

**GAPE, PEDRO S. "The Study of Personnel Management Practices of Full-time, Non-Administrative College Instructors in Member Colleges and Universities of the Association of Christian Schools and Colleges." M.B.A. Central Philippine University, 1974.**

This study investigated the personnel management practices of full-time, non-administrative college instructors in twelve member colleges and universities of the Association of Christian Schools and Colleges. The data were gathered mainly through the use of questionnaires

which were sent college or university Presidents/Directors or other authorized administrative officers.

The questionnaire sent is composed of two general parts. Part I asked for general information, such as the total enrolment at the collegiate level and the number of full-

time, non-administrative college instructors. Part II solicited information covering six areas of personnel management practices—recruitment and selection practices, orientation or induction practices, development or in-service programs, salary administration practices, faculty turnover (a facet of personnel retention and dismissal), and faculty benefits and services.

A personal interview was not used because of the wide distances separating the member colleges and universities. To ensure the speedy mailing and returning of the questionnaires and the early response to follow-ups, air mail, special cargo and telecommunication services were used.

### **SIGNIFICANT FINDINGS OF THE STUDY**

#### *Concerning Personnel Management Practices in Twelve Member Colleges and Universities*

The recruitment of personnel for full-time, non-administrative college instructors was mostly based on application letters sent in voluntarily by applicants. Recruitment from a school's own graduates is the second most used procedure. When finally deciding on whom to invite to teach, member colleges and universities again relied heavily on application letters. Recommendations of the college dean, President or Di-

rector, the applicant's scholastic records and previous teaching experience are other frequently used bases for selection. Majority of member colleges and universities usually had their teachers sign yearly contracts. They did not use a common basis of putting college instructors to a regular, full-time status. Individual conferences of teachers with department heads was the most relied orientation program in member colleges and universities. Three other programs—general faculty meetings, the giving of information regarding teaching assignments, and group conferences for new teachers—were also frequently used.

More than one-half of the twelve member colleges and universities provided such faculty development or in-service programs as faculty meetings, conferences and conventions, workshops, professional studies and lectures. Majority of them reported paying their full-time, non-administrative college instructors on 12-months' pay for 10-months' work and 10-months' pay for 10-months' work bases; the former more commonly used in large and city-schools, and the latter among small and town-schools. In small schools, all full-time, non-administrative college instructors, both holding the bachelor's degree and master's degree, were receiving monthly

salaries lower than the Association's median salary; in large ones, the majority of these teachers received monthly salaries within or higher than the Association's median. Only in large and city-schools were full-time, non-administrative college instructors, with doctor's degrees teaching. Member colleges and universities were beset with faculty turnover. Sixty-three new applicants were accepted for full-time, non-administrative college teaching; fifty-one full-time, non-administrative college instructors either left voluntarily or were separated by the school.

Majority of the twelve member colleges and universities provided such faculty benefits as maternity leave, social security, medicare and vacation and/or sick leave. Majority of them also provided such faculty services as bulletin board, faculty lounge, living quarters for teachers, recreational facilities, mail boxes and loan assistance.

## RECOMMENDATIONS

The following were recommended for member colleges and universities to consider for the improvement of their present practices.

1. Member colleges and universities should review their practices in drawing-up teachers' contract. The

teachers' length of service and status would be worthwhile considered.

2. Member colleges and universities should also consider adding such orientation programs as furnishing of information about community and community problems, to increase teachers' awareness of the community he is working in; and school socials, to bring about a closer understanding and fellowship among teachers.

3. In-service or development programs like teachers' participation in preparing instructional materials, exchange teachings, experimentations, demonstration teachings, intervisitations, and participation in community activities should also be added to the already provided ones.

4. Faculty benefits like retirement and tuition payments for faculty's children should also be given attention to by member colleges. These would help increase the feeling of loyalty and security among teachers.

5. Providing faculty members with a well-stocked professional reading center, entirely separate from the college or university's library, should also be given attention to by member colleges and universities.

**Suggestions for further research were:**

1. A more intensive study on faculty turnover not only of full-time, non-administrative college instructors but also of full-time, non-administrative high school and elementary teachers.

2. A study on personnel management practices of non-teaching per-

sonnel, and also of full-time, administrative heads in Association's member colleges and universities.

3. A study on faculty ranking, evaluation and merit-rating practices in member colleges and universities of the Association of Christian Schools and Colleges.