

AWARENESS AND LEVEL OF EFFECTIVENESS OF IMPLEMENTATION OF MANDATED POLICIES, GUIDELINES, AND PROGRAMS

Josie Gaitano and Methusela Perrocha

Abstract The effectiveness and success of an organization is not only reflected in not just the result of its ability to execute such policies effectively and efficiently. This study was conducted to determine the awareness and level of effectiveness of implementation of mandated policies guidelines and programs. The descriptive research utilizing self-made instrument was used to elicit responses from the thirty-five (35) College of Teacher Education faculty members of the Guimaras State College (GSC), Academic Year 2015-2016. Study revealed that majority of the respondents were married, female, and have served for ten (10) years and below. The level of awareness of the faculty revealed that the respondents were "very aware" of the mandated policies, guidelines and programs of the Guimaras State College in all categories being assessed. The implementation of the GSC mandated policies, guidelines and programs was "very effective" in all categories being assessed. No significant differences on the level of awareness of the faculty when categorized according to their profile, however a significant difference in the level of effectiveness of implementation of GSC mandated policies when they were categorized according to academic rank. The relationship between the level of awareness and level of effectiveness of implementation of the GSC mandated policies was determined to have significant positive relationship between level of awareness and level of effectiveness. Hence, highly proficient in personal, social growth and professional characteristics should maintain to further improve these qualities.

Keywords: Awareness, Effectiveness, Mandated Policies Guidelines and Programs

INTRODUCTION

Background of the Study

The effectiveness and success of an organization is not only reflected in not just the result of its ability to execute such policies effectively and efficiently. Poor implementation of policies, guidelines can be damaging to institutions and companies alike. There is a growing need for more efficient policy implementation in as much as implementation tends to be without serious consideration as to sufficiency or resources, capacity to monitor proper communication with stakeholders in the nature and purpose of the policy imposed.

In organizations/institutions, human resources are sometimes seen as a problem instead of being solution to the problem. When policies, programs and guidelines are not clear, implementation would be a failure. This is where proper communication comes in.

Communication about the policy or program needs commitment and support from all those involved with implementation. This involves being "outward-looking", that is, a view not only from the agency/institutions' perspective of stakeholders, and in particular on how the target audience will react at the same time the best means of communication to use.

The objectives of communication should be made clear and must be in line with the initial policy objective. This is assisted by the development of communication strategy which also provides as means of assessing success or otherwise.

Statement of the problem

This study was conducted to determine the awareness and level of effectiveness of implementation of mandated policies guidelines and programs of College of Teacher Education faculty members of the Guimaras State College Academic Year 2015-2016. Specifically, this study aimed to determine answers to the following questions:

1. What is the level of awareness of the faculty on mandated policies, guidelines and programs on: Recruitment, selection and promotion, Faculty adequacy and loading, Rank and tenure, Faculty development, Professional performance and scholarly works, and Salaries, fringe benefits and incentives?
2. What is the level of effectiveness of implementation of GSC mandated policies, guidelines and programs on: Recruitment, selection and promotion, Faculty adequacy and loading, Rank and tenure, Faculty development, Professional performance and scholarly works, and Salaries, fringe benefits and incentives?
3. Is there a significant difference in the level of awareness of the faculty on mandated policies, guidelines and programs when grouped according to civil status, age, sex, length of experience and academic rank?
4. Is there a significant difference in the level of effectiveness of implementation of GSC mandated policies, guidelines and programs when grouped according to civil status, age, sex, length of experience and academic rank?
5. Is there a significant relationship on the level of awareness of the faculty and level of effectiveness of GSC mandated policies, guidelines and programs?

METHODOLOGY

Research Design

This study used the descriptive-correlational research. Descriptive research is a design which aims to describe the nature of situation as it exists at the time of the study and to explain the cause of particular phenomena.

Respondents of the Study

This study will be conducted to determine the awareness and level of effectiveness of implementation of GSC policies, guidelines and programs. The data will be gathered from the CTE faculty members of Salvador Campus, McLain, Buenavista, Guimaras and Mosqueda Campus, Alaguisoc, Jordan, Guimaras. The respondents of the study are the thirty-five (35) faculty members of the Guimaras State College-College of Teacher Education of Salvador Campus, McLain, Buenavista, Guimaras and Mosqueda Campus, Alaguisoc, Jordan, Guimaras, Academic Year 2015-2016. The respondents were classified according to civil status, age, sex, length of service and academic rank.

Data Gathering Instrument

Part I includes items on personal information of the respondents such as to civil status, age, sex, length of experience, and academic rank. Part II was conducted to determine the awareness and Part III was conducted to determine the level of effectiveness of implementation of GSC policies, guidelines and programs.

Data Gathering Procedure

The data gathered from the CTE faculty members of Salvador Campus, McLain, Buenavista, Guimaras and Mosqueda Campus, Alaguisoc, Jordan, Guimaras. The data gathered were tallied, tabulated, computer-processed, analyzed and interpreted.

Statistical Tools in the Study

The data gathered in this study were subjected to the following statistical treatments:

Mean. The scores were utilized to determine the general description of the teaching performance of education graduates.

Mann Whitney. To determine the significance of the difference in the two-level categories, the researchers employed the Mann Whitney for independent sample set a .05 level of significance.

Kruskall Wallis Test. Determine the significance of the difference in the three or more level categories of the variables, the researchers used KRUSKALL WALLIS TEST to test the significance of the differences between two or more means that were obtained from independent samples. The discussion was based on the result of these statistical tools in determining the teaching performance of education graduates.

RESULTS AND DISCUSSION

Profile of College of Teacher Education Faculty

Table 1 presents the profile of the respondents in terms of civil status, age, sex, length of service, and academic rank. Results revealed that in terms of civil status, there were eight (8) or 22.9% were single and 27 or 77.1% were married. In terms of age, there were seven (7) or 20.0% age from 21 to 40 years old, twenty-three (23) or 65.7% age from 41 to 59 years old, and five (5) or 14.3% age from 60 years old and above. In terms of sex, four (4) or 11.4% were male, and thirty-one (31) or 88.6% were female. In terms of the length of service, thirty (30) or 85.7% had 10 years and below, three (3) or 8.6% had 10 to 15 years of service, and two (2) or 5.7% had 15 years of service and above. In terms of academic rank, fifteen (15) or 42.9 % were instructors, eleven (11) or 31.4 % were assistant professors, and nine (9) or 25.7 % were associate professors. This implies that majority of the respondents were married, female, served Guimaras State College for 10 years and below and had the academic rank of instructors.

Table 1. Profile of Respondents

	Frequency (F)	Percentage (%)
Civil Status		
Single	8	22.9
Married	27	77.1
Total	35	100.0
Age		
21 to 40	7	20.0
41 to 59	23	65.7
60 & above	5	14.3
Total	35	100.0
Sex		
Male	4	11.4
Female	31	88.6
Total	35	100.0
Length of Service		
10 years and below	30	85.7
10 to 15 years	3	8.6
15 years and above	2	5.7
Total	35	100.0
Academic Rank		
Instructor	15	42.9
Assistant Professor	11	31.4
Associate Professor	9	25.7
Total	35	100.0

Level of Awareness of the Faculty

Table 2 presents the level of awareness of the faculty on the mandated policies, guidelines and programs of Guimaras State College. They were assessed in terms of recruitment, selection and promotion; faculty adequacy and loading; rank and tenure; faculty development; professional performance and scholarly works, and salaries, fringe benefits and incentives.

Results revealed that on the category recruitment, selection and promotion (M=3.69); faculty adequacy and loading (M=4.09); rank and tenure (M=3.68); faculty development (M=3.76); professional performance and scholarly works (M=4.14); and salaries, fringe benefits and incentives (M=4.19), all were interpreted as "very aware". This means that the respondents were very aware of the mandated policies, guidelines and programs of the Guimaras State College in all categories being assessed.

Table 2. Level of Awareness of the Faculty on the Mandated Policies, Guidelines and Programs

Items	Mean	Standard deviation	Interpretation
A. Recruitment, Selection and Promotion	3.69	1.011	Very Aware
B. Faculty Adequacy and Loading	4.09	0.736	Very Aware
C. Rank and Tenure	3.68	0.884	Very Aware
D. Faculty Development	3.76	0.986	Very Aware
E. Professional Performance and Scholarly Works	4.14	0.802	Very Aware
F. Salaries, Fringe Benefits and Incentives	4.19	0.822	Very Aware
Overall Mean	3.92	0.775	Very Aware

Scale: 1.00 – 1.79 (Not Aware), 1.80 – 2.59 (Slightly Aware), 2.60 – 3.39 (Aware), 3.40 – 4.19 (Very Aware), 4.20 – 5.00 (Very Much Aware)

Level of Effectiveness of Implementation

Table 3 presents the level of effectiveness of implementation of the mandated policies, guidelines and programs of Guimaras State College. These were assessed in terms of recruitment, selection and promotion; faculty adequacy and loading; rank and tenure; faculty development; professional performance and scholarly works, and salaries, fringe benefits and incentives.

Results revealed that on the category recruitment, selection and promotion (M=3.38); faculty adequacy and loading (M=3.56); rank and tenure (M=3.73); faculty development (M=3.64); professional performance and scholarly works (M=3.69); and salaries, fringe benefits and incentives (M=3.73), all were interpreted as "very effective". This means that the implementation of the GSC mandated policies, guidelines and programs was very effective in all categories being assessed.

Table 3. Level of Effectives of Implementation of GSC Mandated Policies, Guidelines and Programs

Items	Mean	SD	Interpretation
A. Recruitment, Selection and Promotion	3.38	1.082	Effective
B. Faculty Adequacy and Loading	3.56	0.968	Very Effective
C. Rank and Tenure	3.73	1.011	Very Effective
D. Faculty Development	3.64	1.081	Very Effective
E. Professional Performance and Scholarly Works	3.69	1.007	Very Effective
F. Salaries, Fringe Benefits and Incentives	3.73	1.088	Very Effective
Overall Mean	3.62	0.944	Very Effective

Scale: 1.00 – 1.79 (Not Effective), 1.80 – 2.59 (Slightly Effective), 2.60 – 3.39 (Effective), 3.40 – 4.19 (Very Effective), 4.20 – 5.00 (Very Much Effective)

Difference in the Level of Awareness of the Faculty on Mandated Policies, Guidelines and Programs

Table 4 presents the difference in the level of awareness of the respondents when grouped according to age. Kruskal Wallis Test results revealed that there is no significant difference existed in the level of awareness when respondents grouped according to age ($X^2=468$, sig. = .631) set at .05 level of significance. Therefore the null hypothesis was failed to reject. This means that the level of awareness of the respondents does not vary whether they were young or old. Even though the mean values were different in every age bracket, but it was interpreted as equal level of awareness.

When grouped according to sex. Results revealed no significant difference existed in the level of awareness when respondents grouped according to age ($z=1052.5$, sig. = .138) set at .05 level of significance. This means that the level of awareness of the respondents does not vary whether they were male or female.

When grouped according to civil status. Results revealed no significant difference existed in the level of awareness when respondents grouped according to civil status ($z=1092.00$, sig. =0.369) set at .05 level of significance. This means that the level of awareness of the respondents does not vary whether they were single, married, separated or widow/ widower.

When grouped according to academic rank. Results revealed no significant difference existed in the level of awareness when respondents grouped according to academic rank ($X^2=2.128$, sig. =.106) set at .05 level of significance. This means that the level of awareness of the respondents does not vary whether they were contractual, instructor, asst. professor, or associate professor.

When grouped according to length of experience. Results revealed no significant difference existed in the level of awareness when respondents grouped according to length of experience ($X^2=0.676$, sig. =.614) set at .05 level of significance. This means that the level of awareness of the respondents does not vary whether they have experience of 5 years and below, 6 years to 10 years, 11 years to 15 years, or 16 years to 20 years.

Table 4. Difference in the Level of Awareness when Grouped According to the Profile of the Respondents

	Tabular	p-value	Result	H ₀ Decision
Sex (Mann Whitney)	1052.50	0.138	Not Significant	Accept
Age (Kruskall Wallis)	0.468	0.631	Not Significant	Accept
Civil Status (Mann Whitney)	1092.00	0.369	Not Significant	Accept
Academic rank (Kruskall Wallis)	2.128	0.106	Not Significant	Accept
Length of service (Kruskall Wallis)	0.676	0.614	Not Significant	Accept

Difference in the Level of Effectiveness of Implementation of GSC Mandated Policies, Guidelines and Programs

Table 5 presents the difference in the level of effectiveness of implementation of the GSC mandated policies, guidelines and program when grouped according to age. Results revealed no significant difference existed in the level of effectiveness of implementation when grouped according to age ($X^2=107$, sig. =.746) set at .05 level of significance. This means that the level of effectiveness of implementation does not vary whether they were young or old.

When grouped according to sex. Results revealed no significant difference existed in the level of effectiveness of implementation when grouped according to sex ($z=929.2$, sig. =.820) set at .05 level of significance. This means that the level of effectiveness of implementation does not vary whether they were male or female. When grouped according to civil status. Results revealed no significant difference existed in the level of effectiveness of implementation when grouped according to civil status ($z=1048.00$, sig. =.591) set at .05 level of significance. This means that the level of effectiveness of implementation does not vary whether they were single, married, separated, or widow/widower.

When grouped according to academic rank. Results revealed a significant difference existed in the level of effectiveness of implementation when grouped according to academic rank ($X^2=3.505$, sig. =.020) set at .05 level of significance. This means that the level of effectiveness of implementation varies yet, only asst. professor and associate professor differ to each other, the rest does not differ.

When grouped according to the length or experience. Results revealed no significant difference existed in the level of effectiveness of implementation when grouped according to length of experience ($X^2=1.165$, sig. =.348) set at .05 level of significance. This means that the level of effectiveness of implementation does not vary whether they have experience of 5 years and below, 6 years to 10 years, 11 years to 15 years, or 16 years to 20 years.

Table 5. Difference in the Level of Effectiveness of Implementation when Grouped According to Profile

Profile	Tabular	p-value	Result	H. Decision
Sex (Mann Whitney)	929.20	0.820	Not Significant	Accept
Age (Kruskall Wallis)	0.107	0.746	Not Significant	Accept
Civil Status (Mann Whitney)	1048.00	0.591	Not Significant	Accept
Academic rank (Kruskall Wallis)	3.505	0.020	Significant	Reject
Length of service (Kruskall Wallis)	1.165	0.348	Not Significant	Accept

Table 6 presents the relationship on the level of awareness of the faculty and level of effectiveness of implementation of the GSC mandated policies, guidelines and program. Results revealed a significant positive relationship between level of awareness and level of effectiveness. This means that the more the respondents become aware of the mandated programs the more the program will be effectively implemented.

Table 6. Relationship on the level of awareness of the faculty and level of effectiveness of GSC mandated policies, guidelines and programs

Variables	r-value	Sig.	Interpretation
Awareness*Effectiveness	.747*	.000	Significant

* $p < 0.05$ level of significance

CONCLUSIONS

In view of the foregoing findings, the following conclusions are drawn:

1. Majority of the respondents were married, female, and have served for ten (10) years and below.
2. The level of awareness of the faculty revealed that the respondents were "very aware" of the mandated policies, guidelines and programs of the Guimaras State College in all categories being assessed.
3. The implementation of the GSC mandated policies, guidelines and programs was "very effective" in all categories being assessed.
4. No significant differences on the level of awareness of the faculty when categorized according to their profile, however on the there was a significant difference in the level of effectiveness of implementation of GSC mandated policies when they were categorized according to academic rank.
5. The relationship between the level of awareness and level of effectiveness of implementation of the GSC mandated policies was found to have significant positive relationship between level of awareness and level of effectiveness.

RECOMMENDATIONS

Based on the results and the conclusions of the study, the following are recommended:

1. Since majority of the teacher respondents were found to be "very satisfactory" in their teaching performance, this implies that there is still room for them to improve their teaching performance. In this aspect, teachers have important role to play in terms of encouraging their students do their best and in their studies, and their commitment to the teaching profession.
2. Teacher respondents must reexamine instructional competence in order to learn new strategies to be labeled highly proficient.
3. Head of schools may recommend teachers for promotion if qualified.
4. More seminars and trainings should be attended by the teachers in order for them to develop home, community and to their exposure to the prevailing social and economic activities.
5. Teacher respondents were found highly proficient in personal, social growth and professional characteristics, this implies that they should maintain if not further improve these qualities.
6. Further studies should be conducted using other variables.

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