

Managerial Effectiveness of Administrators and Job Motivation among Faculty in State Higher Education Institutions (HEIs) in the Philippines

Cayabas, Marieta D.

Asso. Prof, Cotabato Foundation College of Science and Technology, Philippines

***Corresponding Author:**

Cayabas, Marieta D

Email: nfr_uplb@yahoo.com

Abstract: Generally, the study aimed to determine the level of managerial effectiveness of administrators particularly; deans, department and program heads, and job motivation of the faculty of the HEIs in Region XII Philippines. Specifically, to describe the socio – demographic characteristics of the respondents; determine the levels of managerial effectiveness and job motivation of the faculty; determine the significant relationship between socio–demographic characteristics of the respondents on managerial effectiveness of administrators and job motivation of faculty; and determine the significant influence of job motivation towards the managerial effectiveness of administrators. Frequency and percentage were used to describe the socio– demographic characteristics of the respondents; mean was used to determine the levels of managerial effectiveness of administrators and job motivation of faculty; and multiple linear regression analysis technique was used to test the hypothesis. There were 162 respondents. Administrators were effective in terms of planning, implementation, communication, financial management, material resources management, and human resource management; faculty were highly motivated intrinsically and extrinsically. Sex, civil status, age, length of service, and academic rank had significant relationship with cultural awareness, planning, implementation, financial management, material resources management, and human resource management; likewise with extrinsic motivators. Job motivation of faculty has a significant influence towards planning and implementation.

Keywords: Managerial effectiveness, administrators, deans, program heads, job motivation, HEIs.

INTRODUCTION

Education plays a major role in the development of man as an essential factor in the development of a society. It is the only effective instrument to mold the next generation to put a society into a good shape.

Nowadays, learning is toward globalization where there is a borderless world triggered by information and communication technology. Besides, to live in a global village competing with highly developed countries requires us much effort in all aspects especially in providing educational standards for our people in the Philippines, in general; and in Region XII, in particular.

Globally competitive means being equipped with knowledge and skills which will enable one to become productive and comparable internationally. This means that the citizens in Region XII must be able to produce goods and services of universal standards especially graduates because educated and healthy people are inventive and innovative. Inventions and innovations are the proofs of productivity; the key to continuing improvements in income, in living

standards, and in the quality of life. However, the ability of educational institutions to develop truly effective international programs is limited by the availability of highly and appropriately trained faculty members, adequate library and research materials and facilities, among others.

The issue on poor quality of basic and tertiary education graduates which determines substandard quality of graduates as manifested in the declining passing rates in many national achievement tests and professional regulatory examinations respectively is attributed to inappropriately trained faculty and inadequate school facilities.

Managerial effectiveness is actually characterized by performing various functions such as cultural awareness, planning, implementation, coordination, communication, financial management, material resource management and human resource management, while job motivation is represented by intrinsic and extrinsic motivators. These two dimensions in school system determine the performance of the school as a whole. In other words, these can be

parameters for evaluating as to how far colleges have accomplished their educational goals and objectives.

Legally, in the 1987 Philippine Constitution, it stipulates that one of the goals of education is “to promote total human liberation and development” – that is, to relieve man from the shackles of ignorance and illiteracy, and poverty and unrestlessness. Educational institutions therefore, are the cornerstones to discharge the inherent mandates and accountabilities that would allow the people realize human dignity and worthy life.

Higher state educational institutions in Region XII, must also take the responsibility to prepare the individual to make wise decisions. Relevant educational programs along with effective leadership should fit their interest and the need of the society for them to come up with the right decisions that would lead their way to progressive living standard.

With the foregoing problems in the tertiary education especially in the different state higher educational institutions in Region XII Philippines, this study was conducted with an aim towards the attainment of quality education through effective management of immediate supervisors of state institutions and high job motivation of faculty members.

METHODOLOGY

Research Design

This study employed a combination of descriptive survey-descriptive correlation methods. Such design is appropriate in describing the profile of the respondents. The relationship of managerial effectiveness and job motivation of faculty members is best described through the use of this design.

Population of the Study

One hundred sixty-two Faculty members (55.66% female and 44.44% male) with academic rank from Instructor 1 to full pledge professor with permanent status, at least master’s degree holders with at least two years of residence serving in the state HEIs in Region XII were served as respondents of the study.

They are handling subjects in the tertiary level of the college/university.

Locale of the Study

This study was conducted in Region XII. It primarily included the state HEIs. These colleges were the Cotabato Foundation College of Science and Technology (CFCST), DoroLuman, Arakan, Cotabato; Sultan Kudarat Polytechnic State College (SKPSC) Tacurong City; University of Southern Mindanao (USM) Kabacan, Cotabato; and Cotabato City State Polytechnic College (CCSPC), Cotabato City.

Sampling Procedure

Random sampling was used. All faculty members of the college were included in the study to have an equal chance to become respondents of the study. After thorough verification of their academic experience and other criteria, only master’s degree holders were taken as respondents to limit the sample. The college served as the stratum.

Research Instrument

The research instrument used in this study was a standardized questionnaire. This was adopted from High Performance Leadership and was modified; Strategies for Maximum Productivity principally authored by Dr. Philip R. Harris, specializing in Management and Space Psychology [1].

A closed-ended questionnaire will be used in data gathering. It was divided into three parts: Part I consists of the socio – demographic profile of the respondents that includes the age, gender, length of service, and academic rank; Part II comprises questions on managerial effectiveness of administrators that include the deans, directors, and program heads; and Part III deals with intrinsic and extrinsic motivation among faculty members.

The scoring of the respondents’ responses on the managerial effectiveness and job motivation will use the following scales:

Part II for Managerial Effectiveness of immediate supervisors

Scale	Description
1	Less Effective
2	Effective
3	Much Effective
4	Very Much Effective

Part III for intrinsic and extrinsic motivation of faculty.

Scale	Description
1	Very Low
2	Low
3	High
4	Moderately High
5	Very High

Data Gathering Procedure

Upon approval of the dissertation adviser and the panel, the researcher met the president of each college to seek permission for the conduct of the study. Formal communication and personal appearance was done. Then, the list of faculty members with master's degree were referred to the deans, department and program heads of the higher state educational institution involved. After having identified the qualified respondents, questionnaires were distributed to the respondents and were retrieved after completion.

Statistical Analysis

The socio – demographic information were gathered, tallied, and coded. Responses on the managerial effectiveness of immediate supervisors and job motivation of faculty were summarized and analyzed by computing the percentages of the respondents of all variables being asked in the questionnaires.

Mean was also employed in determining the levels managerial effectiveness and job motivation of faculty.

Finally, multiple linear regression analysis was used to find the extent of influence of the independent variables on the dependent variables, thereby testing the hypotheses of the study.

RESULTS AND DISCUSSION

Managerial Effectiveness

Cultural Awareness

It reveal that the administrators were effective in keeping aware of the organizational culture changes in the school campus; likewise in keeping up-to-date with technological changes and development affecting one's field of specialization in the job; and being aware and sensitive to the various cultures both outside and inside the school campus affecting one's job. While, they are rated moderately effective in keeping up-to-date in changing the objectives, rules, norms, activities, priorities, and policies of the school; also in developing strong working conditions that enhance high performance and excellence; and in having knowledge on the political scenario of the community where the school is located.

This implies that administrators may have to exert more effort to improve their managerial effectiveness in order to conform to what Gortner [15] asserts that school managers must recognize the constant changes in the environment and learn how to turn the environmental characteristics into a useful tool when it is necessary to do so. As Leveriza[2] emphasized that a school administrator should be able to adjust himself so that he may attain school objectives by way of functioning in accordance with his inherent tasks and responsibilities.

Planning

The result shows that the administrators were effective in establishing a balance attention among competing objectives and targets to accomplish the overall goals of the college; the same is through in assessing financial and technical feasibility for alternative courses of action; and in identifying means for overcoming obstacles that deter the planning process.; while they are moderately effective in utilizing established dynamic planning techniques and environmental scanning related to the goal of the college; also in developing unit goals and forecasting future studies and courses responsive to the needs of the people where the college is established; and in assessing socio – political feasibility for alternative course of action.

The result reveals that the administrators were effective in planning as indicated in its grand mean (2.05). Most likely, the administrators have the sense of anticipating and shaping the future of their institution and their clientele and the direction towards the attainment of set organizational objectives.

Implementation

The survey reveal that the administrators were effective in identifying specific projects and actions necessary to accomplish the goal as indicated in the goal of the college; as well as in establishing priorities among competing projects and activities as directed to the goals. They were also effective in conducting series of evaluation on the specific programs or activities; and in monitoring every detail of the activities or programs as indicated in the plan; while they were rated moderately effective in setting challenging but realistic deadlines for completing work or activities and in scheduling work activities to maximize efficient use of available resources.

The finding implies that administrators were effective in terms of implementation. Seemingly, administrators understand that planning be understood in relation to decisions and actions to make possible maximum participation in implementation [3].

Communication

The administrators were effective in explaining or clarifying changing culture, priorities, and procedures to the employees within the organization; likewise in extracting and applying communication in the school pertinent to the employees (e.g. information or directives form other offices or higher offices). They are also effective in ensuring that every work activity reflects the goals, policies, and directives of the college; and in communicating changes in policies, procedures, and programs to the students, parents and employees.

On the other hand, they are moderately effective in utilizing oral communications with tact and

confidence and in communicating with respect for the employees and outsiders by transmitting both verbally and non – verbally.

The finding reveals that managerial effectiveness of administrators of state Higher Education Institutions (HEIs) in Region XII were effective in terms of communication.

The result implies that most likely there is a smooth communication flow in the state HEIs in the region. Channels of communication may among students, faculty and administration.

Coordination

Administrators were effective in maintaining helpful, supportive, productive relationships with the faculty; likewise in maintaining productive work relationship with the different colleges and within the school system; in maintaining smooth relationship with the faculty and the students within and outside the school system; and in maintaining effective community relations with other governmental bodies within the areas where the school is established.

However, it is revealed that they are moderately effective in maintaining productive work relationship with other schools or agencies; likewise in maintaining productive work relationship with private organization and non – government organizations. The finding reveals that the administrators were effective in maintaining coordination.

This implies that coordination exists within HEIs. The result conforms to the statement of Mantana[4] that ideal administrators demonstrate the ability to meet external and internal challenges in operating efficiently and channels of communication exist not only between faculty and administration, but students and administration.

Financial Management

The data reveal that the faculty were effective in preparing budget with the budget officer in the context of school constraints and financial resources; likewise in seeking entrepreneurial activities to supplement the school budget or to expand its income production; and in adopting the principle of transparency in and out of school funds. However, they were rated moderately effective in applying financial system reports and mechanism in managing some activities, projects and programs within the school; and in sourcing out additional funds from the output of the research studies and projects.

The result implies that administrators were effective in terms of financial management. Administrators concern were rated effective in financial management although they may not have given much

attention in sourcing out additional funds, and in applying financial system reports and mechanism in managing some activities/projects or programs within the school because as what Martinez [5] asserts that financial management is a top management level responsibility. Hence, the deans, department and program heads may not be so familiar with financial management concern in the college or university itself although he says further that a school administrator must be able to manage the school funds very well that the funds are spent according to the school budget.

Material Resource Management

The administrators were effective in assuming responsibility of providing ideal facilities for the college; in assuring the care and safety of building instructional facilities and other equipment owned by the college; in providing complete equipment for a given course offering; in providing safety measures from traffic and transportation hazard, and pollution; and in providing material resources needed for present population and future expansion. However, they were moderately effective in adopting approved physical plant and acquisition of equipment and facilities for the attainment of the institution's goal and objectives.

The result reveals that the administrators were effective in the management of material resources within their jurisdiction.

Most likely, it implies that they conform to what Kast[17] had emphasized that material resources are very essential in carrying out plans. It is the responsibility of the school administrator to allocate available resources and see to it that they are utilized efficiently and effectively as required. Needed resources in school should be analyzed in terms of financial requirements that include acquisition of more property.

Human Resource Management

The data reveal that the administrators were effective in using efficiently the human resources development standard of selection and in recruitment; likewise in acquiring faculty based on the needs of the school; and in assuring that each faculty teaches according to his own line of specialization. They are also effective in motivating faculty to perform acceptable level of teaching proficiency; also in encouraging faculty to take post graduate courses for professional advancement; and in evaluating effectively and efficiently faculty performance with a grand mean value of 2.73.

It further reveals that the administrators were effective in the management of human resource. Most likely, it implies that the administrators were familiar with the standards of human resource management as asserted by Leveriza[6] that standard of selection and

recruitment is effectively and efficiently performed as it is based on the needs of the college.

Level of Job Motivation of the Faculty of State HEIs in Region XII

Intrinsic Motivators

Data reveal that intrinsically, faculty were highly motivated in doing their work assignment because of having knowledge of doing it; likewise in doing job because of the interest to work even without their supervisor's instruction; and in doing job because of the people to whom they work with. They are also highly motivated in doing job because of the feeling that job is important; and in doing job well because of the desire to educate people; while they are motivated moderately high in doing their job because of the feeling of high sense of pride in accomplishing work efficiently.

The finding reveals that the faculty were highly motivated intrinsically.

This implies that most likely there is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a goal. Fulfillment of teaching is provided with intrinsic rewards [7].

Extrinsic Motivators

The result reveals that the faculty were extrinsically very highly motivated in doing job in order to avail opportunity for professional development; and in doing job well in order to avail promotion. They were highly motivated in doing job because of the certificate to receive and points to earn; likewise in doing job in order to have good life; and in doing job because of supervisor's instruction.; however, they were rated moderately high in doing job because of compensation.

This implies that extrinsic motivator does not only account for tangible benefits, which are known as salary, fringe benefits and job security but also other motivators related to job such as educational advancement and promotion. It conformed to what Leveriza, [8] pointed out that the strong determiners of motivation and satisfaction are achievement and advancement.

Relationship Between the Socio – demographic Characteristics and Managerial Effectiveness

Cultural awareness

It can be viewed in Table 1 that the combined contribution of the socio – demographic characteristics of the respondents of state Higher Education Institutions (HEIs) in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with the managerial effectiveness of administrators in terms of cultural awareness (F – value = 1.078*, P = 0.023).

Table-1: Relationship between the socio – demographic characteristics and managerial effectiveness of administrators in terms of cultural awareness

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.918	0.418	2.196	0.008
Sex	0.180	0.195	0.923*	0.046
Civil Status	-0.577	0.800	0.720	0.098
Age	0.092	0.400	0.230	0.105
Length of Service	0.109	0.112	0.973*	0.047
Academic Rank	0.599	0.518	1.156*	0.043

Multiple R = 0.109

F – Value = 1.078*

Probability = 0.023

* = Significant at 5% level.

These independent variables can only account for 10.90% of the variation of the managerial effectiveness on cultural awareness. About 89.10% is accounted by some other factors not included in the model.

However, considering the effect of independent variables, sex, length of service, and academic rank from among the independent variables came out to be the significant predictors of the managerial effectiveness in terms of cultural awareness. The result implies that sex, length of service and

academic rank may have significant relationship with culture awareness of administrators.

The result conforms to the statement of [15] that a school manager has to be sensitive and responsive to the changes that may crop up inside and outside the school organization especially those directly affect the school system, and the faculty and other employees.

Planning

As presented in Table 2, the combined contribution of the socio – demographic characteristics of the respondents of state Higher Education Institutions (HEIs) in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with the managerial effectiveness in terms of planning (F – value = 0.918*, P = 0.038).

In fact, these independent variables can only account for 9.80% of the variation of the managerial effectiveness in planning. As such, the remaining 90.20% is due to other factors not included in the model.

Table 2. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of planning, CFCST, 2010

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.221	0.766	1.594	0.001
Sex	0.665	0.679	0.979*	0.040
Civil Status	0.211	0.541	0.390	0.120
Age	0.960	0.978	0.981*	0.044
Length of Service	0.374	0.521	0.718*	0.040
Academic Rank	0.329	0.610	0.539*	0.048

Multiple R = 0.098

F – Value = 0.918*

Probability = 0.038

* = Significant at 5% level.

However, considering the effect of independent variables, sex, age, length of service, and academic rank from among the independent variables came out to be the significant predictors of the managerial effectiveness in terms of planning. The result implies that sex, age, length of service and academic rank may have relationship with the managerial effectiveness of administrators in terms of planning. Most likely, the longer the length of service and the older the faculty in the service, chances are, the more effective an administrator becomes particularly in planning. Moreover, it also appears that the higher the academic rank of an administrator occupies, the more he would also become effective in planning. Seemingly, it also

implies that female administrators are more effective in planning. The result conforms to what Martinez, [9] asserted that planning cannot be separated from the managerial responsibility of a school administrator.

Implementation

As shown in Table 3, the combined contribution of the socio–demographic characteristics of the respondents of HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with the managerial effectiveness of administrators in terms of implementation (F – value = 1.221*, P = 0.035).

Table 3. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of implementation

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.280	0.744	1.720	0.009
Sex	-0.767	0.880	0.872	0.089
Civil Status	0.653	0.540	1.228*	0.048
Age	-0.555	0.433	0.282	0.109
Length of Service	0.124	0.455	0.272*	0.043
Academic Rank	0.312	0.330	0.945	0.112

Multiple R = 0.090

F – Value = 1.221*

Probability = 0.035

* = Significant at 5% level.

These independent variables can only account for 9% of the variation of the managerial effectiveness on

implementation. About 91% are accounted by some other factors not included in the model.

However, taken singly, civil status and length of service from among the independent variables came out to be the significant predictors of the managerial effectiveness in implementation. The result indicates that civil status and length of service may have relationship with the managerial effectiveness in performing task particularly in implementation. Most likely, married and those who had stayed longer in the service become effective in terms of implementation.

Borromeo [16] stated that the educational planning and implementation are designed with the aim of achieving specific results. These results determine the extent by which plans are executed.

Communication

As presented in Table 4, the combined contribution of the socio– demographic characteristics of the respondents of HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with the managerial effectiveness of administrators in terms of planning (F – value = 0.800, P = 0.046).

In fact, these independent variables can only account for 7% of the variation of the managerial effectiveness in communication. As such, the remaining 93% are due to other factors not included in the model.

Table 4. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of communication.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.310	1.494	1.494	0.009
Sex	0.590	0.449	1.314	0.048
Civil Status	-0.098	0.323	1.303*	0.045
Age	0.708	0.900	0.787	0.098
Length of Service	0.643	0.776	0.829	0.095
Academic Rank	0.121	0.229	0.528	0.120

Multiple R = 0.070

F – Value = 0.800^{ns}

Probability = 0.046

*Significant at 5% level

However, considering the effect of independent variables, sex and civil status from among the independent variables came out to be the significant predictors of the managerial effectiveness in terms of communication. It implies that sex and civil status have significant relationship with communication. Most likely, female and married administrators become effective in terms of communication. The result conforms with what Espiritu [10] asserted that a school manager has the inherent functions to channel message, foster values and lofty attitudes, thus attaining

coordination and obedience to the established rules and procedures of the organization.

Coordination

As presented in Table 5, the combined contribution of the socio – demographic characteristics of the respondents of HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank did not have significant relationship with the managerial effectiveness of administrators in terms of coordination (F – value = 0.455, P = 0.081).

Table 5. Relationship between socio – demographic characteristics of the respondents and managerial effectiveness of administrators in terms of coordination.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.960	0.532	1.804	0.006
Sex	0.433	0.990	0.437	0.107
Civil Status	- 0.210	0.541	0.388	0.120
Age	0.448	0.650	0.689	0.109
Length of Service	0.112	0.871	0.128	0.110
Academic Rank	0.209	0.908	0.230*	0.049

Multiple R = 0.067

F – Value = 0.455^{ns}

Probability = 0.081

*=Significant at 5%

These independent variables can only account for 6.70% of the variation of the managerial effectiveness in coordination. About 93.30% are accounted by some other factors not included in the model.

However, taken singly, only academic rank from among the independent variables came out to be the significant predictor of managerial effectiveness in terms of coordination.

The result implies that academic rank had a significant relationship with managerial effectiveness in terms of coordination. Most likely, the higher the position the faculty possesses, the more effective he would probably become particularly in coordination. The result conforms to what Montana [4] postulated that the ideal administrator demonstrates the ability to meet external and internal challenges in operating

efficiently, and slows the evidence of alertness to opportunities for inter-institutional cooperation and consortium.

Financial Management

As presented in Table 6, the combined contribution of the socio– demographic characteristics of the respondents of state HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank did not significantly influence the managerial effectiveness of administrators in terms of financial management (F – value = 1.078*, P = 0.022).

In fact, these independent variables can only account for 8% of the variation of the effectiveness in managerial function on financial management. As such, the remaining 92% are due to other factors not included in the model.

Table 6. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of financial management.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.880	0.909	2.068	0.000
Sex	0.980	0.994	0.986	0.087
Civil Status	0.332	0.433	0.766*	0.045
Age	0.988	0.874	1.130	0.098
Length of Service	0.222	0.545	0.407	0.089
Academic Rank	0.109	0.212	0.514*	0.041

Multiple R = 0.080

F – Value = 1.078*

Probability = 0.022

* = Significant at 5% level.

However, considering the effect of independent variables, civil status and academic rank from among the independent variables came out to be the significant predictors of the managerial effectiveness on financial management. It implies that the academic rank and civil status may have significant relationship with financial management. Seemingly, as the administrator possesses higher become more effective in terms of financial management the same may be true to married ones. Mantana, [4] said that wise management of money is inherent to an administrator in any kind of organization although financial management is a top level responsibility. The school manager should be familiar with changes in monetary and economic policies affecting the purchasing power of every individual and organization especially those related to purchasing, production, services and personnel.

Resources Management

As presented in Table 7, the combined contribution of the socio – demographic characteristics of the faculty of CFCST such as sex, civil status, age,

length of service, and academic rank had a significant relationship with managerial effectiveness in terms of material resources management (F – value = 0.655*, P = 0.038).

These independent variables can only account for 8.80% of the variation of the managerial effectiveness in coordination. About 91.20% are accounted by some other factors not included in the model.

However, considering the effect of independent variables, length of service and academic rank from among the independent variables came out to be the significant predictor of managerial effectiveness in terms of coordination.

The result indicates that length of service and academic rank had significant relationship with that of material resources management. Chances are, the longer the faculty had been in the service and the higher the position occupied, tendencies are, he or she becomes

effective in performing task particularly in material resources management.

Kast[17] emphasized that material resources are required to carry out plans. It is the responsibility of

the school administrator to allocate available resources and see to it that they are utilized efficiently and effectively as required.

Table 7. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of material resource management.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.101	0.998	1.113	0.008
Sex	0.841	0.544	1.546	0.166
Civil Status	-0.609	0.788	0.773	0.440
Age	0.890	0.541	1.645	0.129
Length of Service	-0.545	0.500	1.090*	0.040
Academic Rank	0.669	0.877	0.763	0.110

Multiple R = 0.088

F – Value = 0.655*

Probability = 0.038

* = Significant at 5% level.

Human Resources Development

As presented in Table 8, the combined contribution of the socio – demographic characteristics of the respondents of HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with the managerial effectiveness of administrators in terms of human resources management (F – value = 1.223*, P = 0.040).

In fact, these independent variables can only account for 8.50% of the variation of the managerial effectiveness in financial management. As such, the remaining 91.50% is due to other factors not included in the model.

Table 8. Relationship between socio – demographic characteristics and managerial effectiveness of administrators in terms of human resource management.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.989	0.986	1.003	0.009
Sex	-0.877	0.889	0.986*	0.047
Civil Status	-0.332	0.390	0.792	0.122
Age	0.376	0.587	0.640	0.098
Length of Service	0.290	0.433	0.670	0.086
Academic Rank	0.812	0.655	1.221*	0.042

Multiple R = 0.085

F – Value = 1.223*

Probability = 0.040

* = Significant at 5% level.

However, considering the effect of independent variables, sex and academic rank from among the independent variables came out to be the significant predictors of the managerial effectiveness in human resources management. It implies that the higher the position of the female faculty is, most likely, she may exhibit effective performance particularly in human resource management.

Montana [4] stated that the people who work in an organization are human resources. There are four main tasks confronting management in the area of human resources. The first of these is to acquire the

necessary workers. The second task is to place the correct employees in the right jobs. The third task is to motivate effective human performance leading to acceptable levels of worker productivity. And, the final task that must be accomplished by the manager is to evaluate employee performance.

Relationship between the Socio – demographic Characteristics of the Faculty and Job Motivation Intrinsic Motivators

As presented in Table 9, the combined contribution of the socio – demographic characteristics of the respondents of state Higher Education Institutions

(HEIs) in Region XII, such as; sex, civil status, age, length of service, and academic rank did not have

significant relationship with job motivation in terms of intrinsic motivators (F – value = 0.433, P = 0.087).

Table 9. Influence of socio – demographic characteristics towards job motivation of faculty in terms of intrinsic motivators.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.670	0.466	1.438	0.000
Sex	0.531	0.676	0.785	0.076
Civil Status	-0.788	0.870	0.906	0.121
Age	0.550	0.809	1.280*	0.042
Length of Service	0.812	0.841	0.965	0.120
Academic Rank	0.948	0.760	0.247	0.113

Multiple R = 0.090

F – Value = 0.433^{ns}

Probability = 0.087

* = Not Significant.

These independent variables can only account for 9% of the variation of the job motivation on intrinsic motivator. About 91% are accounted by some other factors not included in the model.

However, taken singly, only age from among the independent variables came out to be the significant predictor of the job motivation such as intrinsic motivators. The result indicates that the older is the faculty, the more he or she is motivated on his job intrinsically.

There is a high correlation between intrinsic motivation and teaching. They may have that internal desire to educate people, to give knowledge and value is

always in teaching for quality learning. Fulfillment of teaching is provided with intrinsic rewards. Performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity is an intrinsic motivation [11].

Extrinsic Motivators

It can be viewed in Table 10 that the combined contribution of the socio – demographic characteristics of the respondents from state HEIs in Region XII, such as; sex, civil status, age, length of service, and academic rank had a significant relationship with job motivation in terms of extrinsic motivators (F – value = 0.644*, P = 0.039).

Table 10. Influence of socio – demographic characteristics towards job motivation of faculty in terms of extrinsic motivators.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.119	0.882	1.156	0.003
Sex	0.509	0.500	0.924	0.089
Civil Status	-0.880	0.708	1.430*	0.045
Age	0.659	0.609	0.554	0.109
Length of Service	0.887	0.832	1.193	0.087
Academic Rank	0.532	0.476	1.108*	0.041

Multiple R = 0.097

F – Value = 0.644*

Probability = 0.039

* = Significant at 5% level.

In fact, only 9.70% of the variations in the dependent variables are account of the job motivation on extrinsic motivator. About 92.30% are accounted by some other factors not included in the model.

However, considering the effect of independent variables, sex, civil status and academic rank from among the independent variables came out to be the significant predictors of the job motivation such

as extrinsic motivator. The result indicates that the higher is the position of married faculty, the more he or she is extrinsically motivated to perform his job to a higher level.

Deciet. al., [12] points out that sociologically extrinsic motivation play a role in disparity in job satisfaction. The research shows that the public school teachers have a small average class size and a much

higher average salary. Tangible benefits related to job such as salary, fringe benefits and job security are known as extrinsic motivation. Wage increase or insufficient salary increase, tenure and company stability are regarded as extrinsic rewards.

Influence of Job Motivation of Faculty towards Managerial Effectiveness of Administrators

Influence of job motivation towards cultural awareness

It can be viewed in Table 11 that the combined contribution of the job motivation of the respondents of state HEIs in Region XII, such as; intrinsic motivators and extrinsic motivators did not significantly influenced managerial effectiveness in terms of cultural awareness (F – value = 0.677, P = 0.090).

Table 11. Influence of job motivation towards managerial effectiveness in terms of cultural awareness.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.909	0.866	1.050	0.000
Intrinsic Motivation	0.087	0.095	0.916	0.213
Extrinsic Motivation	0.655	0.549	1.193	0.102

Multiple R = 0.109
 F – Value = 0.677^{ns}
 Probability = 0.090

These independent variables can only account for 10.90% of the variation of the effectiveness in managerial function on cultural awareness. About 89.10% are accounted by some other factors not included in the model.

The finding implies that job motivation such as intrinsic and extrinsic motivators did not influence the managerial effectiveness in terms of cultural awareness. Inherently, a school manager is sensitive and responsive to the changes that may crop up outside the school

organization especially those that directly affect the school system, and the faculty and other employees, [15].

Influence of job motivation towards planning

As presented in Table 12, the combined contribution of the job motivation of the respondents of state HEIs in Region XII, such as; intrinsic motivators and extrinsic motivators significantly influenced the managerial effectiveness in terms of planning (F – value = 0.211*, P = 0.043).

Table 12. Influence of job motivation towards managerial effectiveness in terms of planning.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.080	0.976	1.106	0.009
Intrinsic Motivation	0.988	0.910	1.086*	0.046
Extrinsic Motivation	0.689	0.909	0.758	0.096

Multiple R = 0.112
 F – Value = 0.211*
 Probability = 0.043
 * = Significant at 5% level.

These independent variables can only account for 11.20% of the variation of the effectiveness in managerial function on planning. About 88.80% are accounted by some other factors not included in the model.

However, taken singly, intrinsic motivators from the independent variables came out to be the significant predictor that influenced managerial effectiveness in planning. The finding implies that the administrators were intrinsically motivated in performing their tasks in terms of planning. The

administrator takes part along with the process of planning since he is responsible for effective and efficient implementation [8].

Influence of job motivation towards implementation

As presented in Table 13, the combined contribution of the job motivation of the respondents of state HEIs in Region XII, such as; intrinsic motivators and extrinsic motivators significantly influenced managerial effectiveness in terms of implementation (F – value = 0.889*, P = 0.041).

Table 13. Influence of job motivation towards managerial effectiveness in terms of implementation.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.112	1.009	1.102	0.009
Intrinsic Motivation	0.119	0.098	1.214*	0.020
Extrinsic Motivation	0.896	0.776	1.155*	0.044

Multiple R = 0.090
 F – Value = 0.889*
 Probability = 0.041
 * = Significant at 5% level.

These independent variables can only account for 9% of the variation of the effectiveness in managerial function on implementation. About 91% are accounted by some other factors not included in the model.

The findings imply that the intrinsic and extrinsic motivators influenced managerial effectiveness in terms of implementation.

Influence of job motivation towards communication

It can be gleaned in Table 14 that the combined contribution of the job motivation of the respondents of state Higher Education Institutions (HEIs) in Region XII, such as; intrinsic motivators and extrinsic motivators do not significantly influence the effectiveness of managerial function in terms of communication (F – value = 0.446, P = 0.110).

Table 14. Influence of job motivation towards managerial effectiveness in terms of communication.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.233	0.809	1.524	0.000
Intrinsic Motivation	0.690	0.760	0.907	0.100
Extrinsic Motivation	0.779	0.770	1.012	0.112

Multiple R = 0.060
 F – Value = 0.466^{ns}
 Probability = 0.110

It can be viewed in Table 26 that the combined contribution of the job motivation respondents of state Higher Education Institutions (HEIs) in Region XII, such as; intrinsic motivators and extrinsic motivators do not significantly influence the effectiveness of managerial function in terms of coordination (F – value = 0.129, P = 0.096).

Espiritu [13] that a school manager has the inherent functions to channel messages. Channels of communication should also exist not only between

faculty and administration, but students and administration.

Influence of job motivation towards coordination

Table 15 shows that job extrinsic motivation significantly influence coordination in managerial effectiveness. However, the independent variables can only account for 9.90 % of the variation of the effectiveness in managerial function on communication. About 90.10% are accounted by some other factors not included in the model.

Table 15. Influence of job motivation towards managerial effectiveness in terms of coordination.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.886	0.651	1.361	0.002
Intrinsic Motivation	0.452	0.870	0.520	0.098
Extrinsic Motivation	0.988	0.883	1.119*	0.048

Multiple R = 0.099
 F – Value = 0.129^{ns}
 Probability = 0.096

However, taken singly, extrinsic motivators from the independent variables came out to be the significant predictor of the effectiveness of managerial function such as communication.

The findings imply that the faculties motivated extrinsically were very effective in managerial functions in terms of coordination. Montana [4] emphasized that the ideal administrator demonstrates

the effectiveness in coordination in order to meet external and internal challenges in operating efficiently.

Influence of job motivation towards financial management

It can be viewed in Table 16 that the combined contribution of the job motivation of the respondents of

state Higher Education Institutions (HEIs) in Region XII, such as; intrinsic motivators and extrinsic motivators do not significantly influence the effectiveness of managerial function in terms of financial management (F – value = 0.223, P = 0.110).

Table 16. Influence of job motivation towards managerial effectiveness in terms of financial management.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	1.009	0.980	1.030	0.000
Intrinsic Motivation	0.912	0.874	1.043	0.120
Extrinsic Motivation	0.837	0.554	1.511	0.115

Multiple R = 0.076
 F – Value = 0.223^{ns}
 Probability = 0.110

These independent variables can only account for 7.60% of the variation of the effectiveness in managerial function on financial management. About 92.40% are accounted by some other factors not included in the model.

The findings imply that even the faculties were not motivated intrinsically and extrinsically, they were very effective in managerial functions in terms of financial management.

Leveriza[8] asserts that the school administrator should be a well-rounded man in financial management and has the ability to control over financial resources.

Influence of job motivation towards material resource management

As viewed in Table 17, the combined contribution of the job motivation of the respondents of

state Higher Education Institutions (HEIs) in Region XII, such as; intrinsic motivators and extrinsic motivators did not significantly influence the managerial effectiveness in terms of material resources management (F – value = 0.677, P = 0.098).

These independent variables can only account for 6.90% of the variation of the effectiveness in managerial function on financial management. About 93.10% are accounted by some other factors not included in the model.

The finding implies that intrinsic and extrinsic motivators may not influence material resource management as opposed by Aquino [14], that it is the responsibility of the school administrator to allocate available resources and see to it that they are utilized efficiently and effectively as required.

Table 17. Influence of job motivation towards managerial effectiveness in terms of material resource management.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.769	0.560	1.373	0.012
Intrinsic Motivation	0.211	0.190	1.110	0.099
Extrinsic Motivation	0.232	0.335	0.692	0.106

Multiple R = 0.069
 F – Value = 0.677^{ns}
 Probability = 0.098

Influence of job motivation towards human resource development

As presented in Table 18, the combined contribution of the job motivation of the respondents of state Higher Education Institutions (HEIs) in Region XII, such as intrinsic motivators and extrinsic motivators do not significantly influence the

effectiveness of managerial function in terms of human resource development (F – value = 0.309, P = 0.091).

These independent variables can only account for 5.50% of the variation of the effectiveness in managerial function on financial management. About 94.50% are accounted by some other factors not included in the model.

Table 18. Influence of job motivation towards managerial effectiveness in terms of human resource development.

Variables	Coefficient β	Standard Error	t – value	Probability
Constant	0.779	0.891	0.874	0.007
Intrinsic Motivation	0.887	0.533	1.664*	0.044
Extrinsic Motivation	0.554	0.988	0.561	0.106

Multiple R = 0.055

F – Value = 0.309^{ns}

Probability = 0.091

*= Not Significant.

However, taken singly, intrinsic motivators from the independent variables came out to be the significant predictor of the managerial effectiveness in human resource development.

The finding implies that extrinsic motivators significantly influence human resource management. Montana [4] emphasized that human resources play a very important role in the educational development of the youth and to increase teacher's competence extrinsic motivators are necessary.

CONCLUSION

Based on the findings of the study, it is concluded that the socio-demographic characteristics of respondents has significant relationship with cultural awareness, planning, implementation, communication, financial management and material resource management; except for coordination and human resource development. Furthermore, job motivation significantly influenced managerial effectiveness on planning and implementation.

Recommendations

Based on the findings, the following recommendations were drawn:

1. Similar study should be conducted considering other variables not included in the study.
2. Management level concerned should continue encouraging faculty members to go on professional advancement and development in line with their special fields.
3. Management level concerned should undergo organizational need assessment based on the college goals and objectives to become more aware of the culture changes within the college.
4. Develop unit goals and forecast future studies and courses responsive to the needs of the stakeholders where the college is established.
5. The management level concerned has to establish ways and means in sourcing out additional funds from the output of income generating projects to supplement the budget of the college or expand its income production to support activities relative to the attainment of the goals and objectives of the college.

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