

**PERSONAL AND WORK-RELATED FACTORS AND JOB COMPETENCE  
OF ADMINISTRATORS AT GARCIA COLLEGE OF TECHNOLOGY**



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**A Special Paper  
Presented to  
The School of Graduate Studies  
CENTRAL PHILIPPINE UNIVERSITY**

**In Partial Fulfillment  
of the Requirements for the Degree  
MASTER IN BUSINESS ADMINISTRATION**

**ARNULFO Q. DISTOR, JR.  
May 2003**

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by

**ARNULFO Q. DISTOR**

## **ABSTRACT**

### **Background and Rationale of the Study**

Garcia College of Technology (GCT) is a tertiary private institution under the supervision of the Commission on Higher Education. The College is committed to quality education, relevant curriculum, competent instructors, and adequate school facilities and good management.

The College is deeply aware of its responsibility as a higher institution of learning and is committed to provide an atmosphere of freedom, peace and unity, which is guided by an enlightened love of God, country and fellowmen. Garcia College of Technology could contribute its share in nation building particularly in developing a strong and wholesome citizenry, which is motivated not only by its economic consideration but by the service of God, country and fellowmen as well. It is believed that in the spirit of shared vision among the founders, administrators, faculty, staff and students, the full potentialities and capabilities of the individual could be harnessed, developed and catalyzed.

It has been observed that some of the administrators of Garcia College of Technology is competent while others are not in doing their duties and responsibilities.

Also, another observation is that while other administrators have met the minimum qualifications for their job, others do not meet such qualifications.

Since quality education is a constitutional mandate, it behooves heads of educational institutions to provide the students with excellent teachers. Great efforts should, therefore, be channeled to the hiring of potentially good teachers and improving those already in the service.

The ideal situation would have been that the administrators must be competent and qualified by the extent he/she meets the following requisites: performance, education and training, experience and outstanding accomplishments, physical characteristics and personality traits and potentials. According to Griffiths (1986), the administrator must exercise the three kinds of skills: technical, human and conceptual. Of the three, said Griffiths, human and conceptual skills are much more important to the success of an administrator than technical skills.

The personal factors, such as educational qualifications, experience in administration and supervision, sex and age have significant influence on the job competence of administrators in performing their functions of planning, organizing and staffing, directing, controlling, communicating, decision-making and budgeting.

### **Findings**

#### **1. Characteristics of the Administrators**

Of the six (6) administrators of Garcia College of Technology, three were male and three were female, most of them are 36 years old and older and married. Most of them had obtained graduate education, and have served the school for more than 20 years.

2. Faculty raters were mostly female, below 35 years old and have earned some MA units. Most of them have served the school for less than 20 years. The staff members were also mostly female, less than 35 years old, married and Bachelor's degree holders. Most of them have served the school for 20 years or less.
3. The level of competence of the administrators in Garcia College of Technology as perceived by both faculty and staff in planning to be "very good". In organizing, both faculty and staff rated their administrators as "very good". In directing/motivating, both faculty and staff rated their administrators as "very good". The level of competence of the administrators in coordinating is "very good" as perceived by both faculty and staff. The level of competence of the administrators in budgeting is "very good" as perceived by both faculty and staff.

Generally, the level of competence of the administrators in terms of planning, organizing, directing/motivating, coordinating and budgeting were perceived by both faculty and staff as "very good".

#### 4. Relationship/Difference Between Variables

No significant relationship or difference was found between job competence in planning, organizing, directing/motivating, coordinating and budgeting of the administrators of Garcia College of Technology and their sex, age, civil status and highest educational attainment. However, there is significant difference between planning and organizing of the administrators and length of service and there is significant relationship is shown between the job competence in directing/motivating of the administrative staff and length of service.

No significant relationship or difference is found between the job competence of the administrative staff in planning, organizing, directing/motivating, coordinating and budgeting and the rater's sex, age, civil status, highest educational attainment, and length of service.

The job competence of the administrative staff in organizing and budgeting is significant with the sex of the raters. Furthermore, significant relationship or difference is shown between the job competence in directing/motivating and the highest educational attainment of the raters. Significant relationship or difference is found between the job competence in organizing and coordinating of the administrators and highest educational attainment of the raters.

### **Conclusion**

1. Competence – Very good in general and in specific administrative functions.
2. Administrators' competence did not vary significantly according to sex, age, civil status, highest educational attainment, and length of service.
  - a) Both male and female administrators performed well as perceived by both faculty and staff.
  - b) Marriage is not seemed to be a hindrance to good performance.  
Irrespectively, whether they were married or single, the administrator performed well.

**Recommendations**

1. Among the parameters of job competence in terms of planning, organizing, directing, motivating, the length of service of the administrators was found to have significant relationship. It is recommended therefore that administrators should attend trainings, seminars, or conferences in these lines so that they may excel in their jobs.
2. Proper recruitment procedures should be followed in recruiting faculty and staff members to determine their potentials and ensure job competence.
3. Administrators should adopt a classification/ranking plan to give the faculty and staff additional incentives; thus, ensuring job competence.