

Job Profile and Description of the Administrative Staff and Research, Extension and Professional Staff (REPS) in a College in a National University

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ABSTRACT

Objectives. This study aims to determine demographics, job suitability, job satisfaction and perception among the administrative staff and research, extension and professional staff (REPS) of the University of the Philippines Manila College of Medicine.

Methods. This is a descriptive study. A questionnaire was developed and administered to 71 administrative employees and Research, Extension and Professional Staff (REPS) to assess job profile, actual duties and responsibilities of the official job position/title during a period of five years from January 1, 2010 to December 31, 2014.

Results. There are 71 employees of the University of the Philippines College of Medicine (UPCM), 61 administrative staff and 10 REPS. A majority (62%) have been with the UPCM for more than 15 years. Sixty-two employees had complete information and among these, 45 (72.6%) were hired for jobs related to their educational backgrounds. All employees underwent some form of training as part of staff development (2.56 courses/employee/year) and the staff recognized that these courses enhanced their ability to do their jobs (95.3%). However, the staff also feel that they attend many other courses (66.4% of courses attended) that are not directly related to their jobs, with only 33.6% of these courses having any bearing on the performance of their specific jobs. Survey results showed that job satisfaction and perception of the value of their work is generally high. However, sources of dissatisfaction include being assigned tasks by people other than their immediate supervisor, not enough time to do their jobs and duties assigned that are not within their job description.

Conclusion. Most employees of the UPCM have a high level of satisfaction with their jobs. Cited factors for this include job suitability, continued staff development, a sense that what they

do is essential to the organization as a whole. Some areas are seen to be sources of dissatisfaction. These include mismatch between training and actual duties, work assigned by people other than their supervisors, too little time allotted for the work assigned, and tasks expected of them that are not within their job descriptions.

Key Words: job profile, job satisfaction, job performance, Performance Evaluation System (PES)

Introduction

All organizations require periodic assessment of staff performance, whether it be a multinational corporation or a small business. This holds true as well for academic institutions in order to evaluate job performance and satisfaction of all its members. A job profile is a necessary first step in this endeavor. An evaluation of job descriptions, responsibilities and performance provides a bird's eye view of what aspects of the institution are efficient and effective and which aspects need improvement. It also provides insights into employee development and job satisfaction.

Job profiling refers to the process of examining and gathering information relating to a particular job.¹ Job profile (or role profile or role description or job description or job analysis) refers to what a person in a particular job should know, how to do it, how much should be done at a particular time in order to achieve a required outcome. Several studies on job profiles or job performance were conducted for several reasons such as: a) determining the basis for the review or evaluation of performance; b) determining the workload of employees and how his/her workload affects his/her performance; c) retention of employees; d) job planning; and e) training and training needs.²⁻⁷

Job performance has been found to be significantly related to the role ambiguity, competency and person-job fit. In particular, role ambiguity or having no clear understanding of his duties, responsibilities and expectations, has been found to be the most important predictor for job performance.^{3,8} Other predictors of job performance include ability to do entry-level jobs and current job performance.⁹ In the setting of the UP Manila,

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current job performance is assessed using the Performance Evaluation System (PES) every six months.

Other authors have also found that while entry-level knowledge and skill are important, specific jobs require specific skills that may not have been provided by the employee’s formal training. This highlights the need for further training, whether informal, formal or self-training in order to improve their job performance.⁴

This job profile study of the University of the Philippines Manila College of Medicine will enable the administration to review the demographics, job suitability, satisfaction & job perception among its staff, and identify areas that may be bolstered in order to streamline and harmonize tasks of the members of the organization.

Methods

This is a descriptive study on the job profiles of 71 administrative employees and Research, Extension and Professional Staff (REPS) during a period of five years from January 1, 2010 to December 31, 2014. The protocol was submitted to and approved by the University of the Philippines Manila Research Ethics Board. Document review was conducted to determine official job descriptions and these were compared to actual job tasks as listed by staff. Educational background and professional experience were compared to their entry-level jobs and their current positions. The frequency and type of formal training activities participated in by staff in the period were also noted.

A questionnaire developed, but not validated, by the study group was administered to assess job profile, actual duties and responsibilities of the official job position/title. Responses to the questionnaire were kept anonymous and confidential. Supplemental interviews were conducted as needed. Employees were informed that they were free to refuse or to withdraw their participation in the survey.

Results

All 71 employees of the University of the Philippines College of Medicine participated in the study, 27 (38%) were males and 44 (62%) were females. Employees were categorized into two groups consisting of 10 REPS (14.1%) and 61 (85.9%) administrative staff. Ages ranged from 21-62 years, with a mean of 44.9 years.

Fifty-four (76.1 %) of the employees were permanent, 13 (18.3 %) were job orders, 2 (2.8%) were casuals and 2 (2.8%) had temporary positions.

The lengths of service of the employees ranged from 5 months to 39.5 years, with 44 (62%) of them having been with the UPCM for more than 15 years. (Figure 1) The number of employees who have had the same job for the last five years is 57 (80.3%) while the number of those less than five years in the same job is 14 (19.7%).

For the period of 2010-2014, there were 7 (9.9%) permanent employees (REPS and Admin) who were

promoted/transferred to positions with higher salary grades. The newly hired employees from 2010-2014 consist of 6 permanent employees and 8 Job Orders. The length of service rendered by the employees is from 5 months – 471 months (39 years and 6 months).

Table 1 shows the different positions/job titles and the number of employees.

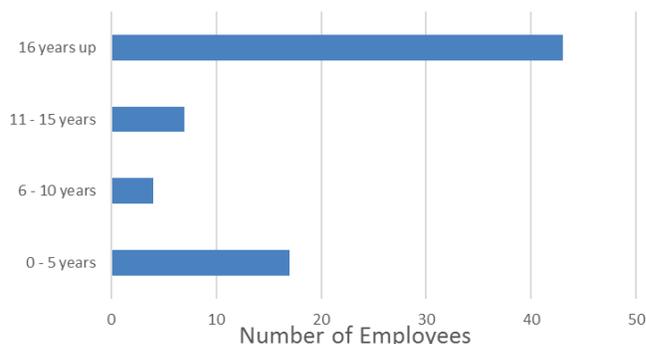


Figure 1. The length of service of the employees in years.

Table 1. Different positions / job titles and number of employees

JOB TITLE	NUMBER
Supervising Administrative Officer	1
Administrative Officer	11
Driver	2
Administrative Assistant	20
Administrative Aide	1
Illustrator	1
Laboratory Aide	5
Laboratory Technician	13
Medical Technologist	2
Medical Equipment Technologist	1
Photographer	1
Social Welfare Officer	1
Student Records Evaluator	2
REPS	10
TOTAL	71

Legend: REPS – Research, Extension and Professional Staff. It is the academic non-teaching staff of the UP System as defined in the 754th Board of Regents meeting held on 20th of January 1967.

Of the 62 employees of the UPCM with complete information, 40 (64.5%) are college graduates including 5 (8%) who finished post-graduate degrees. The rest (22, 35.5%) had vocational school training, failed to finish a college course, or stopped after finishing high school.

Of the 62, 45(72.6%) entered into jobs that were considered related to their educational backgrounds while 17 (27.4%) were hired for jobs not related to their educational attainment, e.g. commerce graduate hired as laboratory technician or administrative assistant with a background in electronics. Most of these employees 51/62 (82.3%) were promoted from their entry-level jobs to other jobs that were closely related to their previous positions while the rest (11/62, 17.7%) were transferred to jobs unrelated to their previous positions.

Table 2. Survey Questionnaire and Responses

SURVEY ITEM	SA	A	D	SD	TOTAL
<i>DUTIES AND SUITABILITY</i>					
1. My actual duties match official job description.	22	35	7	1	65
2. I am satisfied with my present position and actual duties.	21	33	8	1	63
3. My formal training before I started my job equipped me for my actual duties and responsibilities.	23	33	8	1	65
4. My subsequent training after I started my job equipped me for my actual duties and responsibilities.	23	38	3	0	64
<i>ORGANIZATIONAL STRUCTURE</i>					
5. It is clear to me who my supervisors are.	36	25	2	0	63
6. My duties and responsibilities are assigned only by my immediate supervisor.	16	27	21	0	64
7. The PES evaluation truly reflects my job performance.	18	42	4	0	64
<i>PERCEPTION OF DUTIES& RESPONSIBILITIES</i>					
8. The time allotted is enough to finish my job.	10	34	14	1	59
9. I should perform duties not specified in my job description.	9	33	16	3	61
10. The work that I do every day is essential.	38	21	1	0	60

Legend: SA – strongly agree; A – agree; D – disagree; SD – strongly disagree

Only 58 employees provided information about the training they received in the 5-year period covered by this study. Of the 58, all underwent some form of training as part of staff development. The mean number of courses attended during this period was 12.8 per employee (range 1-53), translating to 2.56 training courses a year. Most of these training courses or workshops were organized in-house by the university, while a few were conducted locally by other organizations. Only two employees attended international training courses in the 5-year period. Both of them were university researchers and one of them attended 12 international courses while the other attended three. Of the courses attended, most were perceived to be unrelated to the employee's actual job (66.4%) while only a third had an immediate bearing on their jobs (33.6%). This perception is highlighted by the fact that 84.5% of employees felt that less than half of the training courses they attended in the last five years were directly related to improving their skills and knowledge for their particular jobs.

Responses to the survey provided additional information regarding the overall sentiment of the staff as to their suitability for their jobs, the organizational structure of their particular section and their responsibilities. (Table 2)

Most employees responded positively when asked if their actual duties matched their official job description (87.7%) and whether they were satisfied with their positions (85.7%). Sources of dissatisfaction include non-academic personnel being assigned instructional or academic workload and an administrative personnel whose official designation is laboratory technician. One dissatisfied employee had been with the university more than 25 years but declined to elaborate on the reasons for being unsatisfied.

Most also thought that their educational backgrounds prepared them for their jobs (86.1%) and that they received further training during their employment that enhanced their ability to do their jobs (95.3%).

While the organizational structure is clear to almost all of the staff (96.8%), there is a sentiment among many (32.8%) that they are assigned work by people other than their

immediate supervisors. This is a significant finding in that it implies that employees are de facto receiving instructions/tasks from multiple sources and this may be a source of conflict or confusion. One employee noted that there is some ambiguity in the organizational structure because of the nature of his/her position being both clinical and laboratory in nature.

A huge majority (93.8%) of the staff felt that the Performance Evaluation System (PES) truly reflects their job performance.

A quarter of the staff (25.4%) felt that they were not given enough time to finish their jobs. There is also the sentiment that they are sometimes assigned jobs other than what is in their job descriptions. While most employees seem to have accepted that they occasionally will do tasks outside their official jobs, about a third (31.1%) disagreed with having to do these tasks. Only one employee felt that the work he/she did was not essential. This is the same employee who is dissatisfied with his/her job.

Discussion

Organizations and businesses have a lot invested in human resource. Most often, top and middle level management are subject to scrutiny and review. Success and failure are ascribed to individuals or small groups of individuals who set the agenda for the organization. However, equally important in determining the fate of an organization is the staff that is involved in daily tasks that enable any organization to thrive.

Job performance of employees is affected by a myriad of factors. These include clarity of what their jobs are, employee-job fit, hiring policy, occupational stress and workload, and staff development among others.^{3,4,7,8,9}

The University of the Philippines Manila is one of the constituent universities of the University of the Philippines System and the College of Medicine is its largest college. Its personnel include faculty, REPS and administrative staff. This job profile study is part of an initial attempt at analysis into the workplace and job performance of the REPS and administrative staff of the college.

While most of the employees consented to participating in this study, a few were not able or not willing to provide information and answer the questionnaire and survey. Upon review, documents that are supposed to track changes in each employee's workload and other activities and are supposed to be updated periodically had very little information in them. These were less helpful than they should have been since much of the information needed were not listed. This was addressed by personal interviews and separate questionnaires.

Employee hiring in the university follows rules and regulations in accordance with government policy. Thus, most employees hired came from backgrounds suitable to the positions they ended up in. There were a few exceptions but these employees whose backgrounds did not match their jobs have actually stayed in these jobs. This may be because of personal adaptability and competence or may be due to training opportunities that addressed this gap or mismatch. Moreover, employees who stayed long enough to receive promotions and transfers were transferred to new positions which they perceived to be strongly related to their previous positions, ensuring a level of competence in their new jobs.

Job mobility in terms of promotions or transfers was not very high. Only seven employees received promotions in a period of five years. This may reflect the very high employee retention rate. This is emphasized by the fact that nearly two-thirds of the staff (62%) has been with the college for more than 15 years. Factors for this may include job tenure and satisfaction. The latter is reflected in the results of the questionnaire where 86% of employees expressed satisfaction in their current positions.

Staff development is an integral part of any organization that aims to keep up with the changing times as well as to keep employees current in terms of knowledge and skill. An overwhelming majority of the employees attended training courses during the five-year period. These were mostly in-house, organized by either the college or the university. Moreover, most employees report that the training courses they attended were not specific to their jobs but rather courses aimed at all employees of the university. Roughly a third of these courses were related to the performance of their duties and these were concentrated in a few individuals whose jobs needed more focused and specialized training. Examples are those involved in specific research study groups or those whose supervisors sent them to courses held outside the university.

Performance evaluation is often a difficult task, especially in an organization such as the university. The number and variety of job assignments make it inherently difficult to institute a standard evaluation for each and every employee. Various methods are currently in use for performance appraisal and techniques used include non-participant observation and supervisors' appraisals.¹⁰⁻¹² The

Performance Evaluation System used in the university seems to be viewed as a fairly accurate tool for appraising employees' performance at least from the staff point of view. This is most likely because employees' self-evaluations are taken into account and criteria for evaluation are clearly laid out. Evaluations are not solely based on supervisors' perceptions. Most see this tool as being able to capture what they do in the course of their jobs.

An overwhelming majority (98.3%) feels that their work is essential to the smooth operations of the college and that they contribute substantially to its goals. This is an important factor in job satisfaction of employees in any organization and may help explain the high retention and low turn-over rate in the college.

Conclusion

The results of our job profile seem to show that the REPS and administrative staff of the University of the Philippines College of Medicine are well-matched to their jobs, have a healthy level of satisfaction in what they do, see themselves as important in the well-being of the university and are mostly willing to go beyond what is required of them. They however need more opportunities to further their professional competencies by participating in more specialized and focused training courses. Employees also report that tasks are assigned to them by those who are not their supervisors, that they are often asked to perform duties outside of their job description and that they are not given enough time to complete their tasks.

Recommendations

Further study should be done to investigate efficiency of the staff/offices from the point of view of the administration and the supervisors and to identify the nature of the tasks which employees perceive not to be within their job descriptions.

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Statement of Authorship

All authors have approved the final version submitted.

Author Disclosure

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