Human Resource Management in the Context of Self-Concept and Its Impact on the Job Performance of College Full-Time Faculty Members of De La Salle Lipa

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Introduction

Human resource management (HRM) refers to the field of management that is concerned with the "effective use of an organization's human resources to improve its performance."[2] In the process of recruiting, selecting, maintaining and evaluating employees, HRM includes the implementation of strategies to support their emotional and physical well-being.[3] The well-being of employees may relate to the extent to which the organization recognizes them as people who have different personalities, and at the same time as individuals who work for the common aim of attaining organizational goals and objectives. When people are in an organization, their work quality is affected by personality, convictions and attitudes toward life. Consciously or otherwise, job performance reflects an individual's strengths, weaknesses, and beliefs about her or his own skills and capabilities. These factors may be summed up in the term *self-concept* which, according to Filipino psychologist Myrna M. Pasao, is the positive or negative view of the self. Self-concept also relates to a person's personal adjustment and is therefore influential in much of an individual's behavior and work performance.[4]

The Pasao Self-Concept Rating Scale was used in this study to measure the self-concept of college teachers. Filipino Lasallian educators are viewed as service-oriented professionals who attend to the needs of their learners by employing their *uniqueness* and who seek to build good relationships to promote total human formation.[5] Perception of one's uniqueness and intent to build good relationships can be considered components of self–concept. Educators need good self-concept to perform the tasks of being role models and building good character among students.[6] Retaining the best people is crucial to any organization, especially to an academic institution like De La Salle Lipa (DLSL).[7] Because this institution considers its employees its most important asset, it continuously relies on the efficiency and contributions of all employees to meet its vision and mission.[8]

Theoretical Framework

This study utilized Myrna Pasao's Theory of Self-Concept (1979) and Carl Rogers' Theory of Personality (1951). The task of defining *Filipino self-concept* is difficult. Self-concept is a very complex psychological construct. The problem of defining or measuring it is magnified in this case by the question of "how the word *Filipino* is defined."[9] Pasao intended to create the theory of the Filipino self-concept not for the purpose of expounding on the identity of Filipinos, but "to conceptualize self-concept in the Philippine context."[10] Filipino self-concept is composed of ten equally significant factors.
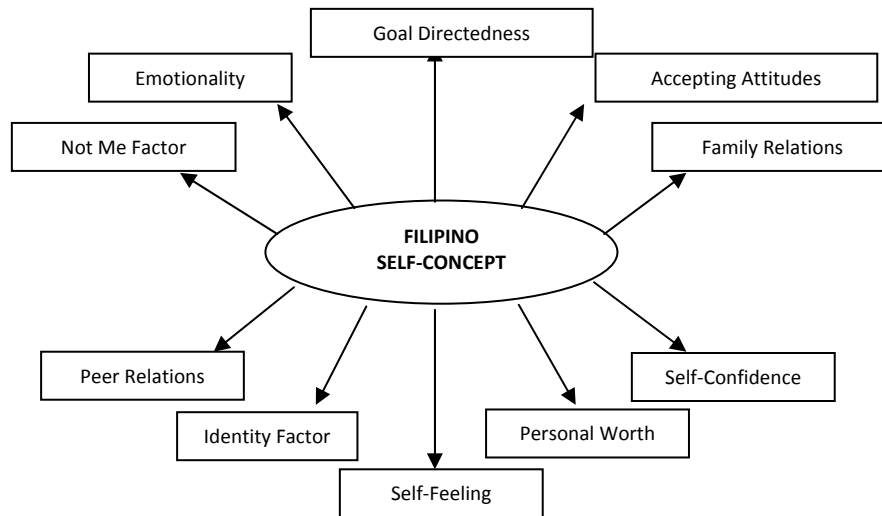
Figure 1. Pasao Model of Filipino Self-Concept

Table 1. Dimensions of Filipino Self Reflected in Pasao's Model of Self-Concept

Factor 1: Not Me Factor	The dimension of Filipino self expressed in the statement, "what I am not."
Factor 2: Emotionality	The dimension of Filipino self reflected in the familiar expression *balat-sibuyas* – being a sensitive person, or more literally, onion-skin.
Factor 3: Goal-directedness	The dimension of Filipino self related to achievement, and perceived as important for success in school and at work.
Factor 4: Accepting Attitudes	The dimension of Filipino self expressed in a realistic view of oneself accepting inadequacies and leading to an optimistic approach to life.
Factor 5: Family Relations	The dimension of Filipino self related to perception of self in reference to one's most immediate circle of associates.
Factor 6: Peer Relations	The dimension of Filipino self expressed as peer acceptance, which is also a dimension of concern for interpersonal relationship.
Factor 7: Identity Factor	The dimension of Filipino self reflected in the "what I am" perspective.
Factor 8: Self-feeling	The dimension of Filipino self involving perception of one's own behavior or functioning.
Factor 9: Personal Worth	The dimension of Filipino self expressed as positive valuing of the self; corresponds to the Rogerian term *self-esteem.*
Factor 10: Self-confidence	The dimension of Filipino self expressed as the person's belief in his abilities with consideration to put the welfare of others before his own.

Carl Rogers developed a theory of personality which explained self-concept. According to Rogers, the theory is

> basically phenomenological in character, and relies heavily upon the concept of the self as an explanatory construct. It pictured the end-point of personality development as being a basic congruence between the phenomenal field of experience and the conceptual structure of the self – a situation which, if achieved would represent freedom from internal strain and anxiety, and freedom from potential strain.[11]

Rogers argued that people are basically good or healthy – or at the very least, not bad or ill. His entire theory was built on a single "force of life" which he called the *actualizing tendency,* defined as the built-in motivation present in every life form to develop its potential to the fullest extent possible. Subsequent components of *actualizing tendency* include *organismic valuing, positive regard* and *positive self-regard.* Organismic valuing was defined this way: "as experiences occur in the life of an individual, they are either symbolized, perceived and organized into some relationship to the self, ignored because there is no perceived relationship to the self-structure and denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self".[12] Positive regard is an umbrella term for things like love, affection, attention, and nurturance. Lastly, positive self-regard included self-esteem, self-worth, and a positive self-image. Out of these components, a *real self* develops, that is, the self that if all goes well the individual will become.

Existing alongside actualizing tendency is the society. According to Rogers, people, in the course of actualizing their potentials, created society and culture. The present society, as he argued, leads people astray with a number of "conditionings." First of these is *conditions of worth* – a term that can best be exemplified by the love and affection people get if they "behave," as the word connotes. Next is *conditional positive regard* which, in simpler terms, is positive regard on "condition." It is the propensity of individuals to shape themselves not by their actualizing tendency, but by a society that may or may not truly have their best interests at heart. The last of these conditionings is *conditional positive self-regard* which is characterized by the tendency of people to like themselves only if they meet up with the standards others have applied to them, rather than if they are truly actualizing their potentials. Because of all these conditionings and the extent by which the society is out of synch with actualizing tendency, they on the other hand develop an *ideal self* – a self which Rogers suggested to be something that is not real and out-of-reach, those standards which people cannot always meet.[13]

This gap between the real self and the ideal self, the "I am" and the "I should," is called *incongruity*. The greater the gap, the greater the incongruity, and the greater the related suffering. In fact, incongruity is essentially what Rogers meant by *neurosis*, referring to the state of being out of sync with one's own self.[14]
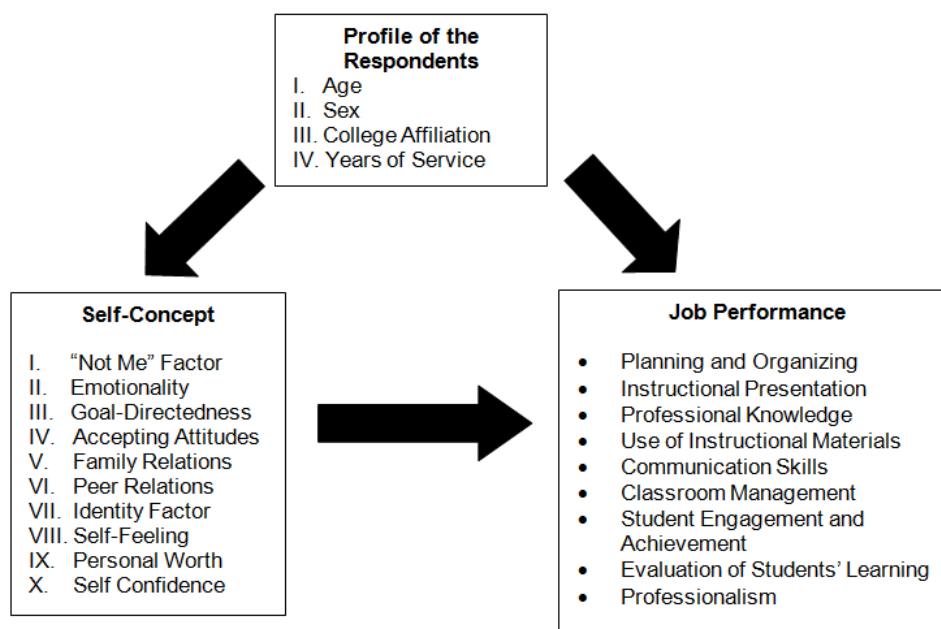
Figure 2. Carl Rogers' Theory of Personality
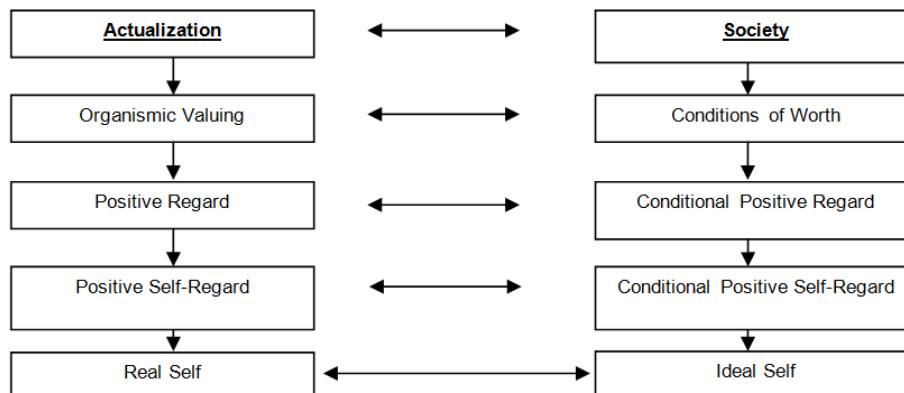
Conceptual Framework

The conceptual framework used in the study is shown in Figure 3. The *independent variable* is a set of four profile factors (age, sex, college affiliation and years of service as full-time faculty member). The *dependent variables* are self-concept and job performance. Self-concept is composed of the following ten factors according to Pasao: the "not me" factor, emotionality, goal directedness, accepting attitudes, family relations, peer relations, identity factor, self-feeling, personal worth, and self-confidence.[15] Job performance is represented by the composite score or rating a respondent acquired for the first semester of academic year 2012-2013. The performance evaluation factors include: *planning and organizing, instructional presentation, professional knowledge, use of instructional materials, communication skills, classroom management, student engagement and achievement, evaluation of student learning,* and *professionalism.*

Figure 3. Conceptual Framework of the Study

Profile of the Respondents
I. Age
II. Sex
III. College Affiliation
IV. Years of Service

Self-Concept
I. "Not Me" Factor
II. Emotionality
III. Goal-Directedness
IV. Accepting Attitudes
V. Family Relations
VI. Peer Relations
VII. Identity Factor
VIII. Self-Feeling
IX. Personal Worth
X. Self Confidence

Job Performance
- Planning and Organizing
- Instructional Presentation
- Professional Knowledge
- Use of Instructional Materials
- Communication Skills
- Classroom Management
- Student Engagement and Achievement
- Evaluation of Students' Learning
- Professionalism

Literature Review

A number of studies contribute to the analysis of the teaching profession in terms of the profile components age, sex, and length of teaching experience. Self-concept is likewise well-developed in the literatures of three fields relevant to this study: psychology, organizational behavior, and human resource management. Lastly, literatures on job performance are included.

The teaching profession in relation to profile components: Much debate occurs as to whether younger or older teachers perform better. Adams (2013) wrote in favor of both, noting that younger teachers have up-to-date training and education while older teachers possess more experience. Similarly, Mayer (2011) said that schools need younger teachers because they have newer and more modern ideas, produce more "fun" experience for students, and have more patience in dealing with students, while stressing the benefits of having older teachers who possess more teaching experience and are better at classroom management than newer teachers. Conversely, other researchers have found that older teachers are viewed by students as resistant

to change, unwilling to accept new ideas and less motivated to learn (Chen and Wang, 2012) and recover from work stress less effectively than their younger counterparts (Ritvanen, et al., 2006).

Teaching has been a female-intensive occupation since the late 1950's. More women majored in education, English and literature (Francis, 2007). Throughout a century of educational reforms, the scarcity of male teachers was not a new issue, as teaching was viewed to be "women's work" (Johnson, 2008). In the Philippines, Tan (2011) wrote that male teachers are more unusual than females and the more serious problem than recruitment is getting male teachers to stay not only in local schools, but also in the country.

In terms of the length of teaching experience, Senechal (2010) argued that teachers with more experience provide added insights to students despite teaching repetition, and are more creative in presenting the same topics. Additionally, experienced teachers provide the school with stability and assist the new ones in adapting to work (GreatSchools.org, n.d.). Clotfeler, Ladd and Vigdor (2006) add that teaching experience is positively associated with student achievement, with more than half of the gain occurring in the first two years of experience. The findings of Chingos and Peterson (2011) provide an example of the mixed evidence about the value of teaching experience, in their finding that teachers became more effective with a few years of teaching experience but as the years progressed, they became less effective.

The nature and meaning of self-concept: Self-concept refers to "the awareness of the person's identity as a person."[16] It is the image that man thinks about himself in terms of the status and value which other people and society bestow upon him. Ariola (2012) found that men and women differ in their personality in terms of the potency of self-concept: men's self-concept is often tied to greater feelings of personal efficacy, while women's self-concept is often tied to nurturance and consideration of others.

Many studies of self-concept are rooted in Rogerian theory. Operationalizing self-concept as "the individual's overall perceptions of his or her abilities, behavior and personality," Gazzingan, et. al., affirmed that people with poor concepts of the self are likely to think, feel and act negatively. Those with high self-concept do otherwise.[17] Similarly, King (2011) conceptualized self-concept as the conscious representation of who one is and what ambitions he has. She added that self-concept serves as a reflection of a person's genuine innate desires and is affected by conditions of worth. McLeod (2008) studied the three key dimensions of the Rogerian self-concept – *self-image, self-esteem* and the *ideal self* – which in order refer to perceptions of the self with regard to appearance, lovability and self-worth, the kind of self that an individual strives to become.

Coon and Mitterer (2013) address both a definition of self-concept ("all the ideas, perceptions, stories and feelings about who one is") and how self-concept is acquired, proposing that self-concept is "built out of daily experiences and is revised by acquiring new experiences."[18] According to the same authors, self-concept, with its various dimensions, is a way to understand one's total personality. Their definition is similar to the one made by Teh and Macapagal (2007), who referred to self-concept as a human dimension that is a product of social interactions. These day-to-day interactions could be by means of comparing one's abilities with others, or by means of accepting what others – such as parents, siblings, coworkers friends, and teachers – might be saying about him or her.[19,20]

Luisser (2013) and Reece (2013) also define self-concept as a developing construction. Luisser defines self-concept as "the overall attitude about oneself. It is also called self-esteem and self-image. It includes perceptions about several aspects of oneself" developed over the years through feedback from others and through social comparisons. The author likewise enumerated ways to build a positive self-concept, which included viewing mistakes as learning experiences, accepting and bouncing back from failures, controlling negative behaviors and thoughts, and tapping into one's spirituality. Reece defines self-concept as the "bundle of facts, opinions, beliefs and perceptions about oneself that are present in one's life every moment of every day,"[21] noting that self-concept in adults is greatly influenced by time, and significant people and events from the past.

If self-concept is identified to be a product of experiences, then it could be considered to be remarkably consistent. Once a person's self-concept becomes stable, it will guide what he pays attention to, what he remembers and what he thinks about. In simpler terms, self-concept is the mental picture of one's personality (Swann, Chang-Schneider and Larsen McClarty, 2007).

Inasmuch as self-concept functions to understand personality, it is also "an important tool in human self-actualization" (Ciccarelli and White, 2009).[22] Self-concept, as Lahey (2009) wrote, might be accurate or otherwise. Inaccurate views of the self can cause problems. If a person's self-concept is seen to be different from the way he acts, thinks and feels, an obscured view of the self could be formed.

Self-concept in relation to organizational behavior: One field of management that includes discussions on the nature and meaning of self-concept is organizational behavior. Self-concept is becoming an increasingly essential topic in organizational behavior as a cluster of theories to explain employee attitudes and behavior. For instance, Allameh, Alinajimi and Kazemi (2012) found in a study on the relationship between self-concept and organizational behavior that a positive self-concept improved organizational behavior and helped explain leadership, team dynamics, employee motivation, decision making, influence, and organizational commitment. This research is influencing management in the workplace, as McShane and Glinow (2012) found in a study indicating that organizational leaders recognize that support of employee self-concept "significantly improves performance and well-being."[23]

Kreitner and Kinicki (2007) recognize the work of sociologist Viktor Gecas, who defined self-concept as "the concept the individual has of himself as a physical, social and spiritual or moral being"[24] in developing their understanding of self-concept as the recognition of oneself as a unique person. They mention that when behavioral scientists discuss self-concept, three topics are included: *self-esteem, self-efficacy* and *self-monitoring*.

To discuss the first of the three aforementioned terms, Luthans (2011) wrote that in the context of organizational behavior, self-concept is referred to as the more recognized term *self-esteem.* Self-esteem, as he defined, is "the people's self-perceived competence and self-image."[25] As previously mentioned, self-esteem is considered to be the central element underlying a positive self-concept (Greenwald, Belleza and Banaji as cited by Pollastri, Cardemil and O'Donnell, 2010). A person with high self-esteem is more confident about her or his ability to perform well in the organization and to be satisfied in his or her accomplishments (Moorhead and Griffin, 2010). In a longitudinal study of the development of self-esteem across the life span, Orth, Trzesniewski and Robins (2010) found that self-esteem develops as one progresses from young

to middle adulthood, reaching a peak when one is about 60 years of age and then declining thereafter.

Nelson and Quick (2006) provided a view of self-concept in relation to organizational behavior when they used the term *self-efficacy*, which relates to the ability of an individual to attempt difficult tasks, to persist in overcoming obstacles, and to face less anxiety when faced with adversity while working for an organization (Bandura, 1997). One of the most difficult tasks in organizational behavior is *self-monitoring*, defined as "the extent to which a person observes his own self-expressive behavior and adapts it to the demands of the situation."[26] Efficacy in the task of self-monitoring has notable implications in the workplace. For example, in one workplace study, "High self-monitors projected images to impress others, while low self-monitors were less willing and less able to project impressions other than what their real selves are actually like, even if they are not favorable at all."[27]

In the workplace, employee levels of self-concept vary in their *complexity, consistency and clarity.* Complexity is "the number of distinct and important roles or identities that people perceive about themselves."[28] Consistency refers to "the ability to perceive roles as requiring similar personality traits and values."[29] Lastly, clarity is "the degree to which a person has a clear, confidently defined and stable self-concept."[30]

Self-concept in relation to human resource management (HRM): The literature on human resource management did not give meaning to self-concept as how it is defined in the context of organizational behavior. Self-concept is identified in HRM through such terms as *self-image, self-assessment, self-esteem* and *self-efficacy*.

As stated by Mathis and Jackson (2008), self-image is how people see themselves in relation to talents, motives and values.

Self-assessment is "the use of information by employees to determine their career interests, values, aptitudes and behavioral tendencies" (Noe et. al., 2007, p. 305). According to them, this strategy includes the responsibility of an individual as part of the organization to determine opportunities and dimensions of the self which need improvement. In turn, the organization is responsible in providing assessment information for identifying its employees' strengths, weaknesses, interests and values. Similarly, Currie (2006) views self-assessment as context-related, "the process of attributing particular characteristics of oneself as a member of diverse groups."[31]

Organizations have an interest in implementing self-assessment well. Researchers have found that self-assessment "facilitated a two-way dialogue between employees and the organization and encouraged employees to take responsibility of their performance"[32] and that its effectiveness depends upon the rapport between superiors and subordinates.[33] Corpuz (2006) found that self-assessment helped avoid stereotyping because limits on the impressions of the attitudes and behaviors of others are not formed when a clear sense of the self ensued.

According to Price (2007), self-esteem is the sense of worth of an individual to be considered a valuable member of the society or group. It fosters independence and provides adult company and structure to life. Studies have demonstrated a positive relationship between self-esteem and job performance among non-supervisory employees in Philippine[34] and Chinese banks.[35] It was

found that self-esteem plays a mediating role to job performance, and that the relationship between self-esteem and job performance is, in turn, mediated by career mentoring from supervisors.[36, 37] There is evidence that self-esteem is negatively correlated with job stress among Indonesian public university educators – the higher the self-esteem, the lower the stress level, and vice versa. [38] Self-esteem has also been linked to better work performance among teachers in universities in Bangladesh.[39]

The general understanding of self-efficacy as the belief in oneself to perform effectively in any situation[40] is often adapted in human resources research as "the person's belief that he or she can successfully learn the training program content."[41,42] Noe et. al. (2006) note that these perceptions are not connected to the employee's actual ability to learn, but rather to the way he sees himself and his abilities. Judeh (2012) highlights this distinction – while his study found self-efficacy was weakly correlated with job performance, he described employees with high levels of self-efficacy as perceiving work pressures as challenges, and then doing their best to accomplish difficult and demanding tasks. In comparison, employees with low self-efficacy succumb to easier goals and avoid work-related challenges.

Studies of the relationship between self-efficacy and work-related performance, career choice, learning and achievement and adaptability to new technologies (see, for example, Ivancevich, 2007) have found that individuals with high self-efficacy perform better as members of an organization. Self-efficacy has also been related to cultural intelligence, a generative capability in which "cognitive, social, emotional and behavioral subskills"[43] are organized in ways that support valued employee characteristics such as "successfully achieving goals."[44] Self-efficacy has been positively associated with job performance among front-line service workers.[45] Research consistently supports the positive relationship between self-efficacy and job performance among teachers. Khurshid, Qasmi and Ashraf (2012) found this association to be especially for female teachers and teachers with more work experience. The self-esteem / job performance connection has been found among teachers of mathematics,[46] social science,[47] and clinical nursing (in Taiwan);[48] and among public secondary school teachers in Osun State in Nigeria.

Findings linking self-efficacy with job performance imply a number of important considerations with regard to human resource management. First, organizations must identify candidates and current employees with high self-efficacy, as they are more motivated to perform well in their assigned tasks. Next, organizations must consider sending employees with high self-efficacy to training programs, especially in the light of budget restraints. High self-efficacy individuals learn more from training and are likely to give assurance that they will apply what they have learned. Lastly, organizations must encourage increased performance goals among employees with high self-efficacy because they are more likely the ones who can attain them.[49] Bembenutty (2009) found this to be especially true when self-efficacy was present with traits such as achievement calibration and self-regulation.

Self-concept and personality traits: The following personality traits have been significantly correlated with job performance: *conscientiousness, extraversion, self-monitoring, agreeableness,* and *optimism.*[50] Self-monitoring ("the ability to control expressive behavior and to manage self-presentation") has also been found to relate to self-concept.[51] DuBrin (2007) determined that employees who have this strong ability to examine themselves and adapt their behavior receive better performance ratings, become leaders in the organizations, and exhibit

organizational citizenship behavior, or the willingness to perform tasks beyond requirement. To test the relationship between personality, job satisfaction, and job performance, Suplido (2006) gathered data from three private Philippine universities seeking to show that personality variables would be more significant predictors than work-related variables. While the study identified otherwise (that work-related factors influence performance more strongly) the study results suggest that Filipino college teachers base their commitment on an interdependent or collectivist attitude – an indicator of the significance of *peer relations,* which is identified in this study as a component of Filipino self-concept.

The self-concept of teachers: Research supports the idea that developing a positive self-concept is important to educators specifically. Okeleke (2013) stated that teachers must possess a high level of self-concept because it is essential for making students learn, while serving as a "morale booster" to help teachers cope with the complex task of teaching. Davies (2013) also found that the self-concept of an effective teacher promoted student learning. In a study to determine the effects of increasing responsibilities among teachers, especially Islamic religious teachers, Muhamad et. al. (2013) concluded that teachers need a positive self-concept to become effective role models and to build good character among their students. Research conducted by Bayas (2006) revealed that teachers with positive self-concept work to attain outstanding performance, exhibit open-mindedness in terms of accepting suggestions for improvement, and intentionally improve themselves professionally. School managers likewise exemplified leadership skills through positive self-concept and modeling of desirable values. They search for new and better ways of running the school by putting responsibilities ahead of one's own desires, performing tasks with perseverance, and applying learning through experiences.[52] Sex and years of service are frequently studied for association with self-concept and job performance. Ohao (1997) found that for both male and female teachers, no significant relationship between self-concept and job performance existed. For the same respondents, self-concept and job performance were tested in terms of the length of teaching experience. There was a significant relationship between the self-concept and job performance of teachers with short teaching experience.

Day et al. (2006) examined the correlation between the personal and professional selves of teachers, which could translate to self-concept and on-the-job performance, respectively. They found a direct relationship between the two, and suggest that teachers in all countries need support for their commitment, energy and skills. When too much stress and pressure originate from a teacher's workplace, these could compromise the view of the self, which consequently affects professional identity.

Nature of job performance and performance appraisal: Job performance refers to the work-related actions that are expected of a member of an organization. It also includes the process of evaluating the extent to which employees effectively perform the work standards and activities.[53]

Most definitions of job performance focus on the outcomes of an employee's labor[54] relative to "the tasks that make up an employee's job"[55] and "the extent to which expectations or objectives have been met."[56] According to Batt (2002), performance is absolute when work objectives are met.

Job performance is defined alongside *performance appraisal,* which refers to "the process of formally assessing someone's work accomplishments and providing feedback."[57, 58] Performance appraisal is a holistic approach to evaluating performance, since it focuses on past and future

performance and it looks into the various dimensions comprising the job description of an employee. Performance appraisal may also include the employee's "contributions to the organization,"[59] but it almost always involves a comparison of performance to identified work standards. In terms of work standards, performance appraisal is "the means of evaluating an employee's current and or past performance relative to his or her performance standards."[60, 61] It is sometimes called "performance review and performance evaluation."[62]

Kinicki and Williams (2008) stressed the need for the performance appraisal of an employee to be composed of appraisal information from different people knowledgeable about her or his work performance. Besides managers, appraisal must be provided by peers and subordinates, customers and clients, and the employee. Muñoz (2009) supported this conviction when she developed a framework for assessing the performance of teachers in the Division of San Carlos City in Pangasinan. Her rubrics for self, supervisor, and peer evaluations address the needs of teachers more effectively and support the continuous improvements necessary for teacher quality.

Relative to job performance, age and gender are the profile components which have previously been associated with job performance. Ng and Feldman (2008) reviewed 380 studies on the relationship between age and job performance and found that age has a strong relationship with seven of the ten dimensions of job performance. For example, older workers were likely to help other employees, comply better with safety rules, and less likely to engage in counterproductive behaviors. These findings were affirmed by Truxillo, et al. (2012) in their study of perceptions of younger and older workers in terms of job-related differences and performance, in which older workers were perceived more positively on job performance in terms of organizational citizenship behavior. In relating gender with work performance, Akiri and Ugborugbo (2008) conducted a study on the influence of gender to teacher productivity. According to them, male teachers were generally more productive than were female ones, and the latter were more easily influenced by work location.

The Present Study

Statement of the Problem: The relationship between self-concept and job performance can be determined among employees from any type of organization. De La Salle Lipa, an educational institution with more than 700 employees, provided a good opportunity to test whether the self-concept of teachers affects the way they work as educators. The study was conducted with prior notice to the institution's Vice Chancellor for Academics and Research that such a study would be made, and which consequently yielded her approval to accomplish the study. The organization views employees as valuable assets and relies on them to meet its vision and mission. These convictions reinforce the need to look into the relationship between knowledge of oneself and work performance. A baseline study of these two variables could help managers identify the most effective ways to retain educators in De La Salle Lipa.

In a recent oral interview with DLSL Human Resource Department (HRD) personnel in charge of training and development, the researcher found that during the previous four years no seminars or surveys had been conducted to identify the level of self-concept among employees. In general, trainings the department provided were related to work policies and work ethics, while surveys were used to identify employees' long-term career goals. As regards employee

performance, HRD personnel recounted that the department currently implements the aforementioned functions of performance management.

While these strategies helped develop the capabilities of the employees, no attempts were made to measure their level of self-concept as individuals, members of a work group, and part of the organization. Likewise, no previous study was conducted in the institution which related self-concept to job performance, with an aim to make recommendations in its present human resource management.

The present study aimed to determine the relationship between the self-concept and job performance among college full-time faculty members of De La Salle Lipa. Specifically, it sought answers to the following questions:
1. What is the profile of the respondents in terms of:
    1.1. age;
    1.2. sex;
    1.3. college affiliation; and
    1.4. number of years in service as a full-time faculty member?
2. What is respondent's level of self-concept?
3. What is respondent's level of job performance?
4. Are there significant relationships between profile factors and level of self-concept?
5. Are there significant relationships between profile factors and job performance?
6. How does self-concept relate to respondent's job performance?
7. What intervention programs related to human resource management of De La Salle Lipa (DLSL) may be proposed in relation to the results of the study?
8. How might other Lasallian higher education institutions use the study results to maximize faculty retention and performance?

Hypotheses

$H_{O1:}$ There is no significant relationship between respondent profile and self-concept.

$H_{O2:}$ There is no significant relationship between respondent profile and job performance.

$H_{O3:}$ There is no significant relationship between respondent self-concept and job performance.

Significance of the Study: Because the study context, participants, and measure are all specific to Filipino culture, the study has greatest potential to benefit Filipino higher education institutions. The study may also be beneficial to:
   a. participants, who will have the opportunity to develop greater insight about their levels of self-concept as well as gain feedback regarding their job performance;
   b. academic programs at DLSL which incorporate human resources management competencies in learning outcomes or curriculum;
   c. the DLSL Human Resources Department or other units at the institution with responsibility for professional development and performance review;
   d. perhaps most importantly, as it was identified that teacher self-concept directly influences students, the students of De La Salle Lipa could also shape their respective self-concepts better once interventions improve self-concept or job performance among their teachers.[63]

Research Method: The present study is classified as descriptive research, which "enumerates what behaviors occur and in what quantity and frequency."[64] The descriptive method is appropriate because it "describes and interprets what is; tests the conditions of relationships that exist; and includes hypothesis formulation and testing, analysis of the relationships between non-manipulated variables and the development of a generalization."[65]

Research Environment and Sample: The study was conducted at the College Division of De La Salle Lipa. De La Salle Lipa (DLSL) is the sixth Lasallian school established in the Philippines.[66] Five of the six college divisions provide undergraduate certificate or baccalaureate programs and were included in the study: College of Education, Arts and Sciences (CEAS); College of Business, Economics, Accountancy and Management (CBEAM); the College of Information Technology and Engineering (CITE); the College of Nursing (CoN); and the College of International Hospitality and Tourism Management (CIHTM). The College of Law (CoL) was not included.

The researcher coordinated with the Human Resource Department (HRD) of De La Salle Lipa, which in turn sought the approval of the Office of Research and Publications and the Vice Chancellor for Academics and Research for matters relating to confidentiality.

Respondents were full-time faculty members of the five identified college divisions of De La Salle Lipa during the first semester of school year 2012-2013, on either trial or permanent status. They did not hold such positions as Dean, Department Chairperson, Area Chairperson or Level Chairperson in their respective Colleges.

The Human Resource Department furnished the researcher with the total number of full-time teachers employed in the College Division: 130. This number was reduced to those who satisfied the inclusion and exclusion criteria as detailed on the preceding paragraph – a total of 86 college faculty members. Table 3.0 shows the frequencies and percentages of the sample per academic division or college.

Table 2. Frequency Distribution of the Sample by Academic Division or College

College Affiliation	Frequency	Percent
CEAS (Education, Arts, Sciences)	48	56.0
CBEAM (Business, Economics, Accountancy, Mgmt.)	22	25.0
CITE (Information Technology, Engineering)	7	8.3
CoN (Nursing)	6	7.1
CITHM (International Hospitality, Tourism Mgmt.)	3	3.6
Total	86	100.0

Forty-eight faculty members came from CEAS, representing (55.8 percent of respondents). There were 22 who belonged to CBEAM, comprising 25.6 percent. Seven respondents were from CITE (8.1 percent of respondents). Six belonged to CoN, comprising seven percent of the population. Lastly, three respondents were from CIHTM (3.5 percent of respondents).

Although 86 faculty members matched the qualifications, only 84 agreed to answer the survey forms. The number of respondents represented 97.7 percent of the total population.

Data Gathering Instruments: The main tools for data gathering were the *data sheet* developed by the researcher and the *Pasao Self-Concept Rating Scale*. Job performance data were provided by the Human Resource Department as scores from respondent performance evaluations during the first semester of the same school year. These data included the *performance evaluation checklist for faculty (*which is the same for self, student, Area or Department Chairperson and Dean's evaluation) and the *checklist of professionalism for faculty*.

The data sheet was utilized to gather respondents' personal profiles. The Pasao Self-Concept Rating Scale, used to assess the self-concept of faculty members, consists of a self-administered 100-item questionnaire and answer sheet with items stated in both the English and Filipino languages. This self-concept scale uses a five-point frequency scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always. Respondents were asked to indicate how often the trait applies to them. Scoring varies with positive and negative test items, with the highest possible score of 500.

The *Performance Evaluation Checklist for Faculty* is a nineteen-item questionnaire that attempts to quantify the job performance of faculty members of De La Salle Lipa based on the following dimensions, with corresponding weight for each factor: *planning and organizing* (10 percent)*, instructional presentation* (20 percent)*, professional knowledge* (15 percent)*, use of instructional materials* (10 percent)*, communication skills* (10 percent)*, classroom management* (10 percent)*, student engagement and achievement* (15 percent)*,* and *evaluation of students' learning* (10 percent). The checklist uses a four-point rating scale: 1 = Very low performance, 2 = Low performance, 3 = High performance, and 4 = Very high performance. The overall score for performance evaluation reflects the average of the individual scores obtained from the faculty member, her or his students, the Area or Department Chairperson, and the College Dean.

The *Checklist of Professionalism for Faculty* is a 15-item questionnaire used by the College Dean as well as the Department or Area Chairpersons in evaluating the professional behavior of faculty members. It uses a four-point frequency scale: 1 = Rarely, 2 = Seldom, 3 = Almost Always, and 4 = Always. The overall score for professionalism also reflects the average of the scores given by the Dean and the Department or Area Chairperson.

Once all the scores were obtained, job performance ratings of faculty members were calculated based on these weights: 70% for performance evaluation, and 30% for professionalism.

Statistical Treatment of Data: Self-Concept Rating Scale data were analyzed and interpreted through the help of a statistician. Frequency and percentage were calculated for respondent profiles, for score range categories on the Pasao Self-Concept Rating Scale, and for job performance ratings. The researcher and the statistician utilized Pearson-Product Moment Correlation to determine the strength of any relationships between the independent and dependent variables: between respondent profiles and self-concept, between respondent profiles and job performance, and between respondent self-concept and job performance.

Results

Respondent profiles: The profiles of the respondents in terms of age, sex, college affiliation and number of years in service as full-time faculty members were tallied and interpreted.

Table 3. Frequency Distribution of the Respondent Profile Factors

	Frequency	Percent
Age		
20 – 39 years	49	58.3
40 – 59 years	34	40.5
Above 60 years	1	1.2
Total	84	100.0
Gender		
Male	34	40.5
Female	50	59.5
Total	84	100.0
College Affiliation		
CEAS (Education, Arts, Sciences)	47	56.0
CBEAM (Business, Economics, Accountancy, Mgmt.)	21	25.0
CITE (Information Technology, Engineering)	7	8.3
CON (Nursing)	6	7.1
CITHM (International Hospitality, Tourism Mgmt.)	3	3.6
Total	84	100.0
Years in Service		
1 – 5	48	57.1
6 – 10	20	23.8
11 – 15	7	8.3
16 – 20	5	6.0
21 – 25	1	1.2
26 – 30	2	2.4
31 – 35	0	0
36 – 40	1	1.2
Total	84	100.0

As Table 3 shows, the significant majority of respondents are females (59.5%); more than half are ages 20 to 39 years old (58.3%); more than half have five or fewer years of teaching service (57.1%); and more than half (56%) are affiliated with the College of Education, Arts and Sciences.

The finding that a high proportion of DLSL teachers are in the youngest age group provides a positive implication. Research by Adams (2013) and Mayer (2011) favored younger teachers, found to who possess new ideas and provide up-to-date teaching. The results are likewise positive, since Chen and Wang (2012) found out that older teachers are more resistant to change and Ritvanen, et al. (2006) affirmed that older teachers recover less effectively from work stress.

The finding that the majority of De La Salle Lipa college full-time teachers are females confirms the findings of Francis (2006) and Johnson (2008), who state that teaching is a field dominated

by females. The DLSL finding also agrees with Tan's (2011) finding that Filipino male teachers are more unusual than females.

The high representation of respondents from CEAS is not surprising; the college includes all academic departments and areas which provide the general education courses for students such as English, Math and Science. Hence, more teachers are needed for the said college. CBEAM comes next as it is considered to be the college with the longest running program offered to the students, which is Business Administration. In all the distribution of respondents by school is almost identical to the distribution of the study sample.

The data indicating that more than half of the respondents have five or fewer years of service is consistent with the frequency distribution results the respondents by age, because as most occupy the early adulthood age range, the highest frequencies for the number of years in service likewise fall on the earlier ranges. According to Senechal (2010), the more effective teachers are those with more years of experience in school. On the other hand, Clotfeler, Ladd and Vigdor (2006) found that half of the extent of student achievement occurs in the first two years of a teacher's work experience. Similarly, Chingos and Peterson (2011) because they found out that the effectiveness of teachers is heightened during the first few years of teaching experience. Contradictory evidence about the effectiveness of new teachers should prompt DLSL to carefully support and measure the effectiveness of this group of faculty.

Respondent levels of self-concept: Table 4 shows the frequency distribution of the respondents based on interpretation of their total Pasao Self-Concept Rating Scale scores.

Table 4. Respondent Levels of Self-Concept

Pasao Self-Concept Rating Scale Score	Interpretation	Frequency	Percent
450 – 500	Very High	11	13.1
426 – 449	High	22	26.2
414 – 425	Above Average	11	13.1
408 – 413	High Average	7	8.3
384 – 407	Average	17	20.2
372 – 383	Low Average	8	9.5
366 – 371	Below Average	1	1.2
360 – 365	Low	3	3.6
264 – 359	Very Low	4	4.8
Total		**84**	**100**

Based on the results, most (80.9%) of the college full-time faculty members of De La Salle Lipa have *positive* self-concept (combined high, very high, above average and average self-concept ratings). The data provide positive implications. For example, Okeleke (2013) and Davies (2013) state that high self-concept among teachers facilitates more effective student learning. Likewise, teachers with high self-concept become good role models to students, according to Muhamad, et al. (2013).

Respondent levels of job performance: Table 5 presents the frequency distribution of the job performance ratings of the respondents for the first semester of school year 2012-2013.

Table 5. Frequency Distribution of the Faculty Members on Job Performance

Job Performance Rating	Interpretation	Frequency	Percent
3.50 – 4.00	Very high performance	77	91.7
2.50 – 3.49	High performance	7	8.3
1.50 – 2.49	Low performance	0	0
1.00 – 1.49	Very low performance	0	0
	Total	84	100

Results show that 77 (91.7%) of respondent ratings are between 3.50 and 4.00, which translates to *very high performance.* The remaining seven respondents are in the next score range – 2.50 to 3.49 – which is interpreted as *high performance*, and they comprise 8.3 percent of the total respondents.

Based on the results, the majority of the respondents are performing well as educators in the college divisions of De La Salle Lipa. They meet the standards set by the institution in working as educators based on their ratings. The results are comparable to those acquired by Usop, et al. (2013) whose findings indicate that the majority of teachers have high work performance.

Relationships between profile and self-concept: The profiles of the respondents were correlated with both their self-concept and job performance. Table 6 shows the relationship between respondent profile components and self-concept ratings as measured by the Pasao Self-Concept Rating Scale. The r-values and p-values for each correlation with their corresponding verbal interpretations are presented.

Table 6. Relationship between the Personal Profile Components and Pasao Self-Concept Ratings

Profile Components	Strength of Association with Pasao Self-Concept Rating Scale Scores			
	r- value	Verbal Interpretation	p - value	Verbal Interpretation
Age	-.226	Negligible negative	.039	Significant
Gender	.144	Negligible positive	.193	Not Significant
College Affiliation	-.227	Negligible negative	.038	Significant
Years of Service	-.083	Negligible negative	.452	Not Significant

Correlation is significant at the 0.05 level (2-tailed).

Between age and self-concept, an r-value of -.226 which translates to *negligible negative* and a p-value of .039 which means *significant* are obtained. Between gender and self-concept, an r-value of .144 which means *negligible positive* and p-value of .193 which means *not significant* are obtained. When college is correlated with self-concept, an r-value of -.227 which is interpreted as *negligible negative* and a p-value of .038 which means *significant* are computed. Lastly, when the number of years in service is correlated with self-concept, an r-value of -.083 which means *negligible negative* and a p-value of .452 which is interpreted as *not significant* are acquired.

Based on the results, two significant relationships are noted. The first significant relationship occurs between age and self-concept. This finding seems to agree with that reported by Orth, Trzesniewski and Robins (2010) on the development of self-esteem, which they found to increase as one gets older.

The next significant relationship is identified between the respondents' college affiliation and self-concept. There is a significantly inverse relationship between the two variables.

Relationships between profile and job performance: Table 7 presents the relationship between the profiles of the respondents and their job performance ratings. The r-values and p-values with their corresponding interpretations are also shown.

Table 7. Relationship between the Components of the Personal Profile and the Job Performance Rating Coefficients

Profile Factors	Strength of Association with Job Performance			
	r- Value	*Verbal Interpretation*	p - value	*Verbal Interpretation*
Age	-.092	*Negligible negative*	.131	*Not Significant*
Gender	.190	*Negligible positive*	.083	*Not Significant*
College	.134	*Negligible positive*	.223	*Not Significant*
Years of Service	-.005	*No correlation*	.961	*Not Significant*

Correlation is significant at the 0.05 level (2-tailed).

No significant relationship is identified between the profile components and job performance. The data contradict with the findings of Ng and Feldman (2008) and Truxillo, et al. (2012), who found a significant relationship between age and job performance. Likewise, the results contradict the findings of the study made by Akiri and Ugborugbo (2008) that gender affects teacher productivity. Finally, the results also go up against the findings made by Senechal (2010), Clotfeler, Ladd and Vigdor (2006) and Chingos and Peterson (2011) that the number of years of work experience affect performance.

Relationships between self-concept and job performance: Table 8 presents the association between the total scores of self-concept and job performance. The r-values, p-values and their corresponding interpretations are presented.

Table 8. Relationship between Self-Concept and Job Performance

	Strength of Association with Pasao Self-Concept Rating Scale Scores			
	r- Value	*Verbal Interpretation*	p - value	*Verbal Interpretation*
Job Performance	-.092	*Negligible negative*	.404	*Not Significant*

Correlation is significant at the 0.05 level (2-tailed).

The correlation yields an r-value of -.092 and p-value of .404 which translate to *negligible negative* and *not significant,* respectively.

This finding of no significant relationship between self-concept and job performance does not coincide with the findings of Bayas (2006), that positive self-concept among teachers and administrators facilitates better job performance. The data agree with the findings of Ohao (1997) that no relationship between self-concept and job performance in terms of the sex of

teachers. However, they contradict Ohao's finding on the basis of the length of teaching experience where self-concept and job performance were found to be significantly correlated. The result also opposes the findings of Khurshid, Qasmi and Ashraf (2012) that self-efficacy (which is closely related with self-concept) affects teacher performance. Lastly, the findings made by Olayiwola (2011) are also in contrast with the result of this study since the former identified significant relationships between self-efficacy and job performance.

Table 9 shows more detailed analysis of relationships between self-concept and job performance, as each of the ten factors of the Pasao Filipino self-concept is correlated with job performance. These ten factors are the Not Me Factor, Emotionality, Goal Directedness, Accepting Attitudes, Family Relations, Peer Relations, Identity Factor, Self-Feeling, Personal Worth And Self Confidence. The r-values and p-values for each correlation with corresponding verbal interpretations are presented.

Table 9. Relationship between Each Pasao Self-Concept Factor and Job Performance Rating Coefficients

Pasao Self-Concept Factors	Strength of Association with Job Performance			
	r- value	*Verbal Interpretation*	p - value	*Verbal Interpretation*
F1: Not Me Factor	.062	*Negligible positive*	.576	*Not Significant*
F2: Emotionality	.024	*Negligible positive*	.832	*Not Significant*
F3: Goal Directedness	-.043	*Negligible negative*	.701	*Not Significant*
F4: Accepting Attitudes	.169	*Negligible positive*	.125	*Not Significant*
F5: Family Relations	.212	*Negligible positive*	.053	*Not Significant*
F6: Peer Relations	.172	*Negligible positive*	.118	*Not Significant*
F7: Identity Factor	.191	*Negligible positive*	.082	*Not Significant*
F8: Self-Feeling	.102	*Negligible positive*	.358	*Not Significant*
F9: Personal Worth	.248	*Negligible positive*	.023	*Significant*
F10: Self Confidence	.080	*Negligible positive*	.471	*Not Significant*

Correlation is significant at the 0.05 level (2-tailed).

Although Table 8 shows no significant relationship between the self-concept of the respondents and their job performance, Table 9 shows that when the specific components of self-concept are correlated with job performance, a significant and direct relationship is identified between self-concept in terms of personal worth, and job performance. Personal worth, as previously discussed, translates to self-esteem. This result supports previous findings by Liu, et al. (2013) that a positive self-concept in terms of self-esteem improves the performance of teachers. It also affirms the results of the study conducted by Ahmed (2012) which specifically identifies the positive relationship between self-esteem and job performance.

Findings

The study obtained the following findings:
1. Most of the respondents belonged to the early adulthood age range, were females, came from the College of Education, Arts and Sciences and were in service in the institution as full-time faculty members for five years and below.
2. Most of the respondents possessed *high self-concept* based on their total scores for the Pasao Self-Concept Rating Scale.

3. The majority of the college full-time faculty members obtained job performance ratings that fell on the interpretation *very high performance.*
4. In relating the profile components to self-concept, age and college affiliation yielded p-values below 0.05 (.039 and .038, respectively) which translated to *significant*. Between the profile and job performance, no p-values below 0.05 were obtained.
5. In the correlation between self-concept and job performance, the r-value was .092 and the p-value was .404. When each of the ten factors of self-concept were associated with job performance, only the relationship between personal worth and job performance acquired a p-value of .023 which meant *significant*.

Conclusions

Based on the findings of the study, the following conclusions were drawn:
1. Most of the full-time faculty members of De La Salle Lipa belong to the youngest age range for adults. There are more female teachers than males, and most come from the College of Education, Arts and Sciences. In relation to their young ages, majority are full-time teachers for five years and below.
2. Most of the faculty members have high self-concept.
3. The majority of the population are effectively performing their tasks as educators based on the institution's standards.
4. There are significant relationships between the age and self-concept, and college and self-concept of the respondents. The age of the respondent and the particular college in De La Salle Lipa with which she or he is affiliated affect the perception of the self. No significant relationship exists between profile components and the job performance ratings of the respondents. The respondents' age, gender, college and number of years in service are not associated with the way they perform as college teachers.
5. There is no significant relationship between the self-concept and job performance of the respondents. However, if job performance is correlated with the ten factors making up the self-concept, personal worth has a significant relationship with job performance. Respondents who feel that they are worthy individuals are better able to accomplish their jobs as educators.
6. There is a need to put emphasis on the self-concept and self-esteem of both applicants and employees of De La Salle Lipa in order to improve their work performance.
7. As self-worth was identified to be the specific component of self-concept related to job performance, the HRD of De La Salle Lipa, as with other Lasallian higher education institutions; may opt to send their staff or even selected faculty members to mission enhancement programs in the Philippines (Return to Vaugirard), or abroad (International Lasallian University Leadership Program sponsored by International Association of Lasallian Universities) so that they can echo what they have learned, and can assist the other faculty members to better recognize the importance of their existence in their respective institutions and to help them connect their work to the Lasallian Education Mission.

Recommendations

Based on the aforementioned findings and conclusions, presented below are some of the recommendations proposed in order to improve the management of teachers working for De La Salle Lipa:

- The Human Resource Department (HRD) of the institution can choose to take a benchmark measure of the current level of self-concept of its employees. Although the study achieved this with the use of the Pasao Self-Concept Rating Scale among full-time faculty members only, the use of other effective measurement instruments for all faculty and staff may be recommended.
- Self-concept and self-esteem enhancement programs for teachers may be implemented. Counseling, focused group discussions within areas and departments, lectures and workshops may be spearheaded by the HRD in order to provide helpful tips on how teachers can improve their self-concept.
- Wellness programs and seminars for teachers which are exclusive to males or females can be conceptualized by the HRD as both genders were found to exhibit varied self-concept characteristics.
- More aggressive feedback on teacher performance and achievement may help teachers more clearly understand their importance to the institution, or to feel more important to the institution, and that their efforts are well appreciated. This can be achieved through periodic recognition events, bulletin postings, salary incentives, or related strategies.
- As revisions are made in the employees' manual of De La Salle Lipa, the findings of this study may suggest changes in the article focusing on recruitment and hiring. In the process of recruitment and selection of applicants, their level of self-concept – and specifically of self-esteem – may be considered. An instrument can be utilized to measure this dimension.

Proposed Human Resource Management Intervention Programs

Two intervention programs are proposed to improve human resource management of De La Salle Lipa based on the findings of the study shown in the preceding tables. The first program proposes that self-concept and self-esteem be included in the criteria for hiring and selection of teachers. The second program recommends implementation of self-concept and self-esteem enhancement programs for faculty members.

The first proposed program is anchored on the principle of Lasallian education in the Philippines that "Lasallian educators are committed to life-long personal and professional improvement and service."[67] It is the inclusion of the measurement of self-concept and self-esteem during the hiring and selection of those applying for teaching jobs in the institution. As the study determines that self-concept specifically in terms of self-esteem affects job performance, a strategy to identify the present levels of their self-concept and self-esteem is suggested.

The program includes selection of an existing instrument to measure self-concept and self-esteem, the administration of the selected instruments to applicants, the addition of an interview with the applicant to be conducted by the school's psychologist or guidance counselor for interacting and providing feedback regarding the instruments answered, and inclusion of the test results and interview in the final deliberation about hiring the applicant.

The following constituents must be included in the implementation of this program: the administrators of DLSL, who makes final decisions in hiring; the Human Resource Department (HRD) staff, who will directly implement the program; the Guidance Office, which will be in charge of interpreting the test results and of conducting the interview; and lastly, the applicants.

The proposed program could expect to achieve the following success indicators: the HRD selects the appropriate measuring instrument by choosing from a shortlist; the results of the responses to the test are interpreted and recorded; interviews with the applicants are successfully conducted by the counselors; applicants are hired by considering the levels of their self-concept and self-esteem; and over time, applicants hired by this process fare as well or better than other recent hires not exposed to the program.

The second program proposed in relation to the results of the study is also anchored on a principle of Lasallian education in the Philippines: "Lasallian educators work together creatively, constructively and enthusiastically both to realize the Lasallian Mission and to assure the effectiveness and vitality of the institutions to which they belong."[68] It is the implementation of a lecture-workshop on self-concept with emphasis on self-esteem. As mentioned earlier, the De La Salle Lipa Human Resource Department (HRD) was not able to provide employees with modules or lectures on self-concept. The results of the study specifically on the significant relationship between self-esteem and job performance reinforce the need for employees of the school to understand the importance of these two concepts.

This second proposed program aims to educate employees on the nature, meaning and importance of self-concept, to give them helpful tips on how to maintain or gradually improve their level of self-concept and self-esteem [using for example the suggestions and action plan developed by Luisser (2013)], and to provide them with an avenue to apply what they have learned. The program consists of a lecture or seminar, open forum, workshop and teambuilding activities.

The HRD should prepare the program of activities and plan and implement the program, which it may choose to make modular – different dates could be allotted to conduct the seminar and open forum, the workshop and finally the teambuilding activity. The HRD could likewise opt to segment the attendees into batches for easier implementation of the program.

The lecture-workshop series identifies the following success indicators: those required or encouraged to attend the program participate in all the dates that the lecture-workshop series is scheduled; the understanding of the attendees on the topics is improved; and the attendees identify and apply the practical ways on how to improve self-concept and self-esteem. The ultimate goal of this proposed program is to see improvements in the work performance of the faculty and staff of the institution as their levels of self-concept and self-esteem are improved.

Return to Vaugirard (RTV) and International Association of Lasallian University Leadership Program

The "Return to Vaugirard" (RTV) is a national formation program for the faculty, staff and students of Lasallian schools in the Philippines. It is a basic orientation on Lasallian spirituality and social transformation in the Philippine context.[69] It was created in the late 90's to deepen understanding and engagement with the Lasallian tradition.[70] It is named as such to signify the importance of Vaugirard in St. La Salle's life as the venue he resorted to for deeper spiritual recollection. Similarly, members of De La Salle Philippines annually meet in Mindanao (either in La Salle Iligan or La Salle Ozamis) to evaluate the extent of their school life in the light of Lasallian values. The author of this study, once being part of RTV, recommends that HRD staff or other faculty members be selected as participants to the said formation program because it is a

good avenue for the employees from different Lasallian schools to share some of their work experiences. For instance, they might talk about some difficulties with their identities as part of a Lasallian community, the work itself or with people they are directly working with.

For a more extensive formation on the employees' role in Lasallian mission, the HRD staff might also be sent to the International Lasallian University Leadership Program sponsored by the International Association of Lasallian Universities (IALU). It is a program specifically designed to develop faculty members from pre-school to tertiary education. Its main goal is to mold informed and committed lay faculty who are adept with the Lasallian educational movement and who are able to make their respective institutions animated by the Lasallian spirit.[71] When the participants return to their institutions, they might be instrumental in recommending strategies they have learned to retain and further empower their co-employees.

Scope and Limitations of the Study

This study tested the relationship between the self-concept and job performance of college full-time faculty members of De La Salle Lipa.

The results of this study were confined to the responses of eighty-six male and female full-time faculty members who belonged to any of the five Colleges of De La Salle Lipa that offer undergraduate baccalaureate or certificate programs. They were full-time faculty members who at that time did not hold administrative positions in their respective colleges as Dean, Department Chairperson, Area Chairperson or Level Chairperson.

Throughout the course of the study, the researcher determined the following: the profile of the respondents in terms of age, sex, the respective college where they belonged to, and the number of years they were in service to De La Salle Lipa as full-time faculty members; the level of self-concept of the respondents; the level of their job performance; the relationship between their profile, self-concept and job performance; and the specific factors of self-concept that significantly related to job performance.

The study was limited to the responses of college full-time faculty members. It was not used to generalize about the relationship between self-concept and job performance of full-time faculty members who held administrative positions, who came from the Integrated School (elementary and high school), and who were part-timers.

The study bore no control on the willingness of all of the eighty-six respondents to participate in the study. They were given the option to answer and return the survey questionnaires or not, which affected the totality of the data collected.

Summary

This study aimed to establish the relationship between the self-concept and job performance of full-time college teachers of De La Salle Lipa in order to recommend programs to improve its human resource management. It was conducted among eighty-six male and female full-time teachers of the institution who belonged to any of its five colleges that offer both baccalaureate and certificate programs to students.

This descriptive study was anchored on the theories related to Myrna Pasao's Filipino Self-Concept (since its corresponding rating scale was used as one of the data-gathering instruments) and Carl Rogers' Theory of personality, which focuses on the notion of self-concept (McLeod, 2012). To gather data, a researcher-constructed data sheet, Pasao's Self-Concept Rating Scale, De La Salle Lipa's Performance Evaluation Checklist for Faculty and Checklist of Professionalism for Faculty were used. Data underwent such statistical analyses as frequency, percentage, and Pearson-Product Moment Correlation.

In response to the results of the study, two intervention programs on human resource management were proposed: the inclusion of self-concept and self-esteem measurements during the recruitment and selection of teacher-applicants, and the implementation of self-concept and self-esteem enhancement programs for the employees of De La Salle Lipa.

Definition of Terms

Accepting attitude. This refers to "the reflection of a realistic view of oneself and acceptance of inadequacies which could lead to a more optimistic view of life" (Pasao, 1979, p. 53). In this study, it is the ability to appreciate one's strengths and weaknesses, and in the process become more open and understanding to accept oneself and others as measured by items 20, 24, 43, 66, 68, 73, 85, 86, 91 and 95 in the Pasao Self-Concept Rating Scale.

Age. It is defined as the length of an existence of a person as a child, adolescent or adult (Feist and Rosenberg, 2010). In this study, it is the age of a respondent as it falls on any of the three age ranges for adulthood: "early adulthood (20-39), middle adulthood (40-59) and advanced adulthood (60 and above)" (Rodriguez, 2009, p. 68).

College. This term covers the period of education after high school, which is characterized by more responsibilities and less free time for students (Hopper, 2004). In this study, it is any of the five Colleges of De La Salle Lipa which offer undergraduate baccalaureate or certificate programs: College of Education, Arts and Sciences; College of Business, Economics, Accountancy and Management; College of Information Technology and Engineering; College of Nursing and College of International Hospitality and Tourism Management.

Emotionality. This is the factor "indicative of emotional stability; a low score points in the direction of emotional sensitivity, or what Filipinos express as being *balat-sibuyas*" (Pasao, 1979, p. 51). In this study, it refers to the observable components of emotion relating to sensitivity as measured by items 22, 27, 35, 37, 41, 42, 47, 49, 76 and 79 in the Pasao Self-Concept Rating Scale.

Family relations. The term refers to "the individual's perception of oneself in relation to his closest and most immediate circle of associates" (Pasao, 1979, p. 54). It includes "the importance a Filipino attributes to the relationship to his extended family" (Pasao, 1979, p. 98). In this study, it is defined by a person's family relationship and the pride he bestows to his family as measured by items 6, 17, 31, 34, 52, 83 and 96 in the Pasao Self-Concept Rating Scale.

Full-time faculty member. It means the profession that has redefined itself to refer not only to a generator of the learner's knowledge but more so to the facilitator of the teaching-learning

process (Casinto, 2009). In this study, it identifies a teaching employee of the College Division of De La Salle Lipa who started off as a part-time faculty member, but is elevated to full-time trial or permanent status by virtue of his length of stay in the institution and the evaluation of his performance.

Goal directedness. This is the factor relating to "the sense of direction to succeed in school" (Pasao, 1979, p. 52). In this study, it includes the characteristics of exhibiting concentration, being goal-focused and having a good memory as measured by items 3, 4, 10, 13, 18, 21, 37, 53, 63 and 75 in the Pasao Self-Concept Rating Scale.

Identity factor. It is "the reflection of the individual's view regarding his health, physical appearance and some basic personality traits" (Pasao, 1979, p. 57). In this study, it is the "what I am" self or what one sees in himself as measured by items 1, 2, 7, 8, 15, 16, 25, 33, 52, 59, 64 and 89 in the Pasao Self-Concept Rating Scale.

Job performance. It is defined as the accomplishment of one's job effectively as evidence of thoroughly understanding the standards or requirements one has to meet (University of Washington Human Resources, 2007). In this study, it relates to the quantitative evaluation or rating of a college faculty member done every semester. It is a composite score that reflects the overall performance of a faculty member as evaluated by himself, his students, his immediate Chairperson and the Dean. The composite score includes the following components: planning and organizing, instructional presentation, professional knowledge, use of instructional materials communication skills, classroom management, student engagement and achievement, evaluation of students' learning and professionalism.

Not me factor. This refers to the "*what I am not* self; it describes the opposite of socially desirable Filipino traits like *'mababang-loob,' 'hindi pintasero,' 'hindi nagtsitsismis,' 'hindi sumusuway sa magulang,' 'hindi mainggitin,' 'hindi naghihintay ng papuri,' 'hindi tamad,'* and *'hindi sadista'*" (Pasao, 1979, pp. 48-49). In this study, it is composed of the items that speak oppositely of the characteristics innate to the Philippine culture like respect to self and to others and diligence as measured by items 4, 5, 17, 18, 19, 32, 37, 39, 40, 54, 56, 67, 70, 76, 77, 78, 79, 80, 84, 94, 98, 99 and 100 in the Pasao Self-Concept Rating Scale.

Peer relations. This means "a measure of interpersonal relationship and reflects a person's sense of adequacy and worth in his social interaction with other people" (Pasao, 1979, p. 55). In this study, it relates to peer relationships and the importance of being accepted as a friend as measured by items 5, 9, 11, 26, 30, 42, 44, 48, 58, 60, 87 and 97 in the Pasao Self-Concept Rating Scale.

Personal worth. It is synonymous to "the positive regard for oneself" (Pasao, 1979, p. 59). In this study, it means the perception of oneself with regard to his worth through the appraisal of significant others as measured by items 55, 58, 61, 64, 74, 75, 81, 82, 88 and 95 in the Pasao Self-Concept Rating Scale.

Self-concept. This is the individual's overall perception of his abilities, behavior and personality (Teh and Macapagal, 2007, p. 284). In this study, it is defined by the way an individual thinks about himself, which includes his conscious and unconscious perceptions.

Self confidence. It is the factor relating to "the measure of self-confidence" (Pasao, 1979, p. 61). In this study it is defined to be the person's belief in his abilities with consideration to put the welfare of others before his own as measured by items 45, 86 and 89 in the Pasao Self-Concept Rating Scale.

Self-esteem. This is identified as "the regard of the self as a worthwhile person and the positive evaluation of the self" (Coon and Mitterer, 2012 p. S-24). In this study, it is the overall sense of self-worth of an individual.

Self-feeling. This factor of the Filipino self-concept is "the individual's perception of his own behavior or the way he functions or his self-feeling; it is the feeling one has of himself as influenced by what he imagines other people see in him" (Pasao, 1979, p. 59). In this study, it relates to the feelings of self expression and influence as measured by items 29, 41, 57, 62, 71, 72, 95, and 97 in the Pasao Self-Concept Rating Scale.

Sex. This term is defined as the biological and physiological characteristics of men and women (World Health Organization, 2013). In this study, it is synonymous with the sex of the respondent as male or female.

Social acceptance. It is the result of removing stigma among certain groups of people (Kendall, 2008). In this study, it is a communal agreement between two or more individuals.

Years in service. This is a person's length of employment which is indicative of his eligibility for benefits (Barron's Dictionary of Insurance Terms in Answers, 2013). In this study, it refers to the number of years the respondent has been employed as a full-time faculty member at De La Salle Lipa, whether on trial or permanent status.

Notes

1. Joseph Angelou Ilagan Ng is an assistant professor of National Service Training Program and Chemistry in the College of Education, Arts and Sciences at De La Salle Lipa (DLSL) in the Philippines. He is an alumnus of the same institution from pre-school to college and has been employed at DLSL since 2010. He received his master's degree in business administration from Batangas State University; the study published in this journal is his thesis for the said graduate program. His research interests include human resource management, organizational behavior, and community service.

2. Payos, 2010 p. 6.

3. Human Resource Services, 2010.

4. Pasao, 1979.

5. De La Salle University-Manila, 2012.

6. Muhamad, et al., 2013.

7. Triviño, 2012.

8. De La Salle Lipa Employees' Manual, 2009, p. 25.

9. Pasao, 1979, p. 96.

10. Pasao, 1979, p. 6.

11. Rogers, 1951, p. 532.

12. Rogers, 1951, p. 503.

13. McLeod, 2012.

14. Boeree, 2006.

15. Pasao.

16. Ariola, 2009, p. 412.

17. Gazzingan, et. al., 2011, p. 129.

18. Coon and Mitterer, 2013, p. 393.

19. Lahey, 2009.

20. Ciccarelli and White, 2009, p. 352.

21. Reece, 2013, p. 78.

22. Ciccarelli and White, 2009, p. 352.

23. McShane and Glinow, 2012, p. 73.

24. Kreitner and Kinicki, 2007, p. 142.

25. Luthans, 2011, p. 128.

26. Kreitner and Kinicki, 2008, p. 147.

27. Gangestad and Snyder in Day and Schleicher, 2006, pp. 688-689.

28. McShane and Glinow, 2012, p. 68.

29. McShane and Glinow, 2012, p. 69.

30. McShane and Glinow, 2012, p.69.

31. Currie, 2006, p. 244.

32. Wilton, 2011, p. 201.

33. Corpuz, 2006.

34. Cruz, 2005.

35. Liu et al., 2013.

36. Liu et al., 2013.

37. Cruz.

38. Djatiningsih, 2006.

39. Ahmed, 2012.

40. Ivancevich, 2007.

41. Mathis and Jackson, 2008, p. 270.

42. Noe et. al., 2006.

43. Bandura (1997) in Sparrow, 2009, p. 106.

44. Earley et al., (2006) in Sparrow, 2009, p. 106.

45. Sousa, Coelho and Guillamon-Saorin, 2012.

46. Bates, Latham and Kim, 2011.

47. Yilmaz, 2009.

48. Hui-Ling, Yu-Hsui and Yi-Ching, 2006.

49. Ivancevich, 2007.

50. DuBrin, 2007.

51. Gangestad and Snyder as cited in Soibel et al., 2012, p. 193.

52. The context of this study [Bayas (2006)] was to analyze and validate the evaluation of the effectiveness of 10 public schools in Cavite with a goal of proposing a model of an effective public elementary school in said province. She found out that teacher performance showed competence and commitment due to several factors which included a *positive self-concept*.

53. http://www.businessdictionary.com/definition/job-performance.html.

54. Bernardin and Russell, 2013.

55. Rue and Byars, 2005, p. 385.

56. Luisser, 2005.

57. Schermerhorn, 2010, p. 308.

58. Dessler, 2012, p. 332.

59. Jones and George, 2013, p. 389.

60. Dessler, 2012, p. 332.

61. Medina, 2006.

62. Certo and Certo, 2010, p. 326.

63. Richardson and Shupe, 2003.

64. Elmes, Kantowitz and Roediger, 2012, p. 110.

65. Best and Kahn as cited in Ariola, 2006, p. 46.

66. More on the study context: De La Salle Lipa is one of the four Lasallian schools which belong to what is considered as the third generation of schools founded by the Lasallian Brothers in the country. This group is composed of La Salle Academy in Iligan City, La Salle Greenhills in Mandaluyong City, St. Joseph's High School in Bacolod City, and De La Salle Lipa.

In 1962, the Brothers of the Christian Schools founded De La Salle Lipa. It was built on a 5.9-hectare lot along J.P. Laurel National Highway. Originally, the school started operation with just three one-story wings of classroom, a gymnasium-auditorium, and a Brothers' House.

In 1985, DLSL opened its College Division with only the Bachelor of Science in Commerce majors in Business Management and Agribusiness Management as its starting programs. The College Division previously existed as the institution's *Tertiary School*, which housed all the undergraduate programs. It was only in 2005 when these programs were categorized under the first three academic divisions: College of Education, Arts and Sciences (CEAS); College of Business, Economics, Accountancy and Management (CBEAM); and the College of Information Technology and Engineering (CITE). At present, the College department has six academic divisions. Along with CEAS, CITE and CBEAM; the College of Nursing (CoN), College of International Hospitality and Tourism Management (CIHTM) and College of Law (CoL) exist.

67. De La Salle University-Manila, 2012.

68. De La Salle University-Manila, 2012.

69. Philippine Lasallian Famili, 2009, p. 2.

70. Philippine Lasallian Famili, 2009, p. 2.

71. http://www.lasalle.edu/missionoffice/index.php?page=ialu_participants&group=living.

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