the Institute to have administrators and faculty members who have obtained their degrees from academic institutions within the country. The Institution observes fairness in the treatment of both men and women; thus, there was gender equity.
2. *On the organizational profile of the Mindanao State University – Iligan Institute of Technology.* It can be concluded that while generally, the Institute has a wholesome organizational culture, there are doubts regarding the ability of the administration to promote collaboration and coordination among the members of the academic community, the sufficiency of support from the management and the availability of financial and non-financial rewards to employees with meritorious performance.

Communication took place among the members of the academic community. However, there were limitations to the management of communica-

tion.

The use of competition and avoidance in the management of conflict tends to weaken communication in the Institute.

The limitations in resource systems, educational leadership, community support, external linkages and faculty development could affect that standards of the Institute, especially since the intervening factors of ethnic affiliation, locus of scholarship and gender equity could affect the performance of academic functions by the Institute.

The fact that there was a significant correlation between organizational culture, communication patterns, conflict management techniques, resource system, community support and external linkages on one hand and the performance of academic function on the other hand implies that the performance of research, instruction, extension and production depends mainly on the academic community's shared beliefs and expectations, the flow and direction of information, the way in which conflict is resolved, the utilization of school resources, the support of the community, and connections with external agencies. The fact that educational leadership and faculty development were not significantly related to the performance of academic functions implies that the faculty could independently conduct research, could improve instruction, engage in extension work, and could be productive.

The correlation between Instruction and ethnic affiliation, Extension and ethnic affiliation as well as between Instruction and locus of scholarship and between Extension and locus of scholarship denotes that the cultural origin and the academic institutions in which the academic community were educated affected their performance of research and their instructional functions.

The fact that there was no significant correlation between performance in research and in production, on one hand and ethnic affiliation and locus of scholarship on the other hand, implies that regardless of their cultural origin and the institutions in which they had acquired their professional development, the academic community of MSU-Iligan Institute of Technology were capable of conducting research and of accelerating production.

The predominance of gender equity affected the performance of the academic functions of Research, Instruction, Extension, and Production. In the context of equality of treatment of the sexes, the performance of academic functions could be favorably carried out.

Recommendations

Based on the findings of the study, the research advances the following recommendations:

1. That the administration of the Mindanao State University – Iligan Institute of Technology adopt the intervention scheme proposed in this study for implementation in order to improve the organizational culture, communication management patterns, and conflict management.
2. That the administrators give more support to program and projects initiated by the faculty.
3. That the administrators promote more cooperation and collaboration among the faculty by rendering the institutional goals more understandable, concrete and realistic.
4. That the administration reexamine the Institute's reward systems, especially the system of recognition of employees with meritorious performance.
5. Those in the management of conflict, the administration minimize the use of competing, accommodation, and avoiding and emphasize compromising and collaborating.
6. That the administrations help the faculty to address themselves to foreign funding institution to solicit grants for research and extension projects.
7. That incentives be given to faculty members with meritorious performance.
8. That research incentives be given to the faculty especially those who initiate research projects for the improvement of instruction.
9. That studies on the following topics be conducted:

- 9.1 Organizational Change Based on Group Interaction Processes, Group Functions and Work Group Roles of Mindanao State University – Iligan Institute of Technology Faculty and Staff.
- 9.2 Project Planning, Direction and Control in Mindanao State University– Iligan Institute of Technology: Proposals for Improvements.
- 9.3 Institutional Goal Setting, Goal Attainment, and Goal Evaluation: Proposals for Redirection.

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