


The Educational Qualifications and Job Satisfaction of MSU-IIT Academic Administrators and the Organizational Effectiveness Profile of the Institute: Basis for an Administrative Development Program

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Dissertation Abstract

The study seeks to determine the relationship between the perceived organizational effectiveness profile of MSU-IIT with two other variables, namely, the perceived adequacy of the qualifications of its academic administrators and the selection criteria used, and the level of job satisfaction of the academic administrators.

The qualifications of faculty administrators which are brought into scrutiny are educational attainment, length of service in MSU-IIT, status of appointment, and return service after a study grant. The level of job satisfaction of the administrators is determined by making use of Herzberg's hygiene and motivation factors. Organizational effectiveness pertains to the perceived capability of the MSU-IIT to meet the standards of innovation-adaptation, direction-goal clarity, productivity-accomplishment, participation-openness, stability-control, external support-resource acquisition, commitment-morale, and docu-

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mentation-information management.

The study reveals that the respondents perceive the minimum qualifications and the evaluation criteria for the selection of academic administrators to be adequate. It also shows that academic administrators are satisfied with their administrative jobs. Organizational effectiveness as measured by the eight pairs of criteria are often found to occur.

With the application of the Pearson r product moment correlation technique the study is able to establish a significant relationship between the perceived adequacy of the minimum qualifications and evaluation criteria for the selection of academic administrators and the perceived organizational effectiveness profile of MSU-IIT. A significant relationship is established, likewise, between the motivator variables and the organizational effectiveness variables.

Introduction

Several terms have been used to describe the age in which we live. Some say we are in the "information age"; others say we are already in the "interactive age". Whichever title is more appropriate, one thing is clear — this is an age of rapid development and change. It is a period in history where technological development has accelerated and continues to do so at an increasing rate. In the process, it changes the environmental and organizational landscape. Consequent on this is the need to adapt in order to survive.

In organizations, the responsibility of survival rests heavily on the managers for they steer the members forward toward accomplishment of goals. This applies also to the modern school system. The operation of a modern school system involves ensuring that managerial or administrative positions at all levels are filled with individuals competent to help in moving the school ahead. Moreover, it requires greater attention to human resources planning and development, especially also in the managerial or administrative level, due to a host of contemporary factors. These are both internal and external in form. Internally, reductions in school staff and budget, new approaches to instruction and research, and the changing faculty profile, among others, are worthy of note. Externally, government legislation, CHED requirements, demands of business and industry and increasing technological obsolescence are causing new interests in reviewing and updating administrative competencies and skills. The object is a higher level of organizational performance.

The present study is concerned with the educational qualifications and job

satisfaction of academic administrators of MSU - Iligan Institute of Technology, and also with the effectiveness profile of the Institute. The perceptions of past and present academic administrators on the adequacy of the minimum qualifications and evaluation criteria were determined. This was then correlated with the perceived organizational effectiveness profile. Likewise, the perceived organizational effectiveness profile was correlated with the level of job satisfaction of the academic administrators.

Based on the data gathered and on the analysis of these data, a development program for academic administrators is being proposed in order to enhance effectiveness in carrying out organizational goals and objectives.

Theoretical Background

This study is anchored on the principle that top management should take charge of human resource planning as a means by which appropriate human resources can be mobilized to staff the organization, particularly in the middle management levels.

Human resource planning consists in the development of strategies and tactics to ensure that the required number of employees with the required skills are on the job when they are needed. There are two main aspects to human resource planning: requirements and availability. Forecasting human resource requirements involves determining the number of employees needed at each location and the qualifications they must have. Availability refers to both internal sources (current employees) and external sources (the labor market). If a mismatch between requirements and availability is projected, action should be taken immediately (Mondy, Sharplin and Premeaux, 1991: 268).

Human resources planning must be preceded by a human resources audit. The first area of concern in the audit is the staffing procedures that include qualification requirements. The audit of qualifications consists in the inventory of current personnel, both in the managerial and rank-and-file levels. According to Aldag and Stearns (1987:353), current employees both accomplish today's tasks and serve as the human resource base of the future. As such, a clear picture of the current human resource status is a necessary step in the process. The inventory of current employees might include such information as numbers of people in various positions, their educational qualifications, training, job experiences, length of service, performance records, compensation levels and personal characteristics such

as age, gender, and marital status (Hellriegel and Slocum, 1966).

There are a number of qualification requirements for managerial posts. Among personal characteristics Jones and Cooper (1980:12) enumerate age, educational qualifications, work experience and mobility, perception of learning ability, learning ability, attitude towards updating, updating activities engaged in, and membership in professional organizations as important.

Research on performance ratings and learning ability in relation to age yielded contradictory evidence. Lehman (1963:68) has established that men in certain kinds of intellectual careers, particularly in the sciences, had their most productive years in the early part of their careers. Pelz and Andrews (1966:17) also report this to be the case for engineers.

Dalton and Thompson (1971:58) found a negative correlation between age and performance ranking after age 38. In later research, they report that seniority in itself did not automatically indicate fading capability. Veteran engineers who were rated highly by their superiors held their own against younger competitors. When examining how managers and engineers looked at performance and age, they found that engineers who stayed in technical jobs had their most sophisticated work at age 37, while for those who moved into management, it was at age 47.

Age as qualification can be a dummy for work experience. The above findings imply that those with longer work experience generally become better managers; there are cases, however, where performance would plateau and would go down after reaching a certain age.

Perucci and Rothman (1969:282) note that education and experience are plus factors for managerial functions. Junior and senior managers were the most highly qualified, but the further up the hierarchical ladder, the lower the proportion of post-graduate degrees possessed by managers. Senior managers who got to the top were perhaps those who were well qualified to start with, but the junior managers were younger and hence had greater educational opportunities than senior managers. The implication is that as the years go by and as former junior managers move to top management levels, their educational qualifications would be higher.

Meanwhile, Kaufman (1974:83) asserts that decision-making responsibilities are important in relation to career challenge. If managers make important contributions to their companies, then they are more likely to be listened to and so influence the future of their companies. This in turn will have the effect of giving them greater job satisfaction and lead to the realization of higher order personal

needs such as enhanced self-esteem and possibly self-actualization (Maslow, 1943).

Managers or would-be managers, whether in the corporate world or in educational settings, need to possess a combination of technical, interpersonal, conceptual, and communication skills. The relative mix of skills required depends on the manager's level, responsibilities and functions (Hellriegel and Slocum, 1996:).

Technical skills refer to the manager's ability to apply specific methods, procedures and techniques in a specialized field. This category of skills are required most of first-line managers, such as the factory supervisor and the classroom or laboratory instructor.

Interpersonal skills pertain to the ability to lead, motivate, manage conflict, and work with others. They are a key part of a manager's job regardless of level or function. Managers with excellent interpersonal skills encourage participation in decision-making and let subordinates express themselves without fear of embarrassment. They respect other people and are liked by them.

Conceptual skills consist of the ability to view a problem, an issue, or an organization as a whole, and its respective interrelated parts. These skills are very important to top and middle managers, especially in their decisional roles of entrepreneur, disturbance handler, resource allocator and negotiator.

Communication skills, meanwhile, refer to the manager's ability to send and receive information, thoughts, feelings, and attitudes. The importance of good communication skills becomes doubly important at a time when organizations increasingly expect employees to work with minimal supervision and to show more initiative.

Another area of concern in this study is organizational effectiveness. Randolph and Blackburn (1989:669) define organizational effectiveness as getting the job done or establishing some particular objective. Cherrington (1994:462) emphasizes that organizational effectiveness refers to the concept of organizational success or organizational performance. Basically, it is an indication of how well the organization is doing.

Initial researches on organizational effectiveness made use of single-criterion approaches. The goal approach to defining and measuring effectiveness, for example, is the oldest and most widely-used evaluation technique (Stephen, et al., 1981:323). In the view of this approach, an organization exists to accomplish goals. Barnard (1938:55) states: "What we mean by effectiveness . . . is the accomplishment of recognized objectives of cooperative effort. The degree of accomplishment is the degree of effectiveness."

The idea that organizations should be evaluated in terms of goal accomplishment has widespread appeal. Many management practices are based on the goal approach; yet, for all its appeal and apparent simplicity, it has certain limitations (Harrison, 1978:404). Ivancevich (1990:22) lists some of its more recognized difficulties: organizations attempt to achieve more than one goal; goal achievement is not readily measurable for organizations that do not produce tangible outputs; the difficulty of obtaining consensus among managers as to the specific goals of their organization; and achievement of goals cannot always be considered as effectiveness as when it is done at the expense of the environment.

The alternative offered to the goal approach is the systems theory approach. According to the systems theory, an organization is an element of a larger system, the environment. With the passage of time, every organization takes, processes, and returns resources to the environment. The ultimate criterion of organizational effectiveness is whether the organization survives in the environment. There are a number of short-run indicators of long-run survival. Among these indicators are measurements of productivity, efficiency, quality, profitability, morale and employee satisfaction (Campbell, 1979:36).

Steers (1975:549) surveyed multiple-criteria models and found that each model defined effectiveness in terms of several interdependent factors. However, he found out that there was very little consistency among models. Among seventeen models studied, adaptability-flexibility was mentioned most often, followed by productivity, satisfaction, and survival.

Today, there are thirty listed criteria for organizational effectiveness. They are overall productivity, efficiency, profit, quality, accident prevention, growth, minimizing absenteeism, prevention of turnover, job satisfaction, motivation, morale, control, cohesion, flexibility, planning and goal setting, goal consensus, goal internalization, role/norm congruence, managerial interpersonal skills, managerial task skills, information management, readiness, utilization of environment, evaluation by external sectors, stability, value of human resources, participative decision-making, training/development emphasis, and achievement emphasis (Randolph and Blackburn, 1989:670).

The last variable with which this study is concerned with is job satisfaction.

Maslow and Herzberg view the development of motivation as the central factor in job satisfaction. They focused on factors which are held to lead to motivation: the needs for achievement, recognition, responsibility, and status.

Maslow stated that the needs that motivate people to satisfaction fall into a hierarchy. The lower order needs are physiological and safety needs, and the

higher order needs are esteem needs and self-actualization needs. Maslow believed that people are motivated to satisfy a need that is foremost at specific times of their lives. In general, lower order needs must be satisfied before higher level needs become strong enough to stimulate behavior. Maslow acknowledged, however, that the needs network for most people is complex, that is, various needs affects a person's behavior at the same time.

Herzberg (1966:47) stressed that rewards in the organization are associated with job satisfaction and job dissatisfaction. He introduced the two-factor model which established that organizational rewards can be broken down into two categories: the hygiene factors and the motivation factors. The hygiene factors consist of remuneration, supervision, company policy, working conditions and security. The motivators, meanwhile, are achievement, recognition, responsibility, growth and advancement, and work itself. Herzberg postulated that hygiene factors are related to job dissatisfaction while motivators are related to job satisfaction: they determine whether a job is exciting and rewarding. The theory points out that when hygiene factors are present they are taken for granted; when they are absent dissatisfaction occurs. On the other hand, high levels of satisfaction occur when motivation factors are present. The two-factor theory implies that actions required to improve employee performance are straightforward: give employees challenging jobs, allow employees to make suggestions on ways to improve their jobs, and focus on the job itself rather than on the physical environment of the job.

Leadership is seen as another factor in job satisfaction. Psychologists like Blake, Mouton, and Fiedler see the behavior of supervisors as an important influence on employee attitudes and direct their observations at leadership styles and the responses of subordinates. Supervisors with leadership styles emphasizing task structuring and concern for subordinates generally have more satisfied workers than supervisors who have emphasized task structuring and concern for production (Wofford, 1982:121).

The Manchester Business School, and psychologists as Lupton, Gowle, and Legge view job satisfaction as a function of the effort-reward bargain. This group have maintained that people have subjective perception of what is a fair day's pay for a fair day's work, and if they do not receive this, their job satisfaction is low.

According to the proponents of the *equity theory* satisfaction depends upon the balance between what one receives from the job and what one brings to the job like efforts, ability, experience and others. Furthermore, one's perception of

balance of outcomes to inputs of others with whom he compares himself is considered critical. If his ratio of input-gain is equal to that of the person with whom he compares himself, he is satisfied. If he perceives imbalance between the two, he will develop a feeling of guilt, anxiousness, discomfort and/or tension (Wofford, 1983:107).

Scanlan (1979:98), noted that in jobs where the potential for continued growth, development, and advancement exist, a higher level of satisfaction is established. Two essential requisites were cited: first, the employee should be convinced that the growth opportunities are linked to performance; second, opportunities for promotion should be tangible and immediate. Further, the more valuable is a situational variable in question, the greater is its effect on job satisfaction if it is present, and if it is absent it results to dissatisfaction.

Is employee performance or effectiveness the result of job satisfaction or is the converse true?

Lawler (1973), argued in favor of the former. He said that empirical evidence shows that satisfaction is an effect rather than a cause of performance. This means that performance causes satisfaction. Different levels of performance lead to different rewards. The rewards, in turn, produce different levels of job satisfaction. The model draws on personal, job, and organizational characteristics to explain satisfaction.

The theories which have been discussed have been helpful in providing this researcher with useful insights for enriching this study.

Flow of the Research Process

This study has for its input the perceptions of the academic administrators of the MSU-IIT on the adequacy of the minimum qualifications and evaluation criteria for their selection to their respective posts in the department and college levels of the Institute, the perceived organizational effectiveness profile of the Institute, and the level of job satisfaction of its academic administrators.

The minimum qualifications and evaluation criteria for the selection of academic administrators being considered are educational attainment, length of service in MSU-IIT, status of appointment, and return service after a study grant. Organizational effectiveness is measured by eight pairs of criteria, namely: direction-goal clarity, productivity-accomplishment, stability-control, external support-resource acquisition, innovation-adaptation, participation-openness, documentation-information management, and commitment-morale.

Job satisfaction is measured using Herzberg's hygiene factors and motiva-

tion factors. The motivation factors are achievement, recognition, work itself, responsibility, and advancement and growth. Their presence causes job satisfaction. The hygiene factors are working condition, salary, company policy and administration, supervision, and interpersonal relations: when they are present they are taken for granted; their absence or deficiency causes dissatisfaction.

The process involves the descriptive-survey method of research. Questionnaires are employed as the main instrument of data collection. One questionnaire is researcher-made. This is the questionnaire on the perceived adequacy of the minimum qualifications which was pre-tested for validity. This questionnaire was then revised based on suggestions made by the respondents. The two other questionnaires used were no longer subjected to a dry run because they have been standardized. Except for the Job Satisfaction Questionnaire, the questionnaires were administered among past and present department and college administrators. The Job Satisfaction Questionnaire was administered only among the present academic administrators as recall of the level of job satisfaction in previous administrative stints would entail difficulties. After the accomplished questionnaires were collected, the researcher tallied and tabulated the data, subjected them to statistical methods and tests, and presented, analyzed, and interpreted them.

The output consists of a development program for academic administrators of MSU-IIT.

The Problem

Statement of the Problem

This study sought to determine the relationship between the perceived organizational effectiveness profile of MSU-IIT with two other variables, namely, the perceived adequacy of the qualifications of its academic administrators, and the level of job satisfaction of the academic administrators. The study was conducted in order to design an administrative development program for the Institute.

Specifically, the following questions served to guide the study:

1. As perceived by the faculty members, how adequate are:
 - 1.1 the minimum qualifications for the selection of academic administrators in MSU-IIT based on the following dimensions:
 - a. length of service in MSU-IIT;
 - b. educational attainment;

- c. status of appointment; and
 - d. return service after a study grant
 - 1.2 the evaluation criteria for academic administrators?
2. What is the level of job satisfaction among present academic administrators?
3. What is the perceived profile of organizational effectiveness of MSU-IIT in terms of the following pairs of criteria:
 - a. innovation - adaptation
 - b. direction - goal clarity
 - c. productivity - accomplishment
 - d. participation - openness
 - e. stability - control
 - f. external support - resource acquisition
 - g. commitment - morale, and
 - h. documentation - information management?
4. Is there a significant correlation between:
 - 4.1 the perceptions on the adequacy of minimum qualifications and evaluation criteria for the selection of academic administrators and the perceived organizational effectiveness profile of MSU-IIT?
 - 4.2 the perceived organizational effectiveness profile of MSU-IIT and the level of job satisfaction of academic administrators?
5. Based on the findings of the study, what program should be proposed to form the basis for the development of academic administrators in MSU-IIT?

Hypotheses

The following null hypotheses were advanced for testing at .05 level of significance:

1. There is no correlation between the perceived level of adequacy of the minimum qualifications and evaluation criteria for the selection of academic administrators and the perceived organizational effectiveness profile of MSU-IIT.

2. There is no correlation between the perceived organizational effectiveness profile of MSU-IIT and the level of job satisfaction of academic administrators.

Methodology

The study utilized the descriptive-survey method of research. Three questionnaires were used in the survey: the researcher-made instrument to determine the perceived adequacy of the minimum qualifications and evaluation criteria in the selection procedures for academic administrators, the Job Satisfaction Questionnaire developed by Miguel, and the Organizational Effectiveness Questionnaire developed by Robert Quinn.

The Perception of Adequacy of Minimum Qualifications and Evaluation Criteria Questionnaire. This is the first instrument used in this study and is researcher-made. Each item on the questionnaire is based on the MSU-IIT practices, policies, and guidelines for the selection of academic administrators in the department and college levels. Each question is followed by responses equivalent to a five-point scale. The qualitative responses correspond to numeric scales with the following meanings: 5 - Very Adequate, 4 - Adequate, 3 - Average, 2 - Inadequate, and 1 - Very Inadequate.

The Organizational Effectiveness Questionnaire. This questionnaire was developed by Robert E. Quinn. It uses eight pairs of criteria to measure organizational effectiveness: direction-goal clarity; productivity-accomplishment; innovation-adaptation; external support-resource acquisition; stability-control; participation-openness; commitment-morale; and documentation-information management.

The respondents were asked how often a list of 16 statements describe organizational performance in their institution. In this questionnaire, each statement is followed by numeric scales with the following interpretation: 5 - Always, 4 - Often, 3 - Occasionally, 2 - Seldom and 1 - Never.

The Job Satisfaction Questionnaire. This questionnaire measures the level of job satisfaction. It was developed and validated by Miguel in 1980 and has been adapted and modified by Galacio in 1985 to suit the educational setting (Salazar, 1989). There are 38 items in the questionnaire which are patterned from the two sets of factors — hygiene and motivators — as described by Herzberg in his theory. The response modes to this questionnaire are arranged in numeric

scales with the following interpretation: 5 - Very Satisfied, 4 - Satisfied, 3 - Neither Satisfied Nor Dissatisfied, 2 - Dissatisfied, and 1 - Very Dissatisfied.

The hypotheses of this study were tested with the use of the Pearson r product-moment correlation technique.

Research Environment

The research environment is the MSU-Iligan Institute of Technology. The study was conducted during the schoolyear 1996-97. The respondents of the study are 178 faculty members who have served or were serving as academic administrators in the department and college levels consisting of chairpersons, graduate program coordinators, assistant deans, and deans during the conduct of the study. The respondents have also been with the Institute for at least ten years and were in active service during the conduct of the study. These qualifications exclude scholarship grantees fresh from their study leaves as they still have to be updated with MSU-IIT matters.

Only faculty with administrative experience comprised the respondents as they are the ones who could substantially assess the adequacy of the selection process for administrators, given their direct exposure to the job. Moreover, they are in a better position to assess the Institute's organizational effectiveness.

The respondents, totalling 178, come from the six colleges of the Institute. Table 1 shows the distribution of the respondents.

Table 1. Respondents of the Study N = 178

Respondents from the Different Colleges	Frequency	Percentage
College of Arts and Social Sciences	32	17.98%
College of Business Administration	19	10.67
College of Education	21	11.80
College of Engineering	16	8.99
College of Science and Mathematics	28	15.73
School of Engineering Technology	62	34.83
TOTAL	178	100.00 %

The Job Satisfaction Questionnaire was addressed only to academic administrators during the time of the study. This is because the satisfaction or dissatisfaction with one's job as academic administrator, when solicited from previous administrators, would involve introspection which may interfere with the objectivity and quality of the data gathered. The number of academic administrators responding to the Job Satisfaction Questionnaire is fifty-eight. This number consists of six deans and a school director (the head of the School of Engineering Technology, or SET), six assistant deans and a school assistant director, thirty-four chairpersons, and ten graduate program coordinators.

Summary of Findings

Adequacy of the Minimum Qualifications and Evaluation Criteria for the Selection of Academic Administrators

Adequacy of Minimum Qualifications

The perception of past and present academic administrators on the adequacy of the minimum qualifications set by MSU-IIT for the selection of academic administrators in four areas, namely, length of service, educational attainment, status of appointment, and return service after a study grant are discussed below.

The administrators rated the minimum qualifications on educational attainment ($\bar{u} = 4.17$) and status of appointment ($\bar{u} = 3.61$) as *adequate* while length of service and return service after a study grant are rated *average*, with means equal to 2.89 and 3.12, respectively.

The minimum educational qualifications are at least MA/MS units for department chairpersons; at least a master's degree for graduate program coordinators; at least a master's degree for assistant deans and deans in the baccalaureate degrees, as well as for the assistant director and director of the School of Engineering Technology; and a doctoral degree for the dean of the Graduate School.

While a master's degree was rated as *adequate* up to the deanship level, a doctoral degree was implied as preferable, judging from the rating of *very adequate* given to the doctoral degree requirement for deanship in the Graduate School. Such judgment is expected given that the Institute is now actively forming linkages with various national and international institutions and agencies. The Institute is also the regional center in various disciplines, especially in science and

technology. Academic administrators with doctoral degrees, would, therefore, boost the image of the Institute.

Regarding status of appointment, while temporary status was deemed as an *adequate* minimum qualification based on the group mean value, the temporary status was only seen as *average* for the department chair and graduate program coordinatorship. The implication is that a permanent status is preferable even for the department chair and for the graduate program coordinator. A permanent status is seen as appropriate for the assistant deanship and deanship posts, as indicated by the *very adequate* ratings obtained. It is important to note that some faculty members in the Institute who have administrative stints are already holders of master's degrees; they still retain temporary status for a period of two to three years, however, due to some delays in meeting Civil Service regulations.

The prescribed minimum length of service qualification got only an *average* rating. Specifically, the minimum length of service referred to is at least two years of teaching in the department for chairpersons and graduate coordinators, and at least three years of teaching in the college for assistant deans and deans.

The prescribed minimum qualification of two years return service after a study grant likewise got only an *average* rating.

The ratings imply that respondents found it important for academic administrators to be familiar with IIT matters and policies. This familiarity, in the absence of other indicators, was seen to be met by a longer length of service in the Institute and/or a longer return service after a study grant.

In its entirety, the minimum qualifications for administrative posts got an *adequate* rating.

Adequacy of Evaluation Criteria

The evaluation criteria for the selection of academic administrators have been perceived by the respondents to be *adequate*. Specifically, the criterion of willingness and commitment to serve which is required of chairpersons, graduate program coordinators and assistant deans is considered *very adequate* by the respondents. Meanwhile, the heavy weight assigned to the criterion "acceptability to the dean" for the selection of assistant deans is rated as *adequate*.

The Institute is more keen in setting the criteria for the deanship level. The criteria consists of managerial skills, 50% (perceived as *adequate* by respondents); acceptability to College constituents and to top management, 25% (perceived as *adequate*); administrative experience, 15% (perceived as *adequate*); and "others" consisting of length of service and educational attainment, 10% (per-

ceived as *adequate*).

The more stringent criteria for the deanship level reflect the sensitivity of the position. Deans steer their respective colleges toward the direction set by the vision, mission, and goals of the Institute. They sit in the Institute Executive Committee and are in the forefront in decision and policy-making. With reference to the linking pin concept, the deans serve as vital links of top management to the department administrators and faculty members.

It is important to note that in MSU-IIT, a nominee or candidate for any administrative post in the department and college levels have to satisfy first the minimum qualifications. They are then rated based on the evaluation criteria. In many cases, the department chairmanship and the graduate program coordinatorship are on a "round robin" arrangement among those qualified. Willingness and commitment to assume these posts would thus be considered very adequate by the respondents. The respondents, feel, however, that on top of commitment, the basis for the selection of assistant deans should be more than just acceptability to the dean.

The Perceived Organizational Effectiveness of MSU-IIT

Eight pairs of effectiveness criteria are used: direction-goal clarity, stability-control, participation-openness, documentation-information management, production-accomplishment, innovation-adaptation, commitment-morale, and external support-growth.

Direction-Goal Clarity. This pair of organizational effectiveness criteria measures organizational performance on the extent of occurrence of clear understanding of goals and objectives by most members. It got a mean rating of 3.45, implying that goals and overall objectives were perceived by administrators as *often* clearly understood and explained.

Stability-Control. Stability and control were perceived to be manifested *often* in the Institute, as indicated by the paired mean of 3.71. This effectiveness criteria evaluates organizational performance in terms of the extent to which there is a stable and predictable work environment, and the extent to which coordination and control of the work process is manifested.

Participation-Openness. This third pair of effectiveness criteria garnered an average of 3.76 which indicate they *often* existed in the campus. These criteria evaluate job performance on the bases of the Institute's ability to appropriately

exercise participative decision-making and encourage consensual decision-making.

Documentation-Information Management. Garnering a mean of 3.64, this pair of effectiveness criteria was perceived to *often* take place in the Institute. These criteria measure organizational performance in terms of how rules, procedures and formal methods guide the work and how often quantitative analysis is made a significant part of the work situation. The rules and methods, the respondents pointed out, are embodied in the MSU Code of Governance, the IIT Charter, and in the resolutions approved by the Board of Regents. Quantification and measurement as key parts of the work climate, could be observed, meanwhile, in annual reports and the computerization efforts in data-banking on important IIT facts and figures.

Productivity-Accomplishment. This pair of effectiveness criteria got a mean rating of 3.75 which implies that they were *often* sensed by the respondents. This pair of effectiveness criteria evaluates organizational performance in terms of the extent of work intensity and the constant striving for greater accomplishment. This outcome explains why the Institute has become a regional center in various academic pursuits and why it has become the flagship of the MSU system.

Innovation-Adaptation. Innovation and adaptation were *often* emphasized in the Institute as indicated by the mean rating of 3.78. This is a pair of effectiveness criteria which gauges organizational performance on the basis of the extent to which innovation was stressed and creative insights, hunches, and innovative ideas were encouraged. This pair of effectiveness attributes are in fact part of the Institute's objectives and largely explains why it is a regional favorite of the Department of Science and Technology.

Commitment-Morale. Rated with an average of 3.80, this pair of effectiveness attributes was perceived by respondents to occur *often* in the Institute. This pair of effectiveness criteria measures the extent of occurrence of a positive interpersonal climate among members and the extent to which they feel belongingness to the organization. It is significant to note that many administrators now were classmates, co-boarders and even roommates in the MSU main campus in Marawi City during their undergraduate years. This even extended to their being co-boarders or roommates in their graduate studies later in the University of the Philippines, in Ateneo de Manila, or in De La Salle University — three prestigious universities in the country where most study grantees of IIT go.

External Support-Growth. This pair of effectiveness attributes received the highest rating from the respondents, or an average of 4.0. External support and growth were indicated in the respondents' perceptions that outsiders *often* viewed the Institute as a high-potential unit and that the unit *often* carried the image of a growing, dynamic system. The Institute actually enjoys fiscal autonomy from the MSU System. Precisely because it is considered a high-potential unit, it has forged strong linkages here and abroad which continually extend to it academic, logistical, and financial support.

Overall Perception on Organizational Effectiveness. The overall mean rating given by respondents, as computed by summing up the paired means and dividing them by the number of effectiveness criteria, is 3.74. This indicates that in general, the respondents *often* perceived the Institute to be pervaded by organizational effectiveness.

The Level of Job Satisfaction of Present Academic Administrators

The level of satisfaction of the respondents in their current administrative job was determined using Herzberg's two-factor theory. One group of factors are called motivators and the other group comprised the dissatisfiers. Motivators consist of achievement, recognition, work itself, responsibility, and growth and advancement. Dissatisfiers, on the other hand, are the working condition, remuneration, company policy and administration, supervision, and interpersonal relations.

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The respondents were *satisfied* with both the motivation and the hygiene factors, as indicated by the factor means of 4.03 and 3.52, respectively. Of the

motivators, achievement has been rated as the highest source of job satisfaction, with a mean of 4.24. Next in rank is responsibility, with a rating of 4.15, followed closely by work itself, with a rating of 4.14. Recognition is fourth, which obtained a rating of 3.87. Growth and advancement is last, garnering only a mean score of 3.77.

Among the hygiene factors or dissatisfiers, interpersonal relations got the highest rating, which is 3.97. Supervision comes next, with a mean score of 3.51. Remuneration and working conditions are third and fourth in the rank, with mean ratings of 3.44 and 3.41, respectively. Company policy and administration is a poor fifth, garnering only a mean rating of 3.27.

The present administrators of the Institute were generally *satisfied* with their administrative jobs, both motivation and hygiene factors considered. This is reflected in the resulting overall average of 3.78.

Results of Pearson r Test of Correlation

Test of Correlation Between Organizational Effectiveness and the Qualifications and Criteria for Academic Administrators

Among the minimum qualification variables, three were significantly correlated with organizational effectiveness as indicated by their respective computed r which are greater than the critical r ($r^* = .707$) at the five percent level of significance and $d.f. = 6$. These are length of service ($r = .766$), status of appointment ($r = .860$), and return service after a study grant ($r = .827$). These findings reveal that the minimum qualifications, except for educational attainment, affect the organizational effectiveness of the Institute. The implication is that those who must administer the departments, the graduate programs, and the colleges should be familiar with IIT matters so as to make the right decisions and moves. This requirement is captured by the variables on length of service and length of service after a study grant outside the campus. On the other hand, the status of appointment variable captures educational attainment in as much as those who are tenured in the Institute are those with at least master's degrees. Educational attainment, therefore, indirectly affects organizational effectiveness through the status of appointment.

The evaluation criteria for deans were significantly correlated with organizational effectiveness ($r = .713$). This lends additional support to the linking pin theory where the deans can be likened to vital links between the top administration, the departments, and the faculty members. The dean, it is implied, should

necessarily possess managerial know-how, must have administrative experience, and must have rapport with top management as well as with the constituency of college. In its totality, the minimum qualifications and evaluation criteria for the selection of academic administrators are significantly correlated with organizational effectiveness as indicated by the computed r ($r = .841$) which is greater than the critical r .

The first hypothesis which states that there is no correlation between the perceived adequacy of the minimum qualifications and evaluation criteria for the selection of academic administrators and the perceived organizational effectiveness profile of MSU-ITT at the .05 level of significance is, therefore, rejected. The result of the Pearson r product-moment correlation test proves that there is a significant relationship between the perceived adequacy of the minimum qualifications and the evaluation criteria taken in the aggregate and the organizational effectiveness of the Institute.

Test of Correlation Between Organizational Effectiveness and the Job Satisfaction of Respondents

Among the motivator variables, four were significantly correlated with organizational effectiveness as indicated by their respective computed r which is greater than the critical r ($r^* = .632$) at the five percent level of significance and $d.f. = 8$. These are achievement ($r = .945$), work itself ($r = .858$), responsibility ($r = .679$), and growth and advancement ($r = .757$). The motivators as a group significantly explain the organizational effectiveness profile of the Institute.

As to the hygiene factors or dissatisfiers, four variables were also significantly correlated with organizational effectiveness as indicated by their respective computed r , which, individually, is greater than the critical r . These variables are working condition ($r = .726$), remuneration ($r = .753$), company policy and administration ($r = .896$) and supervision ($r = .952$). The hygiene factors or dissatisfiers as a group do not, however, significantly explain the organizational effectiveness profile of the Institute.

The job satisfaction variables taken as a whole also do not significantly affect organizational effectiveness as indicated by the computed r ($r = .560$) which is less than the critical r at $d.f. = 8$ ($r^* = .632$). This finding is in effect saying that the job satisfaction of academic administrators, taking into consideration *all* the motivator and hygiene variables, is not a prerequisite for their doing their job effectively. Nevertheless, when taken individually, *most* of the job satisfaction

variables indeed affect the academic administrators' job effectiveness. Hence, they affect the organizational effectiveness of the Institute. The implication is that top management should provide conditions for these variables to occur.

Therefore, the second hypothesis which states that there is no correlation between the perceived organizational effectiveness profile of MSU-IIT and the level of job satisfaction of its present academic administrators cannot be rejected. The result of the Pearson r product-moment correlation test proves that there is no significant relationship between organizational effectiveness and the hygiene variables of job satisfaction; there is, however, a significant relationship between organizational effectiveness and the motivator variables.

Recommendations

In view of the findings of the study, the following recommendations are made:

1. Upgrade the minimum qualifications set for academic administrators, particularly the length of teaching experience in the department or college, the status of appointment, and the length of return service after a study grant. This is to ensure the academic administrators' familiarity and knowledge of the Institute's policies, procedures, and culture which will result in their greater effectiveness.
2. Since the findings reveal that organizational effectiveness and motivators are significantly associated, the top management of the Institute should ensure the provision of factors that fulfill the academic administrators' need for achievement, growth and advancement, and recognition. The work itself must continue to be challenging and able to elicit commitment and a sense of responsibility.
3. An intervention scheme which is designed to enhance organizational effectiveness is being proposed. The intervention, which is made an integral part of this paper, should be subjected to review and enhancement by the prospective users — the present academic administrators of MSU-IIT. It should be readily apparent that it is only through this way that the intervention can be made more acceptable to the prospective users, be tailored fit to their needs, and be given a more realistic rather than theoretical orientation.
4. External consultants may be invited for the proposed intervention which consists of in-house training and development processes, particularly

in the areas of requisites and expertise which may exist outside the Institute.

Administrative Development Program (ADP)

A Proposed Intervention Scheme for Academic Administrators of MSU-IIT

Program Description

The proposed Administrative Development Program is designed to enhance the management, functional, and technical competencies of academic administrators of MSU-IIT to improve its organizational effectiveness. The development techniques revolve around in-house training and workshops and transitional experiences. The participants shall be the deans, assistant deans, graduate program coordinators and the department chairpersons.

Since academic administrators rarely have the time and inclination to sit through several days of training, the in-house training and workshops shall be limited to two-day sessions twice in a year, one during the semestral break and another during summer. The training shall be given in modules.

Rationale

It is typical in the Institute to staff different levels of academic administrative posts with faculty members meeting only the barest minimum qualifications, regardless of managerial aptitude. Inexperienced, or experienced but lacking formal training, the faculty members who find themselves as the new department chair or the new dean are then left on their own to develop good or bad management skills through a process of trial and error.

Needed in situations like these is formal or informal assistance from the organization to help the newly designated administrators meet their job requirements and prepare likewise for future positions. Successful organizations recognize this need and treat administrative or managerial development as a top priority rather than a discretionary item.

With the threats and opportunities presented by current globalization, the Institute has the moral responsibility to help build Mindanao's capability for global

competitiveness, especially that it assumes the lead in science and technology in the area. Moreover, the MSU System of which the Institute is an integral part, has committed itself to the fulfillment of the objectives of the Brunei-Indonesia-Malaysia-Philippines East Asian Growth Area or BIMP-EAGA, especially in the domain of human resources development. In this context, the Institute's top management cannot afford not to embark on a capability-building program for itself, particularly on one which focuses on academic administrators.

The Institute has been found in this study to *often* manifest effectiveness in direction-goal clarity, stability-control, participation-openness, documentation-information management, production-accomplishment, innovation-adaptation, commitment-morale, and external support-growth. However, the mean ratings obtained generally cluster toward the lower mean range. The same trend has been obtained in the job satisfaction indicators: while the present administrators are generally *satisfied* with their administrative jobs, the ratings approach the lower mean range, except for the motivator factors which are achievement, work itself, and responsibility. The job satisfaction variables, taken as one, do not significantly affect organizational effectiveness in this study. However, a development program to make MSU-IIT academic administrators better educational managers — better in the use of available resources, in setting goals and in coaching peers to achieve them, and better in the performance of responsibilities as measured by results — will leave top management confident that whoever of its administrators improve in these areas will automatically feel more satisfied. This is the essence of Lawler's direction of causation, namely, performance (alternatively referred to as effectiveness) causes job satisfaction.

As the proposed program will demand that time and effort be carved out of an already busy schedule, the in-house training component is only for two-day sessions, supplemented by transitional experiences for faculty members who will go into administration for the first time.

Transitional experiences work out best in filling up the department chair due to the "round robin" arrangement involved. The organization allows the next "designee" to assist in the chair's job with the current chair's supervision and advice for a period of time shortly before his or her designation — ideally during the summer break — to give him or her a feel of the requirements of the job. This need not take the entire summer and the schedule shall be left to the outgoing and incoming chair to decide. The idea is to make the transitional experience educational and productive yet light and easy.

Objectives:

The proposed **Administrative Development Program** or **ADP** is designed to make the academic administrators more effective in the performance of their jobs and in the process improve the overall effectiveness of the Institute. Specifically, the **ADP** serves to:

1. increase the productivity and effectiveness of academic administrators in their current jobs by assisting them to master management skills, functional skills and technical skills.
2. encourage managerial self-development and increase the ability of administrators to take on greater responsibilities and achieve their full potential.
3. develop a higher level of self-confidence among the academic administrators, and in the process, heighten their job satisfaction.
4. enable the Institute to produce the number of multi-skilled administrators needed to meet current growth needs as well as anticipated ones in the context of global competitiveness.
5. encourage a climate of teamwork and participative management to accomplish organizational goals.

Program Content

The program consists of two major components: the transitional experiences, and the training seminars and workshops. It is a program that leans heavily on self-development and experiential activities.

A. Transitional Experiences

Content:

The transitional experiences provide hands-on exposure and training in the areas of faculty loading, scheduling of classes and department activities, preparation of reports, budget preparation, and people skills. The College Executive Committee, comprised of the dean and the outgoing department chairpersons, shall take charge of this program.

B. In-House Training and Workshops

Content:

The contents of the seminar-workshops shall be presented in nine modules. Module I to Module IV shall be presented in a two-day seminar-workshop during the semestral break. Module V to Module IX, on the other hand, shall be tackled in another two-day seminar-workshop during the summer break.

Module I: The Management Functions

The module aims to familiarize the academic administrators with the management functions of planning, organizing, staffing, leading, and controlling.

Module II: Determination of Mission, Formulation of Goals and Achieving Clarity of Objectives

The module seeks to provide the academic administrators the techniques of mission determination, goal setting, and dissemination of clear goals. It also seeks to promote among the academic administrators a higher level of understanding of the Institute's mission and goals, thereby ensuring commitment to them.

Module III: Values Formation and Clarification

The module will enable the participants to better understand the process of values formation; to identify their values and practices and to determine the positive and negative consequences of such values and practices; and to make them arrive at decisions of values transformation.

Module IV: Organizational Culture, Openness, Participation and Effectiveness

The module defines organizational culture, identify its origins, and the factors influencing it. It also describes an open and participative culture and how it affects effectiveness.

Module V: Leadership and Leadership Styles

This module aims to make the academic administrators aware of their lead-

ership style, make them understand the impact of their leadership behavior on people and performance, and to encourage/enable them to adopt a personal leadership style.

Module VI: Documentation and Information Management

The module outlines the importance of documentation and information management in promoting organizational effectiveness. It describes the characteristics of an effective Management Information System. It also familiarizes the participants with 5S + 1 method of effective housekeeping.

Module VII: Seeking External Support: Budget Preparation for Presentation to the Department of Budget Management

The module seeks to familiarize the academic administrators with the budgetary process, to give them a working knowledge of the DBM budget accounts to facilitate budget preparation, defense, and approval and to enable them to better manage their respective cost centers' budget.

Module VIII: Conflict Management

The module defines conflict, enumerates its different causes, and imparts conflict resolution strategies to enable the participants to manage conflict more effectively, thereby improving the existing interpersonal climate.

Module IX: Improving Time Management

The modules seeks to make the academic administrators aware of the obstacles to effective time management and be able to overcome them. It also seeks to make them better time managers to enhance their effectiveness. The module incorporates Stephen Covey's *Time Management Matrix*.

Evaluation

The Administrative Development Program shall undergo four levels of evaluation using the most widely-applied model developed by Donald L. Kirkpatrick,

professor emeritus of the University of Wisconsin and a consultant. Kirkpatrick maintains that there are four levels involved in measuring the quality of effectiveness of a training program (Geber, 1995):

Level 1 consist of the **reaction level evaluation** which focuses on how well the participants liked the development program. Participants who are put off by some aspects of the training program are less likely to absorb the learning points that have been carefully included. The questionnaire method shall be used.

Level 2 evaluation focuses on the **learning level**, or on how well the principles, facts, and techniques were understood and internalized by the participants. Pre-test and post-test scores shall be compared to determine the extent of the learning.

Level 3 evaluation measures **behavior change on the job**. It determines the extent to which the participants have applied what they have learned from the training. The evaluation techniques include on-the-job observation and interviews. A pre-requisite is the assessment of the attitudinal and skills level of the participants before the training program by interviewing their subordinates, peers, superiors and a sample of the clientele on how frequently the target participants displayed certain behavior such as decisiveness, leadership, and smooth handling of conflict. An identical evaluation is then conducted several months after the development program.

Level 4 is the **organizational level evaluation** which assesses the effects of the participants' job behavior changes to the effectiveness of their specific work unit. On-the-job observations, interviews and questionnaires can be used for this purpose. But these should likewise be applied twice: prior to the development program and after. In this study, the eight pairs of effectiveness criteria used for measuring organizational effectiveness shall also serve as the evaluation instrument. The pre-training responses shall be compared with the post-training responses and the gains determined. The responses of other faculty members to the organizational effectiveness questionnaire before and after training may also be solicited for a deeper and more meaningful evaluation.