

EDUCATIONAL MANAGEMENT GRADUATES' PERSONAL QUALITIES, WORK VALUES AND JOB PERFORMANCE: THE RELATED LEARNING EXPERIENCE (RLE) MODEL

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Abstract

This study evaluated the personal qualities, work values and job performance of graduates using the descriptive correlation method employing self-structured questionnaires. The results of the study revealed that the personal qualities of graduates in terms of personal character, initiative and personality were found to be very good. The work values of the graduates such as work ethics, diligence, teamwork and creativity were rated “practiced” by the respondents. However, motivation, self-confidence and professionalism were rated “moderately practiced” by the supervisors but graded “practiced” by the graduates themselves. The difference in work values of diligence, self-motivation, creativity, self-confidence and professionalism were rated significant except for work ethics and creativity. The graduate respondents’ performance rating for the School Year 2010-2011 reached a mean of 4.19 or very satisfactory. The relationship between personal qualities in terms of personal character, initiative and personality and job performance were not significant. Similarly, the relationship between work values in terms of work ethics, diligence, teamwork, self-motivation, creativity and professionalism and job performance were not significant, except for self-confidence.

Keywords: Personal qualities, work values, job performance, graduate students

Introduction

Work is perceived as a matter of right. Everyone has the right to work based on human individual's natural right of preservation. To preserve life requires us to have a right over the means to satisfy our basic needs for food, clothing and shelter. And since we desire our subsistence from work, our right to preserve life necessitates our right to work (Articulo and Florendo, 2003). Furthermore, both of them (2003) have pointed out that work is also perceived for its social significance in defining a person. The quality of a worker is reflected by the quality of his or her work. Well organized work and work done on schedule imply a liable, disciplined and conscientious worker. As personal goodness is measured by how we do our work, society comes to admire us on who do our job, with utmost prudence and dedication. Work values are concepts or beliefs that determine how we live in life. At work, we influence on how individuals approach to work. It drives our decisions and causes us to indicate our energy to preserve and believe on what we want to defend as right. This serves the criteria that what we use in selecting appropriate work is related to our behavior and goals (Verko, 2008).

Job performance is the interplay of factors considered to achieve work efficiently, to wit: self-sufficiency entails the use of one's abilities in order to bring optimum results with least waste and strain; social or group efficiency which refers to human relations connoting good team work in order to foster work efficiency by wanting to learn, striving for accuracy, learning the job and learning the organization (Misson, 1991) and (Macatimpag, 2010). Work-related experiences are opportunities in which all students may participate in high quality program that provide industry-related and subject learning experience. These activities would prepare students for further education, future employment and lifelong learning (Shecter, 2009).

This study surveys the personal qualities, work values and job performance of Educational Management (EM) graduates of ESSU-Salcedo Campus with the premise that having competent graduates imbued with appropriate personal and work values will yield very productive work performance which is the realization of the schools' vision in serving the communities, hence this investigation is conducted to evaluate the personal qualities, work values and job performance of the identified respondents. The vision propels the mandate of the university to every stakeholder (Inocian, 2013). Specifically, the study investigates their personal qualities, work values and job performance and recommends related experience model, as its major output. The study advances the following hypotheses that: there is no significant difference on their work values as evaluated by the respondents; there is no significant relationship between their work values and job performance.

Short Literature Of The Study

Work ethics is a subject of continuing controversy in the workplace. Is it healthy? Is it declining? Is it a dead issue? The available researches indicate that two conclusions can be reached. First, the proportion of employees with a strong ethics varies sharply among sample groups. Differences depend on factors such as personal background, type of work performed and geographical location (Sleeny, 1990). Sleeny (1990) further reports that the general level of work ethics has declined gradually over many decades. The decline is most evident in the different attitudes between younger and older workers. Not only are younger employees become supportive of work ethics, but the level of support that young people once exhibited are substantial. This carries serious implications for industrial productivity, especially as international competition intensifies.

It also reveals that dramatic social changes have brought about the work ethics deterioration in social work environment. Competing social values have emerged such as leisure ethic (placing a high priority on personal gratification), desire for intimacy (close personal relationship), and entitlement (a belief that people should receive benefits without having to work). In addition, changes in social policy and tax laws have reduced incentives to work and occasionally even penalized hard work success. These all represent additional illustrations of complex social relationships in action and they show how an employee's work ethic is contingent on factors in the larger social system (Sleeny, 1990). Dalton (2006) has found out that studies in the United States and Europe have investigated the relationship of the Five-Factor Model of Personality to effectiveness for domestic managers. It reports on the relationship of the Five-Factor Model of Personality to job performance for a group of Middle Eastern expatriate managers. Job performance ratings from the expatriate's host and home-country bosses indicate agreeableness and conscientiousness are related to home-country ratings of job performance, but not host-country ratings. Becker and others (1996) have found out that employee commitment and job performance are largely unrelated. However, prior work has not distinguished among individual foci (targets) and bases (motives) of commitment. They found that commitment to supervisors is positively related to performance. Further, internalization of supervisors' and organizations' values is associated with performance but identification with these foci is not known.

Cabacaba (2006) on "Factors Related to Job Satisfaction of Personnel of SUCs in Eastern Visayas" serves as basis for human resource development program. His findings disclose 10 job factors namely: working condition, salary and fringe benefits, supervision, interpersonal relationship, professional growth, the work itself, achievement and recognition, responsibility, institutional policies and job security are perceived as "highly

important” by the personnel. However, both the faculty and staff highly value “working condition” and “salary and fringe benefits” with the highest combined means of 4.32 and 4.32 respectively. The age of the faculty, the years in present position and the average monthly income of both the faculty and staff are significantly related to the perceived degree of importance along working condition. This is attributed to the fact that the Fisher’s t-values of 10.11, 4.73, and 3.88 for the faculty, 3.25 and 2.14 for the staff are higher than the critical t-values of 1.96 at (0.05 level of significance). The 10 job factors namely: work conditions, salary and fringe benefits, supervision, interpersonal relationship, professional growth, the work itself, achievement and recognition, responsibility, institutional policies and job security are perceived as “highly satisfied” by the personnel. However, the faculty highly value “the work itself” while the staff consider the “achievement and recognition” to be highly satisfied. The biggest combined mean of 3.88 is pegged at the work itself and is described to be “highly satisfied” by groups of respondents.

The male and female school administrators’ job performances are evaluated to determine success in project implementation in Region VIII. According to Ramilo (1998), female school administrators are more likely to have a higher performance in the implementation of DepEd projects. It is likewise claimed that administrators with high educational attainment, adequate trainings and high level of income, contribute much to the success of school projects. It is identified that school administrators with effective leadership style, sound communication and human relations practices are more likely to have successful project implementation. Lagramada (2009) on “Leadership Styles of Hotel Managers and Job Performance of Hoteliers in Region VIII” reveals the following: on the hotel managers’ perceptions on their leadership styles, hotel managers perceive themselves as “often” practicing democratic (3.9355) leadership style; on the hotelier’s perceptions on leadership styles of their hotel managers, hoteliers perceive their hotel managers to “often practice” both democratic (3.8125) and free rein (3.503) leadership styles; differences in the perceptions of leadership styles, hotel managers and hoteliers have common perceptions regarding the leadership style of hotel managers; on performance of hoteliers, hoteliers have very good performance in terms of job knowledge, quality and productivity costs and materials management, customer satisfaction, work systems, character and integrity, initiative, safety consciousness, team spirit, and personality. Of the 375 hoteliers, 146 or 38.93% have very good performance on the relationship between leadership styles of hotel managers and job performance of hoteliers. Results reveal that of the three leadership styles, the autocratic leadership style is significantly related to the job performance of hoteliers with index correlation of 0.150 with p-value of 0.006 which is

significant at (0.05 level of significance). The democratic and free-rein styles of leadership of hotel managers are not significantly related to the job performance of hoteliers. The index of correlation of 0.071 and 0.112 with p-values of 0.935 and 0.278 respectively, are found not significant at (0.05 level of significance), hence, the acceptance of the null hypothesis.

Quirante (2005) on “Relationship of Leadership Styles of Elementary School Administrators to the Organization Performance of Elementary Schools in the Division of Eastern Samar” has found out that leadership style practices in terms of initiating structure of the elementary school administrators are perceived by the two groups of respondents as often practiced with an overall grand mean of 3.64. The leadership styles of elementary school administrators along initiating structure dimensions have been nomothetic or democratic school as 62 or 61% of them favor this style and 220 or 65% elementary school teachers have expressed similar opinion to favor the same leadership style; the leadership style practices in terms of consideration behavior are perceived by the two groups of respondents as also often practiced as evidenced by the grand mean of 3.32. The leadership style of elementary school administrators in terms of consideration behavior dimension has been transactional or participative; the perceptions of the elementary school administrators and teachers on the leadership styles practiced by the same administrators in terms of initiating structure do not differ with each other. The probability value of 0.618 is not significant. While the perception in the consideration behavior dimension differ significantly at 0.05 level of significance; the level of organizational performance of elementary schools in the Division of Eastern Samar reveals that the teachers’ performance is very satisfactory with an overall rating of 8.18.

In terms of pupils’ performance in the National Achievement Test, it was considered as average performance with an overall grand mean of 69.14. While the performance indicators are as follows: participation rate, 92.07percent; survival rate, 92.00 percent; drop-out rate, 0.91 percent; repetition rate, 1.20 percent; retention rate, 97.18 percent; graduation rate, 98.35 percent; and teacher-pupil ratio, 1:31.57. The relationship between leadership styles and organizational performance discloses that in terms of teachers’ performance, the computed Pearson r value of 0.027 means a low correlation. According to the pupils’ performance in the NAT, the Pearson r value of 0.070 also reflects low correlation. As regards to the different performance indicators, the Pearson r value was 0.695 which means a moderate correlation (Quirante, 2005). Duran (2005) on “The Relationship of the Instructional Leadership Competence of Elementary School Principals and the Teachers’ Instructional Performance in Selected Districts in the Division of Eastern Samar discloses the following: majority of the principals

have an outstanding performance on diagnosing teaching skills (75%), assessing instructional effectiveness and evaluation of pupils' performance (62.5%), evaluation of report (62.5%), and assisting teaching expertise comprised 50% of the respondents. Also, majority of them (62.5) have very satisfactory rating on modifying or improving instruction; in all areas evaluated, majority of the teachers have very satisfactory rating as follows: diagnosing learners' needs (55.6%), assessing learners' needs (63.6%), implementing teaching skills and methods (75.3%), modifying or improving instruction (69.1%) and reporting pupil's performance (58.6%).

One study explores the concepts of nurses' career commitment and job performance. A convenient sample of 640 registered nurses has obtained, with a response rate of 58.1%. All nurses in the sample "agreed" to keep commitment to their careers and they feel that they are performing "well" their jobs. There are some significant differences between responses from intensive care units and wards in terms of demographics, career commitment and job performance. The correlation of total scores of nurses' career commitment and job performance indicate a significant and positive relationship. For increased career commitment and improved job performance, nurses need to be offered various professional development opportunities (Mrayyan and Al-faouri, 2008).

Lalosa (2010) on "Work Motivation Factors Affecting the Performance of Faculty Members in the College of Business Management and Accountancy, Eastern Samar State University, Borongan campus," reveals the 29 respondents who are faculty members of CBMA, ESSU are in the middle and late 40s. Most of them belong to the Instructors I to III positions. Majority of them have been teaching for more than 11 years, with Bachelor's degrees, twelve with Master's degree and only four with Doctorate degrees. A grand mean of 3.58 shows that the faculty respondents have very satisfactory performance. Working Condition 1 and Working Condition 4 have the most significant influence on the performance of the faculty members at CBMA, ESSU having a p-value of 0.006 which is less than 0.05 baseline probability value. The motivator factor Advancement 2 has been with most influential effect ($p=0.027$) on the faculty performance, using the regression model (Lalosa, 2010). A study on the Predictors of Managerial Performance and Productivity of Elementary School Administrators conducted by Pabilada (1998) discloses that administrative leadership is the most significant attribute in the performance of managerial functions that influences subordinates to give their utmost performance. It highlights that the school manager's ability to communicate is the foundation upon which the performance of management functions depend.

Amboy (2005) on Organizational Factors as Correlates of Job Satisfaction and Performance among Employees of Eastern Samar State

College in Borongan campus reveals that the kind of job/work assignment of the respondents is more administrative and academic-related work units of the college and relatively less in the external affairs of the college. As to their perceptions of the organizational factors, the following attributes organization's culture to be "weak" (about 4%) and "strong" (about one-third of them), which generally reveals that most managers and subordinates believe that the culture of the college is neither strong nor weak. Amboy (2005) further reports that the respondent managers and subordinates agreed on the leadership style of the managers of ESSC, that is, their leadership behaviors are more of the relations-oriented style than task-oriented. More managers (60.7%) and subordinates (55.2%) believe that the managers of ESSC have strong decision-making skills. Not one of the subordinates is found "dissatisfied" with their jobs, while 156 (90.7%) are found to be "satisfied" with their jobs. Conversely, sixteen subordinates are neither "satisfied" nor "dissatisfied." A study on Needs Fulfillment and Performance among High School Teachers in Borongan City conducted by Baquilod (2008) shows that needs-fulfillment falls under the "fulfilled" mean rating. All the identified needs of teachers earn an individual degree of fulfillment rating also as "fulfilled". This includes the following with its corresponding weighted mean: interpersonal relationship (3.87), school policy and administration (3.68), salary (3.74), working condition (3.64), supervision (3.68), and job security (3.86) in the area of maintenance factor; and achievement (3.53), recognition (3.80), responsibility (4.10), and advancement (3.68) in the area of motivation factor.

School policy and administration with a correlation value of 0.59, salary (0.69), working condition (0.55), supervision (0.57), job security (0.57), responsibility (0.60), and advancement (0.53) are found to be significant in relation to the performance rating of teachers while interpersonal relationship (0.44), achievement (0.49), and recognition (0.33) are regarded below the allowed level of significant limit. Maintenance factor with a correlation value of 0.56 is significant while motivation factor with a correlational value of 0.49 is insignificant with respect to the performance of teachers. In general, the study is found out that maintenance and motivation factors are rated as "fulfilled" in terms of its needs fulfillment and has a correlation value categorized to be "significant" with respect to the performance of teachers (Baquilod, 2008). Gacillos (2009) on "Qualities, Styles and Performance of Teachers Coaching Sports Events in the City of Borongan" shows that in general, coaches' and athletes' assessment on the extent of practice of the personal qualities as rated by them has an overall weighted mean of 4.02 which has a descriptive rating as "often practiced."

On coaching styles, results of the survey show that the extent of the coaches' practice on the hand-nosed style as rated by them, have a weighted

mean of 3.72 described as “often practiced,” and as rated by the athletes has a weighted mean of 3.83 described as “often practiced.” On the extent of coaches’ practice on the nice-guy style of coaching as rated by them has a weighted mean of 4.06 described as “often practiced” and as rated by athletes has a weighted mean of 3.93 described as “often practiced.” On the extent of coaches’ practice on the easy-going style of coaching as rated by them has a weighted mean of 2.87, which describes as “sometimes practiced” and as rated by the athletes results to a weighted mean of 2.55 described as “sometimes practiced.” Generally, findings show that coaches as rated by athletes “often practiced” the “hard-nose” style with a weighted mean of 3.81. The “nice-guy” has a weighted mean of 3.95, which describes “often practiced” the “easy-going” style has a weighted mean of 2.60, which describes “once in a while.” The “intense-driven” style has a weighted mean of 3.32 describes as “occasionally practiced” and the “business-like” style has a weighted mean of 4.38 describes as “frequently practiced” (Gacillos, 2009). All the aforementioned studies cited are related to the present study since they evaluate the personal factors, like the job performance and other work related components.

Objectives Of The Study

This study evaluated the personal qualities, work values and job performance of graduate and supervisor respondents of the 6 municipalities of Eastern Samar. The following objectives were raised in order to answer the main problem: (1) identify the personal qualities and work values of the respondents, (2) determine the performance ratings of the respondents, (3) establish the relationship between personal qualities and job performance; work values and job performance, and (4) recommend a student-related learning experience model based on the results of the study.

Methods And Materials

Research Design

The study utilized the descriptive correlation method after administering the survey questionnaires to the graduates and supervisor respondents among the 6 municipalities in Eastern Samar, namely: Borongan, Lawaan, Quinapondan, Salcedo, Mercedes and Guiuan, Eastern Samar. The respondents of the study were the supervisors and the employed graduates of the Master of Arts in Educational Management during the School Year 2007-2012. The respondents were chosen through a non-random sampling, with the use of questionnaires that contained three parts: part I covers all personal qualities of the graduates, part II deals on the work values of the graduates and part III solicits the performance rating of the respondents. In order to attain the proper scoring of the information, five-

point Likert scales were used. Percentage Mean was used to assess the personal character of the respondents. Cramer V Coefficient was used to determine the degree of relationship between the personal characteristics, work values and performance of the respondents. Lastly, t-test was used to compare the ratings of supervisor and graduate respondents on their perceptions of work values applied in the work place.

Results And Discussion

Table 1 shows the personal qualities of MAEM graduates. They are rated by their supervisors in terms of personal character with a mean of 4.17, initiative 4.03, and personality 4.19, which are interpreted to be very good. The results prove that graduates have possessed very good personal character, sound management initiative and good personalities that elevate their status as model teachers worthy of emulation in the community. Vis-à-vis, this complements the finding of Inocian & Hermosa (2014) that “graduates in MAED Social Studies in Cebu Normal University reveal to have the most productive years of career life, 55 % occupied leadership positions as dean, chairman, principal, coordinator, curator, resident ombudsman, and academic supervisor that contributes to quality community life”.

Table1 Personal Qualities of MAEM Graduates of ESSU-Salcedo Campus, 2007-2012

Personal Qualities	Mean	Interpretation
Personal Character	4.17	Very Good
Initiative	4.03	Very Good
Personality	4.19	Very Good

The Work Values of Graduates

Table 2 presents the difference in work values of graduates as appraised by the two groups of respondents. These work values include work ethics, diligence, teamwork, self-motivation, creativity, self-confidence and professionalism. It can be noted that the supervisors rate the values to have been practiced except for self-motivation, self-confidence and professionalism which were moderately practiced. This is to show that maintaining self-efficacy is developmental and self-regulated (Inocian, 2013). On the other hand, the graduate respondents assert that they also practice the same values during the duration of the study, and these are strengthened to be developmental across time, based on tenacity and veracity of their work experiences.

Table 2 Work Values of MAEM Graduates of ESSU-Salcedo Campus SY 2007 – 2012

Work Values	Supervisor Rating (Mean)	Interpretation	Graduates Respondents Rating (Mean)	Interpretation
Work Ethics	4.00	Practiced	4.46	Practiced
Diligence	4.13	Practiced	4.51	Practiced
Team Work	4.03	Practiced	4.31	Practiced
Self-motivation	3.96	Moderately Practiced	4.31	Practiced
Creativity	4.01	Practiced	4.46	Practiced
Self-confidence	3.59	Moderately Practiced	4.02	Practiced
Professionalism	3.99	Moderately Practiced	4.52	Practiced

The Difference in Work Values of Graduates

The difference in work values of graduates are appraised by the two groups of respondents. It can be inferred (Table 3), that except for the work ethics and creativity, all other work values significantly differ in its application in the work place as perceived by the respondents. It can also be concluded that these work values are evidently valued by the graduate respondents, however, the supervisors are not given much time to thoroughly evaluate their subordinates as to its application. This implies the regard for being to be with the self in work values is high compared than the less regard for becoming to be with others, in context of work ethics and creativity. This reflects the Filipino work values in promoting self-aggrandizement than in promoting the welfare of the majority in work organization.

Table 3 Difference in Work Values of MAEM Graduates ESSU Salcedo Campus SY 2007-2012

Work Values	t-test	p-value	Interpretation
Work Ethics	1.998	.081	Not Significant
Diligence	5.583	.001	Significant
Team Work	2.914	.019	Significant
Self-motivation	4.884	.001	Significant
Creativity	1.388	.013	Not Significant
Self-confidence	8.921	.000	Significant
Professionalism	7.065	.000	Significant

Performance Rating of MAEM Graduates

Table 4 depicts the graduates' performance rating, which can be deduced that of the twenty-one respondents, 33.33% are rated very satisfactory and only 19.04% are rated satisfactory. The better performance

of ESSU graduates reflects the best training of the professors of the university. The link between these two drivers (student wellbeing and student achievement) suggests that the well teachers promote well students (McCallum & Price, 2010).

Table 4 Performance Rating of Graduates

Rating	Frequency	Percentage	Interpretation
5.0	4	19.04%	Satisfactory
4.0	7	33.33%	Very Satisfactory
Total	21	100%	

Relationship between Personal Qualities & Job Performance of Graduates

The relationship between personal qualities and job performance of graduates is claimed that all work values are not significantly related with job performance. It can be assumed that these teacher qualities have no direct bearing in the delivery of an outstanding teacher performance. These results are confirmed by Verana (2004) when he conducts a study on “Morale and Performance of Elementary School Teachers in the School District of Dolores II.” His findings show that there is no significant relationship between the teachers’ morale level in each of the dimensions considered such as rapport among teachers and their teaching performance levels.

Relationship between Work Values & Job Performance of Graduates

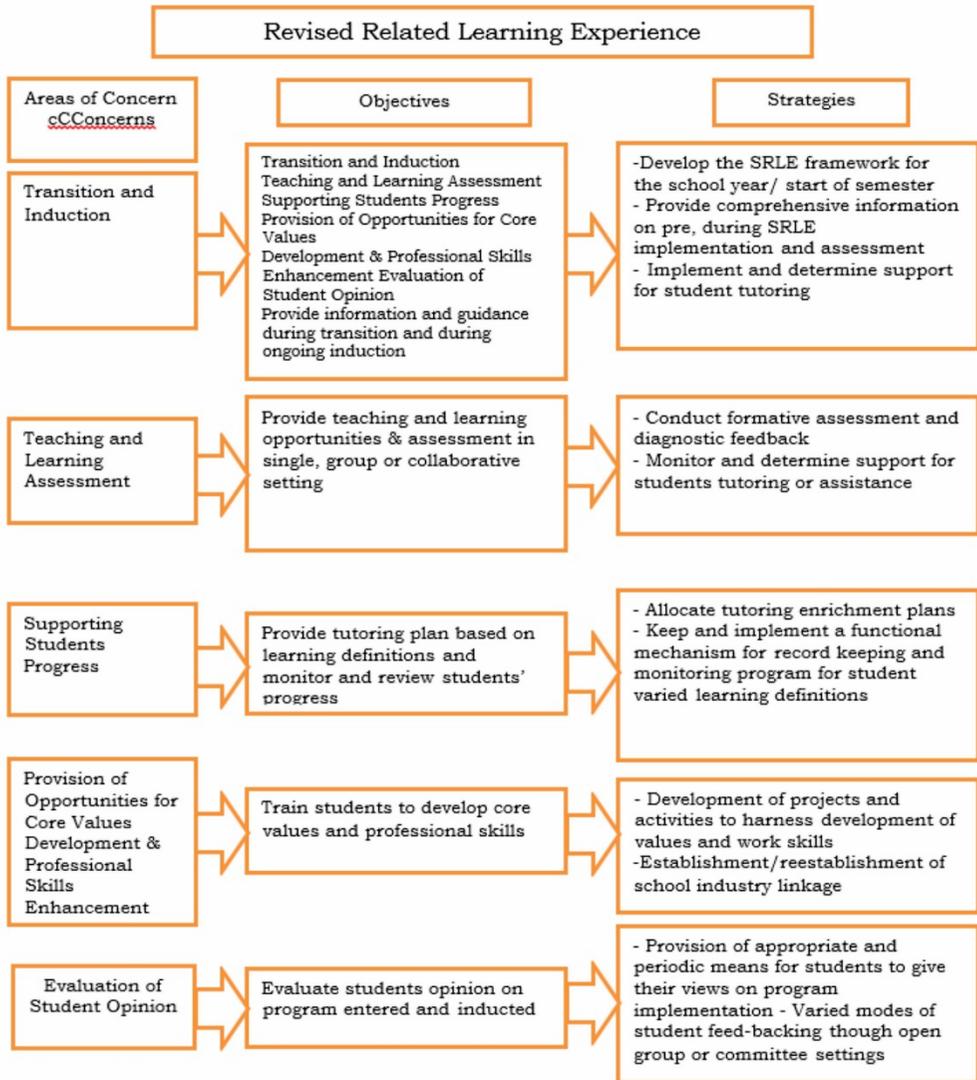
This part presents the relationship between work ethics and job performance of graduates. When job performance is correlated with work ethics, teamwork, self-motivation, creativity, and professionalism, the results prove to be not significant. These results conform to the work of Dalimpapas (2011) on the Relationship between Leadership and Job Performance in Arteche, Eastern Samar. He claims that the school administrators are poor in the use of high technology gadgets and possess lower stability since they easily flare up during certain circumstances. These results also confirm with the work of Morallos (2014). However, Macatimpag (2010) claims in her study that motivation and creativity significantly are correlated with job performance. However, when self-confidence is correlated with job performance (Table 5), it shows a significant relationship. These results claim that self-confidence has a bearing on the job performance of graduates. Macatimpag (2010) conforms to these results when he conducts a study on “Competencies and Work Values of Elementary School Heads in the Second District of Eastern Samar.” She avers that self-confidence is significantly correlated to performance rating of teachers having an index of correlation of 3.4 and p-values of 0.035.

Table 5. The relationship between Self-confidence and Job Performance of MAEM Graduates of ESSU Salcedo Campus, SY 2007-2012

Items	Index Correlation	of p-value	Interpretation
1. Institutes policies or reforms, which he/she believes will benefit its constituents.	0.096	0.907	Not Significant
2. Does what he/she feels is right and is willing to take risks.	0.560	0.037	Significant
3. Recognizes his/her mistakes and is willing to overcome it	0.272	0.459	Not Significant
4. Knowledgeable but never assumes that he/she knows everything	0.224	0.590	Significant
5. Believes in others capability or ability	0.55639	0.0	Significant

Proposed Student Related Learning Experience Model

The personal qualities, work values and performance of MAEM Graduates of ESSU Salcedo Campus are products of the learning experiences they learn from training and development within and outside the University. The results of the study claim that the personal qualities of the graduates in terms of personal characters, initiative and personality are found to be very good. On the other hand, the work values of graduates such as work ethics, diligence, teamwork and creativity, self-confidence and professionalism are rated moderately practiced by the supervisors. The graduate performance rating reaches a mean of very satisfactory. These results therefore claim that while the personal qualities of the graduates are very good, the work values are practiced to some extent coupled with the very satisfactory work performance, there is still an urgent need to improve these learning experiences vital to higher level of performance. This proposed model shall cover from the transition to induction phases in the student academic life. It shall also include the teaching and learning assessment, the provision of opportunities for students to develop core values and professional skills and finally, the inclusion of students' feedback on RLE programs and activities.



Conclusion

The personal qualities of MAEM Graduates were very good, which implied that the graduates' personal qualities were comparable with other graduates from other reputable institutions. The graduates practiced work values of work ethics, diligence, teamwork and creative in their work places. However, the respondents differed on their perceptions on the application of work values in their areas of assignments. The job performances of graduates were very satisfactory indicating more rooms for improvement. Variables of work values paired with job performance indicated no significant relationship except for self-confidence, which viewed that even if the same were practiced to some extent in their work places, there was an urgent need

to reinforce these values while in the graduate school or in their actual service delivery.

Recommendation

The training and development of the personal qualities of graduates be reinforced in the various curricular programs and activities of the Graduate Department. The provision of relevant and appropriate higher level competencies and work values in the management of educational programs and practices shall be made part of curricular development and revision in order to ascertain better performance of graduates. Further studies can be conducted to reinforce the aforementioned findings.

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