



PERFORMANCE OF CBMA FACULTY AS PERCEIVED BY SUPERVISORS, STUDENTS, AND SELF

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ABSTRACT

This study investigates the performance of College of Business Management and Accountancy (CBMA) Faculty of Eastern Samar State University (ESSU). Specifically, this examines the performance of faculty in the area of instruction as perceived by the supervisors, faculty themselves, and some randomly selected students. Descriptive and comparative method were used to achieve the goal of this study. It was found out that that performance of the faculty is exceptional. However the respondents' rating varies significantly thereby concluding that perception of raters is a factor. Grounded on the result that students rating and supervisors rating are lower than the faculty self-rating, it was recommended through the CBMA Dean to inform the faculty in any best means to exert more effort to eliminate the gap in their perceptions.

KEYWORDS: faculty, performance, rating, students, supervisor

I. INTRODUCTION

Background of the Study

Higher education is highly important. Generally, it is recognized as an instrument for growth and development of society as affirmed by studies conducted. It also provide lots of benefits to individuals like higher income earnings, varied job opportunities, higher intelligence, successful lives and many more. Thus, it is just necessary that performance of higher education faculty members be tested and improved to meet the expectations of its clients.

Performance appraisal of university's faculty members offers a lot of benefits to both the faculty and the university. Faculty members will be able to know their strengths and weaknesses, will have better communication, and will boost their feeling of commitment to the institution. On the other hand, the university will benefit by having motivated staff, better understanding of faculty members' abilities and potentials, gain insights in improving performance, and achieve a learning organization within a collaborative atmosphere. (Karkoulian 2002)

The importance of higher education in the Philippines can be gleaned from the Commission on Higher Education (CHED) mandate which is to promote quality education to reduce poverty and build national competitiveness. Colleges and Universities are the ones who allocates human

resources needed by different institutions to advance economic development (NIU Outreach 2005).

The College of Business Management and Accountancy of Eastern Samar State University is one of the many that faces the challenge imposed on higher education by its stakeholders. The expectation is high especially today that it was given ISO certification by international accrediting bodies. It must deliver quality education that meets the knowledge and skills needed by the students, provide the demand of the industry, and at par with international universities.

The weight of this challenge can be viewed as on the side of the faculty. Much is expected from them in infusing higher education knowledge and skills to students since they are the ones who has direct contact with them.

Hence, it is in this realization that a study be conducted to find out the performance of CBMA faculty members through the analysis of the different perceptions of the supervisors, students and their self.

Objectives

1. To identify the distribution of raters of faculty performance
2. To determine the performance of CBMA faculty as perceived by the supervisors, students, and self
3. To identify if there is a significant difference in the perception of raters on the performance of CBMA faculty



Significance of the Study

This study would be valuable and of great significance to the following, to wit:

The Stakeholders. This study will give an insight whether the faculty members are performing according to their sworn duty.

The University. The findings of this study will give an insight on what the faculty members are doing. This will also give an idea on what possible intervention to launch in order to improve further the performance of the faculty.

The Supervisors. The results of this study will provide an understanding on what possible strategies to undertake on areas needing improvement.

The faculty members. The outcome of this study will serve as a mirror of their true performance in their duty. It will awaken their minds and will boost their commitment to the university and the students.

The students. This study will give them the idea if their instructors are giving acceptable performance. It will boost their trust and cooperation.

The Future Researchers. This study would serve as a basis in doing same kind of research undertaken in a wider scope and coverage.

Scope and Delimitation of the Study

This study is conducted to analyses comparatively the performance rating of CBMA faculty members given by the supervisors, the faculty themselves, and some randomly selected students.

Definition of Terms

The following terms and concepts were defined either conceptually or operationally to understanding this study.

CBMA Faculty. Operationally, it refers to the core faculty members of College of Business Management and Accountancy.

Performance. Conceptually, it refers to action or process of carrying out or accomplishing an action, task or function. Operationally, this refers to the execution of the task/duty given by the university.

Self. Operationally, this refers to the CBMA faculty members.

Students. Operationally, this refers to all enrolled students of the College of Business Management and Accountancy.

Supervisors. Operationally, it refers to the Dean and the Program Heads of the different departments of the College of Business Management and Accountancy.

II. REVIEW OF RELATED LITERATURE AND STUDIES

Several studies conducted disclose factors which influences the performance of faculty. According to Sinnappan (2017) working environment has a significant positive impact on the performance

of an employee. Teamwork, leadership and structure, team trust, and rewards likewise influences performance of faculty members (Sanyal and Hisam 2018). In the study of Ahmed et. al. (2016), it was found out that compensation and career growth have a significant effect on business faculty performance. Moreover, it was determined that compensation has a positive impact on motivation, which directly enhances performance of employees.

In the study of Amjad (2013), it was concluded that the performance of faculty members by the students, peer, and by themselves, does not significantly differ. However, it must be the students who can best give the accurate performance rating since they are the ones who has the longer time contact with their professors. In the study of Arabaci and Ersozlu (2010) for example, it was affirmed that students' perceptions of their supervisors' mentoring skills are positive.

In the study of Lagnador et. al. (2015), students' rating was high on the performance of the tourism and hospitality faculty members of the Lyceum of the Philippines University-Batangas. This was true to six evaluation criteria with communication skills obtained the highest and classroom management expertise as well as relational skills obtained the least performance rating.

The question if faculty might compromise good pedagogical practices for positive students evaluation teaching was answered by the study of Hartford (2017) entitled "The Effect of Student Evaluations on Faculty Performance". His findings tell that respondents did not change their behaviors or pedagogy in order to receive positive student evaluations. For the faculty, student assessment was not the only method to appraise academic staff, moreover, they don't want to compromise student learning by changing their teaching behavior.

Theoretical Framework

This study was based from the goal-setting theory of Edwin Locke. It states that goal setting is essentially link to task performance. It can be a powerful tool when used properly which can improve performance and productivity (Hardin 2013). Assumed in this theory that CBMA faculty members are in one with the goals of the university, hence, it is expected that they are showing satisfactory performance.

III. METHODOLOGY

Research Design

This study use both descriptive and comparative method to achieve the research objective.

Locale of the Study

This study was conducted in the College of Business Management and Accountancy of Eastern Samar State University - Borongan Main Campus.

**Respondents**

The respondents of this study were the Dean and Program Heads, all faculty members, and some randomly selected students of the College of Business Management and Accountancy.

Data Gathering Procedure

This study used the first semester SY 2019 - 2020 secondary data available in the college. It utilized evaluation results answered by the three respondents, namely, supervisors, students, and faculty themselves.

Weighted Mean

1.00 - 1.80
1.81 - 2.60
2.61 - 3.40
3.41 - 4.20
4.21 - 5.00

Statistical Treatment of Data

The data was analyzed using statistical tools like frequency count and percentage to present the distribution of respondents, and ANOVA along with Scheffe's test to find out if there is a difference in the response of the respondents.

Weighted mean was used to determine the performance of the faculty. It made use of the Bloom's 5-point approach to performance reviews and Hedonic Scale in interpreting the result:

Interpretation

Poor Performance
Needs Improvement
Meets Expectation
Above Average Performance
Exceptional Performance

V. RESULTS AND DISCUSSION

This chapter presents the performance of CBMA Faculty as perceived by the Supervisors, Students and Self.

Distribution of Raters of Faculty Performance

Table 1 shows the distribution of raters of faculty performance. Students comprises majority of the raters consisting of 627 or 94.4%. Supervisors are 6 or .9%, while the total number of faculty who rated for their self are 31 or 7%.

Table 1– Distribution of raters of faculty performance

Raters	Frequency N=664	Percent
Supervisors	6	.9
Students	627	94.4
Self	31	4.7

Performance of CBMA Faculty as Perceived by the Supervisors, Students, and Self

Table 2 presents the performance of CBMA faculty as perceived by the supervisors, students, and self. Based from the table, it shows that all of the raters rated the performance of the faculty as exceptional with a mean rating of 4.59 by the self, 4.53 by the students, and 4.47 by the supervisors. Self-rating is the highest, seconded by the students,

and followed by the supervisors. It can be inferred that faculty members are confident in doing their job.

This positive result could be related to working environment as supported in the study of Sinnapan (2017) or could be related to teamwork, leadership and structure, and team trust as supported by Sanyal and Hisam (2018). However, with regards to precision power of the result, it is the students who can give the accurate rating as supported by Amjad (2013) and Arabaci and Ersozlu (2010).

Table 2. Performance of CBMA Faculty as perceived by the Supervisors, Students, and Self

Raters	Mean	Interpretation
Supervisors	4.47	Exceptional Performance
Students	4.53	Exceptional Performance
Self	4.59	Exceptional Performance
Overall Performance of CBMA Faculty	4.53	Exceptional Performance

Test of Difference in the Perception of Raters of the CBMA Faculty Performance

Table 3.1 reveals the difference in the perception of supervisors, students and self. Using

the analysis of variance, it was found out that there is a significant difference of perceptions among raters of CBMA faculty performance ($p < .05$). This indicates inconsistency in the perception of the raters.



It can be implied that students and supervisors want more from the faculty.

This finding contradicts to the study of Amjad (2013) that performance of faculty as rated by

students, peer, and themselves does not significantly differs.

Table 3.1– Test of difference in the perception of raters of the CBMA faculty performance

Statistical tool	P value	Interpretation
Analysis of Variance	.000	Significant

Table 3.2 indicates the result when the difference of the means of raters' perceptions were comparatively tested using Scheffe's test. The outcome tells us that student perception on the performance of CBMA faculty is significant different with the perceptions of supervisor and self ($p < .05$). The same is true when

the perception of supervisor was compared to the perceptions of student and self ($p < .05$). Likewise, with the perception of self compared to the perceptions of student and supervisor ($p < .05$). This only means raters perceptions significantly differs.

Table 3.2– Multiple comparison of raters' perceptions using Scheffe's Test

(I) Raters	(J) Raters	P value	Interpretation
Students	Supervisors	.000	Significant
	Self	.000	Significant
Supervisors	Students	.000	Significant
	Self	.000	Significant
Self	Students	.000	Significant
	Supervisors	.000	Significant

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS SUMMARY

This study was conducted to determine the performance of CBMA Faculty as perceived by the supervisors, students, and self, in which most of the respondents were students.

It was found out that faculty performance is exceptional as perceived by all respondents. However, the quantitative measure of their ratings varies significantly. Self-rating was the highest, followed by the supervisors, and least by the students.

CONCLUSION

Based from the findings, it was concluded that the performance of CBMA Faculty is

exceptional. Nevertheless, perception of raters can influence the outcome of the performance.

RECOMMENDATION

Grounded on the findings and conclusion of this study, it is suggested through the CBMA Dean to inform the faculty in any best means to exert more effort for students and supervisors in order to eliminate the significant gap in their perceptions. There is a need to enhance teaching strategies through development of instructional materials such as modules, work books, audio visual presentations and exposure to real life situations like educational tour, field trip, seminars and conferences. Moreover, faculty members need to engage in research in order to address or develop the aforementioned teaching strategies.

VI. PROPOSED UTILIZATION/DISSEMINATION ACTIVITIES EMANATING FROM RESULTS OF THE STUDY

Objective	Strategies	Responsible Persons	Potential adopters/ beneficiaries	Expected output	Proof of utilization	Monitoring
To recommend to top management to support faculty members through allocation of	Forward the result of the study to top management for further recommendations/ suggestions of providing the faculty the necessary support	Top Management College Dean	Faculty Members	Formulated policies	Implementation of policies concerning enhancement of instruction	Communicate with top management, dean and faculty members if policies were formulated to ensure that all



funds in attending seminars/conferences, development of IM's, conduct of research, benchmarking or educational tour for the enhancement of faculty performance	to continuously improve their performance					partners involved are working towards the realization of the policies through implementation
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