

Performance Evaluation of Permanent and Part-Time Faculty in the University of Eastern Philippines

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ABSTRACT: This study aims to determine the performance evaluation of permanent and part-time faculty as rated by students and supervisors in the University of Eastern Philippines. A descriptive comparative study was used. There were a total of 250 subjects for this study, 210 were permanent faculty members and 40 were part-time lecturers of the University of Eastern Philippines. The respondents were taken from the total population using the stratified sampling method and were randomly selected. A descriptive-comparative survey research design was used in this study.

Findings of this study showed that there is a significant difference in the performance of part-time and permanent faculty as rated by supervisors but findings showed no significant difference in the performance as perceived by the students. This reaffirms the theory of Bandura (1989) that employees perform their obligations as mandated by their position. Further, since part-time lecturers are not expected to perform research, extension and production, then they did not perform well in those areas.

KEYWORDS: Part-time, Permanent Faculty, Performance, Student evaluation, supervisor evaluation.

INTRODUCTION

This research aims to study the performance of part-time and permanent faculty as perceived by students and supervisors. This idea resulted from the observation of some deans, faculty and students, claiming that some part-time lecturers are more efficient than permanent faculty members. Hence, the researcher would want to find out if this assumption is true, and to examine whether the supervisors' evaluation is the same with the student's evaluation.

According to Hoshower (2003) student evaluations have become [a] routine at most colleges and universities. Evidence from many studies indicates that most universities and colleges throughout the world use student ratings of instruction as part of their evaluation of teaching effectiveness. (Seldin, 1985); (Abrami P. C., 1989); (Wagenaar, 1995); (Abrami P. C., 2001); (Hobson, 2001); (Hoshower, 2003) "Students believe the evaluations would provide feedback to the teachers and would later motivate the professor to improve teaching and improve the course as well." (Martha Henckell, 2011); (Marsh, 1993); (Kelly, 2012); (Chang T.-S., 2002)

Flaniken (2009) said that evaluations of supervisors are used for salary management, promotions, terminations, layoffs, and identifying poor performance. (Boswell, 2002); (Amani, Major steps we can take to avoid problems with the performance appraisal process, 2014) He further claimed that a significant amount of dissatisfaction with the appraisal process due to (a) lack of leadership support for the appraisal process, (b) supervisors not being held accountable for the timely completion of their appraisals, and (c) the lack of training provided supervisors for doing performance appraisals well. (Flaniken, 2009)

Several literatures on performance of part-time and permanent employees were also considered in this study. Over the past years researchers have argued as to who really performed well in the organization, some clinched that employing too many part-time faculties may weaken successful student performance. As per observation most part time faculty are not readily available most especially those who have other business or profession, in addition it has been a common notion that

most part-time faculty are not enthusiastic in using challenging instructional methods. Hence, reasonably, then, dependence on part-time faculty may hinder both social and academic integration and may also be understood as a factor that connects the integration model to the Bean and Metzner barrier or “student attrition” model. (Davis, 2008); Benjamin (2002). Ellingson, (1998) stated that because temporary employees have little obligation to the client organizations in which they are placed, temporary employees may choose to perform more poorly in response to feelings of dissatisfaction. Hence, it is less expected that dissatisfied temporary employees will still be obliged to have superior performance. Since part-time employees are not an absolute part of an organization they may not be penalized for performing poorly in a work assignment. (Ellingson, Gruys, & Sackett, 1998)

On the other hand according to Sinclair (1999) some studies indicate that full-time employees are more committed to their employing organization than are part-timers (Lee, 1991); (Martin T. N., 1995), but others report no commitment differences (McGinnis, 1990); (Shockey, 1994); (Martin T. N., 1995); (Martin R. R., 1999); (Sinclair, 1999)

The temporary help service firm can conclude that misplacement of temporary employee to a particular work assignment may result to poor performance. Further, if firms will adopt responsibility of the part-time employees, there is a greater chance that dissatisfied temporary employees with the work assignment will still result to poor accomplishment. (Ellingson, Gruys, & Sackett, 1998);

Wright (1992) stated that defining and measuring teaching effectiveness plays an important role in many of the decisions made in higher education. Typically, teaching effectiveness is measured through some form of a student questionnaire that has been specifically designed to measure observed teaching styles or behaviours. In many universities, student ratings are used as one (sometimes the only and often the most influential) measure of teaching effectiveness (Wright, 1992) (Kwan, 1999); (Gera, 2013); (Wright, 1992)

The importance of student evaluation in enhancing teaching effectiveness has been extensively studied in the past, various authors claimed how important student evaluation is to provide feedback of faculty performance that later stimulates teachers to perform exceptionally. (Davis, DR, 2008) However, studies on how part-time and permanent employees differ in terms of teaching performance as evaluated by students and supervisors have not yet been studied at length and findings were not consistent.

Descriptive comparative research design will be employed to study the teaching performance as evaluated by students and the supervisors. This will be achieved by utilizing the performance evaluation of faculty by students and supervisors which are readily available in Office for Director of Instruction.

THEORETICAL FRAMEWORK

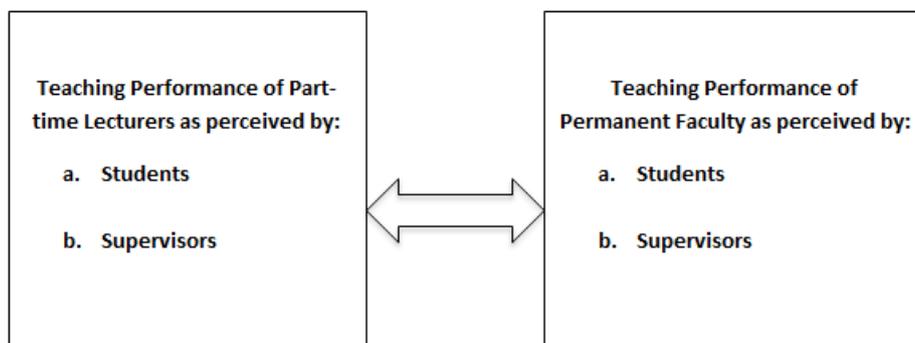
The main theory of this study is the Self-efficacy theory. Bandura (1989) defines self-efficacy as “the faith in one’s own ability to mobilize motivation, one’s cognitive resources, and one’s own ability to choose the right actions in relation to the specific expectations.” (Bindslev, 2006)

Another theory employed in this study that is the Theory of Management by Objectives which is “based on the notion that most human behaviour is based on unconscious choices of objectives and intentions. Action has a direction and a desired result.” Further, “it indicates that high and concrete objectives influence performance positively. Feedback is important when objectives are high and concrete. Accepted objectives strengthen motivation and performance, which is connected with the fact that objectives, which are set jointly, are often a little more ambitious than objectives set by the manager alone.” (Bindslev, 2006)

Jae Vanden Berghe (2011) modified the Theory of Reasoned Action into the Theory of Planned Behaviour. The Theory of Planned Behaviour introduced the concept of perceived behavioural control as a fourth component in addition to attitudes, subjective norms and intentions. It assumes that perceived behavioural control has a direct influence on behaviour and also an indirect influence through intentions (Arnold, Cooper, & Robertson, 1998); (Berghe, 2011)

CONCEPTUAL FRAMEWORK

The hypothesis that will be tested in this study is presented below:



Null Hypothesis: There is no significant difference between the teaching performance of Part-time and Permanent Faculty as perceived by Students and Supervisors.

OBJECTIVES/PROBLEM OF THE STUDY:

MAIN OBJECTIVE:

To determine the teaching performance of part-time and permanent faculty for the last two (2) years as evaluated by students and supervisors.

This study specifically aims to:

1. Determine the level of performance of permanent and part-time faculty members as evaluated by students.
2. Determine the level of performance of permanent and part-time faculty as rated by supervisors.
3. Identify the significant difference between the students and supervisors' evaluation.
4. Based on the findings of the study, what faculty performance enhancement can be proposed.

SCOPE AND LIMITATION

The focus of investigation in this study is to determine the Performance of Part-time and Permanent Faculty of the University of Eastern Philippines for SY 2010 – 2012. Those who were hired prior or after SY 2010-2012, were excluded in this study. Further, it only relied on the Performance evaluation instrument as rated by the students supervisors.

METHODOLOGY

There were a total of 250 subjects for this study, 210 are permanent faculty members and 40 are part-time lecturers of the University of Eastern Philippines, a state university located in University Town, Catarman, Northern Samar. The respondents were taken from the total population using the stratified sampling method and were randomly selected.

A descriptive-comparative survey research design using T-test: Two-sample Assuming Equal Variance is used in this study. Since two variables will be compared if significant difference exists.

The primary data which are the results of evaluation of 350 students and 45 supervisors were taken from the Office of the Instruction Coordinator and the Vice President for Academic Affairs which are readily available. The names of respondents were treated with utmost confidentiality.

RESULTS AND DISCUSSION

Table 1 Number of Respondents

Status of Appointment	F	%
Permanent Faculty	210	84%
Part-Time Lecturer	40	16%
TOTAL	250	100%

Majority of the faculty comprising the University are permanent employees. Only a very small part of the teaching staff is part-time lecturers. This could mean that the university does not rely more on part-time lecturers.

Table No. 2a Student Evaluation of Permanent Faculty and Part-time Lecturers

Areas of Evaluation	Part-time Lecturers Mean	Permanent Faculty Mean
1. Commitment	4.35	4.30
2. Knowledge of Subject	4.25	4.36
3. Teaching for independent learning	4.27	4.37
4. Management of Learning	4.22	4.35
5. Course Syllabus coverage	4.10	4.25

The table shows that the commitment of part-time lecturers although slightly higher is almost the same with the permanent faculty. It could be inferred that part-time lecturers are regularly performing their task as mandated. Whether part-time or permanent the commitment does not vary. On the other hand, Permanent faculty excel than part-time faculty in terms of Knowledge, delivery and management of the subject matter. It could be assumed that educational qualification, experience, and trainings could be attributed to the better performance of permanent faculty.

Table No. 2b Supervisors Evaluation of Permanent Faculty and Part-time Lecturers

Areas of Evaluation	Part-time Lecturers Mean	Permanent Faculty Mean
1. Instructional Skills	4.24	4.35
2. Evidence of Research Competence	3.83	4.32
3. Evidence of Extension Competence	4.08	4.31
4. Evidence of Productivity	3.99	4.26
5. Critical Factors	4.16	4.21

Supervisors' rated permanent faculty higher than part-time faculty in all performance indicators. It could be explained that permanent faculty have time to conduct research, and extension as part of their regular duty. In addition they enjoy the privilege of availing funding and support. Whereas, part-time lecturers are paid an hourly rate on their instructional delivery services but not on the extension, research and production.

Table 3a Significant Difference of Part-time and Permanent

As rated by Students

Areas of Evaluation	Part-time Lecturers Mean	Permanent Faculty Mean	Variance	Interpretation
1. Commitment	4.35	4.30	0.371375916	No Significant Difference
2. Knowledge of Subject	4.25	4.36	0.272647681	No Significant Difference
3. Teaching for independent learning	4.27	4.37	0.208268943	No Significant Difference
4. Management of Learning	4.22	4.35	0.383149556	No Significant Difference
5. Course Syllabus coverage	4.10	4.25	0.317376864	No Significant Difference

Table 3 indicates that as rated by students in all the areas of evaluation the performance of the part-time lecturers and the permanent faculty members do not significantly vary. It could be inferred that the status of appointment is not an assurance that the faculty will have a better or poor performance. It could be explained by the fact that part-time lecturers are also as competitive and have demonstrated the teaching skills comparable to the permanent faculty members as indicated in the table.

Table 3b Significant Difference of Part-time and Permanent

As rated by Supervisors

Areas of Evaluation	Part-time Lecturers Mean	Permanent Faculty Mean	Variance	Interpretation
1. Instructional Skills	4.24	4.35	0.062618567	No Significant difference
2. Evidence of Research Competence	3.83	4.32	6.36006E-12	Significant difference
3. Evidence of Extension Competence	4.08	4.31	2.37975E-05	Significant difference
4. Evidence of Productivity	3.99	4.26	5.60443E-05	Significant difference
5. Critical Factors	4.16	4.21	0.287754351	No significant difference

Table 3b indicates that among the five areas of faculty performance as evaluated by the supervisor, instructional skills and critical factors have no significant difference but there were significant differences in the areas of Research, Extension and Production. The significant difference could be attributed to the mandate that the regular faculty are required to conduct research, production and deliver extension services which are not required from the part-time faculty. In addition part-time lecturers are just paid based on their actual teaching load.

CONCLUSION AND RECOMMENDATION

CONCLUSION

If permanent faculty perform better than part-time lecturers in research, extension and production but were rated almost similarly in terms of instruction, then employees considering status of appointment perform based on what is expected from them and therefore these findings confirms to the theory of Bandura.

RECOMMENDATION

1. Colleges/Universities must provide trainings to part-time lecturers to enhance their capabilities and teaching performance.
2. Higher Education Institutions must clearly define the significance of obtaining outstanding work performance.
3. On the other hand, institutions may implement disciplinary actions for both permanent and part-time faculty that have constantly obtained very low satisfactory performance.
4. HEI must set SMARTER goals or expectations to motivate both part-time and permanent employees to perform well.
5. Research on factors affecting performance ratings by students and superiors may be studied.

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