

SOCIO-DEMOGRAPHIC FACTORS ASSOCIATED WITH THE PERCEPTIONS ON CTE ORGANIZATIONAL EFFECTIVENESS

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ABSTRACT

This research employed the descriptive and correlational research design with the College of Teacher Education faculty as respondents. The instrument used was adopted from Macarandan (1981) with the inclusion of some socio demographic characteristics of the respondents. The researcher utilized frequency count and percentages for the description on the personal profile of the respondents; mean for the level of organizational effectiveness; and simple correlation analysis in order to determine the relationship between the respondents' profile and their perceptions on organizational effectiveness. Results showed that the overall level of organizational effectiveness is high. The respondents' academic rank, highest educational degree obtained, and length of service are significantly related significantly to their perceptions on organizational effectiveness. While all the dimensions of organizational effectiveness were rated by the respondents as very good, the numerical ratings must be looked into giving particular emphasis on managerial behaviour and working conditions. Administrators must address this and "Very high" is still a better level; and therefore we have to strive for it. Lastly, participatory management must be in place in an organization.

Key Words: Socio-demographic factors; Education, Organization, Effectiveness

Introduction

Organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. Organizational Effectiveness groups in organizations directly concern themselves with several key areas. They are talent management, leadership development, organization design and structure, design of measurements and scorecards, implementation of change and transformation, deploying smart processes and smart technology to manage the firms'

human capital and the formulation of the broader Human Resources agenda.

The broader idea of organizational effectiveness is applied for non-profit organizations towards making funding decisions. Foundations and other sources of grants and other types of funds are interested in organizational effectiveness of those people who seek funds from the foundations. Foundations always have more requests for funds or funding proposals and treat funding as an investment using the same care as a venture capitalist would in picking a company in which to invest.

Great thinkers advocate that an organization, to be effective in terms of managerial behaviour, working conditions, interpersonal relations, communication process, decision-making process, innovative process, personnel policies and procedures, and planning process must require a sound esprit de corps between and among superiors and subordinates. They further believe that attaining a quality education is largely dependent upon the interpersonal relations of teachers as moulders of the youth.

It is usual observation that the bigger the organization is, the more complex it is and the more difficult it is to manage. The presence of different personalities in a certain organization leads to the creation of faculty cliques in the case of educational institution thus promoting “strangeness” of people in that same organization. In other words, there are times when there are faculty members who do not even know their co-workers caused by the complexity of the organization.

Through training is one of the most exalted forms of social service, some teachers fail to realize this. Yoakam and Simpson (1955) further elaborated teaching as a form of social service that is, the teacher as a servant of society is entrusted with the development of the most helpless of beings, the human young, the most easily influenced of all creatures and most important for the maintenance of society as it is and for any future advances that may be made. The opportunities of the teachers for good or evil are boundless. For this reason, society has insisted that teachers be known for their high character, their honesty, integrity, and virtue as well as for their knowledge and skill. Character evaluation is impossible so without teachers of high morale, high ideals, good conduct and sincerity of purpose.

An organization involves simultaneous coordination of people who

must pass papers, materials or ideas among them in some controlled consequence, giving orders, soliciting suggestion, responding to technological breakdown, and planning. All of these functions and activities must be carried out through interactions with others. Thus, organizational structure is most fundamentally a design of human relationship and patterns of interaction. In order to minimize the adverse impact of stress/conflict, the administrators must design as well as modify organizational structure to prevent upset work patterns. However, an organization does not always operate exactly in the manner it is designed. The reason is that, the organization is made up of people who are not quite as predictable as a machine might be. People are different that they have attitudes, emotions, and expectations and when they are frustrated, conflict results. In as much as an organization accomplishes its task through people, the leader or administrators needs to coordinate all its functions to enrich organizational goals.

Since there are silent clamours’ for a better education, the school administrators must play a dynamic role as agent of change and a mediator among the conflicting forces that affect schools. According to Suravinyoo (1989) the administrators should constantly seek to identify the forces and trends in the contemporary scene which bear implications for administrative leadership.

It is therefore imperative for teacher and administrators in an institution of learning to find out first the factors that lead to the achievement of organizational goals or what hinders such. Educators must be versatile in dealing with different individuals in an organization so as to have an effective and wholesome organizational structure. Patton and Griffin (1981) started that the success of one’s career depends largely on his interpersonal skills. Finding and holding a job depends largely on how

well one can work cooperatively with other people. Promotion depends on one's ability to work cooperatively with fellow employees. They further stated that the degree of involvement in a relationship refers not only to the amount of interaction between the participants but also to the importance each attaches to his interaction.

Statement of the Problem:

This sought to find out the Organizational Effectiveness between and among administrators and teachers of College of Teacher Education during the school year 2014-2015.

1. What is the profile of the respondents in terms of the following:

- a. religion;
- b. academic rank;
- c. highest educational degree earned;
- d. length of service;
- e. status of appointment?

2. What is the level of organizational effectiveness the College of Teacher Education in terms of the following indicators:

- a. Managerial behaviour.
- b. Working conditions.
- c. Interpersonal relations.
- d. Communication progress
- e. Decision-making process.
- f. Innovative process.
- g. Personnel policies and procedures, and
- h. Planning process?

3. Is there a significant relationship between the respondents' perception on

organizational effectiveness and their personal profile?

Theoretical Framework

The society where a man lives involves crucial and social relationship. The vitality of human system can be illustrated in the activities, interactions, and sentiments of the group members together with the mutual relationship of those elements as they interact with one another. This study relies on the theory that organizational effectiveness is influenced to a large extent by the working force in an organization.

Effective organization is referred to as the degree to which predetermined goals are achieved. The level of output of an organization determines its efficiency through the effective use of its resources.

In an organization, it is important that the administrators make use of his abilities effectively which can be accomplished only through personal contact on how skilful the administrators in leading his subordinates.

Given enough resources, one would tend to believe that an organization depends on the availability, duration and management of these resources and the people who handle these resources. It also depends on time, because no matter how good and effective the manager and subordinates may be, if they do not know when and where to strike, the organization is doomed to fail, thus losing its effectiveness.

Reeves (1973) said that: Manager is a minority group and they have some special problems. One of those is their heavy responsibility for the success of interpersonal relationship among their subordinates and the manager himself, between the manager and these in the higher echelons, between the manager and his peers, and with other special groups as they

relate to the operation of the managers sphere of activity.

Norman (1970) points out that a person's values are a function of his interaction with others. On the other hand, Schen (1968) says that individual's values may go through a number of modifications as a result of "organization socialization" a process whereby the individual learns a narrative behaviour, attitude and values expected of him as a member of the organization or any of its sub-units.

But if these resources are added to good timing and pleasant interpersonal relationship among the members plus a wholesome set of work values, then there is no reason for an organization to become ineffective and unsuccessful.

Alciso (1998) stated that in effective organizations, the focus is on the work required to produce the results rather than the results themselves.

On the other hand, Daft (1983) mentioned that understanding an organizational goal is the first step towards understanding organizational realizes its goals. Effectiveness taken into consideration a range of factors both inside and outside the organization.

The study of Cortez (1980) revealed that attitudes of individuals may differ from one person to another for various reasons. In school organization, school factors like size, location of school, may possibly explain the difference between administrators and teacher's perception on the interpersonal relationship and organizational effectiveness. She further mentioned that the socio psychological theory that an individual tends to perceive concepts, objects and events and situations in terms of his physical and social environments his wants, goals and past experiences.

Another study related to organizational effectiveness is that of

Almero (1995) which is about the attitude of the teachers towards classroom supervision in the Division of Masbate. His study showed that teachers like the supervisor to be democratic, objective in observing teachers and public at work, objective and scientific in discovering problems, acquiring teachers through in service education, and objective in rating and evaluating.

Similar study was conducted by Donato (1974) which is about organizational effectiveness with components like managerial behaviour, working condition, interpersonal relations, communication process, personnel policies and procedures and planning process.

The basic conclusions drawn from the principal findings indicate that there was a significant difference in the organizational effectiveness between and among the three areas of human relations, faculty involvement in decision making, concepts of authority, responsibility and obligation of authority indicate that college administrators followed a leadership style characterized by consideration implying a democratic type of leadership.

Effective management of school system is a goal which is hoped to be reached by most educational managers or school administrators. It cannot be denied that the success of school program points back to the quality of performance of school administrators.

On the overall, organizational effectiveness in the three private schools of Ilocos Sur was perceived at the level of "high" with a mean score of 3.85. All these aforementioned findings have a bearing on the levels of organizational effectiveness.

On the comparison of the organizational effectiveness in the three private schools of Ilocos Sur, there was a significant difference in the organizational

effectiveness between and among the three private schools of Ilocos Sur in terms of the overall ($F = 20.52$) and the components namely: Managerial Behaviour ($F = 27.18$), Working Conditions ($F = 22.48$), Interpersonal Relations ($F = 23.58$), Communication Process ($F = 22.15$), Decision Making Process ($F = 10.79$), Innovative process ($F = 18.95$), Personal Policies and Procedures ($F = 17.71$), and Planning Process ($F = 17.71$). In all these cases the critical value of 3.102 was surpassed.

Macarandan(1981) did conduct also a study on organizational effectiveness. She considered the eight indicators of effectiveness and motivation. These indicators are managerial behaviour, working conditions, interpersonal relations, personnel policies and procedures as well as planning process, communication process, decision making process, and innovative process.

The result of the above study showed that the planning process was rated highest, whereas the interpersonal relations, “fairly high.” They are also followed by managerial behaviour, innovative process, communicative process, personnel policies and procedures. She also found out that personal variables considered did not affect perceptions and effectiveness.

The summarized pertinent studies served as vital information with which the researcher derives insights as to the plan of work he followed in this proposed study. However, this study has not duplicated any of the studies presented aside from the fact that this will be the first to be undertaken in College of Teacher Education.

Conceptual Framework:

This investigation revolved around the conceptual paradigm illustrated below:

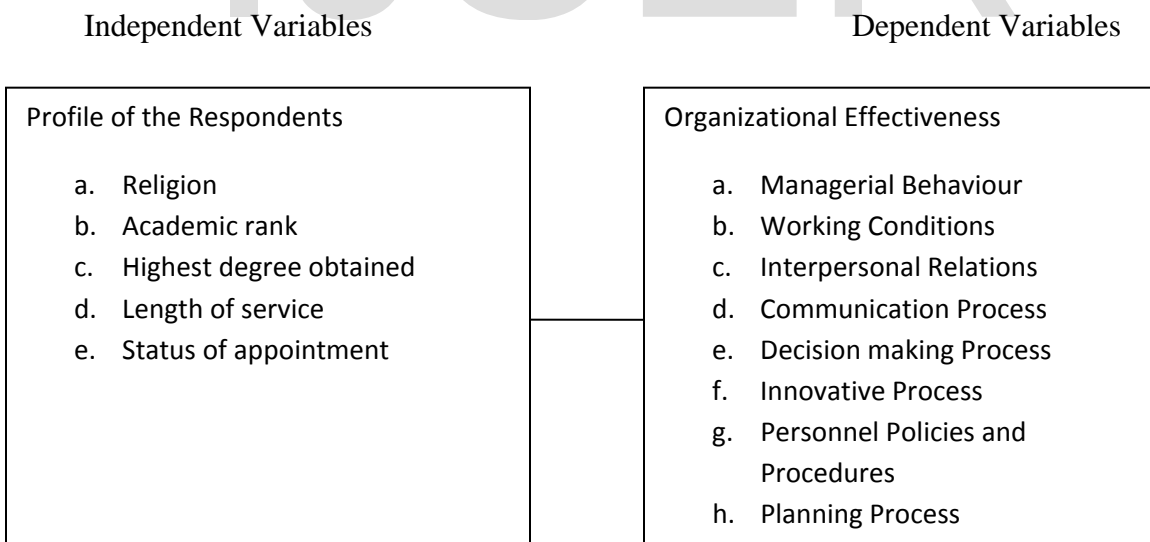


Figure 1. The Conceptual Paradigm

As illustrated in the foregoing paradigm, the independent variable which is profile of the respondents was categorized

into: religion, academic rank, highest educational degree earned, length of service, and status of appointment. On the other

hand, the dependent variable which is organizational effectiveness was measured in terms of the following indicators: managerial behaviour, working conditions, interpersonal relations, communication process, decision-making process, innovative process, personnel policies and procedures and planning process.

Methodology

The researcher utilized the descriptive research design with the survey method of research in gathering the needed data for investigation. The descriptive method is considered apt for a comparative and correlation study such as this study. The population of this study was composed of all the faculty members of the College of Teacher Education. A questionnaire was used in gathering data. Selltiz(1971) said that a questionnaire is a direct way of knowing people’s feelings, experiences,

thoughts and motive behind their behaviour. The data gathered were treated using the mean and the simple correlation analysis. Part 1 was the questionnaire on organizational effectiveness adopted from the study of Macarandan(1981). It included managerial behaviour, working conditions, decision-making process, interpersonal relations, communication process, innovative process, personnel policies and procedures, and planning process.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to answer the problems raised in this study.

Problem 1: What is the profile of the respondents in terms of the following:

- a. Religion;
- b. academic rank;
- c. highest degree earned;
- d. length of service; and
- e. status of appointment?

**Table 1
 Profile of the Respondents**

Personal profile	Frequency	Percentage
Religion		
Catholic	23	88.46%
Non-catholic	3	11.54%
Total	26	100%
Academic rank		
Professor	2	7.69%
Asso. Prof	6	23.07%
Asst. Prof	10	38.46%
Instructor	8	30.78%
Total	26	100%
Highest degree earned		
Doctor’s degree	10	38.46%
Master’s degree	11	42.31%
BS degree	5	19.23%
Total	26	100%
Length of service		

41 & above	1	3.85%
31-40	3	11.54%
21-30	12	46.15%
11-20	4	15.38%
0-10	6	23.08%
Total	26	100%
Status of appointment		
Permanent	21	80.77%
Part time	4	15.38%
Contractual	1	3.85%
Total	26	100%
Total	26	100%

Table 1 reveals the profile of the respondents of this research. It is stipulated in the table that out of the 26 respondents, 23 are catholic while three are non-catholic. In terms of their academic ranks, eight are Instructors, six are Associate Professors, ten are Assistant Professor IV, two are Professors. The rest of the respondents distributed in the different academic ranks with more or less the same frequency. Relative to the highest educational degree

obtained, ten of the respondents are Doctor's degree holders, 11 are Master's degree holders, and five are holders of BS degrees. As far as their length of service is concerned, the biggest number of respondents is in the 21-30 years bracket, followed by 0-10 and the bracket with only one respondent indicated is 40 & above . For the respondents' status of appointment, majority of them are permanent, four are part time and only one is contractual.

Table 2
Summary of the Levels of Organizational Effectiveness as Perceived by the Teachers

Organizational Effectiveness	Teachers	
	X	Level
Managerial Behavior	3.47	High
Working Conditions	3.46	High
Interpersonal Relations	4.10	High
Communication Process	3.57	High
Decision-Making Process	3.73	High
Innovative Process	3.94	High
Personnel Policies and Procedures	4.03	High
Planning Process	4.01	High
OVERALL	3.79	High

LEGEND:

Range of scores:

4.21-5.0

3.41-4.20

2.61-3.40

1.81-2.60

Overall Descriptive Rating:

Very High (VH)

High (H)

Fair (F)

Low (L)

1.0-1.80

Very Low (VL)

It is reflected in Table 9 that the respondents perceived organizational effectiveness having been at a very good level. This is evidenced by an overall mean equivalent to 3.79. All the indicators were rated high by the respondents. Among the eight indicators, interpersonal relations got the highest mean which is 4.10 followed by personnel policies and procedures and planning process with means of 4.03 and 4.01 respectively. Though they are still rated high, the three indicators that received the lowest mean ratings include working conditions, managerial behaviour and

communication process with weighted means equivalent to 3.46, 3.47, and 3.57 respectively.

To justify the result of this study, we have to mention some concepts on organizational effectiveness which according to Daft is the degree to which an organization analyzes its goals. Effectiveness takes into consideration a range of factors both inside and outside the government.

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Table 3
Correlation Coefficient between the Profile of the Respondents and their Perceptions on Organizational Effectiveness

Profile of the Respondents	DIMENSIONS OF ORGANIZATION EFFECTIVENESS								
	Managerial behaviour	Working conditions	Interpersonal Relations	Communication process	Decision-making process	Innovative process	Personnel policies and procedures	Planning process	Overall
Religion	.038	.065	0.172	0.081	0.032	.074	0.091	0.073	0.078
academic rank	.041	*.057	0.115	0.067	0.118	0.077	0.054	*0.081	0.076
highest degree earned	*.035	.193	0.051	0.073	*0.053	0.024	*0.058	*0.084	*0.0713
length of service	*.072	.039	0.084	0.057	*0.081	0.064	0.018	*0.135	*0.096
status of appointment	.056	.142	0.103	.096	0.433	0.056	0.039	0.043	.124

Table 3 indicates the relationship between the profile of the respondents and their perceptions on organizational effectiveness. It shows in the table that status of appointment ($r=0.433$) is significantly related at .05 level of probability. It appears that if a faculty is holding a permanent position its decision is more acceptable as he may not allow other people to dictate upon him.

Conclusions

1. The overall perception of teachers towards organizational effectiveness is at the level of "Very Good" with a mean score of 3.79.
2. The respondents holding a permanent position have better decision making.

Recommendations

1. While all the dimensions of organizational effectiveness were rated by the respondents as very good, the numerical ratings must be looked into. Working conditions and managerial behaviour got the lowest numerical ratings.
2. Administrators must address this and excellent is still a better level and therefore we have to strive for it.
3. Participatory management must be in place in an organization.

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