

A Proposed Service Delivery Enhancement Program for Colleges and Universities in the Provinces of Samar

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Abstract - This study focused on the assessment of the level of service delivery skills and service delivery performance of higher education administrators in the colleges and universities in the provinces of Samar along with the aspects of the administrators' profile, their service delivery skills in terms of monitoring, influencing, information access and articulating; and the effectiveness of the service delivery provided by them to the public in terms of the standard performance of efficiency, effectiveness, economy, entitlement, and responsiveness. Specifically, the study sought to find out the profile characteristics of higher education administrators in terms of age, sex, civil status, educational attainment; and the skills of administrators as assessed by stakeholders, employees, and the administrators; and the effectiveness of the level of service performance as self-evaluated by the administrators themselves, and as assessed by the employees and the stakeholders. Likewise, the study also determines the significant relationships between these three main variables of the study, as well as the significant difference in the assessment of the level of service delivery skills when grouped as administrators and employees, administrators and stakeholders, and employees and stakeholders. As to the profile of the administrators, a majority of them were in their late thirties and early forties, female, married, and were college graduates, with a few who have earned advanced units in masters and doctoral programs. The majority of them were able to attend seminars and training on academic leadership. The level of effectiveness of service delivery provided to the public in terms of the standard of efficiency, as evaluated by the three groups of respondents: administrators, employees, and stakeholders, were in agreement for "efficient", "effective," and "economical" ratings, respectively. As to entitlement, it was considered "very much entitled". As to the effectiveness, the majority indicated only "responsive". As to self-evaluation of the public service delivery skills of administrators, the majority rated themselves "skilled" on monitoring, "highly skilled" on influencing, and only "skilled" on information access. However, a "highly skilled"

rating was given for articulating. As to the assessment by employees, these were "highly skilled" in monitoring, influencing, information access, and articulating. As to the assessment of the stakeholders, the majority indicated only "skilled" in monitoring, influencing, information access, and articulating. The test of the relationship between the profile of the administrators as to age, sex, educational attainment, seminar, and training attended and the level of their service delivery skills was found to be significantly related; civil status was the only one found not significant. Civil status and educational attainment were not significantly related. The relationship between the level of effectiveness and the level of service delivery was also found to be significant. The test of difference in assessment ratings between the administrators and employees showed no significant difference in the level of service delivery skills. In sum, the assessment, according to the results of the test of differences, there were significant differences among administrators and stakeholders, the employees and stakeholders.

Keywords - Service, Delivery, Enhancing, Program

I. INTRODUCTION

The concept of effective service delivery performance in colleges and universities is a growing concern and of increasing interest among administrators. It is a fact to consider that one of the essential factors in the improvement of the life of people, particularly in the province of Samar, is on the kind of service that education provides, and foremost in this is the dependence of people on the public service delivery performance of Administrators of these colleges and universities (McMarana, 2001). As such, administrators and employees at all levels of the organization aim to understand the importance and the necessity of a careful service delivery process that the intended goals can achieve.



To this end, the vision to support the mission capacity of an educational institution to promote service delivery that attains large-scale benefits to stakeholders in a sustainable manner over the long term must necessarily be achieved. To achieve this, services need to build good and effective management systems within service delivery programs to increase institutional capacity over the long term. Innovative and cost-effective service delivery appropriate to norms and resources is encouraged so that higher education can adequately maintain and expand services (USAID, 2012: Policy Framework 2011-2015). However, at present, the higher education administrative machinery that serves as a vehicle for the delivery of the public service faces a major challenge of renewal. It is one of the objects of harsh criticisms. While it endeavors for clients or stakeholders to rely on its services offered by administrators their employees, the general perception of the public, however, is still negative (Crawford, 2008).

The renewal of its image should therefore be taken in the context of its delivery. Public service delivery has traditionally been described as service derived from its regulatory function, which involves the provision of basic services. It is regulatory in the sense that it is intended to protect the public or stakeholders. For instance, the licensing function ensures that only those who are professionals or who have passed the required examinations can practice their professions. It is observed that some higher education faculty members, even without passing the required examinations, practice their professions by handling subjects not according to their competency or line of specialization.

The conduct of such services is normally the measure which the people use to judge the efficiency of the service. In truth, stakeholders, the public as such, generally denigrates the educational institutions' delivery of services as inefficient, wasteful, and of poor quality. Be that as it may, however, their public service is still regarded as a necessity, and the demand for services does not at all diminish despite criticisms. The higher educational institutions in the provinces of Samar are the only institutions that have a command of the vast human resources to be used in the development of the province and the nation's economy. The Samareños believe that the jurisdiction and the power of these higher education institutions are sufficient forces to effect good results, and the inevitable results expected are the effective delivery of quality service.

Administrators in these higher education institutions of the province are therefore expected to observe a certain set of standards in delivering or providing services to the public. Sadly, however, the higher

education delivery of service in the colleges and universities in Samar has long been at the receiving end of countless stinging criticisms that strike at the very heart of the concept of public service. While these may largely be an image problem, the reality does exist when the quality of service rendered by school officials with a high degree of visibility in public transactions leaves too much to be desired.

Another consideration is the possibility of the existence of frontline operations needing only a few minutes, but the client and the public are made to wait for hours or told to come back another day. There is also the practice of "expediting" matters in exchange for a so-called insignificant fee, considered as little but actually mean a lot. These are apparent situations needing correction for effective service delivery skills and efficient performance.

Client satisfaction is a matter of great concern. In the Samareño culture, the basic issue for any policy or decision is "Will it benefits the client?" The bottom line is, "Will the service satisfies the client?" What matters to those on the receiving end of the service is not rhetoric or displaying slogans of vision and mission but what actually happens. For instance, are papers processed during enrollment without undue delay? A negative answer to the question indicates the absence of a culture that puts a premium on people's needs. This becomes a challenge to this researcher and, therefore, to him, a need to examine and evaluate if an enhancement program is of importance for effective public service delivery performance of school administrators in colleges and universities in the provinces of Samar.

II. STATEMENT OF THE PROBLEM

This study aimed to evaluate the service delivery program of colleges and universities in the provinces of Samar along with the aspects of their administrators' profile characteristics and their service delivery skills.

Specifically, this study answered the following questions:

1. What is the profile of the respondents in terms of the following?
 - 1.1 age
 - 1.2 sex
 - 1.3 civil status
 - 1.4 educational attainment
 - 1.5 seminars and training attended
2. What is the level of public service delivery skills, as assessed by the administrators themselves and the employees, the stakeholders in terms of the following?
 - 2.1 monitoring
 - 2.2 influencing

- 2.3 information access
- 2.4 articulating
- 3. What is the level of effectiveness of public service delivery of the respondents according to the following standards?
 - 3.1 efficiency
 - 3.2 effectiveness
 - 3.3 economy
 - 3.4 entitlement
 - 3.5 responsiveness
- 4. Is there a significant relationship between the administrators' profile characteristics and the level of service delivery skills?
- 5. Is there a significant relationship between the administrators' profile and the level of effectiveness of public service delivery?
- 6. Is there a significant relationship between the level of service delivery skills and the level of standards of the effectiveness of service delivery?
- 7. Is there a significant difference between the level of service delivery skills and the level of effectiveness of public service delivery when assessed by the following three groups of respondents?
 - 7.1 administrators and employees
 - 7.2 administrators and stakeholders
 - 7.3 employees and stakeholders
- 8. What service delivery enhancement program for colleges and universities in the provinces of Samar can be recommended based on the findings of the study?

III. METHODOLOGY

This chapter presents the measurement of variables, respondents of the study, research instruments and validation, design and procedure, and data processing and analysis.

Measurement of Variables

- **Profile Characteristics.** This refers to one of the main variables of the study. These consist of the higher education administrators' profile in terms of age, sex, civil status, educational attainment, related experience, and seminars and training attended.
- **Sex.** This pertains to the gender of a person, whether male or female. Sex was classified into male and female. Frequency counts and percentages were determined for each category.
- **Civil Status.** The term refers to the relative state in the society of a person as to whether the respondent is single, married, separated, or a

widow. Civil status was categorized into single, married, widowed, and separated. Frequency counts the percentages were also determined for each category.

- **Educational attainment.** This refers to the knowledge, skill, and development a person has gained or acquired through a formal process of training. (Webster, 2003). Educational attainment was classified as to whether the respondents are at the college level, holder of a Bachelor's degree, with Master's units, Master's degree, Master's degree with doctoral units, doctoral degree, or with a post-doctoral training. Frequency counts and percentages were determined for each category.
- **Seminars and Training attended.** The process of the learning experience is structured in such a way that the participant or trainee may discover and acquire the results of activities being performed (Slavin, 2005). Seminars and training attended were classified as to whether the respondent is a participant in service delivery training seminars or any seminars related to the development of service delivery skills. Frequency counts and percentages were determined for each category.
- **Public Service Delivery Skills.** This refers to the specified skill variables used in this study as to monitoring, influencing, information access, and articulating levels of public service delivery skills of the administrators. After its appraisal, the weighted mean was used in quantifying these public service delivery skill variables. Using a 10-items, 5-points scale instrument to determine the service skill aspects in each of these service delivery skill variables, respondents were asked to indicate and answer by encircling the number which corresponds to their answer.

Monitoring. This refers to the means of assessing operations of the various offices and measuring client perception of the delivery of services to the public. It is also a process of examining the environment to gather the unit and the formal and informal contracts developed, which are very much useful.

Influencing. In this study, this is considered a powerful tool used for changing employee's behavior. This is a measure taken to improve their values and outlook on service. It focused on desired behavior, such as preparing budget reports on time, using positive reinforcement such as praise, recognition, or a pay bonus.

Information Access. As used in this study, it pertains to the ability to provide business-related procedures and transaction mechanisms; accomplish timely service performance reports; post clearly in conspicuous places needed information; used

computer technology in preparation on clients' service information.

Articulating. In this study, it refers to the ability to provide and share the VGMO of the institution; adopt the participatory approach in the formulation of VGMO, strategic plan, and the like; visibility and participation in all affairs involving service to clients; being open to suggestions and promptly acting on feedback and constructive criticism; the ability to network with stakeholders and other institutions; attain planned targets in spite of constraints. The measurements of the service delivery skills in terms of monitoring, influencing, information access, and articulating were based on Likert's 5-point scale as to whether the administrator is highly skilled (5), skilled (4), less skilled (3), slightly skilled (2), unskilled (1).

Public Service Delivery Standards. This refers to the specified key variables used in this study in terms of efficiency, effectiveness, economy, entitlement, and responsiveness. This pertains to the knowledge, skills, and abilities needed to competently perform a task. It is the quality and effectiveness in the deliberation and transfer of tasks and knowledge by higher education administrators to clients.

Efficiency, as used in this study, means using only the necessary resources to realize outputs or accomplish planned or desired operations. It is the manner of monitoring how the existing service is doing in public, the capacity of the existing service culture if it is a client-focused one, as well as the kind of operating mechanism and structure that signify the employees heightened efforts in the process of delivering the best possible service.

Effectiveness refers to the equity of top management in its crucial role played in the growth of culture in the organization; the reinforced values and norms incorporated in the personnel policies and decision of the institution if these centered on clients; also the fairness of infusion of employees' value system through appropriate human resource interventions; and the service deliverers/providers of the institution with the clients. Likewise, the striking design of structures, facilities used, and arrangements in the delivery of services; and the observation of a standard manner of providing or delivering service to clients.

Economy. Refers to the economical manner of assessment to determine how clients feel about the quality of service received; also the degree of comfort and convenience considered by management, and the utility of the installed modern referral system. Likewise, the allocation of the responsibilities to various departments in the least cost initiation of delivery/providing service to clients.

Responsiveness. It is a measurement of commitment to delivering the best service; holding management or the administration accountable for its department or units quality of service possible; adopting policies that support and value-efficient, effective and economical service; the kind of service and the degree of responsiveness clients look for in the institution; warm and courteous reception to a client's request as a sign of recognition on the value of a client to the service and the institutionalized consultation made publicly.

Respondents of the study

The study involved a total of 234 respondents coming from 15 colleges and universities in Samar purposively samples, namely: twenty-four (24) higher education administrators; sixty (60) employees; and one-hundred fifty (150) stakeholders.

The higher education administrators were the primary respondents of the study. These are the presidents, vice presidents, deans, and directors of private and state colleges operating in the province of Samar. They are the ones responsible for the implementation of service delivery parameters in their respective institutions. They were asked to provide their responses on their profile characteristics as administrators and their respective institutions, as well as on their service delivery skills.

On the other hand, the employees and stakeholders were included as respondents in order to validate the responses of the administrators. They were asked to answer the questionnaire to determine their level of understanding and knowledge pertaining to the service delivery standards and service delivery skills of the administrators.

The study was conducted in fifteen (15) higher education schools in Samar, namely: the University of Eastern Philippines, Northern Samar Colleges, Global Technological Studies, East Pacific Computer College, Eastern Visayas Central Colleges in Catarman, Northern Samar; Colegio de San Juan Samar in Las Navas, Northern Samar; Asia College for Advances Studies ion Bobon, Northern Samar; Tan Ting Bing Memorial Colleges Foundation in San Isidro, Northern Samar; Saint Francis of Assissi College in Allen, Northern Samar; Eastern Samar State University, and St. Mary's College of Catbalogan, in Catbalogan, Western Samar, Northwest Samar State University, and Christ the King College in Calbayog City, Western Samar.

The following are the considerations why these schools were chosen as the locale of the study, to wit: first, various service delivery programs were well represented; second, considering the significance of the implementation, this would document the realities

and problems on the high and low levels of service performance reflective of all throughout higher education schools in Samar; and third, this is the first of its kind of serious efforts in having an objective account of the process of implementation of a public service delivery programs.

Research Instrument and Validation

The research instruments used in this study were the survey questionnaire, focused-group discussions instrument, and the Interview schedule.

1. Survey Questionnaire. This was utilized as the main research tool, which gathered data on profile characteristics, service delivery skills, and service delivery effectiveness of performance of higher education administrators.

The research survey instrument was of three sets: the first set is for the higher education administrators; the second set was administered to the employees; and the third set for clients and/or stakeholders.

2. Interview. This was done to facilitate further understanding and the need for more in-depth information on the topics in the survey questionnaire. An Interview Guide was used.

3. Focused Group Discussion (FGD) Instrument. Focused Group Discussion (FGD) was conducted separately in seven (7) schools with a total of 23 students and 13 employees involved.

Design

This study utilized the descriptive-correlational research design. It is descriptive since it tried to describe the variables involved, such as the profile of the higher education administrators, their service delivery standards as to the economy, efficiency, effectiveness, entitlement, and responsiveness.

It is also a correlational design inasmuch as the study tried to determine whether the personal profile characteristics of the higher education administrators and their level of performance of service delivery skills influences the level of effectiveness of the service delivery of the administrators.

IV. FINDINGS

Profile Characteristics of the Administrators

Table 1 presents the frequency distribution of the profile characteristics of the administrator-respondents in terms of age, sex, civil status, educational attainment, and seminars and training attended.

Age. Out of 24 respondents, six (6) or 25.0 percent of the school administrators' ages ranged from 50 to 59 years; four (4) or 16.7 percent had ages ranging from 40 to 49 years; eight (8) or 33.3 percent were between 30 to 29 age range. The data revealed that the majority of the respondents were young or middle-aged. The data show that the bulk of administrators of colleges and universities in the Province of Northern Samar are young. It could be inferred that as administrators, their age bespeaks their need to establish a career where their knowledge, skills, and upward mobility will become challenges in the demands of their position.

Sex. As shown in Table 1, 16 or 66.7 percent were female, and 8 or 33.3 percent were male. This indicates that the majority of the administrator-respondents were female. This is an indication of a female-oriented profession.

Civil Status. Out of 24 respondents, eight (8) or 33.3 percent were single, and four (4) or 16.7 percent were widowed. However, 12 or 50.0 percent were married. The predominance of married respondents could be apparently observed from the data. It could be implied that because they are married, they are more responsible; hence, they may also be more responsible and trustworthy in their job as administrators.

Educational Attainment. In terms of educational attainment, four (4) or 16.7 percent had Bachelor's degrees with MA units, six (6) or 25.0 percent had master's degrees, eight (8) or 33.30 percent had Master's degrees with doctoral units, six (6) or 25.0 percent had Doctoral degrees and post-doctoral training, respectively. That indicates that all the school administrators were pursuing graduate studies. It could be gleaned that the educational attainment of the respondents bespeaks the level of education of individuals whose mental abilities are measured according to the level of education that greatly reflects substantial effects on the job.

Seminars and Training Attended. Regarding seminars and training attended, a majority of the administrators attended academic leadership training, which was ranked 1, followed by six administrators who attended Curriculum Development training, Enhancement and Sustaining education (each ranked 2.5). There were also five (5) administrators (ranked 4.5) who attended Development Planning and Strategic Planning. The least number of training and seminars attended by the administrators (ranked 8.25 and ranked 11.5, respectively) were on Resource Generation and Management, Systems Approach, TQM, and Academic Networking (each ranked 8.25), and External Linkaging and Crisis Management (ranked 11.5). It can be inferred that administrators consider seminars and training as necessary in their

line of work and a clear indication of enthusiasm for a functional work environment as a result of keeping abreast of new technology and developments.

Table 1. Profile Characteristics of the Administrators.

Profile	Frequency	Percent
AGE		
50-59	6	25.0
40-49	4	16.7
30-39	8	33.3
20-29	6	25.0
Total	24	100.0
SEX		
Female	16	66.7
Male	8	33.3
Total	24	100.0
CIVIL STATUS		
Single	8	33.3
Widowed	4	16.7
Married	12	50.0
Total	24	100.0
EDUCATIONAL ATTAINMENT		
Bachelor's Degree with MA Units	4	16.7
Master's Degree	6	25.0
Master's Degree w/ Doctoral units	8	33.30
Doctoral Degree w/ a post-doctoral training	6	25.0
Total	24	100.0
SEMINARS AND TRAINING ATTENDED	Frequency	Rank
1. Academic Leadership	7	1.0
2. Curriculum Development	6	2.5
3. Enhancement and Sustaining	6	2.5
4. Development Planning	5	4.5
5. Strategic Planning	5	4.5
6. Evaluation	3	8.25
7. Resource Generation and Mngt.	3	8.25
8. System Approach	3	8.25
9. TQM	3	8.25
10. Academic Networking	3	8.25
11. External Linkage	2	11.5
12. Crisis Management	2	11.5

Level of Self-Evaluation of Public Service Delivery Skills of Administrators

Monitoring. The majority of the administrators indicated "skilled" on the administrator's skill of keeping track of client's perceptions, as well as the constraints that impede the delivery of service; the skill of modifying existing policies and programs to improve the quality of the desired service by clients; the ability to install a monitoring system as means of assessing the operation of the various offices; skill in installing a monitoring system as a means of measuring client perception of the kind of service delivered and the ability to use or consider measures

that will improve the values and outlook of the service. They indicated "highly skilled" on the ability to respond to the increasing demand for quality service by clients; the ability to foster the attitude and capacity of those delivering the service and the priorities of management; the ability to develop monitoring skill enhancement and value information; the ability to modify existing policies and program to enhance the quality of the service provided and the ability to adopt appropriate human resource interventions to attain objectives. The grand mean self-rating of 4.15 indicated a descriptive rating of "skilled." Meanwhile, the majority of the employees with the grand mean of 4.21 or a descriptive rating of "highly skilled" in monitoring as assessed by the employees was indicated. Lastly, the majority of the stakeholders with the grand mean of 3.56 or a descriptive rating of "skilled" in monitoring as assessed by the stakeholders was indicated.

Monitoring implies the means of assessing the operations of the various offices and measuring client or stakeholders' perception of the delivery skills of administrators and of their service delivery performance. This can be inferred as the process of their examining the environment or the service area community to gather information about changes and opportunities that may affect the school, as well as the formal and informal contracts developed, which are very much useful.

Influencing. The majority of the administrators indicated "highly skilled" on the ability to affect clients with their increasing demand for quality service; the ability to define clearly what is expected by the clients; the ability to encourage clients and stakeholders to be aware and receptive to the services provided by the institution; the ability to establish and maintain cooperation among clients/stakeholders in the implementation of programs and projects; the ability to build employees' morale for increased service delivery participation; the ability to determine the kind of resources necessary to affect concern in attaining the service delivery goals and the ability to provide timely information to all concerned and to communicate feedback results, while they indicated "skilled" on the ability to demonstrate social responsiveness behavior and the ability to emphasize the structured change in programs and project implementation. Their grand mean self-rating was 4.26, which indicated a descriptive rating of "highly skilled." The data implies that influencing is considered a powerful tool for changing behavior, a measure taken to improve values and outlook on service. The focus is on desired behavior, such as preparing reports on time and using positive enforcement. As assessed by the employees, it turns out that the administrators with the grand mean of 4.28 or a descriptive rating of "highly skilled" in influencing were indicated. Meanwhile, in the

assessment of the stakeholders, it turns out to be a "skilled" descriptive rating with a grand mean of 3.67. However, this assessment helped the administrator to find out a greater way to improve or maintain Public Service Delivery Skills in terms of Influencing.

Information Access. The majority of the administrators indicated "skilled" on the ability to provide business-related procedures and transaction mechanisms; the ability to provide a catalog of services; the ability to accomplish timely service performance reports; the ability to post clearly in conspicuous places needed information; the ability to provide data-based spot maps and the ability to conduct and maintain regular weekly meetings with heads of offices for updates, and regular consultations. However, they rated themselves "less skilled" on the ability to provide updated Publication like news, magazines, newsletters, and "highly skilled" on the ability to provide a Management Information System or MIS; the ability to use computer technology in the preparation and the ability to be readily accessible to clients or the public through regular meetings or assemblies.

The only "less skilled" self-assessment indicated by the administrators on "information access" implies still inadequate supply or lack of available reading materials. Likewise, what can also be deduced is a preference by and/or the emphasis on a Management Information System where computers and electronic facilities are currently preferred. The indicated grand mean it was 4.29 or a descriptive rating of "highly skilled." Meanwhile, the grand mean assessment rating of 4.17, or a descriptive rating of "skilled" was indicated as assessed by the employees and with the grand mean rating of 3.56, or a descriptive rating of "skilled" was indicated as assessed by the stakeholders in terms of Influencing skills of the administrators.

Articulating. The majority of the administrators indicated "highly skilled" on the ability to provide and share the VGMO of the institution; the ability to adapt the participatory approach in the formulation of VGMO, strategic plan, and the like; the ability of visibility and participation in all affairs involving service to clients; the ability to be open to suggestions and to promptly act on feedback and constructive criticism; the ability to attain planned targets in spite of constraints; the ability to harness clients and other sectors for their support; the ability to increase openness and honesty and to reduce blocks in sharing information with clients; the ability to demonstrate a willingness to hear and others, and the ability to foster active cooperation of clients in the process of obtaining feedback. However, the grand mean self-rating was 3.91, which indicated only a "skilled" descriptive rating. On the other hand, the grand mean rating of 4.25, or a descriptive rating

"highly skilled," was indicated as assessed by the employees, and the grand mean rating of 3.67, or a descriptive rating "skilled" was indicated as assessed by the stakeholders.

Efficiency. The majority of the stakeholders indicated "efficient," with a weighted mean rating of 3.55; the administrators, less efficient (3.01), and the employees, "very efficient" on the manner of monitoring "how they were doing" in the public service. Also, the capacity of the existing service culture if it is a client-focused one and the kind of operating mechanism and structure that signify efforts of employees and heighten efforts in the process of delivering the best possible service. Likewise, the time/hours extended in the service delivery operations; the extent of capability in the grouping of related service in only one location; and the use of feedback mechanism, as to how efficient in operation to determine client perception of how well the services are delivered or provided. The overall assessment inefficiency was "efficient".

Effectiveness. The majority of the stakeholders and the employees indicated "effective" (4.13); while the administrators indicated "very effective" (4.95) on the equity of top management in its crucial role played in the growth of culture in the organization; the reinforced values and norms incorporated in the personnel policies and decisions of the institution as these centered on clients; also the fairness of infusion of employees' value system through appropriate human resource interventions; and the service deliverers/providers or frontlines of the institution's impressive contract with the clients. Likewise, the striking design of structures, facilities used, and arrangements in the delivery of services; and The Fair observation of a standard manner of providing or delivering service to clients. The overall assessment was also an "effective" (4.19) rating in all indicators.

Economy. As to economy, the group of respondents indicated "economical" in their assessment on determining how clients feel about the quality of service received; also the degree of comfort and convenience of clients considered by management; and the utility of the installed modern referral system. Likewise, the allocation of responsibilities to various departments with the least cost in the initiation of delivering/providing service to clients. A "Fairly Economical" rating was also indicated on the performance of offices or units for a sparing delivery of service and the immediate response to clients' requests and completion of the service in the shortest possible time. Hence, the assessment was "economical" (3.80) on all the indicators of the economic factor.

Entitlement. The majority of the stakeholders indicated "less entitled" (3.38); the employees gave a

rating of "entitled" (4.03), and the administrators, "very much entitled" (4.20) on whether the service transactions are met in terms of client satisfaction (as to response time, respect and courtesy, and empathy); also the opening of communication lines and consultation mechanisms with clients in the development of implementation and assignment policies; and whether clients are given the best treatment possible. Likewise, the public or clients-assigned counters in various places in the institution set up for easy access to the institution's services, the institutional involvement pursued in the mix of services delivered, and the structured change in programs and projects clearly emphasized to clients and stakeholders. The general assessment on the entitlement factor was only "entitled," with a rating of 3.87.

Responsive. All the 3 groups of respondents indicated "responsive", with the administrators' own rating of 4.05; employees' rating, 4.15, and stakeholders, 3.47 on the developed vision/mission statement of the institution as premised on a commitment to deliver the best service; holding management or administration accountable for its department or unit's quality of service possible; adopting policies which support and value-efficient, effective, and economical service; the kind of service and the degree of responsiveness clients look for in the institution; warm and courteous reception to a client's request as a sign of recognition of the value of a client to the service and the institutionalized consultation made publicly. The overall assessment of the three groups of respondents was only 3.89 or "responsive."

Test of Relationship of Variables

Age. The variable age was found to be significantly related to the level of the administrators' service delivery skills because the F-ratio of 0.65619 was greater than the significant F or the P-Value of 0.42699. Thus the null hypothesis was rejected in favor of the research hypothesis that there is a significant relationship between age and the level of service delivery skills. Likewise, the coefficient of determination of 3.03% indicated a positive correlation of the variables age and service delivery skills. This indicates that the more mature administrators become, the higher will be their level of service delivery skills.

Sex. Sex is another variable in the administrators' profile found to be a significant predictor of the level of service delivery skills of the administrators, considering that the F-ratio of 3.79218 was greater than the significant F or P-Value of 0.06498. thus again, the research hypothesis holds, which means that there is a significant relationship between sex and level of service delivery skills. The coefficient of

determination taken from the r-square times 100% indicated a positive degree of relationship between these two variables. About 15.29% explained how much the level of service delivery depends on the sex of the administrators who have a higher level of service delivery skills.

Civil Status. Civil status was not found to be a significant predictor of the level of service delivery skills because the value of F-ratio of 0.010429 was smaller compared to the significant F or P-Value of 0.91962. Thus the null hypothesis was accepted that there is no significant relationship between civil status and the level of service delivery skills of the administrators. This indicated that civil status and level of service delivery skills are independent of each other.

Educational Attainment. The educational attainment of the administrators was also found to be a significant predictor of the level of service delivery skills because the F-ratio of 2.402149 was greater than the significant F or P-Value of 0.136108. Hence, the null hypothesis was rejected in favor of the research hypothesis that there is a significant relationship between variables. It can be inferred that highly educated administrators have higher levels of service delivery skills.

Seminars and Training Attended. The variables seminars and training attended were found to be also a significant predictor of the level of service delivery skills of the administrators. The F-ratio of 28.23479 was greater than the significant F or P-Value of 2.8689.5. The coefficient of determination of 57.34% indicated a positive degree of level of service delivery skills. It can be inferred that related seminars and training influence service delivery skills.

Relationship between the Administrators' Profile Characteristics and Level of Effectiveness of Public Service Delivery.

Age. Age was found to be a significant predictor of the effectiveness of public service delivery of the administrators. The computed F-ratio of 0.6821122 was greater than the significant F of 0.418144, and the coefficient of determination of 3.14% indicated a positive degree of relationship between them.

Sex. Sex was also found to be a significant predictor of the level of effectiveness of public service delivery. The F-ratio of 3.792187 was greater than the significant F of 0.06498. This led to the confirmation of the research hypothesis. The coefficient of determination of 15.29% indicated a positive degree of relationship.

Civil Status. This variable was found to be also a significant predictor of the level of effectiveness of

public service delivery skills of administrators. The computed F-ratio of 0.9180 was greater than the significant F of 0.34888. Thus the null hypothesis was rejected. There is a significant relationship between civil status and skills level of effectiveness of public service delivery. The 4.18% coefficient of determination indicated a positive degree of relationship.

Educational Attainment. Educational attainment was also found to be a significant predictor. The F-ratio of 0.503068 was greater than the computed significance F or P-Value of 0.485955. This led to the confirmation that there is a positive degree of relationship between educational attainment and the level of effectiveness of public service delivery.

Seminars and Training Attended. This variable was also found to have a significantly positive relationship with effective service delivery because the F-ratio of 34.41718479 was greater than the significant F of 7.9181906. Likewise, the coefficient of determination of 62.14% indicated a positive degree of relationship between them. The results of the correlation analysis indicated positive predictors of the level of effectiveness of public service delivery of the administrators. Implied by the correlation analysis is the extent of the variables are being associated with each other; meaning, age, sex, civil status, educational attainment, and the seminars and training attended by the administrators can be used so as to have effective service delivery performance.

Relationship between Level of Effectiveness of Service Delivery and Level of Service Delivery Skills.

Table 6 presents the summary results on the relationship between the level of effectiveness of service delivery and the level of service delivery skills. The results reveal that the F-ratio of 111.46837 which was greater than the significant F of 7.42632-10. Thus the null hypothesis was rejected in favor of the research hypothesis that there is a significant relationship between the level of service delivery skills of school administrators. Likewise, the coefficient of determination of 84.14% explained how much these two variables were related to each other. It can be concluded that the more skilled the administrators are, the more effective is their service delivery.

Table 6. Summary Result on the Relationship between the Level of Service Delivery Skills and the Level of Effectiveness of Service Delivery.

	F-Ratio	Significant	Coefficient of Determination $r^2 \times 100\%$	Interpretation
Level of Effectiveness and Level of Service Delivery	111.46837	7.42632-10	84.14%	Significant

Test of Difference

Administrators versus Employees. To test the null hypothesis that there is no significant difference between the administrators and the employees in their assessment of the level of service delivery skills, the t-test for two independent samples was used. The result revealed that the computed value of -0.09 was within the t-critical value of -1.98. The null hypothesis was therefore accepted, which means that there was no significant difference between the assessments of the administrators and that of employees. It implies that their assessments were the same. It can be inferred, therefore, that the administrators and the employees have the same awareness or perception of the level of service delivery skills of administrators.

Administrators versus Stakeholders. There were 24 administrators and 150 stakeholders with mean scores of 165.58 and 150.3, respectively. The mean difference of 15.28 was found to be significantly different, considering that the t-computed value of 3.04 was greater than the t-critical value of 1.97. Thus the null hypothesis was rejected in favor of the research hypothesis that there is a significant difference between the two groups of respondents regarding their assessment of the administrators' level of service delivery skills. It can be implied that the lower assessment by the stakeholders of the level of service delivery skills as compared with the administrators' self-assessment of their service delivery skills can be due to inadequate information and limited access in availing of the services delivered by administrators. This can be taken to indicate the necessity for further enhancement of the delivery system and of the service delivery skills of the administrators, such as on the aspects of successful linking, or effective networking and similar approaches or strategies to enhance or improve service delivery relationships.

Employees versus the Stakeholders. There were 60 employees and 150 stakeholders. The mean scores on the assessment of service delivery skills were 165.05 and 150.3, respectively, with a mean difference of 15.02, which was also found to be significantly different considering that the t-computed value of 4.02 was greater than the t-critical value of 1.97. The research hypothesis that there is a significant difference between the assessments of the two groups regarding the level of service delivery skills of the administrators holds. It is indicated that the assessment of the stakeholders is lower than that of the employees. Employees are more convinced of the service delivery skills of their administrators, possibly because of their inherent functions and their exposures to the policies, programs, and service delivery functions. At the same time, the stakeholders' assessment relied more on observations.

The results of the test of difference in the assessments done by the three pairs of groups can be considered in determining significant predictors that can be essential inputs for enhancement of service delivery and the effectiveness of service delivery performance. These significant differences in the assessments imply that service performance needs critical attention for approaches and strategies befitting effective solutions for problem situations.

V. CONCLUSION

Based on the findings of the study, the following conclusions were drawn. The majority of the administrators in the colleges and universities of the provinces of Samar are middle-aged or belong to the late thirties and early forties age bracket, which is considered as functional age that bespeaks of the ability to establish a career where knowledge, skills, and upward mobility are challenges to successful public service delivery. The majority of the administrators were female. The majority were married that implies their ability to accept more responsibilities which, could be an asset for trustworthiness on the job as administrators; Majority holds a master's degree and with a few in doctoral studies, which implies interest and enthusiasm for continuing education that will improve or enhance their service delivery skills and performance; Their attendance in training and seminars was abreast of new and advanced information technologies that will affect better performance at work and further develop the necessary skills to cope with the challenges of work.

The assessment by the 3 groups of respondents of the service delivery skills of the administrators in terms of monitoring, influencing, articulating, and information access were all considered "skilled" with weighted mean ratings that speak of the existence or presence of service delivery skills and service delivery performance, but which are not extensively functioning particularly in the process of implementation. The given low ratings on factors associated with the improvement and enhancement of service delivery skills of administrators indicate the need to develop a better and enhanced service delivery performance.

The low assessment ratings on the level of effectiveness of service delivery performance of the administrators as to efficiency, effectiveness, economy, entitlement, and responsiveness, express a state or condition that calls for improvement or further development. Finally, the problems identified necessitate alternative solutions.

VI. RECOMMENDATIONS

The following recommendations were formulated based on the stated conclusions and implications:

- 1) It is highly recommended that the higher education administrators and employees continue to pursue advanced education to keep pace with the current realities and with the dynamic changes that take place at work and in the profession.
- 2) Based on the lower assessments given by the administrators themselves and employees regarding service delivery skills effectiveness, a client-focused service culture must effectively be infused into the value system. This can be made possible with the active participation of administrators and employees through appropriate human interventions, such as an immediate response to the clients' request for completion of services in the least possible time without any runarounds. This is also in response to the government call embodied in (Republic Act No. 9485 and its implementing rules and regulations and the Civil Service Memorandum No. 12, s. 208, known as An Act to Improve Efficiency in the Delivery of Government Service to the Public)
- 3) A training program should be designed and integrated into the Service Delivery Enhancement Program that should be enriched and kept updated by including activities that will enhance the process, such as:
 - a) Conduct regular supervision and updating. This will ensure the efficiency and effectiveness of the service at the highest possible level.
 - b) Formation of a standard system geared towards quality and effective delivery service.
 - c) Maintain and guard an effective delivery service through dedication to service stakeholders or clients.
- 4) Provision of a service delivery publication in the form of an updated manual that will guide and provide just and legal direction, especially to front liners in proper and effective service delivery. This will serve as an effective reminder and a constructive tool to guide service deliverers' performance.
- 5) The Commission on Higher Education (CHED) should encourage administrators to attend more related training and seminars that will further develop and strengthen their public delivery skills, particularly on such strategic topics as Resource Generation and Management, Total Quality Management, Crisis Management, Strategic Planning, and the like, which are essentially needed in the development of service delivery skills and service performance critically needed by the administration, employees, stakeholders, and the service community.

- 6) Establishment and institutionalization of a Service Information System of Programs and services showing the flow and the process of transactions to avail of the kind of services offered by the various offices/departments/units of the Institution.
- 7) Recommended for future research is the conduct of further studies related to service delivery skills and service performance. This dissertation would be of help and would serve as baseline information and as a reference as well.

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