

POLICY FOR IMPROVING COMPETITIVENESS OF THE GOVERNMENT WORKERS: IT'S PERFORMANCE

Amelia Girly L. Aranas, BPA., MPA., DPA., Ph.D.

College of Arts and Sciences, Main Campus

Cebu Technological University-Cebu City, Philippines

* Corresponding author: dr.glaranas@yahoo.com (0939-848-1122)

ABSTRACT

*Human resources are an agency's most valuable asset. They define the efficiency, effectiveness and over-all quality of service in any industry. The government sector is no exception. The need to establish an effective system that accurately evaluates the performance of its workers for the purpose of determining tenure, transfers or promotions, and appropriate incentives is of absolute urgency. The purpose of this study is to determine the performance management system in the College of Arts and Sciences, Cebu Technological University-Main Campus, Cebu City for the Academic Year 2010-2012. Specifically: to examine the performance appraisal report of the faculty: as to teaching competencies; professionalism; and services to the college and the community; supervisor: as to professional competence; supervisory competence; leadership skills; and personal characteristics; students/clientele: as to management; and performance. The descriptive-qualitative fish-bowl method was utilized in this study. Our study indicates that based on the implementation, the Cebu Technological University-Main Campus particularly College of Arts and Sciences, **Very Satisfactorily Complied** the variables indicated as success indicator of the Performance Management System (PMS) for the Academic Year 2010-2012.*

Keywords: *teaching competencies; professionalism; professional competence; supervisory competence; leadership skills; and personal characteristics*

INTRODUCTION

Rationale: The development of the Performance Management System (PMS) was initiated in 2003 by a re-assessment of the existing Performance Evaluation System (PES) and the development of a new tool/instrument that will establish a culture of performance and accountability in the bureaucracy. The PMS meaningfully and objectively links employee performance vis-à-vis its Organizational Vision, Mission, and Strategic Goals.

While policies and systems for employee performance evaluation have long been in place in government, there has been an increasing demand to review the existing system, i.e. demand for public servants to produce tangible results by "making a difference" instead of "just keeping busy", demand for increased accountability by performing the mandate of the organization, the need to correct the notion that a permanent appointment guarantees security of tenure. Hence, the call for the Civil Service Commission (CSC), as the central personnel agency of the government, to revisit and, as necessary, re-invent the performance management system of the bureaucracy.

MATERIALS AND METHODS

The descriptive-qualitative fish-bowl method was utilized in this study. The purpose of this study is to determine the performance management system in the College of Arts and Sciences, Cebu Technological University-Main Campus, Cebu City for the Academic Year 2010-2012. The respondents/informants of the study were department heads, faculty and students to examine the performance appraisal report of the faculty: as to teaching competencies; professionalism; and services to the college and the community; supervisor: as to professional competence; supervisory competence; leadership skills; and personal characteristics; students/clientele: as to management; and performance.

RESULTS AND DISCUSSION

The Civil Service Commission's Performance Management System is a system which would meaningfully and objectively link employees' performance vis-à-vis the agency's Organizational Vision, Mission and Strategic Goals. It is a technology composed of strategies, methods, and tools for ensuring fulfillment of the functions of the offices and its personnel as well as for assessing the quality, quantity and timeliness of the accomplishments. Personal and professional characteristics of every employee in each agency vary accordingly. Employee's performance has contributed to or hindered organizational effectiveness.

RESPONSES OF THE DEPARTMENT HEADS

The table that follows presents the responses of the department heads on professional competence, supervisory competence, leadership skills, personal qualities and public relations and community involvement. The identified typological categories are distributed into the specific indicators provided.

Table 1. Responses of the Department heads

Typological Category	Indicators	Remarks
Professional Competence	<ul style="list-style-type: none"> ▪ knowledge of educational policies, goals, objectives and thrusts ▪ knowledge of teaching methods and approaches ▪ planning and organizing ability ▪ communication skills ▪ problem analysis and decision making ▪ professional growth ▪ potentials for higher responsibilities 	Complied
Supervisory Competence	<ul style="list-style-type: none"> ▪ ability to formulate and implement supervisory plans ▪ ability to plan, initiate and pursue his fractional enrichment activities ▪ ability to identify needs and problems in his department and to act accordingly ▪ ability to assist the subordinates to improve their competencies ▪ ability to monitor, evaluate and keep record of subordinates' activities and performances ▪ promptness in submission of reports ▪ actual accomplishments in the improvement of instruction and other areas of concern 	Complied
Leadership Skills	<ul style="list-style-type: none"> ▪ skills in motivating and inspiring subordinates ▪ perceptual capacity to evaluate subordinates' needs, attitudes and maturity level and to apply appropriate leader action ▪ rapport with subordinates 	Complied
Personal Qualities	<ul style="list-style-type: none"> ▪ initiative, resourcefulness and dedication to service ▪ frustration and stress tolerance ▪ human relations ▪ manifestation of positive values 	Complied
Public Relations and Community Involvement	<ul style="list-style-type: none"> ▪ participation in community activities ▪ rapport with the school's public 	Complied

Source: Adapted from CTU-HR Form 8, October 2012, revision 1

Table 1 showed that all the indicators for professional competence, supervisory competence, leadership skills, personal qualities and public relations and community involvement of the different department heads are satisfactorily complied. It can be deduced from the result that all the department heads of the College of Arts & Sciences are highly competent and knowledgeable on the duties inherent to their functions and exudes salutary dedication to service and rapport to the subordinates. As stated by Nel, Welner, Haasbroek, Poisat, Sono, &Schults 2008, Performance management is a holistic approach and process towards the effective management of individuals and groups to ensure that their shared goals and institutional objectives are achieved.

RESPONSES OF THE FACULTY

The table below presents the responses of the faculty on the typological category of teaching competencies, professionalism, and service to the university and community. Teaching competence and professionalism of the faculty plays an important role in carrying out the expected output to the clients. It includes knowledge of the subject matter, methodologies and techniques used, materials utilized for instruction, classroom management, communication skills, etc. while, professionalism speaks of its personal characteristic, professional growth, leadership and human relations.

Table 2. Responses of the Faculty

Typological Category	Indicators	Remarks
Teaching Competencies	<ul style="list-style-type: none"> ▪ knowledge of subject matter ▪ teaching methodologies and techniques ▪ preparation of curricular material and utilization for instruction ▪ classroom management ▪ communication skills ▪ student achievement evaluation skill ▪ time utilization ▪ teaching effectiveness 	Complied
Professionalism	<ul style="list-style-type: none"> ▪ attendance and punctuality ▪ professional growth ▪ leadership competence ▪ manifestation of positive social or moral values ▪ personal characteristics ▪ human relation with the supervisors, peers and students 	Complied
Service to the University and Community	<ul style="list-style-type: none"> ▪ participation in curricular and co-curricular services and others ▪ involvement in research, extension services and other activities for advancement of the university ▪ participation in community activities 	Complied

Source: Adapted from CTU-HR Form 7, October 2012, revision 0

As presented in Table 2, all faculty of the College of Arts and Sciences have complied all the stipulated indicators for teaching competence, professionalism and service to the university and community. The result implies that all CAS faculty are proficient and dedicated in carrying – out the tasks assigned to them. According to Van der Waldt (2004), it is usually difficult to measure performance improvement and productivity in the public service because the outputs are also intangible.

However, the necessary element of the PMS entails performance improvement and productivity to ensure effective and efficient public service delivery.

RESPONSES OF THE STUDENTS

Table 3 presents the responses of the students on management and performance of teachers in delivering their duties to the clientele. Management, being a function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively, should be in accordance with the indicators mentioned in the table below.

Table 3. Responses of the Students

Typological Category	Indicators	Remarks
Management	<ul style="list-style-type: none"> ▪ gives reasonable course/ subjects assignments ▪ earns appreciation and kind attention from the students ▪ gives orientation about the subject and how the students are evaluated ▪ gives test and / or projects which are within the objectives of the course ▪ shows concern in assisting the students ▪ shows sympathetic insight into students' feelings ▪ check and records test paper/term papers promptly ▪ is on time and regular meeting the class ▪ assigns fair subjects/course requirements ▪ sustains the attention of the class for the whole period 	Complied
Performance	<ul style="list-style-type: none"> ▪ presented lesson clearly, methodically, and substantially ▪ motivates the students to learn ▪ facilitates learning with the application of appropriate educational methods and techniques ▪ shows mastery of the lesson ▪ is prepared for the class ▪ inspires students' self-reliance in their quest of knowledge ▪ knows when the students have difficulty understanding the lesson and find ways to make it easy ▪ integrates values into the lesson ▪ speaks the language of instruction (English or Filipino) clearly and fluently ▪ delivers thought provoking questions 	Complied

Source: Adapted from CTU-Students' Assessment Survey for Teachers

The result in Table 3, showed that majority of the students presented a positive response on all of the indicators given in terms of management and performance rendered to them. The students responded complied on all the performance indicators under management as to gives reasonable course/ subjects assignments, earns appreciation and kind attention from the students, gives orientation about the subject and how the students are evaluated, gives test and / or projects which are within the objectives of the course etc. On the same manner, the students responded complied on the performance of the teachers in terms of presenting the lesson clearly, methodically, and substantially, motivating the students to learn, facilitating learning with the application of appropriate educational methods and techniques, showing mastery of the lesson, integrating values into the lesson. It simply implies that the students learned more are satisfied on the performance of the teachers and the delivery of service.

Performance assessments assist by the clientile because they receive regular feedback on employee performance (Ivancevich et al. 2011). Performance assessments are normally done on a quarterly basis and also at the end of the fiscal year (annually).

CONCLUSION

Based on the findings of the study, success indicators of the Performance Management System (PMS) for the Academic Year 2010-2012, the Cebu Technological University-Main Campus particularly College of Arts and Sciences very satisfactorily complied for the variables indicated.

RECOMMENDATIONS

Based on the findings of the study, the following are the recommendations:

All things are held constant; there is a guarantee of tenure in the government especially for career positions.

For future researchers who are willing to undertake any research in Public Governance, the following topics are recommended:

- A Political Ethnographic Study about Cebuano Leaders
- A Discourse Analysis on Cebuano Political Realities in Public Administration
- An Evaluative Measure as Basis for Political Career Path
- Campaign Strategies for Electoral Reforms
- Voters' Electoral Preferences and Choices over Filipino Leaders

ACKNOWLEDGEMENTS

The author would like to thanks the College of Arts and Sciences for extending their expertise and continuous support in the materialization of this undertaking; the Research and Development Council of the University, for the support and encouragement.

REFERENCES

- Nel, P.S.; Welner, A.; Haasbroek., G.D.; Poisat, P.; Sono, T. &Schults, H.B. 2008. Human Resource Management. Cape Town: Oxford University Press.
- Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. 2011.Organisational behavior and Management. New York: McGraw-Hill.
- Van der Waladt, G. 2004. Managing performance in the public sector: Concepts, Considerations and Challenges. Lansdowne: Juta.