

Organizational Components and the Four-Fold Functions of the MSU System Colleges of Agriculture

NIDA A. ILUPA, D.M.

na_ilupa@yahoo.com

Mindanao State University, Marawi City

Date Submitted: October 3, 2008

Final Revision Accepted: December 16, 2008

Abstract - This research evaluated the effectiveness of the Mindanao State University System (MSUS) and its Colleges of Agriculture, as an educational institution that provides agricultural education. The study was conducted in 4 major campuses of the MSU System having well-established Colleges of Agriculture namely: MSU Marawi, MSU Maguindanao, MSU General Santos and MSU Sulu. The research design used is descriptive employing the survey technique. Supplemented by individual and group interviews. The non-random purposive sampling technique was utilized in the selection of college officials, faculty members and support staff as respondents. The data were analyzed and interpreted using the following statistical techniques: weighted mean, analysis of variance one way classification (F Test), and Multiple Linear Regression Analysis. The overall level of effectiveness in the performance of the four-fold functions is only **“Good”** while the overall assessment of its existing organizational components is **Uncertain**. There are significant differences in the ratings of the three groups in some of the functions while there are no significant differences in the ratings of all organizational components; and 3) Out of 11 indicators, two of them, Statement of the VMGO and, the Dissemination and Acceptability, turned out to have significant relationship with the performance effectiveness.

Keywords - Organizational Effectiveness, Organizational Components, and Four-fold Functions

INTRODUCTION

What the country needs are effective performing agricultural schools and colleges that can mold graduates or produce agriculturists who are highly motivated, competent, and progress-minded but socially conscious professionals, scientists, farm practitioners and agricultural business entrepreneurs. These institutions should excel in the delivery of the four-fold functions of Instruction, Research, Extension and Production to become major instruments that can empower their constituents with appropriate knowledge and skills in agriculture; change and improve the quality of life of the people and their community as a whole.

This need was stressed through CHED Memorandum Order No. 51, series of 2007, which provides that the Commission on Higher Education (CHED) develops centers that can spearhead the nation's thrust towards development. The memorandum order provided implementing guidelines for the selection of Centers of Excellence (COEs) and Centers of Development (CODs) in Agricultural Education, which includes agriculture, fisheries, agricultural engineering, forestry and veterinary medicine. The criteria consisted of: Instructional Quality (45%), Research and Publication (35%), Extension and Linkages (10%), and Institutional Qualification (10%). The COEs are Higher Education Institutions (HEIs) that demonstrate the highest degree of standard in instruction, research and extension, and exhibit excellent qualities in producing AE professionals while CODs are HEIs that have the potential to become COEs in the future.

The Mindanao State University (MSU) System, an institution of higher learning contributes to the nation's agricultural education through its Colleges of Agriculture. It is the only state university in the country with the special mandate of integrating the cultural communities in Mindanao into the mainstream of the nation's socio-cultural and political life by providing them with opportunities for quality and relevant public education for their self-development and providing trained manpower skills and technical know-how for the economic development of the region (<http://www.skyscrapercity.com/archive/index.php/t-716666-p-3.html>).

The Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP) defines the following functions of an academic institution: *Instruction* which is the dissemination of

knowledge, occupies the center stage in any educational program. *Research* is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. *Extension* involves the application of new knowledge and technology generated in the institution to improve the quality of life of the people (AACCUP, 2000). Added to these 3 traditional functions is the function of *Production* for agricultural schools and colleges. *Production* refers to the activities that relate to the creation of goods and services through the transformation of inputs into outputs (Medina, 2003). Production is putting the learned theories; skills and knowledge into practical applications, as well as it can also help in generating income to support the other three enumerated functions.

For this reason, a diagnostic organizational evaluation of the MSU System Colleges of Agriculture can be helpful to determine its performance as an educational institution that provides agricultural education, and specifically to find out: a) Both the level of its effectiveness in the performance of the four-fold functions and the assessment of the condition of its existing organizational components; b) If there are significant differences both in the ratings of performance effectiveness and ratings on conditions of the organizational components as rated by the three groups of respondents; and c) Which of the organizational components predict performance effectiveness. The study was guided by the following null hypotheses:

FRAMEWORK

For better management, it is important for any organization to examine its current performance as basis for improvement interventions. *Organization performance* refers to how well organizations do their jobs, how successfully an organization achieves its objectives, and satisfies social responsibility. There are two concepts of organizational performance. *Efficiency* is the ability to do things right, an input-output concept. *Effectiveness* in contrast involves choosing the right goals. No amount of efficiency can make up for a lack of effectiveness. Before we can focus on doing things efficiently we need to be sure we have found the right things to do as the key to an organization's success (Drucker as cited by Stoner et al., 1995).

The overall organizational performance depends on how effective

the organization delivers its functions. *Organizational effectiveness* has 4 criteria: *Goal Accomplishment* means the organization achieve its stated organizational goals. Key organizational results or outputs are compared with previous stated goals or objectives. Deviations either plus or minus requires corrective actions. *Internal Process* means the organization functions smoothly with a minimum strain referred to as the "healthy systems" approach. An organization is said to be healthy if information flows smoothly and if employee loyalty, commitment, job satisfaction and trust prevail. *Resource Acquisition* states that an organization is deemed effective if it acquires necessary factors of production such as raw materials, labor, capital, managerial, and technical expertise. *Strategic Constituent's Satisfaction* means that the demand and expectations of key interest groups are at least minimally satisfied (Cameron as cited by Kreitner and Kinichi 1995)

The study is anchored on the Integrated System View and Contingency Views of Organizations of Fremont E. Kast and James E. Rosenzweig which was discussed fully in their book: *Organization and Management: A Systems and Contingency Approach*. These views were adopted by many authors like Gareth Morgan (1986), Robert Kreitner & Angelo Kinicki (1995), Richard Daft (1997), G. Dessler (2001) and James Stoner, Edward Freeman & Daniel Gilbert (2002).

A *system* is an organized, unitary whole composed of two or more interdependent parts, components, or subsystems and delineated by identifiable boundaries from its environmental suprasystem. The systems approach to management views the organization as unified, purposeful system composed of interrelated parts. Systems theory tells us that the activity of any segment of an organization affects in varying degrees, the activity of every other segment (Stoner et al, 2002). Changes in one part of the organization affect other parts. The organization must be managed as a coordinated whole. Managers who understand subsystem interdependence are reluctant to make changes that do not recognize subsystem impact on the organization as a whole (Daft, 1997).

Examining the internal organization, it can be viewed as composed of several major components or subsystems. *Goals and Values* are the culture, philosophy, overall goals, group goals and individual goals. *Technical subsystem* is knowledge, techniques, facilities and equipments. *Psychosocial subsystem* is human resources, attitudes, perceptions, motivations, group dynamics, leadership, communication and interpersonal relations. *Structural subsystem*

is tasks, workflow, work group, authority, information flow, procedures and rules. And *Managerial/Administrative subsystem* is goal setting, planning, assembling resources, organizing, implementing and controlling (Kreitner and Kinicki. 1995).

Using the systems perspective as the basic frame of reference the contingency view can be described as follows: The contingency view seeks to understand the interrelationship within and among subsystems (components) as well as between the organization and its environment and to define patterns of relationships or configurations of variables. It emphasizes the multivariate nature of organizations and attempts to understand how organization operates under varying conditions and in specific circumstances. Contingency views are ultimately directed toward suggesting organizational designs and managerial actions most appropriate for specific situations (Kast and Rozensweig, 1985).

According to the Contingency Approach advocates, results differ because situation differ, a technique that works in one case will not necessary work in all cases. According to this approach, the manager's task is to identify which technique will in a particular situation under particular circumstances, and a particular time, best contribute to the attainment of management goals (Abelos et al., 2006).

The framework portrays that effectiveness in the performance of the four-fold functions is the dependent variable while the internal organizational components are the independent variables. The following discussions give explanations on how each indicator influence the performance effectiveness of an educational organization: depict

Every organization has a unique purpose and reason for being. This uniqueness should be reflected in **vision and mission statements**. Well designed vision and mission are essential for formulation, implementing and evaluating strategies. Drucker says that developing a clear vision and mission statements is the first responsibility of the "strategist". A Vision statement answers the question, "What do we want to become. An **organizational structure** is the formal pattern of activities (jobs and group of jobs) and interrelationships among the various subunits of the organization. Since organization are purposeful and goal-oriented. It follows that the structure of the organization is likewise purposeful and goal oriented. Its primary purpose is to influence the behavior of individuals and groups to achieve effective performance. It is an

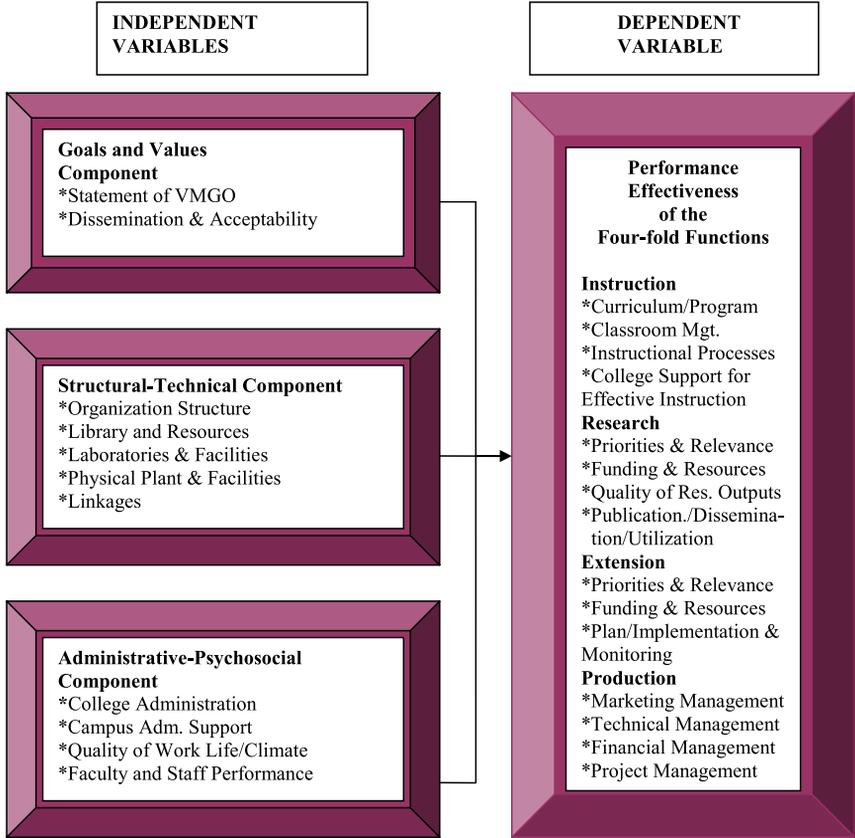


Figure 1 Schematic diagram showing the interplay of the variables

important cause of individual and group behavior since individuals and groups respond in significant ways to the jobs they perform, to the groups they work with, to the leaders who influence them. The job itself provides powerful stimuli for individual and group behavior (Gibson and Donnely, 1997).

AACCU describes the importance of Library, Laboratories Facilities and Physical Plant and Facilities as follows: The **Library** is the heart of any learning institution. It is a synergy of people, hardware and software whose purpose is to assist client in using knowledge and technology to transform and improve their lives. Information and knowledge are essential to the attainment of institutional goals. The ways in which they are selected, acquired,

stored accessed and distributed within the institution will in large measure, determine the success of teaching, research and other academic concepts. The institution thrives on clear policies concerning access to the provision of information. Thus, the library must take an active role in the development and implementation of these policies. **Laboratories** are support system in any academic program. Broadly defined, they include science laboratories, speech laboratories, and demonstration farms used for practicum, shops and other facilities essential to the successful implementation of the curricular programs of the institution. Furthermore, the term is not limited to just the space, equipment, supplies and materials but also their functionality to facilitate the attainment of the programs' objectives. The quality and adequacy of **Physical plant and facilities** of a learning institution determine to a large measure the successful implementation of its curricular programs. In a broad sense it includes school, site, campus, buildings and other physical infrastructure, equipment and services that complement institutional and program effectiveness.

Another important technical factor is **Linkage**. Linkages between the school and other agencies are vital to the development of the academic community, the university must intensify its effort to maintain and promote linkages with regional, national and international agencies. Linkages with other university and agencies tend to develop a closer relationship between them while sharing experiences and expertise that are of mutual interest. Institution with linkages benefit greatly from sharing of networking resources in both the Academic and applied areas of education (Savellano as cited by Abellanosa, 1999).

The **administration** is the engine of an educational institution in the attainment of its vision, mission, goals and objectives. It is concerned with the general affairs of the institution as well as its organizational performance. Thus the administration initiates institutional processes and ensures that said processes are satisfactorily implemented. It includes the Academic unit (College) administration and Campus Administrative Support (AACCU, 2000).

Administration of a university has four principal areas: *academic administration* which is the primary concern of the academic staff; *administration of student personnel services* which includes selection, admission, and scheduling of students and the recording of their academic achievements; *business administration* which

includes such activities as accounting, auditing, reporting, and budgetary control; management of auxiliary and service activities; operation and maintenance of the institutional plant; selection and promotion of nonacademic personnel; and the administration of the personnel benefits programs; and *public relations* which includes the relationship with the media, alumni, contact with donors and legislatures (Blackwell as cited by Kast and Rozensweig, 1986).

Quality of Work Life (QWL) refers to the favorableness or unfavorableness of a total job environment for people. QWL programs are ways in which organizations recognize their responsibility to develop jobs and working conditions that are excellent as well as for the economic health of the organization. Its elements are: area of supportive organizational behavior, open communication, equitable reward system, a concern for employees, job security and satisfying careers, a caring supervisor and participation in decision making, job enrichment, development of employees skills, reduction of occupational stress, and development of more cooperative labor-management relations. Close attention to QWL provides a more humanized work environment. It attempts to serve the higher order needs as well as their basic needs. It seeks to employ the higher skills of workers and to provide an environment that encourages them to improve their skills (Newstrom & Davies, 2002).

Organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner, has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness and success in higher education (Moran and Volkwein, 1992).

The nonacademic staff also represents an important part of the psychosocial system. Architects, engineers, programmers, counselors, budget analysts, and system designers are examples of professional who are utilized in various specialized functions. Many others-secretaries, food service workers, mechanics-also make important contributions to university operations (Kast and Rosensweig, 1985). They could also include clerks, utility workers, technicians, drivers and administrative aides.

METHODOLOGY

The study was conducted in 4 major campuses of the MSU SYSTEM having well-established Colleges of Agriculture namely: MSU Marawi, MSU Maguindanao, MSU Gensan and MSU SULU. These colleges concentrate all their efforts and resources in offering either several or all curricular programs specialized in the field agriculture such Agricultural Engineering; Plant/Crop Science; Animal Science; Agribusiness Management; Agricultural Extension; Agricultural Education and a Diploma in Agricultural Technology. The time frame of the study is Academic Year 2008-2009.

The research is concerned with the organizational effectiveness of the MSU Colleges of Agriculture in relation to assessment of its internal organizational components. So the respondents who best qualify to answer specific questions to achieve the objective of the study are its immediate organizational members. This is taking into consideration their being part of the organization and being able to work within the organization.

The research design is the descriptive method employing the survey technique. The instrument utilized for gathering main data was a questionnaire, supplemented with individual and group interviews. Part 1 of the questionnaire dealt with performance effectiveness of the four-fold functions. Part 2 focused on the assessment of the condition of the organizational components occurring within the colleges.

The non-random purposive sampling technique was utilized in the selection of the 3 groups of respondents: a) College Officials are members of the College Executive Committee given the task to administer the affairs of the college and with designations sanctioned by a Special Order; b) Faculty members are full time academic personnel without any administrative function or designation. Faculty respondents must have been with the college organization for at least 2 years; and c) Support Staff are members of the workforce that helps in carrying out, maintaining and supporting the college administration to efficiently implement its operations and programs. To obtain accurate responses they must have a college education, and have worked the college for at least 2 years.

There were a total of 127 respondents composed of 37 college officials, 65 faculty members, and 25 support staff. The data were analyzed and interpreted using the following statistical techniques:

Weighted Means, Analysis of variance one way classification (F Test), and Multiple Linear Regression Analysis.

The retrieval of the research questionnaire was 81% among College Administrators/Officials, 91% among Faculty members and 80% among the Support Staff members due to the following reasons: busy schedules of the college officials, reluctance of some faculty to cooperate and some staff finds the questionnaire quite long.

RESULTS AND DISCUSSION

Table 1 shows the **Overall Performance Effectiveness** ratings on all indicators of the four-fold functions as rated by the three groups of respondents. The study found out that the overall level of effectiveness in the performance of the four-fold functions of the MSU System Colleges of Agriculture as rated by College Officials, Faculty members and Support Staff of the MSU System Colleges of Agriculture is only **“Good”**.

Two indicators on Instruction have highest means of (3.47) and (3.44) both verbally described as very good. They are *Curriculum/Program of Studies* and *Classroom Management*. As one system, all four campuses adopt a uniform curricular offering in all their degree and technology courses. The College Officials, Faculty Members and Support Staff agreed the curriculum is well defined; logically sequenced and prerequisite courses are identified because of the fact that the curriculum/ program of study undergo a very rigid process before it is finally approved. Previously, a new or a revision proposal for a curriculum is being done by faculty members of the MSU Main Campus. The proposal for a new offering or revision will be prepared by a department curriculum committee based on the guidelines provided by the Commission on Higher Education (CHED), Technical Panel for Agricultural Education (TPAE), Philippine Regulatory Commission (PRC) and on the Guidelines on the Approval and Implementation of the Curricular Revisions and New Programs in MSU Campuses. It will then pass through the Campus Curriculum Sub-Committee on Basic and Applied Sciences. However, efforts are now being done to see to it that the new or revised curriculum is being discussed first by all campuses offering the same course before submission to the University System Curriculum Committee for recommendation of its final approval to the Board of Regents.

All the three groups agree that in general, there is strict

monitoring and implementation of attendance rules, proper classroom discipline is maintained and independent work and performance is encouraged and properly monitored. Most of the College Officials and Faculty Members, agreed that they are particular on attendance. They warn the students on the university policy on attendance. Records of students' attendance are kept because many faculties give a certain percentage on attendance in the student's final grade. The Support Staff also agreed that to get one's grade, a student has to work hard independently with the proper monitoring of the faculty.

However, 2 indicators on Research have lowest overall means of (2.40) and (2.59) both verbally described only as Fair. These are *Funding and other resources* and *Publication, Dissemination and Utilization*. In an interview with the College Officials, they admitted that their respective colleges has no budget intended for research to fund both faculty and student researches. The Miscellaneous Operating Expenses is just enough for the college operation. Research is dependent on the campus budget which also depends on the availability of funds and on funding that can be generated from linkages.

In MSU SULU, researches are mostly self-financed and sometimes assisted by the campus administration. In MSU Maguindanao, researches are sometimes and partially funded by Department of Agriculture and PHILRICE. In MSU Marawi, both dissertation and thesis assistance for Academic Personnel Development Program (APDP) grantee is only Php5000. Faculty members on thesis and dissertation writing have to apply for research assistance from institutions like CHED, DOST, DA-BAR, SEARCA or personally finance their researches. Some Support Staff members confided that although they are not involved in research activities, they have not heard of the college providing funds for faculty and student researches. The students fund their own thesis or case studies as partial requirements for their respective degrees.

The State Universities and Colleges (SUCs) shall be encouraged to allocate funds for research. Resources from various agencies, locally and abroad should be explored to augment the institution's appropriation. In house reviews shall periodically be done and ventilated to local and national instrumentalities interested in collaborating with academic institutions (AACUP, 2000). However, based on the findings the colleges have no budget for research so they have to enhance sourcing of funds to effectively

perform said function.

The College Officials explained that the College does not impose on the faculty to write a book. The college can only recommend a faculty to the Vice Chancellor for Academic Affairs if said faculty wants to undergo a sabbatical leave to write a book but it cannot offer any financial support due to very scarce resources. The faculty members and staff agreed that the College does not also impose on the faculty to write articles and publish them in academic or scientific journals; it all depends on individual faculty members. Publication is only required for promotion. And furthermore, most of the colleges do not have linkages with the publishers of journals or magazines.

According to AACUP criteria, researches whether it is on the proposal, on-going or completed status may be published in the proper media and disseminated to target clientele. However, the findings revealed that the colleges are weak in terms of faculty writing books, articles and reports due to scarce financial resources, no imposition as obligation and no linkages with publishers.

Table 1. Summary of overall performance effectiveness ratings on the fourfold functions as rated by college officials, Faculty members and support staff

Indicators	College Officials		Faculty Members		Support Staff		Overall	
	Wm	Vd	Wm	Vd	Wm	Vd	Wm	Vd
Instruction								
Curriculum /Prog Of Studies	3.69	Vg	3.28	G	3.54	Vg	3.44	Vg
Classroom Management	3.79	Vg	3.37	G	3.30	G	3.48	Vg
Instructional Processes	3.66	Vg	3.15	G	3.23	G	3.31	G
Col Sup. For Instruction	3.63	Vg	2.98	G	3.24	G	3.18	G
Research								
Priorities And Relevance	3.49	Vg	2.87	G	3.24	G	3.11	G
Funding & Other Resources	2.62	G	2.20	F	2.64	G	2.40	F
Quality Of Research Output	3.11	G	2.49	F	3.00	G	2.75	G
Pub, Diss.& Utilization	2.84	G	2.41	F	2.78	G	2.59	F
Extension								
Priorities And Relevance	3.60	Vg	2.94	G	3.19	G	3.17	G
Funding & Other Resources	3.08	G	2.47	F	2.91	G	2.72	G
Planning, Impl. & Monitoring	3.02	G	2.54	F	3.01	G	2.76	G
Production								
Marketing Management	3.00	G	2.56	G	2.89	G	2.74	G
Technicalmarketing	3.08	G	2.55	F	3.16	G	2.79	G
Financial Marketing	3.01	G	2.40	F	3.02	G	2.69	G
Projectmanagement	3.28	G	2.73	G	3.29	G	2.99	G
Overall	3.26	G	2.72	G	3.10	G	2.94	G

Legend: WM=Weighted Mean VD=Verbal Description
E=Excellent VG=Very Good G=Good F=Fair P=Poor

Table 2 shows the **Overall Assessment of the Condition of the Organizational Components** as rated by College Officials, Faculty Members, and Support Staff of the MSU System Colleges of Agriculture. The study revealed that the overall assessment of the condition of organizational components occurring in the MSU System Colleges of Agriculture as rated by College Officials, Faculty Members and Support Staff is **Uncertain**.

The Group interviews in the colleges of the four campuses revealed that **uncertain** answer stands for “taking no sides”, “being neutral”, “no comment”, and “playing safe”. According to the respondents, taking into consideration that the MSU SYSTEM Campuses had already existed for a number of decades, it is a fact that these organizational components are present. However, they further added clarifications why assessment is “uncertain”: 1) The conditions of these components are middle-of-the-road or average only; 2) Some employees are apprehensive to tell the truth due to fear of offending both campus and college administration considering the existing cultural and political system; 3) Some are protective of the status of both campus and college and one is expected not to say something against if he is with the administration; 4) Some are not well informed of the status of these components because programs and facilities of the campus or college are not widely disseminated; 5) Some are not availing of the services of the components because they not handling courses with laboratory activities or some are not using the library resources; and 6) Some have no way of checking/validating their status due to busy schedules and activities are limited only to one’s own department .

Two indicators on Organizational Goals & Values and Structural-Technical Components have highest means of (3.93) and (3.94) both verbally described as Agree. They are *Statement of Vision, Mission, Goals and Objectives* (VMGOs) and *Organization Structure*. In an interview, the College Officials agreed that the broad and long term accomplishments that their colleges wishes to attain were all drawn from the mission of the college which outlines its fundamental purposes and which communicate ‘what the college is, what it does, where it is headed and what it wants to accomplish in the MINSUPALA region. The Faculty Members also agreed that the

vision of the college gives a picture of what the college would like to become and where it is trying to head. The drafted vision gives the colleges a sense of purpose and a set of values. Further, they added that their VMGOs as degree granting units of the system are consistent with the VMGOs of whole MSU System.

They also agreed that each college has a well defined organization structure having established goals; approved by the BOR; the duties and responsibilities are well-defined; communication channels are also clearly defined, with logical policies and procedures; and in one way or another each imposes employee accountability. Moreover, all the three groups confirmed that the Colleges are subdivided into major departments based on specializations: Plant Science/ Agronomy, Animal Science/Animal Husbandry, Agricultural Business Management, Agricultural Engineering, Agricultural Education and Extension with a department head.

On the other hand, 2 indicators on Structural-Technical Components have lowest overall means of (2.90) and (3.09) both verbally described as Uncertain. They are *Library & Resources* and *Linkages*. The College Officials, Faculty Members and Support Staff, revealed that each campus has a Main library that serves the entire campus student population. However, only the College of Agriculture of the Marawi Campus has a Unit Library being supported and supervised by the campus Main Library. The other three colleges have mini-libraries which are only comparable to reading rooms. The reading materials of these mini libraries are made available due to the initiative efforts of the faculty member such as collecting books, reading materials, publications and magazines. The colleges also exert efforts such as soliciting donations and subscribing journal and magazines in order to enhance the mini library collection.

The College Officials, Faculty Members and Support Staff also confirmed that all of the Colleges have no specific budget for extension program. But since they are committed to extend community services, they work hand in hand with the community

Table 2. Summary of the overall assessment of all organizational Components as rated by college officials, faculty Members and support staff

Organizational Goals And Values Component	College Officials		Faculty Members		Support Staff		Overall	
	Wm	Vd	Wm	Vd	Wm	Vd	Wm	Vd
Statement Of Vmgos	4.14	A	3.80	A	4.02	A	3.93	A
Dissemination & Acceptability	3.31	U	3.13	U	3.46	A	3.23	U
Structural-Technical Component								
Organization Structure	3.98	A	3.95	A	3.83	A	3.94	A
Library And Resources	2.83	U	2.84	U	3.18	U	2.90	U
Laboratories & Facilities	3.05	U	3.18	U	3.50	A	3.21	U
Physical Plant & Facilities	3.13	U	3.21	U	3.37	U	3.21	U
Linkages	3.03	U	3.04	U	3.34	U	3.09	U
Administrative-Psychosocial Component								
College Administration	3.31	U	3.38	U	3.50	A	3.38	U
Campus Adm. Support	3.18	U	3.16	U	3.59	A	3.24	U
Organizational Climate	3.28	U	3.32	U	3.50	A	3.34	U
Faculty/Staff Performance	3.57	A	3.67	A	3.59	A	3.63	A
Overall	3.35	U	3.33	U	3.53	A	3.37	U

Legend: WM=Weighted Mean VD=Verbal Description SA=Strongly Agree A=Agree U=Uncertain D=Disagree SD=Strongly Disagree

down to the barangay level. However, extension services depend largely on the priority, willingness and cooperation of the community leaders. Furthermore, some College Officials interviewed added that at times they source out additional resources from government agencies for example vaccines, feeds, seeds from the local Department of Agriculture, Phil Rice, and Philippine Carabao Center to be used for the community but said resources are very limited in supply and not often. The colleges also establish linkages for the trainings of faculty and staff but opportunities are not frequent.

Only the three campuses have outside funding as support for Students' Scholarship Grants, MSU Marawi, MSU Maguindanao and MSU Sulu. MSU Maguindanao has the most number as far as outside scholarship support is concern. The College Officials confided that more linkages to support particularly students taking up agriculture need to be sourced out. Faculty Members admitted that there is limited outside assistance or funding support for the college production projects so most of these projects are funded by their respective campus units as income generating projects. Outside funding is mostly on the fixed asset investment. In MSU Maguindanao for example, CHED provided funds for the green houses and trained one faculty to manage it and Department of Science and Technology also provided funds for their Vermiculture project. The Support Staff are aware of that their unit libraries are made functional due to the initiative of their faculty members and these libraries are not involved in consortium, networking, and cooperative activities in resource sharing. On the basis of the findings the colleges have to exert more effort to establish more linkages for their instruction, research, extension and production activities.

Table 3 shows the test of difference on the level of performance effectiveness of the four-fold functions as rated by College Officials, Faculty Members and Support Staff. The data revealed that in Instruction, there are significant differences in the following indicators: Classroom Management; Instructional Processes/Methods; and Support for Effective Instruction. In Research, there are significant differences in the indicators: Priorities and Relevance; and Quality of Research Outputs. In Extension, there are significant differences in Priorities and Relevance; Funding and Other Resources; and Planning, Implementation and Monitoring. Production, there are significant differences in Technical Management; Financial Management; and Project Management.

The finding indicates that the division of the three respondents as college officials, faculty members and support staff is an important differentiating factor in their perception of performance effectiveness in the said indicators. Each group has its own viewpoint depending on their role, participation/involvement, and commitment in each of the four-fold functions of instruction, research, extension and production. The faculty members provided lower ratings in most indicators as compared to college officials and support staff which pointed out that they are less contented

with existing performance effectiveness.

Table 3. Test of difference on the level of performance effectiveness of the four-fold functions as rated by 3 groups of respondents F-Test Results

Function Instruction	Weighted Mean	F-Test Results	Conclusion
Curriculum/ Program Of Studies	Co=3.6889 Fm=3.2792 Ss=3.5441	F Calculated Value = 2.8639 Prob.= .0617 Bet=2 W/ In=101 F Critical (Table) Value = 3.09	Interpretation = Not Significant Ho 1: Accept
Classroom Management	Co=3.7931 Fm=3.3682 Ss=3.3000	F Calculated Value =3.1157 Prob.= .0486 Bet= 2 W/In= 101 F Critical (Table) Value = 3.09	Interpretation = Significant Ho 1: Reject
Instructional Processes/ Methods	Co=3.6600 Fm=3.1534 Ss=3.2250	F Calculated Value = 4.1102 Prob.= .0191 Bet= 2 W/In= 105 F Critical (Table) Value = 3.09	Interpretation = Significant Ho 1: Reject
College Support For Effective Instruction	Co=3.6262 Fm=2.9818 Ss=3.2421	F Calculated Value = 6.1456 Prob.= .0030 Bet= 2 W/In= 102 F Critical (Table) Value = 3.09	Interpretation = Significant Ho 1: Reject
Research			
Priorities And Relevance	Co=3.4867 Fm=2.8678 Ss=3.2400	F Calculated Value = 4.2793 Prob.= .0163 Bet=2 W/In= 106 F Critical (Table) Value = 3.08	Interpretation = Significant Ho 1: Reject
Funding And Other Resources	Co=2.6167 Fm=2.2034 Ss=2.6375	F Calculated Value =2.2697 Prob.= .1083 Bet= 2 W/In= 106 F Critical (Table) Value = 3.08	Interpretation = Not Significant Ho 1: Accept
Quality Of Research Outputs	Co=3.1111 Fm=2.4859 Ss=3.0000	F Calculated Value = 4.1934 Prob.=.0177 Bet=2 W/In=106 F Critical (Table) Value = 3.08	Interpretation = Significant Ho 1: Reject
Publication, Dissemination And Utilization	Co=2.8429 Fm=2.4121 Ss=2.7789	F Calculated Value = 2.0931 Prob.=.1286 Bet=2 W/In=102 F Critical (Table) Value = 3.09	Interpretation = Not Significant Ho 1: Accept
Extension			
Priorities And Relevance	Co=3.5952 Fm=2.9433 Ss=3.1880	F Calculated Value = 5.0326 Prob.=.0082 Bet=2 W/In=104 F Critical (Table) Value =3.08	Interpretation = Significant Ho 1: Reject

(Table 3 continued)

Funding And Other Resources	Co=3.0833 Fm=2.4746 Ss=2.9125	F Calculated Value = 5.0409 Prob.= .0081 Bet= 2 W/In= 106	Interpretation = Significant Ho 1: Reject
Planning, Implementation & Monitoring	Co=3.0230 Fm=2.5410 Ss=3.0125	F Critical (Table) Value = 3.08 F Calculated Value = 3.0400 Prob.= .0521 Bet= 2 W/In= 105 F Critical (Table) Value = 3.08	Interpretation = Significant Ho 1: Reject
Production			
Marketing Management	Co=3.0000 Fm=2.5579 Ss=2.8900	F Calculated Value = 2.0729 Prob.= .1310 Bet= 2 W/In= 104	Interpretation = Not Significant Ho 1: Accept
Technical Management	Co=3.0800 Fm=2.5503 Ss=3.1579	F Critical (Table) Value = 3.08 F Calculated Value = 5.5463 Prob.= .0051 Bet= 2 W/In= 104	Interpretation = Significant Ho 1: Reject
Financial Management	Co=3.0111 Fm=2.4006 Ss=3.0167	F Critical (Table) Value = 3.08 F Calculated Value = 4.6463 Prob.= .0117 Bet= 2 W/In= 104	Interpretation = Significant Ho 1: Reject
Project Management	Co=3.2833 Fm=2.7299 Ss=3.2917	F Critical (Table) Value = 3.08 F Calculated Value = 4.3517 Prob.= .0153 Bet= 2 W/In= 105 F Critical (Table) Value = 3.08	Interpretation = Significant Ho 1: Reject

Legend: CO=College Officials FM=Faculty Members
SS=Support Staff

Table 4 presents the **regression analysis** between organizational components and performance effectiveness of the MSU System Colleges of Agriculture. Out of 11 predictors, two of them turned out to have significant relationship with the performance effectiveness of the MSU System Colleges of Agriculture. These two (2) predictors are *Statement of Vision, Mission, Goals and Objectives*, and its *Dissemination and Acceptability*.

The findings revealed that Statement of College VMGOs came out as the single best predictor which explained 31.19% of the variance of performance effectiveness. This means that the identification or formulation of VMGOs is a very important factor in performance effectiveness since VMGOs can be translated as the philosophy of education and training that encompass the college operation.

Vision is a statement about what the each college wants to become and it gives shape and direction to the future of the colleges. If they are accepted and lived up to by college officials, faculty members and support staff of the colleges, these VMGOs will make them feel proud, excited, and be part of something much bigger than them. It will help boost the image and stretch existing capabilities of the colleges in the performance of instruction, research extension and production even with limited resources. Mission is a statement that broadly outlines the fundamental purposes of each college and serves to communicate 'who the college is, what it does, where it is headed and what it wants to accomplish in the MINSUPALA region. A clear mission statement acts as an *'invisible hand'* that will guide the college officials, faculty members and support staff in the colleges so that they can work independently and yet collectively towards the over-all organization vision. Goals are the broad and long term accomplishments an organization wishes to attain while Objectives are the specific short term statements detailing how to achieve the goals.

The next organizational component indicator is the Dissemination & Acceptability of the VMGOs. This means that once the VMGOs are recognized and put together, the colleges need to circulate them and they have to exert efforts in order that these VMGOs are accepted. Without the dissemination there is no knowledge or awareness and understanding them is impossible on the part of every member of the organization. Acceptance is the degree to which individuals recognize the goals as the ones they would like to achieve. Only the active participation of all members of the organization will ensure a truly organization wide, value-based shared culture (http://humanresources.about.com/od/strategic_planning1/a/organizvalues...).

The findings of the study also revealed that once the Statement of the VMGO and its Dissemination & Acceptability are joined together, they predict 37.92% of the variance of performance effectiveness. This implies that the identification and formulation of the VMGOs must be followed by its dissemination to create awareness and full understanding. As a result the college constituents can accept and consider them meaningful and important core values of their organizational culture. Thus, it will provide them guidance in the every day performance of their duties and functions. This can be done through honest to goodness discussions on what the VMGOs are, how they would be accomplished and how each person's effort

fits into the big picture and not just having print outs describing them.

It appears that a major step to enhance performance effectiveness starts with a strong effort on the part of college administration to evaluate, strengthen and update their existing vision, mission, goals and objectives with the participation of every college officials, faculty members, support staff and even students of the colleges. The second step is to facilitate that these VMGOs resonate with everyone through continuously keeping everyone oriented, well informed, and conscious of these VMGOs. Finally, these VMGOs should be lived up by everyone in the organization through the integration of these VMGOs in every facet of the organization’s culture.

On the other hand, nine of indicators exhibited no significant relations with the performance effectiveness of the MSU System Colleges of Agriculture. These are organization structure, library and resources, laboratory and facilities, physical plant and facilities, linkages, college administration, campus administrative support, organizational climate, and the faculty & staff performances. The findings disclosed that even if these predictors are present, there will be no basis or standards for performance effectiveness if there are no explicit and implicit goals identified first and then accepted by the organization members.

Table 4. Regression analysis in the independent variables as significant predictors of the performance effectiveness of the MSU System Colleges of Agriculture

VARIABLES IN THE MODEL					
Independent Variables	Regression Coefficients	F Value	Prob.	Interpretation	Ho:
Statement Of Vision, Mission, Goal And Objectives	.558481 (R ² = .31190)	25.555	.0000	Significant	Reject
Dissemination And Acceptability	.395310 (R ² = .37918)	7.745	.0069	Significant	Reject

CONCLUSIONS

On the basis of the significant findings, the following conclusions are made:

1. The level of effectiveness of the College of Agriculture within the MSU System in the performance of the four-fold functions has yet to be improved to a “Very Good” if not “Excellent” level since overall rating of the college officials, faculty members and staff is only “**Good**” in almost all indicators.

2. The ratings by groups showed **significant differences** in the level of performance effectiveness in almost all indicators of the four-fold functions namely Instruction; research; extension; and production as rated by college officials, faculty members, and support staff. Due to the significant differences in the rating of these indicators, interventions specifically for the identified weak areas are highly suggested with the involvement of all College Officials, Faculty Members and Support Staff,

3. The status of the conditions of organizational components is generally “**Uncertain**” in almost all indicators based on the assessment of the College Officials, Faculty Members and Support Staff as they occur within the colleges. The actual conditions of these organizational components necessitate concrete evaluation due to the spelled out responses that clarified why assessment is “uncertain”.

4. The regression analysis between organizational components and performance effectiveness of the MSU System Colleges of Agriculture showed that out of 11 predictors, two of them turned out to have significant relations with the performance effectiveness. These are *Statement of Vision, Mission, Goals and Objectives*, and their *Dissemination and Acceptability*. The conduct of a new College Participatory Strategic Planning participated by College Officials, Faculty Members and Support Staff is timely considering that the VMGOs of these colleges were formulated in early 2000. This course of action will help evaluate current reality and underlying challenges; will help determine if there is a need for paradigm shift; update strategic directions and VMGOs and will help the colleges formulate implementation plans to achieve organizational objectives and thus enhance the performance effectiveness of the four-fold functions.

ACKNOWLEDGMENTS

The realization of this research work was made possible by the contribution, assistance, support, and encouragement of many people who are worthy of my heartfelt gratitude and appreciation.

Above all, to the Almighty God for whom I bring back all the glory and praises for His continuous guidance and blessings, and in making things possible;

Dr. Genaro V. Japos, Research Director of LDCU Research and Publication Office, my adviser, professor and mentor, for teaching me the art of research and making me appreciate its value.

Dr. Teresita T. Tumapon, LDCU Vice President for Academic Affairs and concurrent Dean of the School of Graduate Studies; Dr. Mariano M. Lerin, President of Liceo de Cagayan University; Dr. Bienvenido M. Flores, former dean of the School of Graduate Studies; Dr. Jofi V. Mahilum, former Research Director of LDCU-RPO; and Dr. Eloisa W. Paderanga, Region X CHED Director; for all their valuable comments, and significant recommendations.

Dr. Macapado A. Muslim, President of the MSU SYSTEM for giving me the official permission and granting me the authority to undertake the study in the four MSU System Campuses. And the Vice Chancellors for Academic Affairs: Dr. Macabangkit P. Ati of MSU Marawi, Dr. Tumanda D. Antok of MSU Maguindanao, Dr. Mary Lynn S. Abiera of MSU Gensan, and Dr. Sukarno M. Baiting of MSU Sulu for allowing me to conduct the study in their respective campuses.

LITERATURE CITED

AACCUP Manual, Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. Survey Instrument for Accrediting Programs in Agriculture 2000.

Abellanosa-Nieva, (1999) "The Contribution of Organizational Factors to the Performance of the Academic Function of MSU-IIT." Unpublished Dissertation, Liceo de Cagayan University

Abelos, N. (2006) Organization and Management. Manila: Educational Publishing House

Daft, R (1997) Management. Philippines: Asia Pte Ltd

- Gibson, Ivancevich and Donnely. (1997) *Organizations: Behavior, Structure and Processes*, USA: Richard D. Irwin.
- Information Guide To the "New" MSU System: Opening window of Opportunity for Sustainable Peace and Development on Mindanao. 2007
- Kast, F. & Rosenzweig, J. (1986) *Organization and Management: A Systems and Contingency Approach*, Singapore: Mc Graw Hill International Edition.
- Kreitner, R. & Kinicki A. (1995) *Organizational Behavior*. USA: Organizational Behavior
- Medina, R. (2003) *Entrepreneurship and Small Business Management*, Philippines: Rex Printing Company Inc.
- Memorandum Order No. 51 series of 2007, Commission on Higher Education
- Moran, E.T. and J. F. Volkwein (1992). The Cultural Approach to the Formation of Organizational climate. *Human Relations*, 45, 19-47.
- Stoner, S. (2002) *Management*. Philippines: Pearson Education Asia