

Evaluation of the Human Resources Development Programme of State Colleges in Cotabato Philippines

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Abstract: This study utilized “Daniel Stufflebeam’s Context – Input – Process – Product (CIPP) Evaluation Model (Worthen and Sanders, 1973).” The respondents of this study consisted of 111 faculty members, clerical and administrators from the three state colleges in the Cotabato Area. The overall rating of the respondents as regards to the context of the HRD Program (attainment of the College’s mission and goal as well in undertaking HRD Planning was “moderate extent: (3.16). In general, the respondents rated the input of the HRD Program as “moderate extent” (3.00). The process of the HRD Program came out with a “moderate extend” (3.03) rating from the Colleges. The overall rating of the product evaluation of the HRD Program on the before the effect of the program to the beneficiaries in the College was “little” (2.65). Although, the overall rating of the product evaluation of the HRD Program on the after effect of the Program to the beneficiaries in the College was “little” (3.15), this was however, significant when the t-test for dependent sample was used. The human Resource Development Program of the State Colleges in Cotabato area is well implemented because the goals are clearly defined, supports are provided, and the procedures are adequately followed that help strengthen the capability of the faculty and staff to make them effective in performing their tasks and responsibilities. Nonetheless, the Program needs to be reviewed and effective implementing mechanism should be provided to make it more responsive to the needs of the colleges’ stakeholders. It is recommended that further study of the subject should be undertaken.

Keywords: Human resources management, evaluation, Cotabato, Philippines.

Introduction

History has taught us that the character and strength of a nation is invariably tied up with the quality and attributes of the citizenry. Industrialized countries with limited natural endowments like Japan, Switzerland, and South Korea have emerged and achieved spectacular economic growth on the strength and ingenuity of their human resources.

On the other hand, there are countries that are well endowed with natural resources but failed to capitalize on their given wealth. They choose, by their own default, to remain on the fringes of progress. These countries have failed to develop effectively their human resources to capitalize on their natural wealth.

At the industry level, human resource development is not only essential but critical to a company’s survival. A company that is short on capital can borrow money but a company that is short of the required human resources has little chances of survival, either in the short or long term perspective. In the public service, a similar strategy must apply to ensure a

productive contribution by the civil servants in the national development process.

Martires [1] emphasized the importance of human resources, that people constitute an organization’s most important and vital factor in its successor failure. By and large, while the human factor determines both its impact and output, it is also its most significant input and even output in many instances. The acquisition, utilization and development of financial, material, technological and market resources, which may be exhaustible, are dependent on human resources. If the latter is available and capable, the other factor can be great use to the organization.

The institution recognizes that its ability to achieve its objectives is directly tied to the talents, skills and commitment of its employees. The main focus of its human resources strategy is to recruit and support employee development, to enable people to fulfill the expectations of their jobs and to have employees who are strongly motivated, highly competent and successful [2]. Moreover, organizations or institutions strive to provide workplaces that are free of discrimination and

to ensure employees abilities; skills, knowledge and interests govern advancement and professional development within the institutions. Additionally, the institutions strive to assist its employees in adjusting to variable work and home life demands and circumstances and to provide access to support services and wellness programs where possible.

Likewise, human resources are decisive factors in struggle for international competitiveness of the country for development and advancement. The development of human resources is always anchored on national and regional thrusts. The sustainability and maintenance of human resources seeks to respond to five requirements: (1) integration of conservation and development (2) satisfaction of basic human needs; (3) achievement of equity and social justice; (4) provision of social self-determination and cultural diversity; and (5) maintenance of ecological integrity[3].

Ahmad [4] says that “in our desire to move vigorously ahead, nothing is more important than the development of human resource. It is blindingly clear that the most important resources of any nation must be talents, skills, creativity, and will of its people” – Dato’ Seri Dr. Mahathir Mohamad, Prime minister of Malaysia in “Malaysia” The Way Forward” (New Straits Times, Malaysia, 1 May 1991).

The benefits of human resource development (HRD) on the organization are enormous according to the Management Science for Health [5]. These are (1) systematic planning to support organizational mission; (2) increased capacity to achieve the organization’s goals; (3) clear definition of each employee’s work responsibilities and link to organization mission’s (4) greater equity between compensation and level of responsibility; (5) defined level of supervision and management support; (6) increased level of performance and efficient utilization of employees skills and knowledge; (7) cost savings through improved efficiency and productivity; (8) increased ability to manage changes.

Recently, Samaranayake [6] highlighted in his research that the HRD depends on the info-structures. With the rapid changes that have taken place in Information and Communications Technologies, the resultant info-structures too have changed. However, its use for HRD has not kept pace with such changes. His paper examines the various info-structures that are available to improve HRD and identifies strategies that could be successfully utilized. One of the more recent uses of Information and Communication Technology (ICT) for HRD is computer assisted learning. The technological development seen today allows us to go far beyond to areas such as e-Learning.

Higher education as a subsystem of formal education will, in its mission, substantially prepare experts and professionals who are really needed to develop and transform all the available natural resources for the welfare of the people especially in Mindanao. One major resource of Mindanao is its well – established education system, particularly its higher education system. In the Cotabato area, there are three state colleges, namely: Cotabato Foundation Colleges of Science and Technology, Sultan Kudarat Polytechnic State College, and Cotabato City State Polytechnic College besides the privately owned higher educational institutions. And these state institutions of higher learning supply the needed manpower not only in Mindanao but the rest of the major islands including foreign countries.

HRD is important in all organizations regardless of their size, purpose and degree of complexity. It is considered that HRD plays a critical role in creating and sustaining high performance organizations. A large percentage of the operating budgets of SUCs is devoted to staff salaries and wages. In an era of education sector reform, HRD issues must be addressed if organizations are to successfully manage decentralization, public/private partnership, and downsizing and expansion, as well as the drive toward organizational sustainability. As more and more SUCs face these challenges, they are looking for HRD technical assistance and support. In other words: how can your organization develop a set of policies, practices and systems that advance the skills and motivation of staff in order to achieve the highest possible level of performance over time? The answer to this question is within the organization, in both the dynamics, knowledge and level of staff commitment, as well as reflected in the current HRD system, policies and procedures. Thus, this proposed evaluation study.

Statement of the Problem

Generally, this study aimed to evaluate the Human Resource Development Program (HRDP) of the State Colleges in the Cotabato Area, School Year 2004 – 2005.

Specifically, the study aimed to find answers to the following research question:

1. To what extent do the Human Resource Development Program’s Context are attained/ followed in terms of the following:
 - 1.1 mission and goal;
 - 1.2 planning?
2. To what extent do the HRDP’s Inputs such as the budget and staff requirement are met?
3. To what extent do the following HRDP’s Processes are met, attained or followed:

- 3.1 HRD data,
- 3.2 personal policy and practice,
- 3.3 orientation program,
- 3.4 policy manual
- 3.5 discipline, termination and grievance procedure, Relationship with Faculty and Staff Associations,
- 3.6 relationship with Faculty and Staff Associations,
- 3.7 Labor Law Compliance;
- 3.8 Performance Management
- 3.9 Job Description
- 3.10 Staff Supervision
- 3.11 Performance Evaluation
- 3.12 Training
- 3.13 Management and Leadership Development, and
- 3.14 Counseling?

- 4. To what extent do the HRDP Products are attained in terms of the changes in the knowledge and attitudes of the personnel as perceived by the respondents themselves?

earlier decisions. There are four types of evaluation under this model. The framework used for this study is shown in Figure 1.

Input Evaluation

The input evaluation covers the HRDP budget and staff.

Process Evaluation

The process evaluation determines how the program was implemented in terms of procedures, policies, techniques and strategies. According to Stufflebeam, process evaluation provides decision – makers with information needed for anticipating and overcoming procedural issues and interpreting project outcomes. Under this area evaluating, the following were assessed: HRD data, personnel policy and practice, orientation program, policy manual, discipline, termination, and grievance procedures, relationship with Faculty and Staff Associations, Labor Law compliance, performance management, job descriptions, staff supervision, performance evaluation, training, staff training, management and leadership development and counseling.

Product Evaluation

This area of evaluation aims to relate outcome information to objectives and context, input and process information. It provides information for deciding to continue, whether to terminate, modify or refocus a program. In this study, the respondents and beneficiaries assessed the program in relation to the extent to which expected changes in the knowledge and attitudes of the employees are attained.

RESEARCH METHODOLOGY

Evaluation Design and Framework

This study utilized “Daniel Stufflebeam’s Context – Input – Process – Product (CIPP) Evaluation Model[7].” Daniel Stufflebeam belongs to a school of thought that believes in evaluation as a form of decision management strategy. His approach is cyclical in that feedback is continuously given to decision – makers in such a way that the information may lead to a review of

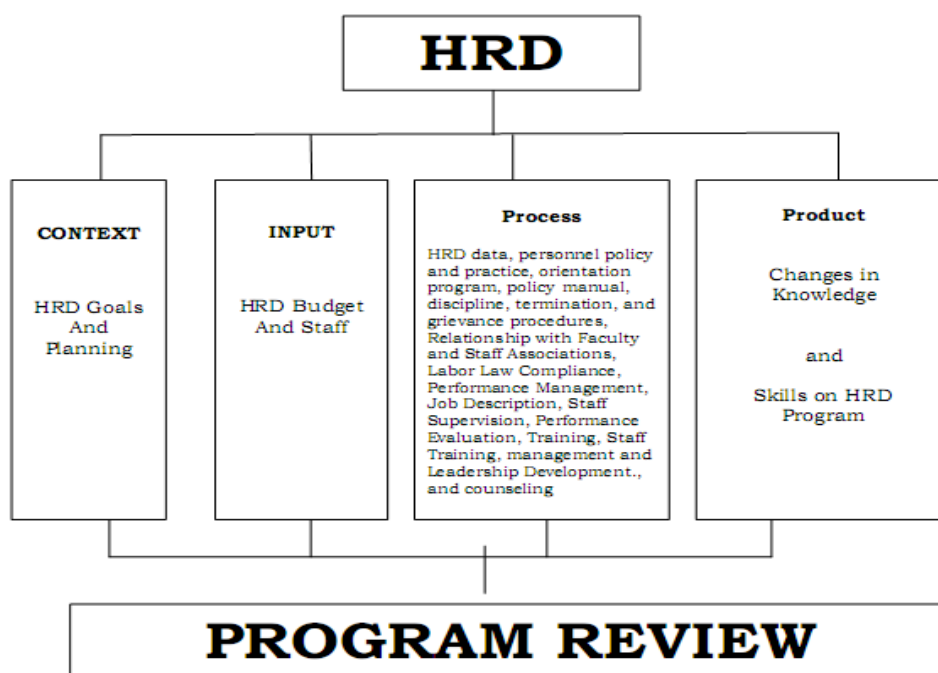


Fig-1. Stufflebeam’s Evaluation Framework Customized for the HRD

Method

Participants. The participants in this study were faculty members, clerical staff and administrators from the Cotabato City State Polytechnic College (CCSPC), Sultan Kudarat State Polytechnic College (SKSPC) and cotabato Foundation College of Science and Technology (CFCST). In this study, CCSPC was labeled SC1, SKSPC was labeled SC2 and CFCST was SC3.

Furthermore, the number of respondents sampled was determined using Slovin's formula. Specifically, there were 38 respondents from CCSPC, 36 from SKSPC and 37 from CFCST. A modest retrieval rate of 60% was accomplished in this study. Thus, a total of 111 participants were involved in this study.

Instrumentation. To achieve the evaluation purpose of the research, a researcher made evaluation instrument was used as data gathering instrument. The questionnaire is a one – shot survey instrument designed to gather information from the respondents. The evaluation questionnaire has several sections in order to represent the different aspects of Stufflebeam's Evaluation Model.

The questionnaire was checked by the experts as to its content and face validity. Then, this was administered to the 15 targeted participants for the item total correlation analysis such that the items in the questionnaire were retained, improved and discarded. After this, the instrument was administered for its second dry run. The Gutman split – half method was used to determine the reliability of the instrument. Thus, a reliability index of 0.73 was obtained.

The evaluation questionnaire consists of Likert – type rating scales in most of the items. The following cut-off points were utilized to interpret the ratings: 4.50 to 5.00 = Met Attained and Followed to a very Great Extent; 4.00 to 4.49 = Met, Attained, and Followed to a Great Extent; 3.50 to 3.39 = Met, Attained, Followed to a Moderate Extent; 3.00 to 3.49 = Met, attained, and

Followed to a Slight Extent; 2.99 and Below = Met, attained, and Followed to a Very Slight Extent.

Data Analysis

The content analysis method was used in the analysis of the data.

Data Gathering Procedure

Permission to conduct the study was sought from the three Colleges in the Cotabato Area through a letter of request. This was undertaken after establishing the validity and reliability of the instrument. The actual data gathering was a one-shot survey using evaluation questionnaires as a major data gathering instrument. The responses in the collected filled – up questionnaire were tallied in the data master sheet and encoded in the computer for the processing using Statistical Package for Social Sciences (SPSS).

RESULTS AND DISCUSSION

Context

The context evaluation includes the colleges' mission and goals and HRD planning. The results of the evaluation of the respondents on this aspect are presented in the following discussions. The overall rating of the respondents as regard to the context of the HRD Program (Attainment of the Colleges' mission and goals as well in undertaking HRD planning) was "moderate extent" (3.16). the SC1 respondents gave also a rating of "moderate extent" (2.51) as well as SC3 respondents (2.87) while SC2 respondents gave a rating of "great extent" (3.82). Manning[8] introduces that the main goal for assessment in higher education was to determine the effectiveness of and how this might be accomplished more effectively. Probably, SC2's subscribes to what Webb [9] that the necessary art of program assessment is purposely to establish whether a given approach is effective in accomplishing its goals and objectives.

Management sciences of Health[5] stressed that one of the benefits of Human Resource Development (HRD) on the organization is systematic.

Table 1: Mean values showing the extent to which the state colleges' mission/goals and planning under Context Evaluation were achieved.

Statement	SC1		SC2		SC3		Overall	
	Mn	Int	Mn	Int	Mn	Int	Mn	Int
A. Context								
A.1 Colleges' Mission/ Goals								
1. The display of formal mission statement or goals of the colleges	2.88	ME	4.05	GE	2.94	ME	3.57	GE
2. The linking informally of mission/goals to HRD planning (e.g staffing, job classification)	2.46	SE	3.92	GE	2.83	ME	3.2	ME
3. The linking of mission/ goals in formal way to HRD planning (e.g staffing plan, training)	2.54	ME	3.9	GE	2.83	ME	3.17	ME
4. The linking of mission/ goals to forecasting and recruitment needs	2.37	SE	3.88	GE	2.8	ME	3.14	ME
5. The attainment of the HRD program Objectives	2.66	ME	3.82	GE	2.8	ME	3.17	ME
Subtotal	2.58	ME	3.91	GE	2.84	ME	3.25	ME
A.2 HRD Planning								
1. The development of annual HRD plan	2.49	SE	3.88	GE	2.97	ME	3.14	ME
2. The basing of the annual HRD plan on a formal assessment of the mission, organizational goals, Staffing needs, training outputs or existing employess data	2.49	SE	3.76	GE	2.86	ME	3.07	ME
3. The basing of the annual HRD plan on organizational goals, staffing needs, training, and employee data, for further evaluation for effectiveness	2.49	SE	3.65	GE	2.92	ME	3.04	ME
4. The basing of Annual HRD plan or training Outputs	2.57	ME	3.68	GE	2.86	ME	3.06	ME
5. The implementation, evaluation and use of the Annual HRD Plan for long-range strategic planning	2.45	SE	3.72	GE	2.94	ME	3.07	ME
Subtotal	2.44	SE	3.73	GE	2.91	ME	3.07	ME
OVERALL	2.51	SE	3.82	GE	2.87	ME	3.16	ME

Legend: 1.0 – 1.49 Very Slight Extent (VSE)
1.5 – 2.49 Slight Extent (SE)
2.5 – 3.49 Moderate Extent (ME)
3.5 – 4.49 Great Extent (GE)
4.5 – 5.0 Very Great Extent (VGE)

Planning to support organizational missions and goals; this perhaps is being regularly done in the SC2, and needs to be improved in SC1 and SC3.

College's Mission/Goals

There were five (5) items that were included in the evaluation of the mission and goals of the three state colleges included in the research study. Again for the purpose of clarity of presentation, the state colleges included in the study are: Cotabato City State Polytechnic College (SC1) – SC1, Sultan Kudarat and Technology (SC3) – SC3. The overall result of the extent to which the college's mission and goals are attained was rated "moderate extent" (3.91) while SC2 and SC3 was "moderate extent" as their respective mean ratings of 2.58 and 2.84 are concerned. This result is indicative of the SUCs leveling report where SC3 obtained a second level rating compared to SC1 and SC2. In other words, SC2 has able to achieve to avowed mission and goals.

The results as shown further in Table 1 are: for item no. 1 – The display of formal mission statement or goals of the college was rated "moderate extent" (2.88) in SC1, "great extent" (4.05) in SC2, "moderate extent" (2.94) in SC3. The overall rating of the item shows that it is "great extent" (3.57). This implies that in SC2, the display of the vision – mission is conspicuously displayed in every strategic locations of the college even in the gate. The result also implies in the other two colleges, SC1 and SC3 there is a necessity to make the display more attention seeking in the eyes of their stakeholders. Further, item 2, which is the linking informality of mission/goals to HRD planning (e.g. staffing, job classification), the respondents rates it as: "slight extent" (2.46) in SC1, "great extent" (3.92) in SC2, while in SC3 it was rated "moderate extent" (2.83). The overall rating of the item 2 was "moderate extent" as its mean of 3.20 indicates. The results connote that human resource development in the three colleges are incorporated in their HRD plan.

Meanwhile, the linking of mission/goals in formal way to HRD planning (e.g. staffing plan, training) was perceived by the respondents "moderate extent" (2.54) in SC1, "great extent" (3.90) in SC2 and "moderate extent" (2.83) in SC3. The overall rating of the item was "moderate extent" (3.17). This means that there is still room for the colleges to materialize their human development plan through their own initiatives. As regards to the linking of mission/goals to forecasting and recruitment needs, SC1 rated it as "slight extent" (2.37); SC3's rating was "great extent" (3.88) while SC2's rating was "moderate extent" (2.80). The same "moderate extent" (3.14) was the overall rating by the respondents from the three institutions, which means that the development of the manpower should be based on the needs of their faculty and employees.

When it comes to the attainment of the HRD program objectives, this was observed by the respondents from SC1 as "moderate extent" (2.66); "great extent" (3.82) by the SC2's respondents and "great extent" (2.80) by the SC3's respondents. Generally, the respondents rating on the item was "moderate extent" (3.17). the overall rating indicates that while SC2's was modest gains in their achievement of the HRD objectives, the other colleges seem to grapple with the problems of lack of funds and other constraints that hinder their achievement of the HRD objectives.

HRD Planning

The development of annual HRD plan was "slight extent" in SC1 as its mean of 2.49 is interpreted. However, in SC2 this was "great extent" (3.88), and in SC3, it was "slight extent" (2.97). But the overall rating of the respondents from the three state colleges was "moderate extent" (3.14). It means that the colleges have to further strengthen their yearly operational plan for their HRD.

The basing of the annual HRD plan o a formal assessment of the mission, organizational goals, staffing needs, training outputs or existing employee data was followed to the "slight extent" (2.49) in SC1, "great extent" (3.76) in SC2 and "moderate extent" (2.86) in SC3. The general rating of the statement was "moderate extent" (2.86) in SC3. The general rating of the statement was "moderate extent" (3.07). This suggest that while the colleges conduct formal study to assess the HRD plan, this seems to be inadequate and need to be strengthen.

On the other hand, the basing of the annual HRD plan on organizational goals, staffing needs, training and employee data, for further evaluation for effectiveness was perceived by the respondents from SC1 as "slight extent" (2.44) while in SC3, it was "moderate extent" (2.91). SC2 respondents nonetheless had "great extent" (3.73) rating.

Human Resource Development (HRD), in its broadest sense, is the development of plans of actions to meet the manpower requirements in anticipation of the changing conditions of the social, economic, industrial and business environments. Realistic plans for the development and use of manpower resources are made after considering external and internal factors affecting the manpower objectives of each industry and organizational unit.

The development and the developing countries emphasize the importance of developing human resources in their national planning because without it economic development not only can be accelerated but can in fact become almost impossible.

Essentially, HRD planning means the development of skills and efficiency or productivity improvement, which is concerned with value added per worker.

Input

The input in this study covers the HRD budget and staff. The results of the analysis are presented in this section of the paper. In general the respondents rated the input of the HRD Program as “moderate extent” (3.0). The specific ratings as revealed in Table 2 showed that in SC1, the rating was “moderate extent” (2.54), “great extent” (3.56) in SC2 and “moderate extent” (2.90) in SC3.

HRD Budget

There were five included in the Budget as one of the input of HRD. A perusal of these items revealed that the allocation of yearly budget for HRD Program in SC1 was “slight extent” (2.42), “great extent” (3.50) SC2.

Conclusion

The Human Resource Development Program of the State Colleges in Cotabato area is well implemented because the goals are clearly defined; supports are provided, and the procedures are adequately followed that help strengthen the capability of the faculty and staff to make them effective in performing their tasks and responsibilities. Nonetheless, the Program needs to be reviewed and effective implementing mechanism should be provided to make it more responsive to the needs of the colleges’ stakeholders.

Recommendations of the Study

The following are the recommendations in this study:

1. The Colleges should strengthen their HRD Program by providing enough support such as scholarship both local and foreign to faculty and employees. Also provision for regular review of the Program such as the weaknesses in the policy or procedures can be corrected.
2. The Colleges should be able to generate sources from their various income generation activities to adequately fund the Program.

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